



BISHOP MACKENZIE
INTERNATIONAL SCHOOL



SECONDARY SCHOOL STUDENT AND PARENT HANDBOOK

2024 – 2025

Diverse | Inclusive | Sustainable | Joyful

www.bmis.mw



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01 ABOUT US



Mission Statement

“We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success”

Recognition

- Re-authorized by the IBO for the Diploma Programme in 2019 (since 1997).
- Re-authorized by the IBO for the Middle Years Programme in 2019.
- Re-authorized by the IBO for the Primary Years Programme in 2019 (since 2011).
- Re-accredited by the New England Association of Schools and Colleges in 2019.
- Re-accredited by the Council of International Schools in 2019.

- have the opportunity to reach their full potential intellectually, emotionally, socially, morally, and physically,
- develop skills for independent, creative, and critical thought,
- develop a positive attitude towards our host country, based on understanding and knowledge;
- develop an awareness and tolerance of different cultures, beliefs, and lifestyles,
- are encouraged to act in a courteous and responsible manner toward all members of the community,
- become concerned for the quality and care of the local and global environment,
- are offered education in an international context ensuring transferability and continuity with educational institutions worldwide.

Philosophy And Objectives

BMIS offers an accredited international education – a future for young people in Malawi. BMIS is a not-for-profit and non-sectarian institution, governed by parents and supported principally by fees.

Aims

Bishop Mackenzie International School is committed to the development of responsible, confident, compassionate, and independent citizens of society. Teachers, students, and parents will work together to ensure that all students:

- receive equal access to a broad and balanced curriculum, regardless of race, religion, ability, or gender;

School Day

ATTENDANCE

Students should be in lesson 1 by 7:10 a.m.

If a student arrives to lesson 1 **AFTER 7:10 AM THEY WILL BE MARKED IN THE REGISTER AND ON MANAGEBAC AS LATE.**

Students who arrive at school **AFTER REGISTRATION (7:15)** is completed in the morning,

MUST REPORT TO THE SECONDARY OFFICE BEFORE GOING TO CLASS. Students who do not report to the office to record their late arrival will be marked absent for the whole of the day.

If a student is absent from school an email or note should be sent by the parents of the student to Mr. Lawrence Nzerati (l.nzerati@bmis.mw) no later than the first break on the day of the absence. Students are to remain in school until the end of the school day unless specific written permission to leave has been granted. A letter/email must be provided by the parent to explain the reason for early departure. This letter/email should be given to the Tutor. Students must report to the Secondary Office before departure to have their attendance status recorded and to collect a security pass to allow them to leave the school. Students who leave school early will be credited only with half a day's attendance.

Schedule

Monday - Thursday		Friday	
Lesson 1	7:10 - 8:00	Lesson 1	7:10 - 8:00
Lesson 2	8:10 - 8:50	Lesson 2	8:00 - 8:50
Break	8:50 - 9:05	Lesson 3	8:50 - 9:40
Lesson 3	9:05 - 9:55	Break	9:40 - 10:00
Lesson 4	9:55 - 10:45	Lesson 4	10:00 - 10:50
Lesson 5	10:45 - 11:35	Lesson 5	10:50 - 11:40
Break	11:35 - 12:10	Tutor	11:40 - 12:15
Lesson 6	12:10 - 13:00		
Lesson 7	13:00 - 13:50		



Expectations

Regular attendance at school, and arriving to school on time, are basic expectations of all students, as outlined by the Student Behaviour Guidelines. Regular or significant, absence and poor punctuality, have an impact on the ability of a student to learn effectively. Poor attendance or poor punctuality can affect a student's chances of progressing to the next stage of their learning or even to graduate from BMIS.

A student should not miss more than 20 days of school, otherwise, they may need to repeat the year.

2024- 2025 Community Calendar

2024
BISHOP MACKENZIE
INTERNATIONAL SCHOOL
2025

BMIS ACADEMIC CALENDAR

August							September							October						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4						1	1	2	3	4	5	6		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

November							December						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3						1		
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

January							February							March						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4	5					1	2					1	2	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
														31						

April							May							June							July						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
28	29	30					29	30						29	30	31					29	30	31				

IMPORTANT DATES

SPECIAL DATES		SEMESTERS	
New Family Induction	12 Aug 2024	Semester One	82 Teaching Days Aug 13 - Dec 13 2024
BMIS 80th Anniversary	19 -24 Aug 2024	Semester Two	98 Teaching Days Jan 13 - Jun 19 2025
		Total	180 Teaching Days

STUDENT HOLIDAYS	PUBLIC HOLIDAYS
14 - 20 Oct 2024 Mid Semester Break	15 Oct 2024 Mother's Day
23 - 24 Sep 2024 Long Weekend	25 Dec 2024 Christmas Day
24 Sep 2024 PD Day	26 Dec 2024 Boxing Day
	1 Jan 2025 New Year's Day
	15 Jan 2025 John Chibembwe Day Off
	3 Mar 2025 Martyr's Day
	30-31 Mar 2025 Eid al-Fitr
	18 April 2025 Good Friday
	20 April 2025 Easter
	21 April 2025 Easter Monday
	1 May 2025 Labour Day
	14 May 2025 Kamsuzu Day
	25 July 2025 Africa Day
	6 July 2025 Independence Day

INTERNATIONAL CALENDAR DATES
22 Sep 2024 September Equinox
24 - 25 Sep 2024 Yom Kippur (Jewish)
15 -16 Sep 2024 Prophet Muhammad Birthday
31 Oct 2024 Diwali
21 Dec 2024 December Solstice
29 Jan 2025 Chinese New Year
26 Jan 2025 Republic Day (India)
26-27 Feb 2025 The Prophet Ascension
20 Mar 2025 March Equinox
22 Apr 2025 Earth Day
20 Jun 2025 June Solstice

Student Days

SEMESTERS

Semester One	82 Teaching Days	Aug 13 - Dec 13 2024
Semester Two	98 Teaching Days	Jan 13 - Jun 19 2025
Total	180 Teaching Days	

Personnel

The Director is the senior administrator responsible for the overall organization and development of BMIS. In the Secondary School, there is a Secondary Principal who is responsible to the Director.

Secondary Administration

Secondary Principal	Ms. Lesley Peacock	l.peacock@bmis.mw
IB MYP Coordinator	Mrs. Kathryn Leaper	k.leaper@bmis.mw
IB Diploma Coordinator	Mr. Jonathan McClenahan	j.mcclenahan@bmis.mw
Secondary Students Services Coordinator	Mr. Tom Denton	t.denton@bmis.mw
Secondary Personal Assistant	Mr. Lawrence Nzerati	l.nzerati@bmis.mw

Staffing

As well as a number of Malawian teachers, the school recruits teachers primarily, but not exclusively, from English-speaking countries. Many different nationalities are represented, with the current faculty originating from as far afield as Australia, New Zealand, Canada, France, Ireland, South Africa, the United Kingdom, and the United States of America. The teaching faculty for the 2024 - 2025 school year is as follows:

Department	Teacher	Subject	Tutor Group
English	Michael Martrich James Campbell Kathryn Leaper Priti Allay Tom Denton	English/TOK English / Leader of Learning English/MYP Coordinator English English Acquisition / English	9JCA
Mathematics	Hazel Drummond Toby Gilbert Melissa Aveling Danny Crescenti	Mathematics /Leader of Learning Mathematics / Leader of Learning Mathematics Mathematics	12TGI 9MAV
PHE	Caitlin MacMillan Neil Black Danny Crescenti	PHE /Leader of Learning PHE/Sports Coordinator PHE	12CMA 11NBL
Sciences	Sri Ram Arugumgam James Kelly Samantha Richards Mayamiko Zainga	Science / Physics Science/Chemistry Science/Biology/ Leader of Learning Science/ Mathematics	8SAR 10JKE
Individuals & Societies	Angelica Jones Richard Ellis Krik Stewart Atupele Mdeza	Business Management/Leader of Learning I & S / Global Politics I & S / Global Politics/ Student Support I & S / CAS / Service	10AJO
Language B	Eamonn O'Leary Sandra Climent Pascale de Rezende Michelle Davies	Spanish / Leader of Learning Spanish French French	9SCL 6MDA
Arts	Jonathan McClenahan Samantha O'Leary Blessings Banda Dave Montreuil	Visual Arts / DP Coordinator Theatre / Drama Visual Arts / Leader of Learning Music	7SOL 11BMA 7DMO

Staffing

Design	Mr Matthew Hendriks Ms Jacqueline Corbett	Design	6MHE 8JCO
Educational Support	Ms Samantha Phipps Mr Tom Denton	English Language Acquisition / Educational Support Coordinator	8SPH
	Hannah Machin Ritika Gosh	English Language/ Student Support Student Support/ELL Learning Support	7TDE
Counsellor	Kristina Sharma	Secondary Counsellor	
Whole School Librarian	Susan Waterworth		

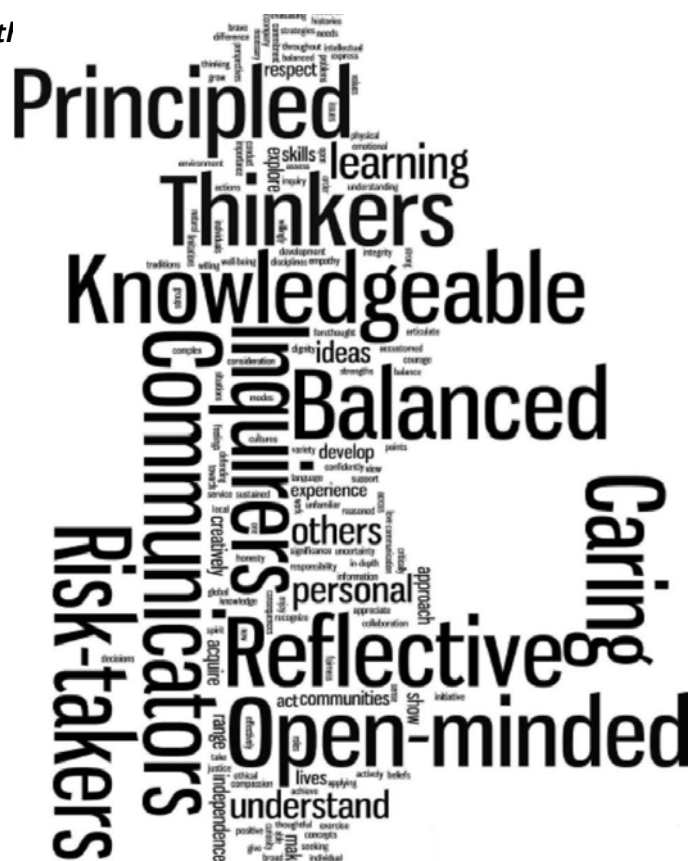
The IB Learner Profile

The IB Learner profile is at the heart of what we do. At BMIS we are striving to become...

“...internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

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Secondary Admissions

Inquiries and applications for admission are welcome at any time of the year. Starter packs of information, which also include an application form and confidential reference forms can be downloaded from the BMIS website.

Admissions and Testing

Prospective students are eligible for admission if it is believed by the Secondary Principal that the school can meet their particular needs and if there are places available. Admission to the secondary section is non-selective, with the exception of entry into the BMIS High School Diploma programme in Grades 10, 11, and 12. Admission to the last year of the IB Middle Years Programme (Grade 10) and the last year of the IB Diploma Programme (Grade 12) must also allow prospective students to complete the IB requirements for these programmes if external certification is required.

All prospective students are required to undertake BMIS entry assessments in the core areas of English and Mathematics. (These assessments can be sent electronically to the prospective student’s current school before arrival in Lilongwe. Ask for details at the time of application.) Other subject-specific tests may be required for entrance into the IB Diploma programme in Grade 11 and 12. Students with identified language or learning support needs may be required to undergo further assessment to evaluate the extent that BMIS may be able to support them.

The results of BMIS admission tests, previous school reports, confidential recommendations from the previous school, and other relevant documents (e.g. learning support reports, etc.), and discussions with the prospective student and parents all contribute to the admission decision and class placement. The school, through the Secondary Principal, reserves the right not to admit a child if an appropriate programme is not available for the child at the time of application.

Age of Admission

At the discretion of the Secondary Principal, the flexibility of up to one year maybe allowed when appropriate. (For example, a child of Grade 8 age could be placed in Grade 7 or 9 depending on the results of the placement process. No other variance is accepted.)

BMIS Class	Age on Aug 31st	Year / Month Date of birth	Comparison with other countries			
			UK	USA / RSA	ZAM	ZIM
Grade 12	17	2003 Sep/Oct/Nov/Dec 2004 Jan/Feb/Mar/Apr/May/June/July/Aug	Year 13	Grade 12	Grade 13	Form 6
Grade 11	16	2004 Sep/Oct/Nov/Dec 2005 Jan/Feb/Mar/Apr/May/June/July/Aug	Year 12	Grade 11	Grade 12	Form 5
Grade 10	15	2005 Sep/Oct/Nov/Dec 2006 Jan/Feb/Mar/Apr/May/June/July/Aug	Year 11	Grade 10	Grade 11	Form 4
Grade 9	14	2006 Sep/Oct/Nov/Dec 2007 Jan/Feb/Mar/Apr/May/June/July/Aug	Year 10	Grade 9	Grade 10	Form 3
Grade 8	13	2007 Sep/Oct/Nov/Dec 2008 Jan/Feb/Mar/Apr/May/June/July/Aug	Year 9	Grade 8	Grade 9	Form 2

Grade 7	12	2008 Sep/Oct/Nov/Dec 2009 Jan/Feb/Mar/Apr/May/June/July/Aug	Year 8	Grade 7	Grade 8	Form 1
Grade 6	11	2009 Sep/Oct/Nov/Dec 2010 Jan/Feb/Mar/Apr/May/June/July/Aug	Year 7	Grade 6	Grade 7	Form 7

Admission and Placement

Admittance of students who are physically, mentally or emotionally challenged will only be accepted at the discretion of the Secondary Principal under guidance from the Counsellor and Learning Support teacher, who will conduct any tests necessary to establish the needs of an individual child. Should admittance be granted, the situation will be subject to an annual review. Students with slight to moderate learning difficulties may be admitted if it is believed that their needs can be dealt with by the school's Educational Support Programme and the students can be placed in the regular classroom for most, if not all, of their subjects.

Students whose native language is not English must take an oral and/or written assessment to determine whether they can be admitted. Limited assistance in English for English Language Learners (ELL) is available for students with slight to moderate English language needs to be provided, the students can be placed in the mainstream classroom for the majority of their other subjects.

Initial class placement is tentative and the school may advise a change of class after the child's aptitudes and abilities have been thoroughly assessed more closely by subject teachers. The maximum number of students in a class is 24. However, in exceptional circumstances, the Board of Trustees may allow class sizes of 26 students.

Preferential Admission

In circumstances where class sizes are at or over the optimum numbers stated above, preferential admission will be given to students whose parents find themselves in Lilongwe by virtue of their employment. Such cases include, but are not limited to, diplomats posted to Malawi, expatriates recruited to Malawi as TEP holders (including teachers at BMIS), and Malawians relocated by employers to Lilongwe from other parts of Malawi. All applications remain subject to the educational criteria stated above.

Language Policy

PHILOSOPHY

As language is the key to all learning, all teachers at BMIS are language teachers, and all parents are expected to be essential partners in the language learning process. Language learning at BMIS refers not only to the learning of a specific language. It includes the language of instruction, mother tongue, host country language(s) or other additional/modern languages, and any and all activities which bring about learning. Through language, our students acquire the ability to think and learn, develop social skills, values, cultural identity, and acquire knowledge.

All teachers are responsible for the language development of students, to the extent that teaching and learning should address the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue. Subject specialist teachers are provided with ELL in the Mainstream training to support language development in all subjects. English is the language of instruction at BMIS. Admissions requirements and assessments are conducted to ensure that students can access the curriculum. Teachers and admission staff assess all applicants through one or more of the following: diagnostic language tests, observations, review of past reports, and interviews.

SCHOOL LANGUAGE PROFILE

Bishop Mackenzie International School is an English medium international school. Our students are drawn from the international expatriate and the local Malawian community. About 80% of our students speak English as their main language, spoken both at school and at home. Most of our students are exposed to a second language at home on a regular basis. Chichewa (10%) and Gujarati (3%) are the next most common home languages. In total, 48 languages are represented at Bishop Mackenzie International School.

TRANSITION FROM PRIMARY TO SECONDARY

To facilitate transitions from Primary to Secondary within BMIS, Grade 5 and Grade 6 teachers, and PYP and MYP coordinators liaise at the end of each school year. They discuss individual student language profiles in order to place students in the appropriate class and to provide them with the necessary language support.

LANGUAGE & LITERATURE

Language instruction involves the belief that planning, teaching, assessing, and reflecting are interconnected processes. Language support occurs throughout the school. In **Grade 6-10**, specialist English teachers are responsible for the direct instruction and assessment of student language acquisition and for identifying each student's individual needs. **Language support** is organized in and out of the classroom through whole group, small group, and individualized instruction. Additional support is also provided by the ELL teacher in case of limited English proficiency and by the Educational Support Team to scaffold students' language acquisition and skills. Students who require intensive instruction in English on admission to BMIS may be withdrawn from English Language & Literature classes and placed in a modified ELL programme. They will return to mainstream Language & Literature classes when they are able to benefit from the material taught.

For students in **Grade 11 and 12** Language & Literature is provided under the framework for Group 1 of the IB Diploma. Courses are designed for students who have experience in using the language of the course in an academic context. Courses that may be offered for Group 1 in Grade 11 and 12 include;

- * **Literature – SL or HL**
- * **Language & Literature – SL or HL**
- * **Self-taught Literature – SL only**

BMIS will provide curriculum support for school supported self-taught students, but will not provide a teacher of that language. Learning resources beyond those ordinarily available in the school must be provided by the student's family. Students following a self-taught programme would be expected to work closely with the IB Diploma Coordinator (or designated supervisor) to make sure they follow IB requirements for assessment.

LANGUAGE ACQUISITION

The primary aim of Language Acquisition is to encourage students to gain competence in a modern language other than their mother tongue. The IB acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences, and perspectives. The study of another language aims to encourage in the student a respect for and understanding of other languages and cultures.

BMIS offers IB MYP French, Spanish, and English courses to students in Grade 6 to 12. Within the framework of a communicative approach, students learn the structure of the language in order to be able to express themselves in a variety of situations. Learning is based on a core textbook and a variety of other resources.

Language Acquisition is provided for Grade 11 and 12 students under the framework for Group 2 of the IB Diploma, consisting of two modern language courses—Language Ab Initio and Language B. These are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language Ab Initio and Language B are taught courses, but both may not run, depending on the needs of the students and staffing resources.

*** English B HL or SL (in conjunction with an appropriate school supported self-taught students Language A option)**
*** Spanish Ab Initio**

A second Language & Literature course may be studied in place of a Language Ab Initio or Language B. At BMIS this would normally be a second Literature self-taught – SL, but may depend on timetabling constraints.

At the discretion of the IB Diploma Coordinator (in consultation with the Secondary Principal), it may be possible for a student to register a strong language B (SL or HL) to replace the Group 2 languages offered by the school.

Further information on the available Group 2 options for IB Diploma students are available from the IB Diploma Coordinator.

ELL

An English Language Learners (ELL) support programme is offered in BMIS MYP to help students of all linguistic backgrounds achieve their potential in educational, social and cultural contexts at school. The support is designed to enable ELL students to achieve accurate and confident use of English across the MYP curriculum developing communicative skills, including the language of critical thinking and problem solving, and the use of creative language for self-expression.

All incoming students are assessed as part of the admissions process to see if they may be in need of more specific English language support than provided in mainstream classes. Assessment is carried out through tests and through an interview with an ELL teacher and/ or the Secondary Principal. Based on the outcome of these assessments, students are recommended to be placed in the ELL support programme with a modified language programme. Withdrawal from other subjects will be considered in order to meet specific needs of individual students. Modifications to individual student programmes are discussed with students and parents during the admissions process and an Individual Education Plan (IEP) established for the student soon after admission. The results of initial tests and the IEP are shared with all subject teachers so that they are aware of any difficulties the student may encounter within their classroom.

In addition to language support, students in the ELL programme also receive subject support. Subject teachers collaborate with the ELL support teacher to identify content skills needed for subject learning. Whenever possible, first language materials are used to help students access the curriculum. Progress is monitored both informally and formally by the ELL support teacher and subject teachers.

At BMIS our expectation is that any student who follows a modified language programme will be able to pursue the standard programme within a two year period. This has considerations for the final two years of MYP for the validation of student grades and their ability to complete the Personal Project.

The expectation of language competence required to enter the BMIS High School Diploma for an ELL student is generally high. In order to be successful language learners, our ELL students are encouraged to take responsibility for developing strategies that will extend their language learning. In Grade 9 and 10 the emphasis is on the acquisition of academic reading and writing skills to prepare the students for the IB Diploma Programme in Grade 11 and 12. Students following a modified programme to accommodate any additional language needs through ELL must continue to meet the graduation requirements for the BMIS High School Diploma in Grade 11 and 12.

Successful exit from ELL classes involves ELL Exit Testing and discussion about ELL student progress with a teacher of English Language A and subject teachers. BMIS does not provide ELL support in the IB Diploma programme (Grade 11 and 12). It is our expectation that students should be academically functional in the language of instruction to benefit from the IB Diploma programme at BMIS.

MOTHER-TONGUE SUPPORT

It is our belief that mother tongue language is crucial for maintaining age-appropriate cognitive development, cultural identity, and emotional stability. We try wherever possible to recognize and support each and every aspect of language development and provide opportunities for individual students, parents, and families to share their heritage with us.

Parents are encouraged to promote language learning at home and to engage with their children in their mother tongue. To this end, resources are available in the library to support other languages being spoken at home and their culture. We would try to provide parents with contact details for mother tongue language support and learning groups in Lilongwe, where these exist. Parents and community members are also welcome to use the school facility for activities and clubs that support mother tongue development, as supported by the "Use of school grounds and facility policy".

Due to the wide diversity of our home languages, we are not able to offer direct mother tongue support for languages not taught at the school. When possible, our practice is to pair up students with buddies and/or place them with students in a form tutor group that have the same mother tongue.

Students in Grade 11 and 12 wishing to study a mother tongue language may do so through the Literature SL school supported self-taught provision in Group 1 of the IB Diploma.

HOST-COUNTRY LANGUAGES

The official languages of Malawi are Chichewa and English. BMIS encourages Chichewa speaking staff to speak their language to the students, to reinforce instructions and routines. We are working to recognize our host-country language through bilingual signage around the school to guide our visitors. The library has, and continues to add, resources in Chichewa.

As we value the culture of our host country, our students have opportunities to study Malawian literature, music, poetry and myths and legends throughout the curriculum. All secondary students play an active part in the community through the community and service programme.

Assessment Policy

Assessment practices at Bishop Mackenzie International School are based on the following beliefs about learning that reflect school values and IB philosophy and practices.

ASSESSMENT IS LEARNER CENTRED

- Assessment is a reflection of the holistic learning environment that is inquiry-based, connected across the curriculum, and grounded in real-life experiences.
- Assessment is developmentally appropriate.
- Assessment is used to help ascertain what learners know, understand, and can do.
- Assessment practices recognize that learning is a lifelong process.
- By recognizing each person's unique potential, assessment practices are

ASSESSMENT INVOLVES THE WHOLE

- Assessment enables ongoing collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.
- Assessment practices encourage emotional, creative, and intellectual risk-taking.
- Assessment practices cater to respect cultural, linguistic, and intellectual diversity of the school community.

ASSESSMENT PRACTICES

- Learning expectations and assessment strategies are made clear to students and parents.
- Assessment values the learning process, as well as the products students create.
- The school uses a balanced range of strategies and tools for formative and summative assessment, which are reviewed regularly.
- Learning involves students in both peer and self-assessment.
- Students are provided with regular and prompt feedback to inform and improve their learning.
- Assessment at the school provides students with regular opportunities for reflection on their own learning.
- Teachers provide regular and timely feedback to parents on student learning outside of the reporting and parent-teacher conference cycles.

- Assessment tasks provide opportunities for students to reflect on their time management skills and develop learning goals for the future.
- The reporting cycle includes written reports and conferences. Conferences can take the form of parent-teacher conferences, three-way conferences, and student-led conferences

Levels of achievement are recorded on ManageBac. Parents are asked to regularly view their child's achievement levels and discuss the outcomes of assessment tasks.

Students are required to meet the agreed deadline for each assessment task; failure to submit on the agreed date has consequences that are dealt with through the Student Behaviour Guidelines. Late assignments will be accepted if a student was absent on the specified day, but only if it is submitted the first day the student returns to school. To avoid delay, assignments labeled with the students' name and the teacher to whom it should be given, may be handed in at the secondary school office by parents.

Equal Opportunities

No person at Bishop Mackenzie International School shall be discriminated against on the basis of race, national or ethnic origin, colour, religion, gender, age, marital status, or mental or physical disability. The letter and spirit of applicable human rights law shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of tolerance and respect for individual differences. It is our policy that:

- Expectations of student behavior and language with regard to discrimination are made very clear.
- We shall actively challenge discriminatory behavior or language and take action if necessary.
- The management and staff shall continuously monitor their own language and the materials which they use.

- The curriculum, teaching methods, materials and texts shall reflect the diversity of the school community so that no student is disadvantaged by feelings of alienation and all may experience positive role models.
- The educational experience we offer shall seek to counter existing stereotyping and shall strive for the elimination of prejudice, discrimination and bias by actively promoting non-discriminatory attitudes so that no student suffers by being or feeling belittled or unfairly characterized or disadvantaged.
- The educational experience we offer shall foster an appreciation of the unity of humankind and respect for its diversity and the culture of Malawi.

Academic Integrity Policy

BMIS aims to comply with copyright law, in accordance with the existing and future laws of Malawi, and the Berne Convention for the Protection of Literary and Artistic Works, to which Malawi is a signatory nation (12th October 1991). Staff and students will limit the reproduction and communication of copyright materials in accordance with generally accepted principles of fair use. BMIS recognizes that students should understand and comply with accepted principles of academic integrity and that instruction in academic integrity is a fundamental part of each student's education. These principles are:

1. Authors and creators possess a moral and legal right to their own work;
2. These rights must be acknowledged by following accepted procedures for citation and attribution;
3. Work must be authentically produced through a student's own efforts;
4. Plagiarism, collusion, and cheating of all kinds are unacceptable.

All students will be taught to act in a responsible, ethical and honest manner towards intellectual property and authentic authorship. Instruction will be age appropriate and reflect the regulations and expectations of the educational programmes offered in the school, and the agencies that govern them (for example, the International Baccalaureate Organization).

Academic malpractice will be treated as a serious breach of discipline and will be dealt with through the Student Academic Integrity behavioral framework.

The standard system for referencing at BMIS is the MLA8 system.

RESPONSIBILITIES OF STUDENTS

Students are not expected to know and create everything themselves. They should always try to do their work on their own, but if any help is given it should be acknowledged in writing in the final work. Students should ensure that they know how to cite (reference) sources and how to create a bibliography.

Students should not give their work to another student for any reason even if they are friends. Students should not wait until the last minute to work on an assignment. When in doubt about any aspect of academic integrity, students should ask their teacher or librarian.

RESPONSIBILITIES OF PARENTS

Parents should encourage their children to try to do their homework on their own and write in their own words. Any help given by parents should be clearly stated in writing on the work itself. If a parent knows or suspects that their child has been academically dishonest he/she should inform the school.

RESPONSIBILITIES OF TEACHERS

Teachers will model good practice. All articles or quotes from newspapers, journals, books and websites should be referenced before being presented to students or put on display. Teachers will educate students about the importance of academic honesty. Teachers will take into account that students are still learning to understand what academic honesty means. Teachers will educate students about the right way to use someone else's ideas. Students will be encouraged to ask teachers for help if they are not sure about whether a particular behaviour or writing style is plagiarism or not.

If a teacher recognizes cheating or plagiarism, or even suspects such a case, he/she will take immediate steps to deal with it, according to school policy using the code of conduct.

02 OUR CURRICULUM



BMIS is proud to be the only IB World School in Malawi, authorized by the IBO to offer all three academic programmes. Secondary school students are prepared for the IB Diploma at 18.

The IB Diploma is well established at BMIS as a route to post-18 education around the world, with more than 90% of our graduating class annually finding places at colleges and universities worldwide.

The Middle Years Programme, provides a natural progression from the Primary Years Programme in the primary school at the age of 11, and perfect preparation for IB Diploma studies at 16. If students join us for only a few years and leave before they finish their secondary education, our IB programmes will guarantee good preparation for their next destination as well as providing a smooth transition.

We aim to provide the very best of secondary education by means of:

- A well-designed international curriculum
- High expectations
- Good facilities
- Encouragement of self-discipline
- Care and enjoyment

The school seeks to provide for change and academic success by encouraging staff and students to develop flexible approaches to learning. These approaches, whilst encouraging individual initiative, make clear to students what is expected of them and ensure that they are capable of achieving what is expected. In this way it is hoped that BMIS students will achieve the self-respect, self-discipline, organizational skills, and examination success required for their futures either in Malawi or overseas.

Grades 6 - 10

In Grades 6 - 10, students follow a common MYP curriculum consisting of:

- Language & Literature
- Language Acquisition
- Mathematics
- The Sciences Individuals & Societies
- The Arts
- Design
- Physical and Health Education
- Tutor Group

Electives are offered in the Arts only (Drama, Music and Visual Arts) in Grade 8, 9 and 10 and Science/Design in Grade 10. All other subjects are mandatory. Our aim is to provide all students with a full range of options for entry into the IB Diploma Programme in Grade 11. Full details of the programme can be found in the BMIS MYP Guide.

Grades 11 - 12

For 2024-25, we are offering the following range of subjects for students in Grades 11 and 12.

Group 1 LANGUAGE A (First language)

English Language (HL or SL)
English Literature (HL or SL)
School Supported Self Taught

Group 2 LANGUAGE B (Second language)

French (HL or SL)
Spanish (HL or SL)
English B (HL or SL)

Group 3 INDIVIDUALS AND SOCIETIES

Global Politics (HL or SL)

Business Management (HL or SL)

Environmental Systems and Societies (SL or HL)

Group 4 EXPERIMENTAL SCIENCES

Biology (HL or SL)

Physics (HL or SL)

Design Technology (HL or SL)

Group 5 MATHEMATICS

Maths. Analysis & Approaches (HL or SL)

Maths Applications and Interpretation (SL)

Group 6 ELECTIVES : ONE OF THE FOLLOWING OPTIONS

Visual Arts (HL or SL)

Chemistry (HL or SL)

Theatre (HL or SL)

Sport Exercise and Sport Science

Some of these and additional courses may be offered to students in an online format. The IB Diploma Guide provides more information about this programme and the subjects offered. Information is also available at www.ibo.org.

Some subjects may not be offered depending on demand.

BMIS also offers an alternative to the full IB Diploma Programme by offering individual subjects to be studied at Course Level only. A student could choose to take 5 or 6 of these IB Diploma courses along with participation in the CAS programme. For these students completion of the Extended Essay is not required, but they are encouraged to follow the Theory of Knowledge course.

BMIS High School Diploma

The BMIS High School Diploma is a four year programme beginning in Grade 9, that provides an alternative pre-university qualification for students who elect, or are advised, not to continue with the IB Diploma Programme in Grade 11 and 12.

The BMIS High School Diploma is recognised by universities around the world. All students in Grades 9-12 at BMIS are able to graduate with the BMIS High School Diploma providing they meet the following graduation requirements:

- **Maximum absence of 20 days** in each of the four High School Diploma years. [equivalent to a minimum 90% attendance record in a normal school year. This requirement may be waived at the discretion of the Secondary Principal under exceptional circumstances only (e.g. severe ill-health). **Late arrivals may affect overall attendance records.**
- **Minimum of 12 credits** cumulative over Grade 9 and 10.
- **Minimum of 10 credits** cumulative over Grade 11 and 12.
- Successful **completion of the MYP Service as Action** programme in Grade 9 and 10, and successful **completion of the DP CAS** programme in Grades 11 and 12.
- **24 Credits** of higher

(No more than one IB grade 2 or lower in each year of high school diploma)

For a full description of how to earn credits, and minimum entry requirements into the IB Diploma programme in Grades 11 and 12, visit the BMIS website or contact the College Counsellor or Secondary Principal.

School Profile

BMIS produces an annual publication called a “school profile”. This includes information about our programmes, assessment philosophy, the successes of our students in external examinations, and a list of the colleges and universities they have entered after graduating from our school.

The school profile is produced specifically for college admissions services, but can also be used by families at BMIS who wish to transfer to another school before completion of secondary education with us. The latest version of the school profile is available to download from the school website at www.bmis.mw or by request from the secondary school office.

03 OTHER ASPECTS OF OUR PROGRAMMES

Student Support

Student Support at BMIS is defined as: a system of support that aims to provide a holistic approach to the well-being of all secondary students, with a particular focus on supporting behaviour. Our network is centred around students and includes a team of experienced professionals, such as the Student Support Coordinator, Counsellor, Learning Support, Tutor and classroom teachers.

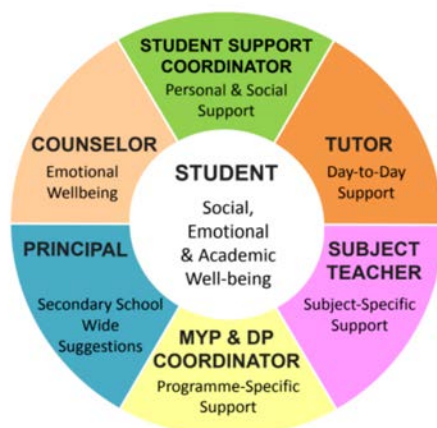
The role of the Secondary Student Support Coordinator is to help create a compassionate and empathetic approach to supporting our students. A restorative approach to repairing harm and strengthening relationships within our community is central to this. To ensure that our decisions are fair and inclusive, we actively seek collaboration and input from our students, staff, and parents/guardians. By valuing and incorporating diverse perspectives, we strive to create a supportive and inclusive learning environment where everyone feels heard and respected.

Our ultimate goal is for students to feel safe, respected and happy when at school.

To help achieve this goal, the secondary school is guided by the **Secondary Student Behavior Support core values** which are:

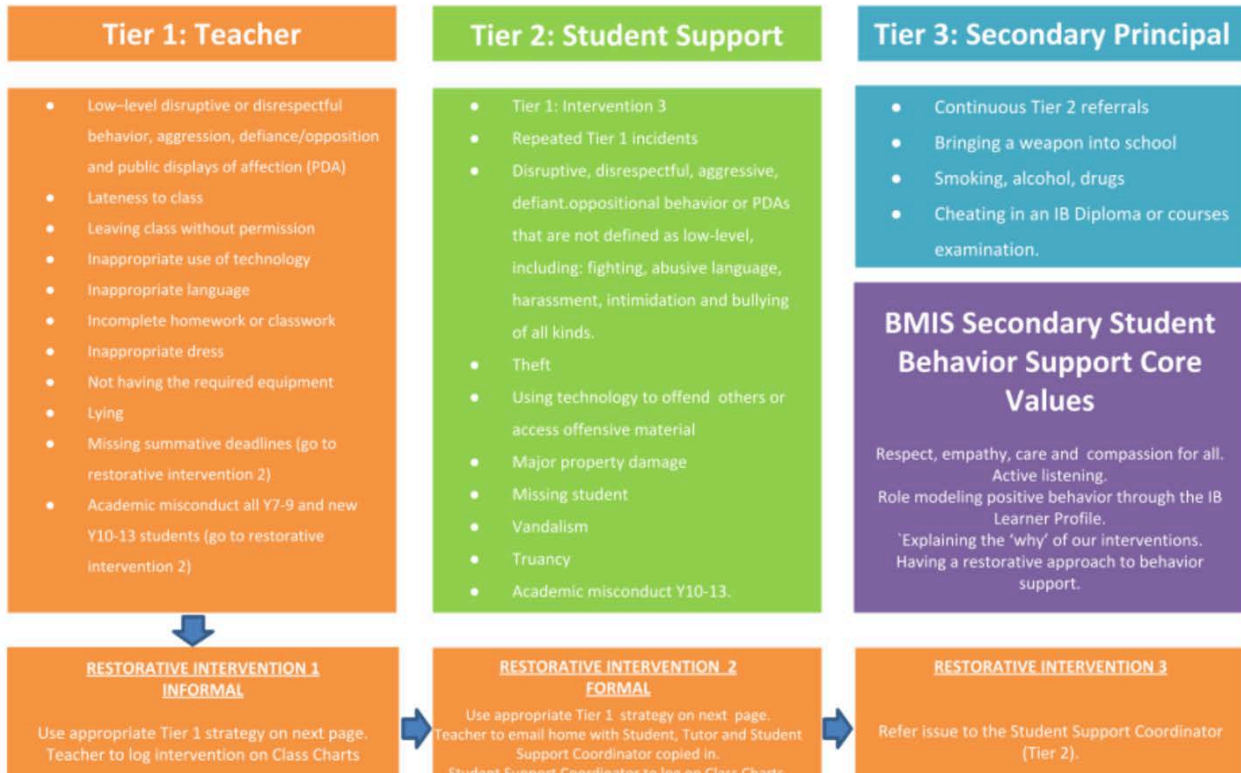
- Respect, empathy, care and compassion for all.
- Active listening.
- Role modelling positive behaviour through the IB Learner Profile.
- Explaining the 'why' of our interventions.
- Having a restorative approach to behaviour support.

The Secondary Behaviour Support Guidelines help to provide a wide range of strategies for supporting student behaviour including one-to-one restorative chats, small group restorative meetings, classroom restorative conferences, parent meetings and individualised behaviour support plans.



The Student Behaviour Support Guidelines are there to support students and teachers to help approach behavioural concerns and interventions in a manner that is in keeping with our Secondary Student Behavior Support Core Values and, in particular, a restorative approach to behaviour support.

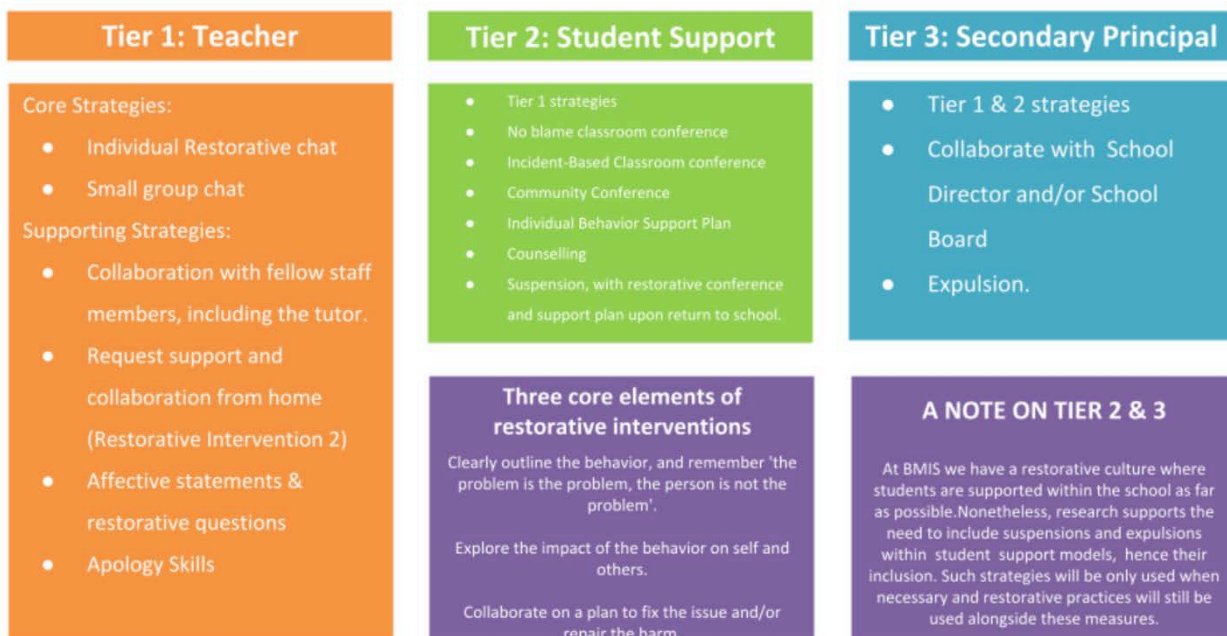
SECONDARY SCHOOL BEHAVIOR SUPPORT



STUDENT BEHAVIOR SUPPORT STRATEGIES

BMIS Secondary Student Behavior Support Core Values

Respect, empathy, care and compassion for all.
Active listening.
Role modeling positive behavior through the IB Learner Profile.
'Explaining the 'why' of our interventions.
Having a restorative approach to behavior support.



STUDENT BEHAVIOR SUPPORT DEFINITIONS

Tier 1: Definitions

Low-level disruptive and/or disrespectful behavior

Behavior that is detrimental to the learning environment of the class but does not put the safety of others at risk, e.g. disturbing other children, calling out, not getting on with work, purposely making noise to gain attention, answering back, showing a lack of respect to others.

Low-level aggression

Behaviors such as teasing, cursing and pushing that, if left unchecked, can escalate into more serious forms of aggression such as bullying.

Low-level Public Displays of Affection (PDA)

Defined as acts of physical intimacy in a public setting. For example, kissing, hand holding, hugging. Teacher discretion will be needed when it comes to deciding whether the action witnesses or reported is inappropriate.

Low level defiance/opposition

Refusing to cooperate with the teacher, if the student is still refusing to cooperate at the time of the incident, and after implementing "Intervention 1: Meeting with a Student", refer to Tier 2. Otherwise, following the usual intervention pathway.

Inappropriate use of technology

Using technology to access non-offensive material without the teacher's permission, e.g. completing work from another class, texting, playing games, social media.

Inappropriate language

Language that is not appropriate for the situation, time or place but would not be deemed abusive (see Tier 2 definitions)

Lying

Being dishonest about Tier 1 incidents such as reasons for being late to class, why they have missed a deadline or why they do not have equipment.

Academic malpractice Y7-9

A summative where a Year 7-9 student has intentionally or unintentionally completed work that includes academic malpractice.

Note:

Anything defined as being beyond 'Low-Level' will require a Tier 2 intervention.

Tier 2: Definitions

Repeated

Tier 1 incidents that have occurred several times, and have been through the Tier 1 interventions.

Bullying

Bullying or peer-on-peer abuse is defined as any type of behaviour that is intended to harm others through deliberate manipulation of their social standing or relationships with others. It can be any behaviour directed towards harming others' friendships, isolating others from a peer group, and/or socially ostracising or rejecting. This can also come in the form of discrimination based on someone's disability, race, religion or beliefs, or gender or sexual identity.

Using technology to offend others or access offensive material

Using technology to access material that could be or is offensive to others, e.g. sexually, racially, culturally or religiously offensive material. Material including inappropriate or offensive acts of violence.

Abusive Language

Language that is extremely rude, offensive or insulting to others and has been used with the aim to offend.

Missing student

A student that has been marked as present in school but has not turned up for class.

Academic misconduct Y10-13

Defined as any summative assessment where a Year 10-13 student has, intentionally or unintentionally completed work that includes any form of academic malpractice.

RESTORATIVE PRACTICES DEFINED:

Restorative Practice is a system of processes that builds and sustains a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them.

Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member- students, teachers, parents -feel that they are seen, heard, and respected.

Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

"Teaching Restorative Practices with Classroom Circles"

©Amos Clifford, Center for Restorative Process Developed for San Francisco Unified School District

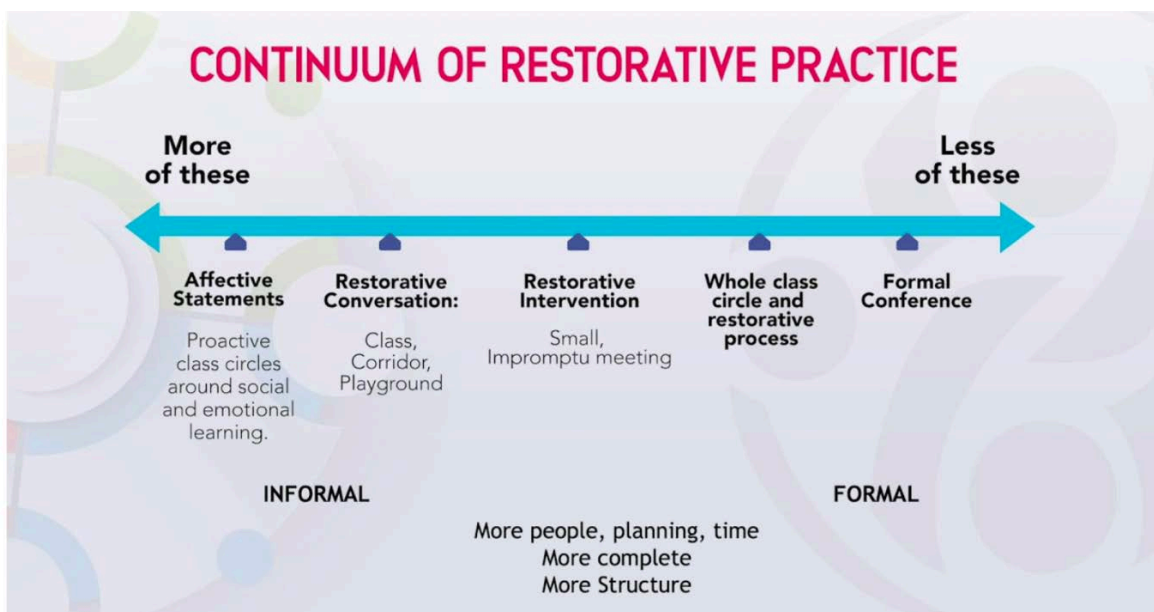
Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harm by bringing together those who are affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to an agreement about setting things right.

In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

“Teaching Restorative Practices with Classroom Circles”
 ©Amos Clifford, Center for Restorative Process
 Developed for San Francisco Unified School District

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm.
Justice directed at the offender; the victim is ignored	Offender, victim and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

SOURCE



SOURCE

RESTORATIVE QUESTIONS

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

STUDENTS' RECORDS

In order for us to maintain up-to-date links with home, it is important that the school secretary and/or Tutor are advised of any change of personal circumstances which may have an effect on your child's school life. All information given to the school remains strictly confidential and is not released to third parties. It is also essential that any changes of address, telephone numbers, etc. are forwarded in writing to the school so that all school records are up-to-date. E-mail notification of changes to contact details is acceptable.

STUDENT HEALTH

If a student becomes ill at school, they must first be taken by another student to the school nurse. If the nurse finds that the child should go home due to an illness, **THE SECONDARY SCHOOL OFFICE WILL CONTACT THE PARENTS OR GUARDIANS. UNDER NO CIRCUMSTANCES SHOULD A STUDENT CONTACT A PARENT TO ARRANGE TO GO DIRECTLY HOME.**

Students will only be given a security pass to be allowed out of school after they have been to see the school nurse, and she is in agreement that they should go home.

Parents should not send a sick child to school. Parents should notify the Secondary School secretary or Tutor immediately by telephone or email of any serious health problems.

Parents are asked to avoid arranging medical appointments during the school day wherever possible. Any medical appointments arranged during the normal school day will be classified as an absence.

PARENTAL ABSENCE

It is vitally important to notify the school of any parental absence from the family home during term time. We understand that parents are called away on business trips or family visits from time to time. However, we do need to know if these take place to make sure that we contact the correct person in case of an emergency. Details of a temporary change of residence and/ or guardianship, during the parents' absence, should be given to the Secondary School Office. All information is of course kept in the strictest of confidence.

The Tutor Programme

The BMIS Tutor Programme covers important aspects of the student's academic, social and emotional well-being at school. The programme "Move this World" is tailored to the needs of each year group and includes the expertise of a number of people. Alongside their tutor, the students can expect tutor sessions led by their programme or support coordinator, the school counselor, the Service as Action or CAS coordinator, fellow students, and other guest speakers. The topics covered are wide-ranging and include the following:

SEL (Personal, Social and Physical Education) topics that include;

- Friendships, relationships, and risky behavior in the middle school and substance abuse (both legal and illegal) in the high school,
- Advice on academic honesty,
- Global citizenship/Appropriate use of technology
- Service as Action or CAS advice and reflection sessions; Student-led conference preparation,
- College applications,
- Advice on subject choices in preparation for the Diploma Programme; Team building,
- House competitions; Assembly preparation and performance.

Positive Referrals

To recognize student achievement in secondary school, teachers award Positive Referrals through the online ClassCharts software. Positive Referrals are awarded to students that have exemplified any of the 10 IB Learner profile attributes or shown significantly strong Approaches to Learning skills (ATLs).

The referral is at the discretion of the subject teacher or Grade Tutor who knows the student and what is special for that individual. Recognition of special achievement is open to students of all ages and abilities and will reflect achievement related to each individual's own special gifts and talents with respect to the Learner Profile.

POSITIVE REFERRALS		
Level	Examples of reasoning	Actions
1	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during a lesson, after-school activity, Service as Action/CAS activity or any other BMIS related event. 	<ul style="list-style-type: none"> Upload 1 point on Classcharts.
2	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during lesson time, for the period of one week. Outstanding demonstration of ATL and/or IB learner profile attributes during an after-school activity, Service as Action/CAS activity or any other BMIS related event, for the period of one month. Outstanding formative work. 	<ul style="list-style-type: none"> Upload 2 points on Classcharts.
3	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during class time, for an entire unit. Outstanding demonstration of ATL and/or IB learner profile attributes during an after-school activity, Service as Action/CAS activity or any other BMIS related event, for an entire term. An increase of one level in any subject criteria. Gaining a level 7 in an MYP summative assessment. Gaining a level 6 in an DP summative assessment. Being awarded Honor Role. 	<ul style="list-style-type: none"> Upload 4 points on Classcharts. Include note on Classcharts, click send to parents.
4	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during class time, for an entire term. Outstanding demonstration of ATL and/or IB learner profile attributes during an after-school activity, Service as Action/CAS activity or any other BMIS related event, for an entire year. Being involved in a school production or performance. An increase of two levels or more in any subject criteria. Gaining a level 8 in an MYP summative assessment Gaining a level 7 in an DP summative assessment. Being awarded Honor Role with distinction. 	<ul style="list-style-type: none"> Upload 6 points on Classcharts. Include note on Classcharts, click send to parents.
5	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during class time, for an entire year. Being awarded Honor Roll with a commendation. Being selected for an end of year subject award. 	<ul style="list-style-type: none"> Upload 10 points on Classcharts. Include note on Classcharts, click send to parents.

Counselling

Our Secondary School Guidance Programme is comprehensive in meeting the academic needs of our students while providing opportunities for appropriate social and emotional growth. Together with the Student Support and Curriculum Coordinators, the school employs a Counselor and a College Counselor to guide students in their academic and social development.

COUNSELLOR

The Counsellor offers direct/indirect counselling support and guidance to individual students, small groups, and classes when needed. Emotional counselling, and consultation on developmental issues are available, with the aim of further enhancing the development of personal and social skills.

To schedule, a meeting with the Counsellor call the secondary office or email the Counsellor directly.

COLLEGE COUNSELLOR

The College Counsellor works with all secondary school students and is a resource to students, parents, and teachers, providing academic guidance, university, and career counselling. In each of the year groups in the BMIS Diploma years (Grade 9 -12), the counsellor meets with students either virtually or campus to discuss the various issues that are pertinent to their individual goals and aspirations.

BMIS End of Year Awards

BMIS Honor Roll

Honor roll celebrates students recognized for their high academic achievement in each year of secondary school. Students are awarded honors based on their Grade Point Average (GPA 5.2+) calculated from their end-of-year report grades (1-7). Depending on their GPA honors students will be further recognized and awarded honors with merit (GPA 5.8) or distinction (GPA 6.2).

Honor roll Calculation		GPA Programme Comparison	H	HwM	HwD
Honors with Distinction	GPA 6.2	GPA	5.2	5.8	6.2
Honors with Merit	GPA 5.8	Full DP (6 subjects)	32	35	38
Honors	GPA 5.2	DCP (5 subjects)	26	29	32

Grade 12 students who have met all graduation requirements and achieved the GPA condition in their final year report will be celebrated as graduating with honors, honors with merit or honors with distinction.

BMIS Valedictorian & Salutatorian

The BMIS Valedictorian Award is awarded to the student with the highest combined overall Grade Point Average (GPA) from Grade 11 and Grade 12. The BMIS Salutatorian Award is awarded to the student with the second-highest GPA.

Only students who have completed Grade 11 and Grade 12 at BMIS are eligible for these awards. Only students who have completed all graduating requirements for the BMIS High School Diploma are eligible for these awards.

The Valedictorian Award and Salutatorian Award are confirmed on students at the annual BMIS Graduation ceremony at the end of Grade 12.

Calculating GPA:

The GPA is calculated from the final end-of-year grades in each of the subjects taken in each of the Grade 11 and Grade 12 school reports. No distinction is made between the Grade Points awarded to HSD, SL or HL courses. Grade points are not awarded for EPQ, CAS, ToK and the Extended Essay. GPA is a mathematical mean of 2 decimal points of all Grades awarded in Grade 11 and Grade 12. An example calculation is shown to illustrate this process:

Student A (Full DP)				Student B (DCP)				
		BMIS	BMIS			BMIS	BMIS	
Subject		Y12	Y13	Subject		Y12	Y13	
English Lang & Lit	SL	7	7	English Lang & Lit	SL	5	6	
French	SL	6	6	Design Technology	SL	4	5	
Business Management	HL	7	7	Sports, Exercise and Health Science	HL	6	6	
Physics	SL	5	6	Mathematics	HSD	6	7	
Mathematics: A&A	HL	5	6	CSC: Music	HL	6	6	
Visual Arts	HL	6	7					
			Final				Final	
	GPA	6	6.5	6.25	GPA	5.4	6	5.7

In the event of a tie:

Where two or more students receive the same GPA and are tied for the award of Valedictorian or Salutatorian, then the award is given to the student with the highest number of grade 7s on their Grade 11 and Grade 12 reports. If still tied, the award is given to the student with the highest number of grade 6s on their reports. If still tied, the award is given to the student with the highest number of HL grade 7s on their reports. If still tied, the award is given to the student with the highest number of HL grade 6s on their reports. If there is still a tie after completing these calculations, both students will receive the award.

"We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success".

Director's Legacy Award:

The Directors Legacy Award recognises a graduating student who has made long-lasting and profound contributions to all aspects of the school during their time at BMIS. The Director's Legacy Award recipients embody the BMIS mission, particularly **promoting well-being, sustainability, and inclusivity** in the BMIS community. This award not only celebrates the student's achievements but also thanks them for their enduring impact on BMIS.

Selected by the Director (G12 only) and recognised at the BMIS graduation ceremony.

Principal's Award:

The Principal's Award recognises a student who has made an outstanding contribution to all aspects of the school. Among the qualities required are: excellent conduct, leadership, the ability to be a positive role model, sporting or artistic achievement, and service to the school and the wider community.

Selected by the Principal (G6-G11) and recognised at the BMIS Awards assembly.

DP Coordinator's Growth Award:

This award recognises a student who has shown outstanding educational **growth**. Among the qualities required are: a consistently diligent and conscientious approach to studies, resilience, curiosity and passion in their own academic journey.

Selected by the DP Coordinator (G11-G12) and recognised at the BMIS graduation ceremony or Awards assembly.

MYP Coordinator's Growth Award:

This award recognises a student that has shown outstanding educational **growth**. Among the qualities required are: a consistently diligent and conscientious approach to studies, resilience, curiosity and passion in their own academic journey.

Selected by the MYP Coordinator (G6-G10) and recognised at the BMIS Awards assembly.

DP & MYP Subject Awards:

This award celebrates students who have made an outstanding impact on a particular subject area. These students have demonstrated exemplary commitment and positive behaviours, enriching the **joyful** learning experience for themselves and their peers. Among the qualities required are a dedication to personal and collective **growth** and the ability to foster an **inclusive** and collaborative learning environment.

Selected by subject teachers (G6-G11) and recognised at the BMIS Awards assembly.

Sports Ambassador Awards:

This award is given to two students within each year group who have demonstrated an outstanding commitment to multiple sporting disciplines across the academic year. These students show great enthusiasm and commitment to promoting and **growing** sport across the school. Their passion is unwavering, and they go above and beyond to contribute to a thriving sporting culture that is **inclusive, joyful** and competitive.

Selected by the BMIS Sports Coordinator and recognised at the BMIS Awards assembly.

House System

On admission to the school, each student is placed in one of four houses, Elephant (Blue), Lion (Red), Rhino (Yellow) and Leopard (Green). The House system is an integral feature of the life of the school and we expect all students to participate during normal school hours, in the afternoon and on Saturday mornings if necessary. During the year students will be able to gain points for their House as a result of good behaviour or outstanding achievements. There will also be regular sporting competitions and several major events, including Sports Day, the Swimming Gala and the House Quiz.

BMIS House System

Bishop Mackenzie has four houses into which students are placed upon their arrival at the school:

- House Elephant (Blue)
- House Leopard (Green)
- House Lion (Red)
- House Rhino (Yellow)

AIMS

1. To provide opportunities to showcase a variety of academic and non-academic skills.
2. To allow students to compete in an inclusive and supportive environment.
3. To create and strengthen social bonds outside of the classroom and across different year levels.
4. To provide all students the opportunity to grow as individuals in a joyful manner

BMIS Mascot

This has been newly created as a part of a collaborative process involving the BMIS Community. We are **"Wild Dogs"**



COMPETITIONS

Throughout the year students will engage in different sporting and non-sporting activities with the aim of accumulating the highest house points total at the end of the year. Competitions can include:

- Traditional Sports (Football, Tag Rugby, Netball, Basketball, Athletics, Cross Country, Swimming)
- Non-traditional Sports (Crashmat rounders, Dodgeball, Capture the Flag, Team Building)
- The Arts (Song and Dance, Creative adverts, Fashion shows, Rap battles)
- Academics (Poetry, Spelling Bee, Debate, Math Relay, General Knowledge quizzes)
- Students also earn points by achieving the honor roll

POINTS SYSTEM

Based on the final results of a competition, houses earn the following points:

1st Place	40 Points
2nd Place	30 Points
3rd Place	20 Points
4th Place	10 Points

House Competitions involving the whole house working together at one time such as: Swimming, Athletics, Quizzes will score double points.

In the Secondary School, students who achieve honor roll will achieve the following points:

Honor Roll	1 Point
Honor Roll with Distinction	5 Points
Honor Roll with Commendation	10 Points

STUDENT HOUSE ALLOCATION

When placing students into houses, multiple factors are considered in order to ensure the houses are equally balanced.

- All siblings are placed in the same houses to avoid any potential conflict of interests at home.
- If a teacher has a child attending the school, they will be placed in the same house.
- Any returning students are automatically placed in the house they previously represented.
- Students will be placed in a house with the lowest number of students in their respective year/gender group.
- When a secondary student has a sibling in primary, the secondary student will be placed first due to a lower number of enrolled students. This allows competitions to run more effectively in activities where higher numbers are required.

Example: A Grade 9 boy new to the school would be placed in House Lion as they currently have four boys, the lowest number out of all four houses (Elephants-5, Leopards-5, Lions-4, Rhinos-6)

	Grade	6	7	8	9	10	11	12	Total
Elephant	Total	14	13	9	11	9	6	3	65
	Boys	8	9	4	6	4	2	0	33
	Girls	6	4	5	5	5	4	3	32
Lions	Total	11	10	9	8	7	9	2	56
	Boys	6	6	4	4	3	4	0	27
	Girls	5	4	5	4	4	5	2	29
Leopards	Total	11	12	10	8	6	7	2	56
	Boys	6	8	5	5	3	2	1	30
	Girls	5	4	5	3	3	5	1	26
Rhinos	Total	13	10	9	10	5	8	4	59
	Boys	8	6	4	6	3	3	1	31
	Girls	5	4	5	4	2	5	3	28

TEACHER HOUSE ALLOCATION

Teachers are placed in houses to support and help manage students during house meetings and house events. Teachers are evenly distributed throughout the houses so that each house has the same number of adults present.

Please note that on the days when inter-house competitions are organised, students may come to school in their house colors to show team spirit and support for their houses. When competitions are of sporting nature, students may come school in their sports clothes. If students choose not to wear house colours, then they must wear normal school uniform.



Student Council

The BMIS Secondary Student Council is the representative body for students in Grade 6-12. It is composed of dedicated and enthusiastic students and is supported by the Student Council Advisor. Senior officers are elected by the Secondary student body in September of each academic year, following nominations from the Grade 11 class. The other members of the Student Council are classroom representatives elected through in-class elections at the beginning of each academic year.

Student Council officers include:

- President
- Vice-President
- Secretary
- Treasurer
- Student Council Website Coordinator

The Student Council meets once a week during semester time. These student leaders commit their time, energy, and ideas in order to improve the quality of life for everyone in our community, and they also try to add fun to everyone's intense schedule. Following each meeting, the President discusses issues raised with the Secondary Principal or other appropriate persons.

These meetings provide valuable insight for the school administration about those issues of interest and importance to students and provide an opportunity for students to influence school policy and practice. Minutes of meetings are circulated and each class representative reports back to their tutor group.

Extra Curricular Activities

At Bishop Mackenzie great value is placed on enriching the students' experience outside of the curricula programme. This could involve recreational sports, competitive sports (including tournaments abroad), learning new skills, and developing existing ones.

We encourage every student to register for at least one activity each semester – many choose to do several! These activities change from semester to semester, depending on the demand and scheduled events.

Out Of School Activities

Class-related field trips are organized by subject teachers and are designed to enhance the curriculum. Some of these trips are directly related to student coursework and are an important part of schoolwork.

In order for a student to participate in a field trip, we require parents to complete permission for dietary and a medical forms. If a trip is taking place you will be sent a notification and information about the trip. Should you have any questions or concerns about the field trip please contact the organizing teacher(s). Some field trips are charged to parents at cost.

BMIS also sponsors other activities involving travel (including sports events and visits of educational interest).

For these optional trips, the organizing teacher issues specific information release forms. And completes a risk assessment. As these teachers and chaperones are assuming parental responsibility on school-sponsored trips they have a delegated authority from the School Director to take whatever actions they deem appropriate while on a trip, even when a student aged 18 or over is involved.

Social Service and Community Education

Service as Action (S as A) is a vital requirement in the 5 years of the MYP programme (Grade 6-10), and as such students are expected to be involved in certain community-based activities both in and out of school. Through this involvement, the students gain invaluable experience and exposure to various organizations and communities to enrich their understanding and appreciation of how they can positively contribute to their community, both on a local, national and global level. The students will evaluate and reflect on their participation in the S as A programme through ManageBac, in order to build on their experiences.

Participation in CAS (Creativity, Activity, Service) is a requirement of all students in the IB Diploma Programme (Grade 11 & 12), and successful completion of CAS is an essential requirement for students aiming to pass the Diploma Programme.

Students will be involved in various activities, and are encouraged to initiate events and act as role models for the younger students who are participating in the S as A programme. An essential part of the programme is student self-evaluation and reflection recorded through ManageBac, which also helps students and the CAS Coordinator keep track of individual student involvement.

Week Without Walls

At the beginning of the academic year, each year group will be involved in the Week Without Walls. This programme takes students off the regular timetable and engages them in community service and team-building activities. Most grade levels will travel to places outside of Lilongwe, which will require overnight camping. This is an integral part of the programme and includes a focus on service activities.

Physical and Health Education

The Physical and Health Education programme at the school aims to be inclusive and progressive. Our mission is to produce physically able and knowledgeable students who have the ability and inclination to continue participating in physical pursuits for the rest of their lives. Our programme is designed to develop the students' physical ability and understanding through a wide range of activities, improve their fitness/health, and understanding of how to maintain it.

We also aim to structure lessons so that students enjoy their PHE lessons and are challenged relevant to their own ability and experience.

Students from Grade 6 to 10 follow a programme that includes a wide variety of sports ranging from established team games such as basketball to the creative disciplines of dance and gymnastics to water-based activities that covers stroke improvement, personal survival, and lifesaving.

Students will also learn how to coach others and develop their own fitness programmes (including diet and nutrition).

SWIMMING KIT

For pool-based lessons and activities:

Females should wear a one-piece swimming costume, Additional coverings for arms and legs may be worn if required by religious custom. Long hair should be tied back for safety and hygiene reasons. Males should wear appropriate swimming trunks which should be no longer than mid-thigh, If goggles or earplugs are required, the students should provide them. No jewelry of any kind is to be worn in the pool.

SPORTS KIT

All students should come to PHE lessons dressed in the correct kit for that activity. The school PHE uniform is a plain white /light blue dark blue or grey round-necked T-shirt emblazoned with the school logo on the chest on the left hand side. The shorts should be dark blue or black and suitable for taking part in sporting activities. On cold days long blue tracksuits may be brought and may be allowed at the teacher's discretion, however, the student should bring shorts as well. The socks should be sporting white socks and the footwear appropriate to the activity e.g. studded shoes for grass based activities and trainers for hard court or hall activities.

Please note that students should bring their kit to the lesson even if they are not participating for medical reasons.

Students are expected to immediately change into school uniform from the PHE lesson.

If a student needs to be excused from a PHE lesson they must present a note to their teacher written and signed by a parent. A student who misses three or more lessons must bring a medical certificate from the family doctor.

Swimming Pool

During semester time the swimming pool will not be available to the public Monday to Thursday because it will be for school use. However, it will be open to the public on Friday afternoon and all day Saturday if it is not in use by the school. The school swimming pool hours are:

**18m pool - Fridays 12:30 to 15:00
Saturdays 8:00 to 12:00**

**25m pool - Fridays 14:00 to 16:00
Saturdays 8:00 to 12:00**

Library

Students and parents are encouraged to use the library for study and pleasure. Opening hours during term times are from 07:30 until 16.00 weekdays (until 12:15 on Fridays).

- Students may borrow three books. For special projects, the Librarian may allow additional books to be taken out. Loans are recorded on the library computer database.
- Reference books may not be taken out of the library, except through special permission given by the Librarian.
- School bags should be left outside the Library. Students may bring in books and writing materials as necessary.
- No food or drink should be brought into the Library.
- Talking should be kept to a minimum so that other students can read and work undisturbed in a quiet atmosphere.
- Before the end of semester 1 and semester 2, all students are asked to return their books to the Library.
- Exact opening dates/times for the holidays will appear in the school newsletter and will also be posted on the door of the Library.
- The usual loan period is one week, however, books may be renewed by the librarian for another week if requested before the loan period expires.
- Students may also exchange books at break-time and during afternoon openings.
- A charge is made for lost or damaged books to help towards the replacement cost.

A bill is sent to parents when a book is lost or damaged two weeks before the end of term.

The Librarian operates a system of reservations for books that students want to be saved. Books may also be held for collection at a later date but will be kept for no longer than five days.

PROCEDURE FOR BOOKS LOST BY STUDENTS

In the unfortunate event of a student losing a book that belongs to the school, the same book must be replaced. In the event that student is unable to replace the book, he/she must pay for the same so that the school can arrange to replace it.

The minimum charge for any lost book for which we cannot find the cost price, excluding the above, will be charged at \$10. In the case of textbooks, the charge will be the invoice price plus 20% for S&H. For library books where the cost price can be ascertained using the ISBN, the minimum charge will be the invoice price plus 20% for S&H.



04 EXPECTATIONS



Expectations of our Parents

Parents are important members of our school community whose role plays a vital part in the progress that their child will make in the school. We sincerely hope that parents will participate as much as they can in all of our activities and we welcome parental involvement at all times.

In particular, making contact with their child's subject teachers and his/her Tutor will ensure that they can keep well informed.

It is also important for parents to keep the school informed about any issues relating to the welfare of their child.

BMIS students will be more successful in achieving their goals if parents:

- Take an active interest in your children's schooling. Ask specific questions about what happens at school each day and how your children feel about it. Assessment is developmentally appropriate.
- Help instill student pride, confidence, and a positive attitude in their school and their teachers.
- Support school policies on behavior, uniform, and attendance.
- Know your child's homework schedule.
- Make homework a daily activity and help your children develop good homework habits.
- Provide the time and environment for students to complete homework. If possible, set up a quiet, comfortable study area with good lighting and the school supplies that your children need. This can be almost any place in your home; you don't need a special room.
- Set a family quiet time where you and your children can work together on homework and reading. If your child says they "have no homework" or they "have finished it", then still use this time and encourage them to use the time effectively to review their other lessons from the day or to read further. Also check ManageBac if this is the case.
- Encourage students to take responsibility for completion of all homework assignments, and to take responsibility for minimising the effects of absence on their own learning.
- Are aware of and communicate to teachers about the level of difficulty students experience with homework.
- Initiate and encourage discussions with students on local, world, or family issues, in a manner that significantly engages students and stimulates thinking.
- Communicate problems, concerns, and criticisms immediately and directly to the appropriate teacher or administrator for clarification or resolution. Do not wait until the next conference to do this.
- Support where possible, or take an active role in the PTA, volunteer activities, and school events.
- Share and convey openly and honestly any special problems students have had or are experiencing regarding learning, behaviour, emotional problems and changes in the family situation (divorce, separations, death, etc.)
- Dedicate time and thought to the continual improvement of BMIS.
- Avoid disruption to the educational process by arranging family trips during the school holidays and other activities at weekends and in the evenings.
- The responsibility for students to arrive at school on time.

Homework Policy

GENERAL GUIDELINES

- Homework plays a role in supporting the academic programme in the Secondary School and it is required of all students.
- Homework is never given as punishment or as a superfluous exercise; neither is it used to penalise slower workers.
- As well as the aims relating to the timetabled curriculum, the school aims to develop students' ability to learn independently. Homework provides the opportunity for students to undertake independent learning as well as extending the time spent on timetabled subjects.
- The length of time to be spent on homework increases as students progress through the school.

The following times are set as maxima, not minimal;

- **Grade 6** students should spend approximately **60 minutes** working on homework per night and **90 minutes** on Friday/weekends.
- **Grade 7** students should spend approximately **60-90 minutes** working on homework per night.
- **Grade 8** students should spend approximately **90 minutes** working on homework per night.
- **Grade 9 and Grade 10** students should spend approximately **120 minutes** working on homework per night.
- **Grade 11 and Grade 12** students are advised by the IBO to spend an equivalent amount of time studying outside of school as they do in school, which is equivalent to:

* **3½—4½** hours per week for each HL subject

* **2—3** hours per week for each SL subject

- A variety of types of tasks are set, many of which provide independent and extended learning experiences rather than mere consolidation of work done in class.
- Homework tasks and deadlines are clearly specified. It should be possible to complete the task to a good standard within the allocated time.
- Homework tasks are not always written tasks, nor are they always subject to formal assessment.

- In setting homework, teachers take into account the range of abilities and needs of students.
- Holiday homework is usually only ever set for students in Grade 9 and above and can be completed without access to special resources, so that the tasks can be done anywhere.
- The Secondary School offers Check-in periods in the afternoons to provide an opportunity for students to complete homework in an atmosphere conducive to study and the chance to seek advice from a member of staff.

IB Diploma Homework and Private Study

Given the rigorous academic nature of the IB Diploma programme, it is often necessary for students to have homework every night of the week. The IBO recommends that a IB Diploma student will spend the same amount of time studying outside the classroom as he or she spends within the classroom. In order to ease the burden of home study, all IB Diploma students are provided with some in-school study periods and a quiet area in which to work.

It is recommended that students get into the habit of sitting down each day for a couple of hours to study, do homework that has been assigned, to re-read the day's notes, and do background reading. Students may choose to work at a suitable location at home or at BMIS in the afternoon; especially in the library. Students should use their study periods during the day constructively.

The type of homework varies with the subject. A typical homework for each subject might be:

- Language & Literature: reading, writing essays and commentaries, preparing orals.
- Language Acquisition: shorter writing, learning vocabulary, and grammar, exercises.
- Mathematics: exercises, working through solutions to questions.
- Sciences: practical write-ups, studying textbooks, and exercises.
- Humanities: longer research essays, background reading, and exercises.
- Art: working in the studio, site visits, keeping up your workbook.

Deadlines - it is important that students get into the habit of meeting deadlines. Deadlines are provided so that students can manage their private study-time more effectively. Success in the IB Diploma Programme will depend on a student's ability to be organized and on their willingness to work hard. School deadlines are designed to help them meet these two challenges.

Students who get behind with work will be offered help to alleviate any problems. Students are also encouraged to approach either the Counsellor or IB Diploma Coordinator for help if they feel they are getting into difficulty meeting course deadlines.

Guidelines About Internal Assessment

In all subjects, internal assessment is a mandatory requirement in determining the final grade awarded to students. Those students who don't find formal, end-of-course examinations easy should take full advantage of the opportunity to get marks and grades 'in the bag' as their course progresses; the quality of their ongoing work in the classroom will have a major impact on their final grades, and will in itself help students lay foundations for any final written examination.

The school must ensure that marking standards for the IB are the same among teachers who will mark the internal assessment. That is why we undertake extensive standardisation of our marking through a process called "moderation". Deadlines are very important in this process. They are set in order to provide the teachers with plenty of time to carry out those procedures with great care. Students who fail to meet the deadlines are placing themselves in a position where the teacher cannot complete the moderation process, and so award them marks for their coursework. Failure to complete internal assessment tasks will often result in no grade being awarded by the IBO.

Students need to make sure, too, that it is their work that is being submitted, and not somebody else's. Students should make sure they are aware of the rules and regulations for internal assessment as it applies to each of their subjects.

Improving Grades

It is perfectly reasonable for students to want to improve their grades. Students are allowed to ask teachers for the opportunity to repeat an assignment or to do an extra assignment to try to improve their grades. Whether the teacher allows either of these requests will depend on whether this is possible (practical work in Science is difficult to repeat, for example), and whether it is necessary. The teacher's decision will be final and will be explained to the student.

If a teacher allows a repeat or extra assignment, it must be completed at least one week before the teacher's final deadline for completing grading.



School Uniform and Dress Code

BMIS UNIFORM Grade 6 - 10

In order to give students a sense of belonging to our community and for practical reasons, we have a compulsory school uniform for students in Grades 6 to Year 10. Students who are not appropriately dressed will be required to go home to change.

Trousers	Navy blue or black tailored trousers – long or short. No jeans or PE shorts, pedal pushers, slits, tears, or frays.
Skirts	Navy blue or black pleated or plain skirt, of an appropriate length. (Not yet available at the uniform shop, so purchase over the break, if required).
Shirts	Plain white, grey, light blue or dark blue polo shirt. (Available at the Uniform Shop)
Sweat Shirts	Plain navy blue school sweatshirt, a plain black, navy blue, or grey jumper, or cardigan with no logo other than the BMIS WildDog. (Available at the Uniform Shop)
Shoes	Closed shoes
Socks	White, or dark plain coloured socks. Socks must be worn and visible.

DRESS CODE Grade 11 - 12

Students should see school as their working environment. They are part of an International and local community where the importance of being well groomed, modestly dressed, neat and clean, and culturally sensitive is self-evident. Students are expected to be smartly dressed, and wearing clothing that is suitable for a professional. Students inappropriately dressed will be sent home to change and may be required to wear school uniform.

Boys Dress Code	<p>Top: Plain, long or short-sleeved collared shirt or polo with collar.</p> <p>Trousers: Smart, tailored trousers or tailored shorts. Frayed or scruffy jeans, tracksuit bottoms, or combat trousers are not allowed.</p> <p>Shoes: Smart shoes, trainers, or boots (dark in color).</p>
Girls Dress Code	<p>Top: Plain blouse or shirt. Low-cut blouses and revealing tops are not allowed.</p> <p>Trousers: Smart, tailored trousers or tailored shorts. Scruffy jeans, tracksuit bottoms, or combat trousers are not allowed.</p> <p>Skirt: Smart, pleated or plain and of an appropriate length.</p> <p>Shoes: Smart shoes, trainers, or boots (dark in color).</p> <p>Leggings: Must be dark in color, plain, and worn with a medium/long top.</p> <p>Exposed mid-drifts and low cleavages are not allowed.</p>

OTHER CONSIDERATIONS CONCERNING APPEARANCE (GRADE 6 TO GRADE 12)

Students should see school as their working environment. They are part of an International and local community where the importance of being well groomed, modestly dressed, neat and clean, and culturally sensitive is self-evident. Students are expected to be smartly dressed, wearing clothing that is suitable for a professional environment.

Hair	should be in a tidy, plain style. Long hair should be tied back in laboratory or workshop situations, PHE and swimming. Facial hair must be kept smart and groomed. Hair dyed or styled in an extreme way is not allowed.
Jewellery	is discouraged since it must be removed for safety reasons for PHE and can easily be mislaid. A neck chain, one pair of ear studs, one nose stud and a watch may be worn.
Hats	may be worn at school for PHE, other outdoor events and at break time, to protect against the sun.
Clothing	Any clothing which reveals underwear is not allowed.

If you require further clarification of the school uniform or dress code expectations or wish to make a special request for personal reasons, please do not hesitate to contact the Secondary Principal.

PHE and Sports

T-Shirt	Plain white grey, light blue or dark blue round-necked T-shirt with badge emblazoned on the chest (left side). Note: the house T-shirt can only be worn for House competitions. (Available at the Uniform Shop)
Shorts	Plain dark blue or black PE shorts.
Socks	White sports socks (visible).
Swim Wear	Girls: One-piece swimming costume (no bikinis or split costume and preferably dark blue/black). Boys: Plain swimming trunks (no longer than mid-thigh) for boys, preferably dark blue/black.

Chewing gum is not permitted and should not be brought to the school campus at any time.

Tutoring For Pay

Professional ethics and responsibility require that teachers make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No reimbursement may be accepted for such extra help during the school day.

However, in some cases, teachers may recommend to parents, through the Director, that a student receive academic tutorial help outside school hours. Permitting, arranging, and paying for such tutorial assistance will be the responsibility of the parents. It is considered unethical and poor professional practice for teachers to tutor one of their own regular students for pay in their stated curriculum area. It is the policy of the Board of Trustees not to permit a teacher to serve as a tutor for their own students except in cases of non-school related activities/subjects as deemed appropriate by the Director or Secondary Principal.



Academic Honesty Code of Conduct

ACADEMIC HONESTY CODE OF CONDUCT			
Level	Offence	Consequences	Roles, responsibilities
1	<p>Grade 6:</p> <ul style="list-style-type: none"> The first time a student commits any form of academic dishonesty. <i>(Students from Grades 7-8 who have committed a first time offence may be considered at this level at the discretion of the relevant pastoral coordinator)</i> <i>(SEN and EAL students who have committed more than one offence may also be considered at this level at the discretion of the pastoral coordinator)</i> 	<ul style="list-style-type: none"> The work is marked as a zero, the student is asked to re-submit the work. The deadline for the resubmission will be set by the subject teachers. The resubmitted work will be awarded a level. The student may be given a break time catch-up session. Parents to be informed. Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> Dealt with by the Subject Teacher. Relevant Pastoral Coordinator, Head of Department and Tutor to be informed.
2	<p>Grade 6:</p> <ul style="list-style-type: none"> The second time a student commits any form of academic dishonesty. <p>Grades 7-12:</p> <ul style="list-style-type: none"> The first time a student commits any form of academic dishonesty (not including level 4 offences) 	<ul style="list-style-type: none"> The work is marked as a zero. The student will re-write the work during break time and after school catch-up sessions until complete. The resubmitted work will be awarded a level. Parents to be informed. Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> Referred to and dealt with by the relevant Pastoral Coordinator. Relevant Program Coordinator, Head of Department and Tutor to be informed. The counselor may be informed and meet with the student (optional).
3	<ul style="list-style-type: none"> Continuous incidents of academic dishonesty (not including level 4 offences) 	<ul style="list-style-type: none"> The work is marked as a zero. The student will re-write the work during an internal suspension. The resubmitted work will be awarded a level. Both the zero and the new level will be included in the student profile/mark book. A parent conference will be arranged. The student will be put on a monitoring report card. Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> Referred to and dealt with by the relevant Pastoral Coordinator. Pastoral Coordinator to refer to relevant Program Coordinator. Head of Department and Tutor to be informed. Counselor will be informed and meet with the student.
4	<ul style="list-style-type: none"> Cheating in an exam. Work intended for submission to the IB that includes any form of academic dishonesty (e.g. Internal Assessments, Extended Essays, Personal Projects) 	<ul style="list-style-type: none"> Work will not be submitted to the IB until it is re-written and authenticated as the student's own work. The resubmitted work will be awarded a level. Both the zero and the new level will be included in the student profile/mark book. A parent conference will be arranged. The student will be put on a monitoring report card. Up to five day external suspension after parental meeting. Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> Referred to the relevant Pastoral Coordinator. Pastoral Coordinator to refer to Head Teacher and other relevant Senior Teachers. Head of Department and Tutor to be informed. Counselor will be informed and meet with the student.

PLEASE NOTE: For students whose work is subject to external marking/moderation by the IBO, any work including signs of academic dishonesty will not be submitted.



Further Guidance

BULLYING

Every student should feel comfortable and safe coming to school. Bullying, whether verbal or physical, is completely unacceptable in this school and will be dealt with firmly. Students who feel they are being bullied, or witness bullying, should talk to their Tutor or another member of staff immediately.

FAIR PLAY

Fair play is expected of all students who participate, either as athletes or as spectators, in any form of school-related sports activities. Good behavior rests again upon the basic principles set forth in the Student Behaviour Guidelines: students are expected to behave with self-respect, respect for others, and respect for their own and others' property.

BRINGING THE SCHOOL INTO DISREPUTE

Students of BMIS act as ambassadors for the school and, inevitably, in a community such as ours, students' behavior outside school is noted and reflects on the school. In general, we are proud of our student's behavior and their involvement in activities. However, if a student does behave in a way that brings the school into disrepute, we will consider contacting the parents to express our concern, and in serious cases disciplinary action may be taken.

STUDENT RIGHTS AND RESPONSIBILITIES

Each student in our school has the right to be treated with respect, courtesy, and consideration by every other student, teacher, school employee, or another adult in the school. They have the right to know what the rules are; to appeal to authority when they feel unfairly treated, or when they think that no objective hearing has been allowed. However, persons with positions of responsibility at the school must have the authority to carry out their work for the benefit and safety of everyone concerned without constant arguments.

If a student feels that a particular rule or judgment is unfair, they may express their complaints using the process described below.

STUDENT COMPLAINTS AND GRIEVANCES

In the interest of safety and order in the school, it is expected that students appreciate that the teachers and administrators have special responsibilities that can be carried out only if their authority is accepted, respected, and supported by all.

This does not mean that students who feel that they have been unfairly treated have no recourse. Most complaints and grievances can and should be resolved at the level at which they arise: between the student and the teacher or other school employee, if necessary with the help of the Secondary Principal. In all cases student complaints will be dealt with courteously and promptly.

If any matter cannot be resolved at the school level, the Second Principal will consult the Director. The Director's decision shall be final. However, if the parent/student feels that their complaint has not been fully or fairly dealt with, the possibility of making an appeal to the Board of Trustees should remain open to the student as a last resort and be made in accordance with the Complaints Procedure.

SANCTIONS

The Director and School Principals are responsible for setting and enforcing rules of behavior and for dealing with behavior problems as appropriate to the student's age and maturity. Infractions of the school's expectations will be treated through restorative practices. Serious or persistent neglect of these expectations may result in various disciplinary measures, including withdrawal of privileges, suspension, probation or other measures deemed appropriate. Where appropriate, actions will be taken following consultation with parents, either verbally or in writing.

For the most serious or persistent neglect of school expectations, the permanent expulsion of a student will be recommended by the Director to the Board of Trustees. Expulsion forms part of the permanent record of a dismissed student.

SUSPENSION OF A STUDENT

Behavior that is construed as 'serious' or consistently deviates from accepted standards as judged by the administration will lead to suspensions from one to five school days by the Secondary Principal. Suspensions may be given as 'In-School' or 'Out of School' suspension. A suspended student cannot return to class until a conference is held between the administration and the student, parent(s), or guardian. Academic work missed (especially coursework) during suspensions must be caught up.

EXPULSION OF A STUDENT

Very serious and/or chronic offenses may lead to expulsion. This action shall only be taken after due consideration and consultation between the Secondary Principal, the Director, the student, and the parent(s) or guardian. Members of the Board of Trustees shall be involved before a final decision is reached.

FORFEITURE OF STUDENT FEES

If a student is suspended or expelled, tuition fees for the period of suspension or for the remainder of the term after expulsion cannot be refunded.

Student Equipment REQUIRED

Students are expected to come to school prepared for lessons. Normal equipment would include a 'Geometry Set' containing a set square, protractor, 30-cm ruler, plotting compass (for drawing circles), pencil, eraser, and pencil sharpener. A black/blue ink fountain or ballpoint pen is essential. A set of colored pencils is also necessary. All MYP and DP students are expected to have access to a working laptop. The Secondary Principal should be informed if this is not possible.

SUGGESTED ITEMS

Other items that students may also find useful: Glue stick, small scissors, small stapler, highlighters, a small notebook, an A4 file for keeping loose leaf pages in. A small USB flash drive for electronic files and transporting documents for printing.

CALCULATORS

Electronic calculators are required for Mathematics courses from Grade 6 onwards and may be useful in other subjects such as the sciences also. Students must bring a calculator to school for these lessons. Details of the calculators required are available from the BMIS website. Students in Grade 10 will be introduced to a graphic display calculator.

CORRECTION FLUID

Correction fluid may be used in school at the discretion of the subject teacher; however, it cannot be used in examinations.



Electronic Devices (Bring Your Own Device Policy)

Secondary school students may use devices in school that fall into the following categories
(note; phones are not allowed in Grade 6 through 8 during break time and lunch).

Location	Laptop, Net-book, Tablet	Mobile Phone, Smart Phone	MP3 Player	eReader
Classroom	As directed by the teacher	As directed by the teacher	As directed by the teacher	As directed by the teacher
Between Classrooms	NO	NO	NO	NO
Study Periods	YES	YES	YES	YES
Lunch Period	YES	YES Not For Grades 6-8	YES	YES
Library	As directed by the librarian	As directed by the librarian	As directed by the librarian	As directed by the librarian
Activity	For educational activities	For educational activities	For educational activity or student personal time	For educational activity or student personal time

LAPTOPS / NETBOOKS / TABLETS / SLATES / EREADERS

- It is strongly recommended that IB Diploma students bring a laptop to school to fully access the different electronic media now used extensively in the teaching of the Diploma courses.
- In some instances, teachers may allow cell phones/smartphones and MP3 players to be used.
- BMIS provides a wireless network that students may connect to while using their devices in school. The device must be registered with the BMIS Network Administrator in order to use this connection.
- Additionally, a student may use an Internet connection from an outside provider. In this case, the student's family will be responsible for any expense incurred using this type of Internet connection.

- Students will not be allowed to connect their personal computing devices to the BMIS wired network.
- Providing a padded bag or protective sleeve is suggested. This will provide more protection for the day-to-day use of the device.
- Students are encouraged to ensure that devices brought to school are fully charged in the morning. Students should not rely on charging stations being provided in school.
- Students and/or their families are responsible for their personal computing devices at all times. BMIS takes no responsibility to search for lost or stolen devices, nor is there any assumption of financial responsibility by BMIS for damaged, lost or stolen personal computing devices.
- Students may use their devices in class as instructed by the teacher. Although it is not expected that a teacher will need students to bring electronic devices every day, there may be longer projects in certain subjects where the device will be needed each lesson.
- Students may use their devices during study lessons (IB Diploma only), during break and after school, and when in the library.
- Students at BMIS are encouraged to conserve paper resources at school and at home.

Lockers

BMIS provides lockers for students to store personal equipment. The lockers are for daytime use only, and should not be used for overnight storage or for storage over the weekend. The school can take no responsibility for any personal effects lost from a locker. Students are responsible for bringing a padlock on a combination lock and for locking their lockers.

There are sufficient lockers for every student in the Secondary School to have their own.

Students Driving to School

Only Grade 11 or Grade 12 students, who are holders of a driving license valid for use in Malawi, are allowed to drive to school or onto the school grounds. Although surrounding countries may allow students to drive at 16 the school will not allow students below Grade 11 to drive and park their car in the school grounds. All students who wish to drive to school must have signed permission from their parents, and display a BMIS pass in the windscreen for security purposes.

Attendance

Students who are regularly present at school make rapid progress and are more successful than students who are absent from school. The school, therefore, expects a high level of attendance. Parents can help by planning family vacations and visits ahead of time to avoid interruptions to your child's learning.

It is the student's responsibility to make sure that all class and home assignments are completed by the agreed deadline. It is therefore the student's responsibility to make sure that any work missed due to absence is quickly completed without any undue delay. In extreme situations of absence (e.g. long-term illness), a deadline may be extended in agreement with the teacher concerned if this is deemed appropriate and necessary by the teacher.

Parents must make sure that students arrive at the drop off area in the morning in plenty of time for their child to walk into school and be at registration promptly by 7:10 a.m.

Students who arrive at school AFTER REGISTRATION is completed in the morning, **MUST REPORT TO THE SECONDARY OFFICE BEFORE GOING TO CLASS**. Teachers are required to report any students absent from their class if they are not recorded as absent in the daily attendance list.

Students who do not report to the office to record their late arrival will be marked absent for the whole of the day.

Students are to remain in school until the end of the school day unless specific written permission to leave has been granted. A letter must be provided by the parent to explain the reason for early departure. This letter should be given to the secondary office staff. Students must report to the secondary office before departure to have their attendance status recorded and to collect a security pass to allow them to leave the school. Students who leave school early will be marked absent for those classes that they miss.

At the completion of the school day transport arrangements must be organised by parents to ensure students vacate the school grounds within 20 minutes of the final lesson or activity being ended. (If, after 20 minutes, the parent/driver has not arrived to collect the student, the student will be asked to wait in the cafeteria area. Parent/driver must collect students from the cafeteria.

Under special circumstances students may be involved in extracurricular activities that will require additional time on campus. Prior notice will be given regarding such arrangements.

General Rules and Guidelines

SAFETY AND SECURITY

Any object, material or substance that could be construed as dangerous to the health and safety of students and staff, should not be brought to school.

Fire precautions and safety procedures are posted in each room. A fire, earthquake or riot drill is carried out regularly to ensure that teachers and students are familiar with the procedures.

Should it be necessary to evacuate the school campus in an emergency, any instructions given by an authorized member of staff must be obeyed immediately and implicitly by each student. No student, in any circumstance, should leave the rest of the student body in such an emergency.

LOST PROPERTY; MOBILES PHONES AND OTHER ELECTRONIC EQUIPMENT

Items which are found on the school campus are taken to the school office and placed in the lost and found office. It is suggested that articles brought to school are labeled (e.g. uniform, other clothes, student equipment, mobile phones, tablets, laptops, etc). Other items of significant personal or monetary value should not be brought to school. The student also should register the lost property in the lost and found book held in the Secondary Office.

Some parents like to be able to contact their children during the afternoon activity sessions and therefore students are allowed to bring mobile telephones to school.

Please be aware that the school will take no responsibility for lost or stolen phones. Mobile phones must not be used during the school day except as outlined in the BYOD Policy and should remain switched off until the end of lessons. Phones will be temporarily confiscated if they ring or are used during the school day. Phones should not be left in unaccompanied bags and, like all valuables, including money, should be handed to the teacher during PHE lessons. The school will accept no responsibility for loss or damage to students' personal property.

Particular procedures and safety precautions are recommended in certain subject areas e.g. science laboratories. Students should ensure that they are familiar with these and exercise appropriate caution.

Smoking Alcohol and Drugs

TOBACCO USE

The use of tobacco, and the use of tobacco substitutes such as e-cigarettes and vaping inhalers, by a student, whilst on school campus or at school events, is strictly forbidden. Infractions of this rule will automatically lead to suspension. Repeated violation of this policy leaves the student liable to expulsion.

ALCOHOL USE

The use or possession of, buying or selling of, or giving of alcoholic beverages by any BMIS student on its campus or during school-sponsored activities is prohibited.

Any student who violates this policy shall be immediately suspended from the school for a period of five days. Before returning to school a contract will be drawn up by the Secondary Principal that lays out a series of service measures, restrictions and school restorative sessions that will be carried out for up to a maximum of six weeks. A student's return to school will be dependent on agreement to this contract by the student and the student's parent or guardian. Violation of this contract and repeated violation of this policy leaves the student liable to expulsion.

DRUG ABUSE

Students attending the school must undertake not to use dangerous or illegal drugs. The use or possession of, buying or selling of, or giving dangerous or illegal drugs by any student of the school on its campus, near the campus, or during school sponsored activities is prohibited. (Drugs prescribed for the student by a medical doctor are not prohibited.)

POSSESSION OR USE OF DANGEROUS OR ILLEGAL DRUGS

Any student who violates this policy through possession or use of dangerous or illegal drugs on the school campus or while under school supervision for the first time, will be subject to an immediate seven school -day suspension from school. During this suspension the student's parents or guardians must arrange for counseling sessions for the student with a professional counselor at their expense. Evidence of this must be received before the student returns from the suspension. Also, before returning to school, a contract will be drawn up by the Secondary Principal that lays out a series of service measures, restrictions and school restorative sessions that will be carried out for up to a maximum of six weeks. A student's return to school will be dependent on agreement to this contract by the student and the student's parent or guardian. Violation of this contract and repeated violation of this policy leaves the student liable to expulsion.

SELLING OF DANGEROUS OR ILLEGAL DRUGS

Any student who violates this policy through selling of dangerous or illegal drugs on the school campus or while under school supervision for the first time, will be subject to an immediate seven school-day suspension from school and possible expulsion.

VOLUNTARY DISCLOSURE

Any student who voluntarily seeks aid for drug or alcohol abuse will not be subject to disciplinary action, provided from the time they seek aid, they do not contravene school policies on drug and alcohol use. The student's parents will be informed and advised to seek professional counseling. The student will also be supported through school advisory sessions and be re-informed of the school's policy concerning drugs and alcohol.

SCHOOL DISCOS / SOCIAL EVENTS

School discos and other student-organized activities must have prior approval of the Secondary Principal. There will be staff supervision, consistent with the number of students attending the event. The BMIS Behaviour Expectations will be applied to such events. Parents should ensure that their child(ren) are collected at the end of the event at the required time. Failure to do so will result in them not being allowed to attend the next event.

Acceptable Use of Technology

Students and parents will be required to sign an Acceptable Use Agreement at the beginning of the academic year, which will be kept on file. The following are general guidelines that BMIS asks all students to honour, covering the requirements for being a responsible digital citizen.

1. RESPECT & PROTECT MYSELF

I will show respect for myself through my actions. I will select online names that are appropriate and not use false identities. I will carefully consider the information, images and personal information about my life, experiences, experimentation or relationships I post. I will not be obscene. I will report any attacks or inappropriate behaviour directed at me. I will protect passwords, accounts and resources. I will use my access for educational purposes and I will not visit sites that are degrading, pornographic, racist or inappropriate.

2. RESPECT & PROTECT OTHERS

I will show respect for others. I will not use electronic media to insult, abuse, intimidate, harass or stalk other people. I will protect others by reporting abuse, not forwarding inappropriate materials, images, or communication, including spam/junk mail. I will only use computers or networks that I've been given permission to access. I acknowledge my responsibility for the appropriateness of the material I send, post or publish electronically.

3. RESPECT & PROTECT PROPERTY

I will use the school's computers, software, and other technology equipment with care and encourage others to do the same. I will purchase, license and register all software or use free open source alternatives on my own device(s). I will not plagiarize the work or intellectual property of others, suitably citing any and all use of websites, books, media, etc. I will act with integrity to respect the physical and intellectual property of others.

4. RESPECT & PROTECT THE SCHOOL ENVIRONMENT

I will use any electronic device(s) in a manner that is appropriate for the social and educational environment of the school. I will use my device(s) in a way that will enhance the ability of other people and for me to learn. I will use my device(s) in a way that promotes development of appropriate behaviors within the school.

ROLES AND RESPONSIBILITIES

THE SCHOOL

The school acknowledges a duty of care regarding access by students to the school computer system, whether this is on school equipment or on the students' own equipment.

Teachers will research and evaluate ICT resources in the course of their lesson planning and preparation, and give guidance and instruction to students in the appropriate use of such resources.

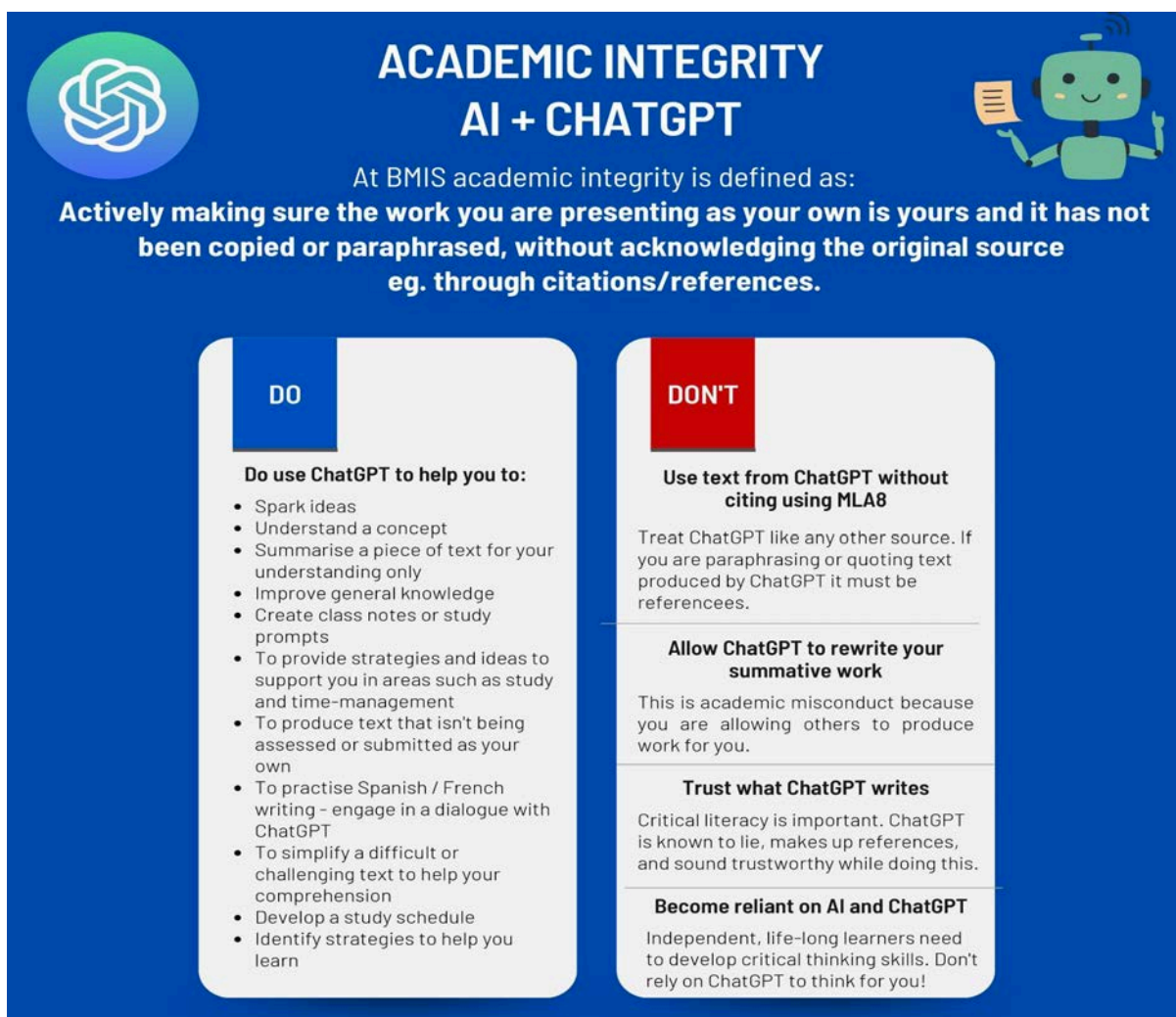
PARENTS

The school respects each family's right to decide whether or not access to the Internet at home should be allowed, and will provide alternative avenues for learning when access to the Internet at home is not available.

Where students have home access to the internet, parents are expected to exercise the same care over access to offensive and inappropriate material as is exercised by the School.

STUDENTS

As in all aspects of school life and work, students have a responsibility to use new technologies with care and respect for themselves and others.



ACADEMIC INTEGRITY
AI + CHATGPT

At BMIS academic integrity is defined as:
Actively making sure the work you are presenting as your own is yours and it has not been copied or paraphrased, without acknowledging the original source eg. through citations/references.

DO

Do use ChatGPT to help you to:

- Spark ideas
- Understand a concept
- Summarise a piece of text for your understanding only
- Improve general knowledge
- Create class notes or study prompts
- To provide strategies and ideas to support you in areas such as study and time-management
- To produce text that isn't being assessed or submitted as your own
- To practise Spanish / French writing - engage in a dialogue with ChatGPT
- To simplify a difficult or challenging text to help your comprehension
- Develop a study schedule
- Identify strategies to help you learn

DON'T

Use text from ChatGPT without citing using MLA8

Treat ChatGPT like any other source. If you are paraphrasing or quoting text produced by ChatGPT it must be referenced.

Allow ChatGPT to rewrite your summative work

This is academic misconduct because you are allowing others to produce work for you.

Trust what ChatGPT writes

Critical literacy is important. ChatGPT is known to lie, makes up references, and sound trustworthy while doing this.

Become reliant on AI and ChatGPT

Independent, life-long learners need to develop critical thinking skills. Don't rely on ChatGPT to think for you!

SECONDARY ACADEMIC INTEGRITY GUIDELINES

BMIS Secondary Student Behavior Support Core Values

Respect, empathy, care and compassion for all.

Active listening.

Role modeling positive behavior through the IB Learner Profile.

Explaining the 'why' of our interventions.

Having a restorative approach to behaviour support.



SECONDARY ACADEMIC INTEGRITY GUIDELINES

Expectations of students and teachers, as set out in the BMIS Academic Integrity Policy

Expectations of students:

- To be principled, tell the truth and be responsible for their own actions.
- Not to copy, take or borrow answers or the work of others or ask others to complete their work for them.
- Not to give, lend or facilitate the copying of their work to another student for any reason.
- To play a full role in collaborative work in order to avoid taking credit for others' work.
- To acknowledge any sources, resources or assistance given in the completion of work, appropriately for the task.
- To familiarise themselves fully with the Secondary Academic Integrity Guidelines.
- To follow examination board rules for mock examinations, public examinations and coursework.
- To ask their teacher, librarian, Programme Coordinator when in doubt about any aspect of academic integrity.

Expectations of teachers:

- Teachers are expected to uphold academic integrity and recognise academic misconduct in relation to their subject area.
- Teachers will model good practice of academic integrity and be familiar with the tools available to maintain it or detect academic misconduct.
- Teachers will educate students about the importance of academic integrity and how to maintain it at an appropriate level.
- Teachers will educate students about the right way to use someone else's ideas. All students should be taught to use the MLA system for referencing and citations.
- If a teacher recognizes or suspects academic misconduct, they will address it according to the guideline on page 3 of Secondary Academic Integrity Guidelines.
- Teachers will use Turnitin to support students in their academic integrity expectations.
- Teachers will set reasonable and achievable assessments in order to encourage students to maintain Academic Integrity. This is in line with the Assessment Policy and the Inclusion Policy.

SECONDARY ACADEMIC INTEGRITY GUIDELINES

Proactive action steps to help ensure the academic integrity of student work

Proactive action steps for students:

- Apply the advice and support given to you by your teacher.
- Use Noodletools for referencing, including in-text citations and Works Cited.
- Use Turnitin to check the academic integrity of your work prior to submitting the final draft to your teacher.
- Take the time to understand how AI generators can and cannot be used within your work.
- When unsure, ask your teacher for advice.
- Review and understand the academic definitions.
- When instructed to do so, always include in-text citations and a Works Cited in your work.
- Remember the golden rule of "If in doubt - cite!".

Proactive action steps for teachers:

- Teach your classes what referencing is.
- Teach your classes what Noodletools is and how to use it for referencing, including in-text citations and Works Cited.
- Teach your classes how to use Turnitin to check the academic integrity of their work.
- Remind your classes to reference and to use Noodletools and Turnitin to help them ensure the academic integrity of their work.
- Teach your classes about what AI is, along with AI generators such as Chat GPT. With the help of the infographic in this PDF, teach them how to use AI responsibly.

SECONDARY ACADEMIC INTEGRITY GUIDELINES

Restorative interventions for when academic misconduct incidents arise in student summative work. This also includes Personal Project, Extended Essay and Internal Assessment Draft Submissions.

Tier 1: Teacher

Grade 6-8 students: Action Steps

- Gather evidence of academic misconduct.
- Meet with the student.
- Outline the area(s) of concern.
- Provide advice and support on how to address the specific concerns.
- Ask the student if they have any further questions on how to ensure the academic integrity of their work.
- A new submission date will be agreed with the student.
- Email home: with Student Support Academic Coordinator & Tutor copied in.
- Log the Intervention on Class Charts.

PLEASE REMEMBER to teach students the skills of referencing, and how to use Turnitin and Noodle Tools. If referencing is a requirement in your subject area.

Tier 2: Student Support

All Grade 9-12 & Repeated Incidents in Grade 8-8

- Teacher to refer the incident to the Student Support Coordinator.
- Student support & subject teacher meet with student.
- Area(s) of concern outlined to the student.
- Advice and support to be given on how to address the specific concerns.
- Student asked if they require an further support on how to ensure the academic integrity of their work.
- A new submission date agreed with the student.
- Depending on the concern, the student will be invited to complete the work at home or in the office during the school day and/or after school, 2-4pm.
- Student Support will email home, with Secondary Principal, Subject Teacher Academic Coordinator and Tutor copied in.
- Student Support will log intervention on Class Charts.

Tier 3: Secondary Principal

Repeated Tier 2 Incidents.

- Cheating in an IBO examination.
- Teacher contacts Student Support.
 - Student Support contacts Secondary Principal and Academic Coordinator.
 - Secondary Principal to invite the student and parents/guardians for a meeting.
 - Following the meeting, the Secondary Principal will email home detailing action steps, which can include up to a five day external suspension.
 - Student Support will log intervention on Class Charts.

LEARNING SUPPORT STUDENTS: Please liaise with the Learning Support Department prior to any Tier 1 or 2 intervention.

SECONDARY ACADEMIC INTEGRITY GUIDELINES

Academic Integrity Definitions

Terminology	IB Definition	BMIS Clarification
Academic Misconduct	"Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Unfortunately, in every Diploma Programme examination session there are students who are investigated for alleged "academic misconduct".	At BMIS we understand that academic misconduct can be both intentional and unintentional. All forms of academic misconduct are treated in accordance with the BMIS Academic Integrity Code of Conduct.
Academic integrity	"Making knowledge, understanding and thinking transparent in assessed work and an understanding of the technical aspects of academic integrity, of citing and referencing. Additionally as stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".	Actively making sure the work you are presenting as your own is yours and it has not been copied or paraphrased, without acknowledging the original source eg. through citations/references.
Plagiarism	Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.	Presenting someone else's ideas without citing/referencing, including: <ul style="list-style-type: none"> Copying or paraphrasing material/ideas and presenting it as your own work without citing the source(s). Translating a text or an idea and then presenting it as yours without citing the source(s).
Collusion	Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.	Collusion includes sharing (intentional or unintentional) a hard or soft copy of your own work to another student, which is then presented as their own.
Legitimate collaboration	Acceptable collaboration	Examples of legitimate collaboration are: <ul style="list-style-type: none"> Permitted or actively encouraged to produce work with other students. Provide help and advice to another student, not including writing the work for them or providing a copy of your own work.

SECONDARY ACADEMIC INTEGRITY GUIDELINES

Academic Integrity Definitions

Terminology	IB Definition	BMIS Clarification
Misconduct	Misconduct during an IB examination includes taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination.	Misconduct includes: <ul style="list-style-type: none"> Using hidden notes on paper, electronic devices or writing on yourself during a test or examination. Asking for or looking up answers during an assessment test or examination. Making up or altering research data. If you work in a team, letting others do the work and then adding your name as if you had done an equal part of the work. Imitating someone else's signature. Pretending to be someone else in an examination. Allowing others to produce work for you.
Duplication	Duplication of work is defined as the Presentation of the same work for different assessment components and/or Diploma Programme requirements.	Presenting the same work for marking more than once, which can include: <ul style="list-style-type: none"> "Recycling" an old assignment by presenting it as new original work without acknowledging that this has been done. Handing in the same text or research material for two different subject assignments without acknowledging that this has been done. The presentation of the same work for different assessment components and/or diploma requirements (for example if the same material from an internal assessment has been used in an extended essay) in contravention of examination board rules.
Communication about content of an examination.	Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.	N/A
Intellectual property	N/A	Creations of the mind: inventions, literary and artistic works, symbols, names, images & pictures, and designs.

05 REPORTS AND PROGRESS



We report to parents, in writing and at parent conferences, on at least four separate occasions throughout the academic year.

Comprehensive Reports

Every student will receive a comprehensive report twice a year, once in the middle of the year in January, and once at the end of the year in June, electronically through the ManageBac portal.

BMIS uses a continuous assessment approach to student evaluation in the classroom, which means that all homework, class work, projects, tests, and other exhibitions of learning will be reflected in each written report. These are also available for viewing through the ManageBac portal.

Comprehensive reports can not be issued earlier than the published date unless in exceptional circumstances. Parents should contact the Secondary Principal with any requests.

Parent -Teacher - Student Conferences

Formal conferences are scheduled twice a year, once in the middle of Semester 1 and once in the first half of Semester 2.

Parent-Teacher-Student conferences are usually arranged on an appointment basis during the school day. Classes do not run on these days and we encourage students to attend the conferences, as much as possible, with their parents.

Meeting Progress

Parents are encouraged to call and schedule meetings when they have any concern at all regarding their child's progress. Please do not wait for a formal conference to raise an issue about your child, when an early intervention would be more productive.

We strongly encourage parents to contact the child's tutor, subject teacher (including the ELL or Learning Support teacher if applicable) or the counselor if and when the need arises. Early intervention to tackle problems means that we can help to overcome them sooner rather than later.

Collaboration between home and school is crucial to the successful development of each and every child in our school.

ManageBac

Students have online access to their assignments and their individual files, and will receive feedback from teachers through this system. ManageBac is also being used for reports, messages, and attendance.

Help videos are also available through individual ManageBac accounts but if further help is required, parents are encouraged to communicate this through the secondary office.

Reporting Achievement

In all school reports, for all Grade groups (Grade 6 to 12) the following grading scale will be used to indicate progress and achievement in the written reports. Written reports will also contain information to allow parents and students to clearly see how the achievement grade has been determined in each subject.

A student does not have to meet all the factors in a descriptor above to gain the specific grade. Teachers will use the one that most closely describes their progress or achievement, and in the case of MYP classes, will also be able to describe how the grade relates to individual subject criteria.

Grade	Descriptor	General Descriptor
7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Acceptable	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in.
1	Very Poor	Minimal achievement in terms of the objectives.

06 COMMUNICATIONS

The Secondary Principal will share a bi-weekly email bulletin "IN THE LOOP".

Newsletter and Website

An official school newsletter is published every month and is sent home to parents via email.

'Upcoming events' are sent as messages on ManageBac Information can be found on the school website www.bmis.mw.

Parental Complaints Procedure

The following procedure is designed to allow all parents of children in the school to express concerns to the school in a manner that ensures fairness and integrity to all concerned. It is felt that this procedure will provide the quickest possible solution to a problem, whilst also allowing time for 'cooling off' and reflection.

Complaints should be made by the person concerned, not on behalf of anyone else. If parents have a complaint or a matter of concern, they are advised in the first instance to try to sort the matter out by speaking with the teacher concerned (appointments can be made via the school secretary). The teacher concerned should report back in a time not exceeding three school days.

If they are unable to do this, or if such action has not resolved the matter, or if the concern is of a non-educational nature, they should bring the matter to the attention of the Principal of the relevant school.

The Principal will listen to or read, in the case of written communication, and record the complaint. The Secondary Principal will advise the parents when they should expect an initial response.

In the meantime, the Principal will talk to all parties concerned regarding the complaint and come to a decision about the action required.

In the event that parents are not satisfied with the course of action proposed by the Principal, they can then take their complaint to the Director. At this stage, the complaint should be in writing if this is not already the case.

The Director 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 with the Director.

If the parents are still dissatisfied with the outcome, they can make a final appeal to the Board, in writing, addressed to the Chair of the Board. After investigation, the Board, or a committee appointed by the Board, will notify all parties of their decision, and the Director will keep a record.

The Board's decision is final.

Matters of General Concern

If you wish to discuss a matter of general school concern please first see the Senior Management Team member who directly handles the issue. The Secretary will help you schedule an appointment.

The operations of the school and the roles of the Board of Trustees and the Parent Teacher Association are subject to written policies. Such policies are available for consultation on the parent portal. All communications with the Board should first be channeled through the Director.

Parent Teacher Association

The Parent/Teacher Association (PTA) aims to 'encourage and develop a spirit of cooperation. It attempts to do this through various fundraising projects and social events involving the entire school community. The Committee is elected annually and communicates with parents through the school newsletter.

Messages for Students

It is sometimes difficult, and often time-consuming, to locate a student to pass on personal messages. Please ensure that all reminders of appointments and after-school arrangements are made before school.

Requests for students to leave school during the school day should be in writing (email is sufficient) and given/sent to the Tutor or Secondary office before 7:10 a.m.

There is a mobile in the school offices, which students may use to contact home in an emergency.

Leaving BMIS

At BMIS we try to help make the transition from BMIS to another school a smooth experience.

We aim to provide each family with a child leaving the Secondary school with an exit pack of information containing supporting documents for the move to a new school.

We aim to provide this pack of information within three weeks of receiving the request to provide it.

The exit pack will include:

- BMIS Transcript (Grade 9 – 12) and/or End of Year Reports (Grade 6 – 12).
- Statement of Attendance inclusive of your dates of enrollment at BMIS Secondary School.
- Letter of Recommendation (if necessary).

This packet of documents will be sealed and stamped so as to remain official and can then be mailed or hand-carried to any prospective school.

Please note that these documents will be provided under the following terms:

- There is no outstanding balance with the Finance Office.
- The student has completed and submitted a 'Book Return Form' to the Secondary School Secretary. (All books issued by BMIS to students must be returned to the library.

This pack of documents and records will be available for pick-up from the Secondary School office within three weeks from the initial date of request. Three sealed and official packs will be provided, all at no cost to you. Please be advised that any future request for additional packs (part or in full) will incur a fee of US\$20 per pack.

Forms for requesting the information pack are available from the Secondary school office on request. You can pick up a form from the office, or call us and we will send a copy home with your child. Forms are also available as a download from the BMIS website.

Families requesting us to mail the information pack to an address by courier will be asked to pay for the courier charges before the packs are sent from school.

Campus Guests

Parents and visitors to the school are welcome. All visitors, including parents, should report to the Secondary School office on arrival.

Visitors are asked to refrain from disturbing the atmosphere of the school or interrupting classes. Students wishing to have visiting friends attend school lessons must apply with a letter or email from their parents, at least two days in advance, for permission from the Principal.

Students who were previously at BMIS and are visiting Lilongwe occasionally drop into school to see staff and students. However, they should only be in school during break time.

07 THE IB LEARNER PROFILE



The aim of all 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

INQUIRERS

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

KNOWLEDGABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN MINDED

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

CARING

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

RISK TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them can help individuals and groups become responsible members of local, national, and global communities.

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08 APPENDIX

GUIDELINES ON HEALTH AND SCHOOL ATTENDANCE



<p>COLDS / FLU</p>	<p>Student needs to remain home if they have an excessive runny nose, excessive coughing, temperature at or above 38°C, or is too uncomfortable to function at school.</p>	<p>EYE INFECTIONS</p>	<p>Redness, drainage, or watering of the eyes requires assessment to determine the cause of conjunctivitis (pink eye) or possible eye injury. Eyes need to be clear, or children need to be treated with prescription medication for at least 24 hours before returning to school. (Please note that conjunctivitis is contagious and the child should avoid rubbing the eye and ensure they wash their hands regularly.)</p>
<p>CHICKEN POX, MEASLES etc</p>	<p>Student may return to school after all blisters are dried and crusted over. Notify school nurse if your child has chickenpox or measles etc.</p>		
<p>DIARRHOEA</p>	<p>If a student has diarrhoea 2 times in a day, they need to remain at home until diarrhoea subsides and no other signs of illness exist. Try to keep the child hydrated and seek medical help if symptoms persist beyond a day.</p>	<p>FRACTURES AND SURGERIES</p>	<p>Parents need to contact the form tutor or nurse when a child has a serious injury or surgery. Modifications to physical activity and mode of travel throughout the school campus may need to be evaluated. Please provide written information from your physician as to your child's level of activity at school. State limitations and special needs.</p>
<p>EAR INFECTIONS</p>	<p>Student needs should be evaluated by a physician if they complain of ear pain. Early treatment can ward off possible permanent damage to the ear which could result in hearing loss.</p>		
<p>SCHOOL INJURIES</p>	<p>The school nurse will assess the injury, administer first aid, and notify parents as soon as possible by phone and/or note as to the type and status of injury.</p>	<p>HEAD LICE</p>	<p>Your doctor or pharmacy can recommend the best available shampoo treatment for children. Nits can be persistent if not dealt with properly, which usually involves treatment of the whole family, cleaning bedding and clothing. Children should not share hats at school. Notify the school nurse if your child has head lice.</p>

FEVER	The student needs to be fever-free (less than 38°C) for at least 24 hours.	RASHES	Student is to remain at home with any undiagnosed skin rash and may return when the rash has cleared, or with a doctor's note stating diagnosis and clearing the child to return to school.
VOMITING	Student is to remain at home if they have vomited within the past 24 hours. Should a student experience vomiting during school hours, the child will be sent home. The child needs to re-main home for at least 24 hours after vomiting subsides.		MALARIA
TONSILLITIS AND STREP THROAT	Treatment for tonsillitis may depend on the cause and the child may need to be treated with antibiotics for 48 hours before returning to school if there is a positive throat culture.		



09 IB GLOSSARY:



Academic Honesty: The principle that all work presented for assessment should be the candidate's own work.

Affective Skills: The skills of behavior and emotional management underpinning attitudinal factors such as resilience, perseverance, and self-motivation, which often have a large role to play in educational achievement.

Approaches to Teaching and Learning (ATT/ATL): The strategies, skills, and attitudes that are at the heart of the IB teaching and learning context. There are five approaches to learning (thinking, communication, social, self-management, and research skills), and six approaches to teaching (inquiry, conceptual understanding, local and global contexts, collaboration, differentiation, formative and summative assessment).

Assessment criteria: Criteria against which a student's performance is measured as evidenced by work produced. Subject-group guides provide assessment criteria to be used for the final assessment for each subject group and for the personal project.

Command words: also called instructional, operational, or task words. They indicate what approach should be applied to the information found. They are often used in assessment tasks.

Competency-based learning: measures learning rather than time. Competencies refer to mastery of knowledge and skills. The student progresses to the next stage of their learning by demonstrating their competence (or mastery of knowledge and skills) in a particular course, regardless of how long it takes. It is learner-focused since it allows the student to work at their own pace.

Concepts: Concepts are big powerful ideas that have relevance both within and across subject areas. They help move students from knowledge to understanding and facilitate the transfer of knowledge across subjects and contexts. Understanding the 'big ideas' behind a topic can also help students get to the heart of why they are learning a particular topic. IB has a concept-based approach to teaching and learning. See Concept-based teaching and learning.
Creativity, Activity, Service: CAS is an acronym for Creative, Activity, Service.

Criterion-related assessment: An assessment process based on determining achievement levels against previously agreed criteria. MYP assessment is criterion-related.

Descriptors: Achievement level descriptors describe the difference in student accomplishment for each assessment criterion and correspond to the achievement level that should be awarded.

Differentiation: The process of identifying, with each learner, the most effective strategies for achieving goals " (SEN IB programmes p.4).

Diploma Programme: IB programme that provides an academically challenging and balanced programme of education, preparing students, normally aged 16 to 19, for success at university and in life beyond. The programme is taught over two years and gained recognition from the world's leading universities.

External Assessment: Assessment that is set and marked by the IB and not by a student's teacher.

Formative assessment: Ongoing assessment aimed at providing information to guide teaching and improve student performance.

Growth Mindset: Alfred Binet and more recent researchers like Carol Dweck believe that intelligence is malleable and that being successful is a combination of two things: Talent (what you are born with) + mindset (beliefs about yourself and your abilities). When a student had more of a growth mindset, they held the view that talents and abilities could be developed and that challenges were the way to do it. Learning something new, something hard, and sticking to the things- that's how students get smarter. Setbacks and feedback aren't about your abilities; they are information students can use to help themselves learn.

Higher Level (HL): A subject that is offered over two years that requires a minimum of 240 hours of teaching.

Holistic education: An IB education is holistic in nature" (what is an IB education? 2013). A holistic education addresses the development of the whole person at both the cognitive and effective levels(intellectual, emotional, social, physical, creative, aesthetic, and spiritual potential). It aims to prepare students to live fulfilling and productive lives in an increasingly complex world. It is therefore a lifelong quest of personal discovery. It encourages learners to critically examine the knowledge gained and it also has a focus on responsible action.

IB Learner Profile: A set of ten attributes that all members of the IB community-students, teachers, and leaders-should be encouraged to develop. The IB describes the Learner profiles as "the IB mission statement translated into a set of learning outcomes" for the 21st century.

Inquiry-based teaching and learning: An approach to learning- both student and professional learning- that involves asking questions, using critical thinking, and solving problems. Carrying out research. Inquiry is central to the written, taught, and assessed curriculum in IB programmes. Inquiry is one of the attributes of the IB learner profile which refers to nurturing curiosity and our ability to learn independently.

Interdisciplinary: Combining or involving two or more branches of learning or fields of academic study.

Internal Assessment: The assessment of a student's work that is carried out by a student's teacher(s).

Internal standardization: The process by which all teachers of one subject group in a school ensure a common understanding and application of criteria and descriptors.

Middle Years Programme (MYP): IB programme that involves an academically challenging framework that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers. The programme serves students aged 11 to 16 and is typically offered over 4 to 5 years.

Moderation: The procedure by which sample-assessed personal projects from teachers are reviewed and adjusted externally to ensure assessment has been carried out according to IB criteria and standards.

Objective: One of a set of statements for a subject group or the MYP projects, describing the skills, knowledge, and understanding that will be addressed in the course/project. The assessment criteria correspond to the objectives. Student achievement of the objectives is evaluated using the assessment criteria.

Personal Project: A project that is the culmination of the student's experience in the MYP and shows their experience of ATL and global contexts. It is completed in the final year of the programme.

Personal Project Supervisor: The member of staff within a school who is responsible for working directly with the student on the completion of the personal project.

Programme(s): Each IB programme includes a curriculum or curriculum framework and pedagogy, student assessment appropriate to the age range, professional development for teachers, and a process of school authorization and evaluation. The four programmes offered by the IB are the Primary Years Programme(PYP), Middle Years Programme (MYP), Diploma Programme (DP) and the IB Career-related Certificate (CP). A school may be authorized to offer one or more programmes

Programme Coordinator: Programme coordinators provide school-level leadership for the implementation of IB programmes and IB processes generally. They are key points of liaison with the IB.

Provocation: something which provokes thoughts, discussions, questions, interest, creativity, and ideas. They can also expand on the thought, project, idea, and interest. They are open-ended invitations for students to their ideas. They could be as simple as an artifact (e.g photo) or a question.

Reflection: This is one of the attributes of the Learner Profile. Being a reflective thinker means that the student is critically reflective of evidence, methods and conclusions; and analyzes one's own thinking, being aware of potential bias in one's own and other people's work. Being reflective is also about working to understand one's own strengths and area of development.

Scaffold (ing): A strategy in which teachers develop and employ a sequence of steps or stages marked by a gradual decrease of support and a corresponding increase in students' responsibility for their own learning.

Service learning: this is a teaching and learning strategy that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs. It is encouraged as a teaching methodology in all four IB programs. It is a five-stage process: investigating the issue, preparing for action, taking action, reflecting on what has been done and demonstrating what has been learned.

Social entrepreneurship: a social entrepreneurship addresses a social problem or unmet need and finds solutions to them. Within WIAIBE the term is used in connection with being a change agent and taking responsible and principled action to address social needs.

Social justice: Social justice refers to the equal distribution of resources, opportunities, and privileges, in which outside factors that categorize people are irrelevant.

Special education need (SEN): Special education needs students, as defined by the IB, may: display difficulties or live with conditions that are a barrier to learning and therefore need particular attention to teaching strategies for classroom management and effective education; display a higher than average aptitude in one or more subjects that requires adaptation of the curriculum to cater for their accelerated learning needs.

Standard level (SL): A subject that is offered over two years that requires a minimum of 150 hours of teaching. Standards and practices describe the practices common to all four IB programmes (PYP, MYP, DP, and CP). It is the 'rule book' against which an IB school can measure their success in implementing the DP programme. This document forms the basis of verification (authorization) and five-year evaluation processes.

Subject group: A collection of related courses grouped into a common category, which together represent a broad and balanced curriculum. The MYP is organized into eight subject groups: arts, design, individuals and societies, language acquisition, language and literature, mathematics, physical and health education, and sciences. The DP is organised into six subject groups: studies in language and literature, language acquisition, individuals and societies, sciences mathematics, and the arts.

Summative assessment: The culmination assessment for a unit, term, or course of study, designed to provide information on the student's achievement level against specific objectives.

Sustainable Development Goals (SDGs): a set of 17 "Global Goals" with 169 targets between them. They are the successor of Millennium Development Goals. These included ending poverty and hunger, improving health and education, making cities more sustainable, combating climate change, and protecting oceans and forests. They were adopted at the UN Sustainable Development Summit in September 2015. The title of the agenda is Transforming our world: the 2030 Agenda for Sustainable Development.

Theory of Knowledge: TOK is an acronym for Theory of Knowledge. An interdisciplinary course that stimulates critical reflection on the knowledge gained inside and outside of the classroom.

Verbal and horizontal (curriculum) alignment: Vertical curriculum means that knowledge is linked from one lesson to the next across a programme of study. Horizontal curriculum integrates knowledge across different disciplines and classes. Vertical and horizontal alignment comes under collaborative planning in the IB standards

Ways of Knowing (WOK): The IB identifies eight ways of knowing: emotion, faith, imagination, intuition, language, memory reason and sense perception. They are the focus of inquiry in Beyond the Disciplines, one of the WIAIBE workshops. They are also some of the TOK (theory of knowledge) approaches to the acquisition of knowledge that transcends the disciplinary world, the thematic world of a multidisciplinary approach, the intertwined approach of the interdisciplinary world, and the in-depth approach of the transdisciplinary world. Within the TOK course, students must explore a range of WOKs. It is suggested that studying four of these eight in depth would be appropriate. There are two central purposes to the WOKs in TOK. On the one hand they are the tools that answer the question "how do we know?" and on the other hand they help us answer the question "how do I know?"

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