



**VICTORIA  
INTERNATIONAL  
SCHOOL OF  
SHARJAH**

## **Personal excellence within a global lifelong learning community**

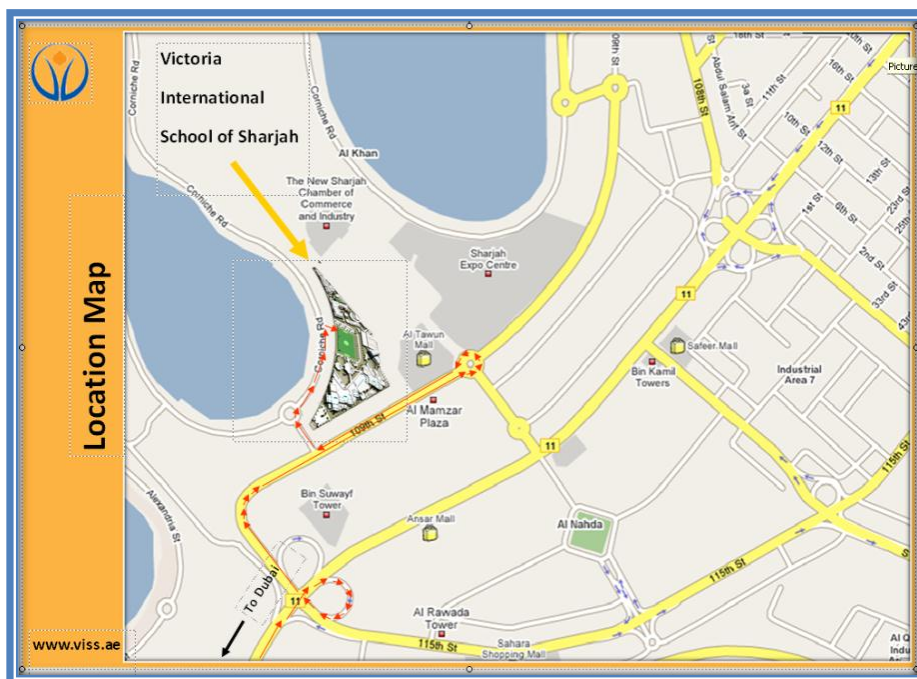
### **1. Why was the Victoria International School of Sharjah established?**

The Victoria International School of Sharjah (VISS) was founded in 2007, the result of a strong, long term relationship between the governments of Sharjah and the State of Victoria in Australia. Both governments prioritise the learning and growth of all. His Highness Sheikh Dr Sultan Bin Mohammed Al-Qasimi, Ruler of Sharjah has great admiration for Australian (especially Victoria's) curriculum with its recent extensive enhancements, as well as the methods Australian teachers use to encourage children to learn and the way Victoria designs schools for the 21st century - using flexible learning spaces and the latest technology. He has been pleased to be able to make this available to young people living in the UAE. VISS is to be a lighthouse school for improvements in Sharjah schools.

The school was opened on 2 September, 2007.

### **2. Where is the school?**

The school is located on an 85,000 square metre site in the Al- Mamzar area, behind Al Tawuun Mall, close to the Sharjah Expo Centre, and by the Al Mamzar lagoon. The entrance is off Al Mamzar Corniche.



### **3. How do I contact the school?**

The postal address is : Victoria International School of Sharjah  
P.O. Box 68600,  
Sharjah, United Arab Emirates

Phone : +971 6577 1999

Fax : +971 6577 1888

Email : admin@viss.ae

Web : www.viss.ae

## STAFF

### 4. Who is the Principal?

Dr Roderick Crouch – the Principal, has been an educator in several countries for nearly 30 years. Most recently, he was foundation principal of Moreton Bay Boys' College, in Brisbane, Australia, where he introduced many curriculum innovations, including the International Baccalaureate. Dr Rod is committed to academic excellence, and assisting students to become responsible global citizens and lifelong learners. He has been involved in the establishment of several schools and has consulted on leadership and management to a number of schools across Australia. Dr Rod has also presented at education conferences across the world. He regularly writes on educational leadership issues for a variety of professional publications and is on the editorial board of the international journal 'Leadership in Focus'.

### 5. Who are the teachers and what are their qualifications?

Most of the teachers at the Victoria International School of Sharjah have been employed from Australia, in particular from the State of Victoria. They are highly qualified (minimum four year university teaching qualification), fully registered as teachers in Australia, and have undergone a rigorous selection process.

Teachers at the Victoria International School of Sharjah form professional learning teams within their sub-schools to develop and implement classroom programs and constantly review and analyse content, resources and teaching techniques.

All teachers at the school are strongly encouraged to enhance their skills by active involvement in personal and school wide professional development programs.

Local Arabic teachers have been employed to teach Arabic Language, Islamic Education and Arabic Social Studies.

### 6. What support staff are employed at the school?

A range of staff are employed at the Victoria International School of Sharjah to support the educational development and well being of your child. These teachers assistants in many classrooms, as well as two (2) fulltime nurses and a part time doctor, who operate out of a fully serviced and resourced on site medical centre. Where required, access to other relevant support services such as speech pathologists and guidance officers will be sought.

In addition, the school has employed a range of qualified administration and technical support, maintenance personnel, community centre staff and security officers to ensure the smooth and safe daily operation of the school.

## CLASSES

### 7. What are the Grades and school entrance age?

The school entrance ages at the Victoria International School of Sharjah are as follows:

	<b>Grade</b>	<b>Entrance age requirement – By 15 September the student needs to be</b>
<b>Early Learning Centre</b> <i>has a three year program of early learning to prepare students for formal schooling</i>	Nursery	Two years of age
	Early Learning (KG1)	Three years of age
	Kinder (KG2)	Four years of age

	Grade	Entrance age requirement – By 15 September the student needs to be
<b>Primary School</b>	Grade 1	Five years of age
	Grade 2	Six years of age
	Grade 3	Seven years of age
	Grade 4	Eight years of age
	Grade 5	Nine years of age
<b>Secondary School</b>	Grade 6	Ten years of age
	Grade 7	Eleven years of age
	Grade 8	Twelve years of age
	Grade 9	Thirteen years of age
	Grade 10	Fourteen years of age
	Grade 11	Fifteen years of age
	Grade 12	Sixteen years of age
	Grade 13	Seventeen years of age

#### **8. Is there a nursery available?**

The Victoria International School of Sharjah’s nursery will open in September 2011.

#### **9. Which Grade levels are co-educational? Do all classes combine males and females?**

The Victoria International School of Sharjah is a co-educational school where classes at all grade levels include males and females. In the Secondary school, if there is sensitive content taught in Health and Physical Education, this is offered separately to male and female students. Furthermore, some practical activities undertaken in the Health and Physical Education subject, such as swimming from Grades 6 to 13, is undertaken in separate groupings.

#### **10. How many students are in each class?**

Wherever possible at the Victoria International School of Sharjah, class sizes will not exceed a maximum of 25 students per class. The school has a commitment to an individual learning approach and most classes have between 20 to 25 students. In meeting the different academic needs of the students, the school uses a variety of teaching methods which may mean that class sizes may vary from class to class.

## **THE CURRICULUM**

#### **11. What is the curriculum?**

The curriculum delivered at the school is based on three frameworks from Victoria, Australia. In the ELC (Nursery – KG2), the framework used is called the Victorian Developmental Framework. From Grade 1 (5 year-olds) to Grade 11 the curriculum framework followed is the Victorian Essential Learning Standards, whilst at Grades 12 and 13 the framework used is the Victorian Certificate of Education (VCE). From September 2012, the school will be offering the International Baccalaureate Diploma Program for Grades 12 and 13, subject to successful authorisation. The VISS curriculum is a high quality comprehensive, developmental curriculum that is academically challenging and stimulating. The curriculum is designed to assist students to achieve their full potential.

Details on each of these frameworks are as follows:

### **Early Learning Centre (Nursery – KG2)**

The **Victorian Developmental Framework** is based on five outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

To assist children in achieving these outcomes, we have an integrated approach to teaching and learning that includes: adult led learning, child directed play and learning and guided play and learning.

We encourage children to explore, solve problems, communicate, think, create and construct and use their judgment to support children's learning and development. This occurs through a combination of child-led and adult-led developmental play-based learning, as well as active teacher led learning.

The ELC team develops Individual Learning Plans (ILPs) for all our students and student reports, that are aligned with our teaching and learning program.

### **Years 1-11**

The **Victorian Essential Learning Standards (VELS)** are organised around three general categories of learning:

- Discipline-based Learning
- Interdisciplinary Learning
- Physical, Personal and Social Learning

Within each of the general categories of learning listed above there are a number of subjects which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life.

The subjects (domains) offered at the school from Grade 1 to Grade 11 are as follows:

#### **Discipline-based Learning:**

English  
Mathematics  
Science  
The Humanities (Economics, Geography, History)  
Languages other than English  
The Arts

#### **Interdisciplinary Learning:**

Communication  
Design, Creativity and Technology  
Information and Communications Technology  
Thinking Processes

#### **Physical, Personal and Social Learning:**

Health and Physical Education  
Interpersonal Development  
Personal Learning  
Civics and Citizenship

### **Years 12-13**

The **Victorian Certificate of Education** is a two year qualification that recognises the successful completion of a student's secondary education at the Victoria International School of Sharjah. Within the Victorian Certificate of Education, the key knowledge and skills and relevant learning outcomes are organised into areas of content known as subjects. The Victorian Certificate of Education is a highly regarded credential internationally and is recognized for university entrance.

Students at Grades 12 and 13 will be able to construct a course from a selection of the broad range of subjects offered in the Victorian Certificate of Education noting that the number of subjects actually offered on the timetable will be dependent on a critical mass of students having selected a particular subject.

#### **The subjects offered at the school through the Victorian Certificate of Education may include:**

*Accounting, Agricultural and Horticultural Studies, Art, Biology, Business Management, Chemistry, Classic Societies and Cultures, Dance, Drama, Economics, English Language, Environmental Studies, Geography, Health and Human Development, History (Applied, Australian, Conquest and Resistance, Indigenous Australian, Renaissance, Revolutions and 20<sup>th</sup> Century), Industry and Enterprise, Information Processing and Management, Information Systems, Information Technology, International Politics, Legal Studies, Literature, Languages Other Than English, Further Mathematics, General Mathematics, Mathematical Methods, Media, Music, Outdoor and Environmental Studies, Philosophy, Physical Education, Physics, Psychology, Sociology, Specialist Mathematics, Studio Arts, Technology (Design, Food or Systems), Theatre Studies, Visual Communication.*

Please check with the school to determine what subjects are being offered this year in the VCE.

### **Years 12- 13 (from September 2012, subject to authorisation)**

**The International Baccalaureate Diploma Program** (IBDP) is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years and has gained recognition and respect from the world's leading universities.

IBDP students study six courses at higher level or standard level, thus ensuring a breadth of experience in languages, social studies, the experimental sciences and mathematics. In addition the program has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

**The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

**Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

**Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Students take written examinations at the end of the program, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. There is also an option for students not wishing to study the full Diploma Course to study Certificate courses which enable them to gain IB certificates for individual subjects that they study

The IBDP complements perfectly the current curriculum at VISS.

## **12. Does the curriculum meet UAE standards?**

Yes. The Victoria International School of Sharjah was established by His Highness Sheikh Dr. Sultan Bin Mohammed Al-Qassimi, Ruler of Sharjah and has the full support of both the Government of Sharjah and the Government of Victoria, Australia. Consequently the curriculum offered at the school through both the Victorian Essential Learning Standards and the Victorian Certificate of Education is fully endorsed by both governments, as it is based on, and more than meets, international standards.

## **13. How does the curriculum compare to the International Baccalaureate?**

The International Baccalaureate's approach to learning and teaching has a synergy with the Australian curriculum used at VISS. The VISS curriculum is relevant, engaging and challenging for all students and focuses on the total growth of the developing student, encompassing their social, physical, emotional and cultural needs in addition to their academic development. The Victorian Essential Learning Standards (used in Years 1-11) encourages learning through an integrated approach with a focus on the studying of major topics, key themes and key concepts that capture knowledge, skills and understandings from a cross section of subject areas. All learning at the school encourages students to participate actively and responsibly in a changing world. The curriculum serves as a solid foundation for the International Baccalaureate Diploma Program.

## **14. What is the main language at the school?**

English is the principal language. The business of the school and all classes (other than classes teaching other languages) are all conducted in English.

## **15. What other languages are offered?**

The study of Arabic is offered at the school according to Ministry of Education requirements. Arabic language study is compulsory up to Grade 12 for all Arabic students. Arabic is taught using a range of teaching practices and resources to engage students in effective learning.

There are three strands of Arabic taught at the school

- Regular Arabic for native Arabic speakers as prescribed by the Ministry of Education
- Special Arabic for students who have never studied the Arabic language but have some knowledge. It is delivered via a special curriculum and standards prescribed by the Ministry of Education after being subjected to an examination to determine their level.
- Cultural Arabic - From Grade 3 to Grade 5 for non-Arabic students are taught Cultural Arabic as a Language other than English (LOTE). This gives the students an opportunity to learn about the culture of the UAE and develop some basic Arabic language.

French is also offered in the Secondary School to students from Grade 6 and above.

All language studies have a comprehensive set of standards by which student achievement and progress is measured.

## **ISLAMIC STUDIES**

### **16. Does every student have to take Islamic studies?**

No. Islamic Education is compulsory at all levels at the school for Muslim students whether Arabic or non-Arabic speaking. It is optional for non-Muslim students.

### **17. Where does the Islamic studies curriculum come from?**

The Islamic Education curriculum is offered at the school to reflect accurately the curriculum prescribed by the UAE Ministry of Education.

### **18. Who teaches Islamic studies?**

The teaching of Islamic studies is taught by highly qualified teachers who have been selected for their demonstrated competence and quality of performance in the classroom. It is expected that teachers of Islamic studies use a range of teaching practices and resources to engage students in effective learning as per the school model.

### **19. Is Islamic studies taught in Arabic?**

Islamic Education is taught in Arabic for the native Arabic speakers and in English when the class consists of non-Arabic speaking students or a combination of Arabic and non-Arabic students.

## **THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)**

### **20. Why do we use the Victorian Certificate of Education?**

The Victorian Certificate of Education (VCE) is a highly regarded, rigorous, internationally credentialed qualification. It enables a student to finish school with a well rounded education, and is recognized for university entrance, not just in the UAE and Australia, but also in many prestigious universities across the world.

### **21. Is the Victorian Certificate of Education (VCE) accepted for entry by universities in the UAE & internationally?**

The Victorian Certificate of Education is accepted for entry to all leading Australian and international universities subject to the same conditions applied to local students. Top universities in the world accept the Victorian Certificate of Education and the tertiary entrance ranking it provides in applications for undergraduate admissions. The school website ([www.viss.ae](http://www.viss.ae)) contains a list of some of the universities that accept the VCE.

In particular the Victorian Certificate of Education is accepted by and provides an entry pathway directly to universities in the UAE. Partnerships have already been developed with universities in both Sharjah and Dubai.

### **22. How does the Victorian Certificate of Education (VCE) compare to the British 'A' levels?**

Rather than sit a further set of 'A' level examinations above and beyond the British General Certificate of Secondary Education examinations, the Victorian Certificate of Education acts as an all-in-one mechanism to determine a student's tertiary entrance ranking. This ranking is based directly on a student's performance whilst in their final year of study, as measured by both internal coursework and external set and marked examinations.

The Victorian Certificate of education provides for a broader course of study. Students take 6 subjects in their first year of the Victorian Certificate of Education whilst with the British 'A' level; students take 4 subjects in their first year. In either program, there are three assessment tasks in each subject. In the second year of the Victorian Certificate of Education students take 5 subjects, whilst with the British 'A' level, only 4 subjects are required. A broader range of subjects enables a greater choice of options for university. Students undertaking the Victorian Certificate of Education are graded on an A-E scale in both their internal coursework and external examinations. The coursework ceiling limit is typically 33% with a comparable coursework ceiling limit of 30% in the British model.

### **23. How does the Victorian Certificate of Education (VCE) compare to college admissions processes used in the United States?**

The Victorian Certificate of Education acts as an all in one mechanism to determine a student's tertiary entrance ranking. This ranking is based directly on a student's performance whilst in their final year of study, in both their internal coursework and external examinations. For many universities around the world, performance in the Victorian Certificate of Education in itself will give the student's opportunity to enter directly into university.

In the United States, there will be universities and colleges that will require all students, *irrespective of what high school qualification they hold*, to sit the SAT (standardised test) or ACT (American College Test). Subjects studied through the Victorian Certificate of Education as well as the teaching methods used (including critical thinking, critical reading, effective writing ability, and understandings in mathematics, science, arts, literature and social studies), assist students to achieve the knowledge, skills and behaviours needed to maximise their SAT or ACT score.

## **CO-CURRICULAR**

### **24. What co-curricular activities are available to my child?**

VISS offers an extensive range of co-curricular activities include sports, such as swimming, cricket, basketball and netball. In particular there are a number of specialist academies:

Private instrumental lessons and music ensembles are offered through the VISS Music Academy. A learn to swim and squad programs are available through the VISS Swimming Academy.

In addition, there are theatrical productions, public speaking and debating events, and dance, while an after school club program will commence in January 2012.

For a full list of co-curricular activities, please contact the school.

## **TEACHING AND LEARNING**

### **25. What will my child do in the Early Learning Centre?**

In the Early Learning Centre (ELC) we understand that children are individuals with their own thoughts, emotions, expressions curiosity and potential. Therefore, there is time for a child to express, learn, explore, extend and revisit a given project. We want our students to learn how to research, inquire, analyse and question their world.

At the ELC we lay the foundation for learning at VISS through a teaching and learning inquiry based pedagogy to ensure student engagement in the learning process. We create physical environments that support a range of opportunities for learning and physical activity, both indoors and outdoors. We build on children's interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development and use child-centred approaches to teach particular knowledge and skills explicitly.

It is wonderful to see the amazing progress the students have achieved after being at VISS for just a few months, even those with minimal English.

### **26. How do we teach?**

The Victoria International School of Sharjah is a supportive and productive learning and teaching environment where students' needs, backgrounds and interests are reflected in the learning programs and the design of the school. The School's focus is on designing organisational arrangements to challenge and engage young people.

Thinking oriented programs that focus on 'major projects', key concepts and key questions together with assessment and teaching practices form the basis of all whole school and program based planning. Sufficient time in teaching sessions is allowed for students at the school to properly and fully examine ideas.

Learning experiences are challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters wherever practicable. Appropriate support structures are developed to encourage students to follow interesting and open lines of inquiry in projects and investigations where knowledge and skills gained can be applied to real world situations.

Learning opportunities at the school are open-ended, cater for the multiple intelligences of all students and are based upon cooperative 'student-centred' learning strategies with sequential courses of study.

Learning and Teaching programs are based in but not confined to the classroom. Multipurpose spaces, and weather permitting, outdoor areas, are used for large groups and both targeted and integrated activities. Excursions into the community, visits from community members and camps, enhance the learning program.

The school constantly reviews its teaching practices and undertakes its own externally validated assessment to ensure what we offer families is the best possible education.

## **27. How are students assessed?**

High quality, rigorous assessment practices from Grade 1 to Grade 13 are characteristic of the Victoria International School of Sharjah. These include:

- a range of measures for each student to demonstrate what they know, giving a more accurate picture of their learning and growth;
- student self assessment and student to student peer assessments which promote a deeper understanding of what the student is learning;
- assessment tasks that apply students' skills, knowledge and understanding to real-world challenges
- some negotiation of assessment with students to ensure shared understanding of standards, purpose and the criteria to be applied to their work;
- development of individual learner profiles, and/or portfolios showing the progress made by individual students and providing a sound basis of evidence for reporting progress to parents;
- differing forms of testing, from informal tests to formal exams at higher levels; and,
- Honest but constructive feedback as an ongoing part of the classroom experience.

Teachers use this variety of assessment strategies not just to determine how a student is progressing, but also to assist students in setting goals for their learning.

Prior to each unit of work, students are assessed to establish clearly students' individual academic needs.

Results of school-assessed coursework and external examinations contribute towards a student's study score in each Victorian Certificate of Education subject and ultimately towards the student's tertiary entrance ranking for entry into university.

## **28. Are there examinations in this school?**

Yes. Examinations in all subjects of the Victorian Essential Learning Standards are held throughout the year as one of the methods of assessment used.

### **29. Are there school reports?**

Yes. The school provides parents with formal school reports twice a year. In the ELC, evidence is collected based on the Victorian Developmental Framework to create student portfolios and learning journals. These are the narratives of what the child learns at school and the students take great pride and satisfaction in their portfolios.

From Grade 1, the formal reports indicate progress against clearly stated standards based on strengths and areas requiring additional assistance, suggestions for support and extension strategies and a student self-assessment. In addition, two parent teacher meetings are held.

### **30. How are students with special needs supported at the school?**

The curriculum at VISS is rigorous, therefore, the school does not offer specialised support for students with learning difficulties. Support is offered to students who are high achievers or those for whom English is a second language. Before the student is enrolled an initial assessment will be conducted to see if the school can support the needs of the child.

All teachers at the school are fully experienced in a range of strategies and in using a range of resources required to achieve improved and enhanced learning outcomes for all students accepted at the school. In particular teacher practice at the school focuses on student-centred planning based on an understanding of each student's existing strengths and abilities, their personal history and individual identity.

### **31. How are gifted and high potential students supported at the school?**

The VISS curriculum is set at a challenging level rather than a minimum level of competence and is intended to stretch students in their learning.

For gifted and high potential learners, special provision is made in the regular classroom through enrichment activities.

By planning programs at the school that centre around a major topic, key concept or key question, gifted and high potential students are challenged to integrate their knowledge and learning across subjects and to study topics from multiple perspectives.

### **32. How are students with limited English ability supported at the school?**

The Victorian International School of Sharjah provides an 'English as a Second Language' program (ESL) to assist students in improving their English as quickly as possible.

Students needing 'English as a Second Language' support will receive explicit English language teaching, support and exposure to English either within the classroom program or in specialist classes. This support starts in the ELC and continues right through the School.

### **33. Does the school provide for careers advice?**

Yes. Consistent with our desire to support each student, a comprehensive career education program is offered at the Victoria International School of Sharjah that consists of the following components:

- Self awareness - to help students identify their personal attributes
- Opportunity awareness - to involve students in investigating, exploring and experiencing the world of work and the various pathways within it
- Decision learning - to enhance informed decision making
- Transition planning - to develop skills that students that effectively move into new situations.

## **SCHOOL FACILITIES**

### **34. What are the facilities?**

The Victoria International School of Sharjah has been purpose designed and was built by the Government of Sharjah through the direct support of His Highness Sheikh Dr. Sultan Bin Mohammed Al-Qassimi, Ruler of Sharjah. The beautiful and unique design of this school incorporates the latest international research and thinking of how school layout adds to student learning.

The facilities include three separate but interdependent schools: an early learning centre, a primary school and a secondary school all on one site in separate but linked areas. Each school has modern, well equipped and spacious classrooms, in addition to withdrawal, specialist and large group areas. A state of the art Science-Innovation and Technology Centre, modern Library and Resources Centre and a VCE Centre enhance the school's learning environment. Additional specialist facilities include a five hundred seat theatre and purpose built Performing Arts Centres, fully equipped music and art rooms, outdoor presentation areas and an amphitheatre, a swimming pool, four basketball courts, a soccer field and safe and engaging play equipment.

Throughout the school site are comfortable covered outdoor seating areas and grassed courtyards. The school also provides a large cafeteria and indoor eating areas. The school is fully air-conditioned and there are many covered walkways for students to move from one area to another.

### **35. What Information and Communications Technology does the school have?**

Technology is used throughout the school to support and develop student learning. Students and teachers have access to the very latest 'cutting edge' digital technologies including laptops and desktops across the entire school site, wireless access, broadband internet, digital multimedia equipment, interactive software for science and technology, data logging devices, computer based microscopes, and interactive whiteboards.

## **SCHOOL HOURS AND CALENDAR**

### **36. What are the hours of schooling and term dates?**

The Victoria International School will offer four terms of schooling per year. School terms coincide fairly closely to common practice in other schools in the United Arab Emirates and the school observes all Islamic religious holidays. School takes place from Sunday to Thursday inclusive. In the Junior and Secondary Schools (Grades 1 - 13), the school day commences at 8.10 am and finishes at 2.55 pm for all students from to ensure students are on the buses by 3.05pm, unless they are staying for after school activities. The school day includes a 25 minute morning break and a 50 minute lunch break. For students in the Early Learning Centre, the school day begins at 8.00am. Nursery & KG1 students finish at 12.00pm and the KG2 students finish at 1:15pm. There are activities provided at a small cost for those students in the Early Learning Centre who need to stay at the school until 2.55pm to catch buses.

# 2011 / 2012 VISS ACADEMIC CALENDAR

**July 2011**

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**August 2011**

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28	29	30	31			

**September 2011**

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**October 2011**

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23	24	25	26	27	28	29
30	31					

**November 2011**

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27	28	29	30			

**December 2011**

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**January 2012**

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29	30	31				

**February 2012**

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26	27	28	29			

**March 2012**

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**April 2012**

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29	30					

**May 2012**

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27	28	29	30	31		

**June 2012**

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24	25	26	27	28	29	30

**Legend**

School Holidays
Religious Holidays (subject to confirmation)
Important Dates
School Working Days
Weekends

**Notes:**

- August 21 → New Staff Start
- August 24 → First day for all Staff
- September 4 → All Students Start

## **COMMUNITY INVOLVEMENT**

### **37. How do parents become involved with the school?**

Parents have a key role to play in their child's career planning, and can have a powerful impact on their child's career development. Involvement in the Victoria International School of Sharjah by parents helps our students achieve the best possible learning outcomes. Parents can participate in school life, both formally and informally, through the parent association, volunteering and staying up to date with news about what is happening in education. Opportunities are available for parents who wish to volunteer, helping in school activities like: excursion and school events, assistance with other programs, and participation in committees and cultural groups.

Our school looks for enthusiastic parents who will work in partnership with teachers to help improve the learning outcomes for all students.

There is an active Parent teacher association which runs both friend-raising and fund raising events. The school encourages parents to be involved.

### **38. How does the school involve the broader community?**

The Victoria International School of Sharjah has a commitment to being a centre of activity for both the school and broader community, through use of its facilities and by being a lighthouse for education in the region.

### **39. Is there a school uniform?**

Every student at the Victoria International School of Sharjah (except Nursery students) is expected to wear the school uniform. More information as to the type and cost of the school uniform can be obtained by contacting the Reception at the school's office, or by accessing the schools website, [www.viss.ae](http://www.viss.ae).

## **ENROLMENT, TRANSPORT AND FEES**

### **40. Is there an entry assessment?**

Yes. As the curriculum at VISS is rigorous, an assessment is undertaken to understand the learning needs of the student and ensure that the school is the correct fit for the student.

### **41. Is transport available for students?**

Yes. The Victoria International School of Sharjah operates an air-conditioned fleet of buses. The enrolment form has a section where parents may indicate their interest in this service. Information can be obtained from the School Administration.

### **42. What are the fees?**

The current school fees (per annum) are:

<b>Nursery</b>	<b>KG1</b>	<b>KG2</b>	<b>Grade 1</b>	<b>Grade 2 – 5</b>	<b>Grade 6- 9</b>	<b>Grade 10-11</b>	<b>Grade 12-13</b>
22,000	27,000	32,500	37,800	39,350	45,250	51,200	57,000

*Payment of school fees must be made before the start of the Academic Year.*

### **43. Is there a fee discount when enrolling two or more children?**

In all cases, the eldest child of a family enrolling in the Victoria International School of Sharjah will be subject to a full fee cost. However, there is a discount arrangement available when enrolling additional children in the school as follows:

For the second oldest child in the family, a 10% discount is offered off that individual child's fees and for every child after that, a 20% discount is offered off each individual third child's fees and so on.

#### 44. What do the fees cover?

Victorian International School of Sharjah is a *not for profit school*. The fees cover all curriculum instruction, student wellbeing and management support services and structures, co-curricular activities, some targeted incursions and excursions and all school owned learning and teaching materials.

#### 45. Are there additional fees or levies?

The school charges a stationary fee which covers stationary items, books students write it, and access to the school's Information and Communications Technology infrastructure.

#### 46. Will government funding be available for the school?

Student fees provide the major revenue source for school operations. His Highness Sheikh Dr. Sultan Bin Mohammed Al-Qassimi, Ruler of Sharjah is contributing towards the set up and capital cost of the school, to ensure that the best quality learning and teaching facilities and curriculum are provided to every student who attends.

#### 47. How do I enrol my child at the school?

You can express interest in enrolling in the Victoria International School of Sharjah by following these three steps:

- Step 1:** Obtain the pre assessment and application forms for the school by;
- a) Visiting Reception at the school's office; or
  - b) Emailing [admin@viss.ae](mailto:admin@viss.ae) to request that an application form be sent to you directly; or
  - c) Visiting our website <http://www.viss.ae> and downloading the online forms
- Step 2:** Fill in the pre assessment/application form.
- Step 3:** Send the completed pre assessment/application form to the school's address:  
Victoria International School of Sharjah  
P.O. Box 68600 Sharjah  
United Arab Emirates

Or hand-deliver the completed pre assessment/application form to the school administration office.

The pre assessment process will occur first. This will involve you and your child attending the school for an interview with the respective Head of School and for your child to undertake the pre assessment tests. It also involves paying the pre assessment fee of **AED 200/-**.

Once the school has notified you that there is a place for your child, please complete the application form. You will need to ensure that attached to the completed application form are the following items:

- Registration Deposit of **AED 2000/-** (which will be deducted from your first term fees)
- 4 Passport sized **recent** photographs of the child
- A copy of the Birth Certificate or Passport (for International Students)
- Completed Immunisation and Health Records
- Transfer Certificate from the Ministry (for students who were previously enrolled in UAE Schools)

Following receipt of **ALL** these documents and your **AED 2000/-** registration deposit, you will receive a formal letter of acceptance from the school together with the following information:

- Appointed Grade
- Date of commencement
- Details regarding uniform order and supply
- Parent Handbook