

Canggu Community School
Parent and Student Handbook
Revised: June 2019



Nurturing learning, knowledge and diversity



Table of Contents

GENERAL MATTERS

Acronyms and Abbreviations	4
CCS Mission, Vision and Benchmarks	5
CCS Governance and Management Structure	6
School Year and Public Holidays	7
Friends of Canggu Community School	7
Office Hours	7
CCS Website	8
Finns Recreation Club	22
Appendix A: Compulsory Fee Schedule	41
Appendix B: 2018-19 Calendar	43
Appendix C: CCS Medical Matters	44

POLICIES AND PROCEDURES

Yayasan Swamitra Internasional (YSI) Board	6
School Committee (SC)	6
Accreditation	7
Smoking	20
Insurance	20
Security	21
Facilities	21
Finns Recreation Club	22
Admissions Policy	22
Admissions Procedures	23
Class Sizes	23
Waiting List	23
Enrollment	24
Visa Requirements	24
Withdrawal Notice	24
Exclusions	24
Fees and Charges	24
Indonesian Government Regulations	28
Assessment and Reporting	36
External Assessments	36
Graduation Standards	37
Official School Reports and Leaving Records	37

CLASSROOM MATTERS

Pastoral Care	9
Student Recognition Policy	9
Curriculum: Organisation/Programme Delivery	25
Indonesian Government Regulations	28
CCS Primary School: Early Years to Year 6	28
Primary Curriculum Overview	29
CCS Secondary School Curriculum: Years 7 to 11	31
Years 7, 8, 9	31
Inquiry Learning	31
IGCSE: Years 10 and 11	31
Subject Choices	32
International Baccalaureate Diploma Programme	32
IB Subject Choices	34
Assessment and Reporting	36
Reporting on Student Progress	36
External Assessments	36
Graduation Standards	37
Official School Reports and Leaving Records	37

BEYOND THE CLASSROOM

Student Activities	17
House Activities	17
Student Council	17
Field Trips, Excursions and Camps	17
After School Activities	18
CCS Music Centre	18
Health Matters and School Nurse	19
Library	20
Security	21
Facilities	21
School Counsellor	39
University/College Counselling	40

PARENT RESPONSIBILITIES

Student Arrival and Dismissal	7
After School Supervision	7
Communication	8
School Newsletter and Class Letters	8
Parent Coffee Mornings	8
Parents out of Bali	9
Change of Personal Information	9
Absence: Excused and Unexcused	12
Admissions Policy	22
Admissions Procedures	23
Waiting List	23
Enrollment	24
Visa Requirements	24
Withdrawal Notice	24
Exclusions	24
Fees and Charges	24
Application Fee	24
Registration Fee	25
Tuition Fees	25
Annual Capital (Building) Levy	25
Materials and Resource Levy	25
Refundable Notice Deposit (RND)	25
Payments	26
Refunds	26
Additional Fees and Charges	27
Scholarships	27

STUDENT RESPONSIBILITIES

Secondary Student Organiser Book	8
Behaviour Management Policy	11
Attendance and Punctuality	12
Late for Class	12
Absence: Excused and Unexcused	12
Home Learning.....	14
Student Tutoring	15
Uniform Preschool to Year 11	15
Dress Policy Years 12-13	16
Year 12-13 Privileges	17
Smoking	20
Lost Property	20
Stationary	20
Security	21
Facilities	21

Parents, please take time to familiarise yourself and your son/daughter with this Parent and Student Handbook. We ask that you communicate with your son/daughter's teacher/s and other school personnel on a timely basis. Open, honest, timely and constructive communication helps all of us achieve the goals and the mission of the school.

Child Protection at Canggu Community School

CCS is committed to protecting and safeguarding all children. In line with CCS school-wide learner expectations and core values, CCS has adopted a Child Protection Policy to guide our staff, families, and community members in matters related to the health, safety and care of children.

All children have a right to be safe. The health, safety and well-being of all our students is of paramount importance and will be respected, protected and fulfilled by all members of the CCS community. Our children have a right to feel safe and protected, regardless of age, gender, race, culture, sexual orientation, or disability.

CCS endorses the Convention on the Rights of the Child of which the host Country, Indonesia, is a signatory, and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives.

Acronyms and Abbreviations

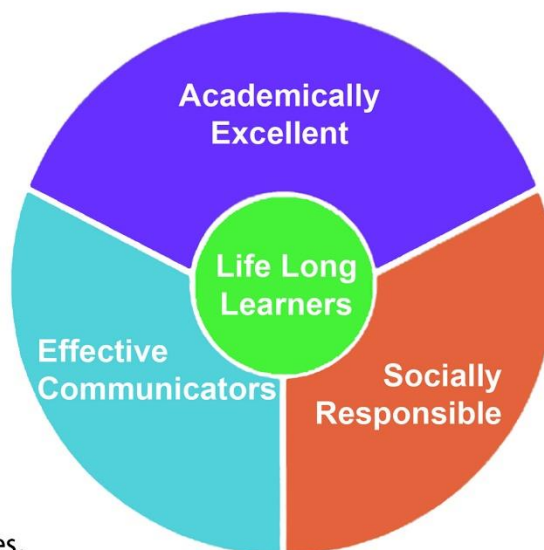
BSSA	Bali Schools Sports Association
CAS	Creativity, Action, Service
CCS	Canggu Community School
CIE	Cambridge International Examinations
CIS	Council of International Schools
D&T	Design and Technology
EAL	English as an Additional Language
EARCOS	East Asian Regional Council of Schools
FoCCS	Friends of Canggu Community School
IBDP	International Baccalaureate Diploma
IBO	International Baccalaureate Organisation
ICT	Information Communication Technology
IEP	Individual Education Plan
IGCSE	International General Certificate of Secondary Education
ISA	International School's Assessments
KS1	Key Stage 1 – Years 1 and 2
KS2	Key Stage 2 - Years 3 to 6
KS3	Key Stage 3 -Years 7 to 9
KS4	Key Stage 4 -Years 10 and 11
LOTE	Language Other than English
PC	Pastoral Care
PE	Physical Education
POI	Programme of Inquiry
PSHE	Personal, Social and Health Education
RND	Refundable Notice Deposit
SC	School Committee
SEN	Special Educational Needs
SPK	Satuan Pendidikan Kerjasama
SWLE	School Wide Learner Expectations
TOK	Theory of Knowledge
WASC	Western Association of Schools and Colleges
YSI	Yayasan Swamitra Internasional

CCS Mission and School Wide Learner Expectations

The mission of CCS is to have all students develop as confident, socially engaged and globally responsible citizens who achieve their full potential as life long learners.

We measure the achievement of our mission by our School Wide Learner Expectations (SWLEs). We expect our students to be

- Life Long Learners :
 - Understand themselves as learners; set goals, take risks, be reflective.
 - Achieve intellectual, emotional and physical balance.
 - Be skilled inquirers and researchers.
 - Be skilled in critical thinking.
 - Be skilled in creative thinking.
- Academically Excellent :
 - Show academic excellence in a broad range of disciplines.
- Socially Responsible :
 - Be engaged citizens who care about themselves, their world and the environment.
 - Be respectful, responsible, honest and act with integrity.
 - Develop a local and global perspective on a range of issues.
- Effective Communicators :
 - Understand and express themselves in more than one language.
 - Be effective collaborators



Global Citizenship:

At CCS we strive to develop our curiosity about the world, extend our understanding and appreciation of both shared intercultural values and differences, and to affect positive change as global citizens.

Note: CCS is developing a new Strategic Plan during 19/20 alongside CIS Re-Accreditation. This process will include a full review of the CCS Mission a, Values, and SWLE.

CCS School Background

Canggu Community School (CCS) was founded in 2001 by Tommy and Ruth de Jong, and Ilse Curic. The school opened its doors with seven students and two teachers and was located in a villa located in Tegal Gundul, Canggu.

CCS built and moved to a new Canggu campus on August 1st, 2005 with 180 students and 17 teaching staff. With growth in student numbers, CCS was established as a foundation in 2006 under the name Yayasan Swamitra Internasional. The same year the first secondary class was opened. With this increase in secondary students, CCS obtained IGCSE accreditation and the first Year 10 class was opened in 2009.

A secondary campus was built in 2013, after which CCS was accredited by CIS and WASC, and not long after authorised to offer the IB programme for Year 12 and 13 students. In June 2014 the first cohort of graduates received their CCS Diploma. The first IB class started in 2014, with the first IB graduates of CCS graduating in 2016.

Since achieving these milestones, CCS has hosted a vast array of international events, maintained rigorous accreditations, improved its academic curriculum both nationally and internationally, maintained a positive social impact on the local and global community, and grown into the community school as it stands today.

Board of Governance: Yayasan Swamitra Internasional

Yayasan Swamitra Internasional (YSI) is a non-profit foundation that governs the school and is the legal entity under which the school operates. The Board of Trustees appoint the Board of Management members to take on the executive responsibility and accountability of managing all activities performed under YSI and the school.

The Board of Management's key responsibilities include ensuring CCS operates with full compliance to Indonesian laws and regulations, maintaining financial sustainability and whole-school longevity, and empowering the Head of School to operate CCS according to the guiding statements, existing policies and long-term strategic plan. YSI operates in full accordance with the Articles of Association as established in the Notarial Deed of Establishment (2006) and the laws, rules and regulations of the Republic of Indonesia.

As a foundation, the main objective of YSI is to have a positive social contribution on a local, national and international level in the provision of a world-class holistic education from Early Years to Senior High School. The vision of YSI is that CCS stands as a home to the community, providing meaningful opportunities for learning, collaboration and exchange. YSI collaborates closely with the School Leadership Team in overseeing the implementation of this vision and mission.

Board of Trustees

Barry Edward Tommy de Jong (Chair)
Ir. Edwin Nugraha Magnacharta
Ruth Mathilde Bernadette de Jong

Board of Supervisors

Ida Widyawati
Dinar Yuni Angelica

Board of Management

Nadia Marlinda de Jong (Chair)
Selvy Eka Purwandhini (Secretary)
Agung Yuswanto (Treasurer)

School Committee (SC)

The School Committee is an independent advisory committee that facilitates the school community participation, in order to improve the school quality, equality, and efficiency of education management for education from Early Years to Secondary education. The School Committee is a self-perpetuating committee, with an elected Chair, operating under the name "School Committee of Canggu Community School".

The role of the School Committee is to advise the School Leadership Team (Head of Primary, Head of Secondary and Senior Operations Manager) on school policies and issues. The School Committee functions as a formal communication link between the school community and the School Leadership Team, in order to enhance parent communication and input into relevant school matters.

Accreditation

CCS is fully accredited by the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC). Accreditation to these prestigious international bodies ensures that CCS is committed to continuous self-evaluation and improvement, with external peer verification, in order to meet our Vision and Mission, to the highest of international standards.

CCS is also authorised by the International Baccalaureate to offer the Diploma Programme, and is an authorised Edexcel and Cambridge International Exams Centre. We are fully registered with the Indonesian Ministry of Education and Culture with licensed approval to run all of our programmes.

Friends of Canggu Community School

The Friends of Canggu Community School (FoCCS) was established in 2004 as a parent committee with the aim of fostering the link between CCS and our parents, guardians and friends. The primary task of FoCCS is to organise a variety of social activities, many of which are fundraising initiatives that will ultimately benefit the students and the School, as well as the chosen FoCCS charity. From its inception, this partnership between FoCCS and CCS has proven to be a valuable asset, encouraging parents to take an active role in their child's school and promoting a range of social and fundraising events.

School Year and Public Holidays

In compliance with the Indonesian regulations, all national (public) holidays are observed at CCS. In total, the number of days students are required to attend school varies a little from year to year, but is always between 180 and 185. This is accepted practice for international schools. Please ensure that family holidays are only planned during the published holiday dates.

Student Arrival and Dismissal

Year Group	Arrival Times	Start Time	End time
Preschool	8:00am to 8:30am	8:30am	2:20pm
Reception, Years 1 & 2	8:00am to 8:15am	8:20am	2:20pm
Year 3 to Year 6	8:00am to 8:15am	8:20am	3:20pm
Year 7 to Year 13	8:00am to 8:10am	8:15am	3:20pm

1. A parent or designated adult is required to supervise the students who arrive before 8:00am as staff members are not available for supervision before this time.
2. Students in Primary must be collected by a designated adult. If there is a change in the pick up arrangements please inform the school in writing via email or a phone call to the school office.
3. Students should be picked up promptly at the designated closing time. If you are delayed, please telephone the front office, or send a Remind message, so that we can reassure your son or daughter.
 - a. **Primary students to be picked up from their classrooms.**
 - b. **Secondary students to proceed to their arranged pick up vehicle or location.**

After School Supervision

After school supervision is provided only for:

1. Students waiting for older siblings.
2. Students waiting for an After School Activity or Music lesson.
3. Students waiting for an After School Activity at Finns Recreation Club.

Please note that all other students need to be collected at the designated closing time.

Office Hours

Day of the Week	Administration and Finance	School Shop
Monday to Friday	8:00am to 5:00pm	8-10am and 2-4pm
Monday to Friday school holidays	8:00am to 1:00pm	8:00am to 1:00pm
National Holidays during school days and school holidays	Closed	Closed

Communication

Communication is the key to a successful relationship between home and school. The best form of communication is either face to face or via email or remind. Should any issues arise, please bring the matter to our attention immediately by following these steps:

- If the matter relates to academic progress, classroom discipline or other issues at school, always talk to the classroom teacher first. Please email the class teacher to make an appointment time. Please remember teachers are not available during lesson times.
- If any matters remain unresolved, or further questions and clarification are sought, please make an appointment to speak with the respective school academic administrator.

It is important these steps are followed as most concerns can be resolved by direct communication with the classroom teacher. There will be meetings scheduled during the school year to address specific issues. You will be informed of these meetings in the weekly newsletter. The goal is to give our parent community various forums for discussion and input. Teachers in the Primary School use the Remind app to communicate with parents. You will be given instructions on how to join the appropriate group so that you get the important information from the class teacher.

Secondary Student Organiser Book

Secondary students must develop and use self-management skills in order to meet their potential. In Years 7-9, students are expected to use their daily organiser books. They may also use other online or digital systems to record homework, manage their time and meet deadlines, including ManageBac. Students in Years 7-9 are gradually expected to develop their methods of self-management and organisation.

All students and classes are expected to use the ManageBac system. ManageBac is an online system that teachers use to share resources, set assessments and receive student digital work. ManageBac includes a calendar function that supports student self-management. PC teachers and IGCSE/DP Coordinators are available to support students in their use and development of these skills. Parents are also encouraged to utilise ManageBac to monitor and support student learning.

School Newsletter and Class Letters

At the beginning of each term, Primary class teachers will send parents a newsletter giving information about the learning happening in the class for the coming term. Parents are also encouraged to check the class Weebly site for up-to-date information about the classroom learning. Secondary class teachers share information via parent emails, the school newsletter, and online systems, including ManageBac. Parents are encouraged to use ManageBac to monitor their child's learning activities. School-wide newsletters will be emailed regularly to keep you updated on what is happening at CCS. A copy is also available from the Front Office and on the website.

Assemblies

Primary School assemblies are held most Fridays at 1.30 in the MFH. Secondary School runs a combination of House meetings, Pastoral Care meetings and assemblies. Whole school assemblies happen periodically throughout the year. The assembly dates and times are published in the weekly newsletter and on the website.

Parent Coffee Mornings

Throughout the year we invite parents to coffee mornings that focus on different school issues. The coffee mornings are an opportunity to get information and also to engage in dialogue about different topics.

CCS Website

Please check the school website regularly as this is another forum that is used to keep the community informed of current and upcoming events, newsletters, calendars, information about different aspects of the curriculum at CCS, and interest groups, such as the School Committee (SC) and Friends of CCS (FoCCS). The address is www.ccsbali.com.

Parents out of Bali

If both parents are planning to be out of Bali, a guardian must be appointed. It is essential that the School is informed, in writing, of the dates that you will be away, your contact details during this period and the guardian's name, address and telephone numbers.

Change of personal information

It is vital that the school is made aware of any change of address, telephone numbers and medical information. Failure to inform the school could lead to delays in times of emergency. Please use the Personal Details Update Form available at the Front Office and on the website.

Students

Pastoral Care

In the Primary School, the class teacher is the person who is primarily responsible for the pastoral care of the students and should be the person that students, parents and other teachers speak with if they wish to raise a question or an area of concern.

In the Secondary School, students are under the care of their designated pastoral care teacher. The pastoral care teacher oversees the progress and well-being of each student.

Student Recognition Policy

CCS shall recognise students for their contributions and achievements in a developmentally appropriate manner. The recognition shall reflect individual and team contributions. There shall be recognition for student contribution, effort and achievement in four categories as defined by the SWLEs: Academic Excellence, Life Long Learners, Socially Responsible and Effective Communicators plus for Sporting Prowess.

General Guidelines

1. House System:

A house system will include four categories, as defined by the SWLEs: Academic Excellence, Lifelong Learners, Socially Responsible and Effective Communicators plus for sporting prowess.

- a. The main aim of the House system recognition is to help foster a sense of team spirit and community.
- b. CCS Houses are: Barak (Red), Gadang (Green), Pelung (Blue), and Kuning (Yellow)
- c. The PE department will assign Houses for new students. The criteria for assigning students to their respective houses is:
 - i. Students from the same family will be in the same house.
 - ii. Returning students will be placed in their former house.
 - iii. We will strive for a balance by year group and gender and if possible by abilities/talents.

Primary

1. House System:

- a. Students shall elect two House captains for each house.
 - i. House Captains should be in Year 6.
 - ii. House Captains should, where possible, be a boy and a girl.
- b. Primary students accumulate individual house points
 - i. Certificates are awarded at 50, 100 and 150 points and are presented at the subsequent assembly.
 - ii. At the end of the year, there is one certificate for the student who achieved the most points.
- c. At the end of each semester, the following trophies will be awarded in a House Recognition Assembly:
 - i. Trophy 1: the House with most points for Academic Excellence.
 - ii. Trophy 2: House with most points Life Long Learners.
 - iii. Trophy 3: House with most points Socially Responsible.
 - iv. Trophy 4: House with most points for Effective Communicators.
 - v. Trophy 5: House with most points for Sporting Prowess.
 - vi. Trophy 6: House with the most overall points.
- d. The House Recognition Assembly will take place in a general assembly area for Primary students.

2. SWLE certificates

- a. Each month a different attribute from the SWLE is a focus.
- b. At the end of the month, one student from each class is nominated to receive a certificate for being a role model for that attribute. SWLE certificates are presented in the Primary Assembly.

Secondary

1. House System

- a. Each House will be led by two House Captains, supported by two deputies.
 - i. House captains and deputies should be a balance of male and female.
 - ii. House Captains should be in Years 11-13.
 - iii. Captains are responsible for leading their respective Houses and collaboratively planning events.
- b. In order to foster friendly competition, team spirit, and good sportsmanship, the Secondary School will hold regular House events including both athletic and non-athletic events.
 - i. Events occur 1-2 times per term with one athletic and one non-athletic event each term.
 - ii. Points in competitions will include competitive results, participation, spirit, and sportsmanship as identified by a rubric.
- c. The CCS Swimming Carnival and Athletics Days will include both individual and house elements with points gained based on results and participation.
 - i. Each event will include both competitive and fun, participation-based events.
- d. At the end of the academic year, the House with the most combined points will receive overall recognition.

2. Individual Student Recognition:

- a. Formal recognition will occur at the end of the second term (Semester 1) and the fourth term (Semester 2) and will take on a more formal tone in an assembly.
 - i. One student from each class and/or year-level will be recognised for excellent demonstration of each of the four School-Wide Learner Expectations.
- b. Academic Excellence Awards will be given to students who meet specific attainment criteria on Semester reports:
 - i. Year 7-9: A minimum of 4 in all subjects
 - ii. Year 10-11: A minimum of B in all subjects
 - iii. Year 12-13: Minimum of 33 across 6 core subjects
- c. Outstanding athletic achievement will be recognised with All-round Athlete Awards.
 - i. This award is presented to all-around athletes: students who participated in a variety of sports at a high level. These athletes may have been part of multiple winning teams and/or have set personal or BSSA records. They have demonstrated sportsmanship during wins and losses, made their best effort in each practice and competition, and shown improvement throughout the seasons.
 - ii. This award is presented to a maximum of one boy and one girl in each year level.
 - iii. The award will be presented at the end of each school year in a special assembly.
- d. Student achievements and participation in special events or earning outside recognition (e.g. Cambridge, MUN conferences, GIN, Maths competitions, etc.) will be recognised in regular assemblies and newsletter entries.
- e. The CCS Year 13 Graduation will include 1-3 speeches from students exemplary in academics, engagement and leadership.
 - i. Selection of speakers may include student input, with guidance from the IB Coordinator and final approval from the Head of Secondary.

Behaviour Management Policy

CCS has behaviour expectations of its students, staff and parents. The CCS Behaviour Code states that at all times, we are expected to demonstrate respect for self and others, respect for property, and to be responsible for work and behaviour.

Students have a responsibility:

- to respect the rights and dignity of themselves and others, and
- to become actively and productively involved in learning, and
- to be prepared for all of their activities.

Staff have a responsibility:

- to establish a positive school climate, which encourages and supports students in developing self-discipline and in growing as caring citizens, and
- to model the policy expectations and implement the policy fairly and consistently.

Parents have a responsibility:

- to ensure that their son or daughter is ready to learn, and
- to help their son or daughter follow the policy, and
- to behave in a respectful manner on the school premises.

CCS Behaviour Interventions and Consequences

Behaviours positive or negative result in consequences. It is imperative that students learn from their behaviours. Misbehaviours are categorised into three categories: minor, major and serious (illegal). For each level, there are positive interventions and consequences and appropriate documentation. Positive interventions may include: consultations with students, teachers, pastoral care givers and parents.

1. Examples of Minor Misbehaviours:

- a. Refusal to follow directions of a staff member or responsible adult.
- b. Not in compliance with the dress code or uniform policy.
- c. Chewing gum.
- d. Skateboards, rollerblades and similar vehicles are not permitted unless they are required for a pre-authorized school event.
- e. Misuse of Electronic devices (not related to cyber bullying)
 - i. Interventions/Consequences for Minor Misbehaviour:
 1. Discussion with the student.
 2. Reflective thinking/conflict resolution.
 3. Develop a plan with the student (goal setting).
 4. Student/parent/teacher contact
 - a. Repeat Minor Misbehaviours
 - i. Same as minor misbehaviour, plus
 - ii. Meet with pastoral caregiver/admin team.
 - f. Reflection periods will be held weekly after school or during lunch for Secondary students who repeat any misbehaviour on three occasions in a week (minor behaviour issues) or over the course of a term (tardiness, not completing work, not having PE kit, etc).
 - g. Over the course of a semester, students receiving a third assigned Reflection Period for behaviour issues may serve an in-school suspension of at least 1 day.

With respect to electronic devices; CCS will not be held liable for any lost, damaged, or stolen items that are brought to school. The School staff have the right to request access to such devices given that the student has not complied with a staff member's direction, and/or there is evidence that the student has used the device inappropriately. Consequences will follow the school intervention guidelines for Minor, Major and Serious and/or Illegal Misbehaviour.

2. Examples of Major Misbehaviours:
 - a. Repeated refusal to follow directions of staff member.
 - b. Academic dishonesty.
 - c. Willful destruction of property and/or stealing.
 - d. Tobacco possession and/or usage, including e-cigarettes or vapes.
 - e. Habitual neglect of responsibilities (e.g. attendance, homework, etc).
 - f. Fighting, harassment, intimidation, bullying, verbal/physical abuse.
 - g. Cyber bullying.
 - i. Interventions/Consequences for Major Misbehaviours:
 1. Same as Repeat Minor Misbehaviours, plus
 2. In-school suspension
 3. Out of school suspension up to 3 days.

3. Examples of Serious and/or Illegal Misbehaviours:
 - a. Use, possession and/or trafficking of alcohol/controlled substance.
 - b. Possession or use of weapons/firearms.
 - c. Bomb threats.
 - d. Physical and/or psychological threats.
 - e. Vicious physical assault.
 - f. Serious breach of CCS technology user agreement.
 - g. Repeated major misbehaviours.
 - i. Interventions/Consequences for Serious and/or Illegal Misbehaviours:
 1. Meeting with student/parent/school support team, and
 2. Immediate suspension, possible expulsion.

Attendance and Punctuality

In order to meet their potential as lifelong learners, CCS students are responsible for their learning and attendance. Students are responsible for being actively and productively engaged in learning, being prepared for their learning, and meeting attendance expectations.

If student attendance falls below 90% for the semester, the student may receive a modified written report at the end of that semester.

Absence Procedures: Primary School

1. **Parent Notification:** In order to ensure the well-being and safety of our students, Parents and Guardians are responsible for communicating any absence with CCS.
 - a. If a student is sick and unable to attend school, parents must email the class teacher, or communicate via Remind, before 8:15am when school begins.
 - b. If parents or guardians are away from Bali, CCS requires notification of absence from the adult who is caring for the child.
 - c. Lack of notification regarding an absence is considered an unexcused absence. The teacher must record this in ISAMs.
2. **Without Parent Notification:** To ensure your child's safety, it is essential that parents notify CCS for any absence.
 - a. If we have not heard from parents about a child's absence, someone from the front office will telephone parents to check on a student's whereabouts from 8:45am.
3. **Pre-Arranged Absence:** For pre-arranged absences (travelling, visa issues, etc.), parents must communicate with the class teacher providing dates and a reason for the absence.
4. **Extended Absence:** Students will not be given class work to complete during an extended absence. Parents and students can access the class Weebly and use various educational websites as they see fit.

Daily Procedures

1. **Late Arrivals:** School begins at 8:20am. Students who arrive after 8:30am must check in with the front office and receive a late pass which they will give to the teacher.
 - a. Late arrivals will be recorded by either the teacher or the Front Office.
 - b. If a student arrives late to class and does not have a late pass, they must be sent to the front office who will record the lateness on ISAMS.

2. **Leaving Early:** Students needing to leave school during the day must inform the class teacher and the front office and be accompanied by a parent or guardian.

3. **Visiting the Nurse:** If a student needs to visit the school nurse, they should get a pass from a teacher or the Primary office.
 - a. If the child needs to go home for medical reasons, the Front Office will inform the teacher.
4. **Dismissal:** At the end of the school day, students are allowed to leave once an adult or designated person has been identified.
 - a. On-going arrangements, for example meeting a sibling in the library or meeting parents at the Club, are allowed if there is written permission from the parent.
5. **Regular absences:** If a student is regularly absent or late, the class teacher will follow it up with the parents or guardians.
 - a. If irregularities continue, the Head of Primary will be informed.

Absence Procedures: Secondary School

1. **Parent Notification:** In order to ensure the well-being and safety of our students, Parents and Guardians are responsible for communicating any absence with CCS. If a student is sick and unable to attend school, parents must email the Secondary Administrative Assistant, (secondaryadmin@ccsbali.com) or call the school before 8:15am when school begins.
 - a. Absences that are not confirmed by parents will be considered unexcused.
 - b. All CCS students are expected to live with a parent or guardian. If guardians are away from Bali, CCS still requires notification from an adult nominee that a student is away.
 - c. Lack of notification regarding an absence is considered an unexcused absence.
2. **Without Parent Notification:** To ensure your child's safety, it is essential that parents notify CCS for any absence.
 - a. If we have not heard from parents about a child's absence, the Secondary Administrative Assistant will call parents to check on a student's whereabouts after 9:00am.
3. **Pre-Arranged Absence:** For pre-arranged absences (travelling, visa issues, etc), please communicate with the Secondary Administrative Assistant as early as possible by providing dates and a reason for the absence.
 - a. Two weeks prior to the absences, students are expected to complete a pre-arranged absence form and inform teachers in order to keep up-to-date on learning at school.
4. **School Work:** Students who miss class for any reason are still expected to complete their work and assessments as part of their learning and attainment at CCS. This includes utilising ManageBac and email to complete work while away.
 - a. Failure to complete work will affect student learning and grades and may result in required makeup sessions.
 - b. In unavoidable and extenuating circumstances (e.g. serious illness, injury, or death in the family), students and/or parents should speak with relevant coordinators and teachers to determine essential learning needed.
5. **Extended Absence:** In the case of extended absence, teachers cannot be expected to provide a full allocation of work to be completed while a student is away.
 - a. Secondary students are expected to demonstrate self-management by using email, Managebac and other resources to keep up to date with their studies and classwork as much as possible.

Attendance Expectations and Consequences:

Students in Years 10 to 13 who miss significant portions of class time may be officially removed from their respective IGCSE or IBDP Examinations. In Years 10-13, absence for 10% of the scheduled classes may result in:

- Loss of participation in extracurricular activities, including BSSA
- Loss of participation in the CCS Graduation ceremony (for Year 12-13) or not earning the CCS Diploma
- Students not being registered for IGCSE or IBDP Examinations, or not progressing from IGCSE to IBDP
- Students not achieving the full IB Diploma

Daily Procedures

1. **Late Arrivals:** School begins at 8:15. Students arriving late must sign in at the Secondary office and receive a late pass.
 - a. Late arrivals will be documented and followed up by PC teachers and Coordinators.
 - b. Students arriving late are expected to complete relevant learning activities and may be required to make up time missed.
2. **Leaving Early:** Students needing to leave school during the day must sign out in the school office.
 - a. Leaving early requires permission from a parent or guardian via a phone call or email. After permission is received, students will have a sign-out slip to show at the security post for dismissal.
 - b. Students leaving CCS early should be picked up by a responsible adult unless they are over 17 and hold a valid drivers' license.
3. **IBDP Off-Campus Privileges:** Students in Year 12 and Year 13 have the privilege of going off campus for breaks and lunch.
 - a. It is expected that students will behave in an appropriate manner and follow school rules whilst off campus during the school day.
 - b. If students fail to maintain their responsibilities (academically, socially, and attendance), this privilege may be revoked individually or for an entire cohort.
 - c. When IB students leave campus at break or lunch, they are required to sign out at the CCS security post with their name and time. Students must sign in upon their return. Failure to sign in and out will result in losing this privilege. IB students leaving early must sign-out in the Secondary office.

Home Learning (homework)

Homework is an important part of the learning process for students at CCS. The aims are:

- to support and reinforce learning in school, and
- to encourage self-discipline, and
- to give parents a better understanding of what students are covering in class.

Home learning is also designed to encourage management of time, good work habits and responsibility. Students should attempt to complete home learning on their own as it is an extension of work which they have done in class. Parents, please ensure that your son/daughter has a special work area and a specific and regular time for home learning.

Home learning in the Primary School

All Primary students should be interacting with books every night. All students can enjoy listening to stories and older students develop independent reading skills. Students from Year 1 are expected to revise maths facts at home to support their learning of mathematics at school. Home learning connected to other areas of the curriculum will be given when appropriate, with the aim to enhance home-school connections and develop a love of learning in our students.

Although we believe home learning is important, we understand that for many families, life in Bali involves many visitors, outside activities and interruptions to our daily lives. If, for any reason, the home learning cannot be completed, please contact the class teacher. In this situation, there will be no consequences for the child as home learning is viewed as a partnership between home and school.

Homework in the Secondary School (Independent Learning)

Secondary students will be issued with learning opportunities to complete at home, as an extension of classroom activities. This work may include completing class tasks, working online, completing or adding to projects, revising, or preparing for class activities to come. Students are expected to record this work in their Student Organiser. Parents will be informed if a student is failing to complete work on time, and failure to do so on repeat occasions will result in further consequences. Independent learning in Secondary aims to develop students in the following areas:

Learning Habits: Students develop learning habits through spending regular time on independent learning. The amount and length of work set for home will vary according to each subject. Students in Years 7-9 should expect approximately 1 to 1 ½ hours per night. Students should also engage in regular personal reading. It is expected that the amount of work to be completed at home will increase from Year 7 to Year 13 with classes studying for IGCSE and IB DP courses spending up to 2 hours per night, in addition to regular revision and work on long-term projects.

Self-Management: Independent learning in Years 7-9 focuses on extending learning, as well as opportunities for students to develop time and self-management skills. In the IGCSE and IB DP programmes, it is essential that students take ownership of their learning by revising, consolidating, and reflecting upon learning on a regular basis. Students frequently complete assessments and inquiry projects that require consistent effort over a longer period of time with an increasing level of self-management. In the Diploma Programme, significant assessments like the Extended Essay must be completed with minimal teacher guidance and little or no in-class time.

Life Long Learning: It is the aim of CCS that students develop as life long learners by completing home learning to the best of their ability. Independent learning is intended to be an extended opportunity for learning, not only a task to complete. Successful students fully engage in learning by setting goals, taking risks, and reflecting on their strengths, areas for growth, and accomplishments.

Student Technology

Technology is often an essential tool for learning. CCS uses a Bring Your Own Device Policy beginning in Year 7. Students in Year 7 are expected to have regular access to a device with a keyboard (tablet with keyboard or laptop). Students Year 8 and above should bring a laptop or tablet (with keyboard) to school daily. It is the responsibility of CCS parents to ensure students have sufficient access to technology, while students are responsible for managing devices. Secondary students are allowed to bring cell phones to school but must comply with the Behaviour Management Policy, Acceptable Usage Agreement, and Student Device Policy.

Student Tutoring

We believe that with regular attendance at school and a consistent effort, both at school and with their homework, students should be able to achieve academic success. It is **not** the policy of the school to recommend tutors. Further, it is our belief that students should only require tutors outside of school in extenuating circumstances. CCS teachers cannot provide fee paying tutorial services outside of school hours for CCS students.

Uniform Preschool to Year 11

All CCS students shall be required to follow the CCS dress expectations while representing CCS, including off site school related activities (with the exception of school camps). Students shall wear the school uniform as designated for the learning activity with the exception of special occasions, as communicated in writing, where there may be a uniform-free day.

Guidelines

1. Students are required to wear:
 - a. The school uniform as sold through the school shop.
 - b. Students have an option to wear shoes, sneakers or sandals; the sandals must have a heel strap and a toe strap, like a sports sandal. Flip flops or clogs are not acceptable. Crocs may be worn providing the heel strap is used.
 - c. School sun hats are compulsory for all Primary students. Secondary students should wear a hat when doing activities in the sun.
 - d. School hoodies, if they are cold.
2. Students are required to have the following for PE:
 - a. CCS House Team Shirt and PE shorts.
 - b. Sports shoes and socks.
 - c. School swim wear is available.
 - i. Female students wearing their own swimwear must wear a one-piece.
 - d. Reusable water bottles are required for every PE lesson.
 - e. BSSA team kit is for BSSA matches only.

3. Primary students may individualise their fashion statement by:
 - a. Jewellery: One pair of earrings: simple studs or small hoops.
 - b. Hair out of eyes, tied back.
 - c. Make up: No make up allowed.
4. Secondary Students (Years 7 to 11) may individualise their fashion statement by:
 - a. One piece of jewellery and one pair of earrings, simple studs or small hoops.
 - i. Jewellery must be taken off for PE lessons and stored safely, at the student's own risk.
 - b. Hair must be out of eyes and tied back for PE and Science.

Dress Policy Years 12-13

All CCS senior students (Years 12 and 13) shall be required to follow the CCS dress expectations while representing CCS. Students shall wear attire appropriate for the learning activity with the exception of special occasions, as per Special Occasion Dress Code e.g. Spirit Week. Students or groups who consistently do not meet these expectations will be required to wear the school uniform.

Guidelines:

- 1) **All** senior students are required to wear:
 - a) Shoes, sneakers or sandals which have a toe/heel strap; (e.g. sports sandal). Flip-flops or clogs are not acceptable
 - b) Jeans with minimal rips (smaller than 10cm) at the knees are acceptable. Pants/trousers that reveal too much skin, undergarments or sag excessively are not acceptable
 - c) Disrespectful logos/phrases/images on attire is not acceptable. For example:
 - Direct/indirect references to profanities/rude words
 - Advertisement of drugs, alcohol, sex, stereotypes and blasphemy
 - d) Body art is discouraged and must be covered appropriately
- 2) Senior students are required to have the following for specific activities:
 - a) Sneakers/Trainers for sporting activities
 - b) CCS House Team shirt
 - c) Spare shirt for break time sport use
 - d) PE kit
- 3) Female senior students are required to wear:
 - a) Tops:
 - i) A shirt or blouse (shoulders covered) which is not revealing (shoulders and stomach covered). Tops must not reveal stomach when arms are raised.
 - ii) Proper undergarments
 - b) Bottoms:
 - i) Must reach at least mid thigh
 - ii) Skirts/Dresses/Skorts are to be knee length
- 4) Male senior students are required to wear:
 - a) Tops:
 - i) Shirts without a collar are acceptable but must be appropriate for the learning environment. Shirts must cover the stomach.
 - ii) Shirts must always be worn
 - b) Bottoms:
 - i) Knee length shorts, neutral trousers (ideal)
 - ii) Board shorts are not acceptable
 - iii) Bottoms must cover undergarments
- 5) Senior students may individualise their fashion statement by:
 - a) One piece of jewellery and one pair of earrings, simple studs or small hoops
 - i) Jewellery must be taken off for PE lessons and stored safely, at the student's own risk.
 - b) Hair must be out of eyes and tied back for PE and Science
 - c) Hats/caps must be taken off during lessons

Year 12-13 Privileges

All students in Year 12 and 13 are eligible to leave campus at lunchtime. It is expected that students will behave in an appropriate manner and follow school rules whilst off campus during the school day.

Students need to sign out at the security post when leaving campus and sign back in on their return. The ability to leave campus at lunchtime is a privilege and may be removed at any time based on student behaviour and participation in academics. Students should not be off campus during any lesson times, including during study lessons.

Year 12-13 students may order food to be delivered to the school security gate for their collection.

Student Activities

House Activities

To nurture healthy competition, interaction, team spirit and understanding amongst the students from all year groups, each student is placed into one of four houses. CCS houses are named after the colour names in Balinese, namely Pelung (blue), Barak (red), Kuning (yellow) and Gadang (green). Inter-house activities include games, art and cooperative sport, with points awarded. All teachers and assistant teachers are assigned to a House so that they can provide leadership and support for the students. In addition, House Captains are elected at the beginning of the academic year.

Student Council

The Student Council at CCS is an important vehicle for student voice in our community and is separated into Primary and Secondary. The representatives are elected annually by their peers and they attend regular meetings with a dedicated teacher. During the student led meetings, student councillors discuss the major issues regarding the student community, voice opinions and suggestions made by their peers and consider ways to improve school life from the perspectives of the students. The Canggu Community School Student Council provides a representative forum for students to have their ideas heard. The Student Council is actively involved in the school community to improve student life. Finally, it is the role of the Student Council to build school pride for the entire school.

The student council's goals are to:

- give all children a voice in the school.
- promote good leadership throughout our school and community.
- create a strong and functional student council that will continue on in the years to come.
- give all children a sense of belonging and responsibility within CCS.
- increase student morale, involvement and engagement in school.
- improve the school environment.
- Increase school pride.

Field Trips, Excursions and Camps

CCS recognises the value of learning beyond the classroom by providing opportunities for students to learn in various settings, hence students, at all year levels, are given opportunities to participate in school organised excursions and camps. Parents will be informed about these in advance; permission slips will be required for such excursions and, where necessary, the payment of transportation and entry fees will be required in advance of the trip taking place. **As all of our staff have committed teaching obligations, we cannot provide a parallel instructional programme during camp days at school.**

Students in Year 3 and above may have the opportunity to attend a residential camp during the school year. In Year 3, this would take place at school with an overnight camp. As the students get older, the camp duration and the type of activities will change.

Students also have the opportunity to visit various businesses which link with the planned curriculum aims and Units of Inquiry, for example textile printing in Art and Design.

We also provide the opportunity for parents to come to school and to share information on their field of expertise with classes, year groups and even the whole school.

Model United Nations (MUN)

Model United Nations (MUN) is a simulation activity in which students learn about international relations, diplomacy and systematic solutions. The MUN programme at CCS prepares students to participate in local and international conferences, and we join at least three conferences per academic year if there is sufficient student interest. Prior to a conference, students are assigned a country which they will represent as a delegate in a UN committee. They take on the role of this country to discuss pre-assigned topics within their committee. They conduct research on the topics, which range from environmental to human rights to economic concerns, in order to formulate an opinion and suggest solutions. During a conference, participants engage in consensus-building debates with other students from around the world. This group meets during Gotong Royong, as well as weekly lunch sessions.

The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award is available to all 14-24 year olds and is the world's leading youth achievement award. It equips young people for life regardless of their background, culture, physical ability, skills and interests. Doing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements.

The Award consists of 3 levels: Bronze (age 14 and over), Silver (age 15 and over) and Gold (age 16 and over). To complete any level, students must commit to an activity in all three sections: Service, Skills and Physical Recreation. They must also complete the Adventurous Journey which is, arguably, the most challenging section. Students are required to do a practice journey followed by an assessed journey. At the bronze level these are 2 days and 1 night. The students are required to carry all their equipment, camp overnight, cook their own food and be as independent from staff as possible within their teams.

After School Activities

After School Activities (ASA) support the holistic development of our students; extending learning beyond the classroom in a relaxed and enjoyable manner. The activities are organised and supervised by Cangu Community School staff, parents and other members of the community. A wide range of activities are available. These include arts and cultural activities reflecting both our local setting in Bali and the international nature of our community, sports, science and other activities. Information regarding the ASA programme for each term is emailed to parents or is available on request from the school. There is usually an additional payment for these activities.

CCS Music Centre

At CCS Music Centre, we share a passion for music and music education. We work together to give our students the skills for lifelong enjoyment of musical performance and appreciation. We meet the individual needs of our students, whether that is to play for pleasure at home, be able to gig with mates or prepare for musical study at university level. Our staff are committed to helping our students reach their full potential. We provide individualised vocal and instrumental tuition, ensemble/band coaching and performance opportunities. CCS is a Rock School Exam centre, and provides students with the opportunity to work towards Rock School qualifications.

We currently offer tuition on the following instruments:

Piano, Guitar (Electric and Acoustic), Violin, Clarinet, Voice, Ukulele, Drum Kit, Djembe, and Recorder. Performance opportunities include Sunset Concerts, productions, Battle of the Bands Competitions and performances at other school events.

There is an additional fee for CCS Music Centre activities; current prices are available from the school shop and are emailed to parents prior to the start of each term. All enquiries must be addressed to the After School Activities Coordinator.

General Matters

Code of Conduct – Parents, Visitors, and Community Members

CCS has behaviour expectations of its students, staff, parents and visitors. The CCS Behaviour Code states that at all times, we are expected to demonstrate respect for self and others, respect for property, and to be responsible for work and behaviour. CCS promotes mutual respect, tolerance and social responsibility in a safe environment. All students, teachers, staff, parents and visitors have the right to feel safe in the school. This code of conduct is that of mutual respect between all school staff, students and all visitors. Included in this is respect for school property.

The school expects all community members and visitors to

1. Be in compliance with all laws and regulations of the Republic of Indonesia.
2. Wear school ID at all times while on the campus
 - a. Visitors must sign in at the security post with a photo ID to get a visitors pass.
 - b. Visitors must comply with requests or instructions from school employees
3. The entire school campus is a designated drug-free, smoke-free zone. Parents are asked to support the School's policy by refraining from smoking and by reminding drivers and domestic staff that they must not smoke inside the school campus, including the car park.
4. Dress appropriately for a school environment.
5. Demonstrate in their own behaviour that all members of the school community should be treated with respect.
6. At all times use language appropriate to a school environment.
7. Only use the toilets assigned to staff and adults.
8. Ask permission from a member of CCS teaching team before taking/using images or video of students.
9. Any safeguarding or child protection concerns or disclosures must be reported immediately to the School Counsellor, or member of the school senior leadership team.
10. Should an emergency or drill happen while a visitor is on site, they must comply with the instructions of the school staff.

Air Conditioning

Each classroom is equipped with air conditioners and fans. The school is aware of the differing views of parents on the use of air conditioners. As a matter of policy, the arbiter of air conditioner usage will be the class teacher.

Food and Drink

Appropriate food and drink at snack time is important to raise energy levels. Please send in a healthy snack and drink as healthy eating is encouraged. **Please do not send chocolate, sweets/candies etc.** Each student also needs to bring a labelled water bottle to school, as 'Aqua' water is available. Students are encouraged to drink water regularly throughout the day.

Lunch is provided by our two caterers: Juice Attack and La Cantina. The menu is provided by the caterer and changes every term to ensure variety. Menus are available from the Front Office. If you would like your son/daughter to join this lunch service, please complete the form and return it with payment. Secondary students may use the Warung at snack at lunch, but not between classes.

Students may also bring lunch from home. Please note that food may be delivered to school for collection by the students from the security posts. Food must be delivered by 12.15. Students may not order food themselves for delivery.

Health Matters and School Nurse

Please familiarise yourself with CCS Medical Matters in Appendix C. We all have a responsibility to each other when it comes to taking care of health matters and it is imperative that we all adhere to the expected procedures as outlined in the document. The CCS School Nurse is on duty during regular school hours. The School Nurse is a qualified Indonesian Nurse and attends to the students' first aid needs. If your child requires medication, it should be kept with and administered by the School Nurse.

Smoking

The entire school campus is a designated drug-free, smoke-free zone, including vaping or e-cigarettes. Parents are asked to support the School's policy by refraining from smoking and by reminding drivers and domestic staff that they must not smoke inside the school campus, including the car park.

Insurance

Whilst CCS will take every precaution to ensure the safety and well-being of students, we cannot accept liability for personal injury or loss of possessions at school or when on field trips, excursions and camps organised by the school. **We strongly recommend that parents have suitable medical insurance for their children.**

Library

Students are encouraged to borrow books from the library. Below are the conditions for borrowing library material:

Library Circulation Procedures

1. Students: Students may borrow books for one week at a time. Students are expected to renew their books if they need it longer than a week. Students may renew as many times as they would like. This is a guideline and variations may occur based on the student's learning needs. Text Books borrowed for the classroom must be returned to the library at the end of every school year.
 - Students in Early Years to Year 4 may borrow three books at a time.
 - Students in Years 5 and 6 may borrow four books at a time.
 - Students in Year 7 and above may borrow five books at a time.
2. Community members: May access materials, for personnel (leisure) reasons, and are required to return the material as per due date.
3. Overdue books: Borrowers with overdue books CANNOT take out any more books until the overdue book(s) are returned. If books are overdue for more than a month they will be considered to be lost. A letter will be sent to the borrower stating the name, due date of the book and the price. The borrower may replace the book with exactly the same book, or pay in cash the cost of the book plus 50% for shipping and taxes, to the front cashier. The same procedure applies to damaged books. All overdue books must be returned two weeks before the end of the school year. Reports will be withheld from students with outstanding books on their account.
4. Holiday Lending: Certain students who will remain enrolled at CCS the following school year may check out Text Books during the July holidays. These books are to be checked out on the last day of school and must be renewed or returned within the first week back to school in August.
5. Care of books: Please keep the books in a safe, dry place. We treat books with respect because they are expensive and everybody wants to use them. We understand that sometimes accidents happen, but patrons who regularly return damaged books may be restricted from borrowing more books.

Lost Property

Lost property which is named correctly is quickly returned to students. Un-named lost property is placed in the 'Lost Property' box located in the Front Office. Long stay unclaimed items which are un-named are offered for sale periodically, or given to the local village community.

Stationery

The School will issue each student with exercise books. If these books are not cared for correctly and become damaged or untidy, students will be required to purchase a replacement book from the school store.

Students in Year 5 and above must bring their own pencil case and equipment for their lessons. Information will be provided prior to the start of the school year.

Security

Whilst we are all grateful for the privilege of living in Bali, we must remain very mindful of security issues relating to our School. A key element of the design of the campus is physical security and CCS is deliberately set back a large distance from the public road.

All parents are reminded that the following procedures exist at CCS for the good of all. We are unable to exercise any flexibility, and failure to adhere to the procedures could result in a parent being refused entry to the campus. Please do not blame the security guards when they enforce the rules. They do so under instructions and have no discretion to alter the procedures.

Personal:

- Entrance to the CCS campus is through a biometric turnstile. Biometric fingerprints can be registered with the Front Office.
- Up to two drivers/domestic helpers per family, who regularly accompany students to and from school, may have their biometric fingerprint registered with the school. A KTP is required for registration. Unregistered drivers/domestic helpers will not be permitted to enter the campus.
- Visitors who do not have their fingerprint data registered with the school must register with Security at the school gate and present a suitable alternative ID which should include a photo (i.e. KTP, passport, KITAS, driver's licence). Failure to present suitable ID will result in entry to the campus being refused.
- CCS ID cards: All teachers, parents and designated drivers/domestic helpers are required to clearly wear their CCS ID card to enter and remain on the campus.

Vehicles and Belongings

- Personal belongings, especially closed bags, may be subject to search on entry to the School.
- All vehicles entering the School compound may be subjected to rigorous security checks.
- Helmets: all motorcycle and bicycle riders **must** wear suitable helmets whilst riding on our campus.
- Students who are over 17 and have a current SIM may park their bikes on the school car park. Those students **must** wear a helmet when riding their bike on school property.
- We strongly advise our community to wear suitable helmets whilst travelling on Bali's roads.

Emergencies:

CCS maintains clear policies and procedures for emergencies. This includes procedures for evacuations (fire and earthquake) and lockdown (emergencies, volcanic eruption, etc). Procedures are posted clearly in classrooms, are practiced regularly, and are updated as needed. Parents are encouraged to familiarize themselves with the procedures and bring any related concerns to CCS management.

Facilities

Located in the Canggu Community, the two campuses have been built on former rice fields, which are bordered on one side by a river, resulting in a unique terraced layout. The design of the buildings are a balance between modern functional classrooms and the learning/social spaces that incorporate the unique Indonesian architecture. The interiors of the learning spaces are impressive in size and design; they are bright, airy and conducive to learning.

The original campus (2005) has a dedicated area for the Early Years Programmes and dedicated classrooms for Years 1 to 6. Also located on the original campus are ICT, Music, LOTE classrooms, the Multi-Function Hall and school administrative offices (Head of Primary, Senior Operations Manager, Finance, Facilities, School Store, Staff Room, Admissions, Reception).

On the new campus (2012) is located: the School Amphitheatre, Multi-function Court, Student Social Joglo, Staff Room, Artist in Residence Joglo, School Canteen, Library, Conference Room, learning suites (Music, Science, ICT, Maths, English, Humanities, Art, Design and Technology and Drama) and school administrative offices (Yayasan, Secondary Office, Head of Secondary).

CCS has a user agreement with Finns Recreation Club and has access to the sports field, swimming pool and tennis courts for specific PE lessons and interschool activities. Other Club facilities, such as the bowling alley, the water slides and function rooms are also available to CCS.

Finns Recreation Club

CCS enjoys a positive and cooperative relationship with Finns Recreation Club. Finns Bali offers special Membership discounts for CCS families, including a free two week trial for all new families. In addition to the use of Club facilities in general, many of our students participate in Club activities, such as dance, soccer, fitness classes, tennis and swimming lessons. Students under the age of 10 are not permitted to visit the Club without parental supervision. Students aged 16 and over, and whose parents are members, are able to visit the Club by themselves. Please contact Finns Recreation Club directly for further information.

Admissions Policy

Canggu Community School operates a widely inclusive non-discriminatory admission policy. The school's philosophy is based on the belief that all students can succeed and that their motivation, self-discipline and perseverance are integral to their success in all the school programmes.

Admissions are accepted and welcomed throughout the year, where places are available. CCS admits students whose academic, personal, social and emotional needs can be met by the School's programmes and services, and who can be integrated into a mainstream classroom. The School regrets that it cannot presently accept students with severe physical or learning disabilities. Students with identified special educational needs will be considered on a case by case basis. Canggu Community School operates a widely inclusive non-discriminatory admissions policy. CCS offers English as an Additional Language to support students with this need (EAL). Refer to the EAL section of the Parent/Student Handbook.

CCS reserves the right to refuse admission to the school when:

- it is determined that the student would not benefit educationally from attending the School.
- the student has a negative scholastic/behavioural record and is deemed to be likely to have a negative impact on the CCS community.
- the School has no space within a class or year group.
- required documents and agreements are not provided and signed by parents or guardians.
- the student has special needs that cannot be fully catered for within the current facilities, personnel and budget restrictions.

Admission to the School will be determined by the Admissions Officer and relevant Principal in consultation with the Learning Support Coordinator. The following criteria are used in student placement decisions: year group age appropriateness, previous school experiences/records, and future goals and aspirations. Ultimately, the year placement will be where the student's learning and developmental needs will be best met as determined by the school.

Class placement

Age 3 by September 1st to enter Preschool,
age 4 by September 1st to enter Reception,
age 5 by September 1st to enter Year 1,
age 6 by September 1st to enter Year 2 etc

Comparison Chart of Year or Grade Level Placement of Various National Systems vs CCS					
Age of Student	CCS as per British System	Australia	United States/Canada	New Zealand	France
3	Preschool		PS		PS
4	Reception	Prep 1/Kindy	PS	N.E	MS
5	Year 1	Prep	K	Year 1	GS
6	Year 2	Year 1	Grade 1	Year 2	CP
7	Year 3	Year 2	Grade 2	Year 3	CE1
8	Year 4	Year 3	Grade 3	Year 4	CE2
9	Year 5	Year 4	Grade 4	Year 5	CM1
10	Year 6	Year 5	Grade 5	Year 6	CM2
11	Year 7	Year 6	Grade 6	Year 7	Sixième
12	Year 8	Year 7	Grade 7	Year 8	Cinquième

13	Year 9	Year 8	Grade 8	Year 9	Quatrième
14	Year 10	Year 9	Grade 9	Year 10	Troisième
15	Year 11	Year 10	Grade 10	Year 11	Seconde
16	Year 12	Year 11	Grade 11	Year 12	Première
17	Year 13	Year 12	Grade 12	Year 13	Terminale

Admission Procedures

Parents and guardians are invited to view the School website and arrange a site visit to ascertain if they wish to make an application for their child. The CCS Admissions Procedure Checklist and Application Form is available from the CCS website or the Front office. The application Form is periodically updated to comply with any new Indonesian government regulations. Once the Student Application Form and application fee are received, the application process can begin.

Once an application has been accepted and the Application Fee paid, a trial visit can be arranged on request.

The IGCSE Coordinator will assist Year 10 and 11 students with their course choices and placement. The Year 10 and 11 programme offers a wide range of subject choices which is a balance of required courses and options. The Cambridge IGCSE programme provides students with an excellent preparation to transition into the IB Diploma programme. All students are encouraged to follow the full IB Diploma Programme for Year 12 and Year 13. The school strives to offer the IB subjects based on student interest and career pathway needs. The School Career Counsellor and the IB Diploma Coordinator will assist students with their IB subject choices prior to beginning the course. **Please see the relevant IGCSE and IBDP sections of the Handbook for specific entry requirements for some courses in each programme.**

Class Sizes

The School's policy is that, wherever possible, we will limit class sizes to a maximum of twenty students in Early Years classes, twenty-two students in Years 1 and 2, and twenty-four in Year 3 and upwards.

Waiting List

In the event that a year group is already full when an application is completed, the student will be placed on a waiting list. Placement on a waiting list cannot be made until the Application Fee is received.

Students are placed on the waiting list for each year group, according to the date the Application Form and Application Fee were received. Students are given priority on the waiting list if they are:

1. the child of an employee of CCS.
2. the sibling of a student who is already registered at CCS.
3. the child of a current employee of Finns Recreation Club.
4. a former student of CCS.
5. the child of a member of Finns Recreation Club.
6. the child of a former student.

Where a student fulfils more than one of the priority criteria stated above, their application will receive a higher priority status.

If no place is available for the entry date for which a student applies, he or she will be automatically transferred to the next term's waiting list. At the end of the school year, a student's name on the waiting list will be transferred to the next year level.

Upon notification of a place being available, the student at the top of the waiting list will be offered that place. If the offer cannot be accepted, it will be offered directly to the next person on the waiting list. If an offered place is not accepted, the student will either be removed from the waiting list or go to the bottom of that list until the validity of the Application Fee expires. The Application Fee will expire one year after an offered place has been declined.

Enrollment

Enrollment occurs when a place is offered and the commencement date for the student is organised. This will be confirmed by the Admissions Officer, in writing. At this time, the Refundable Notice Deposit and Registration Fee are due.

On payment of the Tuition Fees, parents and guardians are deemed to have accepted in full the policies, terms and conditions of the School as contained in the Parent and Student Handbook or as otherwise notified to parents in writing.

Visa Requirements

One of the requirements to study at CCS is that each student must have a valid visa from the Directorate General of Immigration, and a recommendation letter to study from the Ministry of National Education and Culture, the Republic of Indonesia.

The Regulation of the Directorate General of Immigration, the Republic of Indonesia No. 31, 2013 explains that every foreigner who wants to study in Indonesia must have a valid visa, which is either a Student Visa and KITAS or a Dependent Visa and KITAS. In addition, the Regulations of the Ministry of National Education and Culture No.407/D/PP/2015, No.1941/D/KEP/KP/2014, and No.PER-148/B1.3/DU/2014, state that a foreign student who wishes to study in Indonesia must obtain a Recommendation Letter from the Ministry of National Education of the Republic of Indonesia.

The process to obtain a Student Visa and KITAS takes approximately two to three months. Yayasan Swamitra Internasional, the legal body of CCS, will assist students to obtain the required visa to enter Indonesia. Please contact Selvy (selvy@ccsbali.com) for assistance and more information.

Withdrawal Notice

To help the school to manage our enrollments efficiently, it is very important that parents give the School at least one term's notice of withdrawal, in writing, before the start of a term. For students leaving at the end of the academic year, notice is required prior to the start of Term 4. **Failure to give one full term's notice will result in the forfeiture of the Refundable Notice Deposit (RND).**

Exclusions

The School reserves the right to withdraw a place when any of the following conditions apply:

- the student's needs and/or best interests cannot be met effectively.
- due to the student's needs, his or her presence in the class has a detrimental effect on a significant number of other students within the class.
- the student's behaviour is deemed to jeopardise the welfare of the School community.
- information is withheld during the admission process.
- a student's attendance record drops to an unacceptable level (absence of more than 10% or 18 days would be considered extreme).
- required documents and agreements are not updated and signed by parents or guardians as required.

Fees and Charges

The School reserves the right to change its fees and charges as necessary. Parents will always be informed of these in writing (see Appendix A).

All fees must be settled prior to the school issuing any official reports and documents.

Application fee

The Application Fee is payable at the time of application and is non-refundable. For returning students, the application fee is valid for four consecutive terms after withdrawal. After this time, the application fee will reapply.

Registration Fee

The non-refundable Registration Fee is to be paid when a place for your son or daughter is offered and accepted. The Registration Fee is applicable for students entering Year 3 and upwards.

The Registration Fee is non-refundable unless a student is placed on a waiting list and his or her application is subsequently withdrawn prior to the School confirming a place in writing. If a parent has to delay entry into the School, they will be credited with the Registration Fee paid. However, at the time of actual entry, they are liable to pay the difference between the Registration Fee paid and the fee which is levied for the year level at the time of entry.

Where a parent withdraws a student permanently (deemed as more than one academic year or four consecutive terms), the Registration Fee will need to be paid again for a student to re-enter the School. Where a parent withdraws a student temporarily (less than one full academic year or four consecutive terms), the difference between the fee already paid and the current fee will be charged.

Tuition Fees

Tuition Fees are due as per payment schedule and must be paid prior to your son or daughter commencing classes. The fee schedule is as follows:

1. Tuition Fees paid in full for the year will be subject to a 5% discount.
2. Tuition Fees paid by semester (two terms in advance) will be subject to a 2% discount.

Enrollments where the commencement date is between the start of a term and half-term are subject to full payment, in advance, of that term's Tuition Fee. Enrollments at any time after half-term are subject to payment, in advance, of 50% of that term's Tuition Fee.

Payment Schedule	Annual Payment	Semester Payment	Term Payment
Term 1	July 16, 2018	July 16, 2018	July 16, 2018
Term 2	-	-	October 01, 2018
Term 3	-	January 02, 2019	January 02, 2019
Term 4	-	-	March 18, 2019

Annual Capital (Building) Levy

A Capital Levy Fee (non-refundable) is payable for the first and second members of a family in attendance at CCS and is payable prior to the start of the school year or upon enrollment. This is to be paid prior to your son or daughter commencing classes.

The Capital Levy Fee is used for facility costs, such as building renovations, extensions and new buildings, as well as for the purchase of larger equipment.

Enrollments after the start of the school year will result in pro-rata payment of the Capital Levy Fee according to the number of terms, or part thereof, attended.

Materials and Resource Levy

A Materials and Resource Levy (non-refundable) is payable, as per Compulsory Fee Schedule, prior to the start of school or upon enrollment. This is to be paid prior to your son or daughter commencing classes.

Enrollments after the start of the school year will result in pro-rata payment of the Materials and resources Levy Fee according to the number of terms, or part thereof, attended.

Refundable Notice Deposit (RND)

The Refundable Notice Deposit (RND) is a one-time payment that was introduced to assist the School with its planning and management of expenses. It is due for payment when the enrollment of your son or daughter is confirmed.

Providing that one full term's advance notice of your son or daughter's departure is given in writing, before the start of a term, the RND will be returned prior to the end of the school year. The RND will be forfeited if you fail to give the required notice. Note that for students withdrawing at the end of the academic year, notice is required prior to the start of Term 4 (e.g. holidays are not considered part of a term).

The Refundable Notice Deposit is to be paid when a student is offered a place and accepts the offer.

Payments

According to Article 21 paragraph (1) of Law of the Republic of Indonesia 07/2011 on currency, all financial transactions conducted in the Territory of the Republic of Indonesia must be made in Rupiah and according to Article 33 paragraph (1) of Law 07/2011, any person who does not do this is liable to a maximum confinement of 1 (one) year and a maximum fine of IDR 200,000,000 - (two hundred million).

All fees in CCS have to be paid in Rupiah, as stated on CCS invoices (except for parents who transfer from foreign accounts). CCS has the right to determine the exchange rate on the date of invoice.

Payment by Wire Transfer Banking Information

Beneficiary's Detail	Beneficiary's Bank Detail	SWIFT Code	IDR Account	USD Account
Name: Yayasan Swamitra Internasional Address: Br. Tegal Gundul, Canggu, Kuta Utara, Badung, Bali, Indonesia Post Code: 80361 Phone: +62 361 8446391 Facsimile: +62 361 8446390	Bank Name: PT. Bank Mandiri (Persero) Tbk. Branch: Denpasar Udayana Address: Jl. Udayana No 11, Denpasar, Bali, Indonesia Post Code: 80112 Phone: +62 361 223511 Facsimile: +62 361 246117	BMRIIDJA	1450006613851	1450006520379

1. USD account only for payments from foreign accounts.
2. Please state clearly your son/daughter's name or invoice number on the bank slip.
3. Immediately fax the bank receipt to +623618446390 or email to accounting@ccsbali.com and CC to ccs_fc@ccsbali.com to enable us to efficiently track your payment.
4. Payments must be made in "**FULL AMOUNT GUARANTEE**". For transfer from overseas an additional minimum USD 40 must be included to cover bank charges. Should there be any credit, it will be applied to your CCS account.

Payment with Cash/Credit Card/Debit Card

Payments can be made at the CCS School Shop with working hours as follows:

- School Days: 8am-4pm, Monday-Friday
- School Holidays, 8am-12pm, Monday-Friday
- National holidays refer to National Calendar during school days and school holidays: Closed

Accepted Currency is only Indonesian Rupiah (IDR)

Payment Plans

Payment plans may be organised for families with genuine financial hardship. A written request to the Head of School must be received prior to the due date for payment so that a plan can be discussed and agreed upon.

Refunds

In the event of premature and permanent departure of a student from the School during a term:

- Tuition fees paid each term or semesterly are non refundable.
- Tuition fees paid annually are subject to a refund in accordance with the number of full terms which will not be attended in that year (maximum of 2 terms).
- The Annual Building Levy is non refundable.
- The Material and Resources Levy are non refundable.
- The Refundable Notice Deposit is forfeited to the School.

No refunds can be made for prolonged temporary absences, for suspensions and/or expulsions from the School, or in the unlikely event that the School needs to close due to circumstances beyond our control. If the School should need to close under such circumstances, every effort will be made to make up for lost school days in the calendar but it is under no obligation to alter term dates.

Additional Fees and Charges

From time to time, fees and charges for special activities may apply. These will be communicated to parents in writing well in advance.

Examples of this include:

1. Guest presenters, excursions and camps.
2. Instrumental Music Lesson Fees:
 - a. Participation in instrumental music lessons is encouraged at CCS. The charge for lessons will be communicated at the beginning of the term. Group lessons are sometimes available, at reduced costs. For further information, please contact the After School Activities Coordinator.
3. After School Activities Programme:
 - a. Students are able to participate in a wide variety of After School Activities, for a fee per activity, each term. Fees will be communicated at the beginning of the term.
4. School Camps:
 - a. There are additional charges for school camps. We do expect students to participate in these as they relate to the educational programme for students. As all of our staff has committed teaching obligations, we cannot provide a parallel instructional programme during camp days at school. Prices vary according to the types of activities and location. Payment must be made before the camp commences.

Scholarships

In order to achieve our mission, CCS actively recruits students and retains/recognises current students who are lifelong learners, academically excellent, socially responsible and effective communicators. A scholarship programme has been provided to continue to attract such students and to recognise existing students. Canggü Community School will make available scholarship(s) to students (Indonesian or Expat) who meet all of the identified scholarship requirements. Two scholarships will be available for Years 10 to Year 13 each academic year. Each scholarship awarded lasts a maximum of two years. Candidates may be awarded a maximum of two year scholarships. Further information is available from the Head of Secondary/designate.

Curriculum: Organisation for Curriculum/Programme Delivery

CCS Primary School								CCS Secondary School						
Early Years		Key Stage 1		Key Stage 2				Middle Years			High School			
								Key Stage 3			IGCSE		IB Diploma	
Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Early Years Education <i>Pendidikan Anak Usia Dini (PAUD)</i>		Primary School <i>Sekolah Dasar (SD)</i>						Middle School <i>Sekolah Menengah Pertama (SMP)</i>			High School <i>Sekolah Menengah Atas (SMA)</i>			
Indonesian National Curriculum														
Kelompok Bermain (KB)	Taman Kanak-Kanak (TK) A	Taman Kanak-Kanak (TK) B	Kelas 1	Kelas 2	Kelas 3	Kelas 4	Kelas 5	Kelas 6	Kelas 7	Kelas 8	Kelas 9	Kelas 10	Kelas 11	Kelas 12

Indonesian Government Regulations

The Indonesian government regulations changed on 1st December 2014, (Ministerial National Education Decree 31/2014). From this date, CCS is licenced as an SPK school (Satuan Pendidikan Kerjasama).

CCS can continue to admit Indonesian students and must offer the Indonesian National Curriculum in addition to a foreign curriculum. There are some specific requirements for students studying at SPK schools as follows:

Indonesian citizen students:

- Must study Religion, Civics and Indonesian language.
- Must sit National based school Exams (USBN) for Year 7 and the Indonesian National Exams (UN) for Year 10 and Year 13.

Year 7 take exams in Indonesian, Maths, and Science

Year 10 take exams in English, Indonesian, Maths, Science

Year 13 take exams in English, Indonesian, Maths, and one subject chosen from the groups below.

- Science Group: Physics, Chemistry, Biology
- Social Studies Group: Economics, Sociology, Geography
- Language Group: Indonesian Literature, Anthropology, Foreign Language (Arabic, Japanese, Chinese, German, and French)

Expatriate students:

- Must study Indonesian Language and Indonesian Studies.

Dual Nationality Students:

Parents of dual nationality citizens must choose that either:

- a. Their child is registered as an Indonesian citizen (WNI) or
- b. Their child is registered as a foreign citizen (WNA).

To register a student as a foreign citizen (WNA) at CCS, the affidavit certificate or card and foreign passport must be submitted in order to process the recommendation letter required for a study permit. Once registered, all requirements as expatriate students must be followed.

If a student's affidavit and foreign passport cannot be submitted, the student is treated as an Indonesian citizen (WNI) and must follow the regulations as such.

CCS Primary School: Early Years to Year 6

First Steps Playgroup

The First Steps Playgroup is open each week providing children from 2 years of age opportunities to learn, play and socialise with their peers through various activities including play dough, puzzles, an obstacle course, sand and water play, stories, crafts as well as music and movement.

There are 4 sessions held each week:

- Tuesday 9.00am- 10.30am
- Wednesday 10.30am-12.00pm
- Thursday 10.30am-12.00pm
- Friday 9.00am-10.30am

Each session is facilitated by some of our Early Years trained teachers. Children can come regularly or on a drop-in basis. The price per session is Rp 50,000.

Inquiries can be made by email firststeps@ccsbali.com or by calling the school office

Early Years

Our Early Years curriculum is based on the Early Years Foundation Stage Curriculum. Children learn through inquiry, with hands-on, play-based learning activities being central to the teaching.

Our secure, fenced play area means our Early Years students develop confidence in a structured, safe environment where they can mix with students of a similar age.

Subjects taught in the Early Years are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Expressive Art and Design, including Music
- Understanding of the World
- Indonesian language

Primary Years

Our curriculum for Years 1 to 6 is based on the English National Curriculum and the Indonesian National Curriculum. The content visited incorporates local and global perspectives. Students learn within the context of an inquiry model, using four organising themes.

Subjects taught in Years 1 to 6, through the organising themes, are:

- Maths
- Literacy
- Science
- History
- Geography
- Art
- Design and Technology
- Indonesian
- Music
- Physical Education (PE)
- Personal, Social and Health Education (PSHE)
- ICT
- Indonesian Studies
- Agama classes for Indonesian students (Religion)

Primary Curriculum Overview

Year Level	Term 1	Term 2	Term 3	Term 4
Early Years (A)	Feelings, physical characteristics and abilities make people similar and different.	Rules and routines are part of people's daily lives.	People use technology to satisfy their needs and wants.	People's choices have an impact on the environment.
Year 1	My choices have an impact on my safety, wellbeing, and my relationships with others.	Materials can be used in different ways to suit our needs.	Cultures are similar and different around the world.	Plants have specific requirements in order to grow and survive.
Year 2	Everyone's personal history has an impact on their identity.	Inventions can make people's lives easier.	People are talented and creative in different ways.	People's actions affect other living things.
Year 3	Being healthy is dependent on a balance of connected factors.	Where we live affects how we live.	Exploration is motivated by curiosity of the unknown.	Exploring sound and light can help us understand more about how the world works.
Year 4	Many factors influence our ideas, values and choices.	Scientific discoveries about electricity plays an important role in our lives.	Children are unique members of society who have specific rights and responsibilities.	There are natural systems that support life on earth.
Year 5	People apply their understanding of forces and energy to invent and create.	Our identity is shown in our behavior and the way we interact with others.	Biodiversity relies on maintaining an interdependent balance of organisms within systems.	Human migration involves challenges, risks and opportunities.
Year 6	Materials interact with the world and change according to their properties.	People depend on the Earth's natural resources for their survival now and into the future.	Conflicts and their resolutions have various consequences and affect people in different ways.	As we get older, we experience change in ourselves and our relationships.

Organising Themes for Learning:

Primary students, from Early Years to Year 6, engage with four Units of Inquiry each year. Each year, they revisit the overarching themes, focusing on a different aspect and building on previously acquired understanding of concepts.

The organising themes are:

Learning to Understand Ourselves

These Units of Inquiry help students develop understandings about their identity, their development and the ways in which they can care for their emotional, physical and mental wellbeing as they grow. These inquiries explore the ways in which each person can work towards their potential, develop resilience, build healthy relationships and make wise choices for their own safety and health. Inquiries also promote an understanding of creative expression and ways in which people manage and communicate their emotions.

Learning to Understand and Live with Others

These Units of Inquiry develop students' understanding of the different ways communities (both local and global) are organised and of the complexity of people's lives around the world. Students build their understanding of citizenship and increase their skills for active, responsible participation in societies. In addition, these inquiries provide a context for exploring the ways in which people and places change over time, and the importance of learning about the past to understanding the present and plan for the future. These units promote learning about the connection people have with their culture and significance of our cultural lives. Central to these inquiries are the values of social justice, inclusion and respect for all.

Learning to understand and live with the natural environment

These Units of Inquiry help students understand more about the interactions between people and the environment and how the earth's systems work to support life. Importantly, these units promote inquiries that help children understand more about how the natural, biological world works, as well as the everyday practices and behaviours that will lead to a more sustainable future. The role of science in helping us understand and care for the environment is critical to these units, as is the place of design and innovation in solving and preventing problems that limit sustainability. These units promote curiosity in and a fascination for the diversity within the natural environments and a respect for the resources critical to our survival.

Learning to Understand and Live with the Physical World

These Units of Inquiry help students develop understandings about the scientific principles and practices that can explain the 'way the world works'. By exploring the physical world, design and the built environment, students will be engaged in developing both processes and concepts critical to science and technologies. As students work through scientific problem solving, experiment and gather data, they become aware of the powerful role that scientific inquiry and scientific thinking have in our lives. These units focus on the role of science and technology in relationship to people's needs, wants and values and the impact of scientific inquiry and discovery throughout history.

CCS Secondary School Curriculum

Years 7, 8, 9

Students in Key Stage 3 (Years 7 to 9) follow the National Curriculum for England, with adaptations for the global and local setting of our school. The teaching and learning that occurs in the Secondary School builds on the important learning and skill development of Primary Education to prepare students for both tertiary education and the work force. As students are at different stages of the knowledge and skills continuums, teachers plan lessons that will challenge each child and that will cater for their diversity. Setting personal goals and checking progress against those goals is an important part of student development in the Secondary School.

Students in Year 7-9 take the following subjects.

English	History and Geography	Art
Mathematics	Physical Education	Design and ICT
Science	Languages (Indonesian, Spanish, or French)	Drama
PSHE	Indonesian Studies	Music

CCS aims for Literacy, Numeracy, ICT, and Inquiry to be embedded across the curriculum. Art, Design, Drama, and Music are scheduled as a semester rotation.

Inquiry Learning

The Key Stage 3 curriculum at CCS supports and encourages inquiry based learning. Students receive instruction in each class from a teacher who is an expert in his or her content area. Learning continues to follow the inquiry model established in the Primary School, which puts students at the centre of their learning. Each subject area creates its own Units of Inquiry which are built around an essential question. With teacher support, students research questions, apply knowledge, make conclusions and reflect on their learning. The cyclical nature of inquiry, as well as the fact that it is taught within and across disciplines, supports all areas of our School Wide Learner Expectations, with particular regards to preparing students to be Lifelong Learners. CCS provides students opportunities to extend and display their inquiry skills through culminating experiences, including the Science Fair, Secondary Drama Production, Student-Led Conferences and excursions.

IGCSE: Years 10 and 11

The International General Certificate of Secondary Education (IGCSE) is the curriculum from Cambridge International Examinations (CIE), a part of Cambridge University in England. Students are generally 16 years of age when they complete IGCSE courses.

Cambridge IGCSE qualifications give students excellent preparation for the next stage in their education, university entrance courses, such as International Baccalaureate, A Levels and US Advanced Placement courses.

The final grade a student will gain at the conclusion of their IGCSE course may be exam based or a combination of coursework and exams. Examinations are conducted in May or June of Year 11 and completed papers are sent to Cambridge for marking.

Grading for IGCSE courses is on an eight-point scale (A*–G). A grade of C or higher is regarded as a very good mark and is generally required for students to continue studying a subject at the next stage of secondary education. Our students following the IGCSE course take their exam through a different UK based exam board called EDEXCEL and are graded on nine –point scale (9 – 1) where 9 represents Excellent achievement.

Students can be offered the opportunity for independent studies to sit for the IGCSE exams in their home language.

Subject Choices

Students select one subject from Group 2 and 3. Students select two subjects from Group 6 (dependent on scheduling availability). Group 4 and 5 courses are compulsory and based on teacher guidance and ability levels. *=Courses are CCS-developed and assessed internally only.

Group 1: English English Language (Cambridge IGCSE) including English Literature (Internal Assessment)*	Group 2: Additional Language Indonesian French Spanish
Group 3: Social Sciences History Geography Business Studies	Group 4: Sciences Combined Science (Extended) Coordinated Science (Core and Ext)
Group 5: Mathematics Mathematics (Core and Extended) Additional Mathematics	Group 6: Arts & Technology Art and Design* Music Design and Technology* Computer Science Drama Physical Education

Additional information about IGCSE courses and CIE is available from www.cie.org.

All Year 10 students also participate in a weekly Physical Education programme and also begin a two-year CCS PSHE course focusing on study skills, work experience, self-management and career planning.

IGCSE (Year 10 and 11) Entry Requirements

Students are considered based on their previous IGCSE or other academic experience. Those coming from schools where they have already begun their IGCSE studies will find themselves in a favourable position for admission. All students will be assessed for admission based on previous school transcripts to decide on the compatibility with our offerings at CCS.

Students entering after semester 1 in Year 10 or during Year 11 will not automatically be entered for IGCSE examinations in year 11. This will be assessed at the time of exam entry based on student progress by this point. Those not completing IGCSE exams will instead take internal CCS Examinations in readiness for IB Diploma study. **IGCSE exams are not a prerequisite for further study in IB.**

International Baccalaureate Diploma Programme

The IB Diploma Programme provides a holistic and balanced two-year course of study for students aged 16-19. It aims to equip students with the skills, knowledge and values that are needed to study internationally at university level.

Students following the course are required to study 6 subjects, choosing 1 subject from Groups 1 – 5. Their 6th subject may be from any of the 6 groups. 3 of these subjects must be studied at Higher Level and 3 at Standard Level. In special cases, 4 subjects may be studied at Higher Level.

Students are assessed by different assessment criteria for each subject and by a mixture of exams, portfolios and coursework. Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. The IB Diploma is awarded to students achieving at least 24 points out of a possible maximum of 45.

All Year 13 students will also be awarded a CCS High School Diploma upon successful completion of CCS graduation requirements.

For further details, see our IB Diploma Handbook on the school website.

IB Diploma (Year 12 and 13) Entry Requirements

There are no pre-requisite requirements for entry into the IB Diploma programme. CCS students satisfactorily completing Year 11 are automatically progressed into the IB program and can make appropriate course selections. A majority of CCS students undertake the full IB Diploma Programme. Students are also able to take IBDP Courses in line with the CCS Graduation Requirements. Course selections are guided by the DP Coordinator in consultation with University Counsellor, teachers, the student, and parents.

Students new to CCS can be admitted at the beginning of Year 12 as either full IB Diploma or IB Courses students. Admissions decisions are made based on the above mentioned factors and if the programme will be beneficial to the student.

Students entering the IB Diploma in Year 12 after semester one may need to restart the Diploma again the following year in order to complete all required components. This will be assessed on a case-by-case basis. Students entering year 12 later in the year may also follow the IB Courses option rather than completing the full Diploma, allowing them to graduate within the two years. In such cases students will receive CCS credit. All CCS graduation requirements must be met, as determined by previous schooling, in order to receive a CCS Diploma.

Admission to year 13 is not possible unless a student is transferring from another IB Diploma programme school, as too many required components will have been missed. In such cases admission to year 12 is recommended to commence the programme from the beginning.

Requirements for Specific IB Courses:

Group 1 (Language and Literature):

CCS offers a school-supported Self Taught programme for languages other than English or Indonesian. Students electing to a first language SSST course must demonstrate native-language abilities in speaking, listening, reading, and writing.

Group 2 (Language Acquisition):

CCS offers the following languages at the Language B SL/HL level: English, French, Spanish. To enroll in a Language B course, students must meet one of the following criteria:

- Be a non-native speaker
- Have a significant gap since prior study in the language, especially in literacy skills (e.g. a native French speaker who has not studied predominantly in French for the previous 5 years)
- Have a home environment that lacks significant exposure to the language in speaking and literature (e.g. a Indonesian citizen in a dual-language home environment in which Indonesian may not be the language of verbal and written communication)

CCS offers IB Ab-initio (beginner) courses in French, Spanish, and Indonesian. To enroll in an ab-initio course, students may have prior study in the language for no more than two academic years.

Group 3 and 4 (Individuals and Societies, Sciences)

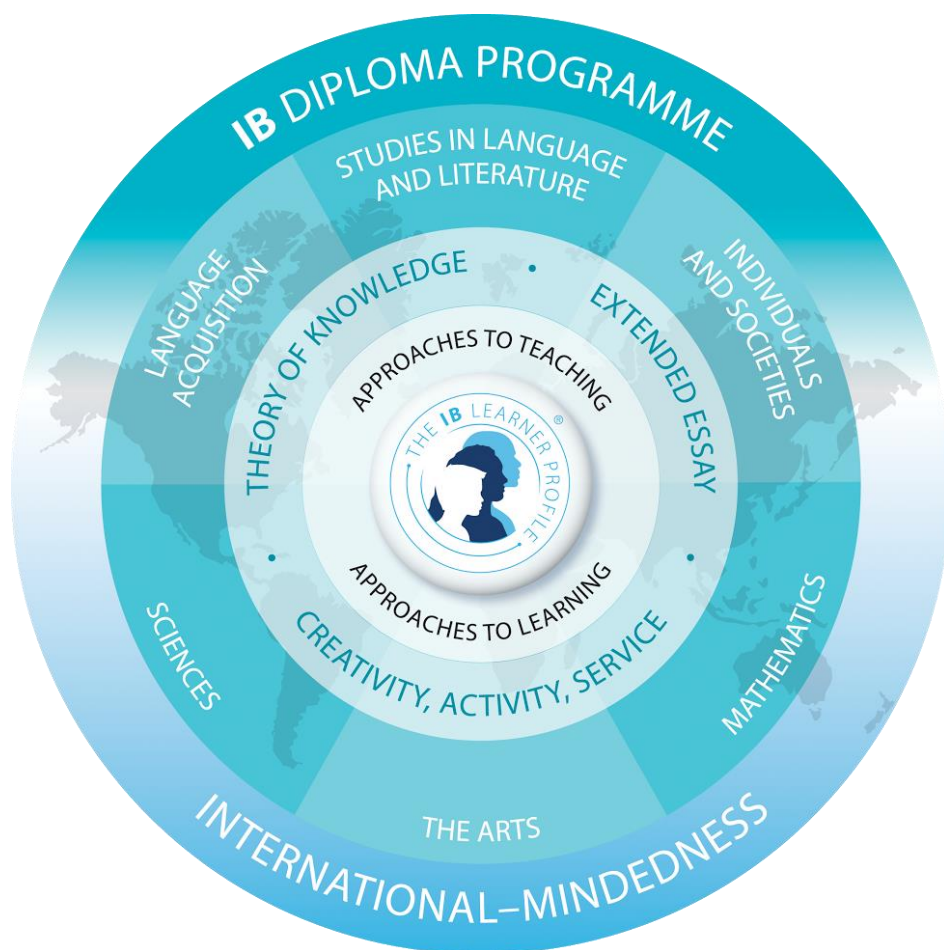
CCS does not have established prerequisites for IB study in Humanities or Sciences. However, demonstrated success in IGCSE Sciences is essential for students to be successful in any IBDP Science at the HL level.

Group 5 (Mathematics):

CCS offers multiple IBDP Mathematics courses. Students earning below a B level in IGCSE Mathematics are discouraged from taking IB HL Mathematics. Students earning below a D level in IGCSE Mathematics are encouraged to take IB Mathematical Studies or Applied mathematics. Course selections are made with guidance and input from Maths teachers and the IBDP Coordinator.

Group 6 (The Arts):

Students wishing to enroll in IBDP Theatre, Music, and Visual Arts must have a demonstrated background in the subject.



IB Subject Choices.

Full IB Diploma students must take six subjects: one from each group. Three subjects must be taken at Standard Level (SL) and three at Higher Level (HL).

All subjects can be taken at SL or HL except for ab-initio languages, Self-taught Literature, and Environmental Systems & Societies which are only offered at SL. (Courses offered must have a minimum number of students in order to run the course effectively)

<p>Group 1 Language and Literature English Language & Literature Indonesian Language & Literature</p> <p>Self-taught Literature (SL) is available upon request.</p>	<p>2 Language Acquisition Indonesian B French B Spanish B English B Spanish <i>ab initio</i> (SL) Indonesian <i>ab initio</i>(SL)</p>
<p>3 Individuals and Societies Geography History Business and Management</p>	<p>4 Experimental Sciences Biology Physics Environmental Systems & Societies (SL)</p>
<p>5 Mathematics Mathematics –Applications and Interpretations Mathematics – Analysis and Approaches</p>	<p>6 The Arts and Options Visual Arts Theatre Music Computer Science Chemistry</p>

Students may elect to take online “Pamoja” IB courses. CCS will provide limited teacher support for Pamoja courses, and additional course fees are covered by parents.

The Extended Essay

All students will write an extended essay of 4,000 words on a topic of their choice. They will have a supervisor assigned to them once they have chosen their topic area.

Theory of Knowledge (TOK)

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge, and is a core element of the Diploma Programme. The course is addressed in all DP subjects, as well as through a specific TOK class. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions.

Creativity, Activity, Service (CAS)

The CAS programme at CCS follows the structure of the IB programme.

Creativity, Activity, Service (CAS) is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities, alongside their academic studies. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

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

Gotong Royong at CCS

The literal translation of the Indonesian term 'Gotong Royong' is 'Mutual Aid'. It can be compared to the more generic term of 'Service Learning' that is embedded in many international schools, including IB schools that adopt the CAS programme. At CCS, we define Gotong Royong as:

"The collaboration of all learners, teachers, staff and parents, working in conjunction with the local community to help identify local and wider issues and to actively participate in making positive contributions towards the development of these issues."

Gotong Royong offers a unique way for all at CCS to get involved with their communities, by integrating service projects into the curriculum. As a form of experiential education, Gotong Royong connects theory to practice by applying classroom academic learning to 'real-world' social, economic and environmental problems in the community.

Gotong Royong aims to enhance learning whilst contributing to building and revitalising communities at the school, the wider community throughout Bali, and even at national and global levels. Gotong Royong promises to strengthen academic skills and increase motivation for educational achievement.

Gotong Royong can be applied across all subject areas and all year groups; it can involve a single student or group of students, a classroom, year group, or the whole school! Through collaboration with community partners, learners, teachers, staff and parents, service projects will be created that tackle issues including: health, education, public safety, hunger and homelessness, immigration and discrimination and the environment. Projects may take place over the course of two weeks, a semester, or even a year. During Years 12 and 13, CCS students will be undertaking the CAS programme in line with IB expectations. Students will be expected to plan for a range of activities, long and short term over an 18 month period, including one project that lasts for a minimum of 12 months. The general expectation is that students in the CAS programme will spend three to four hours a week undertaking CAS activities with a reasonable balance across creativity, activity and service.

The Aims:

Gotong Royong augments the CCS mission and School Wide Learner Expectations. The Gotong Royong initiative aims to develop learners who are:

- Active and engaged citizens who care and understand themselves, their community and their world.
- Responsible and respectful individuals that act with honesty and integrity at all times
- Inter-culturally aware and appreciative of cultural diversity

- Local and global thinkers, aware of the issues in their community and the world beyond
- Independent, confident and proactive both individually and collaboratively

Learning Outcomes:

Upon completion of projects, learners, teachers, staff and parents should be aware of their achievements, including some of the following:

- Identification of strengths and areas for self improvement
- Development of new skills, increased knowledge, understanding and a sense of cultural intelligence
- Working collaboratively in pursuit of a common goal
- Dedication and determination even in adversity
- Identification and positive action of a local/global issue to advance the community
- Compassion for others and an awareness of the consequences of their actions

Assessment and Reporting

Assessment is used to inform future planning, to ascertain the levels at which students are working and to report to students, parents and their teachers. It is based upon the maintenance of accurate and appropriate records of what individual students have demonstrated and achieved. Assessment is an ongoing process involving observations, marking of work and feedback to students. Teachers are aware of each student's ability and progress; they are continually appraising them as they teach and interact with each student. Both formative and summative assessments are used by teachers throughout the year.

Assessment Guidelines: According to the CCS Assessment Policy, assessment must be:

- Appropriate and compatible with the context and purpose of the learning objectives.
- Based on the curriculum standards and criteria.
- An ongoing process.
- Used to facilitate learning through identifying students' prior-knowledge, skills, interests, and differentiation possibilities.
- Focused on students developing agency as life-long, reflective, and self-directed learners
- Comprehensive enough to allow students adequate opportunities to demonstrate learning
- Varied in the assessment methods used:
 - Observations, rubrics, rating scales, portfolios, presentations, discussions, performances, seminars/projects, essays, exams, reflective journal entries, debates and or panel discussion, experiments, quizzes, students teaching students, peer assessment, target setting, marking work.
- Accompanied by intentional feedback and reflection.
 - There are multiple and varied formative opportunities for students to receive and act upon feedback before summative assessments are administered.
 - Reflection is embedded in the learning cycle.
 - Assessment of formative tasks is reported with sufficient frequency so that other users of assessment data can support each student's learning.

Reporting on student progress

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Primary	Parent/Student/Teacher Conference	Full Written Report	Student Led Conference	Full Written Report
Secondary	Parent/Student/Teacher Conference	Full Written Report	Student Led Conference (7-10) Parent/Student/Teacher Conference (11-13)	Full Written Report

External Assessments

Assessment	Year group
International Schools Assessment (ISA)	Years 5, 7 and 9
Cambridge Year 9 Check Point Exams	Year 9 Science and Math
Cambridge + EdExcel IGCSE	Year 11
IB Diploma	Year 13
Indonesian National exams (UN)	Years 7, 10 and 13 (for Indonesian citizens only)

Graduation Standards

As a CIS and WASC Accredited institution, CCS has set the following Graduation Requirements.

1 credit is awarded for the completion of a course in an academic year. Students completing the standard 7 IGCSE Courses enter Year 12 with 14 credits.		
Subjects	IB Diploma +CCS Diploma	IB Courses + CCS Diploma
English	4	4
Maths	4	4
Sciences	4	2
Additional Language	4	2
Humanities/Social Sciences	4	2
Arts, Technology, or additional credits from above	6	8 (4 credits must be from Years 12-13)
Core Programmes	IB Diploma+ CCS Diploma	IB Diploma + CCS Diploma
Physical Education (Years 10-13)	Compulsory subjects assessed with a pass/fail.	
Indonesian Studies/Religion (Years 10-13)		
IB Creativity, Activity, Service	2	2
IB Theory of Knowledge	2	2
IB Extended Essay	2	0
Total Graduation Credits	32	26

Graduation Pathways:

CCS offers three distinct routes to Graduation:

1. **Full IB Diploma plus CCS Diploma** - Students completing all 6 IBDP courses, the IBDP Core, and earning the required 24 points on IBDP exams, earn both an International Baccalaureate Diploma and a CCS Diploma.
2. **IBDP Certificates plus CCS Diploma** - Students may take IB Courses and exams for subjects of their choosing. Upon graduation, students receive a CCS Diploma and a transcript of IB Courses results.
3. **CCS Diploma** - Students not wishing to take IBDP Exams for Courses receive a CCS Diploma after completing the CCS Graduation Requirements. Students unable to complete a minimum of 4 DP courses/certificates may earn credit via an independent programme developed in collaboration with parents, Head of Secondary, Counsellor, and IBDP Coordinator.

Official School Reports and Leaving Records:

Student achievement is recorded on the CCS approved reports:

- Early Years (Preschool and Reception) reporting uses three descriptors for learning achievements based upon the Early Years Foundation Stage Framework : L (Learning to); U (Usually) and A (Always);
- Years 1 to 6 will use attainment descriptors based on the English National Curriculum year group expectations; Below, Working Towards, Achieving and Exceeding.

- Years 7 to 9 will use attainment descriptors based on the English National Curriculum year group expectations; Below Year Group, Working Towards, Satisfactory, Good and Excellent
- Students will also receive an effort grade related to their approach to learning; Exceptional, Good, Below Expectation and Poor.
- IGCSE (Year 10 and 11) uses the IGCSE grade descriptors A* to G.
- IBDP uses descriptors 7 to N on the IBO leaving records.

When a student leaves CCS, they will receive an official letter with the school seal, indicating the time they spent at CCS.

Starting in Year 10, students will receive a transcript marked with the school seal indicating the courses the students studied, the grade they attained and the total number of credits they earned towards the CCS graduating diploma. CCS students attain an IGCSE certificate for each IGCSE course that they have successfully completed. These courses are an integral part of the CCS diploma. The Cambridge International Examinations programme is internationally recognised and students who achieve a good grade standing are able to enrol in further education institutions of good standing around the world.

Learning Support and English as Additional Language Support

Canggu Community School operates an inclusive admissions policy. CCS admits students whose academic, personal, social and emotional needs can be met by the School's programmes and services, and who can be integrated into a mainstream classroom. The below is taken from the full CCS Learning Support Policy which is available on the CCS website.

Parents of prospective students are advised that the school is able to serve only those students with learning differences/challenges who are able to function in the regular programme with minimal support.

The objectives of the support offered through Special Education Needs (SEN) provision are:

- To identify students with special educational needs and ensure that their needs are met
- To ensure that students with special educational needs, including learning disabilities and those who are Highly Able Students, have access to all activities and aspects of school life
- To ensure that all learners make the best possible progress
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnerships and involve outside agencies when appropriate

Philosophy:

We aim to meet the needs of all students across the school by fostering an inclusive learning environment that supports differentiated learning approaches.

- **Inclusive:** Inclusion involves responding positively to each individual's unique needs. Inclusion does not involve marginalizing students because of their differences.
- **Differentiation:** the process of identifying, **with** each learner, the most effective strategies for achieving agreed goals. (See "Learning Diversity in the IB Programmes, 2010, International Baccalaureate Organization)

To this end, CCS affirms the four principles of good practice identified by the International Baccalaureate Organization:

1. **Affirming Identity and Building Self-Esteem** - Valuing students as unique individuals in a warm, welcoming, diverse community.
2. **Valuing Prior Knowledge** - Use inquiry, relationships, and differentiation to identify and connect with students' prior learning and unique backgrounds.
3. **Scaffolding** - Use our expertise as educators to help students achieve success and independence through support over time
4. **Extending Learning** - Provide opportunities for all students to be challenged and engaged in rich learning experiences.

Our teachers have experience integrating students with varied language backgrounds and levels of learning, and we utilize an inquiry-based model of instruction that enables students of varied backgrounds and prior experiences to participate fully in the learning topics. We value student diversity and respect individual differences, and strive to build confidence in our learners by scaffolding instruction and applying varied teaching strategies to meet a wide-range of learning styles. For students whose needs can only partially be met within the inclusive classroom, we offer push-in or pull-out support to remediate/extend their learning with the goal of all students developing and growing into responsible, life-long learners and effective communicators.

Guidelines:

Students who are admitted to CCS with psycho-educational documentation that includes a diagnosed learning or social-emotional disability are provided an IEP so long as the documentation is dated within the past three years for learning needs, and one year for social-emotional needs. Students who are demonstrating difficulties accessing the regular programme are referred for learning support by their class/subject teacher, using a referral procedure.

In the case where a student has been referred for additional support, one or more observation(s) will be conducted, and student work will be reviewed if the concern is related to academics. This will be followed with recommendations for teachers to implement in the classroom, and potentially additional support from the Learning Support team. If student progress is not made within a reasonable amount of time using the recommendations, parents will be asked to have their child assessed formally by a qualified professional in order to further understand the student's individual needs. Parents will be responsible for any of the costs incurred in such cases, however the school will provide referrals to trusted, qualified professionals

School Counsellor

CCS has a full time School Counsellor. The School Counsellor works as part of the CCS team in supporting, enriching and nurturing the attainment of the School Mission and the School Wide Learner Expectations. The School Counsellor leads the development and implementation of our PSHE (Personal, Social and Health Education); provides counselling to our students; administers psychological and other assessments as required; career awareness and university/college counselling.

The school counsellor will work collaboratively with staff, students and parents to provide CCS students the following:

- The knowledge and evidence that every student is valuable and is treated with dignity and respect.
- All students will have access to high quality school counselling services, provided by a professional school counsellor on a tripartite spectrum: personal-social, educational, and career/post-secondary counselling needs.
- All students' ethnic, cultural, racial differences are considered, embraced and celebrated in the design and delivery of school counselling services.
- All students can expect that school is a safe and nurturing environment.
- A positive school environment by encouraging collaboration among counsellors, teachers, administrators, parents and the community to further student achievement.
- A counselling department, which is continuously refined and improved through systematic review and evaluation of student performance data.

The School Counsellor is available to meet with students and families by appointment. Students may be referred to the school counsellor by a staff member, self-referral and/or by their parent/guardian.

University/College Counselling

Preparation for University/College starts many years before Year 13; CCS School Wide Learner Expectations are foundational to the preparation process. Once students reach Year 10, they need to be actively engaged in planning for their education routing after Year 13.

The following table is a general schedule to help guide students through the process of learning about, finding and applying to university. It will vary, depending on the country; if the student is bound for Australia, move the schedule back about six months, because the school year there begins in February.

Search and Applications

Year 10

- Students will be helped to make a successful transition to Key Stage 4 (IGCSE), both academically and socially, so that students gain a deeper understanding of their values, learning styles, communication preferences and team/leadership skills.
- Students are encouraged to become involved in Gotong Royong activities, community activities and sports to ensure that they have a balanced learning experience.
- They reflect on their learning and choose their IB options.

Year 11

- Students should reflect on their performance and set new goals. They will finalise their IB choices.
- Self-advocacy is emphasised, and the development of a confident communication style.
- They will explore new activities and opportunities, aiming to show leadership in volunteering and/or sports.

Year 12

- Preparation for college through self-awareness and understanding of the college search and application processes.
- Students develop a deeper understanding of self through values clarification and engaging in ethical thinking.
- End of semester assessment results are reviewed and an improvement plan is developed.
- Students are introduced to CV writing and write a letter requesting a reference from teachers.
- They are supported with managing their time, meeting deadlines and the planning and writing of the Extended Essay.
- Students planning to study in North America will need to take ACT/ SAT.

Year 13

- Year 13 sees the beginning of students' careers, launching them towards their future. Reflection and emotional intelligence remain key components of the PSHE programme.
- The first semester is geared towards application completion, financial aid planning and career development.
- They will reflect on their CAS experiences in depth.
- The second semester offers more in terms of preparing students for everything that accompanies going off to college – living with roommates, working with professors, managing stress and making healthy choices.

CCS Compulsory Fee Schedule 2019-2020

Application Fee

IDR 1.400.000 administrative fee payable at the time of application (non-refundable).

Registration Fee (non refundable)

Registration Fee (non-refundable) is to be paid when a place for your son/daughter is offered and accepted for Year 3 to Year 13.

1. IDR15.400.000 for your first son/daughter registered and,
2. IDR12.600.000 each, for each additional registration from the same family.

Tuition Fees

Year level	Tuition Fee IDR per year	Tuition Fee IDR per semester (x2)	Tuition Fee IDR per term (x4)
Early Years - Preschool - Reception	91.000.000	45.500.000	25.000.000
Key Stage 1 - Years 1-2	127.000.000	63.500.000	35.000.000
Key Stage 2 - Years 3-6	136.000.000	68.000.000	37.500.000
Key Stage 3 - Year 7	164.000.000	82.000.000	45.000.000
Key Stage 3 - Years 8-9	168.000.000	84.000.000	46.000.000
IGCSE - Year 10	190.000.000	95.000.000	52.000.000
IGCSE - Year 11*	204.000.000	102.000.000	56.000.000
IB Diploma – Year 12-13	214.000.000	107.000.000	59.000.000

* Tuition Fee includes IGCSE exam fees

Y13 IB exams will be invoiced separately

Discounts Offered:

- **Sibling Discount is offered for tuition fees, as follows:**
 - 2nd sibling 5% discount
 - 3rd sibling 10% discount
 - 4th sibling 25% discount
- **Annual Payment Discount: 5% discount** for fees paid in full for the year.
- **Semester Payment Discount: 2% discount** for fees paid by semester (two terms in advance).

Capital Levy: Payable once a year

Capital Levy Fee (non-refundable) of IDR 18.200.000 (Early Years to Year 5) and IDR 22.400.000 (Year 6 to Year 13) is payable for the first and second member of a family in attendance at CCS.

Materials and Resources Levy: Payable once a year

An annual Materials and Resources Levy (non-refundable) is payable in Indonesian Rupiah for the first and second member of a family in attendance at CCS.

Description	Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Materials and Resources Levy	4.900.000	4.900.000	5.600.000	6.300.000	8.400.000*	9.800.000*

* Material & Resources Levy include a T1-84 Plus C Silver Edition Graphic Display Calculator

Refundable Notice Deposit (RND)

The Refundable Notice Deposit is to be paid when a student is offered a place and accepts the offer. One full term's notice, in writing, is required for the RND to be refunded.

1. Entry point Early Years : IDR 14.000.000 (Additional IDR 14.000.000 upon entry in Year 1)
2. Entry point Year 1– Year 13 : IDR 28.000.000

Payment Schedule Due Dates

Payment Schedule	Annual Payment	Semester Payment	Term Payment
Term 1	July 15, 2019	July 15, 2019	July 15, 2019
Term 2	-	-	September 30, 2019
Term 3	-	January 02, 2020	January 02, 2020
Term 4	-	-	March 16, 2020

Banking Information**Beneficiary: Yayasan Swamitra Internasional**

BANK	CURRENCY	ACCOUNT NUMBER	SWIFT CODE
PT. Bank Mandiri (Persero) Tbk., Udayana Branch – Denpasar	USD	1450006520379	BMRIIDJA
PT. Bank Mandiri (Persero) Tbk., Udayana Branch – Denpasar	IDR	1450006613851	BMRIIDJA

IMPORTANT

According to Regulation UU No 7 Year 2011 all financial transactions in Indonesia must be made in Rupiah. All fees have to be paid in Rupiah as stated on CCS invoices (except for parents who transfer from overseas accounts). CCS has the right to determine the exchange rate on the date of the invoice.

Tuition and fees are subject to change at any time of the year upon approval by Yayasan Swamitra Internasional

Appendix B: 2019-2020 Calendar



CCS Calendar
2019 - 2020 Academic Year

JULY

MON	TUE	WED	THUR	FRI	SAT	SUN
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
12 Idul Adha 17 Independence day						
17 Student Days						

AUGUST

MON	TUE	WED	THUR	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
12 Idul Adha 17 Independence day						
17 Student Days						

SEPTEMBER

MON	TUE	WED	THUR	FRI	SAT	SUN
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
1 Islamic New Year						
21 Student Days						

OCTOBER

MON	TUE	WED	THUR	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
18 Student Days						

NOVEMBER

MON	TUE	WED	THUR	FRI	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
9 Maulid Nabi (Birthday of Prophet Muhammad)						
20 Student Days						

DECEMBER

MON	TUE	WED	THUR	FRI	SAT	SUN
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
25 Christmas						
10 Student Days						

JANUARY

MON	TUE	WED	THUR	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
1 New Year 25 Chinese New Year						
15 Student Days						

FEBRUARY

MON	TUE	WED	THUR	FRI	SAT	SUN
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	
19 Galungan						
19 Student Days						

MARCH

MON	TUE	WED	THUR	FRI	SAT	SUN
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
22 Isra' Miraj 25 Nyepi						
14 Student Days						

APRIL

MON	TUE	WED	THUR	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
10 Good Friday						
18 Student Days						

MAY

MON	TUE	WED	THUR	FRI	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1 Labour Day 7 Waisak 21 Ascension Day 24-25 Idul Fitri						
16 Student Days						

JUNE

MON	TUE	WED	THUR	FRI	SAT	SUN
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
1 Pancasila day						
13 Student Days						

Term 1	7 Aug 2018 - 4 Oct 2018	42					
Term 2	14 Oct 2018 - 13 Dec 2018	44					
Term 3	13 Jan 2019 - 20 Mar 2019	48					
Term 4	6 April 2019 - 19 June 2019	47					
			Total School days	181			
			Total Teacher days	188			
							Teacher only day
							Holidays
							Weekend

Appendix C: CCS Medical Matters

Please do not send your child to school in the morning if they are unwell. As you know, coughs, bad colds, head lice and tummy upsets spread very quickly in schools, so please think of others. Please notify the School of your child's absence and the possible duration of the illness. The following chart sets out information on some common contagious conditions:

Condition	Symptoms	Procedure to follow
Chickenpox	<ul style="list-style-type: none"> Mild fever or headache Rash on trunk of body 	Student must remain at home until blisters are completely dry.
Conjunctivitis	<ul style="list-style-type: none"> Redness of the white of the eye and inside the eyelid Itchiness and irritation of the eye 	Student remains at home until discharge stops and student has completed 24 hours of antibiotic eye drop treatment. Severe cases may need 48 hours of treatment.
Diarrhoea		Student remains at home until completely recovered.
Fever	<ul style="list-style-type: none"> A temperature above 38°C 	Student must remain at home until fever has returned to normal for at least 24 hours.
Hand, Foot and Mouth disease	<ul style="list-style-type: none"> Flat small blisters on the hands and feet, sometimes on buttocks Oral ulcers Mild fever/malaise 	Highly contagious condition. Student should remain at home until medical clearance is given (approx 7-10 days)
Head Lice	<ul style="list-style-type: none"> Intense itchiness of the scalp Tiny red spots (bites) on the scalp 	Student to be treated at home until all live lice and eggs have been killed and removed. All family members should be checked and treated, if necessary.
Hepatitis A and B	<ul style="list-style-type: none"> Flu-like symptoms of fever, headache and weakness Poor appetite Nausea and vomiting Tender upper right abdomen (where liver is located) 	Student to remain at home until clearance is given in writing from the student's doctor.
Impetigo or school sores	<ul style="list-style-type: none"> Initially, the skin reddens and crops of small blisters appear Blisters burst leaving raw, moist sores 	The affected area must be treated and covered. Students should remain at home for 24 hours from starting antibiotic treatment. No swimming until completely healed.
Ringworm	<ul style="list-style-type: none"> Oval or circular, flaky patches with raised, mildly inflamed borders Itchiness 	The affected area must be treated and covered.
Typhoid	<ul style="list-style-type: none"> Fever and headache Lack of energy Abdominal pain Rash, consisting of raised pink spots on abdomen and chest Constipation or diarrhoea 	Student to remain at home until clearance is given in writing from the student's doctor.
Verruca	<ul style="list-style-type: none"> Hard, rough calloused surface with dotted black spots on the sole of the foot. 	Must be covered with a waterproof dressing for PE and swimming.

At School

If a student becomes ill or is hurt, staff at School will determine whether the student is in need of medical treatment. If the School is unable, for whatever reason, to contact a parent/guardian, the School may arrange for the student to be taken to a medical facility for the purposes of examining the student and providing specialist treatment.

Parents undertake to bear all expenses incurred by such action. The School strongly advises parents to provide medical insurance for their children.

School Nurse

The School Nurse will, whenever possible, provide the general first aid and emergency medical care at CCS.

In the case of a serious medical emergency, the role of the Nurse will be to provide first aid care and organise transport to a clinic/hospital. The School will endeavour to contact parents/guardians as one of its first steps in caring for students. The school personnel will **ALWAYS** identify themselves correctly and give relevant student information.

Head Lice

Students will be checked for head lice on a regular basis. If any nits (eggs) or live lice are found, a letter of notification will be given to the student to take home that afternoon. If live lice are found parents will be phoned immediately. **Students will be checked again by the school Nurse on their return to school. If live lice are found, students will be sent home for immediate treatment.**

Students need to have their hair treated properly; good advice is available from pharmacies and reputable medical agencies using the Internet.

To help prevent the spread of head lice:

- comb your son/daughter's hair regularly with a nit or bug-busting comb;
- periodically inspect the hair of all family members.

Medication

Asthma puffers must be kept by students; however, the School must be informed via the Medical Information Sheet that this is necessary. Any other medication to be taken during the school day must be handed in to the School Nurse each morning, with a signed request from the parent/guardian requesting that the Nurse administer or supervise self-administration by the student. The medication should be clearly labelled with the student's name and instructions as to administration of the medicine. Students are responsible for the collection of their medication at the end of the school day or as instructed by their parent/guardian.

Students with specific medical conditions that may require urgent, life-saving medication will be given the required first aid, in accordance with written directions/treatment plan from his/her doctor and with a signed permission form by a parent/guardian.

Under no circumstances should a student keep any medication, other than asthma puffers, in their school bag or on their person.