



The International School
OF MACAO | 澳門國際學校



SECONDARY

STUDENT HANDBOOK 2026 - 2027

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WELCOME

This Handbook serves as a reference guide to life at The International School of Macao. It provides both parents/guardians and students with general information about daily routines, school services, and policies and procedures.

MISSION STATEMENT

Mission Statement

In a safe, caring and welcoming environment, our mission is to develop socially responsible, life-long learners able to problem solve, think critically, and make positive changes in our global community.

學校使命

澳門國際學校旨在讓學生在一個安全及充滿關愛的環境下，培養出社會責任感及終身學習的使命，使學生有能力解決問題、發展具批判性思維，並為全球社區作出積極貢獻。

VISION



CORE VALUES





High Quality Teaching and Learning

- Collaboration**
 - Teachers • Students • Families • Community & Leadership
 - Working Together For Success
- Environment**
 - Inclusive • Stimulating
- Nurturing the Whole Child**
 - Academically • Socially • Emotionally • Ethically • Physically
- How We Teach**
 - Thoughtful Planning • Real-World Connections
 - Personal Excellence

Our Outcome

- Empowering Positive Impact • Academic Success • Personal Growth • Positive Contributions to Life & Community



Global Citizenship & Intercultural Learning

- Nurturing A Sense Of Belonging In Our Local And Global Communities**
- Guided by Care, Respect & Responsibility**
 - Growing Empathy • Integrity & Leadership
- Developing the IB Learner Profile**
 - Critical Thinking • Effective Communication
 - Responsible Action • Reflection
- Authentic Experiences**
 - TIS Community Action • Creativity • Activity • Service
 - Experience Week • Local & Global Projects

Accredited International School (Alberta), IB Diploma Programme, IB Primary Years Programme, IB Career-related Programme, CIS INTERNATIONALLY ACCREDITED SCHOOL

At TIS, we strive to ensure that our mission, vision and core values are at the heart of everything we do. We are committed to living our mission and fostering the continual learning of our school community.

We are determined to continue meaningful learning about diversity, equity, and inclusion. As a school, we are committed to creating a diverse, equitable, and inclusive environment where all feel safe to be themselves, and feel valued in their school community.

As an inclusive school, we recognise that we will accept and celebrate differences, including differing cultures, nationalities, sexual orientations, languages spoken, genders, races and ethnicities, religions, and differing abilities (neuro-diversity and physical ability).

Administrative Discretion and Document Authority

The Secondary Administration Team reserves the right to make amendments, revisions, or additions to this Student Handbook at any time as deemed necessary. Changes may be made to ensure compliance with school policies, DSEDJ guidelines, Macao law, or to address emerging needs within the school community.

When updates are made, reasonable efforts will be taken to communicate those changes to students and families in a timely manner.

The official and most current version of the Student Handbook is the original digital copy. In the event of any discrepancy between printed copies and the digital version, the digital version will serve as the controlling document. Students and families are encouraged to refer regularly to the digital handbook to ensure they are reviewing the most up-to-date information.

SECONDARY SCHOOL DAILY ROUTINES

Monday, Tuesday, Wednesday, Friday

8:45 - 8:55	HOMEROOM
8:55 - 9:00	TRANSITION
9:00 - 10:05	PERIOD 1
10:05 - 10:20	RECESS
10:20 - 11:25	PERIOD 2
11:25 - 11:30	TRANSITION
11:30 - 12:35	PERIOD 3
12:35 - 1:25	LUNCH
1:25 - 2:30	PERIOD 4
2:30 - 2:35	TRANSITION
2:35 - 3:40	PERIOD 5

Thursday (TAP Day)

8:45 - 8:55	HOMEROOM
8:55 - 9:00	TRANSITION
9:00 - 10:05	PERIOD 1
10:05 - 10:20	RECESS
10:20 - 11:25	PERIOD 2
11:25 - 11:30	TRANSITION
11:30 - 12:35	PERIOD 3
12:35 - 1:30	LUNCH
1:30 - 2:35	PERIOD 4
2:35 - 2:40	TRANSITION
2:40 - 3:10	TAP
3:10 - 3:40	ENRICHMENT

HOMEROOM

Each student is assigned a homeroom teacher advisor. Advisors meet with students on a daily basis to disseminate information and check-in with each student. It is highly recommended that the students take this time to get organised for their day and discuss any issues that have come up. The Advisor is there to help them have a successful year.

TEACHER ADVISOR PROGRAMME (TAP)

All secondary school students participate in the Teacher Advisor Programme. This includes daily sessions with an advisor and weekly advisory lessons, as well as assemblies, university visits and information, wellbeing guidance, house events, and opportunities for analysis and reflection on academic progress. TAP is followed by Enrichment, which will be used to build student portfolios and improve important skills. This time also allows for grade-level assemblies and House Team events.

LUNCH

Secondary students may eat lunch in the multi-purpose room (MPR), they may also utilise the round tables outside the MPR and in the Tiger Bites area. Students are not allowed to eat lunch in classrooms, hallways, or other unsupervised areas unless given permission to do so by a teacher. No tech devices are to be used at lunch except if completing work in the library. Students may

bring a packed lunch or may participate in the school lunch program offered by the designated food services operator. Lunch orders are done on a monthly basis. Students are expected to clean up their areas after finishing their food. If a student forgets their lunch, it may be dropped off at the office.

Middle school students are not allowed to leave the school campus at lunch to eat elsewhere. High School students are allowed to eat lunch outside school, provided they stay on MUST campus.

Note: TIS is an “Allergy Aware” School

Parents/Guardians should notify the school and record it on PowerSchool if their child has a severe allergy to food items.

RECESS

No technology is to be used during recess. Middle School students must be in one of the following areas: Tigerbites, the front fields, the small pitch, or the basketball courts. The library is also open to all students during recess for silent reading of books only. High School students are allowed to leave the school during recess but must stay on MUST campus. In the event of adverse weather conditions, students will make their way to their next class under the supervision of their next teacher.

CLOSED CAMPUS

TIS is a closed campus. Students are not allowed to leave the school campus during school hours (except High School students during lunch) unless accompanied by a teacher or signed out by a parent/guardian. Additionally, students from other schools are not permitted on campus unless they are here for a school activity or if they have permission from the Principal or Vice-Principal. All students who are not supervised by a teacher, need to leave campus by 5pm.

Students are welcome to play during lunch in designated supervised areas. However, please note that ball sports are not permitted on the red pitch area outside the Multi-Purpose Room (MPR) due to the nearby seating arrangements.

ATTENDANCE

Attendance is a key factor in student success. All absences affect student progress and achievement. It is the parent's/guardian's responsibility to ensure that children attend school regularly and punctually.

It is the parent's/guardian's responsibility to inform the school of any upcoming absences. If teachers are given sufficient time and receive input from both parents/guardians and students, they will be able to provide the necessary work and support. Notes about absences should be shown to the Secondary Office and directly to each teacher.

When a teacher believes that poor attendance or tardiness is affecting a student's achievement, the teacher will arrange a meeting with the parent/guardian to discuss the problem. If attendance continues to be a problem, the student will be referred to the administration, which can result in academic contracts and further consequences.

Students who leave school early, or are unable to attend for part or the whole day due to illness, will not be permitted to participate in any TIS-sponsored extracurricular activities happening after school hours.

If there is a concern about attendance, the school may ask for a doctor's certificate in order to excuse a medical absence.

All students are expected to attend school during the final examination period at the end of the school year. Students absent from final examinations will receive no credit for the final examination, impacting the final grade for the course. If excused for medical reasons, a doctor's certificate must be provided. For any students who miss a final internal examination due to a medical or school-approved reason, a make-up day will be organised by the Vice-Principal and the classroom teacher. All students are required to attend this make-up examination day in order to receive credit for the course. If a student misses a Grade 12 IB and Alberta Diploma exam, they may be deferred to the next examination period.

Students who are present and punctual are more likely to be successful in school and beyond. Students in Grades 10 to 12 who accumulate a significant number of absences (excused or unexcused) in any one course may be withdrawn from the course. Teachers cannot accurately assess students who are not in class. It is an expectation that there is open communication between the school and parents/guardians with regard to a student's regular attendance.

ATTENDANCE REQUIREMENT:

In order to be promoted to the next grade level, students must maintain an overall attendance rate of 80% or higher during the current school year. This is also a requirement to participate in the Graduation Ceremony and Grade 9 Banquet. If attendance drops below 85%, a meeting may be arranged to discuss possible interventions.

Mitigating circumstances, such as extended illness, family emergencies, or other extenuating situations, will be considered by the Principal on a case-by-case basis. Students facing such circumstances should communicate with the school administration as soon as possible to discuss their situation.

The school recognises that perfect attendance is not always possible, but maintaining a high level of attendance is critical for student success and ensuring they are prepared for the transition to the next grade level or, for graduating students, post-secondary education. We encourage all students to prioritise their attendance in order to complete their studies and, for those in their final year, celebrate their graduation.

LATE ARRIVALS / EARLY DEPARTURES

It is the parent/guardian's responsibility to notify the School of any late and absenteeism. Notices must be reported directly to either the Secondary Executive Assistant or the TIS Main Office. This can be done via email to absentee@tis.edu.mo or by phoning +853 2853 3700. A voice message (in English or Chinese) can be left if a staff member cannot be reached.

The following information is to be included in the message:

- Student's full name and homeroom
- Reason for the absence
- Likely date/time of the student's return to school
- Parent's/Guardian's name
- Parent's/Guardian's contact number/email address

Late students must sign in at the Secondary School Office prior to going to class. Students who frequently arrive late to school may face corrective action.

PUNCTUALITY AND LATE ARRIVALS

Punctual attendance at school and between classes is essential for academic success and developing lifelong responsibility. Consequences for late arrivals will be managed progressively, with a developmentally appropriate system in place to reflect the needs and increasing accountability of students as they grow. The late count resets at the start of each semester.

Middle School (Grades 7–9) - Progressive Reflection and Intervention

For Middle School students, the focus is on timely arrival and immediate reflection to reinforce the importance of punctuality.

- **Late to School (Unexcused):** All students who are late to school without an excused absence will be required to serve an after-school Reflection Session the following week. The duration will be 15 minutes for each late arrival that week (e.g., 3 lates = 45 minutes). This time is used to make up for lost instructional time and reflect on organization.
- **Late to Class (Unexcused):** Students who are late to class without a valid reason will serve 15 minutes of reflection time to address the importance of punctuality. Teachers will have conversations with students regarding why they were late before assigning reflection time. If a student believes a mistake has been made, they should discuss this with their teacher.

Students may proceed to their homerooms from 8.30 a.m. onwards to organise their lockers and prepare for the school day. Students are not permitted to remain seated in hallways. They should either report to the library or go to their homeroom, provided the teacher is present. After lunch, students may proceed to their class 10 minutes before the school bell. Students are only allowed in classrooms if supervised by a teacher.

High School (Grades 10–12) - Focus on Accountability and Academic Impact

For High School students, the focus shifts to direct accountability for self-management and the impact of tardiness on course credit and attendance requirements. After-school reflection time is not implemented for High School students.

- **Late to School (Unexcused):** Each instance of late arrival will be documented. Students are expected to sign in at the Secondary School Office prior to going to class.
- **Late to Class (Unexcused):** Each instance of late arrival will be documented and may result in the loss of privileges, such as the use of the Chill Room or leaving campus at lunch.

The following progressive interventions will be implemented for cumulative lates to school per semester, with increasing accountability from Grade 7 to Grade 12:

Cumulative Lates to School (per semester)	Grade 7 & 8 Intervention	Grade 9 & 10 Intervention	Grade 11 & 12 Intervention
3 Lates	Homeroom Teacher emails parents after 3 lates. Recorded in PowerSchool as a negative behaviour.	Homeroom Teacher emails parents after 3 lates. Recorded in PowerSchool as a negative behaviour.	Homeroom Teacher emails parents after 3 lates. Recorded in PowerSchool as a negative behaviour.
5 Lates	GTL arranges a parent meeting to review expectations + barriers, agree on a punctuality action plan, and record the concern in PowerSchool.	GTL arranges a parent meeting to review expectations + barriers, agree on a punctuality action plan, and record the concern in PowerSchool.	GTL arranges a parent meeting to review expectations + barriers, agree on a punctuality action plan, and record the concern in PowerSchool.
10 Lates	VP meets with parents. Recorded in PowerSchool as a negative behaviour. One hour after school detention.	VP meets with parents. Recorded in PowerSchool as a negative behaviour. One Day In School Suspension. Behavior Contract, including punctuality/attendance targets and morning monitoring.	VP meets with parents. Recorded in PowerSchool as a negative behaviour. One Day In School Suspension. Behavior Contract, including punctuality/attendance targets and morning monitoring.
15 Lates	VP meets with parents. Recorded in PowerSchool as a negative behaviour. One day in school suspension. Behavior Contract, including punctuality/attendance	VP meets with parents. Recorded in PowerSchool as a negative behaviour. One day out of school suspension. Formal letter on student file. Discussion about future enrollment,	VP meets with parents. Recorded in PowerSchool as a negative behaviour. One day out of school suspension. Formal letter on student file. Discussion about future enrollment,

	targets and morning monitoring.	according to terms of the contract.	according to terms of the contract.
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EARLY DEPARTURES

If a student needs to leave before the end of the regular school day, parents/guardians must contact the school through email or by phone to indicate that they give permission for the student to leave early. The student must sign out from the Secondary School Office before leaving the school. Students who are feeling unwell must see the school nurse in the Nurse's Office, who will advise on the best course of action and contact the parent/guardian for permission to leave as needed. Students are not allowed to leave the campus without prior parental permission.

STUDENT BEHAVIOUR AND CODE OF CONDUCT

The School is committed to fostering a safe, inclusive, and supportive learning environment through restorative practices. We believe that positive relationships and mutual respect are at the heart of a thriving school community. Restorative practices emphasise collaboration, accountability, and repairing harm to strengthen the bonds within our community. Rather than focusing solely on rules and consequences, we aim to guide students in understanding the impact of their actions, taking responsibility, and actively contributing to solutions that promote healing and growth. By prioritising dialogue, empathy, and understanding, we create an environment where everyone feels valued, respected, and empowered to learn and grow together.

STUDENT RESPONSIBILITY

It is expected that students wear the proper uniform, follow school policies, arrive on time, and be prepared for class. Secondary students must take ownership of their responsibilities as learners and role models within the school.

Students of TIS are expected at all times to

- Treat all school staff, fellow students, parents, and members of the community and guests of the school with courtesy and respect.
- Display a spirit of honesty, integrity and responsibility.
- Comply with the school rules and policies, and make efficient use of their school time.
- Refrain from disruptive behaviour that would deny any other student the opportunity to obtain the full benefit of their educational experience.
- Attend school/classes regularly and punctually.
- Be neat and clean in appearance and dress in a manner that is appropriate to the standards of the school and community.
- Refrain from smoking, vaping, or the use/possession of tobacco products or alcohol while on school property or while attending school-sponsored events.
- Not use and/or be in possession of illicit narcotics/drugs or weapons at school, or at a school-sponsored event (these are strictly prohibited and may involve the authorities).

- Refrain from the use of improper, profane or obscene language.
- Respect the rights of others.
- Refrain from the willful destruction, damage or loss of school property or the property of others.
- Arrive at school/class ready to learn, with the required equipment/materials (e.g. laptop, PE uniform, books, etc.).
- Complete all schoolwork and assignments on time and to the best of their ability.
- All members of the school community must act responsibly to uphold the school's reputation at all times, both online and in person.

STUDENT BEHAVIOUR CONTINUUM

TIS follows a 3-category approach to student misbehaviour:

Category 1: Included in this category of behaviours are those actions perceived to be disruptive to the orderly process of education in the classroom, on school property or during school-sponsored activities. These will typically be dealt with at the classroom level.

Category 2: These may be the result of chronic Category 1 offences or Category 1 offences that are considered severe, dangerous, or frequent. The administration will assist the teacher in finding a suitable resolution.

Category 3: A Category 3 offence may be the result of chronic Category 2 offences, where the student has shown little or no remorse or willingness to change, or a highly severe or dangerous offence that immediately involves school administration.

A student with a net negative (i.e. more negative than positive) behaviour status may not be permitted to participate in or represent the school at any events. This is inclusive of athletic and DSEDJ events.

In the event of a serious offence, TIS will cooperate with local agencies and authorities to be in compliance with Macau laws and regulations. TIS reserves the right to enforce disciplinary actions such as suspension and/or expulsion according to the severity of the incident, adhering to our [suspension and expulsion policy](#).

Here are some more specific examples of how the Student Misbehaviour Continuum could be implemented at TIS (these are not exhaustive lists):

Category 1 Offences (Examples):

Arriving late to class without a valid excuse

Using a cell phone or other electronics during instructional time

Refusing to follow teacher instructions or classroom rules

Incomplete work

Minor disruptive or disrespectful behaviour toward peers or staff

Potential Responses (Examples):

Verbal warning from the teacher

Temporary removal from the classroom activity

Teacher-student conference to discuss expectations

Parental/Guardian contact and documentation

Category 2 Offences (Examples):

Repeated Category 1 offences despite interventions

Bullying, harassment, or intimidation of another student

Truancy or excessive unexcused absences

Vandalism or intentional damage to school property

Violation of academic integrity

Potential Responses (Examples):

Referral to school administrator for investigation

Parent-teacher-administrator conference

In-school suspension, detention, or behaviour report/contract

Restorative justice measures, such as restitution

Category 3 Offences (Examples):

Chronic Category 2 offences with no improvement

Bringing a weapon, drugs, cigarettes/e-vape, or alcohol to school

Severe physical altercation or assault on another student

Threatening the safety of teachers, staff, or the school community

Potential Responses (Examples):

Immediate administrative intervention and investigation

- In School or Out-of-school suspension
- Recommendation for expulsion, in accordance with policy
- Referral to local law enforcement, if appropriate

Please note that these are just examples, and the specific responses will depend on the details and context of each incident. The school retains discretion in determining the appropriate consequences based on the Student Misbehaviour Continuum.

RESPONDING TO BULLYING

Bullying is defined as “repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation” (Alberta Government).

At TIS, any form of bullying - physical, social, emotional, online, cyber or other - is not tolerated. Students are strongly encouraged to be upstanders rather than bystanders and to report any form of bullying immediately to a member of staff. A report can be lodged to inform the Administration of any concerns or incidents by completing the [Confidential Bullying Report Form](#).

At TIS, we are committed to creating a safe and supportive environment for all students. Our comprehensive approach to addressing bullying includes several key responses:

Counselling and Support: We provide counselling and emotional support for both the victim and the bully to address the effects of bullying and to promote healing and understanding.

Consequential Action: Consequential measures for the bully may range from detention and suspension to expulsion, depending on the severity and frequency of the behaviour.

Education and Awareness: We implement education and awareness programs to prevent bullying, teaching students about empathy, respect, and the impact of their actions.

Encouraging Reporting: We actively encourage students to report any incidents of bullying, ensuring they understand that their voices are heard and taken seriously.

Parental/Guardian Involvement: We involve parents and guardians in addressing the issue, fostering a collaborative approach to resolving and preventing bullying.

Our goal is not only to address bullying when it occurs but also to foster a school culture where respect and kindness are the norms. By taking these comprehensive actions, we aim to create a safe and nurturing environment for every student.

LANGUAGE USE

Students are encouraged to speak English at school, except in Mandarin, French or Spanish classes, including during lunch and break times. The purpose of this is to encourage students to improve their English skills through their practical application. Additionally, English is the language that is 'common' to ALL students; we are an 'inclusive' school, so our goal is to include everyone by all speaking the same language when possible.

ACADEMIC INTEGRITY

Developing integrity in our students is an extremely high priority at TIS. For this reason, matters pertaining to academic integrity are taken very seriously. All students are expected to abide by the [Academic Integrity Policy](#). Classrooms display published test rules and all students must abide by these rules.

Students are not permitted to wear or use smart wearables or connected devices capable of recording and/or collecting data during the school day (including, but not limited to phones, smart watches, smart glasses, voice assistants, and any wearable camera or audio/video recording device). Where recording is permitted by the School for an approved educational or assessment purpose, all individuals present must be clearly informed and their consent obtained in accordance with applicable school procedures and relevant laws. Students must not capture, edit, store, or

share recordings in any form without prior approval from the individuals in the recording and the School, and sharing recordings is prohibited without such prior approval.

TIS DIGITAL RESPONSIBLE USE

TIS supports the use of information technology for learning. Members of the TIS community are required to act ethically and responsibly in their use of technology and social media when such use relates to or may impact the school and its members. It is expected that the values of respect, responsibility, and care will always be demonstrated in communications and actions.

Digital citizenship is a high priority for our school. Students are expected to utilise the available technology in a responsible manner. Tech-based indiscretions, which include the inappropriate use of social media (on and off-campus), are taken very seriously and may have significant consequences.

All electronic devices should be used to promote genuine learning, research, and positive communication. Devices should be used at the appropriate time, with the teacher's permission. They should not be a source of distraction or disruption of the teaching-learning environment. When not required by a teacher, personal electronic devices are to be kept out of sight and turned off.

Devices must not be used to cheat, endanger or violate another person's reasonable expectation of privacy. The taking of images without a person's permission is not permitted. All students are expected to complete a [Responsible Use Agreement](#) at the beginning of each academic year.

The School recommends that students who live in or are frequent visitors to Mainland China should make appropriate arrangements that allow them to access apps and tools used for school work.

MOBILE PHONES AND TECHNOLOGY

As per our [Mobile Phone Policy](#), mobile phones are to be turned off and kept in lockers during the school day. However, individual teachers will determine if and/or when mobile phones will be used in class for educational purposes. If a student violates the mobile phone policy, or misuses their device (laptop or otherwise) or other technology (earphones, smart watch etc.) the consequences are as follows:

1st offence: The device will be confiscated and taken to the respective Vice Principal's office. It may be collected by the student at the end of the school day.

2nd offence: The device will be confiscated and taken to the respective Vice Principal's office. It may be collected by the student's parent or guardian at the end of the school day.

3rd offence: The device will be confiscated and taken to the respective Vice Principal's office. It may be collected by the student's parent or guardian after five school days or kept at home by the parents.

If there is any further misuse of a technology, the student will be placed on a behaviour contract

and device usage at school will be restricted. If their laptop has been misused, the student will need to use a school controlled Chromebook for one month. If it is a mobile or other device, the student will no longer be able to bring this item to school.

This policy applies to all personal electronic devices, including but not limited to mobile phones, tablets, smartwatches, and other communication or entertainment devices.

LAPTOP COMPUTERS

The TIS “Think Digital” Laptop Program requires each student in Grades 7 to 12 to bring an approved laptop to school each day. The Macbook and the Chromebook are the two approved devices for this program.

OTHER ELECTRONIC EQUIPMENT & VALUABLES

Students are discouraged from bringing electronic equipment (other than a laptop) and valuables to school. The school will not be responsible for lost, damaged, or stolen equipment. Headphones or earbuds should not be worn unless the classroom/supervising teacher has given permission to do so. No technology should be used during transitions.

LOCKERS

All secondary students are issued a locker and are strongly recommended to use a combination lock. Students are not to decorate the outside of lockers. Students should not keep valuables in unlocked lockers. Lockers should be locked, and the combinations should be kept confidential.

The school Administration may search lockers at any time, and the school will not be responsible for lost or stolen items.

ELEVATOR USE

Students may not use the elevator before, during or after school hours. Students with disabilities or injuries may request an elevator pass from the Secondary School Office. A note from a doctor will be required.

ACADEMIC REQUIREMENTS

ONE SCHOOL, THREE DIPLOMAS: OPTIONS FOR TIS STUDENTS

All students who attend TIS are enrolled in the Alberta High School Diploma programme. Students who take the Full IB Diploma Programme and are in good academic standing may be exempted from meeting Alberta graduation requirements. With this in mind, four high school options are available to TIS students:

- Full IB Diploma, ([requirements](#))
- Alberta Diploma and the Full IB Diploma,
- Alberta Diploma with selected IB courses,
- Alberta Diploma only (could be enrolled in IB courses). ([requirements](#))

Both the Alberta and IB courses are delivered concurrently, so students who choose one of the IB options may earn credit towards both diplomas.

TIS DIPLOMA REQUIREMENTS

The High School Diploma is awarded to students who successfully meet the following requirements, as determined by TIS, to achieve the TIS High School Diploma:

Successful completion* of

- English Language / English Literature courses at G9,10,11 and 12 levels
- Humanities courses at G9,10,11 and 12 levels
- Science courses at G9,10, and 11 levels
- Mathematics courses at G9,10, and 11 levels
- Modern Language courses at G10 and 11 levels. This requirement may be waived at the discretion of the Principal, provided other approved courses are taken in lieu.
- Physical Education (PE) courses at Grades 9 and 10 levels. This requirement may be waived at the discretion of the Principal, provided other approved courses are taken in lieu.
- Career and Life Management (CALM) course. This requirement may be waived at the discretion of the Principal, provided another approved course is taken in lieu.
- At least 6 additional year-long courses from the following:
 - Science/Biology/Chemistry/Physics, Math/additional Math, Modern Language at Grade 12 level
 - Technology (Grade 10 or 11 or 12 levels)
 - Arts (Visual Art, Music, Drama) (Grade 10 or 11 or 12 levels)
 - PE / Sport Performance, Theory of Knowledge (Grade 11 or 12 levels)
 - Additional Humanities, Science/Biology/Chemistry/Physics, Modern Language (Grade 10 or 11 or 12 levels)
 - IBDP Extended Essay / IBCP Reflective Project

** Successful completion requires a final academic grade of at least 2 (out of 7). Grades are tracked from Grade 9 for transcript purposes.*

Successful completion** of

- Creativity, Activity, and Service (CAS) program or an approved Personal Enrichment Portfolio in all years at TIS High School.
- An approved TISCA and Personal Development Project in TIS High School. (such as AYP, Leading an LPA/ECA, Mentoring, or other approved activities)

***Successful completion of CAS/Personal Enrichment and TISCA/Personal Development is not grade based, but must meet or exceed minimum criteria.*

STUDENT ELIGIBILITY AND PREREQUISITES FOR THE FULL IBDP

The IB Diploma Programme is a rigorous academic programme, students must meet certain eligibility requirements in Grade 10 before they can enrol. The goal is student success, so TIS strives to assist students in choosing the option that provides the greatest opportunity for them.

Students must demonstrate the necessary aptitude, work ethic and previous academic results before they will be considered for admission into the IBDP.

Students make the decision to enrol in the Full IBDP when registering for their Grade 11 courses. This takes place in the Spring of their Grade 10 academic year. Please refer to the [Admissions Policy](#) for further information on enrollment in the IBDP.

PROMOTION

Teachers and Academic Counsellors shall advise students of appropriate course levels to help students be successful. Students in Grades 9 to 12 should consult with their Academic Counsellor to determine appropriate courses based on post-secondary options. Students who do not receive a passing mark in a course (or a passing blended mark for courses with diploma exams) shall not receive credits for that course. Students who encounter this issue will have their next steps discussed with them by their Vice Principal.

Middle School students who are not meeting the minimum standards of academic achievement in English, Science, Mathematics, or Social Studies (earning a grade of 1 on a subject report) are strongly encouraged to complete summer work, if assigned. This may include attending summer school or completing coursework in the subject area where they are not passing. The school will review each student's progress and determine whether promotion to the next grade level is appropriate on a case-by-case basis.

ACADEMIC EXPECTATIONS

Students who are not meeting academic, effort, attendance and punctuality expectations will be held accountable. Teachers or administrators will provide notification to parents/guardians in such instances, with an aim to implement processes for support. If issues persist, a student/parent meeting with the Vice-Principal or Principal may be arranged. If the student is receiving borderline (2) or failing grades (1) and negative reports regarding attitude and effort from their teachers, they may be placed on an academic contract. Should the student fail to meet the conditions of this contract, consideration will be given as to whether the school will continue to offer a place for the student at the school.

Year 1 IB Programme Academic Standing

Students entering Year 1 of the IB Programme should note the following academic and enrollment milestones:

- **Program Entry Request:** The deadline for requesting entry into the IB Programme or switching between courses or levels is the second Monday of November of the academic year.
- **Commitment and Withdrawal:** Students selected for the programme are expected to remain committed from April onwards. Students wishing to withdraw from the IBDP may request to do so during the week following the Semester 1 report card. Students can opt

out of the IB programme for Grade 12 if their concerns remain unresolved.

- **Academic Intervention:** Students who are not meeting the passing requirements for the IB Diploma will be scheduled for a meeting following Semester 1 report card, where they will be given a target for improvement to be met by April of Semester 2.
- **Pathway Modification:** Students who have not met the passing criteria by the Semester 2 interim report card will be required to unenroll from the IBDP and will be recommended a different academic pathway.

APPROACHES TO LEARNING (ATL) SKILLS

The International Baccalaureate (IB) emphasises the development of Approaches to Learning (ATL) skills to help students become independent, reflective, and lifelong learners. These skills are grouped into five categories: thinking skills, communication skills, social skills, self-management skills, and research skills. Through the ATL framework, students learn to think critically and creatively, communicate effectively, collaborate with others, manage their time and emotions, and conduct independent research. These skills are integrated across all subjects and foster the values of inquiry, responsibility, and adaptability, preparing students for success in both academic and real-world contexts. The ATL framework is developmental and sequential, highlighting the stages at which students demonstrate their growing competence in academic and social domains.

REPORT CARDS

Secondary students receive four report cards per year. This includes a mid-year report and the final report which contain comments and course details. Interim report cards are a snapshot indicating how a student is progressing at that moment in time with a focus on their ATLs and a summary of their grades.. The final course grades are recorded in the student's transcripts, typically used for university applications from Grade 9 up.

Academic grades are reported on a 1-7 grade scale. Report cards will also show a percentage grade for each course, which is used in determining final grades for Alberta Education. Effort grades are reported on a letter-grade scale.

IXL Expectations for Students failing at the end of the academic year

Students Below 50 Percent

Students who have achieved an overall end-of-year grade below 50 percent will be expected to complete a standardised IXL course at the end of the current school year, prior to the start of the next academic year. This requirement applies to English, Mathematics, and Science (up to Grade 10). The IXL course will be aligned with the Alberta Program of Studies skills plan at the appropriate grade-level equivalent.

Completion of this work is a prerequisite for resuming regular lessons in the new school year.

A. Coursework Remediation

The student may complete the assigned IXL remediation course and must achieve a minimum average of seventy per cent in each required section. Upon successful completion, the coursework component of the grade (weighted at eighty per cent in Middle School and seventy per cent in High School) may be recalculated; however, the recalculated coursework grade shall not exceed sixty five per cent under any circumstances. The original examination mark will remain unchanged and unaffected by remediation efforts.

B. Alberta External Diploma Courses

Where the course includes an Alberta external examination (for example, Provincial Achievement Tests):

- The external examination weighting remains unchanged
- IXL remediation affects only the school-based coursework portion of the final grade
- The integrity of externally assessed components is preserved in all cases

Evidence of Completion

Students are required to provide clear evidence that they have completed the assigned IXL skills before the commencement of the new academic year. Students who have not completed the required IXL work will need to do so before they are permitted to begin the school year as normal.

SECONDARY ASSESSMENT

Summative assessments are evaluations that measure a student's mastery of the key learning objectives for a course. These may include tests, projects, essays, presentations, or other comprehensive assignments that demonstrate the student's understanding of the material. Formative assessments provide ongoing feedback to students and teachers, helping to monitor students' progress and understanding throughout the learning process. They allow educators to adjust their teaching methods and enable students to identify areas needing additional support. Ultimately, formative assessments contribute to students' academic growth and success.

Students can expect a variety of formative and summative assessments (at least 3 per semester, per subject) throughout the school year. Students are expected to submit assigned work in a timely manner. Missed assignments will impact the final grade. Students are expected to show initiative when approaching their teachers when they require extra help or when they have concerns about an assessment. Assessment dates should be posted at least one week in advance of the assessment.

Students and parents/guardians can access summative assessment grades in real-time on PowerSchool. For further information on assessment, please refer to our [Assessment Policy](#).

MISSED SUMMATIVE ASSESSMENTS

Students are expected to attend all scheduled summative assessments. However, the school recognises that illness can sometimes prevent a student from being able to complete these important assessments. If a student misses three or more summative assessments across all of their classes due to illness or any other reason, the school may require a doctor's note to be provided. This doctor's note should confirm that the student was too ill to attend the assessments on the dates they were missed. Without a valid doctor's note, any summative assessments missed beyond the three allowed absences may result in a grade of zero being assigned. The school's goal is to support students in completing their required coursework, but also maintains academic integrity by ensuring summative assessment guidelines are followed. Students or parents/guardians should communicate promptly with teachers and the administration if an extended illness causes multiple summative assessment absences.

Students are responsible for arranging a new summative assessment date if they miss a scheduled test-based summative. Rescheduling will only be permitted for legitimate reasons, and appropriate documentation may be required. If a student misses the rearranged test date, the summative will be recorded as an incomplete.

Extension Procedure for Summative Assessments

In **Middle School**, if a student misses a due date for an assignment, the following steps will be taken:

First occasion: Maximum (decided by the teacher) 7-day extension with parent notification and recorded on PowerSchool.

Second occasion: Extension until the next class with parent notification and recorded on PowerSchool.

Third and following occasion: A zero grade is entered into the gradebook. The work will be required for submission.

Students that fail to submit work by the deadline will still be expected to complete the task. This is to ensure that the student learns the required content and skills associated with the assignment.

Students will be required to stay after school to complete outstanding assignments, regardless of whether or not a mark is given for the work.

In **High School**, each student is permitted one extension per class per academic year for a summative assessment. This procedure applies to long-term summative tasks such as projects, major assignments, and presentations. It does not apply to classroom-based tests, quizzes, or exam-style assessments. Students must write the request to the teacher 24 hours prior to the deadline for the request to be initiated by the teacher.

Extensions may be granted without penalty, provided the request is made in accordance with established class procedures and timelines. Please check the [Extension Request](#) procedures.

The classroom teacher is responsible for tracking and recording the use of this extension. For courses within the IB Diploma Programme (IBDP) and the assessment is related to Internal Assessment or another IB requirement, the IB Diploma Programme Coordinator (IBDPC) must be informed when a student uses their allotted extension.

Requests for additional extensions beyond the one permitted per class per year will require administrative approval and appropriate rationale.

NON SUBMISSION OF SUMMATIVE COURSEWORK

Non-submission of summative coursework is not permitted at TIS. Teachers must first employ consequences in line with TIS policy and record the incident in Powerschool. Non-submission of required work will be treated as a negative behavior and a form of non-compliance. The school views this as an excellent teaching opportunity to reinforce responsibility and accountability. Students are expected to submit all coursework inline with expectations. For non-submission of summative coursework, the teacher must notify the Vice Principal in the first instance for support with the student.

MINIMUM SUMMATIVE ASSESSMENTS PER SEMESTER

In addition to the attendance requirements for grade promotion and graduation, all students in Secondary school will complete a minimum of 3 summative assessments and 2 formative assessments per semester in each course. For semester 2, this includes the final exam. This does not include Y2 IB courses for Semester 2 or CTS modules.

Completing a minimum of 3 summative and 2 formative assessments per semester ensures that students have multiple opportunities to showcase their knowledge, understanding, and skills. This helps provide a well-rounded evaluation of their academic progress throughout the course.

Students who fail to complete the minimum of 3 summative assessments may be at risk of not meeting the learning outcomes for the course. This could affect their eligibility for promotion to the next grade level or graduation. If extenuating circumstances arise that prevent a student from completing the required assessments, they should communicate with their teacher and school administration as soon as possible.

RETAKE PROCEDURES

At TIS, we believe that assessments are critical opportunities for students to demonstrate their learning and mastery of course content. It is important that students take these assessments seriously and prepare thoroughly to ensure they can accurately showcase their knowledge, understanding, and skills.

For subjects in the following departments:

Mathematics

Science

English Language Arts, ARW & ESP

Humanities (Social Studies, Business Studies, Economics, History, Global Politics)x

Languages (Chinese, French)

The following retake procedure will apply. To support student learning and growth, students will sit a cumulative end-of-year assessment; the aim of this assessment is to give students the opportunity to improve their grades. This assessment will cover material from the entire school year and will replace the student's lowest summative grade in the course. Please note that this opportunity applies only to summative assessments (test) and not to projects/ mock exams or other forms of assessment.

For Grade 12 IB Diploma courses, the **mock exams** will serve as the cumulative retake test. For Grade 12 Alberta Diploma courses, there will be a **cumulative assessment** before final exams (not within a week of the final exam taking place) , which will function as the retake and preparation for the Diploma exam. For Grade 12 courses that are both IB and Alberta Diploma courses, the IB DP **mock exam** will be used as the retake.

For all other grades where a course includes an **internal final exam**, the internal exam will be the cumulative retake and, if the exam mark is higher than the student's lowest mark in their markbook, the lowest mark will be disregarded when calculating the final grade. For courses that do not have a final exam, the cumulative retake will be scheduled during regular class time in the final weeks of the school year, and must be added to the assessment calendar. If the cumulative test score is lower than the lowest grade in the markbook, the original summative grade will remain unchanged.

This procedure provides students with an opportunity to demonstrate their cumulative learning and improve their overall course performance, while ensuring the integrity of summative assessments throughout the school year.

For subjects in the following departments:

Arts (Art, Drama, Music)

CTS & CTF (MTM, Design, Computer Science, Robotics, Industrial Design, Outdoor Education, Clay)

The following retake procedure will apply. Students who are in Arts, CTF and CTS classes will not receive a retake but can receive an extension of a summative. If the student needs an extension, they will attend school support classes for an extra hour each day, as assigned by their classroom teacher, until they have completed their summative assessment. Students may resubmit a project to demonstrate improved mastery and enhance their grade.

For PE and Health:

Students can submit additional evidence to demonstrate their learning for a PE unit, or they can resit 1 Health test. If a student chooses to submit video evidence, a template will be provided by their PE teacher.

Approaches to Learning Certificates of Excellence:

The Certificate of Excellence is awarded to students who demonstrate outstanding academic achievement and performance. This recognition is granted to the top 15% of students in the grade, based on overall academic results and consistent dedication to learning.

Recipients of this certificate exemplify excellence, perseverance, and a strong commitment to the school's values and standards.

HONOUR ROLL

Secondary students whose course average is above 80% are placed on the Honour Roll. Students with averages between 90-94% are designated Honours with Distinction. Secondary School students whose average is 95% and above are designated as Scholars.

DIGITAL ASSESSMENT

Students may be required to download apps to ensure the security of any digital assessments. . It is the responsibility of students to ensure that the app is installed and functioning on their devices prior to the test. If this is required, please confirm that the app is installed well in advance to avoid any technical issues on the test day.

GRADE POINT AVERAGE (GPA) CALCULATION

GPA is an average that is used to calculate your overall academic success. Since different courses at TIS have different durations and academic requirements, they are not calculated by a direct average or mean.

In High School, we use a weighted GPA calculation to determine students' academic performance. All Alberta Education (AB) courses are weighted equally based on their credit value; IB Courses are weighted according to their level. IB Standard Level (SL) Courses are weighted equally to their co-credited AB course. IB Higher Level (HL) courses receive an additional 20% weighting.

In Middle School, a student's GPA is weighted according to the length of the course. Full-year courses are weighted 100%, and semestered courses are weighted at 50%.

AWARDS

In June, TIS hosts an awards ceremony for various awards (Subject, Grade and Divisional level) to honour our outstanding students and present them with awards to recognise their achievements. Students will also be nominated by their teachers for the Macau Foundation awards.

A student who commits a violation of the Academic Integrity Policy may be removed from contention for all school awards, including both the TIS subject-based awards and the Macau Foundation awards.

SCHOOL UNIFORM

The apparel a student wears to school contributes to a positive learning environment. Students are expected to wear **all** black shoes at all times (except during PE classes). All uniform items must be issued by the School uniform shop. Students are allowed to wear TIS Athletics Department issued black hoodies. Hoods must remain down in all learning environments, and hats should not be worn inside unless for health or safety reasons or for religious purposes. Appropriate, school issued PE uniform for physical education classes is required, and teachers may also require specific clothing for practical activities in the arts.

Students are permitted to wear theme-specific clothing on Dress Down Days each month. Students are expected to continue to contribute to a professional learning environment on these special days as well. Acceptable dress down attire includes clean, non-ripped jeans, khakis, shorts or skirts, t-shirts or sweaters and closed-toe shoes. Unacceptable items include excessively short, tight or revealing clothing, clothing containing inappropriate logos or language, and any item that could be considered a distraction or safety hazard. If the school administration deems certain attire to be inappropriate, the student will be required to change. Students who do not follow the dress down day expectations may lose the privilege of participating in future dress down days.

UNIFORM AND APPEARANCE

At TIS, we believe that wearing a uniform promotes a sense of unity, discipline, and pride among our students. This policy outlines the steps we will take to enforce the uniform policy and record incidents related to non-compliance. Our goal is to maintain a positive learning environment where all students adhere to the uniform guidelines.

A school uniform is compulsory for all students. The uniform policy is to be enforced during school hours or when students are on the school premises (unless specific activity permits). All TIS uniform items must be purchased from the TIS uniform shop.

Skorts or shorts need to be purchased from the school uniform supplier and not altered or rolled up. All skorts must be at or below the student's fingertips when the student stands with arms relaxed at their sides. Students may wear black TIS PE shorts during the school day.

All secondary students are required to wear the uniform during the school day. Students who are not wearing the correct uniform will be sent to the Secondary office to call home and request that the correct uniform be brought into school. On House Team days, students are encouraged to wear House Team t-shirts (other uniform expectations remain the same as a regular school day).

Excessive jewelry is not permitted. Jewelry must be non-disruptive and appropriate for a school setting. No facial piercings are allowed except ear piercings. Any jewelry that becomes a safety concern or distraction may be required to be removed or covered. Students should not have any visible tattoos.

In line with uniform and appearance expectations, students must present themselves in a manner consistent with a professional learning environment. Hair colour must not be extreme and must be neat, clean, and well maintained. Any hair colour that results in a significantly distracting

appearance or does not meet professional standards may require the student to make reasonable changes, as directed by the school.

The school administration reserves the right at all times to determine whether any clothing and/or appearance conveys a message that conflicts with the philosophy of the uniform policy.

SEASONAL DRESS CODE

As the weather becomes colder in Macao, students are permitted to wear warmer clothing such as jackets, coats, and scarves while traveling to and from school.

However, during the school day, all students are required to wear the official school uniform in accordance with the school's dress code. Additional outerwear or non-uniform items should be removed once inside the building.

ADMINISTRATIVE DISCRETION

School administration reserves the right to make exceptions or adjustments to this at their discretion, based on weather conditions, special events, or other circumstances.

GRADE 7 TO 12 SCHOOL UNIFORM	
DRESS UNIFORM	TIS White shirt / TIS Polo Shirt + TIS Trousers / TIS Shorts / TIS Skirt (with inner shorts) / TIS Blazer / TIS Vest / TIS Tie 100% Black Shoes + White / Black Socks OR Black / Skin-Tone Tights Hair accessories are to be plain Red, White or Black
PE UNIFORM	TIS PE T-shirt / TIS Black P.E. Shorts/pants + White / Black Socks + Running Shoes
OUTERWEAR	TIS Vest / TIS Red Jacket / TIS Hoodie

If students are not wearing the correct uniform, the following steps will be taken:

All incidents related to uniform non-compliance will be recorded in PowerSchool.

Warning and Secondary Intervention:

- If a student is not following the uniform policy, the secondary teacher will remind the student to check the student handbook and send the student to the Secondary office.
- The Secondary office will contact a parent/guardian to bring a uniform for the student.
- The incident will be recorded on PowerSchool, including relevant details such as the date, time, and nature of the incident.

Restorative Time and Secondary Intervention:

- If a student continues to disregard the uniform policy, the secondary teacher will provide a designated reflection period for the student to contemplate their actions.
- The secondary office will contact a parent/guardian to bring a uniform for the student.

- c. The incident will be recorded on PowerSchool.

Parent/Guardian Meeting and Secondary Intervention:

- a. In the event of repeated uniform violations, a meeting will be scheduled with the student's parents/guardians to discuss the issue and find a resolution.
- b. All details of the meeting and subsequent actions will be recorded on PowerSchool.

If the aforementioned interventions and deterrents do not rectify the uniform violations, potential responses could include:

- Referral to a school administrator
- Parent-teacher-administrator conference
- In-school suspension, detention, or behaviour report/contract

The uniform policy and incident recording procedures outlined above ensure that TIS maintains a consistent and orderly learning environment. By adhering to these guidelines, we aim to foster a sense of responsibility, professionalism, and cooperation among our students.

HEALTH AND SAFETY

FIRST AID

A nurse or first aid attendant is on staff during regular school hours. If a student is injured or feels unwell, they should seek teacher permission to go to see the nurse. An assessment will be made and treatment will be provided as necessary. Parents/Guardians will be notified if the illness/injury warrants examination by a doctor and/or the student needs to leave the school early.

ROAD SAFETY

TIS experiences heavy congestion before and after school. Please use the designated crosswalks (zebra crossings) at all times. Drivers are reminded to practise extra care, drive slowly, and follow the directions given by staff directing traffic flow.

SCHOOL SERVICES

LIBRARY

The Secondary Library is open from 8:00 a.m. to 5:00 p.m. and provides areas for students to work individually and meet with peers. Students may use the Secondary library to access computers, printers, scanners and photocopiers. The library staff is happy to help students locate resources and suggest reading material.

Books may be borrowed for two weeks. Overdue notices are sent by email, and students with overdue books may not borrow additional titles until they are returned.

The library will be closed when library staff are unavailable or if there is a meeting in the library. Should the library be unavailable, a sign will be posted to notify students. Library staff have the

right to ask students to leave if they are disturbing others. Please note that food and drink are not permitted in the library.

Parents/Guardians may sign up for a library account and are welcome to use both the secondary and elementary libraries before 8:30 a.m. and after 3:00 p.m. There is a parents' section in the Elementary Library with materials that may be of particular interest to parents/guardians.

FOOD SERVICE

The school has contracted a commercial food service provider that operates from a large kitchen in the MPR. All meals are prepared on-site and made fresh daily.

Meal choices include a variety of healthy options, including both Western and Eastern culinary choices. Students who do not order on a monthly basis may purchase meals individually. Students may also purchase additional drinks and snacks.

LOST AND FOUND

A school-wide lost and found box is located next to the security desk on the ground floor in the South Wing. Items are kept for two weeks. Expensive items are held in the school office.

STUDENT SERVICES

INCLUSIVE EDUCATION DEPARTMENT

The Inclusive Education Department is dedicated to supporting students throughout their K-12 journey.

In Secondary School, a dedicated team of case managers and educational assistants provides tailored support to help students reach their full potential. The case managers work closely with students to understand their learning needs, set important goals, discuss accommodations for tests, and coordinate with teachers and other support staff.

The primary aim is to help students develop self-awareness and self-advocacy skills, preparing them for independence and empowering them to advocate for themselves in university and beyond. This support is guided by an Individualised Education Plan, which focuses on both academic goals and social-emotional development.

The Den (SW Room 5220) is a dedicated classroom where students can seek additional help before and after school. In this space, they can receive assistance with completing assignments, improving organizational skills, and accessing testing accommodations.

PERSONAL COUNSELLING

Social Emotional Counselling services are available at TIS. This is achieved through strategies that help students effectively manage their feelings, thoughts, and behaviours. Counsellors also help students to improve interpersonal relationships and facilitate better emotion regulation. Our counsellors speak multiple languages. Students are encouraged to make an appointment prior to visiting the

counsellors. This structured approach allows students to seek guidance while maintaining a focus on their academic commitments.

All grade seven students are assigned a guidance counsellor. The counsellors will be available to meet with each student at the start of the academic year and are available by appointment to assist students and their families with academic, social, and emotional needs. Counsellors are available to help all secondary students. The QR code in the student agenda can be used to book an appointment.

ACADEMIC COUNSELLING

The Academic Counselling office supports students as they work towards university and career goals. The Academic Counsellors assist students in selecting their courses in High School, making sure they have the correct prerequisites that will allow them to complete their studies and graduate with an Alberta High School Diploma or an IB Diploma, or both. Parents/guardians are encouraged to be active participants in the discussion regarding future academic planning.

The Academic Counselling office has a library of resource materials available to both parents/guardians and students. TIS organises Information sessions throughout the year for parents/guardians to learn more about the application process, course selections, and options available for students. In September, TIS hosts a large university fair with representatives attending from all over the world. Parents/guardians and students are invited to talk to the representatives and ask questions. Throughout the year, the School also hosts numerous universities to give talks and provide advice to all students in Secondary School.

In their final year at TIS, Grade 12 students will receive personalised guidance and support as they apply to various universities around the world.

EXTRA-CURRICULAR ACTIVITIES (ECA) AND LEADERSHIP AND PRODUCTION ACTIVITIES (LPA)

ECA's & LPA's are a fun and important part of life at TIS. The school provides many opportunities for students to get involved in the arts, athletics, and various clubs.

ECA's are run over 3 sessions during the school calendar year (ECA#1 - Oct-Dec, ECA#2 Jan-Mar & ECA#3 Apr-Jun) whereas LPA's are clubs that have different schedules, some of which run for the whole school year.

All ECA & LPA information, including sign up & registration for these activities, can be found on SchoolsBuddy. LPA clubs are free of charge but ECA's incur additional cost. In addition, the school has developed partnerships with activity specialists to offer more extensive ECA options. For any ECA or LPA enquiries, please email the activities team at activities@tis.edu.mo.

TIS ATHLETICS

The TIS athletic program is designed to promote physical fitness, teamwork, and sportsmanship among students. It offers a diverse range of sports for various skill levels, ensuring that every

student has the opportunity to participate and excel. The program aims to enhance students' athletic abilities through structured training and competition, and foster collaboration and communication among team members. Sport teaches lifelong skills such as discipline, respect, and perseverance.

The athletic program consists of many teams with hundreds of students participating in three international sport conferences: ACAMIS, PRC and SCISAC. Locally, we compete in the DSEDJ competitions. Some of the sports include Basketball, Football, Volleyball, Badminton, Track and Field, Tennis, and Robotics. Our dedicated coaching staff consists of experienced professionals committed to the development of each student-athlete.

Coaches emphasize skill development, game strategy, and individual growth. The athletic program encourages family and community involvement through events, fundraisers, and volunteer opportunities. This strengthens school spirit and creates a supportive environment for student-athletes. The school's athletic program is a vital part of student life, providing opportunities for personal growth. Through sport, student-athletes learn valuable life skills that extend beyond the playing field.

AFTER-SCHOOL SUPPORT FOR MATH AND ENGLISH

TIS also offers after-school programs designed to provide additional support for students in Math (ASMT) and English (ASET). These programs focus on small group instruction to help students strengthen their skills. English support is available for language learners, and Math support is tailored for students in Grades 7 to 12 who need extra assistance. Sessions will align with classroom learning and are scheduled based on demand.

Parents/Guardians should contact the Secondary Office for guidance if students wish to receive individual tutoring in any specific subject area.

HOME AND SCHOOL COMMUNICATIONS

USE OF LEGAL AND PREFERRED NAMES

Legal Names: Legal names, as recorded in official school records on PowerSchool, will be used on all formal external documents, including but not limited to report cards, transcripts, diplomas, and official correspondence with external entities. Parents/Guardians are responsible for ensuring that legal names are correct on the PowerSchool platform

Preferred Names: The school recognises the importance of acknowledging students' and staff members' preferences regarding the use of their names. Therefore, preferred names will be used on internal documents, such as class lists, internal communication, and informal correspondence.

Change of Name: In case of a legal name change, students or staff members must submit the necessary documentation to update their school records accordingly. Preferred name changes

should be communicated to the appropriate Vice Principal by the parents/guardians, to ensure consistent usage across all platforms.

EMAIL

Each student is provided with an email address (Gmail) for educational purposes. Students are expected to check their school email daily.

PowerSchool - Student Information System

PowerSchool is our primary student information system that supports several essential functions:

- **Markbook:** Teachers use PowerSchool to record grades, making it the central repository for student performance tracking.
- **Report Cards:** Report cards are generated and shared with parents/guardians and students via PowerSchool at the end of each term.
- **Attendance:** Daily attendance is taken using PowerSchool, ensuring accurate tracking of student presence.
- **Behaviour Management:** Teachers also use PowerSchool to log and monitor student behaviour, promoting accountability and positive conduct.

Parents/Guardians and students will receive login credentials to access PowerSchool. Please check this platform regularly for updates related to attendance, grades, and term reports.

ManageBac - Unit Planning & Assessment Calendar

ManageBac is a key platform used for curriculum planning and assessment scheduling. At TIS, we use it for the following functionalities:

- **Unit Planning:** Teachers use ManageBac to design and share unit plans. Students and parents/guardians can view these plans to understand learning objectives, expected outcomes, and ongoing progress.
- **Assessment Calendar:** All assessments, including tests, projects, and assignments, are scheduled in ManageBac. This allows students and parents/guardians to track upcoming deadlines and prepare accordingly.

ManageBac is designed to offer a transparent view of academic activities. Login credentials for students and parents/guardians will be provided, ensuring you stay informed about the curriculum and assessment timelines. See [here](#) for login instructions.

Google Classroom - Daily Tasks & Homework

Google Classroom serves as our primary platform for managing daily tasks and homework assignments. Here's how it supports student learning:

- **Daily Activities:** Teachers post daily tasks, class materials, and announcements on Google Classroom.

- **Homework:** All homework assignments are uploaded here, ensuring students can access them anytime.
- **Parent/Guardian Reports:** Parents/Guardians can opt to receive daily or weekly email summaries from Google Classroom. These reports include information about:
 - Missing work
 - Upcoming assignments
 - Classroom activities

To receive these reports, parents/guardians must be added to their child's Google Classroom account by the homeroom teacher. Please speak with your child's homeroom teacher to activate this feature.

PARENT-STUDENT-TEACHER CONFERENCES

There are two scheduled Parent-Student-Teacher Conferences during the school year. The conferences are held in each semester. Parents/Guardians and teachers meet to exchange information about the children, and parents/guardians are informed of recent progress. All secondary school Parent-Student-Teacher Conferences are scheduled through "Meet the Teacher" and are held in the teachers' classrooms. Students should accompany their parents/guardians to the Parent-Student-Teacher Conferences. Parents/Guardians can request interviews with their child's teachers even if a teacher has not requested a meeting.

ADDITIONAL MEETINGS

Parents/Guardians may request additional meetings with the academic staff at any time. Please contact the school to schedule an appointment. Teachers are generally available before and after class. Occasionally, teachers will request team meetings with the parents/guardians and the student's teachers to review performance and programming. Teacher emails can be found on PowerSchool.

TIS SOCIAL MEDIA PAGES

At TIS, students and parents/guardians can stay connected and informed of School events via our social media platforms. Below are some recommended social media addresses to follow.



Facebook

The International School of Macao
@TISMacao

TIS Tigers
@tistigers

TIS Alumni
@MacaoTISAlumni



Instagram

The International School of Macao
@tismacao

TIS Tigers
@tistigers

TIS Volunteer Team
@tisvolunteer



LinkedIn

The International School of Macao
@TISMacao #TISMacao



WeChat

@TISMacao #TIS Macao

The School recommends using social media as a secondary source of obtaining information, as important messages will always be communicated via email.

OTHER USEFUL INFORMATION

FIELD TRIPS

Throughout the year, students will participate in numerous excursions away from the TIS campus. These trips are selected based on their curricular relevance, feasibility, opportunity, and developmental level.

EXPERIENCE WEEK

Participation in all aspects of one of the Experience Week programs is an expectation for all students in Secondary school. TIS expects the highest level of student behaviour both in school and whilst participating in excursions. Students are expected to conduct themselves in a mature, responsible, and respectful manner throughout the entire Experience Week program. This includes adhering to all school rules and policies and following the instructions and guidance of the supervising teachers and program organisers.

The program is an important opportunity for TIS students to learn beyond the classroom setting. Experience Week options are carefully chosen based on safety and the ability to offer diverse locations to support international-mindedness. All excursion activities are framed by the IB outcomes of Creativity, Activity, and Service.

Additional costs associated with Experience Week are not covered in regular tuition fees.

HOUSE TEAMS

All students at TIS are assigned to one of four house teams (Dragon, Lion, Panda, and Phoenix) in order to help boost school spirit and achieve goals. During different house team events throughout the year, the four different teams will compete against one another in various competitions. Students are encouraged to wear their House Team shirts during these events. Replacement shirts can be purchased at the Uniform Shop. Other uniform requirements remain the same as a regular school day.

INCLEMENT WEATHER POLICY

The school's first priority when dealing with inclement weather will be the safety and wellbeing of students, staff, and parents/guardians. Further information is available on the school website at <https://tis.edu.mo/services/school-policies-and-procedures> or at the school office.

Please note that TIS follows the DSEDJ-approved procedures for rainstorm warning signals.

Rainstorm warning	Procedure
Yellow signal	All classes run as normal. All exams will continue
Red or Black Signal: If issued between 6:30 - 9:00 am	Classes suspended for Kindergarten, Grades 1-6 all day. Classes are suspended for Secondary in the morning only. External exams (PAT, Alberta Diploma, IB Diploma) will continue as scheduled. Internal exams will be postponed.
Red or Black Signal: If issued between 11:30 am - 2:00 pm	If there has been class suspension in the morning, afternoon classes will also be suspended. If classes were in session in the morning, afternoon classes would continue. If students are already writing exams, they will continue to do so. External exams scheduled for the afternoon will continue.

SECURITY

TIS welcomes the involvement of parents/guardians and community members at the school. For the sake of security, TIS families must register for a Parent ID badge to wear when staying in the school; other visitors are required to sign in at the security counter to obtain a visitor ID badge. Visitors must return the ID badge when leaving the premises.

TIS receives many additional visitors during the course of the year. TIS staff supervise school tours for government officials, prospective families, and educational partners. Students who are not from TIS are not allowed on campus without prior approval from the administration.

CHILL ROOM GUIDELINES

The Chill Room is a space designed for high school students to relax and recharge in a calm and welcoming environment. It is available for high school students only and may be used during lunch or after school on school days, and it is open until 5:00 p.m. Adult supervision is not required, as the room is monitored by cameras. Students are expected to help keep the room clean and tidy at all times by throwing away their trash, returning furniture and materials to their proper places, and picking up after themselves before leaving. Everyone should be respectful of the space and others by keeping noise at a reasonable level and using all furniture and equipment appropriately. Please note that school administration may close the Chill Room for meetings or other events, so it may not always be available. The Chill Room is a privilege, and keeping it clean and organized ensures that everyone can continue to enjoy it.

FITNESS CENTRE USE

Secondary students may use the fitness room during designated supervision times, **3:40–4:40 PM**. Use is allowed only when supervision is provided. Any special requests should be directed towards the Head of PE. Any students found in the fitness centre without permission will receive a ban from using it.

POSTERS AROUND CAMPUS

Students should only put up posters in the designated areas i.e. school notice boards. Posters that are placed in unapproved areas will be removed.

SCHOOL CONTACTS

Head of School	Lorne Schmidt	lorne.schmidt@tis.edu.mo
Principal, Secondary School	Dominic Masters	dominic.masters@tis.edu.mo
Vice Principal, High School	Ryan Connolly	ryan.connolly@tis.edu.mo
Vice Principal, Middle School	Adam Price	adam.price@tis.edu.mo
Middle School Pastoral/Curriculum Lead	Caitlin Bass	caitlin.bass@tis.edu.mo
IBDPC	Sheila Griarte	sheila.griarte@tis.edu.mo
Academic Counsellor	Doina Tonner	tiscounselling@tis.edu.mo
Academic Counsellor	James Scheib	tiscounselling@tis.edu.mo
Designated Safeguarding Lead	Gareth Owen	gareth.owen@tis.edu.mo
CAS/Exp. Week Coordinator	Richard Welford	richard.welford@tis.edu.mo
Athletics Director	John Powell	john.powell@tis.edu.mo
Modern Languages Coordinator	Sarah Ip	sarah.ip@tis.edu.mo
Inclusion Coordinator	Karine Estadieu	karine.estadieu@tis.edu.mo
Secondary Executive Assistant	Vanessa Wong	vanessa.wong@tis.edu.mo

Department Heads

English	Jose Alcantara	jose.alcantara@tis.edu.mo
Mathematics	Dhaive Sharma	dhaive.sharma@tis.edu.mo
Science	Ryan Skinner	ryan.skinner@tis.edu.mo
Social Studies	Adam Renshaw	adam.renshaw@tis.edu.mo

Physical Education	Pawel Barwicki	pawel.barwicki@tis.edu.mo
Arts	Thom Ferlisi	thom.ferlisi@tis.edu.mo
Chinese	Sofia Xue	sofia.xue@tis.edu.mo
STEAM/ Tech Integration	Curtis Hegge	curtis.hegge@tis.edu.mo

Grade Team Leaders

Grade 7	Mark Thorne	mark.thorne@tis.edu.mo
Grade 8	Claire Kenney	claire.kenney@tis.edu.mo
Grade 9	Gareth Owen	gareth.owen@tis.edu.mo
Grade 10	Mayli Williams	mayli.williams@tis.edu.mo
Grade 11	Angela Connolly	angela.connolly@tis.edu.mo
Grade 12	Chris Adank	chris.adank@tis.edu.mo

CONTACT US

General Inquiries Email: info@tis.edu.mo

Admissions Email: admission@tis.edu.mo

Telephone: (853) 2853 3700 Fax: (853) 2853 3702

Office Hours: 8:00 a.m. to 4:00 p.m. (Monday to Friday)



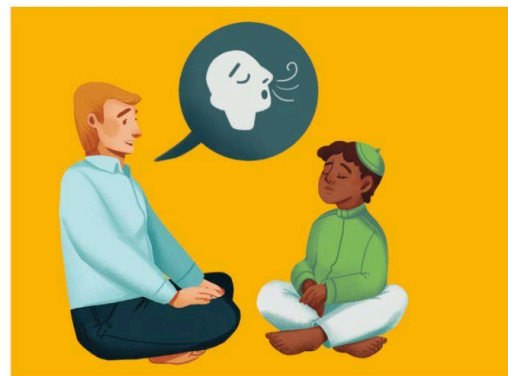
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