

Danube International School



‘Teaching and Learning in the Danube International School Community!’

Secondary Parent/Student Handbook 2008/2009

The mission of Danube International School is to provide a quality education in English for children of all nationalities. DIS offers a continuous international education from Kindergarten and culminating in study for the International Baccalaureate Diploma Programme in Grades 11 and 12.

The school seeks to prepare students to become citizens of the world through its commitment to the development of the whole child, both as an individual and as a member of the community.

DIS emphasises the need for acceptance of personal responsibility, concern for others, service to the community and an understanding of people of differing culture, religion and social background.

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WELCOME TO DANUBE INTERNATIONAL SECONDARY SCHOOL

1. WELCOME TO OUR SCHOOL

This handbook is designed to give you an overview of the school from Grades 6 to Grade 12. It is intended to provide all the basic information for you as parents and for our students.

The Secondary School offers a complete and continuous international programme taught in English. In Grades 6-10, we offer the International Baccalaureate Middle Years Programme (IB MYP) and in Grades 11 and 12 we offer the International Baccalaureate Diploma Programme (IB DP) and the Certificates Programme. In addition to high academic standards there is a full and challenging activities programme including musical, dramatic, artistic, and social service activities.

We aim to prepare our students to become citizens of the world but we are also concerned with the development of the whole child as an individual and as a member of a community. Our school community is very important to us, whether we are teachers, parents or students. Being a relatively small school we aim to give individual attention for the well-being of each student both academically and personally. We also have a strong pastoral programme, which contributes to our school ethos of personal achievement and care for ourselves and others. We expect our students and their families to take a full share in enhancing the quality of our community and the international ideals we promote.

If you wish to visit us and see for yourselves our school in action, please contact us – a warm welcome awaits you.

We look forward to meeting you soon.



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2. DAILY ROUTINES

We expect all our students to act responsibly and thoughtfully while in school. We are a very mixed community in age, race and culture. At all times students are expected to discipline themselves and show courtesy and respect to others.

In Grades 6 to 10, the school day consists of eight forty minute lessons with a fifteen minute morning break and a forty minute lunch break. We have registration in the morning and two weekly homeroom periods for pastoral care and assemblies.

In Grades 11 and 12 all IB Diploma students have individual programmes which consist of 3 higher level subjects (6 lessons) and three standard level subjects (4 lessons).

We also offer an IB Certification Programme for less academic students and a three year modified IB Diploma programme for capable students who require intensive academic English instruction before they can study for the full Diploma programme.

There are separate IBMYP and Diploma booklets giving more details of the programme.

Before School

Students are not supervised until 08h10. If they arrive early to school, we expect them to remain in the Wintergarten and behave appropriately.

At 08h15, students should make their way to their homeroom, first visiting their lockers to store their belongings. Students should arrive at school each morning between 08h10 and 08h20, in good time for the 08h25 homeroom registration period.

Students arriving after 08h25 (the homeroom registration period) must sign the latecomers list located with the Director. Students receive a late note from the Director which they take to their homeroom teacher or subject teacher. It is the responsibility of the student to sign the late book, and they should not attend lessons until this task has been completed.

Repeated latecomers will be sanctioned.

3. REGISTRATION

Students should be in their homeroom by 08h25. The register is taken at 08h25 each morning after the bell has sounded, by the homeroom teacher. Punctuality at registration is as important as at lessons. Many important notices are given and there are other routines to attend to.

4. MORNING BREAK

During the morning break students should go to their homerooms, the Hof, the dining room or Wintergarten. Students in Grades 11 and 12 (upon completion of the student permission form) may

leave the school premises. Eating in homerooms is permitted so long as the students keep the room clean and tidy. Students are expected to be punctual to lessons following the morning break. It is essential that all students collect their equipment for lessons until lunch break and proceed to their next class. Students are not allowed to visit their lockers between lessons.

5. LUNCH BREAK

All students should go to the lunch room, Hof, homeroom or Wintergarden. Students in Grades 10, 11 and 12 have permission to leave the building at lunchtime upon completion and return of the student permission form signed by their parents.

Students may remain in the dining room, use the library, the Hof or the computer centre. Students should collect their equipment for all their afternoon lessons in good time.

Homeroom Period

All students in Grades 6 to 12 must attend homeroom periods. This time will be allocated to a pastoral programme, assemblies and community service time.

End of school

Unless supervised by a teacher or engaged in an after-school activity all students **must leave** the building by 15h15 at the latest. The Hof is closed to all students after school.

6. ABSENCE

A student who is absent from school for one day or more must provide a **parent's rationale** in one of three forms: (1) a note from the parents on the first day back to school; (2) an email; (3) a fax.

Persistent absence is very detrimental to success at school and may lead to a student not meeting the attendance requirements at the end of the semester or academic year. This could have serious personal consequences.

With prolonged absence due to ill-health a medical certificate is required from a doctor.

It is essential that students make up work missed while absent. **Please note**, this is the responsibility of the student. Teachers are very willing to supply work for sick students when a request is made either by the parents or the student.

Students' Leave of Absence

Parents can request permission from the Directors for their child to miss school for important health or family reasons. This request should be submitted in advance.

We do not release any student from school without prior written request from the parents.

Absent Parents/Guardians

On some occasions parents are required to be out of the country and leave their children in the care of relatives or friends. Please ensure that the appropriate contact names and numbers are given to the homeroom teacher or the school office.

7. LOCKERS

Every student may choose to use one of the individual lockers provided by the school. Students will be issued with a locker key for which they will be responsible. Should a student forget their key, they may apply to the Directors for permission to use the reserve key in an emergency. If a student loses their locker key they must deposit €10 at the Secondary Office so that a new one can be cut.

Locker keys will remain with the student while they attend our school. They must hand them in to the Homeroom Teacher when they finally leave the school.

To avoid disruption, students in Grades 6-10 may only visit their lockers **before school starts**, at **morning break** and **lunch break**. Students in Grades 11 and 12 may visit their lockers during the times listed and also during their non-contact time.

The school reserves the right to break locks to gain access to lockers if necessary.

8. ASSEMBLIES

Assemblies are an integral part of the Secondary School and important in promoting the ethos of the school. Twice a semester students in Grades 6 to 9 participate in the **MYP Forum**. Issues are discussed by the students in their homerooms and presented to the Student Council and school community for further discussion.

9. PHYSICAL EDUCATION

All students in Grades 6-10 are expected to bring their sports clothes for Physical Education. We require all students participate in the correct school colours.

10. DAILY SCHEDULE 2008/2009

Tuesdays, Wednesdays, and Thursdays	IB MYP Grades 6-10	IB DP Grades 11 & 12
	Lesson	Lesson
08.10 – 08.20	Students should arrive at school	Students should arrive at school
08.25 – 08.35	Registration/Homeroom	Registration/Homeroom
08.35 – 09.15	1	1
09.15 – 09.55	2	2
09.55 – 10.35	3	3
10.35 – 10.55	Morning Break	Morning Break
10.55 – 11.35	4	4
11.35 – 12.15	5	5
12.15 – 12.55	6	6
12.55 – 13.45	Lunch	Lunch
13.45 – 14.25	7	7
14.25 – 15.05	8	8
15.05	End of Tuition	End of Tuition
Afternoon Activities/ Times Vary	Clubs/Activities	Clubs/Activities

Mondays and Fridays	IB MYP Grades 6-10	IB DP Grades 11 & 12
	Lesson	Lesson
08.10 – 08.20	Students should arrive at school	Students should arrive at school
08.25 – 08.50	Registration/Homeroom	Registration/Homeroom
08.50 – 09.30	1	1
09.30 – 10.10	2	2
10.10 – 10.50	3	3

10.50 – 11.05	Morning Break	Morning Break
11.05 – 11.45	4	4
11.45 – 12.25	5	5
12.25 – 13.05	6	6
13.05 – 13.45	Lunch	Lunch
13.45 – 14.25	7	7
14.25 – 15.05	8	8
15.05	End of Tuition	End of Tuition
Afternoon Activities/		
Times Vary	Clubs/Activities	Clubs/Activities

11. STUDENT REQUIREMENTS

Equipment and Stationery Grades 6-12

The following equipment list is essential for study in the Danube International School. We recommend that all students have the items listed below; however, subject teachers will inform students about additional equipment during the academic year.

- A sturdy bag to carry daily equipment;
- An English dictionary, and or, a translating dictionary;
- A pencil case, pencils, at least one 2B for Art, a pencil sharpener, an eraser, a ruler at least 20cm long, a protractor (to measure angles), a compass (to draw circles), coloured pencils or felt pens, a glue stick, a small pair of scissors, one or two A4 ring files, plastic sleeves for the file, file dividers;
- Writable CD-rom formatted for PC or USB memory stick;
- A calculator (All students in Grades 8 to 12 are expected to purchase a graphing calculator).

The following materials will be provided by the school in Grades 6 to 10.

- Loose-leaf A4 file paper, lined;
- A loose leaf pad of A4, graph paper;
- Colour coded A4 lined exercise books and two A4 squared exercise books;
- A Student Planner.

In addition, students must bring the following to every P.E. lesson: One white T-shirt, white sport socks, one pair of maroon shorts, indoor and outdoor training shoes (not those worn for other lessons), one track suit and one towel.

Please remember: All items should be clearly marked with the student's name and class.

12. STUDENT BEHAVIOUR

The expectations of students in the Secondary School are set out in this code of conduct. These expectations are based on our belief in:

- The importance of courtesy to and respect for others;
- The need for a safe, healthy learning environment;
- The respect for school and personal property;
- The importance of the orderly operation of the school.

A. Courtesy to and respect for others

We expect all our secondary school students to:

- Maintain a high standard of behaviour, courtesy and consideration for others both in school and out of school on trips and activities;
- Arrive punctually with the correct books and equipment for the whole day;
- Walk in the school building, keeping to the right in the corridor and on the stairs;
- Dress in an appropriate and respectful manner. Beach wear, unsafe footwear and revealing attire are strictly discouraged. Parents are expected to bring their influence to bear on their children in this matter;
- Share the building and grounds sensibly and thoughtfully, especially with the younger students;
- Place chairs on the desks to help the cleaning staff at the end of the school day;
- Always use appropriate language at school and on school outings;
- Eat and drink in the dining room, Wintergarden and designated homerooms only;
- Switch off their mobile phones when in the school building. This especially includes during lessons and school activities. Emergency calls can be made from administration office;
- Note that gum chewing is not allowed;
- All secondary school students are permitted to drink water during lesson times (except in the IT Room/Science Labs); however, it must be emphasised that this applies to water only.

B. A safe, healthy learning environment

We expect all Secondary school students to:

- Dispose of their litter properly;
- Be aware that all illegal drugs are forbidden
- Be aware that use of tobacco products by students in school is forbidden;
- Be aware that possession or consumption of alcohol by students during school hours is forbidden;
- Remain on the school premises during school time unless they have permission from a teacher (Grade 11 and 12 students may leave the school premises during some of their study lessons provided this privilege is used sensibly and they sign out appropriately);
- Understand that bringing dangerous objects (e.g. weapons, lighters) to school is forbidden;
- Understand that skateboards are not to be used on school premises;
- Report all accidents, damage or potential danger immediately to a member of staff.

C. Respect for school property and personal property

We expect all Secondary School students to:

- Leave valuable articles or unnecessarily large sums of money at home as the school will take no responsibility for loss of personal property;
- Treat the school premises, the furniture and fittings with proper care, and report any defacement or damage immediately;
- Keep their lockers secure, clean and tidy;
- Take responsibility for the condition of their homeroom.

Secondary School students may bring scooters to school, but they must be carried when in the building.

The stairs in the new wing from the first floor to the Hof is a closed area, and should not be used by students except in the case of an emergency or when accompanied by a teacher.

D. The orderly operation of the school

In summary, we expect all Secondary School students to:

- Arrive at school punctually each morning in time for registration/homeroom period;
- Remain in the Wintergarten until 08h20, then go to their homeroom;
- Sign the late book when they arrive after 08h25;
- Sign out when they leave the school premises;
- Bring a signed note from a parent/guardian if they have been absent from school;
- Inform the school in writing of the name and address of a substitute guardian if both parents are to be absent from Vienna;
- Inform the school in writing in advance if an extended period of absence is requested;
- Avoid being late for class and disrupting lessons by visiting lockers only before school, during break and lunch;
- Be aware that homework is considered an essential part of the school programme and it should be completed on time to the best of the student's ability. Any problems should be immediately reported to the subject or homeroom teacher so that additional assistance can be given.

E. Additional rules for the dining room and Wintergarten

We expect all Secondary School students to:

- Leave bags and books in lockers or classrooms and not in the corridors or entrance hall;
- Wait for school lunch in an orderly queue;
- Display good table manners;
- Sit on chairs, not tables and leave passageways unrestricted;
- Replace chairs to their original position if moved;
- Leave the tables clean and litter free;
- Clean up spills and messes (ask the kitchen staff or duty teacher for help to locate cleaning equipment).

13. SECONDARY SCHOOL PRIVILEGES (GRADES 10, 11 and 12)

These privileges are intended to recognise the maturity of the students as they proceed from Grade 9 to the upper grades. They are available to those students who have completed and returned the student permission form issued by their homeroom teacher.

Grade 10 students: May leave school at lunch time provided they behave properly and return to school promptly for their afternoon classes. They must sign out and in again.

Grades 11 & 12 students are: Expected to use the media centre, computer centre or 3rd floor work space during study time. They are allowed to leave the premises during some free lessons providing they sign out and in again. Moreover, they are strongly encouraged to use their study periods for work or for CAS activities.

14. THE FRONT DOORS

These are the only doors to be used for entrance and exit. Using the Bocklingstrasse Exit is expressly forbidden except in cases of fire. Students who are found using this door as an exit will report to the Director and receive appropriate consequences.

15. DRUGS

DIS. is committed to maintaining a learning environment free from legal and illegal drugs. The curriculum educates students and parents concerning their harmful effects. Confirmed instances of substance abuse will always be reported to parents or guardians and may lead to expulsion.

Tobacco

Possession or use of tobacco products by students anywhere on the school premises is prohibited. Students who may have been granted permission to smoke by their parents are not exempt from this policy.

Alcohol

Possession or consumption of alcohol by students **anywhere** during school hours is strictly prohibited.

Illegal Drugs

Possession, transfer or being under the influence of illegal drugs by students **anywhere** during school hours is strictly forbidden.

The term **“illegal drugs”** includes, but is not limited to marijuana, cocaine, narcotics,

hallucinogens, glue, and other substances and items commonly accepted as “controlled substances.” The term also includes the use of prescription drugs by persons other than the person for whom the prescription was written.

Students found in violation of this policy face expulsion.

16. SANCTIONS

All Secondary School students are expected to follow the above code of conduct. If concerns arise, parents will be informed and will be expected to support the school policy. Sanctions are applied to bring about increased self discipline and self awareness by the student. They are seen by the school as a support mechanism for the students rather than punishment. They vary in application and intensity and could be any of the most appropriate following actions:

- Discussion with a teacher, and/or the homeroom teacher;
- Lunchtime detention or loss of privileges;
- After-school detention on school tidying duty;
- Daily report by homeroom teacher;
- Formal reprimand by the Directors with a possible contract;
- Formal interview with parents and Directors with a possible contract;
- Suspension from lessons and /or school;
- Expulsion from the school. This is a very serious matter both for the student and their family.

17. CURRICULUM ORGANISATION

Students in the Secondary School follow the two curriculum programmes offered by the International Baccalaureate; **the Middle Years Programme (IB MYP)**, Grades 6 to 10, and the **Diploma Programme (IB DP)**, Grades 11 and 12. There are separate booklets providing detailed information on these courses.

IB MYP

Most grades consist of two mixed-ability classes of up to twenty-four students. They are taught as a class for most subjects, but in Languages classes the class is subdivided to provide more appropriate instruction. In Grade 10 the classes are set for maths lessons, with a higher level class and a mixed ability class.

In Grades 6 to 10 students study a broad and balanced range of subjects centred on Languages, Mathematics, Humanities, Sciences, Technology, P.E. and the Arts. The curriculum is challenging and is designed to meet the individual needs of all students. It also prepares them for the IB Diploma and beyond.

All assessment of the courses, is carried out by the subject teachers. All Secondary School students in Grades 9 and 10 will take an end of year examination in all academic subjects in May. In Grade 9 the examination is based on the whole year's work while in Grade 10 the examination is based on both Grades 9 and 10. The result of this examination contributes significantly to the final achievement grade.

All Grade 6 to 10 students study the following courses:

Language A:

English and/or German and/or a privately taught language (PTL)

Language B:

English and German and French or Spanish and/or a privately taught language.

Humanities:

Geography and History

Science:

General Science (6 to 8) Biology, Chemistry, Physics (9 and 10)

Mathematics

Technology:

Information, Materials & Systems

Arts:

Art, Drama, Music

P.E.:

Physical Education

DIS MYP Certificate

Grade 10 Students can achieve the DIS MYP Certificate by fulfilling the following requirements:

- Studying at least one subject in each subject group;
- Obtaining total of 46 points or more from the best subject grade in each subject area;
- Having no grade below a three;
- Successfully passing the Personal Project;

- Showing commitment to the Areas of Interaction (including Approaches to Learning and Community Service) as an integral part of the school curriculum.

Please see our MYP booklet or the DIS webpage (www.danubeschool.at) for a more detailed description or visit <http://www.ibo.org>.

International Baccalaureate Diploma Programme

The IB Diploma Programme is an internationally recognised course of study leading to external examinations and award of a diploma or certificates. It is recognised by governments and leading universities worldwide.

In Grades 11 and 12 students follow either the International Baccalaureate Diploma Programme or an IB Certificate Programme. Students choose 6 subjects. Most subjects can be studied at either Higher or Standard Level. Diploma Programme students must take 3 of the 6 subjects at Higher Level.

Within each Group, the School offers a number of IB student courses.

- **Group 1 – Language A1:** English A1 & German A1 are offered by the school. Students may also choose to study their mother-tongue language privately.
- **Group 2 – Language A2:** English B, Ab initio English B, and German B are offered by the school. Other B languages may be studied privately.
- **Group 3 – Individuals and Societies:** Geography, History, and Business & Management are presently offered by the school.
- **Group 4 – Experimental Sciences:** Biology, Chemistry, Physics and Environmental Systems are offered by the school.
- **Group 5 – Mathematics:** Mathematical Studies, Mathematics Standard Level and Mathematics Higher Level are offered by the school.
- **Group 6 – Arts and Electives:** Visual Arts, Theatre Arts or one subject from the other groups may be selected. Music and Psychology will be offered in the 2008/9 academic school year.

Parents must be willing to meet the costs of a course if fewer than 6 students are enrolled. This is charged on a sliding scale of 100% for one student, or 1/5 each if there are five students, based on €20 per hour @ 240 hours per year for higher level and 150 hours for standard level.

Important Limitations:

- All courses are offered subject to demand;
- The school reserves the right not to accept an application for a course which appears to be beyond a student's ability;

- To enter the full IB Diploma Programme, students must successfully complete Grade 10 and meet the internal requirements for studying subjects at Higher and Standard Level. This will be determined by the Subject Teachers, Secondary Principal and the IB Diploma Coordinator.

At reporting times, students should score a minimum of 24 points, with no less than Grade 3 in any Higher Level subject and no less than Grade 2 in any Standard Level subject. Furthermore, Diploma Programme students must successfully complete the following courses: Theory of Knowledge, CAS (Creative, Action, Service), and write an Extended Essay. Those students who do not meet the qualifying standards for an I.B. Diploma are still awarded a Certificate for each examination successfully completed. For further details please consult the guide to the IB Diploma and Certificates Programmes at D.I.S.

IB Certificate Programme

Students not enrolled in the full IB Diploma programme will be enrolled as IB Certificate candidates. They normally study 6 subjects and are not expected to submit an Extended Essay or follow the Theory of Knowledge course. They are, however, required to complete their CAS programme. For further details please contact the IB Diploma Coordinator.

There is a separate IB Diploma handbook giving more details of the programme.

18. CELEBRATING STUDENT ACHIEVEMENT

We believe that students respond positively to praise and recognition by their peers and their teachers. We acknowledge standards of achievement, effort and behaviour both informally and formally in Subject Awards and Effort Awards presented in assemblies.

19. HOMEWORK POLICY

Homework is a valuable aid to student learning. It reinforces classroom learning, builds responsibility, and develops essential study habits.

The responsibility for homework is shared between students, parents and teachers, with students accepting increasing responsibility as they progress through the Secondary School. When students take part in major school activities they are still expected to keep up with their schoolwork although sympathetic consideration is extended by all teachers.

We expect parents to encourage their children in this important area by providing a quiet space where students can work without interruption and by taking an active interest in their schoolwork, as well as offering help as appropriate. Incomplete homework assignments may result in a zero grade. If you ever have concerns about homework please immediately contact the homeroom teacher.

Timetable

A homework timetable is set up for each grade in the MYP years.

Frequency

The amount of time for homework will vary based upon the maturity, abilities and individual needs of the students, as well as the requirements of the subject. The following time elements are intended as a general guide to the amount of homework per grade in the Secondary School.

School: Grade	Minutes Per subject	No. Subjects Per Night
Grade 6	30	2/3
Grade 7	35	2/3
Grade 8	40	2/3
Grade 9	30	3
Grade 10	35	3

Grade 11 and 12 students, working at International Baccalaureate level, are expected to spend between two and four hours per subject per week on independent study.

Homework Diary/MYP Student Planner

Each student has a homework diary which should be taken to all lessons and which parents should sign weekly. Homeroom teachers will also check diaries regularly and follow up on cases of misuse.

Using a home computer for homework assignments

It is strongly recommended that students have access to a computer at home. Laptops may be used in lessons provided that they are used appropriately.

Guidelines for students:

- Record each assignment in your homework diary and make sure that it is accurate and understood before leaving;
- Meet the homework standards and strive to produce your best work;
- Make every effort to begin and complete assignments promptly;
- Set aside a regular place and time each day to study;
- Seek individual help from the teacher when faced with areas of difficulty;
- Request and make up for missed assignments promptly;
- Take responsibility for the care of and safe return of all assigned books and materials.

20. SCHOOL REPORTS AND GRADING

SCHOOL REPORTS

Danube International School provides regular detailed feedback about the progress your child is making as you are partners in the learning process. Our main means of keeping you informed are

school reports. Students will receive two main school reports during the academic year.

In October we issue a progress report which normally consists of achievement and effort grades only, with brief comments where appropriate. This is issued before the autumn break.

At the end of each semester, students receive comprehensive reports for each subject, which includes:

- An overall achievement and effort grade for the semester;
- An indication of standards reached (unsatisfactory, satisfactory or good) in relation to subject skills, learning skills and attitude skills;
- Comments by the teacher and student.

Grades are awarded using the International Baccalaureate grading system. This system is used throughout both the Middle and Secondary Schools.

ACHIEVEMENT GRADES are 7 = Excellent; 6 = Very Good; 5 = Good; 4 = Satisfactory; 3 = Not satisfactory; 2 = Not at all adequate; 1 = Little or no achievement.

EFFORT GRADES are A = Excellent; B = Good; C = Satisfactory; D = Not Adequate; E = Little or none.

INC = Incomplete where not enough work has been done to justify the award of a grade, possible due to absence or late arrival.

Students will normally receive an achievement grade for each subject in each report. However, there may be some exceptions: ESL students, for example, may only be awarded an effort grade in some subjects.

21. COMMUNICATION BETWEEN SCHOOL AND HOME

Communication is a challenge in all organisations, and especially so in schools where busy parents try to contact busy teachers. Therefore, we have put in place appropriate steps to communicate your concerns, express your needs, and stay in contact with us:

For individual student subject related issues: The first contact should be with the individual subject teacher.

For personal/social related issues or matters of a general nature: the first contact should be with your child's homeroom teacher.

Issues related to curriculum in grades 6-10 (MYP): The first contact should be with the IB MYP Coordinator.

Issues related to curriculum in grades 11-12 (IBDP): The first contact should be with the IB DP Coordinator.

If any issues remain unresolved then please contact the Directors.

For general items, the parent class representatives of the Parents Associations Danube

International School (PADIS) may be contacted.

PARENTS CONSULTATION

During the course of the academic year subject teachers will keep you informed of any significant achievements or concerns that may arise. This will be either by telephone, email or through the issue of a Student Progress Update Form. Parents also have the opportunity to arrange appointments with individual subject teachers.

Formally there are two scheduled Parents Consultation Evenings each year:

- Following the Mid-Semester Progress Reports in November. This provides the opportunity for in-depth discussion.
- In June after the Second Semester reports have been issued, if necessary.

22. SUCCESSFUL COMPLETION OF THE ACADEMIC YEAR

If these criteria are fulfilled, the student proceeds automatically into the next grade in the next academic year:

- An attendance record of 80% or better;
- Completed and submitted 80% or more of all routine course work assignments and homework;
- Attempted and successfully completed 80% or more of all routine tests;
- An overall average achievement grade of 4 or better;
- An overall average effort grade of C or better;
- Satisfactory or better attitude skills.

Students who have transferred to the D.I.S during an academic year must have successfully met the requirements of their previous school to be considered to have completed the academic year successfully.

Students who achieve an achievement grade below a three (3) in any subject area would be considered ineligible for Matura Equivalency based upon our present arrangement with the Austrian Authorities. Clarification should be sought by parents if this situation should arise. The final decision for Matura Equivalency lies ultimately with the Austrian Ministry.

Students who do not meet the requirements to complete the academic year due to illness must have their absence from school verified by a Medical Certification. Failure to do so may result in a student being asked to repeat the academic year. In such circumstances to be considered for promotion to the next grade or completion of the academic year, students must have completed 80% of all assignments, homeworks and tests assigned. The decision ultimately lies with the Directors.

If these criteria are not fulfilled then students will not be allowed to automatically proceed to the next grade. In such cases, parents, teachers and the principal will meet to discuss the best possible solution

for each student.

Good semester and examination results are especially important for all Grade 10 students. They are required to reach good grades for both achievement and effort (Grade 4C and above) in order to qualify for study in all subjects in Grade 11. The students and their parents have an interview after the examinations with the IB Coordinator and their Diploma choices for Grade 11 and 12 are agreed. Some students (and parents) can be very disappointed that their grades are low or incomplete and therefore they are ineligible for the Diploma Programme. Sometimes Grade 10 must be repeated in order to improve poor grades so that the student is qualified to study for the Diploma in Grade 11.

23. DIS GUIDELINES FOR AUSTRIAN MATURA EQUIVALENCE

In order to apply for Austrian Matura Equivalence and attend Austrian universities Danube International School students are advised to make their IB choice in Grades 11 and 12 in accordance with the requirements outlined below.

The IB Diploma is recognised as a foreign university entrance certificate.

IB Diploma

Students must be registered as an IB Diploma student and achieve 24 points in 6 IB subjects (3HL and 3SL) with no grade lower than a Grade 3. Any student who has achieved 24 points but no Diploma (due to a technicality) can apply for Austrian Matura Equivalence and will be treated on a case-by-case basis to “see what can be done.”

German Proficiency

Having German as one of the languages in the Diploma is sufficient as proof of knowledge of German.

Second International Language or Third Language

For many DIS students this will be French, Spanish or a privately taught language studied for four years. A second international language (third language) is recognised only through four years of continuous study and satisfactory completion in each year. Four years of study in a Russian or French school up to Grade 10 level with Russian or French as the language of instruction also meets this requirement. Nostrification (Matura) continues to require the second additional language although the Universitätsreife guidelines in the Education Ministry’s Verordnung do not require it.

Additional Requirements

Students are required to study supplementary courses in Austrian History and Geography. These supplementary courses normally take place at the end of Grade 12.

Students Transferring to DIS

Students transferring to DIS from another school will be credited with study in their previous school on condition they produce copies of their school reports for verification by the Austrian Ministry of

Education to ensure that they meet the requirements for the four years of study required in subjects like languages, Geography, History and Mathematics.

Exchange Students

Students on a year exchange programme in another country can apply for the Austrian Matura Equivalence provided the country's courses are recognised by the Austrian Ministry. This will be treated on a case-by-case basis.

Non-Austrian Students

No distinction is made between the requirements for Austrian and non-Austrian students. Each university is largely autonomous and Austrian universities can accept students who do not have Matura Equivalence using their own specific criteria. On the other hand the Austrian universities can refuse entry to students without Matura Equivalence certificate.

We therefore advise students wishing to study at Austrian Universities to make their IB choices in accordance with the requirements outlined above as the final decisions about university admission rest with the dean of the university in question.

24. DIPLOMAS AND CERTIFICATES

DIS Diploma

In order to qualify for a DIS Diploma at the end of Grade 12, students must satisfactorily complete Grades 9 and 10 both in achievement and effort. Furthermore they must also successfully complete Grades 11 and 12 and score a minimum of 18 points from 5 or 6 I.B. courses in the mock examinations plus bonuses (see below). Grade 12 semester grades may also be considered in certain cases.

In order to qualify for a DIS Diploma, students are not required to enter for I.B. examinations. They may choose to take internal examinations of a similar standard. If an internal examination is taken, then the result of this examination will be considered in addition to the mock examination for DIS Diploma purposes.

DIS Academic Diploma

In order to qualify for a DIS Academic Diploma at the end of Grade 12, students must fulfil the requirements for a DIS Diploma. Furthermore they must successfully complete one of the following combinations of courses in Grades 11 and 12: in the mock examinations, score a minimum achievement point total of 24 points from 6 subjects plus bonuses (see below) or; in the mock examinations, score a minimum achievement point total of 20 points from 5 subjects plus bonuses (see below) with at least one higher level subject. Grade 12 semester grades may also be considered in certain cases. Bonus points will be awarded for: satisfactory performance in the Theory of Knowledge course (1 bonus point); Submission of a satisfactorily completed Extended Essay (1 bonus point); successful completion of the CAS programme (1 bonus point).

DIS Certificate

DIS Certificates are awarded to students who have attended school for 12 or more years and who have been enrolled at DIS. for at least one academic year, but who do not meet the requirements for the DIS Diploma.

DIS Transcripts

All DIS students receive a school transcript which is a record of their academic achievement at the DIS.

25. PASTORAL CARE

Philosophy

Our value system, known as our school ethos, is embedded in our school Mission Statement and in everything we do and believe as a school. Our system of homeroom teachers, homeroom periods and assemblies are an important part of transmitting this ethos to the students and the wider community. Homeroom teachers concern themselves with the day-to-day general needs and progress of their students and try to build a mutual relationship of trust. They teach the pastoral programme and listen to your children's issues and worries. They respond as appropriate and involve senior staff if there are serious problems. Subject teachers are also concerned to transmit a strong value system side by side with their academic instruction. They all work closely with the students and with you as their parents. The Principals' main job is to ensure that the teachers are supported in the best possible way so that they can be successful in all their endeavours with your children throughout the whole school year.

We will contact you if we have concerns regarding your children. I hope you contact us if you likewise have concerns regarding the education of your children or if you wish to share information that will support us as we seek to enrich the academic and social life of your child.

Objectives

The overall pastoral programme from Grade 6 to Grade 12 is to:

- Build a sense of community for the school and for the students themselves;
- Address important personal, health and social issues not covered adequately in the academic curriculum, such as SCC (School and Community Service), study skills, environmental issues, current affairs, emotional concerns, sex education, substance abuse and relationships;
- Encourage self-awareness, self-esteem and self-control;
- Assist students to take action where appropriate and show responsibility;
- Assist them to be informed on career choices.

26. VISITING STUDENTS

At the DIS we try to accommodate visiting students for a day wherever possible. Parents must, however, make this request in writing and in advance to the Directors.

27. CAREER GUIDANCE

Grades 9 to 12

Students are encouraged to reflect on their interests, skills, strengths and weaknesses, to investigate career options and to consider their choice of IB subjects and ultimately college and university selection.

In Grade 10, all students sit a psychometric test set by Step One. The results obtained will be used to guide study at IB Diploma level and course selection at university.

The school Careers Councillor/IB Coordinator provides students with information on different types of college education mainly in Austria, the UK and the US. Grade 10 and 11 students also have the opportunity to participate in Open Days and University and College Fairs which are organised in conjunction with the other international schools in Vienna. In Grades 11 and 12 students are assisted to apply to the universities and colleges of their choice. Parents are involved closely in this important stage of their child's life.

28. PRIVATE LESSONS

D.I.S. offers a full, standard curriculum. Within this programme, a limited amount of English as a Second Language (ESL) and Special Educational Needs help is available. However, extra tuition, especially for mother tongue language instruction, is not provided by school. If such a need is perceived, the school will contact parents and the school will do its best to provide a suitable tutor. Financial arrangements are made privately between parents and the tutor. A recommended fee schedule is available from the Secondary School Privately Taught Languages Coordinator on request. The school will do its best to support such lessons but cannot be relied upon to provide books, materials or photocopying free of charge - these items are the responsibility of the teacher/tutor.

Parents are entitled to regular reports on the progress of the child and such reports should be copied to the school. Where appropriate, semester reports should be submitted to the school in December and/or May for inclusion in reports. The school administers mock examinations in languages for Grade 12 students but other tests and examinations should be given by the teacher/tutor. The tuition should be reviewed at regular intervals with a conference between the teacher/tutor, parents and a representative of the school. Such reviews should occur at least once per semester.

29. MOTHER TONGUE MAINTENANCE

In international education, development of a student's mother tongue is considered essential especially where the language of instruction is in a different language - English as in our school. Wherever possible the school supports the students' endeavours in this area. Our privately taught languages coordinator works very closely with students, parents and the tutors to give the best possible service to students.

30. INFORMATION TECHNOLOGY

Provision

We aim to supply access to students for educational purposes to as many forms of IT as possible. Our curricula are specifically aimed to allow students to be able to competently complete their studies, but also allow them to become experts in specific fields of technology if they so desire. We also aim to give students competencies in understanding new technologies and adapting them to their own needs.

The school provides both a fixed network as well as a radio network. All students gain access to the school servers to recall and store work but students in Grade 8 and below only have supervised access to the internet (The aim of internet access is for high quality educational research. Students who behave irresponsibly and steal bandwidth for their own personal use or deliberately access information which is opposed to the school's mission will have their privileges temporarily or permanently removed).

The school does not use censoring or filtering software to restrict internet access. It is the policy of the school to raise the skills and expectations of students to allow them to be their own censors and decision-makers in a world increasingly dominated by information.

Many students request wireless internet access and are given permission if they have shown reliability and self-government. Students must also have a portable computer with wireless access.

Grades 6 – 10 have timetabled IT sessions each week as part of the school's Technology Programme.

Students in Grades 6 – 12 can obtain supervised access to computers in the media centre, homerooms, and classrooms.

Grades 9 – 12 can have further unsupervised access in the Computer Centre when there are no classes.

Our Head of IT Studies, Neil Howie, will be very happy to advise on any IT matter and can be contacted by email: nhowie@danubeschool.at

31. SCHOOL AND COMMUNITY SERVICE (SCS) GRADES 6-10

MYP: Community and Service

Community and Service consists of three elements: Awareness, Service, and Reflection. Service activities should assist students to understand their role in different communities and increase their sensitivity to the issues that face the communities where they live and belong. Involvement and contribution in activities should be deeply reflected upon to help students identify what they have learned from that experience and how they can improve their role in communities.

General Guidelines

Students are given a Community and Service Handbook detailing the programme. It includes Reflection Journal entries, a Record of Activities, and Supervisor Feedback Forms.

Students are encouraged to take part in Community and Service activities both inside and outside school. In the Grades 6-10 these will often be whole class or group activities.

Students are encouraged to complete a certain amount of hours of service each semester. Students are encouraged to take part in different Community and Service Activities each semester.

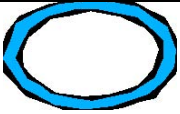
Since the nature of activities in Community & Service are meant to evolve each year from smaller to larger communities, students are encouraged to participate in activities that correspond to the suggested MYP Themes in each grade level. Descriptions of these evolving activities shall be provided in the Handbook.

Students keep a record of each time they attend or participate in an Activity, which is to be signed and dated by the student and supervisor.

Students are encouraged to write a Reflection Journal for an activity each month whether the activity was inside or outside school. This would normally be done in class time.

Supervisors, teachers or otherwise are also expected to provide feedback for students via a form at the completion of each activity.

Grade Level Themes & Guidelines Table

	Suggested Number of Activities Per Semester	Suggested Number of Activities in Grade Level Themes	Suggested Number of Hours Per Semester	Approximate Number of Hours Per Week
Grade 6: Theme "Family & Class"	2	1	20	1

Grade 7: Theme “Class & School”	2	1	20	1
Grade 8: Theme “School & City”	3	1	25	1 ¼
Grade 9: Theme “City & Country”	3	1	25	1 ¼
Grade 10: Theme “Country & World”	3	1	30	1 ½

Planned School Community and Service Activities

In accordance with the “General Guidelines,” Community and Service is incorporated into the various subject areas by independent teacher initiative. Teachers focus on Community and Service as best suits their lesson topics, units and course outlines during the MYP progression. As the programme develops the focus of Community and Service shifts from individual awareness and involvement in small groups to the classroom, the whole school, society, the country, and world.

Reflection Journal

The Reflection Journal is an essential part of Community and Service. It reveals each student’s experience and creates awareness of strengths and areas for improvement. It also allows teachers and supervisors to monitor the quality of Community and Service activities.

Certificates

At the end of each semester, students hand in their Community and Service Handbooks to homeroom teachers. Based upon the Activities, Reflections Journal, and Supervisor Feedback Forms, homeroom teachers nominate students for special awards for outstanding service.

32. CAS CREATIVITY, ACTION, SERVICE GRADES 11 AND 12

Philosophy

The educational philosophy of the Danube International School stresses the development of the whole child. It extends beyond intellectual achievement and encourages responsible citizenship in the world outside the classroom. Creativity, Action and Service is known by its acronym CAS and is a fundamental part of the IB diploma programme in grades 11 and 12. The CAS requirement takes seriously the importance of life outside the world of scholarship. Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others.

Creativity is interpreted as imaginatively as possible to cover the widest range of the arts and to include creativity by the individual students in designing and carrying out service projects. Action does not necessarily restrict itself to expeditions, sports or physical training but may include carrying out creative or service projects. Service does not exclusively refer to social service but can include environmental and international projects.

Year 11

After consultation with the CAS Coordinator Grade 11 students are expected to take on projects which contribute towards their CAS work. The student completes a CAS Activity Contract for each activity. Each contract requires approval signatures from parents, the activity supervisor and the CAS Coordinator. The student is responsible for keeping a CAS journal where they record the time spent in the activity each week and write comments about the skills developed and experiences encountered. Verifying signatures from the activity supervisor are also required. Once an activity is complete, the student and supervisor must complete a self evaluation form (CAS/AEF). All self evaluation forms for projects undertaken during the academic year are due in June. A full profile of the student's CAS work will be included in the student's second semester report. Students will be required to complete 25 hours each of Creative, Active and Service and submit all the necessary documentation to the CAS Coordinator on or before the published deadline. This is a requirement to successfully complete the academic year. We strongly recommend that students complete 2/3rds of their CAS requirements in Grade 11.

Year 12

Students continue CAS activities in Grade 12. All self evaluation forms for projects undertaken during the academic year are due in March. Along with the self evaluation forms, the student will also be required to write a formal essay of about 1000-1200 words reflecting on the entire CAS experience. At the end of Grade 12 students receive a full profile of their CAS work.

33. EXTRA CURRICULAR ACTIVITIES

As our school philosophy is to educate the whole student, we place great emphasis on the role of extra curricular activities. Students are encouraged to participate in activities out of class time, whether they are organised by school or an outside organisation/club. Commitment and active participation are the objectives of the Activities Programme. It is organised by the Activities Coordinator. The school offers a wide variety of activities which vary from year to year.

34. PERFORMING ARTS

A variety of private individual lessons are offered in various instruments such as piano, guitar, flute, drums, recorder and violin. Students participating in activities and performing arts courses are given opportunities to perform at concerts, dramatic / musical productions and school assemblies. Information and applications for extra curricular activities are available from the Private Music Coordinator next to the Theatre.

35. STUDENT COUNCIL AND STUDENT LEADERSHIP

Everyone has the potential to lead. We believe that leadership qualities should be fostered by schools. Therefore at DIS we have an active Student Council that has an authentic voice. Moreover, we endeavour to create leadership opportunities within the classroom and outside it in order to prepare young people for tomorrow, today.

36. CONCLUSIONS

We hope this document provides you with an introduction to our school, our values, and our mission. If you have further question, or concerns, please feel free to contact us. We are here for you!



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