

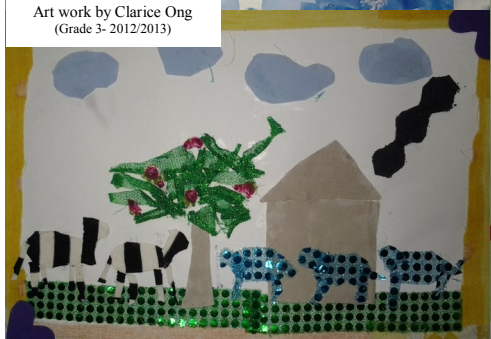
Handbook for Primary School Parents



Art work by Chan Yan Hei (Grade 3- 2012/2013)



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1. General Information

Introduction

Welcome to our guide to the Primary Years Programme at Fairview International School (Johor Campus). Some of the content may not mean much at this stage but, keep it handy and you may find that as the year progresses, your child or teacher may refer to components of it and therefore make the jargon a little more relevant. We hope it answers a few of your questions about our Primary curriculum and that it goes some way to facilitation your adoption into our school's international family.

It is important to realise that whilst we received official authorisation of the PYP status by the International Baccalaureate Organisation in March 2013, we are constantly striving to grow and learn in the PYP and maintain our model as lifelong learners.

The IBO offers three curriculum frameworks- the PYP (3-12 years), the MYP (12-16 years) and the IB Diploma (16-19 years). Fairview International School (Johor Campus) has successfully subscribed to the IB PYP and MYP for years now.

The PYP philosophy positively endorses the notion that a child's development should not be just classroom based and focused on academic welfare. Instead, teachers and parents collaboratively need to foster the development of our children into internationally- minded young citizens of the world.

We, teachers, look forward to a productive partnership with you and hope for a successful 2014-2015.

FIS (Johor) Primary Team

1A. The History of Fairview in Johor Bahru

Fairview International School Johor began on 14 January 2008 with around 25 students, 5 teachers and 1 staff. The levels offered at that time were the Reception, Year 1, Year 2, Year 5 and Year 10 classes. Being a purely CIE centre then, Fairview Johor followed the Cambridge International curriculum and prepares its students for the International General Certificate for Secondary Education (IGCSE) and General Certificate of Education (GCE) 'O' Level examinations at the end of Year 11.

Situated in the secure confines of the Johor Land Complex at the suburban neighbourhood of Bandar Dato' Onn, surrounded by a sea of greenery, Fairview Johor has become a close-knit community school. Our campus is readily accessible via the North-South Highway and is strategically located in the midst of several large townships. The student population of just 25 has multiplied and stands just above 300 at the time of publishing. Our humble student population has allowed for students and teachers to forge close relationships with one another.

Early in 2010, Fairview Johor expressed interest in the International Baccalaureate programmes and was given its candidacy status in August 2010 by the International Baccalaureate Organisation (IBO). During this period, Fairview Johor offered all of the levels from Creche to Grade 11 comprising the Early Years, Primary and Middle Years Programme.

In July 2012, Fairview Johor was authorised to offer the Middle Years Programme (MYP) of the IB and in April 2013, authorisation to offer the Primary Years Programme (PYP) was given. Being the first IB World School in the south of Malaysia, Fairview Johor is firmly committed to quality international education.

For almost seven years Fairview International School Johor has remained in the confines of the Johor Land Mutiara Sports Complex. Over the past years we have grown and ballooned to over 350 students ranging from Early Years to the Middle Years Programme, and we have been bursting at the seams! It was thus a long awaited shift to our new purpose-built campus on 27 October 2014, the week after the MYP expeditions. Excited students of Grade 5 to 11 and teachers alike started the day with oohs and ahhs at every room and available facility.

No longer are we gasping for space but desperate for ideas on how to use all the available space efficiently and effectively. Students have ample space for group activities both inside and outside the classroom. On an average day, one might see dance rehearsals taking place in the dedicated dance room while team members from another group is seen tuning up their aesthetic movements along the corridor; 10 feet away would be the Science room and students would be discussing how best to address the stated problem for their assessments.

Students and teachers love it here as we've got ourselves a new home! We also have learnt to show care and value the new learning environment that has been provided for us!

1B. Fairview Mission Statement

1C. Fairview Vision Statement

FAIRVIEW INTERNATIONAL SCHOOL

Mission Statement

Fairview International School aims to be a vibrant centre for educational, personal and social growth in the world providing a rich academic curriculum for children in the local and international community.

Through the use of best practices in teaching and learning, Fairview International School will educate, motivate and inspire students in an educational environment that stimulates learning in a nurturing social and emotional climate.

Fairview school is committed to raising the standards of education not only in its schools but in the region through continuous training and development in the best possible teaching pedagogies.

FAIRVIEW INTERNATIONAL SCHOOL

A Rich Academic Programme

A curriculum based on best research evidence on successful teaching and learning strategies for children of diverse backgrounds and learning needs.

A Community School

A vibrant centre for educational, recreational, cultural and social programmes for children and adults in international community, which draws upon and contributes to the vitality of the international community through an innovative and focused curriculum.

A Unique Professional Development Focus

A culture of continuous professional growth for all staff and functions as a 'hub' for educators throughout the region to engage regularly in a wide range of learning opportunities that promote ongoing professional growth.



We share what little we have to those who need it more.

1D. IB Mission Statement

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

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1E. The International Baccalaureate (IB) Primary Years Programme (PYP)



PYP Curriculum Framework
(from IBO website <http://www.ibo.org/pyp/curriculum/> viewed on Nov 2012)

The IB Primary Years Programme (PYP) is a curriculum framework designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning.

The central purpose of the PYP is to develop the attributes and traits identified in the IB Learner Profile. Students are encouraged to become: **inquirers, thinkers, communicators, courageous**, and to be **knowledgeable, principled, caring, open-minded, balanced** and **reflective**. They develop these attributes within the classroom, during assemblies, on the playground, and while participating in Fairview's many after-school activities. We encourage our whole community to develop these attributes, so students, parents, teachers and staff should also be showing these characteristics at home.

The PYP is all about inquiry: the process through which a learner moves from his or her current level of understanding to a new and deeper level. Our students will be :

- ✓ Exploring, wondering and questioning
- ✓ Collecting data and reporting findings
- ✓ Taking and defending a position
- ✓ Using critical thinking skills to understand a concept
- ✓ Making and testing theories
- ✓ Experimenting and playing with possibilities
- ✓ Solving problems in a variety of ways.

Using inquiry-based learning, the PYP is able to engage and challenge students who have many diverse perspectives, values, cultural backgrounds, and languages.

The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

At Fairview International School, the PYP will:

- ✓ be for students from Crèche to Grade 6
- ✓ be trans-disciplinary, in that it fosters the development of the whole child, addressing social, physical, emotional and cultural needs
- ✓ at the same time give children a strong foundation in all of the major areas of knowledge: mathematics, social studies, drama, language, music, arts, science, and physical education
- ✓ strive to help children develop an international perspective – to become aware of the points of view of people in other parts of the world
- ✓ study a second language (Malay/Mandarin) and gain an understanding of the cultures in which the language is spoken

*“We learn more by
looking for the
answer to a question..
Than we do from
learning the answer
itself.”*
~Lloyd Alexander



Fairview International School
Johor Campus is an IB World
School authorized to offer the
Primary and the Middle Years
Programme of the IB.

The curriculum framework consists of five essential elements:

- concepts
- knowledge
- skills
- attitude
- action

The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance supported and balanced by six subject areas:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world. The curriculum framework is further structured around three interrelated questions.

- What do we want to learn? *The written curriculum.*
- How best will we learn? *The taught curriculum.*
- How will we know what we have learned? *The learned curriculum.*

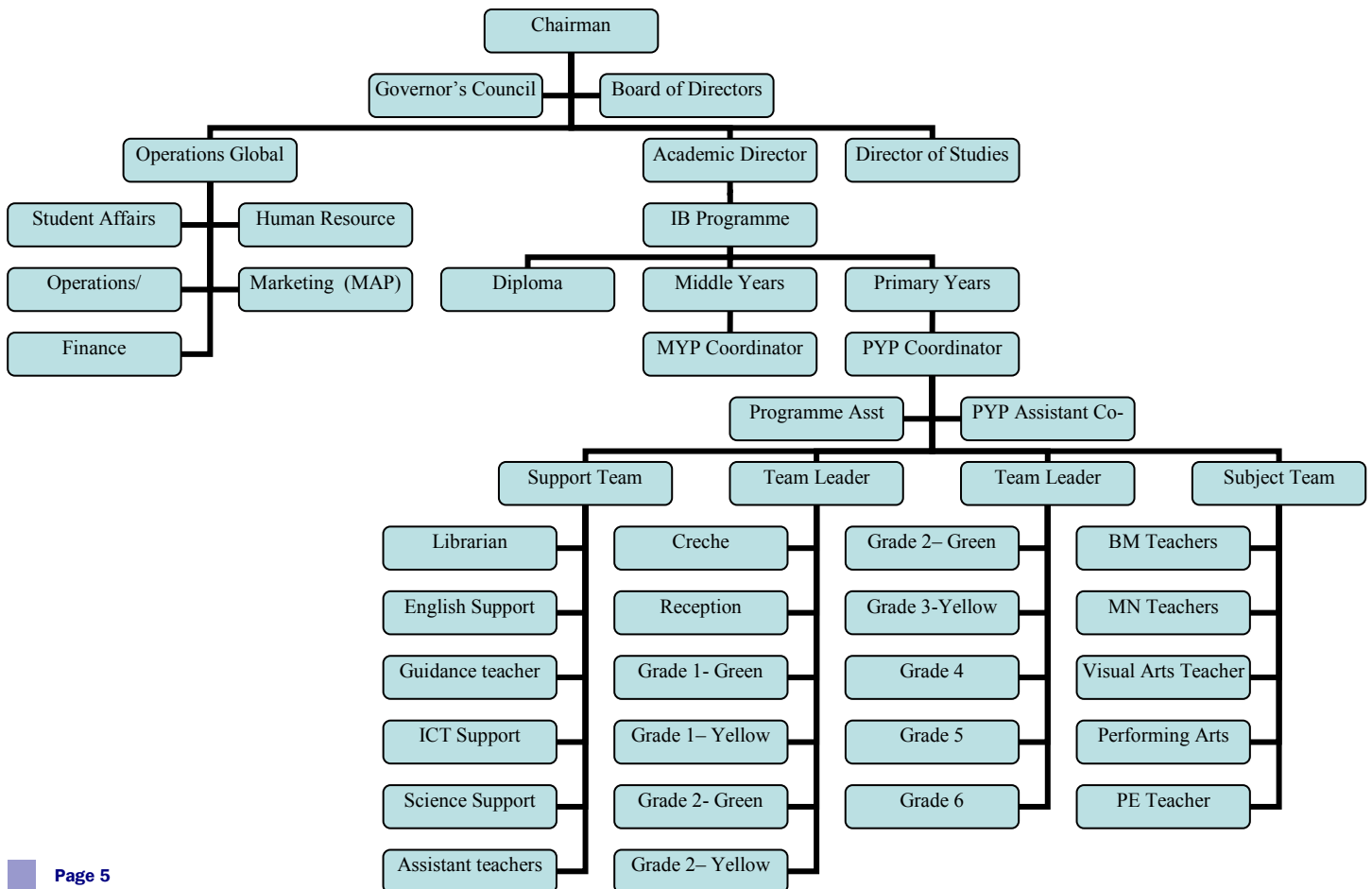
Primary Years Programme at a Glance, International Baccalaureate Organization, 2005 (<http://www.ibo.org/pyp.html>)



Grade 6 students promoting our host country and its rich culture.

“The Primary Years Programme: preparing students to be active participants in a lifelong journey of learning.”

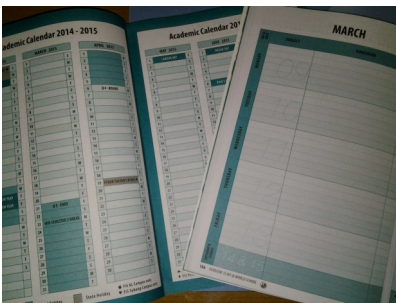
1F. PYP Organisational Chart



fairviewjohor.weebly.com/school-calendar.html



A snapshot of the school's calendar on the website.



A sneak peak into the school planner.

1G. The School Calendar

The calendar for this academic year is available at the school's website.

Please visit www.fairviewjohor.weebly.com for a detailed listing of events and holidays for this year.

1H. The School Planner

The School Planner is used to facilitate communication between teachers, students and parents. Parents may also call the school and leave a message for teacher to get back to them for minor issues or clarification. Alternatively, parents may make an appointment to meet with the teacher.

Please help us to encourage students to use their planners to note down and organise their work and homework. The School Planner is an excellent tool for students to put good organizational skills into practice.

The use of these planners is monitored by the homeroom teachers on a daily basis. We request that PYP parents check and acknowledge that you have seen their planner on a daily basis. Thank you.

The School Planner for AY 2014/2015.



1I. School Contact Information

Address: Fairview International School Johor
Lot PTD168450, Jalan Dato' Onn Utama
Bandar Dato' Onn, Mukim Tebrau
Daerah Johor Bahru, 81100
Johor, Malaysia

Website: www.fairview.edu.my
www.fairviewjohor.weebly.com

Email: enquiries_johor@fairview.edu.my

Phone: (60) 7 364 3378
(60) 7 364 2003

Office Hours: 7.30 am to 3.30 pm (Mondays to Fridays)
8.30 am to 12.30 pm (Saturdays)

Contacting Staff

Our team is always keen to meet with parents and guardians to discuss any concerns you may have although we request that you allow the teachers time in the morning to prepare for the busy day ahead.

We thank you for your support and understanding that the start of any school day will undoubtedly be busy; that it is imperative that our pupils and teachers be allowed to embark upon their day without any diversions. Appointments must be made three days in advance via the Front Office in order for us to attend to your concerns in an informed manner.



Ways to contact us.

The Ideal Fairview Student

2A. The IB Learner Profile

At the very heart of the programme, IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



Balanced

We understand the importance of balancing different aspects of our lives- intellectual, physical, spiritual and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Learner Profile Booklet (Cardiff, Wales: International Baccalaureate Organization, 2008). Revised in 2012.

2B. The PYP Attitudes

At Fairview International School, students are encouraged to demonstrate:

- | | |
|---------------------|--|
| Appreciation | Appreciating the wonder and beauty of the world and its people. |
| Commitment | Being committed to their own learning, persevering and showing self-discipline and responsibility. |
| Confidence | Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices. |
| Cooperation | Cooperating, collaborating, and leading or following as the situation demands. |
| Creativity | Being creative and imaginative in their thinking and in their approach to problems and dilemmas. |
| Curiosity | Being curious about the nature of learning, about the world, its people and cultures. |
| Empathy | Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others. |
| Enthusiasm | Enjoying learning and willingly putting the effort into the process. |
| Independence | Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments. |
| Integrity | Being honest and demonstrating a considered sense of fairness. |
| Respect | Respecting themselves, others and the world around them. |
| Tolerance | Being sensitive about differences and diversity in the world and being responsive to the needs of others. |



3. General Policies and Procedures

3A. Admission and Withdrawal



Admissions Overview

FIS has an open admissions policy. Admission into FIS is open to all students whose parents seek an international education for their children subject to their academic and developmental readiness for it. Entry into the school is not barred by any prejudices or favouritism for some students over others. Entry terms and conditions are based on universally acknowledged and considered decisions of age and grade appropriateness and a general suitability of the student to enter the programme on offer. Entry into the school is on the following grade / age appropriateness scale:

IB Programme	Recommended Age Appropriateness (on 4 Aug)	Fairview International School Class	UK National Curriculum Equivalent	USA/Canada/Europe Equivalent
Primary	3-4	Creche	Nursery	Nursery
	4-5	Reception	Reception	Pre-K
	5-6	Grade 1	Year 1	Kindergarten
	6-7	Grade 2	Year 2	Grade 1
	7-8	Grade 3	Year 3	Grade 2
	8-9	Grade 4	Year 4	Grade 3
Middle Years	9-10	Grade 5	Year 5	Grade 4
	10-11	Grade 6	Year 6	Grade 5
	11-12	Grade 7	Year 7	Grade 6
	12-13	Grade 8	Year 8	Grade 7
	13-14	Grade 9	Year 9	Grade 8
	14-15	Grade 10	Year 10	Grade 9
Diploma	15-16	Grade 11	Year 11	Grade 10
	16-17	Grade 12	Year 12	Grade 11
	17-18	Grade 13	Year 13	Grade 12

*“Admission into FIS is open to **all** students whose parents seek an international education for their children subject to their **academic and developmental** readiness for it.”*



Entry Procedures

FIS requires students to enter the programme only at the beginning of the first or second semester of the academic year and start the admissions process in due time prior to this date as advised during the preliminary enquiry. Exceptions to this time frame will be made only at the discretion of the senior management team.

Applicants to an FIS admission must fill up an *admissions application form*, available at the front desk of our school. This should be submitted on or before the due date as advised by the school staff with all the requisite documents required by the school as specified in the form.

The admissions applications are screened by admissions staff for the first clearance in terms of availability of spaces, previous school records and other serious limiting factors to a positive consideration of the application.

This is followed by a call to the student to sit for a *placement test* in English and Mathematics on an appointed day/time. An admissions interview follows, conducted by the principal or the programme coordinator.

Based on the test and interview results, the applicant is informed of his/ her admission status in the following week/s. Information regarding entry procedures and requirements are provided to the admitted student through an induction programme conducted by the admissions staff and this is further reinforced by an orientation to both the student and parents closer to the commencement of the new semester.

Inclusive Admissions

The FIS admissions policy seeks to include students rather than exclude on too many grounds. Admission into the school only requires following the simple acceptance terms and conditions and procedures specified above.

The school provides differentiated teaching and learning experiences for students with mild or moderate learning difficulties in the form of accommodations and modified assessments. Students with acute, complex or highly specialized educational needs are currently declined admissions. At the other end of the spectrum, gifted and talented children are provided with advanced learning experiences as part of differentiated teaching in the classroom context; they will benefit greatly from the proposed provision of the GATE (Gifted and Talented Education) programme in the near future.

Withdrawal Procedures

Withdrawal from the FIS programmes begin with a *‘withdrawal notice’* that must be in **writing** and delivered by way of personal delivery or AR Registered post. The withdrawal will take effect only on the date that the same is duly acknowledged as received by the school. It is imperative that the school receives sufficient notice of withdrawal of the child, which is ONE FULL SEMESTER in advance, failing which the admission time payment of Security Deposit will be forfeited in full.

For further details on course offerings, curricular information, fee details, students records, exact time frames for admissions and other student specific enquiries, please visit the Admissions Office at any FIS campus.

“Sufficient notice of withdrawal is for one full semester.”

3B. Assemblies

There are two assemblies in school. Monday Assembly is a whole school event wherein students from all levels meet up at the MPH. This is conducted every Monday from 7.20am to 7.50am.

World days, cultural festivals and National days are celebrated in our effort to inculcate international mindedness and to promote similarities as well as differences in recognition of our shared humanity.

PYP assemblies are conducted once in two or three weeks, usually on a Friday. Students are given this platform to share their learning with others. Learner profile and attitudes are highlighted and when reflected by students are acknowledged.



PYP students sharing their learning for the unit with the whole PYP school community.





3C. Attendance and Punctuality

School Hours

Students are encouraged to attend school regularly and be punctual when reporting to school, lessons, co-curricular activities and school functions. Regular school attendance is essential for a student to make the most of his or her education.

Regular school hours are from **7.20 am to 1.20 pm**. However, when remedial lessons and co-curricular activities apply, the school hours may extend to 3.10 pm or 4.20 pm.

All pupils are required to be in school by 7.20 am to participate in Contact Time with their Homeroom Teachers.

It is essential that pupils form good habits of punctual attendance at school from the earliest age. As such, we request that you take the steps necessary to ensure that pupils are punctual to school. Students arriving after 7.20am will be considered to be late for school .

Absence from School

In the event that a student is unable to attend school or co-curricular activity because of illness or other valid reasons, parents need to notify the school immediately. In the case of planned absence, the school should be informed well in advance. Please email the school

(enquiries_johor@fairview.edu.my) or call the office to inform about your child's absence.

Upon returning to school, the student should produce a valid medical certificate or a written explanation from his/her parent/guardian stating the reason for absence.

Absences for seven (7) consecutive days without prior written notice will be considered an act of truancy. Parents will be notified in writing in such a situation.

Holiday

Parents are required to submit a formal written notification via the school planner to the homeroom teacher or a letter to the front office one week in advance if going on a family vacation or for any other reason that might require your child to be out of school for a period of time.

Absence from Physical Education (PE) and Co-curricular lessons

PE and CCA lessons are compulsory. Occasional or permanent exemption will be granted for valid medical reasons. A medical exemption, whatever its duration, allows a student not to take part in one or all sports activities, but does not allow him/her to skip the classes.

Late coming to school

If your child is late for school, they are required to fill up the late form at the entrance. We need to account for each child's attendance. Three consecutive tardiness would be highlighted by the school in written form.

Early leavers

Students are not allowed to leave the school premises without permission.

Students may request for an early leave from school only on the following conditions:

- when feeling unwell; or
- On special request by parents/ guardians

Our normal procedure is to release the child only to his or her parents or someone else the parents designate. Parents will have to fill in a form, which is prepared by the school for early leavers. Parents should inform the homeroom teacher via planner or phone call to the front office in the morning of that day except in the event of an emergency.

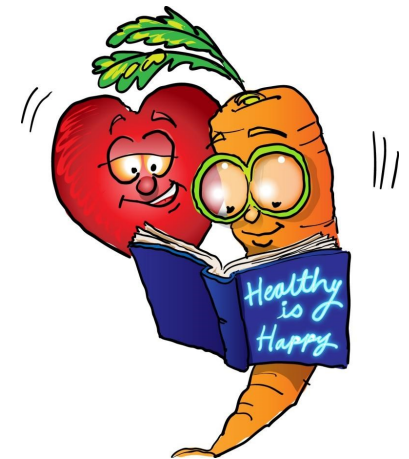
The parent, guardian or designated person must pick up the child at the school office. The school reserves the right to deny early or special dismissal to anyone other than a parent or guardian

"For further queries, please drop us mail at enquiries_johor@fairview.edu.my



3D. School Timing

Crèche to Grade 3		Grade 4 to Grade 11	
Period	Time	Period	Time
Contact time	07:20-07:30	Contact time	07:20-07:30
1	07:30-08:10	1	07:30-08:10
2	08:10-08:50	2	08:10-08:50
3	08:50-09:30	3	08:50-09:30
Break	09:30-10:00	4	09:30-10:10
4	10:00-10:40	Break	10:10-10:40
5	10:40-11:20	5	10:40-11:20
6	11:20-12:00	6	11:20-12:00
7	12:00-12:40	7	12:00-12:40
8	12:40 – 13:20	8	12:40 – 13:20
General Dismissal	13:20	General Dismissal	13:20
Break	13:20 – 13:50	Break	13:20 – 13:50
9	13:50 – 14:30	9	13:50 – 14:30
10	14:30 – 15:10	10	14:30 – 15:10
		11	15.10 – 15.50
		12	15.50 - 16.20



Break Time/ Recess

Breaks	Timing
Morning Break	9:30am-10:00am (Cre-G3) 10.10am – 10.40am (G4-12)
Brain Food Break	Around 12:00pm as advised by home-room teacher
Lunch Break (for those staying back for CCA or remedial classes)	1.20 pm to 1.50 pm

Brain Food

Students are required to bring in freshly cut fruits or vegetables.
Fruit juices are **not** considered as part of brain food as there are sugar content in it

Morning and Lunch Break

We encourage students to bring packed food from home or they may pre-order their food on a monthly basis through the front office.

Crèche to Grade 2 students are supervised by their teachers during break time to make sure they finish their food.

Periods 9 and 10 are for remedial classes and CCA. Not all students need to stay back until 3.10pm.



3E. School Uniform

Students in the Primary Years Programme are urged to wear the proper school uniform on a daily basis. The design and colour code of the School uniform must be strictly observed.



Jie Xin (G6) and Nathan (G6) showing how to dress properly to school.

Girls

- ✓ Only School T-shirt is allowed in school.
- ✓ Dark blue knee length skorts
- ✓ Hair left loose must be kept at shoulder length
- ✓ For long hair, you are required to tie up neatly using only black, blue or white ribbons
- ✓ Fringes should not cover the eyebrows
- ✓ Hair colouring is NOT allowed

Boys

- ✓ Only School T-shirt is allowed in school.
- ✓ Dark blue short pants
- ✓ Jeans are NOT allowed
- ✓ Fringes should not cover the eyebrows and hair must not cover the shirt collar
- ✓ Hair should be neatly combed and without the use of colour.

P.E. Attire

- ✓ Only coloured P.E. T-shirt is allowed. Students will be assigned to a Sport's House upon enrolment
- ✓ A dark blue P.E. short is available for boys.
- ✓ Students are allowed to wear their P.E. attire to school if their P.E. period falls before break. If not, students are required to come in with their school uniform.
- ✓ Students should change into their school uniform after P.E. classes.

Pullover

- ✓ Only school pullovers are allowed

School Shoes

- ✓ Students are required to wear plain, black canvas shoes and plain white socks with no logos.



Grade 5 students posing with their colourful PE jerseys. They are getting ready for their PE class.

3F. Catering for Breakfast and Lunch

Silver Apple continues to be our caterer and shall be preparing and supplying food to our school. Orders for breakfast and lunch may be made and paid for in advance. It is thus necessary for parents/ guardians and students to determine the food order for the month. Orders may be made monthly at the front office reception. Students may also opt to buy food and drinks on a day to day basis.

3G. Parental Involvement

Parents/ Guardians are welcomed and encouraged to participate in any or all of the items listed below. Some examples of ways to be involved include:

- ✓ Lending objects for units of study.
- ✓ Offering to be a guest speaker if required.
- ✓ Monitoring your child's work at home. Information on the unit of Inquiry is often provided in the newsletter which is out every term.
- ✓ Participating in "Celebration of Learning" to recognize your child's effort throughout the learning process.
- ✓ Motivating your child to participate in the activities organized by the school.
- ✓ Presenting your cultural identity during National Days and festival celebrations during assembly.

GUEST SPEAKERS

We would like to request for parents who are experts in their fields to volunteer their time to come in as guest speakers for relevant and valid units of study. Please inform us if you are willing to do so

3H. School Health and Safety

FIRST AID STATION

If a student is ill or injured while in school, she/he will be referred to the school nurse. Depending on the severity and nature of the illness or injury, the student may be required to either rest in the sick bay or to be sent home. If the injury is severe, the student will be taken to the nearest clinic or hospital at the school's discretion. Parents will be informed immediately.

Emergency Procedures

Keeping your children safe is one of our utmost priorities. Regular drills are conducted to prepare children and staff to react quickly and appropriately. Teachers will lead students out of the building to their assigned area. Students must stay with their homeroom teacher. All students must leave the building quietly and in an orderly manner without bringing their belongings. Attendance will be taken in the assigned area. Students must remain at the assigned area until permit-

ted to return into the building.

If evacuation from the school should be required, parents will be contacted as soon as possible. It is important that you update the school office if there are changes in your contact information.

SCHOOL SECURITY

All parents driving into the school compound will require displaying a car sticker on the windscreen of their car and all visitors to the school are reminded to report in the first instance to the Security Counter and then Front Office Reception. Regardless of what the reason may be, it is essential to register your presence on school premises. We ask that parents and guardians provide a photo I.D. during the visit. Thank you for your co-operation in the monitoring of security for the safety of your child or ward.

New parents and guardians of pupils from Crèche to Grade 2 are welcome to accompany their child/ward to class so as to familiarise them with the surroundings for the **first week of school**. We appreciate your co-operation in helping us to instil independence and confidence in all of our pupils.

Dismissal

Please be informed that all children of the Primary Years Programme (PYP) are dismissed from the school's entrance (Room A101) from 1.20 pm to 1.45 pm. In view of students' security and in order to improve the efficiency of our dismissal procedures, it is necessary for parents to stay in their vehicle as teachers call out their children and send them to their vehicles. Please ensure that you have a Student's Display card on the dashboard of your vehicle to facilitate the calling of students' name.

Traffic flow and Parking

The school car park is extremely busy before and after school. Please take extreme care to curb your speed and to watch out for children and pedestrians. *We also request that parents do not block the road paths adjacent and around the school in order for traffic to pass smoothly.*

Please follow the traffic pattern described below, so as to avoid traffic congestion and to ensure the safety of our students. Please follow the instructions given by staff members.

- ✓ Please never leave your car along the drop off area during the drop-off or pick-up times.
- ✓ Please have your children ready to exit the car as you enter the drop off area. Gathering items only after reaching the drop off point slows down the entire line of cars.
- ✓ If you would like to park and walk in to send off or pick up your children, you must park in a marked visitor space. Please consider if your vehicle may be causing inconvenience to others.
- ✓ We kindly request that engines at the waiting areas and parking lots not be left running so that petrol fumes do not contaminate the public space with which our children use.

4. Academic Policies



4A. Curriculum

Fairview International School adopts the IB PYP Curriculum model.

The Written Curriculum

The “Written Curriculum” at school traditionally involves the acquisition of knowledge and skills. However, the International Baccalaureate Organization (IBO) specifically emphasizes a balance between 5 essential elements in the written curriculum. These include knowledge, concepts, skills, attitudes and action.

These are identified by the IBO in this way:

- **Knowledge:** Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding
- **Concepts:** Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding

- **Skills:** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or trans-disciplinary in nature
- **Attitudes:** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people
- **Action:** Demonstrations of deeper learning in responsible behavior through responsible action; a manifestation in practice of the other essential elements

Knowledge: what do we want students to know about?

The PYP curriculum model includes an outline of a coherent, flexible and interpretive written curriculum that frames a body of knowledge which supports the IBO, its mission statement and its learner profile. The importance of the traditional subject areas is acknowledged: language; mathematics; social studies; science; personal, social and physical education; and the arts; and indeed these are specified as components of the PYP curriculum model. The overall expectations for each subject, within each age range, are specified in a scope and sequence document designed by the Fairview PYP team of teachers. These curriculum documents are used to ensure a vigorous and content rich programme of inquiry.

Concepts: What do we want students to understand?

In the PYP there is a commitment to a **concept-driven curriculum** as a means of supporting inquiry learning. In the classroom, teachers will plan for learning experiences that will encourage students to engage in purposeful, instructional and authentic inquiry. The 8 concepts that the IBO have identified are:

- **Form** *What is it like?* (For example: year 1 student asked “*What is a rock?*”)
- **Function** *How does it work?* (For example: year 3 student inquired into the water cycle and asked “*How does the water cycle work?*”)
- **Causation** *Why is it like it is?* (For example: Year 5 has been inquiring into migration)
- **Change** *How is it changing?* (For example: year2 is inquiring into different life cycles)
- **Connection** *How is it connected to other things?* (For example: year 4 inquired into Migration and discovered how there were connections to the organization of society today)

- **Perspective** *What are the points of view?* (For example: year 3 have inquired into the different celebrations in various cultures)
- **Responsibility** *What is our responsibility?* (For example: year 1 have inquired into rights, rules and responsibilities)
- **Reflection** *How do we know?* (For example: year 3 inquired into the question - *How can we make sure we do not waste water?*)

Each of these key concepts is visited over each year and in many different ways. Students will have different interpretations and applications as they develop and deepen their understanding, within the context of the units of inquiry, and across each subject area.

Skills: What do we want students to be able to do?

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action.

So, what skills in particular do students need to develop in order to become life long learners? Students need to master a whole range of skills beyond those normally referred to as basic. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school. They include - social skills, communication skills, thinking skills, research skills and self-management skills.

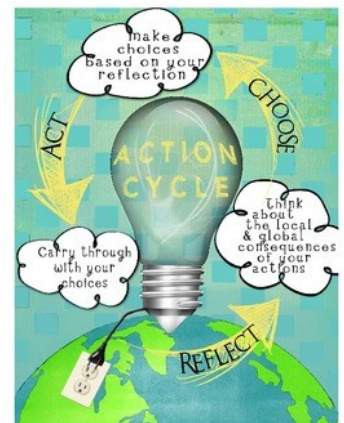
- ◆ **Thinking skills:** Acquisition of knowledge; Comprehension; Application; Analysis; Synthesis; Evaluation; Dialectic thought; Metacognition
- ◆ **Social Skills:** Accepting responsibility; Respecting others; Cooperating; Resolving conflict; Group decision making; Adopting a variety of roles
- ◆ **Communication Skills:** Listening; Speaking; Reading; Writing; Viewing; Presenting; Non-verbal communication
- ◆ **Self-management Skills:** Gross motor skills; Fine motor skills; Spatial awareness; Organisation; Time management; Safety; Healthy lifestyle; Codes of behavior; Informed choices
- ◆ **Research Skills:** Formulating Questions; Observing; Planning; Collecting data; Recording data; Organization data; Interpreting data; Presenting research findings

Attitudes: What do we want the students to feel value and demonstrate?

“While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also a focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group.”

Action: how do we want students to act?

In PYP, the knowledge and skills acquired through inquiry are reflected upon and students will then decide what they will do with their learning. It is expected that a successful inquiry will lead to responsible student action initiated by the student in order to make a difference in the world. However, due to the complexities of issues in the world today, at times, students may choose not to act and inaction may sometimes be the most legitimate best choice.



Making the PYP Happen: A curriculum framework for international primary education, International Baccalaureate Organization, January 2007.

4B. Assessment Overview

Assessment Philosophy

Assessment in Fairview is the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process.

Fairview International School is committed to the IB PYP standards and practices and ensuring the assessment policy is understood, implemented, and supported by all staff members. Parents will be informed about the policy through PYP forums, newsletter, parent-teacher meeting, and student-led conference.

Principles of Assessment

Fairview International School recognizes that assessment is an ongoing, multifaceted process that supports and enhances a student's learning.

We are guided by the following principles:

- * Design authentic assessments which reflect awareness of various learning styles, cultural, linguistic, and racial differences
- * Utilize a variety of methods to assess a wide range of knowledge, concepts, skills, and attitudes applicable to real-world ventures
- * Develop formative and summative assessments to monitor the progress of student learning and achievement
- * Provide constructive feedback for students and teachers to revise or advance performance, learning, and teaching
- * Provide opportunities for students to have the full spectrum of Bloom's taxonomy assessed to enable students to show growth and demonstrate the extent of their retention, understanding, ability and skills development
- * Keep an accurate record of any assessment taken by the students and make the records accessible for them

Purpose of Assessment

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation strategies must be varied in nature and allow students to demonstrate the full range of their learning. The assessment of curriculum expectations is separated from the assessment of learning skills and responsibility. Assessment and evaluation is fair to all students. Students need to be involved in the developing and clarifying the criteria for success, regarding process, product and performance.

Assessment is an essential part of the instructional cycle. It gives further explanation, provides information about student learning and development, to find out where children are, to better plan teaching, to involve the children to their own evaluation and to find out how much have the students understood of what has been taught, reflection and collaboration. There should be feedback in each of the transdisciplinary themes.

Assessment in the classroom will include:

- ✓ Assessing prior knowledge and experience
- ✓ Differentiating instruction to meet individual needs

- ✓ Engaging learners in reflection to determine strengths and weaknesses and to set goals
- ✓ Building a profile of children's understanding
- ✓ Using technology to provide equitable experiences in learning and assessment
- ✓ Providing appropriate and honest information about the student's development in all aspects of the program, as well as their levels of attainment
- ✓ Statistics relating to benchmarks and/or rubrics or test scores

At Fairview, we assess for the following 3 main reasons:

- ✓ To promote learning (reflecting, setting targets, useful feedback)
- ✓ To provide information about the student for parents, teachers, students, local and national authorities
- ✓ To contribute to curriculum development and to provide opportunities for teachers and to reflect on whether the work is providing opportunities for all students to succeed.

How do we assess?

We assess students' acquisition of knowledge, understanding of key concepts, application of targeted skills, development of attitudes and the students' decision to take action.

TYPES OF ASSESSMENT

Diagnostic assessment

- ⇒ allows the teacher and student to unlock background knowledge and activate prior knowledge; to diagnose strengths and weaknesses of their learning. It is critical to recognize prior knowledge so students can engage in questioning and thinking in order to construct new knowledge appropriate to their level. Learning is facilitated when students are put in learning situations which actively encourage them to engage with or reflect about their prior knowledge.

Formative assessment

- ⇒ provides information that is used in order to plan the next stage in learning. It provides teachers and students with information about how the learning is developing. It aims to promote learning by giving regular and frequent feedback. Formative assessment supports both student and teacher learning.

Self and peer assessment

- ⇒ enables students to reflect on their entire learning process, promotes critical thinking and allows them to become self-directed learners.

Summative assessment

- ⇒ occur at the end of a unit of inquiry, or of a teaching and learning unit for a distinct discipline which falls beyond the program of inquiry. These assessments are used for the purpose of evaluation or making a judgment and may involve performance tasks, culminating projects, tests or portfolios of work. Summative assessment in the PYP involves students in demonstrating their understanding of the central idea of the inquiry unit as well as all essential elements of the program.

4C. Reporting

The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment is carried out entirely by all PYP teachers; the IB provides overall expectations for each subject area but does not provide external moderation or examinations. The prime objective of assessment in the PYP is to provide feedback on the learning process.

Effective reporting should:

- ✓ involve parents, students, and teachers as partners
- ✓ reflect what the school community values
- ✓ be comprehensive, honest, fair, and credible
- ✓ be clear and understandable to all parties
- ✓ allow teachers to incorporate what they learn during the reporting process into their
- ✓ future teaching and assessment practice

In Fairview, periodically throughout the year, the parents will receive written reports that inform them of the outcome of assessments.

Together with this achievement reports, we will have a three-way conference in which parents, students and teachers discuss progress and work together as equal partners to set targets. Achievement reports and the three-way conference should include a self-evaluation opportunity, with progress against the learner profile attributes, PYP attitudes and trans-disciplinary skills to be included here.



Taken during one of the Celebration of learning events of our school wherein students conducted a "student-led conference".

Conferences

Parents, students, and teachers are all valued partners in the reporting process (three-way conference / student-led conference) and in sharing the responsibility both for learning and for accounting student progress. Pathways for communication need to be open and reciprocal. A three-way conference is an opportunity for students, teachers, and parents to discuss the student's strengths, areas to be improved, and to set goals for the students; whereas a student-led conference is an avenue created for students to share pre-selected work from any subject with their parents using various media sources (e.g. video, display work, models, presentation, performances, portfolio).



PRIMARY YEARS PROGRAMME
ACHIEVEMENT REPORT

Academic Year 20XX / 20XX
Semester XX

Name of Student
Grade XX

Attendance: XX / XX

Achievement Reports are prepared twice a year. It contains a detailed report on the child's performance during the semester.

PYP Coordinator
Name of PYPC



Interim Report - Quarter XX: 20xx/20xx

State	Acad. Year
Class	Quarter
Homeowner/Teacher	Attendance

Success Criteria	
4- Exceeding Expectations	The student responds to the stated learning outcomes in the subject areas
3- Meeting Expectations	The student meets the stated learning outcomes in the subject areas
2- Working Towards Expectations	The student is making progress towards the stated learning outcomes in the subject areas
1- Need Support	The student needs support to meet the stated learning outcomes in the subject areas
NA- Not Applicable	Evaluation of this subject area is not applicable for this student in this area

LEARNING AREA	ACHIEVEMENT LEVEL
Test of English 5: Reading/Listening/ Writing Grammar/Idioms Understanding content Understanding language structure Applied Functional Skills Applied Research Skills	Exceeding
Mathematics Process 1 Process 2	Met
Language Listening and Speaking Reading and Writing Grammar Vocabulary	Exceeding
Visual Arts Exploring Creating	Met
Performing Arts Exploring Creating	Met
Physical Education Active Living Attitudes Inquiries Concepts	X

Homeowner/Teacher's Comments: _____

Homeowner/Teacher's Signature: _____ PYP Coordinator's Signature: _____

Interim Reports are prepared twice a year. They are usually given at the end of the first and third quarter.

Written Reports

IB Learner Profile and Approaches to Learning Reflections are completed by students from Grade 3 to 6. Approaches to Learning, IB Learner Profile, and Attitudes are reflected in the comments that teachers write on each Interim and Achievement report. There is also a column for parents to include their reflection or remarks over the quarter.

Portfolio

The IB promotes use of a portfolio and defines it as a record of students' involvement in learning which demonstrates assessment strategies and reflection as well as success, growth and creativity. It enables



PYP Parents viewing their children's portfolio and work during celebration of learning.

students to reflect with teachers, parents and peers in order to identify their strength and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Wall Display/Videos

Displaying children's work lets them know you value it and them. Documenting the process of student work benefits children, engages parents, and guides teachers. The school displays students' work in many ways. Some teachers videotape their students at work, capturing their comments about what they are doing. Others take digital photos and scan the students' work, then post it on the Internet for file sharing. The most common way of displaying the students' work, however, is the old-fashioned way on a classroom bulletin board.



A PYP classroom is always full of students' work posted on walls and hung around the classroom.

4D. Cambridge Assessments

It is compulsory for Fairview students to take the following international examinations in the 4th Quarter which will act as international benchmarks:

- ⇒ Cambridge Primary Checkpoint for English, Mathematics and Science (Grade 6)
- ⇒ Cambridge Secondary Checkpoint for English, Mathematics and Science (Grade 9)
- ⇒ Cambridge IGCSE (Grade 11 students who have registered for subjects in the previous academic year; Grade 10 students are advised to wait for further instructions pending Semester 1 results)

4E. Enrichment Programme

English Language Support

Fairview International School offers English Language support to students who are not native English speakers and who could benefit from having their level of competence in English upgraded in order to allow them to enjoy and actively participate in the life of Fairview's educational community, where English prevails being the main language of instruction.

Our goal is to support the students in their lessons and help them to fully respond to the tasks and expectations of the homeroom. At the same time we are augmenting and perfecting their knowledge of English in general making a solid base for their later independent development.

Students availing the English support programme are asked to learn our two main languages: English and Mandarin. During Malay language time and after school hours, they are given additional English lessons.

Remedial Classes

Remedial classes are normally conducted after school from 1.50 p.m. to 3.10 p.m. They sometimes extends all the way to 4.20 p.m. These classes are arranged by the school in the hope of further supporting students who are academically challenged in other academic subject areas. These classes are compulsory for those students who are sitting for external examinations. For more details, kindly please contact your child's homeroom teacher.

4F. Excursion

Introduction

Field trips/ Excursions form an integral part of the learning process for children bringing them out of the classrooms to relate classroom learning to real life. It usually involves leaving the school premises to venues sourced out by teachers as relevant to the units of inquiry.

Aims and Objectives

All trips should be in compliance with the school mission, curriculum and pastoral programme, whereby the staff is aware of what they expect the students to gain from the field trip. As it involves school hours, it is imperative that the learning objectives are clearly specified and broadcast to parents. Most of the trips are intended to broaden the learning, social, and intercultural experience of the students.

Homeroom teachers/trip leaders are responsible in organizing the trip from the planning stage to the end according to the school's regulations and requirements.

4F. Homework Policy

Purpose:

Homework contributes towards building responsibility, self-discipline and lifelong learning habits. It is the intention of Fairview International School teachers to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

Homework should provide students with the opportunity to apply information they have learned, organise themselves before lessons and develop independence.

Homework assignments include:

- ✓ **Practice** exercises to follow classroom instruction
- ✓ e.g. *Mathematical or grammatical workbook exercises*
- ✓ **Preview** assignments to prepare for subsequent lessons
- ✓ e.g. *Research regarding relevant topics for the unit of inquiry or a spelling list*
- ✓ **Creative** activities to integrate many skills toward the production of a response or product
- ✓ e.g. *a holiday poster/booklet project related to the unit of inquiry*

Homework assignments do not include:

- * **assessments.** All assessments are conducted within school time
- * **incomplete class-work.** All class-work and homework is planned and achievable within school time and out of school time respectively.



Excursions are good opportunities for our students to expand their learning and be in contact with our local community.



Time

Actual time required to complete assignments will vary based on differing study habits and academic ability. If your child is spending an inordinate amount of time completing homework, you should contact your child’s homeroom teacher. Students are encouraged to pursue non-assigned, independent, leisure reading and research.

Late homework

Students are expected to turn homework in on time. Students who fail to turn in assignments on time will follow the discipline procedure as stated below:

- ◆ On the first occasion a note in planner will be written by the respective teacher and a students’ statement form is completed by the student.
- ◆ On the second occasion a note in planner will be written by the respective teacher and a students’ statement form is completed by the student.
- ◆ On the third occasion a blue concern letter will be given to the student. This warrants a discipline breach and school management will be notified. The homeroom teacher will then call the parents to inform them of the blue concern letter. The student is required to attain a parental acknowledgement of the blue concern letter and return it the next day.
- ◆ Further failure to complete homework will indicate a serious breach of discipline. Additional blue concern letters will be given, an interview with school management arranged and a homework contract agreed. Failure to follow the homework contract will be taken gravely and may be followed by school suspension.

Students who miss homework because of an absence will receive the opportunity to make up missed work. Students will negotiate with their respective teachers to arrange an appropriate submission date. It is the student’s responsibility to obtain work missed due to illness or absence.

Responsibilities of Staff:

- ✓ Assign relevant, challenging and meaningful homework that reinforces classroom learning
- ✓ Give clear instructions and make sure students understand the purpose of the homework
- ✓ Give feedback and / or correct homework
- ✓ Set homework according to the student’s homework schedule
- ✓ Clearly communicate with parents about their child’s homework progress
- ✓ Teachers are encouraged to set homework deadlines as “due tomorrow” where possible.

Responsibilities of Parents:

- ✓ Set a regular, uninterrupted study time each day
- ✓ Establish a quiet, well-lit study area
- ✓ Monitor student’s organization and daily list of assignments in their agenda

- ✓ Be supportive when the student gets frustrated with difficult assignments
- ✓ Contact teachers to stay well informed about the student’s learning process

Responsibilities of Students:

- ✓ Write down homework assignments fully in the Fairview school planner.
- ✓ Be sure all assignments are clear; don’t be afraid to ask questions if necessary
- ✓ Set aside a regular time for studying
- ✓ Find a quiet, well-lit study area
- ✓ Work on homework independently whenever possible, so that it reflects student ability.
- ✓ Produce quality work.
- ✓ Make sure assignments are done according to the given instructions and ensure that it is
- ✓ completed on time.

Recommended homework duration per day:

Grade	Total duration
Creche/Reception	10 minutes
Grade 1 and 2	30 minutes
Grade 3 and 4	40 minutes
Grade 5	60 minutes
Grade 6	90 minutes

Homework Schedule

Students will be given a homework schedule which supports their academic subjects. It is the responsibility of the homeroom teacher to develop and maintain this schedule, including relevant timetable updates. It is the student’s responsibility to maintain a copy of their homework schedule in their Fairview school planner.

Homework Request:

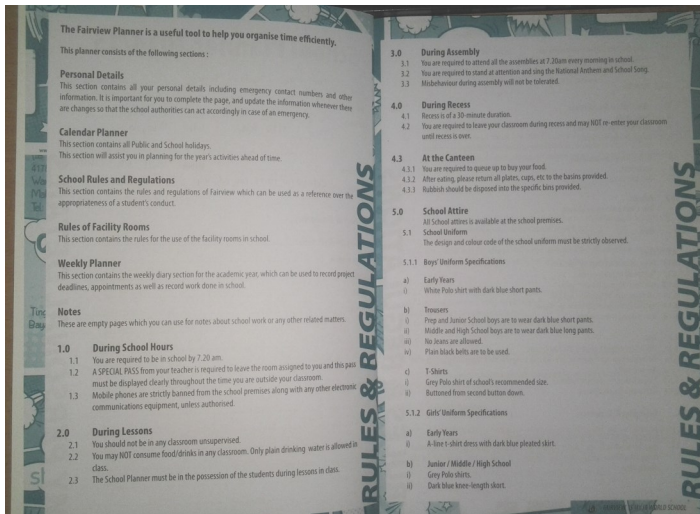
In the event of absence, you may call the office to request for homework. Please contact the school office before noon if you are planning to pick up the work after school on the same day. You may also request for the same to be received upon return of the child to school.



5. Student Discipline

5A. School Rules and Regulations

Our school rules and regulations are detailed in our school planner. Kindly please refer to pages 2 to 7 of your child's school planner.



Relevant pages in the school planner detailing the Rules and Regulations of the School.

- ✓ Be responsible and care for all books, materials, equipment and school property
- ✓ Follow rules and regulations of the school
- ✓ Look at and listen to the teacher when he/she is speaking
- ✓ Raise their hand to speak and wait for their turn
- ✓ Listen to and respond to anyone who is speaking in a respectful manner
- ✓ Walk quietly and respectfully in the school hallways
- ✓ Keep their hands, feet and objects to themselves
- ✓ Always use words and actions kindly. Know and understand that fighting, name calling, cursing and starting arguments are not acceptable behaviours
- ✓ Use words and actions to help make Fairview a place to be proud of.

Positive Recognition

The school views positive recognition as a powerful tool for encouraging and affirming responsible behaviour and raising student self-esteem. The positive recognition that students receive on a regular basis include, but are not limited to: praise, positive notes to students, positive calls or notes sent home to parents, first in line, select your own seat, student of the week and the like.

Each time a teacher recognizes a child exhibiting a learner profile trait or attribute, he / she is given an appreciation letter (green letter). Green letters are also given to students who have shown exemplary behaviour in class.

Consequences

Although the emphasis of our discipline procedures is on preventing problems by helping students to develop responsible behaviour and make respectful choices, consequences result when students choose not to follow rules and expectations. The levels of consequences are flexible depending on the stage, frequency and severity of the infraction. Chronically misbehaving students and/ or students acting in ways that are unsafe to self or others may go directly to consequences outlined in Stages 5 to 8.

Stage 1- Warning/ Verbal reminder

Stage 2- Time away from group (done within the classroom, at time-out corner or time-out chair)

5B. Disciplinary Procedures

In alignment with the PYP/ IB philosophy, the school's discipline procedures is an approach to managing the classroom that promotes respect for self and others. The emphasis is on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions.

Our discipline plan affords every student the guidance in making good decisions about his or her behaviour and, as such, an opportunity to learn in a positive, nurturing classroom environment. Our plan states the expectations and positive recognition of appropriate behaviour, as well as, interventions and consequences for inappropriate behaviour.

Expectations

As members of the Fairview community, students are expected to:

- ✓ Use words and actions to demonstrate respect for self and others
- ✓ Be on time and prepared for school each day with books, supplies, homework and assignments

Stage 3- Reflective statement entry and first concern letter completed by student and teacher, discussion with teacher/ staff member, signature of parent required

Stage 4- Reflective statement entry and second concern letter completed by student and teacher, discussion with teacher/ staff member, signature of parent required

Stage 5- Reflective statement entry and third concern letter completed by student and teacher, referred to PYPC and PYPAC; first warning letter, conference with parents

Stage 6- Reflective statement entry and fourth concern letter completed by student and teacher, referred to PYPC and PYPAC; second warning letter, conference with parents

Stage 7- Reflective statement entry and fifth concern letter completed by student and teacher, referred to head of school; third warning letter and suspension letter conference with parents

Stage 8- Reflective statement entry and sixth concern letter completed by student and teacher, referred to head of school; expulsion letter, conference with parents

6. Student Services

6A. Co-Curricular Activities

Co-curricular activities (CCAs) are an integral part of our students' holistic education. Through CCA, students discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world. CCA also promotes friendships among students from diverse backgrounds as they learn, play and grow together. Participation in CCA fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school, community and the world.

Every PYP student from Grade 3 to 6 takes part in one CCA taken once a week. For this academic year, here are the selection of CCA activities that PYP students can choose from:

- ◆ Swimming
- ◆ Badminton
- ◆ Culinary
- ◆ Arts and Crafts
- ◆ Speech and Drama
- ◆ Dance Troupe
- ◆ Rhythm Band
- ◆ PYP Student Council

Each CCA is being moderated by one Fair-view teacher and may sometimes have a coach. CCA takes place after school every Wednesday.

6B. Guidance and Counseling Programmes

Guidance and counselling services are available in school as needed. Please speak to your homeroom teacher if you would like to schedule a meeting with the school guidance officer. In addition, it can occur that a meeting with the guidance officer is initiated from within the school.



Some photos of the previous year's Co-curricular Activities in school.

*(Left) Swimming lessons conducted by a qualified instructor.
(Below-Left) Pre-twinkle violin lessons of students aged 3 to 7.
(Below-Right) Arts and Craft club moderated by a teacher.*



Ever Onward

Ever Onward, Ever Onward.
We will move towards our goal,
Always loyal, always steady
Marching forward as one fold.

Chorus:

Fairview, Oh Fairview
Where our future's laid,
We will strive with all our might,
To make our Fairview great,

Through our motto "Ever Onward"

All the virtues we will gain,
Never failing in our courage,
Keeping up the Fairview name

Chorus:

Fairview, Oh Fairview
Where our future's laid,
We will strive with all our might,
To make our Fairview great.

We have moved to our new campus. Visit us at:

Fairview International School (Johor Bahru Campus)

Lot PTD 168450
Jalan Dato' Onn Utama
Bandar Dato' Onn, Mukim Tebrau
Daerah Johor Bahru, 81100

Phone: (60) 7 -364 3378
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