

TH Secondary School

STUDENT & PARENT HANDBOOK

Chua Boc Campus





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Welcome Message

from the Principal



Dear TH School Community,

Welcome to TH Secondary School on the Chua Boc! As we embark on this educational journey together, we recognize the vital role each of you plays in shaping our vibrant learning community.

At TH School, we believe that education extends beyond the classroom walls. By integrating challenging and relevant coursework with high expectations and personalised support, we empower students to thrive academically, socially, and emotionally. Our goal is to understand each student as a unique individual, fostering their essential skills and preparing them to navigate the complexities of today's world.

As students pursue their learning journey at TH School, they will become:

EMPOWERED LEADERS

Empowered Leaders who take initiative and work well with others to accomplish goals that will make a positive difference in local and global communities.

CRITICAL AND CREATIVE THINKERS

Critical and Creative Thinkers who ask questions, analyse and evaluate information, construct reasoned arguments, and find solutions to solve problems.

ACT WITH INTEGRITY

Individuals who Act with Integrity, and are honest and do the right thing even when no one is watching.

ACT WITH PASSION, GRATITUDE AND HUMANITY

Individuals who Act with Passion, Gratitude and Humanity and are grateful and humble and appreciate the differences in others.

DISPLAY EMPATHY

Individuals who Display Empathy and care about others and treat others the way I would like to be treated.

The TH Secondary School Student-Parent Handbook contains important guidelines, practices, and procedures designed to support the learning journey of our students. More specifically, the handbook highlights communication guidelines and procedures, important information about school programmes and approaches to teaching and learning, and academic and behavioural expectations. Please take the time to familiarise yourself with the contents of this handbook and use it as a resource during the course of the year. Also, please feel free to reach out and share any questions and/or feedback with your child's teachers or with me.

Thank you for your commitment to work in partnership with TH School. As a school leader, I am honoured to be part of your child's educational journey. Let's create meaningful experiences together as a TH School family.

Kind regards,
Tom Pado
Superintendent
Secondary School Principal- Chua Boc Campus



Contact and Communication Guidelines:

Who do I contact for what?

Communication is the foundation of collaboration and an effective home-school partnership. The following set of guidelines is based on the understanding that whenever there is a need to communicate- to ask a question, to raise an issue, to express a concern- the solution is first to be sought at its source. In any situation of concern it is best to go to the person directly involved in order to ensure that you:

- Gain first-hand information;
- Acquire a complete understanding of the situation;
- Communicate important information;
- Achieve a timely response (within 2 working days);
- Support the concept of open communication to maintain optimal support for student learning and well-being.

STUDENT LEARNING

Who	For What Purpose	Contact Information
School Secretary	<ul style="list-style-type: none"> Register absences Report late arrivals and early dismissals Questions about school events/activities Obtain a copy of a schedule/timetable Enquire about School administrative matters Make an appointment with the Assistant Principal or Principal 	Nguyễn Thu Hà (Ms.) 0932027336 secondarysec_cb@thschool.edu.vn
Subject Teachers	<ul style="list-style-type: none"> Subject or class information Learning objectives / expectations Learning tools/platforms (Engage, Google Classroom) Homework / home learning Student progress and performance Teaching / classroom incidents 	See teacher contact information below.
Counsellors	<ul style="list-style-type: none"> Child protection Social and emotional support Student relationships Academic support School transition Recommendation requests University / career advising 	Nguyễn Cao Minh (Mr.) Social and Emotional Counsellor (Gr 6-12) counselling@thschool.edu.vn Đặng Thị Ngọc Huyền (Ms.) Career and University Counsellor (Gr 10-12) dtnhuyen_career@thschool.edu.vn
Student Development Manager	<ul style="list-style-type: none"> Extra Curricular Athletics and Activities on offer Registration Process Participation in activities and on athletic teams Competitions Residential trips 	Phạm Thu Thủy (Ms.) 0902307336 studentdevelopmentmanager@thschool.edu.vn
Principal / Assistant Principal	If further clarity is needed or if a situation is not resolved with a teacher, counsellor, etc, parents are encouraged to contact the principal with the knowledge of the teacher concerned. In addition to the above, you may wish to consult the principal directly on matters related to: <ul style="list-style-type: none"> Schedule / timetable Communication School culture, communication, and information related to the operation of the school Student discipline Curriculum and program coordination Reporting on student performance 	Tom Pado Principal superintendent@thschool.edu.vn Gautier Quelin Assistant Principal gquelin@thschool.edu.vn
Vietnamese Principal for TH Schools	<ul style="list-style-type: none"> PEACE liaison Vietnamese curriculum 	Nguyễn Khánh Diệu Hồng (Prof.) vnprincipal_schoolsystems@thschool.edu.vn

OPERATIONS

Who	For What Purpose	Contact Information
Admissions Manager	<ul style="list-style-type: none"> Admissions process and procedure School fees and scholarships Grade level placement Student withdrawals (transcript requests, etc.) 	Bùi Thu Hà (Ms.) admissionsmanager@thschool.edu.vn
Advancement Manager	<ul style="list-style-type: none"> Communications Community Event Planning/Coordination School website Marketing Alumni relations 	Nguyễn Thị Thanh Bình (Ms.) advancementmanager@thschool.edu.vn
Technology Manager	<ul style="list-style-type: none"> Technical difficulties with Google Classroom or Engage Devices (systems requirements and recommendations) Acceptable Use of Technology 	Đào Bá Cường (Mr.) itmanager@thschool.edu.vn
Bus Coordinator	<ul style="list-style-type: none"> Bus pick up / drop off location Bus schedule Loss items 	Phạm Đăng Khoa (Mr.) pdkhoa_admin@thschool.edu.vn
Nurse's Office	<ul style="list-style-type: none"> Student illness or injury Medication 	Kiều Thị Thủy (Ms.) nurse_01@thschool.edu.vn
Superintendent	If more information is required or a concern related to learning or operations remains unresolved, parents may wish to contact the Superintendent with the knowledge of the appropriate Principal or Manager. In addition to the above, parents may wish to consult the Superintendent directly on these learning related matters: <ul style="list-style-type: none"> Whole school issues- learning or operations Community relations and communication Health and safety School policy Strategic and long term planning 	Tom Pado superintendent@thschool.edu.vn



CHUA BOC SECONDARY SCHOOL TEACHER ROSTER

Teacher Name	Department	Email
Chrystal Dalene Sivertsen	Secondary English Teacher	csivertsen@thschool.edu.vn
John Keith Shoulders	Secondary Humanities & English Coordinator	jshoulders@thschool.edu.vn
Elbern Rojas Bersales	Secondary Science & Maths Teacher	ebersales@thschool.edu.vn
Johann Heinrich Ries	Secondary Science & STEAM Teacher	jries@thschool.edu.vn
Abigail Kingston	Secondary English/ EAL Teacher	akingston@thschool.edu.vn
Johnny Wilson	Secondary Humanities Teacher	jwilson@thschool.edu.vn
Adam Daniel Lewis	Secondary Business Studies Teacher	alewis@thschool.edu.vn
Haris Lucob Receminto	Secondary Computer Science & Maths Teacher	hreceminto@thschool.edu.vn
Dewald Ludick	PE Teacher	dludick@thschool.edu.vn
Mee Ra Kim	Korean Language Teacher	mrkim@thschool.edu.vn
Brian Anthony Smith	English Teacher	basmith@thschool.edu.vn
Carlos Manuel Marques Amador	PE Teacher	cmmamador@thschool.edu.vn
Donal Aidan O'Neill	Mathematics Teacher	doneill@thschool.edu.vn
Joseph Edward Moore	Music and Drama Teacher	jemoore@thschool.edu.vn
Kerry- Lyn Du Plessis	Whole School Learning Support Teacher	kpllessis@thschool.edu.vn
Mochammad Al Firdaus	DMD & Art teacher	mfirdaus@thschool.edu.vn
Raghunatha Barker	Mathematics Teacher	rbarker@thschool.edu.vn

CHUA BOC SECONDARY SCHOOL TEACHER ROSTER

Teacher Name	Department	Email
Lê Thị Hương	Chemistry Co-teacher	lthuong_chemistry@thschool.edu.vn
Nguyễn Thị Thu Huyền	English Teaching Assistant	ntthuyen_eng@thschool.edu.vn
Trần Thị Hương Lan	Vietnamese Culture Teacher	tthlan_english@thschool.edu.vn
Trịnh Thị Quỳnh	Literature Teacher	qyt@thschool.edu.vn
Trần Minh Tâm	Literature Teacher	tmtam_literature@thschool.edu.vn
Hoàng Việt Hà	Civic Education Teacher	hvha_civic@thschool.edu.vn
Vũ Thị Kiều Anh	Geography Teacher	vtkanh_geo@thschool.edu.vn
Dương Khánh Linh	Mathematics Co-Teacher	dklinh_maths@thschool.edu.vn
Nguyễn Thị Diễm Quỳnh	Mathematics Co-Teacher	ntdqynh_maths@thschool.edu.vn
Phan Thị Anh Thư	Mathematics Co-Teacher	ptathu_maths@thschool.edu.vn
Nguyễn Quý Thịnh	Physics Co-Teacher	nqthinh_physics@thschool.edu.vn
Nguyễn Thị Thư	Business & Humanities Co-Teacher	ntthu_business_humanities@thschool.edu.vn
Nguyễn Hồng Nhung	Business & Humanities Co-Teacher	nhnhung_business_humanities@thschool.edu.vn
Nguyễn Thùy Trang	Music Co-Teacher cum Performance Coordinator	nttrang_music@thschool.edu.vn
Phí Thị Ly	Lab Technician (maternity cover)	ptly_lab@thschool.edu.vn
Nguyễn Thảo Ninh	Lab Technician cum Science TA	ntninh_science@thschool.edu.vn

GENERAL COMMUNICATION POINTS

1. Students and parents should generally make the homeroom or subject teacher their first point of contact unless they wish to consult with the counsellor on a personal matter.
2. TH School faculty and administration will make every effort to respond to an email or return a phone call within 48 hours after receiving a message.
3. We encourage open dialogue between parents and teachers. We ask parents to email and/or schedule meetings (virtual or in-person) with their children's teachers to enhance open communication.
4. If using email, please address the person you wish a response/action from in the "To" section; if people are listed in the "cc" section, then it means that the email is for their information and no action/response on their part is expected.
5. Email is a useful tool to share and exchange information but often not very effective in developing shared understandings, addressing misunderstandings, and/or resolving conflict. Please schedule face-to-face meetings (virtual or in-person) or arrange a phone call in order to develop mutual understandings or to address/resolve misunderstandings and conflict.



TH School Vision, Mission, Core Values

MISSION: WHAT IS THE PURPOSE OF TH SCHOOL?

Empowering future leaders to think critically, display empathy, and act with integrity.



VISION: WHAT DOES TH SCHOOL INSPIRE TO BE OR TO DO?



*Let's build TH School with the heart of a mother,
by developing a world-class education system combined
with the essence of Vietnamese Studies.*

Madame Chau Kuong

CORE VALUES:

WHAT GUIDES OUR BEHAVIOURS AND ACTIONS AT TH SCHOOL?



True Happiness and Well-being

TH School cultivates true happiness and well-being by offering students a supportive and inclusive environment where they can learn, play, make friends, and pursue their dreams.



Holistic Development

TH School emphasizes holistic development, nurturing students' physical, social, emotional, and intellectual development and growth.



Dedication, Gratitude, and Compassion

TH School instills lifelong virtues of dedication, gratitude and compassion, empowering students to overcome life's challenges and achieve lasting success.



Global Mindset

TH school prepares future global citizens who understand different perspectives and take action to make a positive difference in the world in which we live.



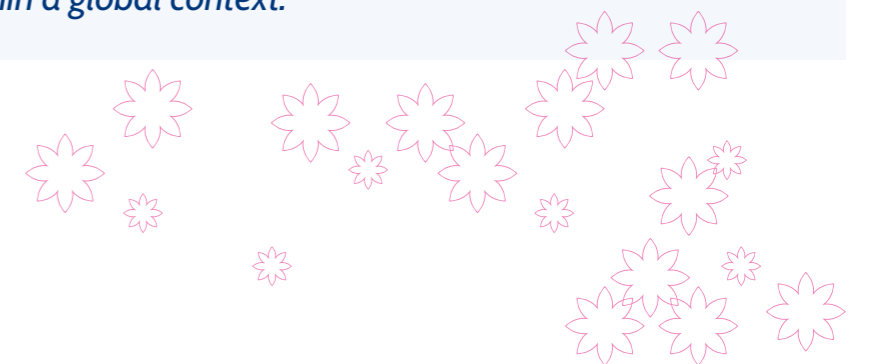
Essence of Vietnam

TH School embraces the values and cultural richness of Vietnam through the study of Vietnamese language, history, and the visual and performing arts.



 **TH School Schoolwide
Learner Outcomes
/ Profile of a TH School
Graduate**

TH School's School Wide Learning Outcomes outline the foundational skills and values each student should acquire and embody throughout their educational journey. These outcomes serve as a compass, ensuring students develop holistically, excelling academically and personally within a global context.



EMPOWERING LEADERS

TH School students take initiative and work well with others to accomplish goals that will make a positive difference in local and global communities.

- A TH School graduate is able to:
- set goals and takes responsibility for achieving goals through teamwork and shared contributions;
 - utilise time, manage workload, and complete tasks efficiently with greater independence;
 - demonstrate persistence using a variety of strategies;
 - prioritise self-care; implement strategies to manage stress and develop resilience to achieve overall well-being;
 - adapt to changing circumstances, embrace new ideas and opportunities, and learn from experience.

CRITICAL AND CREATIVE THINKERS

TH School students ask questions, analyse and evaluate information, construct reasoned arguments, and find solutions to solve problems.

- A TH School graduate is able to:
- demonstrate curiosity about the world, ask questions, and seek out new information and perspectives;
 - identify and understand problems, breaking them down into smaller components to develop possible solutions;
 - analyse and synthesise information from multiple reliable sources, evaluate evidence, and make informed decisions;
 - generate ideas, products, and solutions to solve problems.

ACT WITH INTEGRITY

The students are honest and do the right thing even when no one is watching.

- A TH School graduate is able to:
- take responsibility and accept the consequences of actions;
 - recognize and learn from mistakes;
 - maintain academic honesty by submitting original work and properly citing sources when necessary;
 - take initiative and proactively seek opportunities for self-growth and development.

ACT WITH PASSION, GRATITUDE AND HUMANITY

TH School students are grateful and humble and appreciate the differences in others.

- A TH School graduate is able to:
- listen actively, considering different perspectives, ideas, and values;
 - articulate ideas clearly and effectively to diverse audiences in more than one language through oral, written, digital, and creative expression;
 - understand and respect diverse cultures, customs, and beliefs;
 - critically research information on local and global issues and take action to positively impact individuals, communities, and the environment.

DISPLAY EMPATHY

TH students care about others and treat others the way I would like to be treated.

- A TH School graduate is able to:
- recognize, understand, and reflect on how one's own identities shape perspectives, biases, and interactions with others;
 - demonstrate a sophisticated understanding of others' perspectives, experiences and emotions;
 - recognize, understand, regulate, and skillfully express individual emotions, as well as respond with empathy to the emotions of others;
 - cultivate a sense of belonging for oneself and others.



Program Overview




PROGRAM OVERVIEW

The TH School curriculum has been developed to align with founder MadameThai Huong's vision of delivering a holistic English medium international programme incorporating essential elements of Vietnamese language, literature, history, and geography.

The secondary school curriculum incorporates the Cambridge International Lower Secondary International Programme (Gr. 6-8), the Cambridge International General Certificate of Secondary Education (Gr 9-10), and the Cambridge International A and AS Levels (Gr. 11-12) alongside the TH School bespoke Vietnamese curriculum.

Secondary school students spend 80% of the school day studying the TH School international curriculum taught in English by internationally qualified teachers and 20% of the school day studying the TH School Vietnamese curriculum taught by host national teachers in Vietnamese with the goal of complete bilingualism. International students who are not Vietnamese spend 20% of their school day in classes that focus on Vietnamese language acquisition and culture.

Regardless of curriculum, students are provided with opportunities to demonstrate skills embedded in the TH School's SchoolWide Learner Outcomes.

CAMBRIDGE INTERNATIONAL LOWER SECONDARY CURRICULUM (GR. 6-8)

The Cambridge International Lower Secondary Curriculum is designed for students ages 11-14. The programme provides students with a broad and balanced curriculum that equips students to thrive in their schools and later on in their workplaces and communities. The curriculum is flexible and allows schools to offer any combination of subjects based on student needs and school ethos. Currently, TH School offers a range of subjects including, English, Mathematics, Integrated Sciences, Global Perspectives, etc.



CAMBRIDGE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (GR 9-10)

The International General Certificate of Education (IGCSE) programme provides students with a challenging program that focuses on inquiry, critical and creative thinking and problem solving. The program is challenging and equips students with the knowledge, skills and work habits necessary to be successful in advanced studies.

More specifically, Cambridge IGCSE develops learner knowledge, understanding and skills in:



- Subject content
- Applying knowledge and understanding to new as well as familiar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

Students take internationally-recognised Cambridge IGCSE subject examinations at the end of the program in Grade 10.

CAMBRIDGE INTERNATIONAL AS AND A LEVELS (GR 11-12)

Cambridge International AS & A Level is a very challenging and rigorous programme designed to prepare students for success in higher education. The programme develops learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information source
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them logically and clearly
- working and communicating in English.

Cambridge International AS & A Level

With support from the school, typically students choose to take three (3) AS or A Level subjects that are aligned with their strengths, aptitudes, and interests. Students take internationally-recognised Cambridge International AS & A Level examinations after completing subject syllabi at the end of Grade 11 and/or Gr. 12.

Cambridge AS and A Level qualifications are accepted and valued by leading universities around the world. They provide a pathway for success.

VIETNAMESE PROGRAMME

The Vietnamese Programme is designed to promote the richness of Vietnamese language, culture and traditions. More specifically, Vietnamese students study Vietnamese Literature, History, Geography, Civics, and Visual & Performing Arts, while international secondary school students study Vietnamese Culture and Visual/Performing Arts, while international secondary school students study Vietnamese Culture and Visual/Performing Arts. The Vietnamese Programme is informed by guidelines established by the Vietnamese Ministry of Education and Training (MOET).



PERSONAL AND SOCIAL HEALTH EDUCATION (PSHE)

Personal and Social Health Education is integrated into the secondary school curriculum. The program is designed to equip students to navigate challenges and opportunities in a more complex world.

The PSHE education programme of study is organised into three core themes:]

1. Health and well-being
2. Eelationships
3. Living in the wider world (covering economic well-being and careers)

Secondary school teachers and the counsellors engage students in various aspects of the curriculum.



TH SCHOOL HIGH SCHOOL DIPLOMA

Accredited by the Western Association of Schools and Colleges (WASC), TH School is authorised to award a TH High School Diploma to students who demonstrate skills in the TH School Wide Learning Outcomes/Profile of a TH School Graduate. TH School students who meet the TH School School Wide Learning Outcomes and complete TH School Grade 9-12 course requirements in the following learning areas will earn a TH High School Diploma.

- English
- Mathematics
- Vietnamese
- Physical Education / Personal and Social Health Education
- Humanities
- Visual and Performing Arts
- Sciences

The TH High School Diploma is recognized by higher education systems and universities throughout the world.

Note: TH School does not rank students or calculate GPA.

Academic Calendar and Structure of the School Day

The [TH School Academic Calendar](#) contains important dates, including holidays, for the 2024-25 academic year. The semester dates are as follows:

Mid Semester/Quarter	Semester 1	Mid Semester/Quarter	Semester 2
October 3, 2024	December 19, 2024	March 28, 2025	June 12, 2025

The secondary school day begins at 7:55 am and ends at 3:00 pm. Extracurricular activities (ECA's) are offered on Tuesday, Wednesday, and Thursday.

The TH School curriculum is delivered through an academic timetable consisting of 6 daily 55 minute lessons, including lunch and passing times. The timetable is below.

Times	Periods
7:30-7:55	Breakfast
7:55-8:05	Homeroom
8:10-9:05	Period 1
9:10-10:05	Period 2
10:05-10:20	Break
10:20-11:15	Period 3
11:20-12:15	Period 4
12:15-1:00	Lunch
1:05-2:00	Period 5
2:05-3:00	Period 6
3:10-4:00	Extracurricular Activity



Assessment, Grading, and Reporting

Assessment is an important part of teaching and learning. Assessment begins with a focus on the process to establish routines, skills, and habits that will prepare students to be successful as they progress through their schooling. Assessment is an important tool to determine whether, after instruction, a student has reached the expected objectives, skills and content. It also helps teachers to plan lessons that meet the needs of the class.

ASSESSMENT- DEFINITION AND PURPOSE

Assessment is the gathering and analysing of information about student progress and performance and program effectiveness. Effective assessment guides students through the essential elements of learning- knowledge acquisition, understanding concepts, mastering skills, development of attitudes, and decisions to take action.

TH School is committed to the process of assessment in order to:

- Enhance the learning of the students;
- Monitor the progress of individual student learning and achievement;
- Encourage teacher reflections about their practice;
- Determine the effectiveness of teaching;
- Inform curriculum review;
- Help evaluate the suitability of programs and courses;
- Inform others of student progress and performance, including students, teachers, parents, other schools, and colleges/universities.

ASSESSMENT TYPES

Teachers design and administer two types of assessment to collect evidence of student learning and understanding. They are:

Formative Assessment

Formative assessment is a “check in” along the way that “involves the gathering and analysis of evidence of learning for the purpose of determining when and how to adjust instructional activities or learning strategies in order to help students achieve learning objectives. Examples include: quizzes, exit cards, self assessments, short oral and written responses to questions or prompts, etc. Formative assessments are occasionally graded.

Summative Assessment

Summative assessment occurs at the end of the learning process and is typically graded. Some examples of summative assessments include tests, projects, demonstrations, presentations, and performance tasks. The purpose of summative assessment is to provide evidence of the degree to which a student has mastered the knowledge, understandings, and skills of the unit. Examples include exams, unit tests, projects, labs, presentations, essays, etc. Summative assessments are always evaluated and graded.



APPROACH TO GRADING

Teachers gather and analyse assessment data to award grades. The purpose of grading is to communicate individual student performance based on levels of achievement. Grades are based on evidence of student learning and understanding collected from summative and formative assessments. Below are guidelines that inform the grades earned by individual students.

Teachers are expected to

- Design assessments with clear and explicit success criteria (e.g. rubrics, checklists, etc.).
- Ensure grades reflect only individual student achievement aligned with stated learning objectives and levels of proficiency;
- Award grades on the most consistent pattern of performance, not just on the average score or rating, since proficiency develops over time;
- Award grades based on clearly defined standards or criteria for performance, not performance compared to other students;
- Collaborate and moderate the grading of common summative assessments to ensure that teachers are applying the assessment criteria correctly and consistently;
- Provide students with personalised and descriptive feedback that is criterion based, timely, and actionable.

Students are expected to

- Complete assigned work on time and submit it to the teacher.
- Communicate with the teacher when they do not understand the assignment or are experiencing difficulty before the due date.
- Plan to carefully schedule work on long-term assignments so that assignments will be Completed on time.
- Initiate communication with the teacher when absent from arranging an opportunity to make up missed assignments/learning.



GRADING/ACHIEVEMENT SCALE

The TH Secondary School uses the following grading scale to report on student achievement.

Grade	Score	Descriptor	Criteria	Descriptor
A*	90% - 100%	Outstanding	The student demonstrates a consistent and deep understanding exceeding the required knowledge and skills and the ability to apply them in a wide variety of contexts. There is significant evaluation, analysis, and synthesis shown in answers. The student consistently demonstrates originality and insight and can see connections between concepts.	10
A	80%- 89%	Excellent	The student demonstrates a consistent and deep understanding of the required knowledge and skills and the ability to apply them in a wide variety of contexts. There is evidence of evaluation, analysis, and synthesis shown in answers. The student consistently demonstrates originality and insight and can see connections between concepts.	9
B	70%- 79%	Good	The student demonstrates a consistent understanding of the required knowledge and skills and can apply them in several contexts. There is consistent evidence of evaluation, analysis, and synthesis required in definitive answers. The student demonstrates originality and insight.	8
C	60%- 69%	Satisfactory	The student demonstrates a reasonable, general understanding of the required knowledge and skills and the ability to apply them effectively in typical situations. There is occasional evidence of evaluation, analysis, and synthesis required in the correct answers. The student demonstrates rare originality and insight.	6.5
D	50%- 59%	Below Standard	The student demonstrates a limited general understanding and minimal achievement of the required knowledge and skills and has limited ability in applying them effectively in typical situations without substantial teacher support.	5
E	40%- 49%	Weak	The student demonstrates a limited general understanding and minimal achievement of the required knowledge and skills. The student has limited ability in applying them effectively in typical situations without substantial teacher support.	5
U	0%- 39%	Unsatisfactory / Not passing	The student demonstrates null achievement in terms of the objectives and inadequate understanding of the required knowledge and skills. The student cannot apply concepts in typical situations and reflects no understanding of required knowledge and skills.	4

INC	0%	Incomplete	Incomplete used when a student has medical/support circumstances that show they are behind with deadlines at the time grades are released, but allows them to catch up with work later date
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CONTRIBUTION/EFFORT SCALE

The Secondary School uses the rubric to report on student contributions and effort.

Level	Contribution	Effort
5	The student always participates proactively in class discussions and shares viewpoints. The student presents a wide range of ideas, supports with evidence and/or reasoning in response to questions by showing/explaining in detail and listens with respect.	The student always completes tasks and classwork as required over and beyond expectations. The student has an interest in all aspects of study and homework and mostly exceeds the task requirements.
4	The student mostly contributes to the class discussions and tries to share viewpoints. The student presents a range of ideas, and supports them with some evidence. The student listens with respect most times while supporting the efforts of others.	The student mostly completes tasks and classwork and homework as required at or above expected levels. The student has an interest in many aspects of study and homework often exceeds requirements.
3	The student often makes contributions to the class discussions and tries to share most viewpoints. The student presents a limited range of ideas and tries to listen, share and support the efforts of others.	The student often completes tasks and classwork at expected levels. The student has some interest in study and often completes homework at the required level but not beyond.
2	The student sometimes supports discussion and occasionally listens and participates. The student has very limited ideas and seldom contributes to sharing and supporting others. Listening skills need improvement	The student sometimes completes tasks and classwork at expected levels. The student has limited interest in study and sometimes completes minimal levels of homework but needs constant reminding.
2	The student seldom participates in discussion and finds it difficult to share viewpoints. The students do not contribute useful ideas and may be a burden on others. The student finds it difficult to listen to others and seldom provides support .	The student seldom completes tasks and classwork at expected levels. The student has low interest in study and rarely completes homework. The student is reminded but regularly fails to follow instruction or submit tasks.

STANDARDISED TESTS- IELTS, SAT, ETC.

Some universities around the world require standardised tests such as the IELTS for non-native English speakers and the SAT for general admission. Such tests are usually taken towards the end of semester two in Grade 11 or early in Grade 12. Students are strongly encouraged to become as familiar as possible with these tests, and to know which tests each of their potential colleges require. Students may need to register early to secure a test date. TH School does not administer these tests. Students should speak with their Career/University Counsellor about where and how to register.

GOOGLE CLASSROOM

The Google Classroom platform helps teachers to manage learning and to provide enriching learning experiences for their students. More specifically, teachers use Google classroom to:

- share information and updates about their courses;
- post assignments and assessment tasks;
- link helpful resources to guide learning;
- provide feedback.

All students have access to Google Classroom for each of their subjects and are expected to access the platform on a daily basis.

LATE WORK / MAKE UP ASSESSMENT TASKS

Students are expected to submit assessment tasks assigned by the teacher on the due date. If a student is absent on the day that an assessment task is due, then s/he must submit the task upon return from school. Students are expected to advocate for themselves by speaking with a teacher if they anticipate not being able to submit an assessment task on the due date.

If a student does not submit an assessment task on the due date and the teacher has not granted an extension, then the following minimum consequences will apply depending on the nature of the task.

- Gr. 6-8: 5% reduction per day
- Gr. 9-10: 10% reduction per day
- Gr 11-12: 50% reduction per day

Teachers will administer department-specific guidelines for late work.

If a student does not submit an assessment task, then the teacher will immediately enter a 0 (No Credit) into Engage and notify parents. The teacher will adjust the 0 when the work is submitted.

Teachers can issue and supervise a lunch time or after school detention to a student for the purpose of completing overdue assessment tasks.

ENGAGE

Engage is TH School's Learning Management System and is used as a tool to enhance communication between school and home. This platform is used to share information with parents about student performance and progress. Teachers will post grades for formative and summative assessment tasks at regular intervals (approximately once per week). Students should receive a minimum of 8 grades on formative and summative assessment tasks over a quarter (9 weeks) in their core subjects.

All students have access to Google Classroom for each of their subjects and are expected to access the platform on a daily basis.

SCHOOL BASED EXAMINATIONS / MOCK EXAMS

The purpose of exams is to formally assess students' mastery of learning over a time period. The School administers Semester Exams for students in Grades 6-9 at the end of November and May in the following core subjects- English, Humanities, Mathematics, and Sciences.

The School administers a Semester Exam for students in Grades 10-12 in November/December to assess their progress. Students in Grades 10-12 will take their external Cambridge Exams (IGCSE, A, AS Levels) in May.

The School administers Mock Exams in each Cambridge International subject for students in Grades 10-12 in March in preparation for their external exams in May and June. The purpose of the mock exams is to provide a final opportunity for students to demonstrate mastery of their learning, and receive feedback to improve their practice before the May/June exam series.

CAMBRIDGE IGCSE AND A-LEVEL EXAMS

Students take their Cambridge International external exams in A level and IGCSEs in May and June. Students will receive their Cambridge login that will enable them to access their exam results in August.

Based on the students progress during Semester 1 of grade 11 students may be advised to defer their AS examinations until grade 12. For these students the progression to grade 12 criteria is passing an internal assessment at the beginning of grade 12. Students who do not demonstrate the required progress after completing this assessment will be required to study the AS content in grade 12 and take the AS exam only at the end of grade 12. This could impact the university pathways available to the student.

REPORTING ON STUDENT PROGRESS AND PERFORMANCE

The Secondary School reports on student progress and performance (academic achievement and effort/contributions) on an ongoing basis using Engage and by issuing performance and progress reports and facilitating parent-teacher conferences.

Performance and Progress Reports

The Secondary School issues four reports per academic year. Semester Reports are issued in December and June and provide a summary of student performance from August to December and from January to June. Grades that students earn for each Semester are recorded on the TH School transcript. The Secondary School also issues Quarter / Mid-Semester Reports in October and March that provide a snapshot of a student's performance during each of the Semesters.

Grade 12 students will receive their final Semester 2 report in March.

Cambridge
International
Lower Secondary

CAMBRIDGE
IGCSE
INTERNATIONAL GENERAL CERTIFICATE
OF SECONDARY EDUCATION

Cambridge
International
AS & A Level

PARENT-TEACHER CONFERENCES

The Secondary School schedules 3 Parent-Teacher Conferences (PTCs) during the academic year. The purpose of the meetings is to provide parents and teachers with an opportunity to share information and insights about students in light of their performance and progress. The conferences also provide an opportunity for teachers to give specific and targeted feedback about how students can improve their performance. Students are strongly encouraged to attend conferences with their parents.

Teachers and parents may reach out to one another and schedule additional meetings outside of the scheduled conferences to address matters of concern.

PREDICTED GRADES

The Secondary School provides students in Grade 12 with Predicted Grades. The purpose of providing predicted grades is because universities require them as a part of the admissions process. Universities use the grades to make an initial assessment of a student's application while the admissions team is awaiting final A Level results. The timing of these grades depend upon university requirements, but there are two possible dates.

- First week of October (early admission, Oxbridge)
- Third week of November (all other university applications).

Requesting or negotiating for higher predicted grades is not an accepted practice. Our qualified faculty takes significant care and pride in their efforts to issue the most accurately predicted grade, based on evidence of learning the student has submitted.

WITHDRAWALS

Families are requested to notify the school Admissions Office immediately upon confirming that their children will be withdrawing from TH School. A minimum of two weeks notice is requested to ensure that all documentation can be arranged to assist students in their transfer to another school.

All student requests for documentation, including letters of reference, completion of transfer forms and transcripts should be made to the Career/University Counselor who will work with teachers to complete the requested documents. Students must complete a "School Leaving Form" (available at the Secondary School Office) that verifies that all materials on loan from the school have been returned. This process must be completed prior to the final day of attendance at TH School. Once this process is complete, the student file will be forwarded to Admissions for settling of all accounts and final withdrawal procedures.

TRANSCRIPTS

Families may request unofficial TH School transcripts at any time by contacting the Principal or Assistant Principal. Official transcripts, however, may not be handed directly to families. Official transcripts can only be submitted electronically or mailed directly to educational institutions specified by the student, alumni, or their family. Families can work with the Career and University Counselor to arrange to have transcripts sent to specific educational institutions.



Keeping Organised



TIME MANAGEMENT

Effective time management is crucial for students to balance their academic responsibilities, extracurricular activities, and personal life. Here are some guidelines to help students and parents manage time efficiently:

1. Set Priorities

- Identify Important Tasks: List out all tasks and prioritise them based on deadlines and importance.
- Use a Planner/Calendar: Maintain a daily or weekly planner to keep track of assignments, tests, and activities.

2. Create a Schedule

- Daily Routine: Establish a consistent daily routine that includes time for studying, extracurricular activities, and relaxation.
- Break Down Tasks: Divide larger tasks into smaller, manageable parts and allocate specific times to complete them.

3. Avoid Procrastination

- Start Early: Begin working on assignments and projects as soon as they are assigned to avoid last-minute stress.
- Set Short-Term Goals: Set achievable short-term goals to stay motivated and on track.

4. Balance Work and Play

- Scheduled Breaks: Include short breaks during study sessions to rest and recharge.
- Extracurricular Activities: Participate in extracurricular activities to develop a well-rounded skill set and relieve stress.

5. Communicate

- Parent-Student Communication: Regularly discuss schedules and workloads to ensure a balanced approach.
- Seek Help: Encourage students to seek help from teachers, counsellors, or peers if they are struggling with time management.

By following these guidelines, students can develop strong time management skills that will benefit them throughout their academic journey and beyond.



HOMEWORK/HOME LEARNING GUIDELINES

Homework/Home Learning is a form of assessment and can be used to collect evidence of student learning and understanding and to inform instruction. The secondary school faculty assign homework to help students develop their work habits and to collect evidence of student learning and understanding.

Homework is defined as any assignment for study or preparation to be completed outside of class, specifically at home. As with all school work, but specifically with homework, the interaction among the teacher-student-parent is essential for successful completion of the tasks. Yet, the final responsibility for completing the homework rests with the student.

Homework assignments include:

- Practice Exercises to follow classroom instruction
- Preview Assignments to prepare for subsequent lessons
- Extension Assignments to transfer new skills or concepts to new situations
- Creative Activities to integrate many skills toward the production of a response or product

Time Allocation for Homework/Home Learning

Below are guidelines for the approximate time that a student could be spending on homework per night.

Grade Level	Hours Per Day (Approximate)
6	1 hour
7	1-1.5 hours
8	1.5-2 hours
9-10	2-3 hours
11-12	3-4 hours

Special Note: Actual time required to complete assignments will vary with each student's study habits, academic skills, English language level, and selected course load. Parents are encouraged to contact their child's teacher(s) and or counselors if s/he is spending an inordinate amount of time doing homework or doing very little homework.

Extended Holidays

Teachers will not assign homework over an extended holiday/breaks (one week or more) that is due on the first class back after the holiday.

calendar feature of the Google Workspace to keep track of due dates for assignments and assessment tasks.

return their locker key to the school secretary at the end of the school year or if they withdraw during the school year. If a key is lost, then the student is responsible for covering the cost of the replacement of the key.

Educational Resources and Supplies

Students have access to the library to sign out textbooks in Hoa Lac and Vinh. Students are required to come to class ready to learn with their textbook, exercise book and the required equipment. Parents can purchase stationery, books and uniforms. Additional uniforms can be purchased during the year.

Personal Items at School

Students are expected to keep track of their own personal items and are encouraged not to bring expensive items to school. TH School does not take responsibility for items that are lost or stolen on campus, on the bus or on residential trips.

Bathroom Facilities

Toilets are available in various locations throughout the campus. Some toilets are allocated for students and others for adult staff members and visitors. Students are expected to use the toilets allocated to students only.

Lockers

All students have access to lockers. Students can obtain a locker key for the school secretary. Students are expected to keep their locker neat and tidy and avoid storing food and beverages in the locker for more than one day. Students are expected to

Learning Device: Laptop or Tablet

Students are expected to bring their laptop or tablet to class on a daily basis. With support from the teacher, students are encouraged to use the

Lost Property

Any lost property should be turned in to the secretary at the secondary school office.

Supporting Students



STUDENT ID CARDS

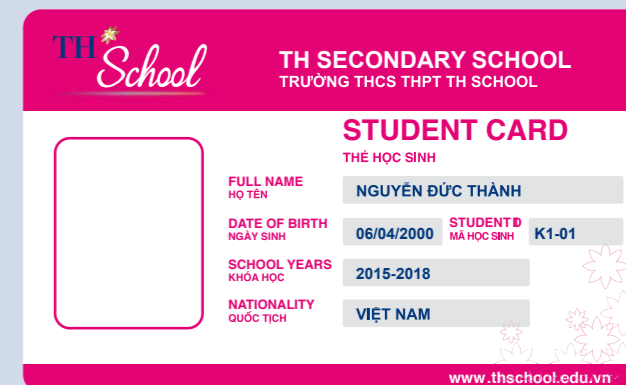
The TH School ID card is issued to:

- Identify the card holder as a current member of the TH School community.
- Identifies the student for external Cambridge exams.

All cardholders are responsible for keeping the card safe and in good working condition. Hole punching, bending, folding, or any other damage to the card, losing the card by negligence, accident, or theft will result in the cardholder being required to pay the replacement fee for a new card. If the card is not functioning properly due to a printing error, a replacement card will be issued at no charge.

- Lost or stolen TH School ID cards must be reported to the TH Admissions Office to protect data and school access.

- TH School will provide a replacement card for a fee of VND 50,000. Replacement of cards will take 10 working days.



STUDENT CARD THÈ HỌC SINH

*This card is property of TH School.
If found please return to the address below.*

*Tấm thẻ này là tài sản của TH School.
Nếu nhặt được, vui lòng chuyển lại địa chỉ bên dưới.*

TH SCHOOL
4-6 Chùa Bộc, Đống Đa, Hà Nội
(+84) 24 7309 2255
info@thschool.edu.vn

STUDENT SUPPORT SERVICES

The TH School is an inclusive school that strives to provide a safe and nurturing environment for diverse learners. TH School faculty are deeply committed to meeting the diverse learning needs of students. Our Student Support Program ensures that all students have equitable access to learning and opportunities to set goals and pursue different pathways to achieve goals. Through an inclusive and nurturing educational environment, students are encouraged to become independent, lifelong learners. TH School Student Support Services Programme consists of the following:

English as an Additional Language (EAL)

As English is the language of instruction at TH School, developing competence in the English language is crucial to students' success. English language learners at TH School are students whose mother tongue is not English and who are becoming multilingual. They are learning English and using English to learn in all their classes, with the exception of Vietnamese culture and language courses. The EAL program is designed to address the needs of students from non-English speaking backgrounds who are still in the process of developing interpersonal and academic English language skills in reading, writing, speaking and listening. The goal of the program is to equip students with the English language skills necessary to operate independently within the classroom at a level that reflects their age. English language learners receive targeted support and specialised instruction from their classroom teacher and support from a qualified EAL teacher on a regular basis.

Learning Support

Learning Support is used to describe learning differences and disabilities that prevent students from fully accessing the TH School curriculum. Qualified teachers and learning support specialists work collaboratively to provide students with learning accommodations, which often include targeted small group instruction, one-one support, in class support, out of class support, and assistive technology. Teachers support students by using a variety of classroom teaching strategies as well. All learning interventions and accommodations are designed to meet the student's learning needs, so s/he is able to achieve the aims and objectives of the TH School curriculum.

SOCIAL AND EMOTIONAL COUNSELLING



TH School offers students social and emotional counselling services to help students achieve their personal and academic potential. The counsellor helps students understand themselves and others, manage their emotions, forge healthy relationships, and make responsible decisions. More specifically, the social and emotional counsellor will meet with students to:

- Understand the individual needs of students;
- Assess needs, set goals, and develops a plan of action;
- Provide individual support as needed;
- Refer to appropriate community resources as needed.

The social/emotional counsellor will often engage and collaborate with parents and teachers when providing students with counselling services.

The Social and Emotional Counsellor also offers support to students (and their families) in times of crisis as well.

CAREER/UNIVERSITY COUNSELLING

The University/Career Counselor helps students understand their strengths and guides career exploration. The Career/University Counselor also provides students and their families with guidance and support on the college/university selection and application process. More specifically, the Career and University Counsellor provides students and their families with the following services:

- Information sessions (parents/students) concerning university admissions processes (Vietnam and internationally)
- Administration various personality and career aptitude assessments
- University exploration
- Consulting with students on "best fit"
- Coordinating virtual and in-person university admission representative visits to TH School
- Feedback on application essay, personal statement, etc.
- Instruction on how to develop a resumé.
- Guidance on obtaining letters of recommendation
- Individual student meetings to discuss the application process
- Individual and small-group student meetings throughout the exploration and application process
- Guidance on standardised test requirements
- Transcript requests for university applications
- Transition to university activities and information
- Student study visa advice
- Assistance with GAP year decisions



HEALTH SERVICES

TH School has a well-equipped health office that includes space and current equipment and resources to support medical assessment and basic medical care and treatment. The school health office is managed by a full time qualified Nurse. The Nurse conducts medical assessments, administers medication (with parent permission), and provides minor medical treatments, including first aid. The health office also serves as a health education resource, including providing public health information and health prevention promotion. The School Health Office is open daily from 8:00-5:00 pm.



All medicines or any medication supplements are to be kept and distributed by the school nurse. The students are not allowed to self-medicate. Parents should hand over the medicines to the school nurse and request for medicine administration by filling in [***THIS FORM***](#) with a clear dose and time.



The Health Office has the ability to manage minor accidents or first symptoms of sickness. Students will be sent home if they develop symptoms such as temperature of 37.5 or higher, vomiting, diarrhoea, viral or bacterial conjunctivitis, or any illness that prevents them from participating in class or could be infectious.

Students should be kept at home if the above symptoms/sickness have not been fully treated.

Please note that children who have been sick or who have diarrhoea should be kept at home for 24 hours after the last bout of being sick or having diarrhoea. This is to stop spreading the illness to other children and teachers. Thank you for your support.

SCHOOL NUTRITION



TH School takes great pride in offering a balanced and nutritious breakfast and lunch to students on a daily basis. Breakfast and lunch are made from fresh ingredients and help provide students with the energy required to concentrate, learn, and play throughout the day. Ingredients are sourced from TH True Milk, FVF, and other trusted suppliers.

Menus are designed by a qualified nutritionist and reflect Vietnam's Nutritional Food Pyramid. TH School tradition calls for a "Meatless Monday" and serves different traditional Vietnamese cuisine on Friday's.

Students are not permitted to order food from external vendors off campus.

LIBRARY

TH School library hours are from 8:30 to 16:30 Monday to Friday. The library is closed during school holidays. TH School Library is a place for reading, researching, and learning. Therefore, we expect everyone to keep it clean, quiet and to respect other readers. Consumption of food, drinks are not permitted in the library and it is a phone free zone.

Students can use the library at break time and lunchtime and may use computers, do homework and research while in the library.. Students may borrow up to 2 books at one time for up to 14 calendar days. When the due date expires, if the borrowers want to continue to borrow the materials, they have to bring the materials to the library to apply for an extension. With respect to rare or valuable books/documents, students must read the materials in the library.

Students are expected to respect the loan periods and return in time so that others can use the resources/books. Lost, or damaged items must be replaced with the exact same items by the borrower, or he/she will be billed with the cost of the item plus shipping and processing.



DIGITAL CITIZENSHIP: RESPONSIBLE TECHNOLOGY USE

Digital citizenship is an important part of learning for the 21st century learner. At TH School, students are expected to make smart choices and use technology and the school network to aid their learning in a safe, responsible, ethical, and respectful manner. The TH School values should guide students in all that they do, including when using technology and navigating the digital world.

TH Students are expected to review and adhere to the following guidelines:

Respect Self

- Bring my laptop each day in working order with the battery fully charged
- Prioritise my laptop as a tool for academic use
- Use strong passwords and don't share them with others.
- Log-on as myself and will never pretend to be another person.
- Check my school email daily and delete any messages from unknown senders
- Backup my files regularly to responsibly safekeep data
- Keep safe by routinely checking privacy settings
- Recognize and cite the intellectual property rights of others including text, photos, videos, etc;
- Accept responsibility for what I say and do when using technology.



Respect Others

- Respect the rights of others by refraining from harassment, intimidation, or accessing inappropriate materials
- Respect the privacy of others by asking permission before recording anyone, posting their photos or forwarding their emails
- Respect the property of others by refraining from accessing, altering or damaging their computer or files.

Respect the Environment (Community)

- Ensure that all communication is kind, thoughtful and positive
- Stand up for myself and others online when TH School values are not being followed
- Ensure that student-published material is approved and that it reflects the values of TH School
- Report online situations that are dangerous, illegal, threatening, or harassing to a trusted adult
- Use legal and properly licensed software



The use of the school network including Internet, computers, and software is a privilege, not a right. Inappropriate use, including any violation of the expectations above, may result in the suspension of the privilege.

TRANSPORTATION SERVICES

TH School offers a bus service from many districts within Hanoi using convenient pick-up and drop-off points. All buses are equipped with seat belts, and students are required to use them when travelling.

Pick-up: Pick-up locations will be safe, central and close to your place of residence. Parents need to make sure to bring their child on time for the bus pickup.

Drop-off: Parents must collect their child promptly. In case parents cannot pick up their child on time, they will need to inform the bus monitor beforehand and alternative arrangements will need to be made for transportation by parents.

Students should behave in a respectful manner at all times whilst on the bus and follow the instructions set by the bus monitor.



Each bus driver is accompanied by a bus monitor whose responsibility is to ensure that safety procedures are followed and that children are collected and dropped off at correct venues. School keeps parents informed of the contact details of the bus driver and monitors their child's bus.

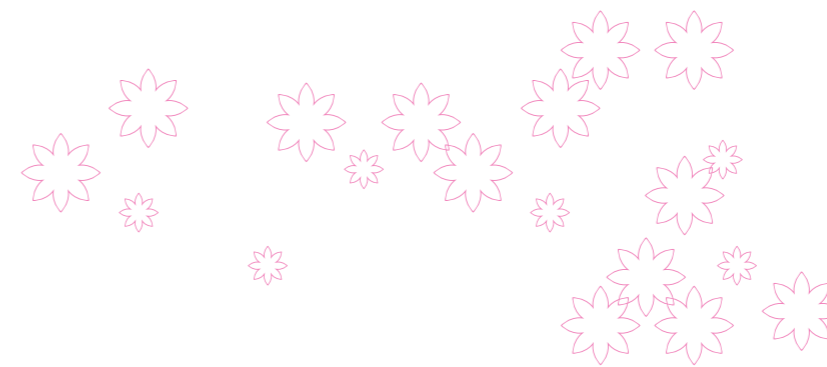
Please contact Mr. Khoa, bus coordinator at Tel: (+84) 904393889 or pdkhoa_admin@thschool.edu.vn to:

- Report student absences
- Report any safety infractions
- Report any inappropriate behaviours
- Notify change of address and/or change in pick up or drop off location
- Obtain phone number of the bus monitor





**Keeping Active:
Extra-Curricular Programme
and Experiential Learning**



EXTRA CURRICULAR ACTIVITIES

Through the Student Development Office, TH School offers a rich extra-curricular programme after school based on student interests, passions and strengths. Participating in extracurricular activities provide students with the opportunity to develop social and communication skills as well as to explore and pursue their interests that contribute to personal identity development.

Students may choose several activities throughout the week and/or attend supervised homework clubs when available. Students are encouraged to play a role in determining which activities are offered at TH Schools. When students participate in activities that play to their strengths, that they are passionate about and that provide them with a sense of belonging and purpose, they become motivated and develop a sense of commitment that transfers to all areas of life. Activities may include: community service activities, sports, cooking, book club, chess, STEM, wellness, debate, Model United Nations (MUN), dance, drama, film club, choir, body balance, and others.

The Student Development Offices organises a registration process at the beginning of each semester. The duration of extracurricular activities depend on student interest and the type of activity. Activities such as Student Council and working with school publications, for example, last all year, while cooking and book clubs could run for shorter periods of time.

Extracurricular activities may vary throughout the years based on changing student interests and availability of faculty and reputable external providers to lead activities.



COMMUNITY SERVICE

Participation in community service and the greater good is widely recognized as an essential way to develop a strong sense of belonging and community. By exposing students to the experiences of others, they develop empathy, a sense of gratitude and engage in reflective practices and evaluate personal values and attitudes. We continue to strive to ensure that participating in humanistic and environmental community service opportunities provides a foundation for our extracurricular programming in order to allow students to:

- Appreciate responsible citizenship beyond the classroom, developing increased empathy
- Increase awareness & understand their role in the broader community
- Experience the benefits that come from serving others
- Gain an increased sense of self-efficacy, responsibility & purpose
- Apply personal strengths & learning beyond the classroom
- Grow through self-appraisal & reflective practice

Participation in community service, including community service clubs, can be on any scale, small or large, ranging from personal volunteering to environmental campaigns, give-back drives, service projects, gratitude operations or starting one's own service project. Involvement in community service opportunities builds character in a unique way and provides students with opportunities to grow in every aspect of their lives.

STUDENT TRIPS

As part of the learning journey, TH School organises off-campus trips for our students. The opportunity to join a trip provides unique learning and skill and relationship building experiences for all. There are 3 types of trips offered by TH School.

Residential Trips

Each grade level participates in a 3-day residential camp. These trips focus on team-building, personal and team challenges, and, depending on grade level, will focus on one or a combination the following themes:

- Culture
- Environment
- Community service

Residential Trips are compulsory for all students as they play a vital role in contributing to each student's holistic wellbeing, and they underpin the philosophy of the school. All costs are covered by the school.

Field Trips

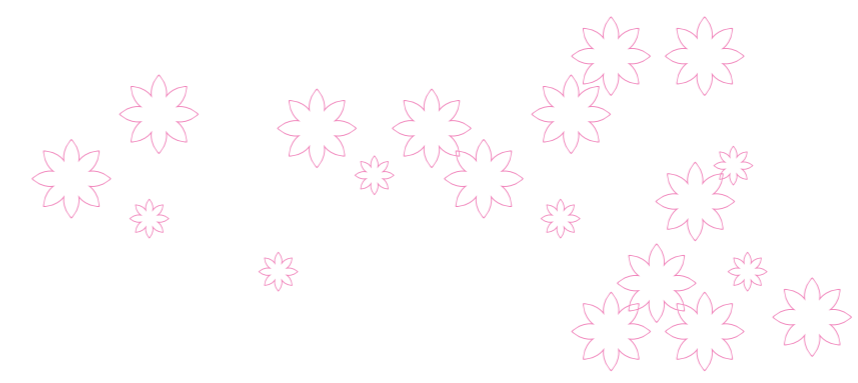
Field Trips are an important part of the experiential and inquiry based learning at TH School. Trips involve the entire class of students and are aligned to the school's curriculum. Field trips reinforce and expand the learning outcomes for students by providing 'hands-on' experiences in selected environments. They may be excursions to environmental, historical or cultural sites within or beyond Hanoi and will be conducted either during or outside of school hours.

Students Conferences and Competitions

Sports, arts, robotics, debate groups, etc. travel to other locations to engage in regional and international competitions. Student groups are restricted to those who have qualified for the competition. Examples include the World Scholars Cup, Young Entrepreneurs, Robotics Championship and various sports events.



 **Student Behavioural Expectations**



STUDENT BEHAVIOURAL EXPECTATIONS

Student Code of Conduct

The TH Student Code of Conduct supports a safe, collaborative and respectful learning environment. The Student Code of Conduct is based on the 3 R's.

Respect for Self

- Be on time and prepared to learn.
- Work to the best of your ability.
- Submit your own work and cite sources when necessary.
- Take responsibility for your actions and learn from your mistakes.

Respect for Others

- Be kind and accepting; treat others as you expect to be treated.
- Be an upstander and support others in need.
- Listen carefully and use appropriate language.
- Seek to understand cultures, perspectives and opinions that are different from your own.

Respect Your Environment

- Keep your bag, locker, and campus spaces neat and tidy; clean up after yourself.
- Use technology (laptop, iPad, etc.) purposefully and responsibly.
- Follow school community rules including uniform and smartphone guidelines.



ENGLISH - OUR COMMON LANGUAGE

TH School recognizes the importance of speaking many languages and celebrates the richness of our cultural and linguistic diversity. The language of instruction, however, is English, and the School strives to encourage all students to use English effectively through immersion in our common language. During formal student gatherings (classes, club meetings, sport practices, rehearsals, etc.), students may speak only English, except at times and in conditions approved by teachers. Of course, an exception applies to courses in the world languages department.

Outside of formal student gatherings, out of respect for others, all students are encouraged to use English as often as possible in order to create an English-speaking environment at TH School. Language should never be used (intentionally or not) to exclude individuals from a group.

TIERED SYSTEM APPROACH TO DISCIPLINE

TH School students are expected to uphold high standards of behaviour, which includes striving to embody the TH School Core Values and the Schoolwide Learner Outcomes. Below are guidelines on inappropriate student behaviour and the consequences that may result:

Behaviours	Consequences
<p>Tier 1 (Teacher Level) Minor Low level, minor, infrequent behaviours that may disturb others or interrupt teaching and learning. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Unprepared for lesson • Homework incomplete • Unsuitable clothing • Not responding to teacher instructions • Struggling to stay on task • Irresponsible use of technology • Not cleaning up after oneself 	<p>Logical, planned consequences, which will include at least one of the following:</p> <ul style="list-style-type: none"> • Warning • Apology letter • Loss of privileges • Logical consequences (e.g. attending homework assistance, changing clothes, cleaning up, etc.) • Parent contact • Reflection exercise
<p>Tier 2 (Teacher, Counselor, Principal Level) Concerning Repeated Level 1 behaviours or behaviours that disrupt teaching and learning, disturb or offend others, or cause physical damage to property. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Disrespect / defiance • Teasing • Offensive language • Cheating/plagiarism • Unsafe behaviour/play • Property damage • Unexcused absence from class 	<p>Planned team support which may involve teachers, advisor, counsellor, parents, and administrators along with consequences, which will include at least one of the following:</p> <ul style="list-style-type: none"> • Apology letter/restitution • Loss of privileges • Lunchtime or after-school detention • Solution-focused brief counselling • Meet with principal and/or counsellor • Parent contact/conference
<p>Tier 3 (Principal, Superintendent Level) Serious Repeated Level 2 behaviours or violent, dangerous, or illegal behaviours. Examples include but not limited to:</p> <ul style="list-style-type: none"> • Violent behaviour (hitting, kicking, punching, place hand or feet on someone) • Bullying/Cyber Bullying • Obscenity / sexual behaviour • Accessing/possession of dangerous or pornographic materials (online or offline) 	<p>Planned team support which may include parents, teachers, advisor, counsellor, administration, and other support agencies as appropriate along with consequences, which will include at least one of the following:</p> <ul style="list-style-type: none"> • Apology letter/restitution • Loss of privileges • Community service • Parent conference • Solution-focused brief counselling • Behaviour plan • Conditional enrolment contract • In-school suspension • Out-of-school suspension

Attendance

A student must have a satisfactory record of attendance in order to receive credit for each course. The guideline for satisfactory attendance is a minimum attendance of 85% (a maximum of six absences per class per semester). Students who fail to meet the minimum attendance requirement may lose credit for the semester, regardless of performance. Each such case will be reviewed, and a decision will be made by the Principal.

Absences

If your child is going to be absent from school for an educational activity or family event please notify the school in writing to seek approval from the principal/head of section. Approval must be obtained at least 2 weeks before the planned absence. If your child is absent for an unexpected reason, contact the school secretary and give the nature of the absence.

Make Up Work

Students are expected to reach out to teachers to make arrangements regarding any missed work due to absence. In cases of extended absences due to special circumstances, students are encouraged to communicate with their social and emotional counsellor for additional support.

Please note: School holidays are published in advance on the school calendar; teachers are not expected to provide extra support for students who miss classes for additional family holidays.

Unauthorised Absence

A student who is not present for any class, homeroom, required assembly, or class gathering, without permission will receive an unauthorised absence. This may result in a detention, in-school restriction, or other disciplinary action. Any pattern of unexcused absenteeism will result in a parent conference and more severe consequences. Normally, a student will not receive credit for any missed tests, quizzes, or in-class assignments or assessments with an unexcused absence.

Truancy

Truancy is defined as a student's absence from school grounds that is unauthorised by a parent. Students may not make up work missed because of truancy.

Late to Class

Students are expected to be on time and prepared for class. Students who are late to class will be given lunchtime detention. Students who arrive late to a class on three or more occasions or students who do not attend a lunch time detention will be referred to the assistant principal or principal for further disciplinary consequences.

Permission to Leave Campus During the School Day

Students are expected to remain on the school campus for the duration of the school day. Students who must leave campus early may be excused by a phone call or written excuse from parents. The reasons should be presented to the attendance secretary before students report to their first class, and an exit pass must be obtained from the secretary's office before a student leaves school.

Participation in ExtraCurricular Activities on a Day Absent from School

Students may not participate in athletics or any other after-school activities if they have missed any part of the school day, unless they have permission from the principal or assistant principal.

TH SCHOOL UNIFORM

TH School is committed to creating a respectful, welcoming learning environment for all students. Students are required to wear the TH School Uniform to school on a daily basis.

Students uniform is

- TH School polo shirt
- Closed toed shoes or trainers
- PE shorts or solid coloured bottoms (beige or darker)
- TH branded clothing or dark jumpers/jackets

The following things must be noted:

- No jewellery except for ear pierced/ religious items or health related bracelets
- No jeans, blue denim, sportswear or fashion items
- No obvious large name branding or graphics
- Proper nails and haircut is a must.
- All clothing items must be clean and in good repair with no "cut".

**TH SCHOOL BUS BEHAVIOUR**

When on school transportation, quiet conversation is permitted. Other than that, ordinary classroom conduct and behaviour upholding TH School Values and the Student Code of Conduct are expected. Students who behave inappropriately on the school bus will be referred to an assistant principal or the principal and will be subject to disciplinary action. If a student repeatedly violates the expectations for bus conduct, they may be temporarily suspended from using the school transportation service.

BULLYING / CYBERBULLYING

Bullying is inflicting repeated harm on others by an individual or group and it can take the form of physical, verbal, social or cyber abuse inside or outside of the school campus. Bullying is a Tier 3 behaviour and will be addressed using the consequences outlined in the tiered systems approach to discipline. TH School's response to bullying is characterised by safeguarding the wellbeing of the victim and working with the instigator to address their behaviour and make restitution.

Any student who believes that he or she is a victim of bullying / cyberbullying should report the concern to a teacher, assistant principal, principal, or any other faculty/staff member with whom the student feels comfortable.



ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI)

Students are always expected to uphold and maintain academic integrity. The School recognizes that learning may take place in a collaborative or individual setting. Unless instructed otherwise, students are to complete their work independently.

Examples of violations of academic integrity are as follows:

- Submitting someone else’s work as their own
- Copying someone’s work
- Allows someone to copy your work
- Getting information from notes or another student during a test or quiz
- Giving information to another student during a test or quiz
- Copying published material without giving credit to the source
- Sharing information between classes about a test taken with students who have not yet taken the test
- Not following specific guidelines concerning academic integrity given to them by their teacher

Incidents involving cheating, plagiarism, representing others’ work as their own or lying will result in significant disciplinary consequences, including loss of credit on the assessment task(s) in question.

ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI)

What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased.

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it’s your own work.

Know the Rules

- You’re not allowed to use AI tools when you’re in an exam
- Your teachers will tell you if you’re allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you’re allowed to use AI tools, you can’t get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work.

Reference reference reference!

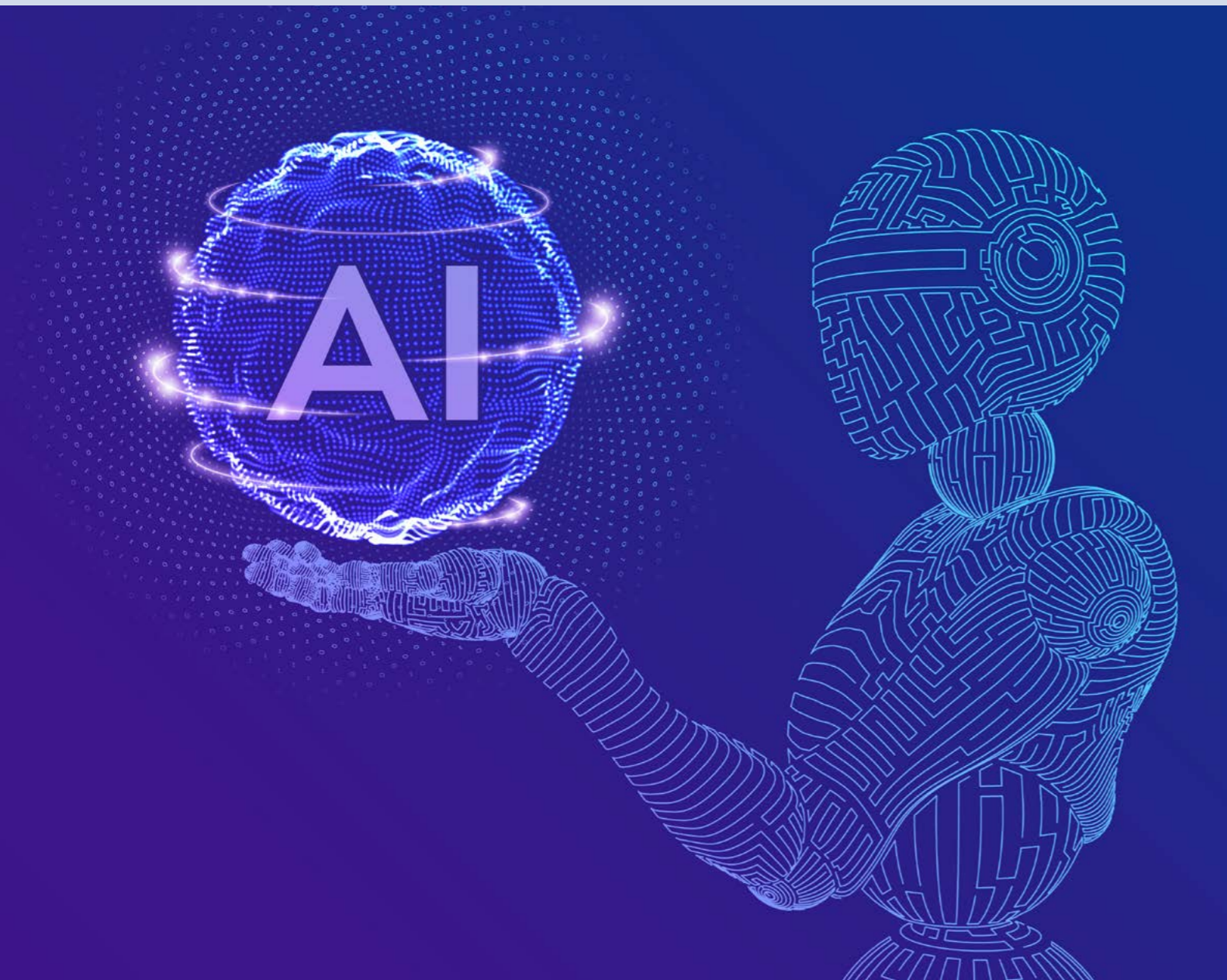
If you’re allowed to use AI tools, you must reference them clearly

- Name the AI tool you used
- Add the date you generate the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

Declare it’s all your own work – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you’ve used an AI tool, don’t sign the declaration until you’re sure you’ve added all the references

How do I make sure I don’t misuse AI?

If you’ve misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.



ATTENTION ATTENTION ATTENTION ATTENTION ATTENTION

DON'T RISK IT!



Remember
 Misusing AI is cheating!
 Know the rules
 Talk to your teachers
 Reference clearly

ATTENTION ATTENTION ATTENTION ATTENTION ATTENTION

TECHNOLOGY DEVICES

Students are expected to use technology responsibly to support learning. Students are required to bring a device (laptop or a tablet) to school on a daily basis to support their learning in a classroom environment. Students are not permitted to use their device outside of the classroom (e.g cafeteria, outdoor space, etc.) unless they are given permission by a teacher.

While students may bring their cell phone to campus, they must leave them in their bags and put them on silent at all times. Students are not permitted to use their cell phones on campus during the school day. Students who choose to use their cell phones during the school day will have their phone confiscated.

If a parent needs to contact a student during school hours, including for emergencies, they must contact the secondary school office.

PROHIBITIONS

TH School is a no smoking campus. Therefore, smoking is not allowed on the campus at any time. In addition, the following are not allowed on campus for health and safety reasons:

- Dogs or any other pets, except service animals
- Weapons of any kind (real or imitation) - this includes toy guns
- Explosives
- Food orders and deliveries from external vendors except for approved celebrations such as birthday

Students are not permitted to use or be involved with the use or distribution of alcohol, tobacco, or drugs at any school-sponsored activities both on or off campus. The use, possession or distribution of drugs is strictly prohibited and illegal. Violation of this regulation will result in suspension or counselling to another school environment.



Guidelines



GUARDIANSHIP AND CONTACT DETAILS

All TH School students must be under the guardianship of a parent or legal guardian at all times. Parents/guardians are responsible for updating the school when there are any changes in contact details and parental/guardian status.

PARENT ABSENCE FROM HANOI

While school is in session, it is against TH School policy for parents to be absent from the home without notification to the School. When both parents are going to be absent from home, one parent must notify the relevant school office/secretary in advance and state who is responsible for the student(s) and whom the School should contact in case of an emergency.

PARENT CARDS

All registered parents shall be issued parent cards. Cards will be shown at the gate when entering the campus. Parents may be asked to show their cards when picking up their child(ren) at the class or other pick up points. Note: there will be no lanyards for wearing, parents can keep the card in their wallet. Parents will use the TH School card to borrow books from the library and enjoy discounts when purchasing goods/services from campus kiosks.

All cardholders are responsible for keeping the card safe and in good working condition. Hole punching, bending, folding, or any other damage to the card, losing the card by negligence, accident, or theft will result in the cardholder being required to pay the replacement fee for a new card. If the card is not functioning properly due to the printing error, a replacement card will be issued at no charge.

Lost or stolen TH School ID cards must be reported to the TH Admissions Office to protect data and school access. TH School will provide a replacement card for a fee of VND 50,000. Replacement of cards will take 10 working days.

ID cards are the property of TH School. ID cards must be returned and cancelled when a student (parent) no longer attends TH School. ID cards will be valid for 4 years from the date of issue. After this period, a replacement card will be provided free of charge.

STUDENT MEDICAL RECORDS

Parents are responsible for submitting a student medical form to the Admissions Office before starting school as part of the application process. Parents need to keep the school updated on any medical matters relating to their child.

TH SCHOOL CONSTRUCTIVE COMMUNICATION POLICY

Constructive school communication is essential for a healthy school environment. A desire for student success is the number one thing that ties all school community together. Parents are expected to consult the TH School Communication Guidelines which are outlined at the beginning of this handbook. Parents and students should first discuss any problems with the teacher as appropriate, and then the Department Coordinators, Assistant Principal, Principal and finally the Superintendent if needed.

TH SCHOOL PARENTS ENGAGEMENT ASSOCIATION FOR COLLABORATIVE ENRICHMENT (PEACE)

PEACE exists as an advisory body to promote communication and collaboration between the Parents and the School with the fundamental aim of enhancing the educational and holistic development of the students. Any decisions and course of action will respect and incorporate the fundamental tenets of the School mission and vision. PEACE is organised and operates as a voluntary support association.

Member of PEACE: All members of the present parents/guardians of present students of TH School are automatically members of the PEACE.

Embracing the diversity of school community, which currently consists of 18 nationalities, TH School wishes to establish home country communities and celebrate their culture with various activities (celebrations, food, etc.).

TRANSLATION SERVICES

Parents may request translation in English or Korean for in-person meetings. Please arrange translation services with the office secretary.

GIFT GIVING POLICY

TH School acknowledges that Vietnam has a beautiful culture of expressing appreciation and gratitude. The School however discourages students and parents buying and giving gifts to school teachers and staff. However, student-made cards, simple handicrafts or flowers are examples of acceptable gifts to express appreciation to teachers for special events such as Teachers' Day and Tết. More substantial gifts are strongly discouraged and will be donated to TH Community Fund. Cash gifts of any amount are prohibited.

PARENT VOLUNTEERS



Parents are encouraged to volunteer to share their talents and expertise in order to support student learning and to nurture a positive vibrant learning community. TH School Parents also volunteer and contribute in the following ways:

- Take part in orientation for new families
- Organise community fairs
- Assist in career days, concerts, or other school events
- Take part in students' service-learning trips
- Organise and participate in social, community building events
- Provide translation or language assistance

Parents may reach out to the Student Development Office or to a teacher or principal if they wish to volunteer and contribute to the TH School community.

Emergency Guidelines

ACCIDENTS AND ILLNESSES

If a student is injured or becomes ill during the school day, they should report directly to the health office or ask a teacher for assistance. Anyone who observes an accident, injury, or sees someone who appears ill should ask a teacher for assistance from the Health Office immediately. Students should refrain from carrying any injured person and should instead call for help and wait for instructions from the nurse.

The Nurse will administer the concussion protocol in the event of a head injury.

EMERGENCY PROCEDURES

Students will receive annual training and direct instructions (e.g. Intruder Alert, Evacuation, etc.) from teachers through periodic drills.

WEATHER AND AIR QUALITY INDEX (AQI)

In the event of dangerous weather conditions (for example, lightning) or poor air quality, all outdoor classes, sports and activities will be suspended until further notice. Teachers will inform students.

TYPHOONS AND TROPICAL STORMS

School closure will be aligned with announcements issued by the city of Hanoi. Please check the school website and your email for closure announcements and updates.





Campus Visitors

To ensure the safety and security of all students, faculty and staff, as well as to maintain an orderly environment, TH School Hoa Lac has the following procedure for parent visitors to campus.

- Appointments must be arranged in advance through either the school secretary or appropriate school office.
- Upon arrival, all visitors must report to and sign-in at the main security office at the front gate. Visitors will then be issued with a visitors badge that must be worn at all times while on campus.
- Visitors will be escorted to their meeting by security, and will be accompanied by a staff member at all times during their visit
- Before leaving, visitors must return to the security office, sign-out and return their visitor's badge.





In the event of unscheduled visits, the school reserves the right to refuse entry.

These procedures are designed to protect the safety and wellbeing of our students. Any questions about these procedures should be directed to the school principal.





 **Chua Boc Campus**
4-6 Chua Boc Street
Dong Da district, Hanoi

 **Hoa Lac Campus**
Hoa Lac Hi-tech Park
Thach That, Hanoi

 **Vinh Campus**
62 Le Hong Phong Street
Vinh, Nghe An Province

OUR CONTACT