Hanoi International School

HIS SECONDARY PARENT HANDBOOK

2026 – 2027

Table of Contents

Contact Information 3

A Message from the Secondary Principal 4

HIS Guiding statements

Mission and Vision 5

Values 6

High Quality Learning and Teaching 7

The International Baccalaureate (IB) Learner Profile 8

Global Citizenship and Intercultural learning 9

Section 1: The Secondary School Overview

1.1 Curriculum Overview 10

1.2 Formal Reports 11

1.3 Secondary Staff 12

Section 2: Programmes and Services

2.1 The Secondary School Curriculum 17

2.2 HIS Diploma 19

2.3 Student Support 22

2.4 Careers and University Guidance 24

2.5 Internal and External Examinations 25

2.6 Student Awards 25

2.7 Student Health 27

2.8 Physical and Health Education (PHE) 27

2.9 House System 28

2.10 Co-Curricular Programme 28

2.11 Field Trips and Camps 29

2.12 MRISA and HAC 30

2.13 Homework and School Commitments 30

2.14 Library 31

2.15 Cafeteria 31
2.16 Transportation 32
2.17 Emergency Procedures 32
Section 3: Expectations for Students
3.1 The School Day 33
3.2 The School Year 33
3.3 Attendance 33
3.4 Students Leaving Campus 34
3.5 Lateness 34
3.6 Dress Code 34
3.7 School Equipment 35
3.8 Use of Devices 36
3.9 Student Behaviour 38
3.10 Academic Integrity 42
3.11 Drugs and Alcohol 46
3.12 Chewing Gum 47
3.13 Ordering Food from Outside 47
3.14 Student Organised Events 47
3.15 Security, Lockers and Lost Property 47
3.16 Motorbike Safety 48
Section 4: Parent-School Partnerships
4.1 Parent-School Communication 49
4.2 Changes of Personal Circumstance 50
4.3 Matters of General Concern 50
4.4 Complaints Procedure for Parents 50
4.5 Parent Teacher Association (PTA) 51
4.6 Entering and Exiting Campus 51

Contact Information



Bradley Ringrose
Head of School
bringrose@hisvietnam.com



Clare Gibbings
Secondary Principal
cgibbings@hisvietnam.com



Michael Kent
Assistant Principal
IB Diploma Programme Coordinator
mkent@hisvietnam.com



John Robertson

Assistant Principal
IB Middle Years Programme Coordinator
jrobertson@hisvietnam.com

HANOI INTERNATIONAL SCHOOL

48 Lieu Giai St., Giang Vo Ward, Hanoi, Vietnam
(84 24) 3832 8140 - 3832 7379
(84 24) 37624184
www.hisvietnam.com
mainoffice@his vietnam.com

A message from the Secondary Principal

Dear Families,



Welcome to the Secondary Division of Hanoi International School (HIS). This is a landmark year for our community as we celebrate HIS' 30th Anniversary. We remain honoured to partner with you in your child's education and to continue providing excellence, inclusivity and the unique HIS community spirit as our students advance through their education.

This year, we have a number of exciting developments in the Secondary school. We are welcoming staff into some new positions, including that of a dedicated Whole School Librarian and an exclusive MYP and DP Music Teacher. We know these new roles at our school will open up opportunities for our students. In sports, we are looking forward to a great MRISA year, with maximum participation. At the end of October, we will be hosting the MRISA Senior Volleyball Tournament in partnership with UNIS Hanoi, and we are delighted to prepare our teams for international tournaments in Thailand, Cambodia and Laos.

Of course, we are proud to continue to offer a learning environment that is academically rigorous and continues our tradition of excellence. Following our reaccreditation visits from the IB and CIS last year, we will build on the positive feedback and high ratings we received. As was recognised in the reports, our intentionally small size means we know our students well, allowing us to support, challenge and celebrate them as individuals. We believe every learner should feel a sense of belonging and be equipped to thrive not only in school but in the challenges and opportunities that face them in the world beyond.

This handbook provides key information about how we operate in the Secondary School. In particular, you will notice updates in the sections regarding camps, dress code and some changes in wording within our behaviour policy. Should you have any further questions, we encourage you to reach out; school leadership, your child's homeroom teacher and subject teachers are always happy to help.

We know that education works best when it is a partnership between school and home. We are grateful for the trust you have already placed in HIS by choosing our community for your child. Throughout the year, there will be many opportunities for you to get involved. I would like to draw your attention to our Open House which is an important early event for our families. This year, it will take place on the 27th of August.

We are looking forward to a wonderful year ahead.

Warm regards,

Clare Gibbings

Clare Gibbings
Secondary Principal

HIS Vision, Mission and Values

HIS guiding statements define the core purpose and principles that shape our school community, driving our commitment to excellence in learning, teaching and fostering globally minded, responsible citizens.

Vision and Mission Statement

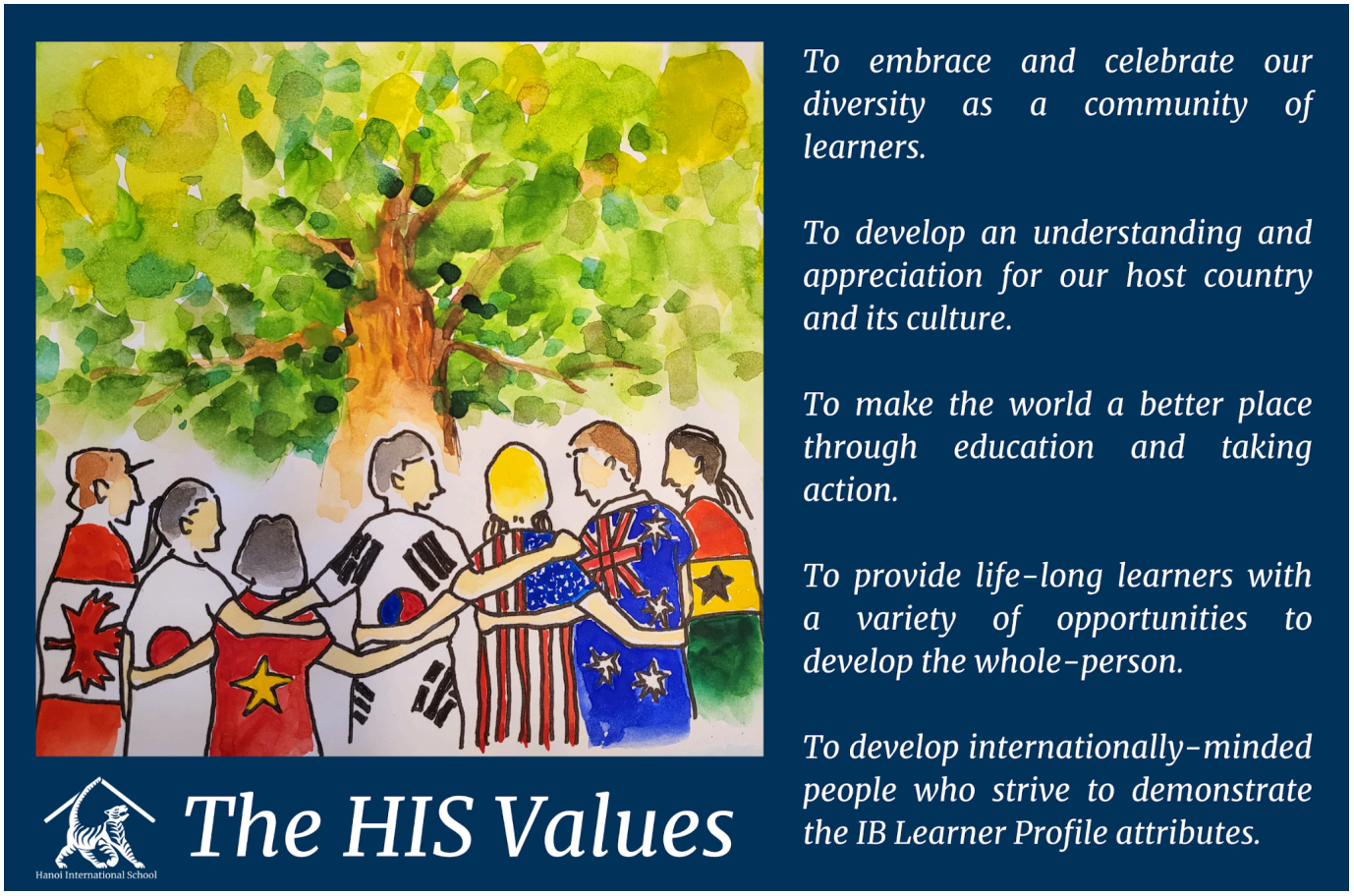


The HIS mission statement aligns with the mission statement of the International Baccalaureate Organisation, which is:

The IBO 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 governments and international organisations to develop challenging programmes and 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. (IBO, 2025)

HIS Values

The core values of Hanoi International School provide a shared foundation that guides our actions, shapes our community, and supports the development of respectful, responsible, and compassionate global citizens.



High Quality Learning and Teaching (HQLT)

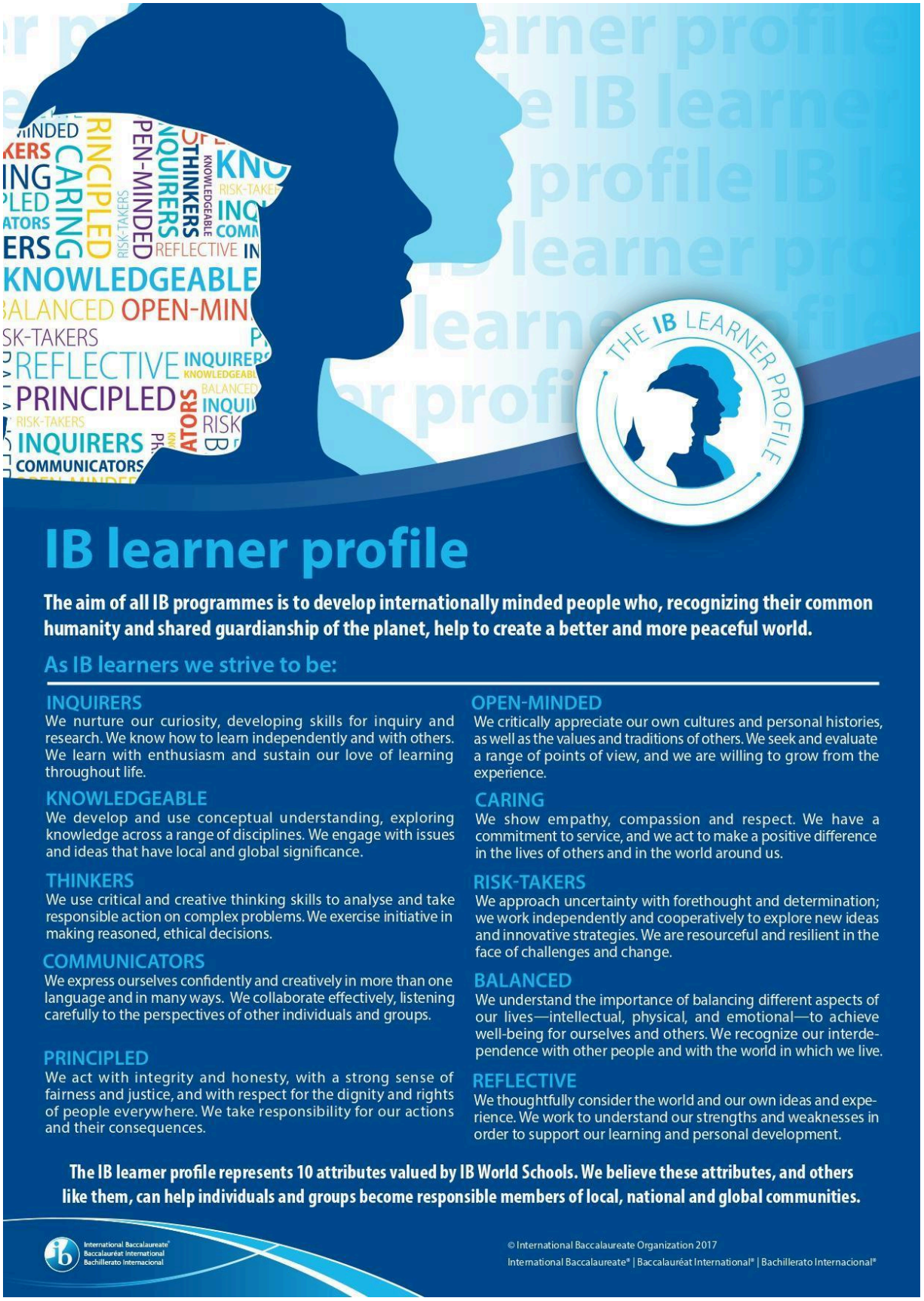
A High Quality Learning and Teaching statement defines the essential elements of effective learning and instruction within a school. It outlines what successful learning looks like and describes how educators aim to create an engaging, supportive, and challenging environment that fosters student growth.

At Hanoi International School, this statement reflects the aspirations and practices of our educators.



The International Baccalaureate Learner Profile

The aim of all International Baccalaureate (IB) programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



Global Citizenship and Intercultural Learning

Global citizenship and intercultural learning are integral parts of education that prepare students to engage thoughtfully and respectfully in a diverse, interconnected world. These concepts foster awareness, empathy, and skills necessary for navigating cultural differences and addressing global challenges collaboratively.

This statement reflects the beliefs and aspirations of global citizenship and intercultural learning at Hanoi International School.



Section 1: The Secondary School Overview

1.1 Curriculum Overview

The Secondary School at HIS provides a learning environment that balances academic rigour with care, curiosity and a strong sense of community. Our curriculum emphasises inquiry, reflection and the development of lifelong learning skills. Students are encouraged to be courageous and critical thinkers, active participants in their learning and engaged members of both the school and wider world.

From Grades 6 to 10, students follow the International Baccalaureate (IB) Middle Years Programme (MYP). In Grades 11 and 12, they progress into the IB Diploma Programme (DP).

At the end of Grade 12, all students who successfully meet programme requirements are awarded the HIS High School Diploma, a qualification recognised by universities around the world. In addition, the vast majority of our students pursue the full IB Diploma. Recognised internationally as one of the most rigorous and respected pre-university qualifications, the IB Diploma prepares students not only for academic success but for life beyond school. Global studies confirm that IB graduates are more likely to gain access to leading universities and to outperform many of their peers once enrolled- both in academic achievement and in broader skills such as critical thinking, self-management and global-mindedness (International Baccalaureate Organisation).

Our intentionally small class sizes allow teachers to know students well and provide individualised guidance and feedback. Learning is tailored to meet a range of needs, and students are encouraged to seek out further support or enrichment beyond class time. A culture of open communication between students and teachers is an important feature of life at HIS.

The language of instruction at HIS is English. To access the curriculum successfully, students must have a minimum level of English proficiency. While we occasionally accept students with emerging English skills, those entering the school from Grade 9 onwards are generally expected to have a high level of fluency. As a school that values multilingualism and cultural diversity, we aim for all students to develop fluency in at least two languages. We also place particular emphasis on valuing the culture of our host country, Vietnam.

Hanoi International School (HIS) is a WIDA School. WIDA is an educational organisation that provides standards, assessments, and resources to support English language learners (ELLs). Its goal is to help schools and educators promote language development and academic success for multilingual students. Being a WIDA school means that the school follows the WIDA framework to support students who are studying English Language Acquisition. It involves using research-based language development standards, assessments and teaching strategies to help multilingual learners build their English skills while accessing the full curriculum. WIDA schools promote equity, collaboration among all teachers and a focus on language as a key part of learning, ensuring every student receives the support they need to succeed academically and socially.

Language and Literature courses are available for native and near-native speakers of English, Vietnamese, Korean and Japanese. French and English Language Acquisition classes are offered for students who are new to the language or still developing foundational skills. Where families wish to support the development of other languages through a tutor, we will do our best to accommodate this within the school day.

Our central location in Hanoi provides rich opportunities for authentic learning beyond the classroom. Each year, students take part in a Secondary School Camps Week- an integral part of our curriculum- alongside field trips that explore the history, geography and culture of Vietnam.

1.2 Formal Reports

Diploma Programme students receive quarterly reports in October and April, and semester reports in December and June. For Grade 12 students, the final report is issued in April, with no report in June.

Semester Reports, issued for Grades 6-10, contain grades from subject teachers, and a homeroom teacher comment. These are official records of student performance, and these grades are included in student transcripts.

For students in Grades 9-12, semester grades contribute to the award of the HIS Diploma and are influential for university applications. DP Semester reports are final whereas MYP Reports are progress reports until the end of the year.

Students who have not returned school materials such as MRISA uniforms or library books will not be issued reports until they have done so. Parents have one week after reports have been issued for any concerns to be raised. After this time no changes or additions to reports can be made.

In addition to our regular reporting and communications, we strongly encourage parents to communicate with their child's homeroom or subject teachers at any time regarding any issue they might have. Often the best way to initiate this communication is via email, though it is also possible to arrange a meeting with teachers via the Main Office.

Please see Section 4 of this handbook for a more detailed breakdown of Parent-School Communication.

Assessment Grades

Middle Years Programme (MYP)
In each MYP subject, students are assessed on 4 criteria (A, B, C and D). Each criterion grade is out of 8. Grades for individual assessments are posted on ManageBac.

In the Semester Reports, individual criterion grades are visible and they are also added together to create a mark out of 32. The mark out of 32 is then transferred to a final grade for each subject, out of 7.

Diploma Programme (DP)
Achievement results in the DP (Grade 11-12) are reported using the IB's 1-7 scale, with 7 being the maximum. Grades for individual assessments are posted on ManageBac.

DP students may consider their overall points total, which is worked out by adding the achievement levels from each subject together. When they get their final DP results, they are also eligible for 3 bonus points for Creativity, Action and Service, the Extended Essay and Theory of Knowledge. These core requirements must be passed in order for students to earn a full IB Diploma.

Academic Monitoring

Student academic progress is closely monitored by the MYP (Grades 6–10) and DP (Grades 11–12) Coordinators in collaboration with the Secondary Principal. For students in Grades 9-12, progress towards the HIS Diploma is carefully considered. When concerns arise, the relevant Coordinator will contact both students and parents and arrange meetings as needed to provide support and agree on next steps.

1.3 Secondary Staff

Administrative leadership structure

The Head of School serves as the senior administrator, overseeing the overall organisation, strategic planning and development of Hanoi International School to ensure a high-quality educational experience for all students. Reporting to the Head of School, the Principals of Elementary and Secondary divisions manage the day-to-day operations of their respective sections, including leadership of staff and implementation of school policies. These divisional principals are also responsible for managing student welfare and discipline, coordinating duty calendars and arranging supply teachers when needed. Supporting them, the Assistant Principals of Elementary and Secondary focus on enhancing teaching and learning by leading curriculum development and ensuring effective instructional practices throughout the school.

Staffing

All Secondary staff members at HIS are fully qualified and bring extensive international teaching experience, ensuring a high standard of education. Our international teachers come from a diverse range of cultural backgrounds, including Australia, Indonesia, Philippines, Italy, Canada, India, Korea, Japan, Malaysia, the United States of America and the United Kingdom, enriching the learning environment with varied perspectives.

Additionally, we have experienced local Vietnamese staff, many of whom have been with the school for many years, providing valuable insight and continuity. They are enthusiastic, highly motivated and deeply committed to the principles of international education, fostering a supportive and inclusive learning environment.

The school maintains an excellent 5:1 student-to-teacher ratio, which allows teachers to provide personalised attention, tailor instruction to individual student needs and build strong, meaningful relationships with each learner to support their academic and personal growth.

Secondary Teachers

Teacher	Teaching Subjects	Responsibilities
Clare Gibbings cgibbings@hisvietnam.com		**Secondary Principal**
Mike Kent mkent@hisvietnam.com	DP Psychology; DP Global Politics	**Assistant Principal & Diploma Programme (DP) Coordinator**
John Robertson jrobertson@hisvietnam.com	MYP English Language Acquisition; MYP Design; Personal Project	**Assistant Principal & Middle Years Programme (MYP) Coordinator**
Alberto Garcia agarcia@hisvietnam.com	MYP Physical and Health Education	**Athletics Director**
Ari Trisnadi atrisnadi@hisvietnam.com	MYP English Language and Literature	**University Guidance Counsellor**
Peter Jacobson pjacobson@hisvietnam.com		**Whole School Librarian**
Fabiola Shaw fshaw@hisvietnam.com		**Whole School Social Emotional Counsellor**
Sabrina Hartmann shartmann@hisvietnam.com	DP Advisory; Grade 6 Transitions	**Whole School Learning Support Facilitator**
Gary Towers gtowers@hisvietnam.com	MYP Physical and Health Education	**Head of Physical Health and Education Department**

Azusa Sawada asawada@hisvietnam.com	MYP and DP Japanese Language and Literature; MYP Social Emotional Learning	**High School Community & Well-being Coordinator**
Jacob Evans jevans@hisvietnam.com	MYP and DP Visual Arts;	**Creativity, Action and Service (CAS) Coordinator**
Leigh Pritchard lpritchard@hisvietnam.com	*PYP Arts Atelier Teacher*	**Middle School Community & Well-being Coordinator**
Sally Monteith smontheith@hisvietnam.com	MYP and DP Music	**Head of Arts Department**
Michael Clifford mclifford@hsvietnam.com	MYP Design and DP Design Technology	
Leigh Redemer lredemer@hisvietnam.com	MYP and DP English Language and Literature	**Head of Language and Literature Department**
Allison Jacobson ajacobson@hisvietnam.com	MYP English Language and Literature; MYP English Language Acquisition	
Hyunsoo An han@hisvietnam.com	MYP and DP Korean Language and Literature	
Youngjoo Ahn yahn1@hisvietnam.com	MYP Korean Language and Literature; MYP Individuals & Societies	
Vũ Thị Thu **Hường** huongvtt@hisvietnam.com	MYP and DP Vietnamese Language and Literature	
Lê Thị **Lan Anh** anhltl@hisvietnam.com	MYP Vietnamese Language and Literature	
Trần Thị Thu **Trang** trangttt@hisvietnam.com	MYP Vietnamese Language and Literature	

Hiromitsu Yoon hyoon@hisvietnam.com	MYP Japanese Language and Literature; MYP English Language Acquisition; DP Theory of Knowledge	
Ruby Minay rminay@hisvietnam.com	MYP & DP English Language Acquisition	
Marie Kent mjkent@hisvietnam.com	MYP & DP French Language Acquisition and DP Theory of Knowledge	
Đỗ Thị Hồng **Hạnh** hanhdth@hisvietnam.com	MYP French Language Acquisition and DP French ab-initio	
Hiranmoy Gupta hgupta@hisvietnam.com	MYP & DP Mathematics	**Head of Mathematics Department**
Adrian Lim alim@hisvietnam.com	MYP & DP Mathematics; MYP Social Emotional Learning	**Service as Action Coordinator; Instructional Mentor**
Alessandro Masi amasi@hisvietnam.com	MYP & DP Mathematics	
Nguyễn Hải **Tuấn** htnguyen@hisvietnam.com	MYP & DP Mathematics	
Chad Taylor cotaylor@hisvietnam.com	MYP Individuals & Societies; DP Environmental Systems & Societies	**Head of Individuals & Societies Department**
Rahul Menon rmenon@hisvietnam.com	MYP Individuals & Societies; DP Economics	
Brandon Bewza bbewza@hisvietnam.com	MYP Individuals & Societies; DP Business Management	**Instructional Mentor**
Alex Morrell amorrell@hisvietnam.com	MYP Sciences; DP Chemistry	**Head of Sciences Department; Instructional Mentor**

Marco Lanzano mlanzano@hisvietnam.com	MYP Sciences; DP Physics	
Rashi Garg rgarg@hisvietnam.com	MYP Sciences; DP Biology	
Phí Thị Thu **Trang** trangptt@hisvietnam.com	MYP Sciences; Lab Technician	

Section 2: Programmes and Services

2.1 The Secondary School Curriculum

The secondary curriculum at HIS is designed to be both academically rigorous and developmentally appropriate, supporting students as they grow intellectually, socially and emotionally. Grounded in the frameworks of the IB Middle Years (MYP) and Diploma Programmes (DP), our curriculum is broad, balanced and internationally focused. It fosters inquiry, conceptual understanding and real-world application, while ensuring students acquire the knowledge and skills they need for success in a global context. As our students come from and move on to destinations around the world, we aim to offer a curriculum that is flexible, coherent and responsive to individual needs.

IB Middle Years Programme (MYP)

The MYP is a challenging, conceptual framework that encourages students to make practical connections between their studies and the real world. This phase of the IB continuum is all about exploring. Through broad studies and wide-ranging experiences, students are supported to discover their passions and work out what they are interested in developing expertise in when they move to the DP. The five-year programme (Grade 6-10) has a strong focus on student inquiry and interdisciplinary learning and helps students become creative, critical, and reflective thinkers.

At HIS, a range of subjects are offered in the MYP:

<table>
<tr><td></td><td colspan="3">Middle Years Programme (MYP)</td></tr>
<tr><td></td><td>Grades 6, 7 and 8</td><td>Grade 9</td><td>Grade 10</td></tr>
<tr><td>English</td><td colspan="3">English Language & Literature
OR
English Language Acquisition</td></tr>
<tr><td>2nd Language Course</td><td colspan="3">One of the following:
Korean Language & Literature (Korean A)
Vietnamese Language & Literature (Vietnamese A)
Japanese Language & Literature (Japanese A)
French Language Acquisition (French B)</td></tr>
<tr><td>Humanities</td><td colspan="3">Individuals and Societies (I&S)</td></tr>
<tr><td>Science</td><td>Integrated Sciences</td><td colspan="2">Integrated Sciences:
Biology, Chemistry and Physics rotation</td></tr>
<tr><td>Mathematics</td><td>Mathematics</td><td colspan="2">Mathematics Standard and Extended</td></tr>
<tr><td>Arts</td><td>Semester Rotation:
Music, Theatre and Visual Arts</td><td colspan="2" rowspan="2">One of the following:
Music, Theatre, Visual Arts or Design</td></tr>
<tr><td>Design</td><td>Design</td></tr>
<tr><td>Physical Health Education</td><td colspan="3">Physical and Health Education</td></tr>
</table>

The MYP curriculum and subject options are complemented by the support and development students experience in our advisory programme. Please refer to the next section of the handbook for more details about the advisory programme at HIS.

IB Diploma Programme (DP)

All courses offered in Grades 11 and 12 at HIS are part of the International Baccalaureate Diploma Programme (IBDP). The IBDP is a two-year programme of study that encourages academic depth, personal growth and international-mindedness. Students design an individualised pathway by selecting six subjects across a range of disciplines (three at Higher Level and three at Standard Level) ensuring both breadth and specialisation in their learning.

Alongside their subject courses, full Diploma students complete three core components: the Extended Essay (a 4,000-word independent research paper), the Theory of Knowledge course (a philosophical exploration of how knowledge is constructed), and the Creativity, Activity, Service (CAS) programme, which fosters balance and engagement beyond the classroom. At HIS, all students participate in CAS, and those not pursuing the full Diploma may choose to complete the Extended Essay and Theory of Knowledge course in consultation with the DP Coordinator.

HIS has a long-standing record of strong performance in the IB Diploma Programme, with student outcomes exceeding global averages for more than 15 consecutive years. The IBDP is widely recognised by universities around the world, and students may be eligible for advanced standing or university credit based on their results.

The DP courses on offer in the 2026-2027 academic year are as follows:

Block 1	**Block 2**	**Block 3**	**Block 4**	**Block 5**	**Block 6**
English Language and Literature (HL/ SL)	Japanese Language & Literature (HL/SL)	Economics (HL/SL)	Biology (HL/SL)	Mathematics: Applications and interpretation (SL only)	Visual Arts (HL/SL)
English B (HL/SL)	Korean Language & Literature (HL/SL)	Psychology (HL/SL)	Physics (HL/SL)	Mathematics: Analysis and approaches (HL/SL)	Business & Management (HL/SL)
	Vietnamese Language & Literature (HL/SL)	Design (SL only)	Environmental Systems and Societies (SL/HL)		Chemistry (HL/SL)
	French B (HL/SL)				Global Politics (SL only)
	French ab initio (SL only)				
	Self-Study Literature (SL only)				

For further details of the IB Diploma courses on offer and the combinations possible, please contact the DP Coordinator. Students make their subject choices during the latter half of Grade 10 in consultation with the DP Coordinator and the University Counsellor. Academic performance and skills development in Grades 9 and 10 will influence these choices. Any changes in course choices must be discussed with the DP Coordinator who will outline the procedure and has the final say on whether such changes will be approved. Please note that changes are unlikely to be approved after the first semester of Grade 11.

The DP curriculum and subject options are complemented by the support and development students experience in our advisory programme. Please refer to the next section of the handbook for more details about the advisory programme at HIS.

2.2 HIS Diploma

The Award of the HIS Diploma

- The HIS Diploma is awarded at Graduation and recognises the completion of High School at HIS.
- The HIS Diploma is an additional qualification to the IB Diploma or IB Certificates.
- To graduate with the HIS Diploma, students must achieve a minimum of 24 credits, accumulated over the 4 years of High School.
- Failure to meet all of the requirements below may mean a student will not graduate from Hanoi International School.

Requirements for Grades 9 and 10

- In Grades 9 and 10, subject credit is based on the Semester 2 Report, with 1.0 credit being available per subject per year.
- Students earn credit for each subject if they are awarded a final grade of 3 or higher in their Semester 2 Report.
- If a final subject grade lower than 3 is awarded in the Semester 2 Report, this results in no credit being earned for that subject in that year.
- Students who achieve a grade of a 1 or 2 in any subject may be given the opportunity to recover the credit on a case by case basis at the discretion of the Secondary Principal.
- Possible means of credit recovery include, but are not limited to, completion of supplementary assignments or completion of online courses.
- Students must have a minimum of 90% daily attendance over the two years.
- Students with less than 90% attendance may not automatically earn credit despite meeting the subject requirements above.
- Students must complete Service as Action (SA) requirements and participate in the Personal Project (PP).
- Students earn 0.5 credit for SA in Grade 9 and 0.5 credit for SA in Grade 10 by achieving an ‘on track’ or ‘excellent’ rating as indicated on ManageBac at the end of Semester 2.

- Students earn 1.0 credit for the PP in Grade 10 by achieving a final grade of 3 or above on the PP, as awarded by the IB.

Requirements for Grades 11 and 12

- In Grades 11 and 12, subject credit is based on the Semester Report, with 0.5 credits being available per subject per semester.
- If a final subject grade lower than 3 is awarded in any Semester Report, this results in no credit being earned for that subject in that semester.
- Students who achieve a grade of 1 or 2 in any subject may be given the opportunity to recover the credit on a case by case basis at the discretion of the Secondary Principal.
- Possible means of credit recovery include, but are not limited to, completion of supplementary assignments or completion of online courses.
- Students must have a minimum of 90% attendance in each course over the two years.
- Students with less than 90% attendance in a course may not automatically earn credit despite receiving a grade of 3 or above.
- Students whose Grade 12 Semester 2 Reports indicate that they will receive a full IB Diploma may qualify for the HIS Diploma even if they have not gained all required credit. This will be decided at the discretion of the Head of School.
- If a student does not participate in the full IB Diploma Programme, they must participate in at least 4 courses during Grades 11 and 12 (advisably - Language, Humanities, Science, Mathematics).
    - Note: Humanities or Science can be replaced by Arts.
- Students must complete the Creativity, Activity and Service (CAS) programme and participate in the Theory of Knowledge (ToK) course- or a replacement course (at the discretion of the Secondary Principal).
- Students earn 0.5 credit for CAS in Grade 11 and 0.5 credit for CAS in Grade 12 by achieving an 'on track' or 'excellent' rating as indicated on ManageBac at the end of Semester 2 and published in the Semester 2 Report.
- Students earn 0.5 credit for ToK in Grade 11 and 0.5 credit for ToK in Grade 12 by achieving a 'good' or 'excellent' rating as indicated on ManageBac at the end of Semester 2 and published in the Semester 2 Report.

Distribution of Credit:

	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Minimum requirements
English	1	1	1	1	3
Language	1	1	1	1	3
Mathematics	1	1	1	1	3
Science	1	1	1	1	3

Humanities	1	1	1	1	3
Elective	1	1	1	1	3
Physical & Health Education	1	1			2
Service as Action	0.5	0.5			1
Personal Project		1			1
Creativity, Activity & Service			0.5	0.5	1
Theory of Knowledge*			0.5	0.5	1
				TOTAL	**24**

*

**In some cases ToK can be replaced with an alternative course (at the discretion of the Secondary Principal).*

Transfer Credits

- HIS will award transfer students a maximum of 8 credits per year in Grades 9 and 10 for completed courses at a previous school(s).
- If a student transfers to HIS in Grade 12, credits for Grade 11 will be applied based on the previous school's End of Semester Reports for Grade 11.
- The Secondary School Principal may waive particular HIS graduation requirements if they could not have been met at a previous school(s).

Academic Monitoring for the HIS Diploma

- Credits are awarded at the end of Semester 2 for Grades 9 and 10, whilst credits are awarded each semester for Grades 11 and 12.
- Progress is monitored throughout Grades 9-12 in order to ensure that each student has the ability to be successful in their HIS Diploma.
- Where necessary, students and their families will receive counselling and support regarding the student's ability to meet minimum requirements and the implications for graduation from HIS.
- Each year, the Secondary School Principal will convene an academic council to review credits earned, and the requirements met, by Grade 12 students. The Secondary School Principal (or his or her designate) will:

    - Inform a student and family that a student may be at risk for not meeting requirements to earn a HIS Diploma by the end of the first semester of Grade 12;
    - Notify, in writing, any student who has not met the minimal requirements necessary to earn a HIS Diploma by the 1st of May.

In addition, the Secondary Principal (or his or her designate) may:

- Attach specific conditions to the award of the HIS Diploma. In this case, the student and his or her family will be notified in writing;
- Recommend that a HIS Diploma be awarded to a student who has not met the minimal requirements necessary when exceptional circumstances or mitigating factors justify its award.

- In exceptional circumstances, the school reserves the right to waive certain requirements at the discretion of the Secondary Principal.

2.3 Student Support

At HIS, we are committed to supporting all of our students, according to their needs. Our specialist team helps students with personal, social and academic challenges throughout their time at HIS. We have procedures in place to identify students who may be struggling in some way as well as a variety of structures to support those students, once identified.

All students in Secondary have an advisory team of teachers supporting them. The advisory team is made up of their Registration/ Homeroom (HR) Teacher and their Social and Emotional Learning (SEL) Teacher. The members of the advisory teams guide, mentor and support students. Refer to the next subsection of the handbook for an explanation about timetabled advisory time.

Advisory teachers work closely with the Head of Student Support and the school leadership team to ensure that every student receives the support they need to navigate challenges and thrive. Parents are welcome to contact their child's homeroom teacher with any general or non subject-specific concerns. For subject-specific matters, it is recommended that parents reach out directly to the relevant teacher or Curriculum Coordinator.

Secondary students may also choose to speak with our School Counsellor. These conversations are treated with strict confidentiality, except in situations where there are concerns about a student's safety. In cases involving child protection, the matter will be handled by the Child Protection Team, school leadership and, where necessary, external agencies.

Learning Support

Where students experience significant barriers to their learning we may be able to offer additional learning support (a fee may apply for this). Depending on the extent of the learning barrier, we offer in-class, pull-out, individual and/or small group support designed to develop the student's skills and strengths in order to overcome the learning barrier.

HIS can support students with a range of specific learning requirements related to social, academic, behavioural and emotional barriers. However, the nature of our current facilities prevents us from accepting students who require physical support with climbing and descending stairs.

The support program is individualised for each student and built around details provided by observations, teacher feedback and assessment, both internal within the school and, if deemed necessary, using an external assessment educational expert. This data helps the school to develop an individualised Educational Program (IEP) or a Student Support Plan (SSP) which is built collaboratively through meetings with parents, students, the internal student support team, and, if required, input from external specialists. Within this program students receive 1 to 1 support as well as close monitoring of progress throughout the year.

If the student success team determines that a student will need a full -time individual learning support coach or outside consultant report, the fee will not be included and will require an additional cost. Learning coaches are paid privately by families and can be found and hired through HIS. The school will give assistance and guidance for hiring outside support staff, conducting outside consultant assessment reports and any ongoing additional external support.

If the school requires an Educational Psychologist Report in any case then this must be submitted by the family within a time frame required by the school. Failure to submit this report may result in a student's place at the school being withdrawn.

Language Support

At HIS, we offer two different language courses so that all students can learn and thrive in an appropriate environment for their language needs. Language and Literature is a course for native or near-native speakers of a language, whilst Language Acquisition is for students who are still learning a language and developing their fundamental skills. Students in the Language Acquisition programme are divided into 6 phase levels and, at the end of each semester, their skills will be considered and they will be moved up a phase, or into the Language and Literature course, if appropriate.

In Grades 6-8, students with Phase 1-2 English are offered additional English lessons. These will be timetabled in the way that is least disruptive to their wider learning. During these lessons, students work with an English Teacher to help build their foundation of language, which will enable them to access more of the curriculum across all subjects. Students entering the school from Grade 9 onwards are generally expected to have a high level of fluency, in accordance with the HIS Admissions Policy. In the case of any exceptions to this, the Head of Language Acquisition and MYP Coordinator will work with the student's family to develop a plan for language development and to agree milestones for monitoring growth.

All English Language Acquisition students from Grades 6-10 participate in WIDA testing each year to monitor their progress and growth. From Grade 9 and above, student progress within their courses is monitored regularly to check that students are on track to meet the requirements of the HIS Diploma.

Structured Advisory Time

In the Middle Years Programme, advisory time is structured into Registration time (10 minutes per day) and Social, Emotional and Service Learning (1 lesson per week).

Registration Time

Each morning, when students arrive at school, they are required to report to their homeroom teacher. They will be given announcements for the days and weeks ahead and they have the opportunity to raise any concerns, questions or celebrations.

Social, Emotional and Service Learning

One lesson per week is dedicated specifically to Social Emotional Learning and Service as Action. The Social and Emotional Learning curriculum is built upon the Second Step Programme and its aims are to:

- Build positive relationships, communicate with empathy and feel a strong sense of belonging at school;
- Recognise and manage emotions, respond to challenges with resilience and develop a growth mindset;
- Understand personal strengths, reflect on identities and set meaningful personal and academic goals;
- Nurture well-being through activities that promote gratitude, emotional balance and a caring, inclusive school community.

The school has a philosophical commitment to community engagement and service. Service as Action (SA) is a required component of the MYP, and Creativity, Activity, Service (CAS) is required as a part of the DP; both need to be completed in order to graduate with the HIS Diploma. Students in Grades 6–10 will engage in various Service as Action (SA) experiences throughout the year, including:

- One service activity completed during camp;
- One group service project planned during SEL lessons, based on the UN Sustainable Development Goals;
- At least one individual service activity, mandatory for students in Grades 7–10, and optional for students in Grade 6.

During Social, Emotional and Service Learning lessons, students will receive the necessary guidance to fulfill these requirements meaningfully.

2.4 Careers and University Guidance

As students move into High School, it is important that their academic pathways are thoughtfully aligned with their aspirations for life beyond school. HIS is committed to supporting each student in setting meaningful goals and working systematically toward them.

University and career guidance begins in Grade 9 and continues through to graduation. Through a structured process of backward planning, students are encouraged to reflect on their interests,

strengths and ambitions, and to consider how subject choices and co-curricular involvement can support long-term goals.

The University and Careers Counsellor works closely with the MYP and DP Coordinators, subject teachers and families to guide students in making informed decisions. This includes:

- Supporting students in selecting courses that align with their post-secondary ambitions;
- Helping students develop a competitive academic and personal profile for university admission;
- Providing information on a wide range of global post-secondary options, including university systems, entry requirements and scholarship opportunities;
- Offering one-on-one guidance throughout the university application process.

Parents are encouraged to contact our University Counsellor directly (at atrisnadi@hisvietnam.com) if they have specific questions or would like to discuss their child's options for the future.

2.5 Internal and External Examinations

Mock examinations are held for Grade 12 at the start of Semester 2. End of Year Exams are held for Grade 11 in May. Students are exempt from normal classes and they only need to be onsite when they have examinations or mock examinations.

Final IB Diploma exams take place in April and May of Grade 12.

No other formal examinations take place. Assessments are conducted within normal scheduled class time for Grades 6-10.

2.6 Student Awards

Learner Profile Awards

Awards are issued for each attribute of the IB Learner Profile at the end of each semester. Two awards are issued for each attribute for Grades 6-8 and for Grades 9-12 respectively.

Academic Achievement Awards

To recognise student academic achievement in Grades 11-12, certificates are awarded at the end of each semester for academic excellence based on the results achieved in the Semester Reports. The awards are given as follows:

Award	Grade Score Needed
Academic High Distinction	40-42
Academic Distinction	36-39

Service Awards

Internal Awards
At the end of every Semester, one student from each homeroom who exemplifies service learning in a variety of platforms in and out of school is chosen for this award.

The ECIS Student Award for Intercultural Understanding

As an ECIS member school, HIS is entitled to nominate one student per year for the Intercultural Understanding Award. This is presented to an individual student. To be considered for this award, nominees should demonstrate:

- Commitment to Cultural Awareness and Empathy;
- Leadership in Intercultural Engagement;
- Positive and Lasting Impact.

DP Core Award

The DP Core Award is presented at the end of Grade 12, recognising excellence in each of the three disciplines of Diploma Core: Theory of Knowledge, Creativity, Activity and Service and Extended Essay. To be considered for this award, nominees should consistently demonstrate:

- Outstanding effort;
- Excellent self-management and timeliness;
- Creativity and Originality.

Athletic Awards

Following each MRISA season, awards are given for the Most Improved Athlete and the Most Valuable Player on each team. On behalf of HIS, the Athletics director also presents Female and Male Athlete of the Year Awards for Middle School and High School at the end of Semester 2.

Valedictorian Award

Each year, HIS awards a Valedictorian certificate. This is based on the grades from Semester 2 of Grade 12 in students' 6 classes and TOK. The recipients of the certificate will not be formally announced but they will receive the certificate to aid with university applications. Should there be more than one student who gains the highest grades for Semester 2, the certificate will be given to more than one student. This maintains our policy of not formally ranking students, whilst ensuring that students are not disadvantaged in university applications.

2.7 Student Health

HIS has an on-campus health clinic staffed by two full-time qualified Vietnamese nurses who provide care for minor illnesses or accidents during the school day. In the event of a more serious medical emergency the School will arrange emergency hospital treatment and contact the parents immediately.

The school holds local insurance covering treatment at Vietnamese clinics or doctors. The school also has a partnership with Family Medical Practice who provide the school with a free ambulance service in cases of emergency. However, the school's insurance will not cover treatment at higher-cost international clinics like Family Medical Practice or Raffles Medical. Families choosing international clinics are responsible for their own insurance coverage.

For your child's safety, please inform the school of any long-term medical conditions, allergies, or illnesses, and provide a physician's letter with emergency instructions if needed. Any medication sent to school must include clear administration directions. Families must also notify the school promptly of any serious health issues or contagious diseases.

Students with a fever should stay home until they have been fever-free for at least 24 hours. If a student develops a fever at school, they will be sent home and must remain home the following day.

2.8 Physical and Health Education

The Physical and Health Education (PHE) course runs from Grades 6 to 10 and is an assessed subject within the IB Middle Years Programme.

If a student is unable to participate in a PHE lesson due to illness or injury, the parent or guardian must email the PHE teacher directly in advance of the lesson. If a student needs to be excused for two or more consecutive lessons, a medical certificate from a registered doctor must be provided. All medical information, including emails and certificates, will be forwarded to the school nurse to ensure appropriate follow-up and oversight.

If a student reports feeling unwell immediately before a PHE class and has not been excused via prior communication, they will be referred to the school nurse for assessment. Students assessed as unfit for participation will remain under the supervision of the nurse for the duration of the lesson. If they are deemed unwell, parents may be contacted to collect the student. Please note that students who are well enough to attend school are generally expected to participate in all aspects of the school day, including Physical and Health Education. Exceptions will be made only when supported by clear medical advice. When students are participating in swimming lessons, the same procedures apply.

If students do not bring the correct kit needed for their lesson, they will receive a behaviour note and, if possible, will be given kit to borrow from school. If they cannot participate in lessons, they may be at risk of receiving a failing grade or an incomplete grade on their semester reports. In the

case that a student cannot participate due to a medium-term or long-term medical issue which is documented by a medical certificate, the school will communicate with parents to agree a pathway to awarding grades.

A wide range of sporting activities is available in the Co-Curricular Programme and HIS is an enthusiastic member of MRISA. All students are strongly encouraged to become actively involved in sporting activities beyond their Physical and Health Education classes.

2.9 House System

Upon enrolment, each student is assigned to one of four Houses: Gecko (green), Buffalo (yellow), Dragon (red) or Phoenix (purple). The House system is a central aspect of school life and plays a key role in fostering a strong sense of belonging, community spirit and collaboration across year levels.

Through regular inter-house competitions, events and celebration days, students are provided with opportunities to contribute to their House, demonstrate school values and develop leadership, teamwork and school pride. The House system is an important part of our inclusive school culture, and all staff and students join in.

Students are given a House T-shirt when they are admitted to the school; it will be required to wear it on special days when we have house events. Advanced notice will be given.

2.10 Co-Curricular Programme

The Co-Curricular Programme (CCP) is a core part of the school community, with the aim of helping students maintain balance in their lives, take risks and participate in the wider aspects of school and society, beyond academic study. The type of activity offered varies according to the season; the interests and skills of staff and student leaders; student interest; and parent volunteers. Students are strongly encouraged to enhance their school experience and make new friends by joining CCPs. They are advised to aim for a balance between sports, service learning, arts and cultural activities

The year has 3 trimesters during which students can choose to participate in CCPs. These activities usually occur after 3 pm, but can also take place at other times (e.g. before school or during lunchtime). CCP activities are normally free of charge, although there may be a fee for materials that are required specifically for an activity, for events associated with an activity or if a teacher is hired specifically to teach a CCP.

In addition to the Co-Curricular Programme, HIS offers an After School Instrumental (ASI) Programme where students can learn to play musical instruments like keyboard, guitar or violin. These lessons are taught by music teachers or external providers and take place outside regular class hours. There is a fee for participation.

Please note that students not involved in any after-school activities are not allowed to stay on campus after lessons end, as supervision is not provided. Students must leave campus at 3pm either from school or private transport if they are not in CCPs or attending MRISA practices. School buses are available at 4pm for students who do attend CCP activities and MRISA practices. Contact our CCP coordinator for more information about CCP activities and the ASI programme - ccp@hisvietnam.com.

2.11 Field Trips and Camps

Field trips are an important part of students' educational experiences, enhancing the teaching and learning taking place in the classroom and enabling students to apply their knowledge and understanding directly to the real world. Trips are also opportunities for social growth and to learn more about the country and culture of Vietnam. Field trips are an integral part of the curriculum and students are expected to participate in them.

Field trips are usually organised by subject or homeroom teachers and are designed to enhance the teaching that takes place in the classroom. Some of these trips are directly related to student coursework/internal assessment and are an important part of school-based tasks. This is particularly the case for students in the DP. Teachers conduct thorough risk assessments before every trip to ensure the safety and well-being of all students; they are then carefully checked and approved by the Secondary Principal. Should you have any questions or concerns about trips please contact the organising teacher(s). Optional field trips are charged to parents, at cost. All students going on field trips must have appropriate medical coverage.

In November, all Secondary grade levels go away for Camps Week, on a field trip with a service and team building focus. This is an important learning opportunity as it provides relationship building for the class group and encourages students to step outside of their comfort zones and try new experiences.

Camps are an integral and integrated part of our curriculum and student experience. Therefore, all students are expected to attend. HIS does not provide an alternative on-site programme, supervision at school or online learning for students who do not attend camp. If students withdraw from camp due to illness, a medical certificate must be provided to the Main Office.
If any student fails to attend camp, without at least one month's prior notice issued to the Main Office in writing, the family of that student will be required to reimburse the school for non-attendance unless a medical certificate is provided.

Any student who does not attend camps or field trips, will be marked as absent during the time of the trip.

The Secondary School Behavior Policy is expected to be adhered to on all school trips. Parents/guardians and students are advised to be aware of the policy.

2.12 MRISA and HAC

The Mekong River International Schools Association (MRISA) was founded in 1999 and has eight member international schools drawn from the South East Asia Region (Cambodia, Laos, Thailand, Vietnam and Malaysia). As a member of MRISA, we have a rich and varied sporting, cultural and art exchange programme each year for Middle and High School students. This is an opportunity for our students to travel within our region and take part in activities and competitions with students of their own age, helping them become more confident, independent and internationally-minded.

We recommend that all secondary school students aspire to participate in at least one MRISA event during their time at HIS. All Secondary school students are strongly encouraged to try out for teams and participate in this very popular and personally rewarding experience.

MRISA Events include: Volleyball, Basketball, Football and Arts Exchange. MRISA practice takes place on designated days, two or three times a week, and attendance at practice is mandatory once a student is confirmed on a team. All MRISA players must sign a Code of Conduct to confirm their participation and abide by the regulations contained within it.

Participation in MRISA teams is dependent on good academic and behavioural standing and students may be removed from teams at the discretion of the Athletic Director and Secondary Principal. When attending MRISA events, students must obtain a signature from all teachers before they leave and create an outline of work that they will need to complete within adjusted deadlines.

To prepare for MRISA events, our teams also compete in the Hanoi Athletic Conference (HAC). Games for HAC take place weekly throughout the sports seasons with students traveling to schools around Hanoi. HAC games will often finish after 4pm with buses returning students to school afterwards. Parents of MRISA/HAC players must ensure their students are picked up from school when they arrive back at the time designated by the coach and Athletic Director.

2.13 Homework and School Commitments

HIS is committed to developing increasingly independent learners who take responsibility for their academic progress. Homework plays an essential role in this process by reinforcing classroom learning, promoting reflection and helping students to internalise key concepts and skills.

It is an expectation that all students complete homework tasks to the best of their ability and submit them on time. Subject teachers use ManageBac to post all assessment tasks and major assignments, and they are published at least one week in advance of the due date. This allows students to plan effectively and manage their time across subjects.

MYP students receive a Student Planner and access to ManageBac to record homework assignments, assessment deadlines and other commitments. Class or homeroom teachers

regularly check these tools to support students in developing good organisational habits. Parents and guardians are encouraged to check ManageBac and the planner regularly and provide constructive support at home.

In Grades 11 and 12, students are expected to take full responsibility for managing their time and workload. While teachers and parents may offer guidance, students in the Diploma Programme are expected to develop and maintain their own systems, whether digital or paper-based, for tracking deadlines and academic obligations. They will continue to use ManageBac and receive support from their subject and advisory teachers.

Families can support student progress by showing interest in assigned tasks, helping to establish consistent homework routines and offering encouragement. However, it is essential that all homework is the student's own work; tasks completed by tutors, parents or others undermine the purpose of independent learning.

Subject teachers are responsible for monitoring homework completion and following up with students as needed. Where patterns of difficulty emerge, they will collaborate with the Curriculum Coordinator to determine whether the issue reflects broader challenges across multiple subjects.

2.14 Library

The Library is an important part of the school, offering a wide range of books and resources to support learning and inquiry. Students are encouraged to borrow books weekly for both enjoyment and research. The library provides valuable English language materials to complement classroom and home reading and serves as a quiet study space during breaks and after school. We also value the languages within our multilingual community and also house an ever growing range of books in various languages. With clearly organised sections and regularly updated collections, the library helps students find books suited to their interests and level. Students can borrow up to three books at a time. Parents are also welcome to borrow books to share with their children at home.

Students in Grades 7-9 will have weekly Library lessons, during which they have time for reading, developing research skills and learning to work effectively with technology, including artificial intelligence.

2.15 Cafeteria

Parents can choose to send lunch from home or order meals from the school cafeteria, which is operated by Joma. Students may store lunches in the refrigerator or on shelves outside the cafeteria, and are supervised during all breaks. There are also two microwaves available for student use. Lunch orders and payments are managed through the Joma App, with instructions provided by the Main Office. Students can bring drinks and have access to fresh water throughout the day, and may also bring snacks or buy them from the cafeteria using their Joma credit. For questions, parents can contact the main office or from Joma at hisfoodservices@joma.biz

2.16 Transportation

HIS offers bus services to all students living within Hanoi city limits. Bus services are arranged through our Transportation Director (transportation@hisvietnam.com) are available at the following times:

1. Arrival to school (7:30)
2. Departure from school (15:00)
3. Late departure from school (16:00)

The Main Office will contact all families prior to the start of the academic year to survey their transportation needs and organise services accordingly.

Motorbike safety

The school follows Vietnamese laws regarding motorbike use: riders must be at least 18 years old and hold a valid license from their home country, and helmets must always be worn.

HIS does not support or allow any illegal motorbike use. The school is not responsible financially or legally for students who ride motorbikes without following the law, nor for their safety if they are transported by unlicensed drivers.

Please note that insurance policies, including health, medical, disability, or life insurance, may be invalidated if a student is involved in an accident while driving or riding illegally or underage. For example, some international insurers consider illegal driving as reckless behavior, which can lead to denied claims.

2.17 Emergency Procedures

Lock down, fire precautions and safety procedures are posted in each room. An emergency evacuation drill is carried out regularly to ensure that teachers and students are familiar with the procedures.

In addition, there is an emergency contact section on the HIS Registration Form that should be completed and returned to school. The information should be completed with care and particular consideration being given to the choice of first and second guardians. It is essential to have two separate guardians nominated to reduce the chances of the child being left without anyone to collect him or her from the school in the event of the parents being unavailable. The nominated guardians will also be the people to whom the school refers in the event of any crisis situation when the parents cannot be contacted. It is important that the school is informed if phone numbers or emergency contact numbers change.

Section 3: Expectations for Students

3.1 The School Day

Students can arrive at school from 7:30am. They should go straight to class and be in their homerooms for registration by 7:45am. The structure of the day is as follows:

Time	Lesson/ activity	Duration
07:45 - 07:55	Homeroom Registration	10 minutes
08:00 - 08:55	Lesson 1	55 minutes
09:00 - 09:55	Lesson 2	55 minutes
09:55 - 10:15	Morning Break	20 minutes
10:20 - 11:15	Lesson 3	55 minutes
11:20 - 12:15	Lesson 4	55 minutes
12:15 - 13:00	Lunchtime	45 minutes
13:05 - 14:00	Lesson 5	55 minutes
14:05 - 15:00	Lesson 6	55 minutes
15:05 - 16:00	Optional CCPs and MRISA Training	55 minutes- 115 minutes

3.2 The School Year

The school year is based upon approximately 180 days of instructional time with additional days for teacher professional development. The school observes traditional, and some public, Vietnamese holidays including National Day and Tết Nguyên Đán (Tết). Every quarter there will be an 'Early Release' in which students will have no lessons after lunch. These early release days allow teachers to meet, plan and collaborate with colleagues.

The School Academic Calendar is available on the HIS website and includes all the events happening within the Secondary division. Parents are encouraged to consult the calendar regularly and are warmly invited to participate in relevant events and activities.

3.3 Attendance

Students must attend at least 90% of school days, including all lessons and homeroom. This is a necessary requirement in order to earn a HIS Diploma and graduate from HIS. Attendance is taken daily during Homeroom Registration and in all classes. If your child needs to leave during the day, permission must be requested in advance through the Main Office.

Students are expected to attend all classes and homeroom sessions for which they are scheduled. If your child will be absent, please email the Main Office and your child's homeroom registration teacher with the reason and dates of absence. If no explanation is received, the school will contact you for safety reasons.

3.4 Students Leaving Campus

Grade 11 and 12 students are allowed to leave campus for lunch, provided that their parents have signed the permission slip which will be issued at the start of the academic year. Students must sign out and sign back in again whenever they leave and return to campus. Students are not permitted to receive deliveries or order from food delivery services.

Aside from Grade 11 and 12 lunchtimes, students are not allowed to leave the campus during the day without an arrangement made with parents through the Main Office or permission from the Secondary Principal. Unauthorised departure from the school campus will be treated as a serious disciplinary issue.

3.5 Lateness

Punctuality is very important at all times throughout the school day. Students arriving at school after 7:45 am must report to the Main Office. The attendance record will be updated to reflect this. Parents will be informed of repeated lateness and of the consequences. Difficulties arising from transportation should be communicated to the Head of School or Secondary Principal.

3.6 Dress Code and Accessories

The School has no prescribed uniform, except for during Physical and Health Education classes. However, school is a formal environment and students are therefore expected to dress appropriately with consideration given to the climate and culture of Vietnam. They should consider health and safety implications with regards to jewellery, hairstyles, nail lengths and shoes.

Our dress code balances student comfort and athletic functionality with respect to our shared local culture. The following guidelines provide clarity about what is expected to achieve this:

- Any shorts worn as main bottoms must have a minimum 4-inch inseam or reach down to at least mid-thigh when the student is standing up straight;
- The shorts must be visible below a t-shirt or sweatshirt;
- Ultra-short spandex or compression shorts are useful for support, but they need to be worn as a base layer under loose athletic shorts, tracksuit bottoms or a skirt;
- Standalone leggings or bike shorts will be allowed if they are fully opaque and meet the mid-thigh length rule;
- Any make-up worn at school should have a discrete, natural aesthetic;
- Make-up should not be brought onto campus and may be confiscated if it is.

Physical and Health Education (PHE) Uniform Requirements	
General PHE Classes	To participate safely and comfortably in PHE, students must wear proper athletic gear. They will not be allowed to participate in jeans, cargo trousers, denim or casual shoes. What students MUST wear for PHE:

	● **Top:** An official school shirt. They can choose to wear: - a MRISA shirt - a HIS PHE kit shirt, or - a House shirt. ● **Bottoms:** Athletic shorts or athletic sweat pants/ tracksuit bottoms, following the general guidelines above. ● **Footwear:** Supportive athletic shoes (trainers, sneakers, or running shoes) with laces or secure straps. ● Hats are recommended for outdoor activities. ● No jewellery of any kind is to be worn during PHE activities.
Swimming PHE Classes	● Students must wear proper swimwear; regular t-shirts or shorts are not allowed. ● **Boys:** Swim shorts and optionally a fitted rash top or swim shirt (no hoods or zips). ● **Girls:** One-piece swimwear, swim shorts (optional), and optionally a fitted rash top or swim shirt (no hoods or zips). ● Goggles are recommended; swim caps are optional. ● Students dressed inappropriately will not be allowed to swim. ● Where required for religious reasons, students may wear additional coverings on arms, legs and head, as long as they are specifically designed for use during physical activity in the water.

At the start of the school year, students will be given a two-week grace period to ensure their school attire and PHE kit are fully in order. From Week 3, the dress code will be strictly enforced. Students who are not meeting the dress code or PHE kit requirements may be required to borrow temporary kit items from the school, or we may contact home to request that appropriate clothes be brought in.

HIS staff will enforce these guidelines objectively and with respect for student dignity. Any necessary dress code adjustments will be handled privately with the student to avoid embarrassment or disruption to their learning.

3.7 School Equipment

Students are expected to arrive at school fully prepared for lessons each day. While subject teachers will communicate any specific material requirements throughout the year, all students should begin the academic year with the following general supplies:

- An English dictionary;
  English Language Acquisition students are encouraged to have a paper-based bilingual dictionary, which may be used in DP examinations where permitted.
- A calculator appropriate for their mathematics course. Please refer to the table below for details on the required model:

Grades 6-8:	Casio fx-570VN PLUS
Grades 9-12:	TI-Nspire CX II CAS

The following general materials are ones which all students should have with them in every class:

- HB Pencils
- Blue or black ink pens
- Ruler
- Pencil Sharpener
- Glue Stick
- Highlighters
- Coloured Pencils or Markers
- Scissors
- Folders for each class or an accordion folder system
- Composition Notebook (can be purchased from the shop)
- Loose leaf A4 lined paper
- Calculator (See specific requirements above)
- Post-it Notes
- Pencil case or box
- Water bottle

3.8 Use of Devices

Information Technology (IT) plays an important role in teaching and learning at HIS, offering students opportunities to communicate, collaborate, create and take ownership of their learning. IT is thoughtfully integrated alongside the IB learner profile and subject curricula to enrich teaching, learning and assessment.

Personal Devices

For the purposes of this policy, 'devices' refers to any electronic equipment, such as laptops, tablets, smartphones, headphones, personal music players and gaming devices.

- Personal mobile phones are not permitted for use during the school day (including all lessons, breaks and lunch times). These must remain in students' bags at all times.

- If a mobile phone is seen (regardless of whether it is switched on or in use), it will be confiscated and held by the Secondary Principal or Assistant Principals. It can be collected from their office at the end of the day.

- Headphones or earbuds can be used only when required for specific learning tasks and with explicit teacher permission. They should not be worn during class transitions, in hallways or during break or lunch, unless part of a supervised activity.

We ask that parents support the school's learning environment by contacting the Main Office with any messages, rather than reaching out to students directly via phone, social media or other digital channels. Your message will be passed on promptly.

Bring Your Own Device (BYOD) Programme (for learning)

Students in Grades 6–10 are required to bring a laptop or keyboard-enabled tablet for learning. If a student is temporarily unable to bring a device, they should inform their Homeroom Teacher, who will assist in arranging a short-term loan from the IT office.

All students must sign the school's Digital Citizenship Agreement, which outlines expectations for responsible and respectful device use. These agreements ensure students:

- Use devices for learning purposes only;
- Do not disrupt the school's bandwidth;
- Follow the school's Essential Agreements for digital conduct.

Failure to meet these expectations may result in loss of device privileges and the application of the school's behaviour policy.

Student Device Use Summary

Device Type	Times of use	Permitted use
Laptop or Tablet	Required for Grades 6–10.	For learning activities during lessons and supervised study.
Mobile Phone	Not allowed during the school day (including all lessons, breaks and lunch times).	Must remain in bag or locker at all times; must not be used or visible.
Loan Device (from IT)	Available for short-term use only.	Must be arranged via Homeroom Teacher if a student's laptop or tablet is unavailable.
Headphones / Earbuds	Allowed when needed for learning.	Only during teacher-approved activities (e.g. language learning, video editing); must not be worn during transitions, breaks or without explicit permission.
All device use must be in line with the Digital Citizenship Agreement.		

3.9 Student Behaviour

At HIS, community is a core value that guides how we support positive behaviour both inside and outside school. We embrace diversity and use restorative practices- a way to build caring relationships by helping students take responsibility, repair harm and find solutions when problems arise.

We believe in recognising and encouraging positive behaviour to create a respectful and supportive learning environment. Students have the right to be treated with respect and to learn in a safe, caring space, and they are expected to show kindness, respect others' work, and contribute positively to the community.

Teachers handle minor behaviour issues and keep records, while more serious or ongoing concerns are reviewed by the Secondary Leadership and Student Support Teams. These teams work together to provide support and ensure a safe, inclusive environment for all students.

This framework helps everyone work together to create a respectful, safe, and supportive learning environment. Below is a summary of general expectations for students, teachers, and parents to support positive student behaviour:

<table>
<tr><th>Group</th><th>Expectations</th></tr>
<tr><td>Students</td><td>

Act courteously and responsibly toward everyone in the school community;
Treat others equally and respectfully;
Care for school property and others' belongings;
Respect different cultures;
Welcome new students and care for younger children;
Be honest and fair;
Complete work on time and negotiate extensions if needed;
Respect others' right to learn and teachers' right to teach;
Follow teacher instructions and school policies;
Wear appropriate clothing and footwear;
Practice honesty in all work and respect intellectual property;
Follow classroom agreements.



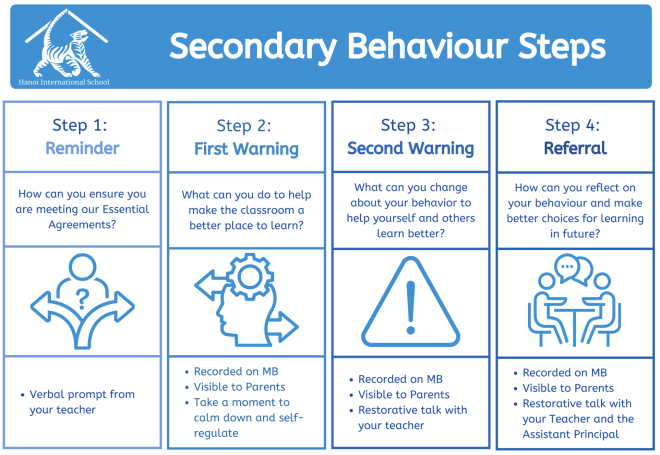
Within classes, a set of baseline Essential Agreements is in place to remind students of behaviour expectations.

These may be further developed or adapted collaboratively by teachers and students to reflect the specific needs of each subject area.
</td></tr>
</table>

Teachers	● Take responsibility for students' educational, social, and emotional welfare; ● Be respectful, supportive, consistent, and firm in behaviour management; ● Set fair rules and routines, ideally with student input; ● Be punctual and expect punctuality; ● Model good manners and professional behaviour; ● Use positive behavior strategies (reinforcement, seating changes, negotiation); ● Plan engaging lessons that meet diverse student needs; ● Follow the Secondary Behaviour Steps and process when managing and redirecting student behaviour (*see chart below*); ● Develop fair consequences focused on improving behaviour, not punishment; ● Address discipline issues promptly in class or on the playground.
Parents	● Support the school's behaviour management policy; ● Communicate openly with the school; ● Participate early in addressing behavior concerns when invited.

The table below outlines examples of behaviours of concern, grouped by level, along with possible consequences. These examples are illustrative and not intended to be exhaustive or prescriptive. The school reserves the right to exercise discretion and respond to individual cases based on the specific context and the needs of the student, in alignment with our commitment to restorative and supportive practices.

Level 1 Lower level, infrequent behaviours which demonstrate a lack of personal responsibility	
Example instances of Level 1 behaviours: ● Failure to meet Essential Agreements made in classes; ● Minor disruptive behaviour (e.g. off-task behaviour, calling out, distracting others); ● Inappropriate movement around the school campus (e.g. running in hallways, being in unsupervised areas); ● Unsafe or inappropriate play; ● Use of unkind or disrespectful language or gestures towards peers; ● Failure to follow the school dress code;	**Possible consequences of Level 1 behaviours:** Level 1 behaviours are typically managed by the classroom teacher or supervising staff member. However, the Secondary Leadership Team may become involved if the situation escalates quickly. The following behaviour steps serve as a guide:

• Tardiness (late arrival to school or class without valid reason); • Littering or failure to care for the school environment.	 Restorative conversations will likely result in further agreed reparative actions.
Level 2 Persistent or more serious behaviours which negatively impact others	
Example instances of Level 2 behaviours: • Repeated Level 1 infractions despite redirection or support; • Defiance or refusal to follow reasonable instructions from staff; • Disruption to the learning environment affecting others; • Use of inappropriate or offensive language; • Speaking to or about others in a disrespectful or demeaning manner; • Teasing, exclusion or other behaviour that may constitute relational aggression or early signs of bullying; • Misuse of technology, digital platforms or other school equipment; • Stealing, vandalism or intentional damage to school property; • Interference with the belongings or personal property of others; • Truancy from lessons, including prolonged or repeated absences from class without permission (e.g. extended time in bathrooms or nurse's office);	**Possible consequences of Level 2 behaviours:** • Incident recorded on ManageBac; • Conference involving the student, a member of the Secondary Leadership Team and other relevant staff; • Guided reflection; • Temporary removal from an activity or setting ('time-out') to allow for de-escalation and reflection; • Development of an individual behaviour plan and/or tracker; • Parent meeting or call to make them aware and help the students acknowledge the harmful effect their behavior has had; • Restorative practices, focusing on how the student can take responsibility and repair relationships; • Internal or external restorative separation where warranted by the severity or repeated nature of the incident; • For DP students: temporary or permanent removal of privilege to leave campus at lunchtime; • Written correspondence to parents with Homeroom Teacher, Coordinator and Secondary Principal copied in.

• Academic malpractice (e.g. plagiarism, cheating on assessments); • Inappropriate physical contact or public displays of affection. • Lying, misleading or withholding information from staff.	
Level 3 Serious violations of school expectations that may pose a risk to the safety, dignity or wellbeing of others	
Example instances of Level 3 behaviours: • Repeated Level 2 infractions despite communication about expectations; • Bullying (sustained, intentional harm towards others); • Harassment (including physical, verbal or online); • Violence or threats directed at self, others or property; • Possession, use or distribution of tobacco, alcohol, narcotics or related paraphernalia (including vaping devices); • Smoking, vaping or being in the company of those doing so; • Possession or distribution of pornographic material; • Leaving campus without permission; persistent truancy; • Use of racist, sexist, homophobic or otherwise discriminatory language or behaviour; • Possession or use of a weapon, replica weapon or any object used to threaten or cause harm; • Actions that bring the school into disrepute; • Persistent and deliberate breaches of school expectations; • Harmful use of technology including hacking or phishing;	**Possible consequences of Level 3 behaviours:** • Immediate referral to the Secondary Principal; • Incident recorded on ManageBac; • Parents informed and a meeting with parents set; • Behaviour contract created with fixed term review and completion if appropriate; • Internally guided or externally facilitated restorative separations; • For DP students: temporary or permanent removal of privilege to leave campus at lunchtime; • Completion of work in controlled environment; • Academic malpractice in any component of external examinations may result in loss of MYP or DP award and/or HIS Diploma; • Restitution for damages caused by vandalism; • Student's future at the school discussed with Head of School; Board informed of permanent exclusion, if deemed necessary; • Full documentation completed by member of staff involved on Managebac; • Written correspondence to parents with Homeroom Teacher, Coordinator, Principal and Head of School copied in.

● Repeated or extreme academic malpractice; ● Engaging in any form of illegal activity.	

Restorative Separations

As outlined above, behaviour deemed serious or persistently in breach of school expectations, at the discretion of the Secondary Leadership Team, may result in a restorative separation ranging from one to five school days. During this period, students will be supported to complete school work, to reflect on their actions and the effects on themselves and others and to prepare to return to class positively.

Restorative separations may be:

- **Internal**: the student remains on campus but works, reflects and prepares to reintegrate in a supervised setting, removed from peers;
- **External**: the student completes school work, reflections and reintegration preparation from home and does not attend campus.

During a restorative separation, students may not participate in school events or represent the school in any capacity. Any fees paid for missed activities will not be reimbursed.

A student may only return to normal school routines following a conference involving the Secondary Leadership Team, the student and their parent(s) or guardian(s). All academic work missed during the suspension must be completed.

Agreed Withdrawal

In cases of extremely serious or repeated misconduct, the school may consider withdrawing a student from HIS. This decision will only be made following thorough review and consultation involving the Head of School, Secondary Principal, the student and their parent(s) or guardian(s). The School Board will be consulted prior to any final decision being confirmed.

3.10 Academic Integrity

By enrolling at HIS, students and families commit to upholding the highest standards of academic honesty. Breaches of academic integrity are treated seriously and may carry significant consequences. In serious cases of academic malpractice, particularly within externally assessed courses, students may lose their IB Diploma or MYP Award. They may also fail to graduate from HIS with a HIS Diploma.

In order to demonstrate academic integrity, students need to:

- Submit only work that is their own;
- Acknowledge all sources clearly using an approved referencing system (e.g. MLA);

- Use paraphrasing to show understanding and avoid copying directly;
- Respect the intellectual property of others in all forms (text, images, data, creative work, etc.);
- Plan ahead to avoid last-minute shortcuts that may lead to dishonesty;
- Collaborate appropriately and follow guidance on what constitutes acceptable collaboration.

Examples of Academic Malpractice

Academic malpractice includes, but is not limited to:

Plagiarism	Presenting someone else's work, ideas or words as your own, whether intentionally or not.
Collusion	Allowing your work to be copied or supporting another student's dishonest actions.
Cheating	Using unauthorised materials, tools (e.g. translators, AI), or sharing assessment content.
Fabrication	Falsifying data or sources.
Misrepresentation	Submitting unequal group work as equal, or using work from others inappropriately.

Student Responsibilities

Students are expected to:

- Learn and apply the school's academic integrity expectations;
- Ask for help if unsure how to cite or reference properly;
- Say no to peers who ask to copy their work;
- Embrace excellent research habits and value original thinking.

Teacher Responsibilities

Teachers are expected to:

- Explicitly teach and model academic honesty within their subject areas;
- Provide clear instructions for tasks, including guidance on collaboration vs individual work;
- Give students opportunities to receive feedback and refine their work honestly;
- Follow IB and school policies when responding to suspected misconduct;
- Promote higher-order thinking tasks that require original student responses.

Parent Responsibilities

Parents are expected to:

- Support the school's academic integrity policy and expectations;
- Encourage your child to complete their own work independently;
- Communicate with teachers if your child is struggling, rather than intervening directly in assignments;
- Reinforce the message that learning and effort are more important than perfect results.

Breaches of Academic Integrity in Assessed Work

Developing academic integrity is a learning process, and students may make mistakes as they grow in their understanding of ethical academic practices. As such, the school's internal procedures are designed to be primarily formative, focusing on education and reflection rather than punishment.

Within the internal assessment framework, the school retains some flexibility in determining appropriate responses, taking into account the nature of the incident and the student's intent. However, external examination bodies enforce strict regulations. In these cases, the school is required to follow official procedures, which may involve more severe consequences and could affect a student's ability to graduate.

Because intent can be difficult to determine, all cases of suspected academic misconduct will be handled based on the evidence available, with decisions guided by fairness, transparency and the standards of the relevant academic programme.

Internally Assessed Work

First Offence

- A meeting will be held with the student, teacher and the Assistant Principal/ Curriculum Coordinator;
- Parents will be informed in writing by the Assistant Principal/ Curriculum Coordinator;
- The work will be awarded an N/A under the task's assessment criteria until a new version is submitted;
- The student must redo the task within a set timeframe, potentially under supervised conditions depending on the nature of the assessment;
- The breach of academic integrity will be outlined on the student's record on ManageBac.

Second Offence

- A meeting will be held with the student, parents, Assistant Principal/ Curriculum Coordinator and Secondary Principal;
- The student will be issued a formal warning that further offences may result in suspension and a behaviour contract;

- The work will be awarded an N/A under the task's assessment criteria until a new version is submitted;
- The student must redo the task within a set timeframe, potentially under supervised conditions depending on the nature of the assessment;
- The breach of academic integrity will be outlined on the student's record on ManageBac.

Third Offence

- A meeting will be held with the student, parents and Secondary Principal;
- The student will be issued a second formal warning and may be suspended from school for a duration determined by the Principal;
- A record of the offence will be added to ManageBac and to the student's permanent file;
- A Behaviour Contract will be issued outlining expectations moving forward;
- The work will be awarded an N/A under the task's assessment criteria until a new version is submitted;
- The student must redo the task within a set timeframe, potentially under supervised conditions depending on the nature of the assessment;
- The student will be advised that failure to meet the terms of the contract may lead to a recommendation for expulsion.

Externally Assessed Work (IB MYP and DP)

For externally assessed coursework, students must submit both a first draft and a final version via ManageBac. Turnitin and, where appropriate, other relevant checkers will be used to ascertain academic integrity at both stages, providing feedback on the draft and assisting teachers in reviewing the final submission.

Students must sign a declaration confirming academic honesty on each final submission. Teachers will also sign to confirm the work is the student's own. No work will be submitted to the IB without both signatures.

Academic Misconduct in Externally Assessed Work

If academic malpractice is suspected:

- The Assistant Principal/ Curriculum Coordinator will investigate and inform the Secondary Principal;
- If confirmed, the Head of School will be notified and a meeting will be held with the student, parents, Coordinator and Secondary Principal;
- The school will communicate with and enact all relevant guidance from the IB;
- The student may not be registered for the subject in that exam session;
- A note will be added to the student's permanent record;
- The student may lose credit for the course, affecting eligibility for the HIS High School Diploma and graduation.

During IB Examinations

If misconduct is suspected during an external exam:

- The student will be allowed to complete the exam in accordance with IB procedures;
- The incident will be reported as per IB regulations;
- The school will enact all following requirements as outlined by the IB;
- The student may be disqualified from earning an IB Diploma and/ or course certificates;
- The student may lose credits, affecting eligibility for the HIS High School Diploma and graduation.
- The Head of School will be informed, and the incident recorded on the student's file.

In all cases, investigations will be conducted with discretion and fairness, and students will be treated with respect throughout the process.

Full details are available in the HIS Academic Integrity Policy.

3.11 Drugs and Alcohol

The possession, use or distribution of alcohol, vapes/e-cigarettes or illegal drugs is strictly prohibited on campus and during all school-related events and activities, whether on or off site.

As of 1st January 2025, the Government of Vietnam has made the sale, import and use of e-cigarettes and vaping devices illegal. As a school operating under Vietnamese law, we are required to comply fully with national regulations and public health guidance. Any student found in violation of this law, or in possession of any banned substances, will face serious disciplinary consequences in line with the school's behaviour policy.

The school also prohibits the use or possession of alcohol and all non-prescribed or recreational chemical substances, including but not limited to illegal drugs or intoxicants. This applies regardless of a student's age or the location of the activity if it is school-affiliated.

Our commitment to student safety and wellbeing underpins these expectations. The use of these substances carries significant risks and is not aligned with the values of responsible citizenship promoted in our community.

The school provides ongoing education to students about the health and legal consequences of substance use and works in partnership with families to support safe, informed decision-making.

3.12 Chewing Gum

Chewing gum is not permitted anywhere on the school campus at any time. This policy helps to maintain a clean and respectful learning environment for all members of our community. We require students, staff and visitors to support this expectation by refraining from bringing or consuming gum on school grounds.

3.13 Ordering Food from Outside

Students are not permitted to order delivery food or drinks to campus at any time.

3.14 Student-Organised Events

All student-organised events, such as school dances or social activities, must receive prior approval from the Secondary Principal. Staff supervision will be arranged based on the number of students attending, and the HIS Code of Conduct applies fully to all such events.

Guests may attend only with explicit permission granted in advance. Parents are expected to ensure that appropriate and timely travel arrangements are made for their child at the conclusion of the event.

3.15 Security, Lockers and Lost Property

For the safety of all members of the school community, students must not bring any object, material or substance to school that could be considered dangerous or harmful. We also ask that students refrain from bringing special items like toys unless directed by the teacher to do so.

Each student is assigned a locker with a key, secured by a 50,000 VND deposit at the start of the school year. The deposit is refunded upon return of the key at the end of the year. Students are expected to use their lockers to store bags and belongings, and carry only the materials required for upcoming lessons. Valuable items (e.g. phones, tablets) can be handed in to the Main Office or the Secondary Principal if students prefer. Locker access is available before school, at break and lunchtime.

Lost items are placed in the Lost and Found box. Students should check this in the first instance. At the end of each semester, unclaimed items are displayed before being donated to charity.

Students are responsible for their own belongings. Wherever possible, items brought to school should be clearly labelled. The school does not accept liability for the loss or damage of personal property.

3.16 Motorbike Safety

The school adheres to Vietnamese law regarding student motorbike use. In accordance with current regulations:

- Riders must be at least 18 years old;
- Riders must hold a valid motorbike licence from their home country or Vietnam;
- Helmets must be worn at all times while riding.

The school does not condone or support any infringement of these laws. As such, it assumes no financial or legal responsibility for students who choose to operate motorbikes illegally, or for students transported by unlicensed or underage drivers.

Families are reminded that illegal or underage motorbike use may void health, accident or life insurance coverage. For example, some international insurers (e.g. AETNA) consider such acts to be reckless endangerment, which may result in denied claims.

Section 4: Parent-School Partnerships

4.1 Parent-School Communication

Effective communication between parents and the school is essential for supporting your child's education and wellbeing. To maintain a strong partnership between home and school, throughout the school year, parents are kept informed through various channels:

- **Open house:** At the start of the school year, HIS hosts an Open House where school leaders and homeroom teachers provide important information about the year ahead. This includes an overview of the curriculum, school programs, and insights into what students will be learning and experiencing.
- **ManageBac:** Teachers use ManageBac to share assessment details, deadlines, marks and feedback. Parents are expected to monitor their child's progress regularly through this platform. Guidance on how to access and use ManageBac is provided during the Parent Open House in August and during 3-Way Conferences. Parents are always welcome to contact the school for further support;
- **Formal Reports:** Information about student progress is shared through formal quarterly reports for DP students and semesterly reports for MYP students.
- **Three-way conferences:** As an integral component of the reporting process, there will be two formal 3-Way Conferences (student-parent-teacher), one in each semester. Parents will be informed of these dates at the start of the school year and are asked to ensure that at least one parent is able to attend these meetings.
- **Weekly newsletter:** A newsletter, including updates from the Head of School and Secondary Principal is sent every Friday. It includes important notices and updates from across the school;
- **Parent coffee mornings:** Throughout the year, HIS school leadership hosts coffee mornings and workshops for parents to learn about our teaching programs, child development, wellbeing, and the IB curriculum. These sessions offer a relaxed space to ask questions, share ideas, and connect with staff and other families. We encourage all parents to attend and stay engaged in their child's learning;
- **School website:** The website (www.hisvietnam.com) is regularly updated with school news and calendar events;
- **SMS messaging:** Time-sensitive reminders, such as school closures, late starts or professional development days, are shared via SMS;
- **Email:** Personal contact to year groups or individuals will be made through email.

In addition to our regular reporting and communications, we strongly encourage parents to communicate with their child's homeroom or subject teachers at any time regarding any issue they might have. Often the best way to initiate this communication is via email, though it is also possible to arrange a meeting with teachers via the Main Office.

4.2 Changes of Personal Circumstances

It is very important that the school is kept informed of any changes to your personal circumstances that could affect your child's experience at school. This includes updates to your address, phone numbers, emergency contacts, or any other relevant information. Keeping this information current helps us communicate with you quickly and ensures your child's safety and wellbeing. Please notify the Main Office as soon as possible of any changes by emailing mainoffice@hisvietnam.com.

4.3 Matters of General Concern

Clear communication between parents or guardians and the school is very important. If you have any questions, concerns, or suggestions, please contact the school by phone or email. For matters related to your child's education, start by speaking with their homeroom teacher or the Assistant Principal/PYP Coordinator. For broader school concerns, you can reach out to the Head of School or the Elementary Principal. Contact details can be found at the start of this handbook.

4.4 Complaints Procedure for Parents

The following procedure is designed to allow all parents/guardians of children in the school to make complaints or to express concerns to the school fairly and respectfully.

Any complaint should be made on an individual basis. If you have a complaint or a matter of concern, please try to address the matter by communicating with the teacher concerned in the first instance. If this does not resolve the issue, the matter should then be brought to the attention of the Secondary Principal who will record the complaint and advise when an initial response should be expected.

The Secondary Principal will then investigate the matter and come to a decision about the action required. All parties will be informed of this action and a written report will be sent to and kept by the Head of School for information. In the event that the parent concerned is not satisfied with the course of action proposed by the Secondary Principal, they can then take their complaint, in writing, to the Head of School.

The Head of School will follow the procedures set out above and come to a decision. Again, all parties will be informed of this decision and a written record of the matter will be filed. The Head of School's decision is final.

4.5 Parent Teacher Association

We are committed to the involvement of parents in all aspects of HIS and parents are encouraged to take an active part in their child's education and in the life of the school. HIS has an active Parent Teacher Association (PTA) that is involved in fundraising and discussing school issues. The PTA makes a very significant contribution to the life of the school.

The PTA organises, or helps to organise, social events such as International Day, social evenings, and school discos. Parents, students and teachers are all involved in the preparations for these school-wide activities. The PTA usually meets once a month, in addition there are often informally arranged Coffee Mornings. Some of our community groups such as the Korean Parents have their own informal forums.

All parents and teachers are warmly welcomed to be part of the PTA. Please email pta@hisvietnam.com should you wish to be involved.

4.6 Entering and Exiting Campus

At HIS, we have an open-door policy and warmly welcome parents to visit our campus. For security, all visitors must sign in at the front gate, show a form of identification and wear a red visitor lanyard while on campus.

If your child needs to leave school during the day, please email the Homeroom Teacher and copy the Main Office at mainoffice@hisvietnam.com before 7:55 a.m. Students must sign out at the Main Office and show the signed slip to security when leaving.

Students who wish to bring a visiting friend to school must request approval by submitting an email from their parent or guardian at least one week in advance. Permission must be granted by the Secondary Principal. Alumni visitors must follow the same procedures as other campus visitors.

All parents and visitors must collect their ID badges from the Main Office to access the campus and report to gate security first for a visitor pass. This helps us keep everyone safe while welcoming you to our school community.

Works cited

- Our Mission - International Baccalaureate®, IBO, www.ibo.org/about-the-ib/mission/. Accessed 21 May 2025

CONTACT US

48 Lieu Giai St., Giang Vo Ward, Hanoi, Vietnam

(84 24) 3832 8140 - 3832 7379

(84 24) 37624184

Mainoffice@hisvietnam.com

Admissions@hisvietnam.com