



AL DHAFRA PRIVATE SCHOOL - ABU DHABI

PARENT HANDBOOK 2015 - 2016



Welcome to AL Dhafra Private School

We hope your child will have a happy and successful time with us.

This handbook contains information about our school and daily routines.

For further information kindly contact the school.



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Message from the Principal

Dear Students and Parents,

On behalf of the Board of Directors, administration, teachers and staff, I would like to welcome you to Al Dhafra Private Schools, Abu Dhabi this academic year, 2013-2014. It is my honor and primary objective to lead this great school, ensuring outstanding education across the curriculum for every student. This year, as we are a growing, evolving school, it is of utmost importance to have a clear vision, strategic plan and competent staffs to collectively ensure that each child's learning needs are met. Equally important, it is of paramount importance that we foster a healthy, working partnership between the school, students, parents and community. Therefore, you are encouraged and expected to read through our handbook, utilize our website and School Management System via Al Dhafra Private Schools - Abu Dhabi website, as well as the Abu Dhabi Education Council (ADEC) website.

This year, our student body will grow from approximately 1,100 students in 2012-2013 year to just over 1,539 this academic year, 2015-2016. Not only will we grow in number but, much more importantly, we will grow in meeting our students' educational needs with a strategic focus on three key areas, as outlined in our latest inspection by ADEC:

ADEC Inspection Report (Al Dhafra Private Schools - Abu Dhabi)

1. Continue to develop the quality of teaching and learning through targeted training opportunities, which meets the needs of all teachers.
2. Support rapid student progress by:
 - a. ensuring that teaching and learning in all subjects and at all stages is of a high quality; and
 - b. providing students with clear and specific learning targets so that they are well informed about what they need to know, understand or be able to do next in order to improve.
3. Further develop the curriculum to:
 - a. meet the learning needs of all students, including those students who need additional support and the high achievers who need greater challenge;
 - b. provide greater opportunities for students to develop ICT skills, research and critical thinking skills;
 - c. enable students to develop their investigative and practical skills;
 - d. provide more opportunities for students to participate in a greater range of out-of-school and extra-curricular activities.

Lastly, to accomplish our goals, we welcome students, parents and community to members to join with us in our endeavors. Outstanding schools across the globe have a high level of involvement and a voice from its students, parents and community members. Each day, I try to start my day at the drop off gate to welcome students and parents and hear from you. We have an open door policy in which stakeholders can approach the administration. We have a strong senior leadership team who, like me, are here to meet our students' learning needs and can be reached at the school or by appointment. They are:

- Mr. Daniel Bokelman, Principal (principal@dhafraschools.com)
- Mrs. Heba Al Hameli, Assistant Principal (principal.asst@dhafraschools.com)
- Ms. Basma Sati, SEN Coordinator (basma@dhafraschools.com)
- Mr. David Evans, Head of Secondary (david@dhafraschools.com)
- Mr. Jawdat Asad, Science Coordinator (jawdat@dhafraschools.com)
- Ms. Margaret Finnemore, Elementary Coordinator (maggie@dhafraschools.com)
- Mrs. Soha Hamze, Guidance Counselor (soha@dhafraschools.com)
- Mr. Ziyad Ashour, Head of IT & Exams (it@dhafraschools.com)

In our Student - Parent Handbook, you will find useful information about our curriculum, policies, procedures, etc. This is a 'working document' which will be amended as we reach our objectives, grow and mature. A favorite quote of mine, which I will end on, states:

"The illiterate of the 21st century are not those who cannot read and write but those who cannot learn, unlearn, and relearn." - Alvin Toffler

I wish you all the best this academic year, 2015-2016 as learn, unlearn and relearn.

Sincerely,

Mr. Daniel Bokelman

School's Vision, Mission, Values and Beliefs

The following Vision, Mission, Values and Beliefs summarize our stakeholders' expectations and feedback for an effective school (from 6/2011–1/ 2012):

Vision – To be an innovative, comprehensive school whereby students are engaged daily in the highest levels of learning across the curriculum.

Mission – To achieve our primary objectives outlined in the *School Improvement Plan and school Vision by 2020.

Develop an effective school in five key areas:

1. Leadership
2. Teaching and Learning
3. Student Progress and Attainment
4. Student Welfare
5. Stakeholder Expectations

Establish high quality teaching across the curriculum.

Foster a positive, student-centered learning environment amongst all stakeholders across the curriculum.

Raise the level of teaching, learning and progress amongst staff and students across the curriculum.

Ensure the curriculum meets the comprehensive needs of all students.

Values and Beliefs – We value and believe in each student's:

- **Right to Learn** – All students are provided opportunities to learn in and out of the class across the curriculum.
- **Progress and Attainment** – All students, albeit unique in their standards and learning styles, are challenged to progress and attain the highest levels of academic standards across the curriculum.
- **Personal Development** – All students are guided to become morally, socially and environmentally responsible, global citizens, as well as independent free-thinkers across the curriculum.
- **Safety** – All students have the right to an intellectually, emotionally, morally, and physically safe and secure learning environment across the curriculum.

School's Code of Conduct

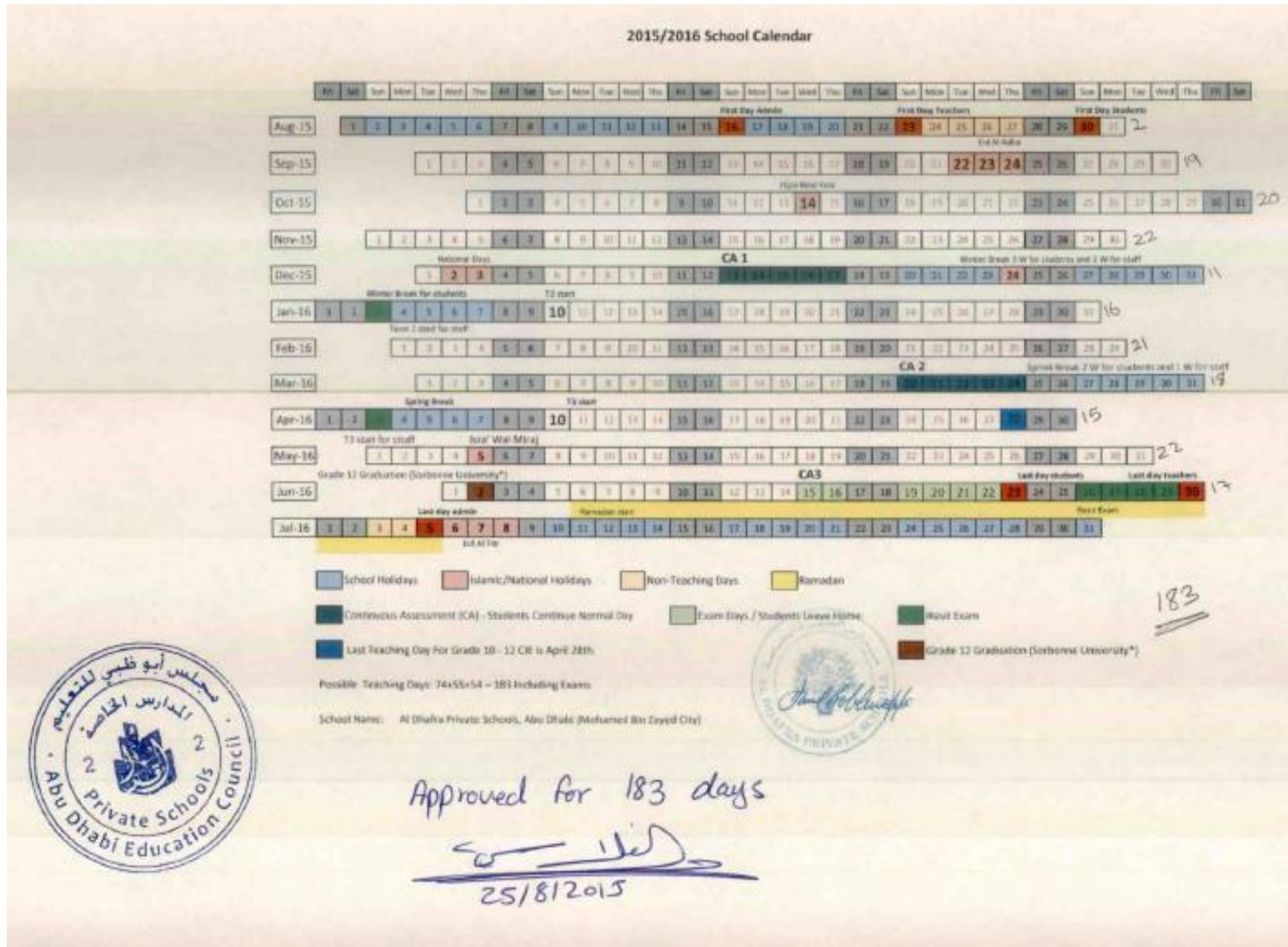
A school is a place that promotes and fosters responsibility, respect, as well as academic and social excellence in a safe teaching and learning environment.

All stakeholders (students, parents, teachers, staff and community members) have the right to be and feel safe in their school community. With this right comes the responsibility to be conscientious, honorable citizens and to be accountable for one's actions.

Standards of Behavior: The ABCs for operational conduct, therefore, all school members are expected and encouraged to:

- Ask questions – a key component to learning and teamwork comes from asking questions. If ever in doubt or confused about any particular task or procedure, ask the direct person responsible or to be guided to the right person or policy.
- Be punctual – on time to school, class, assemblies, in submitting class and homework assignments, and carrying out assigned duties, etc.
- Communicate professionally – at the right time, in the right place, in the right tone, with the right person(s) in a respectful, sensible manner according to the policies.
- Demonstrate honesty, integrity, respect and fairness – with our self, others, as well as others' and the school's properties and belongings.
- Email – as a 21st century school and country, communication and best practice via email is professional, efficient and effective.
- Follow rules and expectations – the school's and local authorities'.
- Get involved – with the students' learning, school's vision, activities, and with the stakeholders.
- Have the right to communicate and challenge – in an appropriate, respectful, sensible and timely manner, if he or she believes or feels his or her rights have been violated.
- In no way, participate in verbal or physical altercations – all concerns should be communicated immediately to the appropriate personnel. For more on staff code of conduct, please refer to ADEC published documents

Calendar of Activity



Academic Staff List and Emails

SN	Name	Position	Email Address
COORDINATORS			
1	Ms. Mohana Kelkar	KG Consultant	monacademix@gmail.com
2	Mr. Assem Moussa El Khatib	Mathematics Coordinator	assem@dhafraschools.com
3	Mr. Hasan Al-Ali	Arabic Coordinator	hassan@dhafraschools.com
4	Mrs. Madleine Khalil Bader	English Coordinator	madline@dhafraschools.com
5	Mrs. Naazneen Nasser	Humanities Coordinator	naazneen.nasser@dhafraschools.com
SUPERVISORS			
6	Mrs. Dima Ali Hanoun	Gr.6-12 Girls Supervisor	deema@dhafraschools.com
7	Mr. Khaled Abdul Khalek	MS Boys Supervisor	khaled@dhafraschools.com
8	Mrs. Laila Abou- Chacra	KG Supervisor	leila.abc@dhafraschools.com
9	Mrs. Leila Toufic Aoun	Gr.1-2 Elem Supervisor	leila.aoun@dhafraschools.com
10	Mrs. Raghida Jean El Khoury	CIE Supervisor	raghida@dhafraschools.com
11	Mrs. Salma Nadim Sheikh	Gr. 3-5 Elem Supervisor	salma@dhafraschools.com
12	Mr. Achraf Sareieldine	General Supervisor	ashraf@dhafraschools.com
KG Teachers			
13	Mrs. Zinab Osama Hendawy	KG 1A Class Teacher	zinab@dhafraschools.com
14	Mrs. Maysam Khayat	KG 1B Class Teacher	maysam@dhafraschools.com
15	Mrs. Taimaa Toumeh	KG 1C Class Teacher	taimaa@dhafraschools.com
16	Mrs. Rania Hamid Farghawi	KG 1D Class Teacher	rania@dhafraschools.com
17	Ms. Souzan Tilgraphe	KG 1E Teacher	souzan.tilgraphe@dhafraschools.com
18	Ms. Ismat Shaikh	KG 1F Teacher	ismat.shaikh@dhafraschools.com
19	Ms. Zahida Hussain	KG 1G Teacher	zahida.hussain@dhafraschools.com
20	Ms. Mona Badrous	KG 2A Class Teacher	monabadrous@yahoo.com
21	Mrs. Rawaa Abou Aishi	KG 2B Class Teacher	rawaa@dhafraschools.com
22	Mrs. Nadine El rayess	KG 2C Class Teacher	nadine.r@dhafraschools.com
23	Ms. Sheila Lushington	KG 2D Class Teacher	sheila.lushington@dhafraschools.com
24	Mrs. Ayat Khalid	KG 2E Class Teacher	ayat@dhafraschools.com
25	Ms. Basma El Kattan	KG 2F Class Teacher	basma.elkattan@dhafraschools.com
26	Ms. Dareen Eissa	KG 2G Class Teacher	dareen.eissa@dhafraschools.com
27	Ms. Abir Arab	KG 1 - 2 Arabic Teacher	abir.arab@dhafraschools.com
28	Ms. Asma Omar	KG 1 Arabic and Islamic Teacher	asmaa.alashqar@dhafraschools.com
29	Ms. Waad Alhamd	KG 1 Arabic and Music Teacher	waad.alhamad@dhafraschools.com
30	Ms. Nariman Adwan	KG 2 Arabic and Islamic Teacher	nariman.udwan@dhafraschools.com
31	Mrs. Salam Al Hawar	KG 2 Islamic Teacher	salam@dhafraschools.com
32	Mrs. Mona Ismail Abu Khater	KG 2 Arabic, Islamic and Music Teacher	mona.ismail@dhafraschools.com
33	Ms. Sara Al-Atrach	KG Teacher	sara.alatrach@dhafraschools.com
34	Ms. Waad Fouad El Chamandi	Substitute Teacher	waad.chamandi@dhafraschools.com
35	Ms. Kafaa Allnjar	KG 1 PE Teacher	kafaa@dhafraschools.com
36	Ms. Noha Saad	KG 2 PE Teacher	noha@dhafraschools.com
Special Education Needs			

37	Mr. Rijo Antony	SEN Math Support Gr.5-9	rijo@dhafrschools.com
38	Mrs. Maribeth Fernandez	ESL & SEN Teacher Gr. 6-9/10	maribeth.f@dhafrschools.com
39	Ms.Sally Mohammed Ali	Grade 6-12 Girls Counselor	sally.ali@dhafrschools.com
40	Ms. Walaa Aldeen (New)	High School Counselor	walaa.aldin@dhafrschools.com
41	Mrs. Marwa Mohammed	Female Social Worker	marwa@dhafrschools.com
42	Ms. Venus Sophia Krizelle Malleta	Shadow Teacher	sophia.malleta@dhafrschools.com
43	Ms. Fredmarie Angeline Adan	Shadow Teacher	angeline@dhafrschools.com
44	Ms. Maria Fe Pasatiempo	Shadow Teacher	maria.pasatiempo@dhafrschools.com
45	Ms. Irene Petillona	Shadow Teacher	irene.petillona@dhafrschools.com
46	Mrs. Jeanet Dela Cruz Nero	Shadow Teacher	jeanet@dhafrschools.com
47	Ms. Joan Marfil Azores	Shadow Teacher	joan.azores@dhafrschools.com
48	Ms. Dionne Kristine Paz	Shadow Teacher	dionne.paz@dhafrschools.com
GR.1-GR.5 TEACHERS			
Grade 1A-E Class teachers			
49	Mrs. Karima Kebir	Gr.1A Class Teacher/ Year Leader	karima@dhafrschools.com
50	Mrs. Hind Ghassan Maleab	Gr.1B Class Teacher	hind@dhafrschools.com
51	Ms. Hala Shehab	Gr.1C Class Teacher	hala.shehab@dhafrschools.com
52	Ms. Shyma Alfay	Gr.1D Class Teacher	shyma.alfay@dhafrschools.com
53	Mrs. Dooa Ahmed	Gr.1E Class Teacher	dooa@dhafrschools.com
Grade 2A-E Class teachers			
54	Mrs. Nadine El Helou	Gr.2A Class Teacher & English Teacher	nadine@dhafrschools.com
55	Mrs. Fadia Mattar	Gr.2B Class Teacher	fadia.alkaabi@dhafrschools.com
56	Ms. Fatima Saeed Ali	Gr.2C Class Teacher	fatima@dhafrschools.com
57	Mrs. Nehal Lethy	Gr. 2D Class Teacher	nehal.ali@dhafrschools.com
58	Ms. Katiah Abdullah (New)	Gr. 2E Class Teacher	katia.abdallah@dhafrschools.com
Grade 3A-E Class teachers			
59	Ms. Huda Tarek Yassin	Gr.3 English Teacher	huda@dhafrschools.com
60	Mrs. Reem Hussein Al Jabareen	Gr.3 Science	reem@dhafrschools.com
61	Mrs.Maram Hamarshe	Gr.3 Mathematics	maram.hamarshe@dhafrschools.com
62	Mrs. Norma Al Ayash	Gr.4 Science Teacher	norma@dhafrschools.com
63	Ms. Adila Hassan Jafar AlShardoob	Gr.4 Arabic Teacher	adila.jafar@dhafrschools.com
64	Mrs. Tasneem Al Anati	Gr.4&5 Islamic Teacher	tasneem@dhafrschools.com
Grade 4A-E Class teachers			
65	Mrs. Manal Abdul Aziz Ramadan	English Gr.4	manal.ramadan@dhafrschools.com
66	Ms. Nishi Francis	Math Teacher Gr. 4	nishi.francis@dhafrschools.com
Grade 5M1M2-F1F2 Class teachers			
67	Ms. Rabab Hmeidan	Mathematics Gr.5	rabab@dhafrschools.com
68	Mrs. Maha Tarek	Gr. 5 English Teacher	maha.tarek@dhafrschools.com
69	Ms. Sherine Shamseddine	Science Teacher - Gr. 5	sherine.shamseddine@dhafrschools.com
Grade 1-5 Reading(English)			
70	Ms. Rima Majeed Bou Zein Eldeen	English Social & Reading Teacher Gr.5	rima@dhafrschools.com
71	Mrs. Sharonella Greve	Gr. 4 English Social & Reading	sharonella@dhafrschools.com

Grade 1-5 IT Teachers			
72	Ms. Rana Odeh (New)	IT Teacher (Gr.1-2)	rana.odeh@dhafraschools.com
73	Ms. Alaa El Saraaj	IT Teacher (Gr. 3-5)	alaa.lulu@dhafraschools.com
Grade 1-5 Arabic & Islamic Teachers & Social Studies Arabic/English			
74	Mrs. Mona Wakil	Arabic Teacher Gr. 1	mona.wakil@dhafraschools.com
75	Ms. Fatima Othman (New)	Arabic Teacher Gr. 2	fatema.othman@dhafraschools.com
76	Ms. Basema Younes (new)	Arabic Teacher - Gr. 3	basema.younes@dhafraschools.com
77	Mrs. Dalia Abu Zuhri	Arabic 1E & Islamic Teacher (Gr. 3)	dalia@dhafraschools.com
78	Ms. Ghalea Al Saiti	Arabic & SSA Teacher - Gr. 5	ghalea.alsaiti@dhafraschools.com
79	Mrs. Afaf Abuhemeida	Islamic/Arabic Social Teacher	afaf@dhafraschools.com
80	Mrs. Eman Shawish	Islamic & Social Studies Teacher Gr.1	eman.shawish@dhafraschools.com
81	Mrs. Raheena Peeddiyekkal	Easy Islamic & Social Studies English for non-Arabs (Gr.1-5)	raheena@dhafraschools.com
82	Mrs. Hoda Gamal	Easy Arabic Gr.1-5	hoda@dhafraschools.com
83	Mrs. Shama Ummer	Social Studies & Reading Teacher Gr. 3	shama@dhafraschools.com
Grade 1-5 Art/French/Music/PE Teachers			
84	Mrs. Mohga Reda Hamdi Reda	Art Teacher (Gr.3-4)	mohga@dhafraschools.com
85	Mrs. Darine Mohamed Derri	French Teacher Gr. 1-2	darine@dhafraschools.com
86	Mrs. Iman Mohamed Refaat	French Gr.3-4	eman@dhafraschools.com
87	Mr. Ramy Hegazy	PE Teacher (Gr. 3-4)	ramy@dhafraschools.com
88	Mr. Ahmed Maher	PE Teacher (Gr. 3 - 4)	ahmed.maher@dhafraschools.com
89	Mr. Yousef Ibrahim	PE Teacher (Gr.5)	yousef@dhafraschools.com
90	Mr. Stelian Petruta	Gr. 1&2 P.E	stelian.p@dhafraschools.com
Teachers GD6 -12			
Arabic/Islamic			
91	Mrs. Ahlam Daghestani	Arabic Teacher Gr.8-9	ahlam@dhafraschools.com
92	Mrs. Khalda Belal	Arabic Teacher Gr.10ig,11ig,12hs	khalida@dhafraschools.com
93	Ms. Nasma Alhefawi	Arabic Teacher Gr.7-8	asma.alhefawi@dhafraschools.com
94	Ms. Marwa Hafez	(Gr. 6-9)easy Arabic Teacher	marwa.alsayd@dhafraschools.com
95	Ms. Mona Altofaily	arabic/arabic social studies (Gr. 6)	mona.altufaily@dhafraschools.com
96	Ms. Sanaa Al Ksour	Arabic, Islamic, Social Studies (Gr. 6-7)	sanaa.alkuzor@dhafraschools.com
97	Mr. Mohamed Khalil Al Ghabet	Arabic Teacher Gr. 10-11	mohamed.khalil@dhafraschools.com
98	Ms. Salma Riaz	Islamic Studies (6-12)	salma.riaz@dhafraschools.com
99	Ms. Najat Al Khateeb (New)	Arabic Social Gr. 7 - 9 HS & 9IG	najat.alkhateeb@dhafraschools.com
100	Mrs. Seena Al Mashhadani	Islamic (Gr. 6,8,9)	seena@dhafraschools.com
101	Mr. Yousef Turkmani	Easy arabic (Gr.10-12)	yousef.turkmani@dhafraschools.com
102	Mr. Omar Ahmad Abdou	Islamic (Gr.10-12)	omar@dhafraschools.com
103	Ms. Saleha Nasser Ahmed	Arabic Support Teacher	saleha.nasser@dhafraschools.com
English			
104	Mr. Adel Jawad Kadhim	English Teacher - Gr. 9 HS & IG	adel@dhafraschools.com
105	Mrs. Eliane Antoine Mazkour	English Teacher - Gr. 11	eliane@dhafraschools.com
106	Mr. Gaston Bouquette	(Gr. 6)Eglish Teacher	gaston.bouquette@dhafraschools.com
107	Mrs. Sonia Niyaz	English Teacher - Gr. 7	sonya.niyaz@dhafraschools.com
108	Mrs. Alaa Mohammad Bataineh	SAT - Gr. 6-8	alaa.b@dhafraschools.com

109	Mr. Nibras Hamza (New)	English Teacher - Gr.10 HS&IG	nibras.kadim@dhafrschools.com
110	Mr. Alberto El Dirani	English Teacher	alberto.eldirani@dhafrschools.com
111	Mrs. Manal Ahmad Ghamrawi	English Teacher - Gr. 8	manal.ghamrawi@dhafrschools.com
Mathematics			
112	Mr. Ihab Mohamed	Math Teacher	ihab@dhafrschools.com
113	Mrs. Dunia Hassan Adnan	Mathematics MS	dunia@dhafrschools.com
114	Mrs. Ibtihal Mahmoud Ali	Mathematics (Gr. 8)	ibtihal@dhafrschools.com
115	Mrs. Nada Mounir Fakhoury	Mathematics Teacher (Gr.8)	nada.mounir@dhafrschools.com
116	Mrs. Umadevi Selvaradj	Mathematics (Gr.9M1, 9M2 & 10HS)	umadevi@dhafrschools.com
117	Mr. Hannah Aoudi(New)	Mathematics (Gr. 10 & Gr. 12 SAT)	hanna.aoudi@dhafrschools.com
118	Mrs. Yassmin Abu-Rahmah	SAT Mathematics Gr. 6, 7, 8	yassmin@dhafrschools.com
Science			
119	Mr. Malek Masri	Teacher - Gr. 8	malek.fayez@dhafrschools.com
120	Mrs. Hanan Hussein Baidas	Chemistry - Gr. 10 - 12 HS	hanan.hussein@dhafrschools.com
121	Mrs. Leen Mahmoud	Science Gr. 7	leen@dhafrschools.com
122	Mrs. Omaymah Qeis	Science Teacher-GR.6	omaymah@dhafrschools.com
123	Mrs. Shirin Khaled M. Banat	Science Gr. 8	shireen@dhafrschools.com
124	Mrs Hanadi Osama Abu Raad	Physics Teacher	hanadi.aburaad@dhafrschools.com
125	Mr. Mohammad Hassan Bagdadi	Physics Gr. 11-12 HS	bagdady@dhafrschools.com
126	Ms. Talar Dirwortanian(New)	Physics Teacher - Gr.10 HS & 9-10 IG	talar.dirwortanian@dhafrschools.com
127	Ms. Ala'a Qeshta	Bilogy Teacher - Gr.10 HS & 9-10 IG	alaa.qeshta@dhafrschools.com
128	Mrs. Rajshree Malvi	Biology - Gr. 11-12 HS & 11-12 IG	rajshree@dhafrschools.com
129	Mr. Wissam Trabulsi	Chemistry - Gr. 11 HS & 9-12 IG	wissam@dhafrschools.com
IT Teacher			
130	Ms. Doa'a Allakaydeh	IT Teacher Gr. 6-8	
131	Mrs. Manal Al Suwadi	IT Teacher Gr. 8-10 HS	manal.alsuwadi@dhafrschools.com
132	Mrs. Riham Al Qasim	IT Teacher Gr. 11-12 HS & 9-10 IG	riham@dhafrschools.com
Humanities			
133	Mr. Rabih Adib Al Lahham		rabih@dhafrschools.com
134	Mr. Mohd. Sobhy Hafez Hanour	PSHE Gr. 12	sobhy@dhafrschools.com
135	Mrs. Maya Al Ghourayzi	SS /or Sociology Teacher (6-8)	maya@dhafrschools.com
ART/FRENCH/MUSIC/P.E			
136	Ms. Lydia Nehil	French (Gr.5, 6, 7 & 8)	lydia@dhafrschools.com
137	Ms. Basma Alfeki	Art Teacher	basma.mostafa@dhafrschools.com
138	Mrs. Nirouz Al Abed	(Gr.6-12)P.E Teacher	nairouz.alabed@dhafrschools.com
139	Mr. Walid El Azim	P.E Teacher	walid.essam@dhafrschools.com
140	Mr. Ibrahim Adel Abualsoud	PE Teacher (Gr. 7,8,9)	ibrahim@dhafrschools.com
141	Mr. Ahmed Samir Ali Othman	Physical Education	ahmed@dhafrschools.com
142	Mr. John Vergel L. Pacia	Asst. P.E Instructor	john.pacia@dhafrschools.com

School Curriculum

The school implemented two curriculums which are the:

American

- Follows the Virginia State Standard which measure student progress and achievements. The textbooks will be used as a tool to help meet these standards as well as other effective teaching methods including activity based learning projects, reports, use of IT, etc. you can review these standards at <http://www.doe.virginia.gov>
- Available from Kindergarten to Grade 12.

British Curriculum

- Follows the Cambridge International Examination (CIE) Standard.
- Optional and available only for Grade 9, 10 11 and 12.

Divisions

KG Section

Our kindergarten offers two levels of instruction, KG1 and KG2 which provides the foundation for social and academic learning for children between the ages of three and 8 months for KG 1 and four and 8 months for KG 2. The aim of the kindergarten is to provide a gentle first step towards independence for the child. We provide a family-like structure and a warm, friendly, nurturing environment for all children. English is the medium of instruction while Arabic is taught as an integral part of the program. We strive to ensure that students develop physically, socially, emotionally, cognitively and linguistically aspects. Our nurturing and friendly kindergarten staff strives to provide an environment which is safe and secure. Students are encouraged to be lifelong learners by problem solving, thinking, sharing and creating.

Elementary Section

The Elementary Division covers grade 1 through grade 5. The medium of instruction is English, although Arabic is mandatory for all learners. The aim of the elementary section is to provide children with supportive learning environments and dynamic educational experiences that enable them to achieve academic success, gain knowledge in core subject areas, develop personal responsibility and integrity and to prepare them for the next education level (High School).

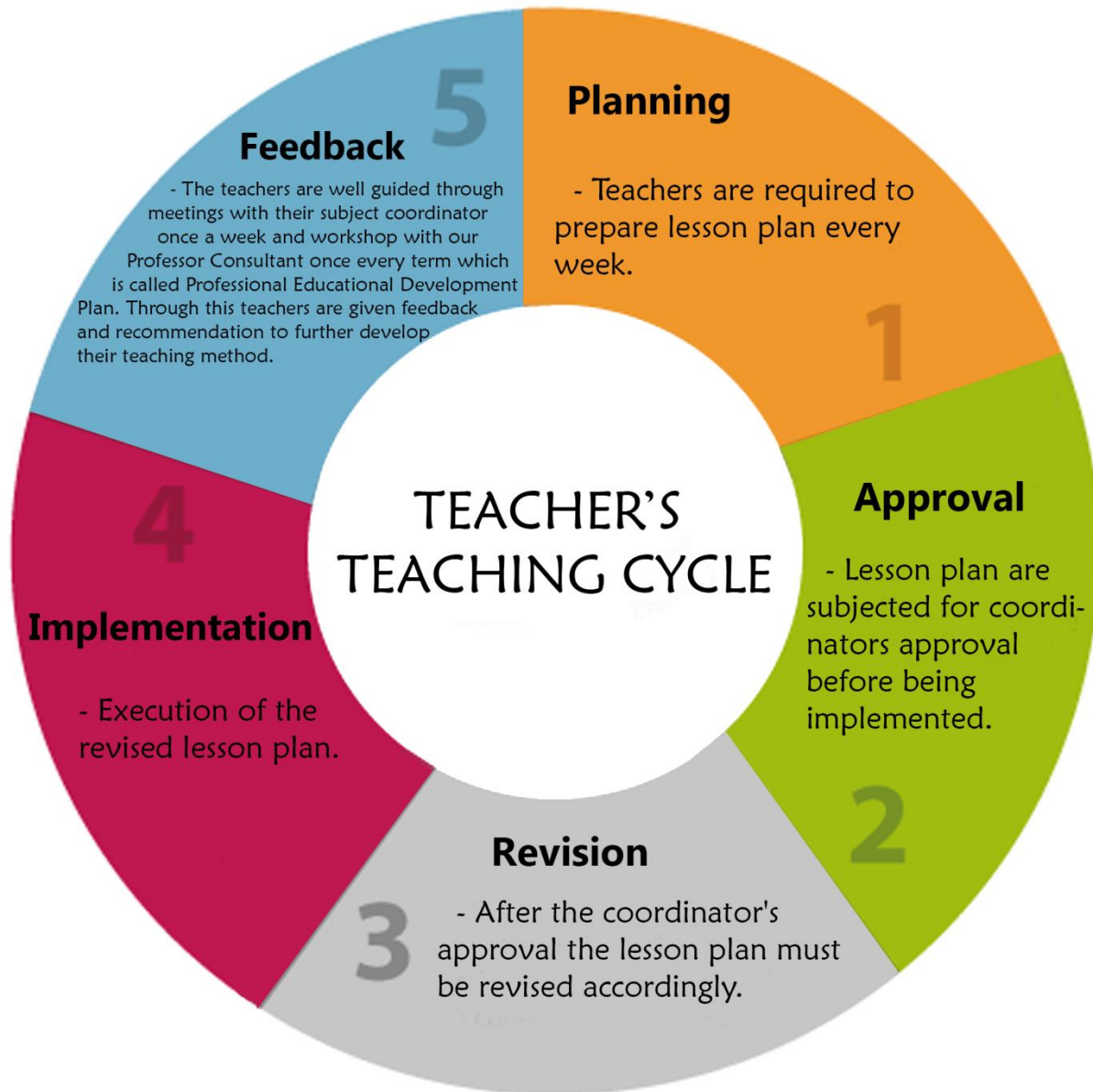
High School Section

The High School Division covers Grades 6, 7, 8, 9, 10, 11 and 12. The medium of instruction is English, although Arabic is mandatory for learners taking the regular program. The school provides a broad academic opportunities and activities to better prepare them and give them ideas in choosing their future career. We aim to mold and guide them to become a better person and future leaders. At the same time the school also wants to make sure that we provide an exciting learning environment where student will enjoy learning.

IG Section

This is the British Curriculum division it is optional for Grade 9 to 12. It has many different examination boards. The one currently in use in the school is the Cambridge Examination Board (CIE) which includes the IGCSE, AS and A Level exams series. The school offers a variety of subjects such as, all the sciences, languages along with ICT and Business. This system is accredited all over the world and is known for its high academic level. Depending on which college or university the student is planning to attend this system mostly covers every subject needed to reputable universities.

Teaching Cycle



Admission

Registrar Contacts Information

Telephone: 00971 2 610 8403

Email Address: Omnia@dhafraschools.com

Applying for Admission

Parent can either apply for admission through Online or Walk-in.

- For Online Admission you can visit the school website and click the “Online Admission”. The link is provided below.

http://adsict.ethdigitalcampus.com/DCWeb/form/jsp_aaa/olAdmission_Bahrain.jsp?dbConnVar=ADS&portalFlag=adm

- For Walk-in Applicant you have to visit the school and ask the reception regarding the admission. They will provide you the form that you need to fill-out and further explain the procedure for the admission.

After you fill-out the form the admission team will contact you for your child's assessment date.

Required / Vital Documents

- 1 PASSPORT COPY (A4 size, colored copy of the parents' (Mom and Dad) and student's passport and visa)
- 1 BIRTH CERTIFICATE COPY (A4 size, colored; if from abroad, attested from Embassy and Ministry of Foreign Affair.)
- 1 IMMUNISATION COPY (A4 size, colored)
- 4 PASSPORT PHOTOS
- 1 COPY OF WATER AND ELECTRICITY (As ADEC requirement)
- 1 STUDENTS COPY OF EMIRATES ID (Both sides as ADEC requirement)
- ORIGINAL TRANSFER CERTIFICATE (Stamped from ADEC; if from abroad, attested from Embassy and Ministry of Foreign Affair.)

- ORIGINAL REPORT CARD (Stamped from ADEC; if from abroad, attested from Embassy and Ministry of Foreign Affair.)
- Family Book Number for Emirati students only

* Please note that books and uniforms are not included in the fees.

- The fees must be paid in THREE INSTALLMENTS.
- First payment is due when renewing registration or on September.
- Second payment is due on December.
- Third payment is due on April.
- Books and uniform are to be paid on purchase.

Availability

The School Admission Team will contact you if there is no availability in the level you're applying for.

Assessment Dates

After receiving the applications and checking the availability in every level the School Admission Team will set dates for the assessment once every week and then they will contact the parents regarding the set date.

Accounts Department

Contact Details

Telephone:

- 00971 2 610 8409
- 00971 2 610 8415
- 00971 2 610 8414

Email: accounts@dhafraschools.com

Payment Details

You can use the following method to pay the school fees:

NOTE: For parents with more than one child in the school, kindly indicate your Parent ID.

- **Cash and Credit Card**

This method of payment should be done in the accounts section.

- **Cheque or Bank Draft**

IMPORTANT: Be sure that the School's Name is written on each cheque. It should be put in an envelope together with a letter indicating the name and enrollment number of the student then send it to the school address.

- **Bank Transfer**

*Should the parents prefers to transfer money for fees directly from the bank, the details are as follows:

UNION NATIONAL BANK
CITY CENTRE BRANCH HAMDAN STREET
ABU DHABI
ACCOUNT NO. 012063581391
IBAN NO. AE510450000012063581391
ACCOUNT NAME: AL DHAFRA PRIVATE SCHOOL
SWIFT CODE: UNBEAEAA

IMPORTANT: Make sure to inform the bank regarding the student information, such as the student' name and enrolment number.

Parent Portal

Click on the student's name to get the details of that student's.

Student Panel > Personal Details

Under personal details in student's panel, parents can able to view the details like, Name, Address, Admission Date, Nationality, Class and School House etc.

Student Panel > Student Profile

Click on student name in student panel to get the student profile, on left sidebar of the screen user will get quick links to jump that particular portion of student profile page which appearing in main screen.

Student Panel > Attendance Report

Attendance report will be shown with the help of bar graph diagram, with attendance months aligned horizontally. Each bar will show the attendance % of that particular month in comment box on hover the cursor of mouse.

Student Panel > Report Card

This will show the all the report cards of the student from monthly assessment till the end of every term.

Student Panel > Teachers List

Link gives the list of teachers with subjects which teacher is teaching in class, the icon of comment is located in front of teacher's name to communicate with respective subject teacher.

A new window screen pops up after a click on communicate icon, where parents can type and post their message for teacher, on same screen a hyperlink is available to refer the record of previous communications with same subject teacher.

Student Panel > Pending Certificates

This will show the pending certificate of the student.

Student Panel > Due Fees Report

Parents can get the report for fees dues on a single click via Due Fees Report link, report shows fees type wise details of expected amount to pay, paid fee amount and fee due amount.

Student Panel > Medical History

This is connected to the School Nurse. This will show all the medical information of your child in the school.

Student Panel > Time Table

This will show the school time table of the student.

Student Panel > LMS Moodle

This will open to a new tab which shows the subject courses of the student. Weekly Plans, Examination Requirements and other announcement from the subject course can be viewed in this tab.

Student Panel > Transport Application

Parents can apply online for new transport requisition, cancel transport registration and update the existing transport route with the help of this link. On the top of the screen parents will find the details of existing transport registration if any. Parents have to enter the detailed address where parent wants school bus to pick up the child or drop off the child in respective fields. Parents have to mention the date from which student is going to join the school transport. In case of cancel transport registration option, parents have to mention the month and year from which parent want to discontinue the service.

** For more information regarding the parent portal you can visit the school website.*

Grading System

Marks Breakdown

KG1 and KG2

Continuous Class Assessment (100%)

- Classwork assignments, activities, projects, end of unit assessments, quizzes, etc. (100%)

Term 1 (100%)

Term 2 (100%)

Term 3 (100%)

Final Mark (100%)

Term 1 (100%)

Term 2 (100%)

Term 3 (100%)

Grades 1 – 5

Continuous Class Assessment (100%)

- Classwork assignments, activities, projects, quizzes, end of unit tests, portfolios, etc. (80%)
- Homework (20%)

Term 1 (100%)

Term 2 (100%)

Term 3 (100%)

Final Mark (100%)

Term 1 (100%)

Term 2 (100%)

Term 3 (100%)

Grades 6 – 12

Continuous Class Assessment (50%)

- *Classwork assignments, activities, projects, etc. (20%)
- **Quizzes (20%)
- ***Homework (10%)

Term 1 (50%)

Term 2 (50%)

Term 3 (50%)

Term Assessments (50%)

- Mid-Term Assessment (20%)
- End of Term Assessment (30%)

Term 1 (50%)

Term 2 (50%)

Term 3 (50%)

Final Mark (100%)

Term 1 (100%)

Term 2 (100%)

Term 3 (100%)

*Classwork	19-20%	16-18%	13-15%	10-12%	7-9%	4-6%	0-3%
On assignments, the student:	Exceeds standards and expectations.	Meets nearly all standard expectations.	Meets most standards and expectations	Meets some standards and expectations	Meets few standards or expectations:	Meets very few standards or expectations:	Does not meet any standards or expectations:
Assignments include individual, group, written, oral, daily, weekly, term, projects, etc. These are evidenced in the teacher's lesson plans (and/or website), student's diary, copy book, textbooks, student works, projects, etc.	Example: The student comes to class prepared with all materials and assignments completed on time and revised to correct errors or prepare questions; assignments are perfected.	Example: The student comes to class prepared nearly all of the time; assignments are completed on time but there are some shortcomings. The student has nearly perfected his/her assignments.	Example: The student comes to class prepared most of the time; assignments are completed most of the time but there are some shortcomings and some assignments are late. The student sometimes revises his/her assignments to perfect them.	Example: The student comes to class prepared most of the time; assignments are sometimes incomplete and not on time. The student occasionally revises his/her assignment to perfect them. There are obvious shortcomings.	Example: The student often comes to class unprepared and assignments are incomplete and often late; the student rarely revises his/her assignments to perfect them. There are obvious shortcomings.	Example: The student usually comes to class unprepared and assignments are usually not completed and late; hardly ever revises his/her assignments to perfect them; are obvious shortcomings and usually no student work to refer to.	Example: The student almost always comes to class unprepared and assignments are rarely ever completed or even attempted to be completed. There is usually no student work refer to.
**Quizzes	19-20%	16-18%	13-15%	10-12%	7-9%	4-6%	0-3%
Quizzes are end of term, unit, topic , open book, written,	Quizzes are, published and averaged regularly each	Quizzes and test are a part of the Class Work mark and will be published and	Quizzes and test are a part of the Class Work mark and will be published and	Quizzes and test are a part of the Class Work mark and will be published and	Quizzes and test are a part of the Class Work mark and will be published and	Quizzes and test are a part of the Class Work mark and will be published and	Quizzes and test are a part of the Class Work mark and will be published and

<i>oral, etc.</i>	<i>term.</i>	<i>averaged regularly.</i>	<i>averaged regularly.</i>	<i>averaged regularly.</i>	<i>averaged regularly.</i>	<i>averaged regularly.</i>	<i>averaged regularly.</i>
***Homework	9-10%	8-9%	7-8%	6-7%	5-6%	2-4%	0-2%
<i>On assignments, the student:</i>	<i>Completes and perfects all assignments on time and on his/her own</i>	<i>Completes and perfects nearly all assignments on his/her own.</i>	<i>Completes most assignments on his/her own (may require external assistance).</i>	<i>Completes some assignments on his/her own (may rely upon on external assistance).</i>	<i>Completes few assignments (& may shows sign of dependence upon external assistance).</i>	<i>Completes very few assignments (& may submit work not done by the student).</i>	<i>Completes no or very few assignments, despite being reminded.</i>

Attendance and Punctuality Policy

Attendance

ADEC 4.2 Policy on Student Attendance

Students are expected to attend school on every instructional day in the school calendar for Abu Dhabi schools. Parents, teachers and all others schools staff are responsible for ensuring that students attend school every day.

- Students will be in class every day and will arrive in class on time
- Student are responsible for completing all assignments missed during absences
- If a child will be absent from school, parents will inform the school of their child's inability attend on the day of the absence
- Parents will schedule family vacations to coincide with scheduled school breaks

Excused Absences: Parents should inform the school in advance of any planned absences that cannot be changed to outside of school timings. Other absences must be confirmed by parents in a signed note and accompanied with appropriate documentation where possible (e.g. note from doctor):

- Personal illness
- Death of a family members
- Scheduled doctor appointments
- Official school duty or community task
- Family travel

Once the absence is excused students will receive marks for work they missed that day which they have completed.

Late Arrivals

Please refer to the school's tardy policy. If a late student misses an assessment due to their tardiness, a written excuse accompanied by documentation should be submitted by the parent in order to provide the student with the mark for that assessment.

TARDY POLICY and PROCEDURES

PURPOSE

In order to align with the school's mission and vision, values and beliefs, a late policy has been developed to ensure students' uninterrupted progress and to enable children to meet and grow their learning potential.

It is taken into consideration that traffic can be bad and that parents have more than one child to drop off each day. It is also taken into consideration that tires go flat, shoes get lost, car keys get misplaced and alarms don't always go off. However, NONE of these reasons are "legal" reasons for tardiness, so tardy students resulting from such will remain unexcused. Please plan ahead and allow extra time for unexpected delays as excessive tardiness will lead to poor student performance, low morale and a lack of responsibility. Eventually disciplinary action will need to be implemented.

Parents cannot excuse first period tardiness unless it is for a legal absence reason (illness, medical/dental, religious holiday or funeral). All other reasons will remain unexcused. There is a misconception that students are not tardy until 7:45.

Please note that school starts at 7:30am. Students are expected to prepare themselves and attend assembly where the UAE National Anthem is played, student performances are conducted and information is cascaded.

Students must be in class by 7:40 ready to start the lesson. If students are not in their classes by 7:40 when the bell rings, they are considered tardy. Please note the importance of the morning assembly as well as being on time for their first lesson.

Tardiness interrupts the classroom environment and interferes with the learning of other students.

Kindly note that the school gate where students are dropped off and picked up will be closed at 7:35. Only KG students will be admitted after 7:35. Students arriving after 7:35 must stop at the main reception, obtain a "Late Slip" and hand it to their respective supervisor before going into class.

DISCIPLINARY ACTION (per term)

Disciplinary actions will be taken for unexcused tardiness as follows:

- 1 unexcused tardiness results in phone call home (verbal encouragement)
- 3 unexcused tardiness results an SMS and email home (written, documented encouragement)
- 5 unexcused tardiness results in written warning #1
- 8 times unexcused tardiness results in a Parent Meeting with agreement contract (written warning #2)
- 10 unexcused tardiness results in 1 day suspension
- 13 unexcused tardiness results in an official report to ADEC

- Any student arriving more than 30 minutes late without a valid, legal reason will incur a “VT” (very tardy) pass and will not be allowed to enter the class until the school has spoken to the parents. More than three “VT’s” in one school term will result in suspension.
- Any student who has been tardy over 5 times can clear his or her record for one month if they are on time for one week.

Student tardiness counts and consequences are reset at the beginning of each grading period. However, an administrative conference will be held with parents and their students that have been regularly late.

Special Education Needs

The purpose of Special Education Needs (SEN) is to identify children with unusual needs and to aid in the effective fulfillment of those needs.

These range from various learning disabilities, to the gifted and talented students and child protection. The SEN Department does its best to meet the needs of individuals whether it is academic, behavior, emotional or social needs. (See SEN Policy)

The SEN team composes of 6 SEN English & Math Support teachers, two Counselors/Social Workers, 1 G&T Leader and SENCO (Special Needs Coordinator).

Some of the SEN activities covered during the year are:

- Identifying G&T students
- Wall of Fame
- Math Times Table Clubs
- Pen license

Special Education Needs Policy

Purpose

The purpose of Special Education Needs (SEN) is to ensure that all students with special needs are eligible to receive special education programs and services. A meeting is to be held for this purpose and a plan is to be developed. This plan, according to the identified area may result in an:

- IEP (Individualized Learning Plan)
- ALP (Advanced Learning Plan)
- PLP (Personalized Learning Plan)
- BMP (Behavioral Management Plan)

** For the full SEN Policy kindly visit the school website.*

DPS Child Protection Policy

Introduction

In its publication, “NO SECRETS”, The Department of Health defines abuse as a “violation of an individual’s human and civil rights by any other person or persons”.

Al-Dhafra Private Schools (DPS) must ensure that:

- the welfare of the child is paramount.
- all children, whatever their age, culture, disability, gender, language, racial origin and/or religious belief have the right to protection from abuse- physical, emotional, or sexual.
- all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately.

Types of abuse

- **Neglect**

The persistent or severe neglect of a child which results in impairment of health or development

For example: Frequently without food for the school day, poor appearance and hygiene, left alone frequently below the age of 14 without any adult supervision.

- **Physical abuse**

Actual or likely physical injury to a child, or failure to prevent physical injury or suffering

For example: Frequent bruises, change in personality, reluctance to call home

- **Sexual abuse**

Actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles

For example: Overly provocative behavior, use of sexually explicit language, asking questions of a sexual nature.

- **Emotional**

Actual or likely severe adverse effects on the emotional and behavioral development of a child by persistent or severe emotional ill-treatment or rejection

For example: Shy and withdrawn, disinterest in activities or school generally, noticeable change in mood

- **Potential abuse**

Situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser

For example: A known violent sibling or parent, threatening behavior from an adult within the household

Policy aims

DPS has a duty to safeguard all children from harm. All children have a right to protection and DPS will ensure the safety and protection of all children through adherence to the Child Protection Law adopted by ADEC.

Under the new regulations, the Principal will act as a guardian and accept the implications of that status while the child is in the school's trust, whether it is on school grounds or school buses.

DPS has established a Child Protection Team comprising of senior members of staff who are nominated from each section of the school (high school, elementary, KG and SENCO). This committee will investigate any incidents of physical, emotional or sexual abuse whether by staff, parents or students, after being referred by a supervisor. Any case of abuse must be immediately reported to the Principal who will then be required to send a written report to ADEC within 24 hours, following the Child Protection Team investigation reports.

Any suspicion that a child has been abused by either a member of staff, parent or student should be reported to the supervisors who in turn will report to the Child Protection Team, who will take such steps and investigations as considered necessary to ensure the safety of the child in question and any other child who may be at risk. As stated above, any incident must be immediately reported to the Principal.

The role of the Child Protection Team

- Have individual responsibility for reporting child protection concerns.
- Keep written records of concerns about children - noting the date, event and action taken.
- Where there is cause to take the matter further, the member of the committee must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns.
- Adhere to the procedures set out by the Principal when an allegation is made against a member of staff.
- Monitor child protection awareness in the school and ensure that due diligence is given to Child Protection issues.
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults and persons in the school whom they can approach if they are worried or in difficulty.
- DPS has established policies on bullying, behavior and health and safety. These policies all serve to support and enhance the Child Protection Policy.
- The Principal and the Child Protection Team must meet regularly to discuss Child Protection within the school and to review policies and share best practice procedures.

The role of DPS Staff

- To treat abuse seriously
- To listen and look out for telltale signs
- To take appropriate action immediately – Report to the Child Protection Team
- To record all incidents – time, place, information etc..

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and distributed on a **need to know** basis only. This includes the following people:

- the Principal
- the Students Affairs Team
- the parents of the student who is alleged to have been abused
- the person making the allegation
- the owner of the school

Suspicious must be filled in a disclosure abuse form and a member contact of the Child Protection Team must be contacted immediately.

Personal action within child protection cases should not be taken – pass it on. Do not discuss your disclosure with others.

Concerns will be dealt with immediately but you may not always be told the end result due to confidentiality.

Information should be stored in a secure place with limited access to designated people. This information must be accurate, regularly updated, relevant and secure.

IGCSE, AS and A Levels Particulars

Overview

Cambridge International General Certificate of Secondary Education (IGCSE) is the world's most popular international curriculum for 14 – 16 years old students, leading to globally recognized and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides excellent preparation for the Cambridge Advanced stage including Cambridge International AS and A Levels. It incorporates the best in international education for learners at this level. It develops in line with changing needs, and is regularly updated and extended. Cambridge IGCSE teachers can draw on excellent resources, training and advice from subject experts.

Building a curriculum

Cambridge (IGCSE) encourages learner – centered and enquiry- based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learners' excellent preparation for the next stage in their education. Schools can build a core curriculum, extend it to suit their learners and introduce cross- curricular perspectives. Clearly defined learning outcomes and content, mean Cambridge IGCSE is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

Schools can offer any combination of subjects. Each subject is certificated separately. Over 70 subjects are available, offering a variety of routes for learners of different abilities. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

Assessment

Assessment for Cambridge (IGCSE) includes written and oral tests, coursework and practical assessment. Schools have the option of assessing learners using only external

examinations or, in most subjects combining examinations with coursework. Coursework is set and marked by the teacher and externally moderated by Cambridge.

Teachers who have received training from Cambridge, or who possess suitable experience of marking coursework carry out this assessment. In most subjects there is a choice between core and extended curricula, making IGCSE suitable for a wide range of abilities. Each learner's performance is benchmarked using eight internationally recognized grades. There are clear guidelines which explain the standard of achievement for different grades. Cambridge IGCSE examination sessions occur twice a year, in May/June and October/November. Results are issued in August and January.

In Context

Al Dhafra Private Schools have successful history of student achievement in three stages being offered:

IGCSE	Grades 9 & 10
AS Levels	Grade 11
A Levels	Grade 12

Students at Al Dhafra are prepared in Grades 6, 7 and 8 to tackle the American and British curricula. Students have the option to enter either system in collaboration with the school.

Schools can offer any combination of subjects. Each subject is certificated separately. Over 70 subjects are available, offering a variety of routes for learners of different abilities. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

Students at Al Dhafra are prepared in Middle East School (grade 6, 7, and 8) to tackle the American and British curricula. Students have the option to enter either system in collaboration with the school and parents. Therefore, parents and students should be aware of their options and select according to three main criteria:

- Student's future endeavors (university of choice- country requirements)

- Student's home country (educational requirements)
- Student's academic level

Should parents choose one curriculum and want to switch to another, this can be done accordingly:

- Grade 9 – prior to 1 November or after completing grade 9 (the year they take 'Check point' examinations to assess their progress and attainment.
- Grade 10 – prior to 1 November.

Cambridge checkpoint tests are available in English, mathematics and Science and can be offered at two sessions during the year. The tests cover all major areas of learning required in the first years of an international secondary education.

Cambridge Checkpoint Feedback Documents

The diagnostic reports generated by Cambridge Checkpoint enable schools to:

- Tailor individual learners' learning programmes
- Monitor group and individual performance
- Provide information for reporting to parents
- Compare the performances within schools as learners move between schools
- Predict performance in learners' formal examinations.

The test feedback measures a learner's performance against a number of variables including how a learner performed in relation to:

- The curriculum framework
- Their teaching group
- A whole school cohort
- Previous years' learners

The report on a candidate gives:

- A Cambridge Checkpoint score for the whole subject
- A Cambridge Checkpoint score for each main topic/ skill
- A list of the questions (and sub- topics/ skills) where the candidate's performance was particularly strong or particularly weak
- An attractively presented statement of achievement

Subject Course

Arabic and Islamic

إن اللغة هي الوعاء الحضاري للمجتمعات والشعوب ، واللغة العربية تشكل نمط الحضارة العربية والإسلامية على مر العصور . وقسم اللغة العربية والتربية الإسلامية والدراسات الاجتماعية بشكل لينة في الهيكل العلمي لمدرسة الظفرة الخاصة حاضرا ومستقبلا ، ويسعى القسم جاهدا ليوكب مستجدات العصر ومتغيراته الفكرية والمعرفية والتقنية والمعلوماتية ، ويحاول أن يكون منارة علمية من خلال برامج وأساليبه واستراتيجيته ورؤاه المستقبلية ، ويسعى أيضا لبناء منظومة معرفية متكاملة من علوم العربية وآدابها ، ومن تعاليم الدين الصحيحة ، ولن يتحقق هذا إلا بتضافر كل الجهود داخل المجتمع المدرسي وخارجه .

Information Technology

Since today's generation has a fast growing high technology we aim to educate students to use ICT effectively to support and develop their lifelong learning. The school has 5 computer laboratories for students to be well facilitated regarding ICT education. Several departments also ensure that students have access to ICT in their subject area. It is important that ICT is used effectively to support access to the curriculum for all students. Identified students may have access to additional resources with specific software to support curriculum access.

Math

The Mathematics department aims to develop confidence, interest and enjoyment in Mathematics. We use a variety of teaching methods and resources to engage pupils and relate their mathematical knowledge to everyday life around them.

The students have online access, which allows them to use topic-based resources and interactive lessons at home as well as school. These can be used to reinforce their understanding and is an excellent practice and revision tool.

The Mathematics Department has a clear and purposeful viewpoint. We as the teachers of the subject believe students should enjoy the subject, be encouraged to ask questions and take pride in their work. Myths about the subject are challenged; for example: "it is not creative"; "boys are better than girls"; "there is only one way to do problems"; "answers have to be exact". In the Secondary Department there is an emphasis on calculus and algebra. Consequently, there is a healthy uptake at Advanced level and many students have gone on to study Mathematics and related subjects at various reputable universities.

English

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English, students develop skills in speaking, listening,

reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps students understand how language works by looking at its patterns, structures and origins. Using this knowledge, students can choose and create what they say and write in different situations.

All the teachers in our department are experienced with teaching different levels and dealing with the diversity of nationalities and cultures which is one of the main features of Al Dhafra Private Schools. Our goal is to be a department of a thriving community of educators and students. Everyone is expected to be engaged in a wide range of activities enclosing critical thinking and independent learning skills. We always try to improve our performance by adopting various innovative strategies. We definitely, place the highest value on the interests and needs of our students.

Science

Science, Biology, Chemistry, Mechanics and Physics are all under the Science Department. The school offers educational learning's with more hands-on experience. Therefore our Science laboratories have grown in number to become 6 labs equipped with the newest technology available and all the essential tools that come with it. Our school has also constantly thrived for ongoing development and in the past few years, it succeeded in developing its academic, technological and structural aspects.

Humanities

The Humanities Department topics have always been a collection of different materials related to our daily life. For that, we can sense that the students enjoy learning such topics, and the teachers enjoy teaching them. These topics challenge the students to question life-related issues and discuss them, especially in psychology, sociology, and business.

Abu Dhabi Foreign Private
Al Dhafra Private Schools
Enrollment Tally

Enrollment by
Nationality

Effective Date:
10/02/2016

NATIONALITY	Gender	Grade														Grand Total	% Total
		K G 1	K G 2	G R 1	G R 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12		
ALGERIA	Male		1						1							2	0.45 %
	Female	1			1		1			1				1		5	
AMERICAN	Male					1	1		1			1	1		1	6	0.58 %
	Female	1													2	3	
ANGOLAN	Male									1						1	0.06 %
	Female																
ARMENIAN	Male		1													1	0.06 %
	Female																
AUSTRALIAN	Male	1							1							2	0.45 %
	Female	1			1			1		1		1				5	
BRAZILIAN	Male								1				1			2	0.26 %
	Female								1						1	2	
BRITAIN	Male												1			1	0.19 %
	Female							1		1						2	
BRITISH	Male													1		1	0.32 %
	Female		1			1	1				1					4	
CANADIAN	Male					1		1	1		1	1		1	2	8	0.91 %
	Female			1		1					1		1	1	1	6	
CHINESE	Male																0.06 %
	Female										1					1	
COLUMBIAN	Male		1	1							1	1			1	5	0.58 %
	Female		1						1		1			1		4	
EGYPT	Male	15	8	6	10	17	6	9	10	6	11	9	17	6	6	136	14.49 %
	Female	9	8	5	4	7	6	10	6	4	8	4	7	3	6	87	
ETHIOPIA	Male		1		1											2	0.19 %
	Female						1									1	
GERMAN	Male								1					1		2	0.19 %
	Female										1					1	
GHANA	Male									1						1	0.06 %
	Female																
GUINEA	Male											1				1	0.06 %
	Female																
HUNGARIAN	Male													1		1	0.06 %
	Female																

INDIA	Male	4	3					1								8	0.71 %
	Female	1	2													3	
INDIAN	Male	1	1					1					1			4	0.39 %
	Female		1					1								2	
INDONESIAN	Male												1			1	0.19 %
	Female												1	1		2	
IRAN	Male									1						1	0.13 %
	Female													1		1	
IRAQ	Male	2					3		2	1	2	1	3	1	2	17	2.08 %
	Female	1	1		1			3	1	2	3	1		2		15	
IRISH	Male																0.06 %
	Female														1	1	
ITALIAN	Male												1			1	0.06 %
	Female																
JORDAN	Male	5	5	10	7	14	5	5	5	8	7	7	4	7	8	97	10.85 %
	Female	11	6	5	6	4	7	5	4	1	2	5	5	5	4	70	
LEBANON	Male	2	1	2	3	3	1	3	7	4	4	6	10	4	6	56	7.67 %
	Female	4	5	4	1		5	2	8	6	9	2	6	4	6	62	
MALAYSIAN	Male							1								1	0.06 %
	Female																
MEXICO	Male											1				1	0.13 %
	Female														1	1	
NEW ZEALAND	Male										1					1	0.13 %
	Female									1						1	
NIGERIAN	Male	3										1			2	6	0.45 %
	Female												1			1	
NORWAY	Male	1														1	0.06 %
	Female																
OMAN	Male	1					1									2	0.19 %
	Female			1												1	
PAKISTAN	Male		3	1			1			1	1	1	2	2		12	1.56 %
	Female	2	3	1				1				1	3	1		12	
PALESTINE	Male	4	2	4	4	3	4	3	2	3	4	3	4	1	3	44	4.81 %
	Female	2	3	3	1	1	2		3	4	1	1	4	1	4	30	
PHILIPPINES	Male	1				1										2	0.26 %
	Female						1							1		2	
ROMANIAN	Male		1		1											2	0.26 %
	Female				1					1						2	
RUSSIA	Male											1				1	0.06 %
	Female																
SAUDI ARABIA	Male																0.13 %
	Female		1	1												2	
SINGAPORE	Male											1				1	0.06

	Female																%
SOMALIA	Male									1					1	2	0.32 %
	Female												2	1		3	
SUDAN	Male	1		4		2	1	3		3	3		2	1		20	2.34 %
	Female	3	2			1	1	1		2	1	2	2	1		16	
SWEDEN	Male											1				1	0.06 %
	Female																
SYRIA	Male	2	5	1	4	7	6	5	10	5	6	10	6	5	15	87	9.23 %
	Female	6	3	5		2	3	5	5	3	4	7	3	5	4	55	
TUNISIA	Male		3										1	1		5	0.45 %
	Female				1										1	2	
TURKEY	Male		1								1	1				3	0.32 %
	Female	1						1								2	
UNITED ARAB EMIRATES	Male	34	42	26	24	18	25	19	17	23	23	17	12	10	13	303	34.31 %
	Female	36	26	29	29	17	10	10	12	16	15	11	8	1	5	225	
USA	Male		1			2	1	3	1	2		4		3		17	1.95 %
	Female		1	1	2	2	1	1		1	1	1	2			13	
UZBEKISTAN	Male																0.13 %
	Female										1	1				2	
VENEZUELA	Male				1						1		1		1	4	0.45 %
	Female	1					1			1						3	
YEMEN	Male			2		1	1	1		1	1	1	1			9	1.04 %
	Female	2		1					1			1	2			7	
Total			159	144	114	103	106	96	97	102	106	118	107	115	77	95	1539

Religion

Abu Dhabi Foreign Private

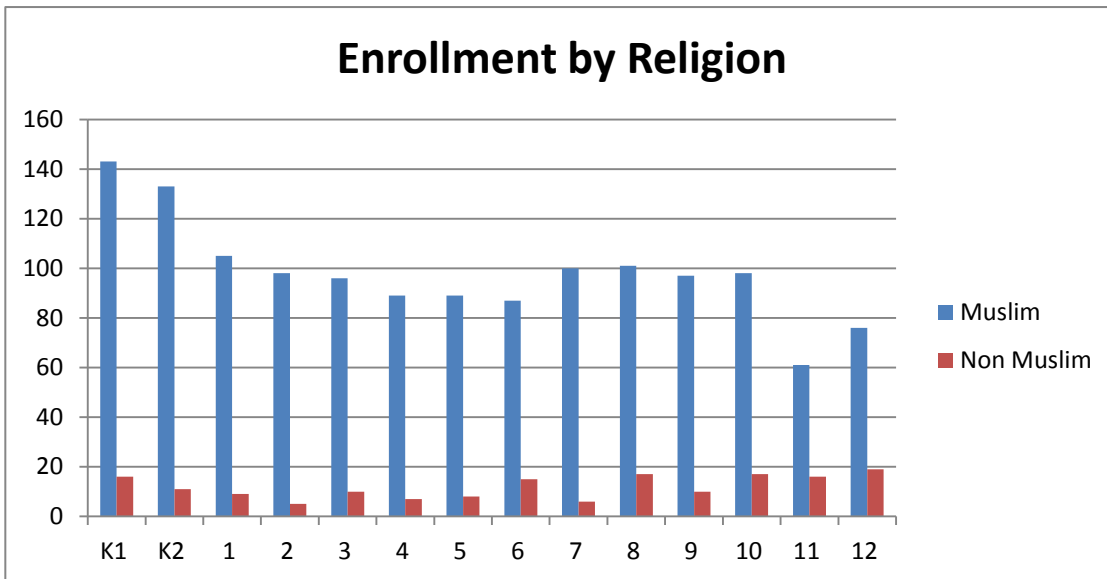
Al Dhafra Private Schools

Enrollment Tally

Enrollment by Religion

Effective Date: 10/02/2016

Sr. No.	Grade	Muslim	% Muslim	Non Muslim	% Non Muslim	Total
1	K1	143	9.29%	16	1.04%	159
2	K2	133	8.64%	11	0.71%	144
3	1	105	6.82%	9	0.58%	114
4	2	98	6.37%	5	0.32%	103
5	3	96	6.24%	10	0.65%	106
6	4	89	5.78%	7	0.45%	96
7	5	89	5.78%	8	0.52%	97
8	6	87	5.65%	15	0.97%	102
9	7	100	6.50%	6	0.39%	106
10	8	101	6.56%	17	1.10%	118
11	9	97	6.30%	10	0.65%	107
12	10	98	6.37%	17	1.10%	115
13	11	61	3.96%	16	1.04%	77
14	12	76	4.94%	19	1.23%	95
Total		1373	89.21%	166	10.79%	1539



Gender

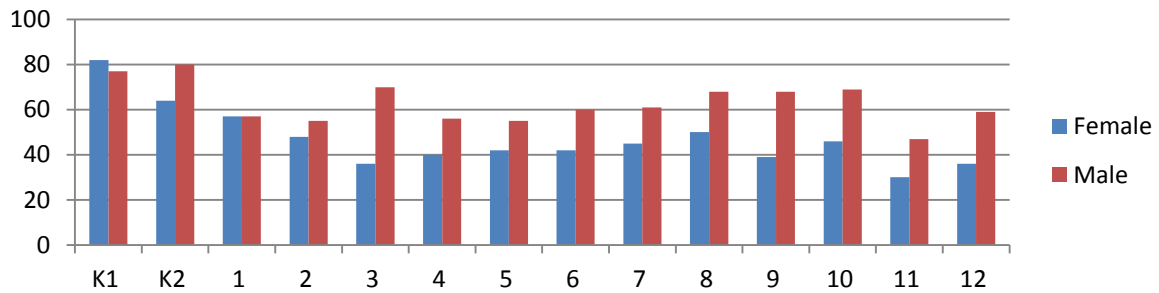
Abu Dhabi Foreign Private Al Dhafra Private Schools Enrollment Tally

Enrollment by Grade and Gender

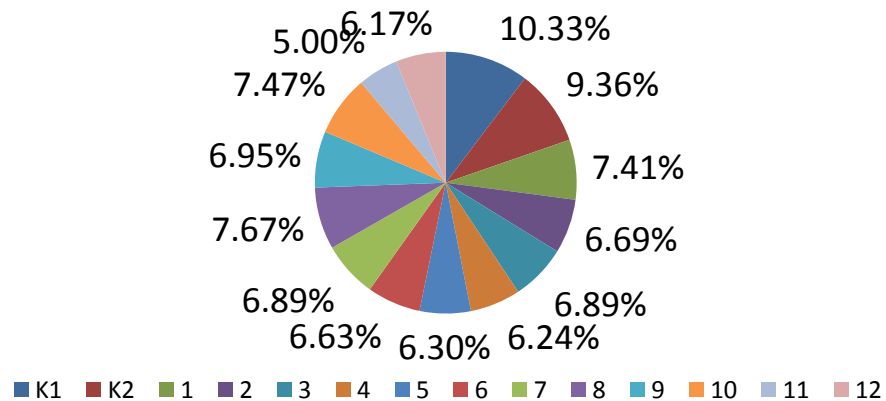
Effective Date: 10/02/2016

Sr. No.	Grade	Female	Male	Total	% Total
1	K1	82	77	159	10.33%
2	K2	64	80	144	9.36%
3	1	57	57	114	7.41%
4	2	48	55	103	6.69%
5	3	36	70	106	6.89%
6	4	40	56	96	6.24%
7	5	42	55	97	6.30%
8	6	42	60	102	6.63%
9	7	45	61	106	6.89%
10	8	50	68	118	7.67%
11	9	39	68	107	6.95%
12	10	46	69	115	7.47%
13	11	30	47	77	5.00%
14	12	36	59	95	6.17%
Grand Total		657	882	1539	

Enrollment by Grade and Gender



% Total

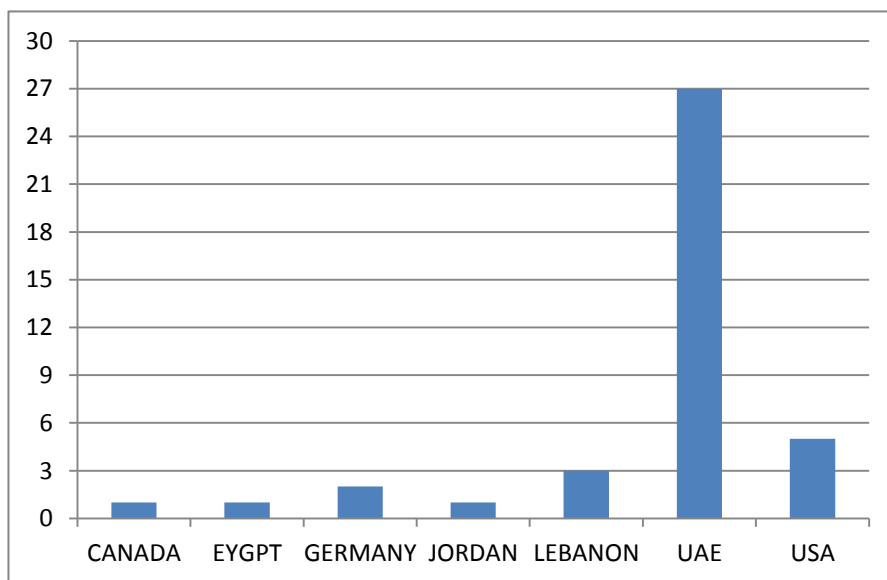


Graduates

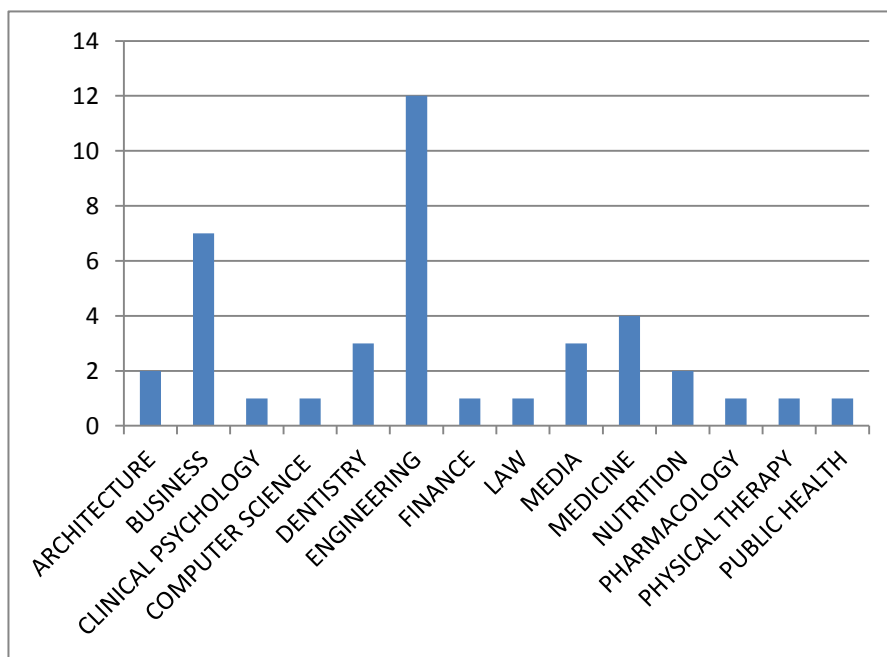
	No. of Students	No. of Students Graduated	No. of Stud Enroll to College	% Total
American	41	41	40	97.56
British	20	18	18	90.00

AMERICAN CURRICULUM

Country	No. of Students
CANADA	1
EYGPT	1
GERMANY	2
JORDAN	1
LEBANON	3
UAE	27
USA	5
GRAND TOTAL	40

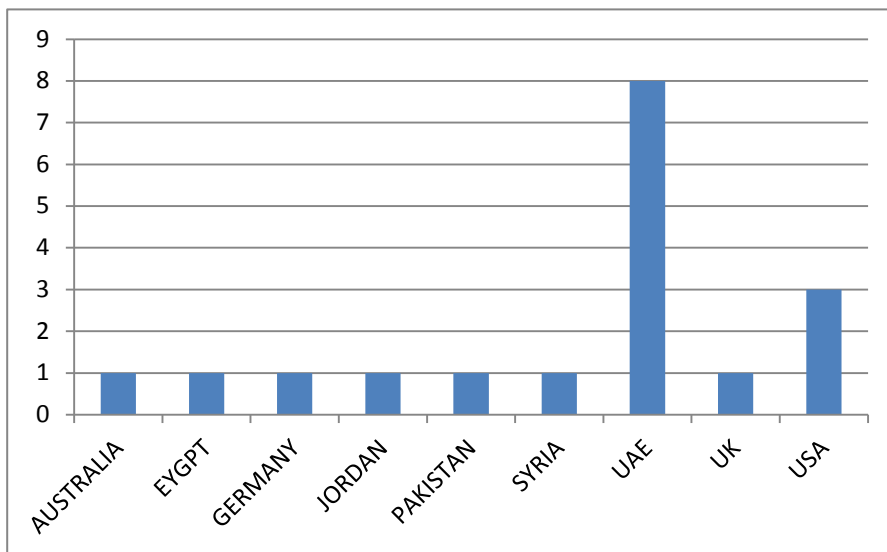


Major	No. of Students
ARCHITECTURE	2
BUSINESS	7
CLINICAL PSYCHOLOGY	1
COMPUTER SCIENCE	1
DENTISTRY	3
ENGINEERING	12
FINANCE	1
LAW	1
MEDIA	3
MEDICINE	4
NUTRITION	2
PHARMACOLOGY	1
PHYSICAL THERAPY	1
PUBLIC HEALTH	1
GRAND TOTAL	40

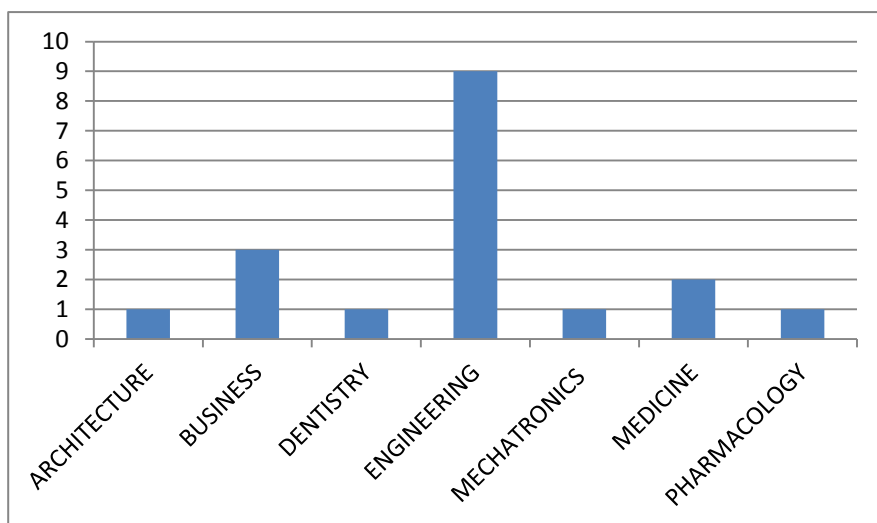


BRITISH CURRICULUM

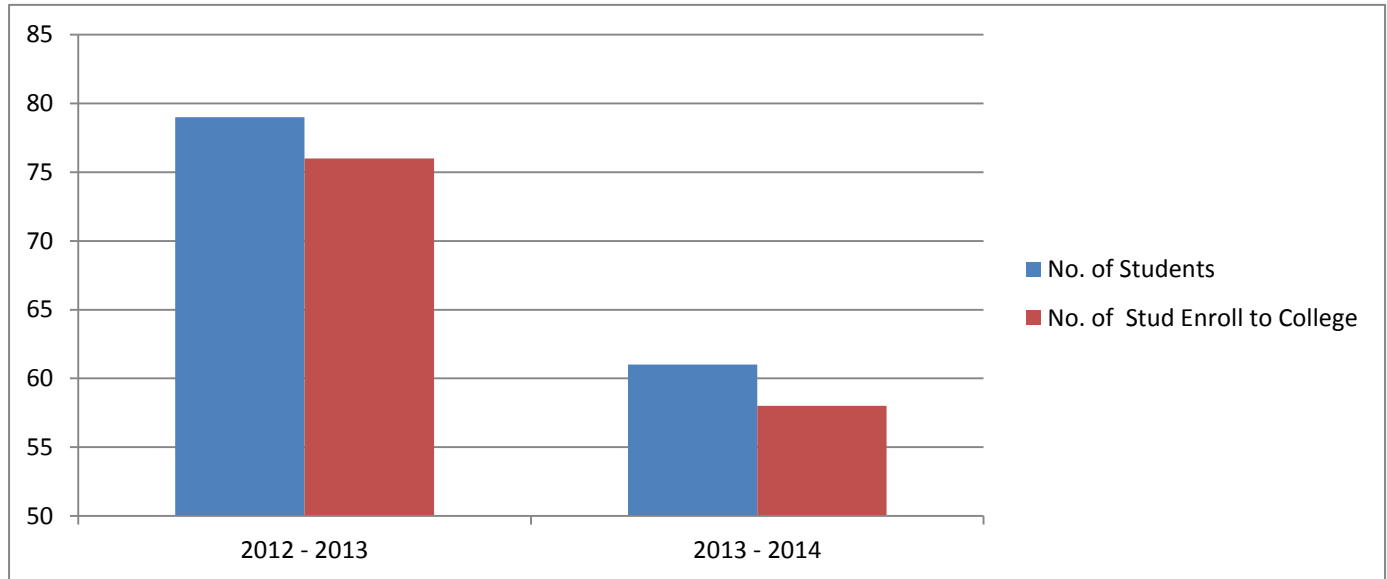
Country	No. of Students
AUSTRALIA	1
EYIPT	1
GERMANY	1
JORDAN	1
PAKISTAN	1
SYRIA	1
UAE	8
UK	1
USA	3
GRAND TOTAL	18



Major	No. of Students
ARCHITECTURE	1
BUSINESS	3
DENTISTRY	1
ENGINEERING	9
MECHATRONICS	1
MEDICINE	2
PHARMACOLOGY	1
GRAND TOTAL	18



School Year	No. of Students	No. of Students Graduated	No. of Stud Enroll to College	% Total
2012 - 2013	79	78	76	96.20
2013 - 2014	61	59	58	95.08



Extracurricular Activities

Students are encouraged to participate in and enjoy other activities that are outside the school established curriculum. Therefore, the school established partnership with Elite Sport.

Elite Sport and its team of highly experienced sports coaches will be offering high quality coaching sessions in sports including Football, Swimming, Basketball, Ballet, Zumba, Karate and Tennis after school each day. Extracurricular activities offer great opportunities for students to experience new sports and gain new skills as well as participating in activities they enjoy. <http://www.elite-fc.ae/>

Also the school offers Robotics Club, where the objective is to open young minds to the fields off science and technology.

The aim of these activities is for students to further develop existing skills and interests as well as exploring new opportunities and challenges.

Student Activities**FUND- RAISING ACTIVITIES**

All activities involving fund-raising by student groups must have the authorization of the Principal. No individual student or student group may represent the DPS without prior school authorization. The school's name may not be used to advertise groups or activities without the school's express consent.

STUDENT COUNCIL

The purpose of this body is to develop student leadership , acquire and apply democratic decision- making principles and procedures and to provide services to the school, faculty and student population.

ELECTION FEES AND CONDITIONS

SN	POSITION	CONDITIONS
1.	PRESIDENT	Grade: 12 Average : 80%and above Behavior: Very Good/Excellent Recommendation : Class Advisor Fees : non - refundable Dhs.50
2.	VICE PRESIDENT	Grades: 11 - 12 Average : 80%and above Behavior: Very Good/Excellent Recommendation : Class Advisor Fees : non- refundable Dhs.50
3.	SECRETARY	Grades: 10 - 12 Average : 80%and above Behavior: Very Good/Excellent Recommendation : Class Advisor Fees : non- refundable Dhs.40
4.	TREASURER	Grades: 10 - 12 Average : 80%and above Behavior: Very Good/Excellent Recommendation : Class Advisor Fees : non- refundable Dhs.30
5.	MEMBER (2 representative from each class)	Grades: 6 - 12 Average : 80%and above Behavior: Very Good/Excellent Recommendation : Class Advisor Fees : non- refundable Dhs.30

All applicants must fulfill the above -mentioned criteria, so if you feel you can take up the challenge, step forward and apply for one of the positions, fill in the application form and submit it along with the fees .

The final list of candidates will be published as soon as the registration is completed, then you can start your Election Campaign.

NOTE: students will be excluded from the elections before it starts if he/she doesn't have the conditions required.

Student Council elected offices include:

- **Student Council President** (from grade 12 only)
- **Student Council Vice President** (from grades 11-12)
- **Student Council Secretary** (from grades 10-12)
- **Student Council Treasurer** (from grades 10-12)
- **Representatives** (from grades 7-12)

Student Council appointed offices include:

- **Activities Commissioners** (from grades 7-12)
- **Girl's and Boy's Athletic Commissioner** (from grades 7-12)
- **Cultural Affairs Officers** (from grades 7-12)
- **Assembly Commissioner** (from grades 7-12)
- **Representative Commissioners** (from grades 7-12)

REQUIREMENTS

1. All candidates **MUST** have signatures from a parent or guardian, Class Advisor, Assistant Principal, Academic Advisor and Principal.
2. All candidates **MUST** have a recommendation from one teacher.
3. All candidates **MUST** have good academic standing, behavior and effort.
4. All candidates **MUST** sign the Code of Conduct.

NOTE: Teachers and Administrators may recommend more than one student for the same office.

OFFICIAL DUTIES LIST

*All Executive Council and Appointed Officers are guided by the principles stated in the Constitution. Below is a list of responsibilities within the class for said officers.

ELECTED EXECUTIVE POSITIONS

The Student Council President:

1. The President is the official representative of the students.
2. The person is to attend all student council meetings.
3. He or she is to coordinate the actions of the council toward established goals
4. Act as the major representative to the students, to the Council, Administration, community and other "key people" on campus.
5. To see that students receive fair representation on the Council.
6. Familiarize self with parliamentary procedures and use them to attend business meetings.
7. To review, maintain and help control expenditures.
8. To oversee the graduate ceremony.

The Student Council Vice President:

1. The Vice President shall serve as the President in the President's absence.

2. To assist the president in coordinating graduation ceremony.
3. To oversee the end of year function.

The Student Council Secretary:

1. The Secretary shall keep full and correct records of the Student Council meetings.
2. Keep a file of all meetings for the full year.
3. To distribute any thank you, get well, condolence, etc. on behalf of the council.
4. To maintain correct records of student council attendance and previous meetings.

The Student Council Treasurer:

1. The Treasurer shall have charge of all finances and will oversee the financial operations working side by side with the school accountant(s).
2. To present the approved Council Budget.
3. The Treasurer shall give a full financial report of all accounts to Council.
4. To oversee all fundraising of the clubs, teams.

Activities Officers:

1. To oversee the planning of special activities.
2. To organize the school and class competitions.
3. To get approval one week in advance.
4. To track, record and inform the students of results.
5. To organize and maintain clean playground area.
6. To assist during parents meetings, conferences, and assemblies including morning assembly.

Athletics Officers:

1. To recognize the Athletes of the Week, outstanding performances, etc.
2. To assist in organizing, running and advertising the competitions as well as scheduling all events.
3. To coordinate in accordance for Sports Day and any relevant activities.

Class Representatives:

1. To be responsible for the well-being of the class.
2. To pass on pertinent information, displays, cleanliness, etc.
3. To work in coordination with their colleagues and teachers in developing class field trips.
4. To present their classrooms to parents at parent-teacher meetings.
5. To plan and organize an end of the year celebration.
6. To be responsible for posting students work indoors and outdoors consistently throughout the year.

Cultural Affairs Officers:

1. To organize the annual National Day, International Day and cultural celebrations.
2. To correspond with their respective embassies or consulates.

Assembly Commissioners:

1. To assist in organizing, leading and participating in the morning assemblies, break time assemblies and special events throughout all sections of the school.

Graduation Policy

Graduation Policy:

PURPOSE:

The policy regarding minimum high school graduation requirements increases academic rigor and prepares students for post-secondary education and the world of work. The graduation requirements meet or exceed (Virginia Advanced Studies Diploma or Virginia Standard Diploma) and MOE requirements for Secondary School Certificate Equivalence, and also or entry into colleges and universities in UAE and around the world.

MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS:

A minimum of 22 credits is required for a DPS Diploma. A student who earns 22 credits in required courses will earn a high school diploma (Virginia Standard Diploma) and a student who earns 26 credits in required courses will earn a high school diploma (Virginia Advanced Studies Program). Credit is given for course taken in Grades 9 – 12 only. The 22 – 26 credits must be distributed among subject areas as follows:

1. ACADEMIC REQUIREMENTS

American Curriculum (Advanced Studies Diploma)	American Curriculum (Standard Diploma)	English Curriculum
A. English Language Arts (4.0 credits)	A. English Language Arts (4.0 credits)	A. English Language Arts
1. English 9 2. English 10 3. English 11 4. English 12	1. English 9 2. English 10 3. English 11 4. English 12	1. English 9 – IGCSE – Cambridge International Examination Qualification 2. English 10 ESL (English as a Second Language) or EFL (English as a First Language)
B. Mathematics (4.0 credits)	B. Mathematics (3.0 credits)	B. Mathematics
1. Algebra II 2. Geometry 3. Trigonometry 4. Mathematical Analysis 5. Calculus	1. Algebra II 2. Geometry 3. Trigonometry 4. Mathematical Analysis	1. Grade 9 & 10 (IGCSE – Cambridge International Qualification extended Curriculum) 2. Grade 11 (AS Level Cambridge International Examination Qualification) 3. Grade 12 (A2 or A Level Cambridge International Examination Qualification)
C. Laboratory Science (4.0 credits)	C. Laboratory Science (3 credits)	C. Science
		1. Grades 9 & 10 Biology, Chemistry, & physics, choice of two or more subjects.

1. Physical Science
2. Biology
3. Chemistry
4. Physics

1. Physical Science
2. Biology
3. Chemistry
4. Physics

(IGCSE – Cambridge International Examination Qualification)

Students at Al Dhafra are prepared in Middle East School (grade 6, 7, and 8) to tackle the American and British Curricula. Students have the option to enter either system in collaboration with the school and parents. Therefore, parents and students should be aware of their options and select according to three main criteria:

1. Student's future endeavors (university of choice – country requirements).
2. Student's home country (educational requirements).
3. Student's learning behavior and interest.

The UAE Ministry requirements for the Certificate Equivalency for both American and British Curricula.

American Curriculum

School Diploma

- With a minimum of 22 credits
- Meeting a credit requirements in each subject

Student Transcript

- Grades 10, 11, 12

Original Certificates/ Progress Reports

- Grades 10, 11, 12 containing scores in Arabic and Islamic Studies with a minimum 60%

SAT 1 Math Certificate with minimum score of 400

TOEFL minimum score

- 61 - online test
- 173 - computerized test
- 500 – written test

(Or IELTS minimum score of 5.5)

British Curriculum

Original IGCSE Certificate

- With a minimum of five subjects
- With a minimum success grade E

Original CGE Certificate

- One subject AL or two subjects AS as minimum success grade D

Original Grades 10, 11, 12 Certificates

- Arabic minimum score 60%
- Islamic Studies minimum 60%

According to the first criteria students studying the American curriculum should choose some subjects according to their targeted major and university. The school offers the students a variety of subjects which help them with their choices like:

Grade 10HS	Grade 11HS	Grade 12HS	IGCSE	AS, AL
Compulsory Subjects	Compulsory Subjects	Compulsory Subjects	Compulsory Subjects	Compulsory Subjects
Islamic	Islamic	Islamic	Islamic	Islamic
Arabic Language	Arabic Language	Arabic Language	Arabic Language	Arabic Language
English Language	English Language	English Language	English Language	English Language
Economics	IT	IT	Maths	Optional Subjects
IT	Maths	Maths	Physics	Maths
Maths	Physics	Physics	Chemistry	Physics
Physics	PE	PE	Biology	Chemistry
Chemistry	Optional Subjects	Optional Subjects	Optional Subjects	Biology
Biology	Chemistry	Chemistry	IT	Mechanics
PE	Biology	Biology	Business	
	Sociology	Sociology		
	Business	Business		

Students should choose the subjects according to the three criteria mentioned above. Take note that, students (and parents) are responsible for getting to know and meeting the requirements of the university or universities of their choice. We do our best to guide and inform students and parents but each university has its requirements.

Most universities require the following subjects for each major:

University Major	High School Subjects
Banking and Finance	Math, Business, Entrepreneurship, Economics
Biotechnology	Biology, Chemistry, Math (Physics helps)
Business	Business, Economics, Entrepreneurship, (Sociology helps)
Engineering – Chemical	Math and Chemistry (Physics and Biology help)
Engineering – Civil	Math and Chemistry (Chemistry and Biology help)
Engineering – Electrical	Math, Chemistry and Physics (Biology helps)
Engineering – Financial	Math, Business, Entrepreneurship, Psychology and Economics

Entrepreneurship	Math, Business, Economics, Entrepreneurship
Engineering – Mechanical	Math and Physics (Chemistry and Biology help)
Medicine	Math, Biology, Chemistry and Physics
Marketing	Math, Business, Economics, Entrepreneurship
Nutrition	Biology, Chemistry, (Math and Physics help)
Pharmacy	Math, Biology, Chemistry Physics and Economics

Support, Guidance and Discipline

No distinction is made between support and guidance and discipline. Care of a student sometimes requires enforcement of a disciplinary ethos.

Each Student needs to understand and accept their responsibility and personal accountability for the good order of the classroom. To that end they have two levels of Responsibility:

- a) To the other students for the maintenance of a healthy student culture,
- b) To the institutional values of the school recognizing that all members of the classroom have equal responsibility to operate within the Aims and Objects of the school and to seek and fulfill these.

Good discipline does not require absolute uniformity. If sanctions are to have any formative outcome, they must be fashioned to suit the individual and not the offense itself.

A disciplinary offence automatically becomes more serious if:

- a) Dishonesty is shown during any inquiries
- b) Older students have involved younger students by intention or not.

The traditional loyalties of friendship which exist within the student body are recognized and approved. However, it becomes a disciplinary matter if a student does not request intervention of a staff member if they are aware of conduct by other students that involves:

- a) The presence, use or sale on the campus of any non – medicinal or non – prescribed drugs, firearms, explosives or any other device likely to endanger the health and safety of other students.
- b) A blatant act of grossly offensive behavior by a student towards another student or member of staff.

In simple terms, we expect all students to protect a relationship with both the staff and students of the school. These relationships should be based upon honour, compassion and mutual respect. Opportunities are provided to students to be actively involved in the host of decisions which create an ordered, happy and successful community classroom. We expect students to respect protocols of social grace, dress, personal appearance and deportment. In this way we create a culture in which genuine intellectual debate about ideas and contemporary issues can flourish and a sense of place and belonging to and within a community can be fostered.

The objects of this support and guidance disciplinary strategy are to protect and to educate, not to moralize or punish. It is an approach which depends upon open, trusting dialogue between the school, the students and parents. In this way a safe and nurturing school and classroom community can be secured.

Parent Engagement

PARENT CONFERENCE

The school schedule includes one parent conference session each term. It is expected that teachers have regular contact with parents as needed including conferences when appropriate outside of these official conference times.

PARENT VISITATION

Parents are encouraged to visit the school by appointment. Parents without appointments should contact the Administrator to request a meeting. Although it is important to be polite and accessible, an alternative meeting may be arranged if it is not convenient for the teacher to hold an unscheduled conference. At no time should parents (or non-parent visitors) enter classroom areas without authorization from the appropriate administrator. Parents cannot demand that a teacher leaves a class to attend an unscheduled meeting.

Teachers and parents are encouraged to hold additional conference as needed throughout the year. Parents may be asked to attend a conference if a student is deemed to be experiencing difficulty in a subject.

Conversely, parents may request a conference if they feel that their son or daughter is struggling in any course.

Dress and Appearance Policy

All students are expected to come to school neatly groomed and smartly dressed, in the correct and appropriate clothing.

All students must wear the DPS uniform in school and for the school related events, unless informed otherwise.

* Please note that the uniform should **ONLY** be purchased from the School in order to ensure the uniformity of style and fabric.

All uniform items can be obtained from the **School's Bookshop** (Tel. 00971 2 610 8416).

Polo Shirt

- Sky Blue (KG Boys) (solid white undershirt or no undershirt)
- Pink (KG Girls) (solid white undershirt or no undershirt)

Button Up Shirt

- Sky Blue (grades 6-12) (solid white undershirt or no undershirt)
- Checkered Blue & White (Boys KG)
- Checkered Pink & White (Girls KG)

Pants

- Khaki (Boys grade 1-5)
- Gray (Boys & Girls grade 6-12)

Blouse

- Sky Blue (Girls grade 1-12)

Jumper

- Khaki (Girls grade 1-5)

Long Dress

- Gray (Girls grade 6-12)

Short

- Khaki (Boys grade 1-5)

Skort

- Khaki (Girls grade 1-5)
- Navy Blue (KG)

PE T-Shirt

- Sky Blue (Boys KG-12)
 - Pink (Girls KG-12)
- (Can wear during PE days)

PE Kit

- Navy Blue Sport Suit- pants and jacket
- Navy Blue Bermuda shorts
 - KG can wear daily
 - Grade 1-5 on PE Days
 - Grade 6-12 only on PE lessons

Winter Jacket

- Navy Blue (Grades KG-12)

Footwear

We expect all students to wear neat and proper shoes. Boots and sandals are not to be worn. Colors of the shoes must be Black, dark Blue, dark Gray or dark Brown with no colored stripes, swishes or logos.

Hair

- (Boys) - Clean & tidy; no long hair (past collar), spiky, lined, etc.
- (Girls) - Clean & tidy; pulled back, no coloring, etc.

Jewelry

- Only stud earrings for girls.
- No necklaces, bracelets and piercings.

Body Adornment

Nail Polish, Make-up, Hair color and Body Tattoos are strictly prohibited.

School Facilities

Library

The Library open throughout the School day, including every lunch period and for one hour after School day on Sunday - Thursday .the library collection is intended to support the Academic curriculum, as well as to provide recreational reading materials for students in so many formats. DVD player is available in the library to ensure that all students have access to the information formats.

There is an excellent range of both book and non-book resources. There are 4 computer/20 iPads terminals available for student use at all times in the library. The terminals have access to the internet.

A Digital Library is available; it is an excellent and safe resource for students and teachers as well.

Student can borrow 2 items (one from their level and one from their choice) at any one time for a period of one week and all books will be registered with a due date.

Overdue notices will be sent out if necessary. Books lost or badly damaged will be invoiced to the family at replacement cost.

The Librarian is always available to help with research, or to assist with finding new authors or books student may prefer to read. Suggestions for new purchases for the library are very welcome.

School Canteen

The school has 2 canteens, which provides foods that are only permitted by ADEC.

Medical Information

Al Dhafra Private School has 2 Registered Nurses and 2 Assistant Nurses who are available during the school day. We have 1 Main Clinic which caters Grade 1-5 and 6-12 Girls students, 1 Male Clinic Station which caters Grade 6-12 Boys and KG Clinic Station which caters Kindergarten 1 & 2.

School Nurse Role:

1. Administer first aid and emergency care to students
2. Collaborate with parents and staff regarding specific health related concerns
3. Coordinate and supervise comprehensive medical screening for Grade 1, 5 and 9
4. Conduct Health Education such as healthy eating habits, smoking prevention etc.
5. Manage and Report Infectious and Chronic Diseases

School Medical Screening

As part of Health Authority of Abu Dhabi regulations we are required to conduct medical screening for Grade 1, 5 and 9 by the doctor who visits weekly to assist us. The examination includes, measurement of height and weight, BMI, Vision acuity, examination of ears, throat, lungs, abdomen etc.

Immunization Program

According to HAAD Immunization Program for schools, vaccination will be given in the school clinic by the SEHA Vaccination Team for Grade 1 and Grade 11. Parents are advised to fill the Vaccination Consent Form and send it to the clinic with the required documents.

Medication

Medication should not be carried by the students except emergency medications such as inhalers, epipen, insulin. etc A student who requires administration of medication during school hours should have a prescription from the doctor or consent from the parent. This authorizes the school nurse to administer the medication.

Transportation / Bus Information

The Memento Passengers Transportation is the bus company that has a contract with the school.

Herewith is the agreement between the Al Dhafra Private School and the Memento Passengers Transportation.

Terms and Conditions as follows:

Clause -1 The First party agrees to provide transportation for the child(ren) of the Second Party from their residence to Al Dhafra Private School, Mohammed Bin Zayed City & return (2 Ways). for the Academic Year 2014/2015.

Clause -2 The Second party agrees to pay to the First party yearly rates per student as follows:

Areas	Rate Per year
to Abu Dhabi , Khalifa A & B, Baniyas Area	AED: 4,900.00
to MBZ, Mussafa, Area	AED: 4,000.00

Clause -3 The First party agrees to provide comprehensive insurance for the students and maintain the vehicle in a safe condition.

Clause -4 In case of damages to the vehicles, the child(ren) / legal guardian will be held responsible and, if after being warned two times, the First Party will exercise the right to expel the student from the bus. The Second party also agrees to pay for such damages and further, the Second party will not have the right to claim any refund.

Clause -5 If the student(s) use the bus for first day of the Semester, charges would be apply full Semester.

Clause -6- Maximum bus waiting time will be one minutes as per the time given by First party, after bus will not wait or come back for pick-up the student.

Both parties to this contract agree to the above mentioned clauses.

All buses are fully air conditioned, installed with CCTV camera and meet the RTA requirements.

Our main priority is the students safety when travelling on any of our buses. We also like to ensure that the services we offer is run efficiently, cost effectively and of a high standard. In support of this our bus coordinator ensures that all of the buses regularly undergo full safety checks, are cleaned daily and are maintained to a standard that ensures a comfortable environment for the students.

For more information kindly contact the school bus coordinator.

Mr. Ponakuzhy Kutty Salam

Telephone: 00971 2 610 8446

Lost Property and Forgotten Items

LOST AND FOUND BOX:

Inevitably some students occasionally leave items at home or misplace them around the School. For items that are left at home but needed that day at School, parents may arrange for them to be delivered to the Reception for the student to collect the same. It is not always possible for the items to be delivered to the student. All belongings must be clearly labelled with Student name & Grade & Section as well. Items misplaced in School premises, once handed in, will be stored in the below mentioned locations.

(All the L & F Items are removed after completion of every term if the same is not claimed therein).

Location:

The Containers (A wooden box) is placed in each section as below:

Grade 1 Section (Ground floor)

Grade 2 Section (Ground floor)

Grade 3-5 Section (First floor)

Grade 6-12 H/s Girls' section (First floor)

Grade 6-8 H/s Boys section (First floor)

Grade 9-12 IG Section (Second floor)

KG 1 & 2 section

Basement – Swimming pool

Reception:

Any valuable items can be stored at the Reception.

Apart from this every student is provided with a lockable space in the School outside their classrooms.

Students are expected to bring their own lock and should provide their Supervisor with a spare key or the combination number.

School Contact Information



You can search for '*Al Dhafra Private Schools - Abu Dhabi*' on Google maps.

24 °28'42.269 N

54 °22'36.415 E

(24.4784081, 54.376782100000014)

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