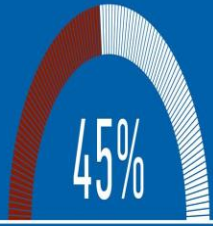


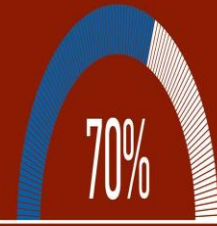


Congratulations

to our GCSE students
on the excellent results



ENTRIES ACHIEVING
GRADES 7-9 (A-A*)



ENTRIES ACHIEVING
GRADES 5-9 (B-A*)

10A*, 1B

WIN student since
2010



I am thrilled to share my outstanding results. Achieving this milestone wouldn't have been possible without the unwavering support of my family and my teachers. Their guidance, and tireless efforts have shaped my academic journey. I thank my school for nurturing my potential. I look forward to continuing this path of excellence with the continued support of the school and my teachers.

ATLANTA COELHO

School Topper



10A*

WIN student since
2011



IGCSE has been a transformative experience where challenges were conquered with unwavering dedication. This achievement is not mine alone; it's a testament to the support of my teachers, the encouragement of my family and their belief in my capabilities. With this accomplishment as a foundation, I embark on future endeavours with the same enthusiasm, ready to embrace challenges and carve my path to success.

JANELLE D'MELLO

School Topper



9A*, 2A

WIN student since
2020



I want to thank my teachers for their great support even beyond school hours and school for aiding me to achieve excellent results on my IGCSEs. I want to keep this momentum and score excellent grades on my AS and A levels to achieve my dream of becoming a doctor.

ASHVANTH KUMAR

SARAVANAN

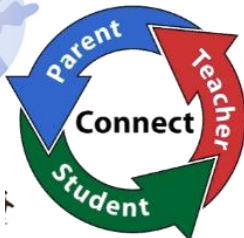
School Topper



"I am really impressed to see yet another incredible set of results. We are all so proud of our students and staff, whose dedication and commitment are unmatched. I am confident that all of you will continue to stay focussed and make the most of your final leg at high school in sixth form. Our best wishes to pursue all your dreams and aspirations. And a big shout out to all the parents, too! The strive for excellence continues year on year!"

MEENAKSHI DAHIYA

Principal/CEO



AIM HIGH ORIENTATION- KS4 AY-2023-24





The Senior Leadership Team



Ms. Meenakshi Dahiya
Principal & CEO



Ms. Harpreet Kaur
Vice Principal



Ms. Jaya Paliwal
Head of Primary



Ms. Preeti Manoj
Head of Secondary



Mr. Gaber Sayah
Head of Arabic



Ms. Anna Cherukara
Head of Innovation &
Curriculum
Enrichment



Ms. Elizabeth Jacob
Head of Professional
Development



Ms. Kathryn Darashah
Head of Innovation &
Curriculum Enrichment



Ms. Debbiejo Miranda
Head of Well Being



Ms. Deepika Dayal
Deputy Head of Primary



Mr. Nisar Mohamed
Deputy Head of Secondary &
Academic Advisor

Extended Leadership Team



Ms. Sujaya Sen
Head of examinations



Ms. Shirin Farzana
Education Technology Advisor



Ms. Deisree Scott
Head of Foundation



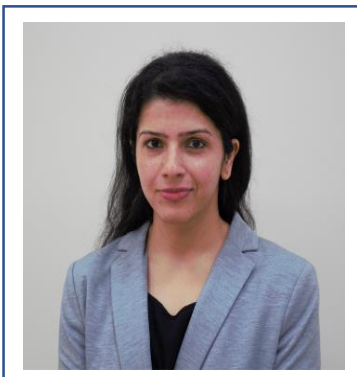
Mr. Neijin Pathrose
Health & Safety Advisor



Ms. Shalini Rajan
Future Learning & Experiential
learning Advisor



Key Stage 4 Team



Ms. Amber Bilal
Head of Key Stage 4



Ms. Jane
Head of Year 10



Ms. Reshmi Puzhankara
Career Counselor



Ms. Rekha
Head of Year 11



Mr. Ernest
Head of Year 11

Secondary Team-Head of Department



Ms. Akifa
Head of English



Ms Aditi Kapoor
Head of Science



Ms. Tahmeena
Head of Math



Mr. Jalloul
Head of French



Mr. Ahmed
Head of Arabic



Mr. Libson
Head of PE



Ms. Shirin
Head of ICT



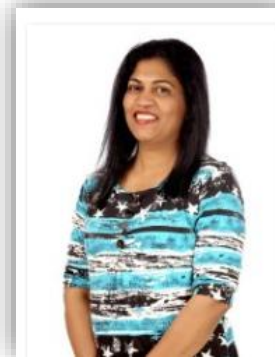
Mr. Angelo Dias
Head of Art



Ms. Lincy Shibu
Head of Business



Ms. Meera Jacob
Head of Humanities



Ms. Shalini Rajan
Head of BTech



Ms. Reshmi Puzhankara
Career Counselor



Ms. Ruchi Bhatia
Student Counselor



Introduction to Key Stage 4

Arabic

**Islamic Education for all
Muslim students and
PSCHEE for non Muslims**

**IGCSE
Mandatory
Subjects**

**First Language
English**

Mathematics

**IGCSE
Options
(5 subjects)**

Option 1

Option 2

Option 3

Option 4

Option 5

Accounting

Business

Economics

Geography

Psychology

Chemistry

Physics

Travel and Tourism

Art and Design

History

Sociology

Food and Nutrition

Biology

EVM

ICT

Computer Science

French



Structure and Benefits of CAIE IGCSE level



- Exams taken at the end of Year 11 for IGCSE
- Each subject receives a separate grade.
 - ▶ Grades are from A* to G, with A* being the highest.
 - ▶ Highest possible grade for subjects that offer core curriculum is C.

Your child's needs as a learner are at the heart of our approach to education. We encourage students to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** and developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference...



**Cambridge
Assessment**



Assessment Overview Example for IGCSE MATHEMATICS 0580

Core assessment

Core candidates take Paper 1 and Paper 3. The questions are based on the Core curriculum.

Paper 1 (Core)

1 hour 35%
56 marks
Short-answer questions
Externally assessed

Paper 3 (Core)

2 hours 65%
104 marks
Structured questions
Externally assessed

Extended assessment

Extended candidates take Paper 2 and Paper 4. The questions are based on the Extended curriculum.

Paper 2 (Extended)

1 hour 30 minutes 35%
70 marks
Short-answer questions
Externally assessed

Paper 4 (Extended)

2 hours 30 minutes 65%
130 marks
Structured questions
Externally assessed

- Candidates should have a scientific calculator for all papers.
- Three significant figures will be required in answers (or one decimal place for answers in degrees) except where otherwise stated.
- Candidates should use the value of π from their calculator or the value of 3.142.



Grade thresholds and grading in IGCSE

June 2022

Option	Maximum mark after weighting	Combination of Components	A*	A	B	C	D	E	F	G
BX	200	21, 41, 51	156	130	104	79	66	54	42	30
BY	200	22, 42, 52	157	132	107	83	68	54	40	26
BZ	200	23, 43, 53	143	122	101	80	68	57	44	31

June 2023

Option	Maximum mark after weighting	Combination of components	A*	A	B	C	D	E	F	G
BX	200	21, 41, 51	165	137	109	82	69	57	46	35
BY	200	22, 42, 52	164	140	116	93	79	65	51	37
BZ	200	23, 43, 53	164	137	110	84	71	59	48	37



Learner guide

Revision checklists

Reading

You should be able to	Ways to practise the skills	R	A	G	Comment
Understand main ideas by skim reading and select exact details by scanning texts.	<ul style="list-style-type: none">Read a text quickly, deciding what each paragraph is mainly about. Then read the text more slowly, looking for certain words, phrases or information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Read short texts.	<ul style="list-style-type: none">Read newspaper or magazine advertisements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Read longer texts.	Read: <ul style="list-style-type: none">blogs or web pagesarticles from newspapers and magazines which also state a viewpointarticles in textbooks and journalsa newspaper or your favourite magazine regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understand certain ideas, opinions and views of a writer in a text.	Read any text and answer the following: <ul style="list-style-type: none">What specific ideas are included?What are the writer's opinions/thoughts on the ideas given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Show some awareness of ideas that are not actually written down.	Read any text and answer the following: <ul style="list-style-type: none">What is the real purpose of this writing?What does the writer really think/feel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sample Responses

Now let's look at the sample candidate's response to the question and the examiner's comments on this response.

C. Example candidate response and examiner comments

The examiner comments are in the orange boxes.

Dear Mary,¹
How are you? I hope you and your family are away! I sent you this letter to tell you something unusual that happened on my last school trip last week. ~~My~~ My classmates and I went to the Mall of Cygnus with our teacher for an extra trip, because we won in a school competition. ~~the~~ During our walking in the mall and while we were shopping, one of my classmates saw my favourite singer sitting ~~at~~ in a cafe with her friends. I was very happy to saw her live but you know that I'm very shy and I really wanted to speak with to her or have a picture photo with her but I didn't. I know that I ~~have~~ should have gone but I was really nervous and I didn't want to ~~see~~ show something live that maybe my classmate went and bring me an autograph and she, also, ~~the~~ turn and told my "hello". I want to tell you much more but I have a private lesson.
I'm dying for your letter! I hope you answer soon.
Friendly,
Katerina!

1 The introductory paragraph addressed the reader of the email directly in the first line.

2 The candidate could have introduced the topic using words to create more interest or excitement. 'You'll never guess ...'

3 Use the past continuous and other past tenses in the story, as this candidate did. You will gain marks.

4 Explained why she was there and what she was doing. Extra detail will help you achieve more marks.

5 Mixing of tenses, 'was happy to saw her live'. Make sure you check your work for grammatical accuracy.

6 The candidate used common words and expressions throughout. Think of other words for 'happy' here, e.g. 'thrilled'.

7 Simple past is one of the main tenses for narrative pieces. Make sure you use the past simple correctly.

8 Good use of informal expression. You will gain marks for giving the sense of a relationship with the person you are writing to.

9 Say more about the audience here, e.g. Ask her a question. This helps to give the examiner the idea that you really know the person you are writing to.

The candidate wrote about the three bullet points. The introductory paragraph addressed the reader and used appropriate informal expressions. The candidate wrote a very straightforward story line which lacked development or original ideas. The task was fulfilled but lacked ambition. The style was simple. The meaning was clear and there was brief evidence of more complex structures, e.g. 'I should have gone'. Grammar errors showed that the candidate was not totally in control of verbs in the simple past. There was some mixing of tenses. More development would have improved this answer.

Total mark awarded = 11 out of 19
Content = 6 out of 10
Language = 5 out of 9

From 2019 the total marks will be 16.
The standard of marking remains the same.



Marking Schemes

B. Mark scheme

The examiner uses the band descriptors in the mark scheme below to assess your response to this question. The band descriptors describe the specific evidence examiners are looking for to award a mark in a certain band. The descriptors in the mark scheme are based on the assessment objectives being tested in the question. Remember, assessment objectives are the areas of knowledge, understanding and skills you need to show you have by the end of your course. Assessment objectives W1 to W5 are tested here (You saw these in Section 3).

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7–8	<p><u>Relevance</u></p> <ul style="list-style-type: none">Task is fulfilled.Consistently appropriate style and register for the text type.Excellent sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none">Content is very well developed, at appropriate length.Content is communicated skilfully and effectively.	7–8	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none">Uses a wide range of common and less common vocabulary effectively.Uses a wide range of structures, both simple and complex, effectively.High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication.Errors are related to less common vocabulary or more complex structures. <p><u>Organisation</u></p> <ul style="list-style-type: none">Effectively organised and sequenced.Uses a wide range of linking words and other cohesive devices, effectively.

To achieve this band you need to:

- Write about all the bullet points in the question in some detail
- Use an excellent style of writing throughout
- Write in the correct register (informal) throughout
- Give a clear sense that you are writing for a real person
- Write a story that has several ideas in it – make it fun and interesting
- Keep within the word limit.

To achieve this band you need to:

- Use plenty of interesting words
- Use lots of different and complex sentence types
- Use different sentence lengths effectively, for example simple and short for suspense, longer and more complex for description
- Make very few mistakes
- Tell the events in a logical order
- Link the events and paragraphs together with lots of good linking words.

Examiner Report

Principal Examiner Report for Teachers

MATHEMATICS

Paper 0580/11
Paper 11 (Core)

Key messages

To succeed in this paper, candidates need to have completed the full Core syllabus. Candidates should read the question carefully, focussing on key words and instructions and should also check their answers for sense, in the correct form and accuracy.

General comments

Candidates should pay attention to how a question is phrased, the command words used and what form the answer should take.

Candidates must show all their working to enable method marks to be awarded. Each step should be shown separately to maximise the chance of gaining marks.

The questions that presented least difficulty were **Questions 1, 14(a), 16(a) and 21(b)(i)**. Those that proved to be the most challenging were **Questions 10** (upper and lower bounds), **18** (distance, speed and time), **20(b)(ii)** (bearings), **22(b)** and **(c)** (gradient and equation of a line). The questions that were most likely to be left blank were **Questions 18, 19(b), 20(b)(ii), 22(b)** and **(c)**. It is likely that the blank responses were due to the syllabus areas being tested rather than a lack of time.

Comments on specific questions

Question 1

Most candidates were successful with this first question and gave the correct answer. The few incorrect answers that were seen included 75, 75% and 0.8 – this last may have been an unnecessary rounding. Also seen a few times was 3.4 which did not show understanding of fractions.

Question 2

This question produced a variety of incorrect answers with the percentage given as 13.33 ($16 \div 1.2$), 19.2 (1.2×16), 1.2 or 0.012, showing a lack of understanding of this type of percentage calculation. Sometimes the answer was a power of 10 out, for example 75% or 0.075%.

Question 3

This question caused some confusion as candidates tried to combine the two unlike terms such as $1py^2$ or $5p - 30$. With factorising questions like these, it is not correct to give an answer such as $5(y - 1.2py)$ as decimals must not be used inside the brackets.



How do we prepare our students

Assessment pattern similar to IGCSE expectations from Year 10 onwards

Practice Materials , sample papers and exams that simulate actual IGCSE Exam conditions

Time management techniques that emphasizes the importance of pacing themselves and allocating appropriate time to each question.

Study skill workshops and guidance on effective study techniques, note-taking methods, and revision strategies

Exam strategies: teach students how to approach different question types, manage time during the exam, and present their answers clearly and effectively.

Support for students in school during break . Non contact time.

Guidance with academic advisors and career counsellors



Learning Behaviors that lead to success

Active engagement in class.

Actively engage in class discussions, ask questions, and contribute to group activities. This promotes deeper understanding and helps build confidence in expressing ideas.

Time Management

Learn to manage time efficiently by creating schedules and setting priorities. Balancing academics, extracurricular activities, and personal time is crucial.

Independent learning

Take responsibility for your own learning. Research topics of interest beyond the curriculum, explore online resources, and seek additional reading materials.

Study strategies

. Experiment with different study strategies to find what works best for you. Techniques like active recall, spaced repetition, and self-testing can enhance learning and retention.

Collaborative learning

Engage in group study sessions or projects. Collaborating with peers can provide new insights and help reinforce learning.

Healthy lifestyle

Prioritize physical well-being through regular exercise, proper nutrition, and sufficient sleep. A healthy body supports a healthy mind.

Self Reflection

Reflect on your learning experiences, strengths, and areas for improvement. Regular self-assessment helps you track progress.

Balancing screen time

Strike a balance between screen time for educational purposes and leisure activities. Limit distractions during study sessions.

Embrace Feedback

Welcome feedback from teachers and peers. Constructive feedback helps you identify areas for improvement.



Assessment

International benchmark Assessments

CAT4 for Year as per the requirement
Progress Tests in English and Maths for
Year 10
PASS for Year 10 and 11
NGRT for Year 10 and 11

ASSESSMENT AND REPORTING SYSTEM				
	TERM 1	TERM 2	TERM 3	Overall end of Year grade
YEAR 10	Monthly Tests + Summative Assessment 1	Monthly Tests + Summative Assessment 2	Summative Assessment at the end of Term	For Overall grade – Term 1 , 2 and 3 grades are considered
Year 11	Monthly Tests +Pre Mock Examination	Mock Examination	CAIE Examination	



Formative Assessment



Personalisation-How do teachers use data



Assessment and Data Collection

Assess students' performance using various tools such as tests, quizzes, and observations. Collect student interests from their profiles. These assessments and information provide valuable data points that help identify individual strengths and areas where your child may need additional support.

Identifying learning targets

Once data is collected, teachers use it to set specific learning target for each student. These targets are personalized based on your child's current abilities and areas that require improvement.

Differentiated Instruction

Teachers adapt their teaching methods to address the diverse needs of students. Your child may receive additional challenges, remedial support, or alternative approaches to learning based on their data.

Individualized support

Data helps teachers identify struggling students early on, allowing for timely interventions and support. Teachers may provide break time and registration time, small group instruction, or resources to help your child succeed.

Tracking Progress

Teachers continuously monitor your child's progress and adjust their instruction accordingly. This ensures that your child is making steady improvements toward their learning goals.

Parent –teacher communication

Teachers share your child's data with you during parent-teacher conferences to keep you informed about their progress. You can also reach out to teachers to discuss your child's data and any concerns you may have.

How Parents can Support



**Understanding your
child's strength and
weakness**

**Regular review of
your child's
portfolio and
profile**

**Set realistic
goals**

**Create a
learning
environment
at home**

**Regular
communication
with teachers**

**Set a Routine and
Manage Screen
Time**

**Celebrate
Achievements**

**Seek additional
support if needed**

**Promote a growth
mindset**

Requirements and conditions for Admission at A level



Before selection of option please do a thorough research of what you want to pursue in the universities, which courses and what do you need in A level, which subjects will get due recognition and credits and which will not.



A student must achieve a minimum B grade in IGCSE in all subjects that he/she wants to pursue further in A level



Students must choose a minimum of three subjects, one from each option block.



IT and Computer science cannot be written in the same setting as per CIE.



An option will be considered viable only if at least 10 students sign up for it.

Ministry Arabic is compulsory for all Arab until year 13.
Arabic is compulsory for Arab students and also for all Non- Arabs students who wish to attend any UAE University (International/local) in the future.
Islamic Studies is compulsory for all Muslim students until year 13.

Please note that EMSAT examination is the ministry requirement for admission into local UAE University both National and International. Further details can be found on the individual university websites. Please refer to them.



Requirements and conditions for Admission at A level



Students need to get a recommendation letter by the HOK- 4 for good behaviour , punctuality and attendance



Attendance should be 96% or above.

BTEC is a 2-year programme. BTEC can be studied alone or in combination with A levels. One BTEC is equivalent to 2 A levels. Students can also choose either 2 BTEC Options or hybrid option: 1 BTEC and 2 AS options. BTEC is a highly recognized in UK and does not require equivalency from UAE ministry of education for universities in UK. Please check on acceptance of BTEC in the university you wish to pursue.



A Level Admission Procedure



Conditional admission for Year 12

Conditional Admissions are based on the Performance in Pre-mock and Mock Examination and consistent performance of the child in Year 10 and through Year 11.

Final admission for Year 12

Admission will be confirmed only after the final IGCSE results are declared and you meet the grade requirement in the selected options.



Safeguarding

Federal Law No. 3 of 2016 concerning child rights, also known as **Wadeema's Law**, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, physical and psychological abuses. It is the combined duty of the parents and the school to ensure that students are healthy and safe and are able to access education continuously and consistently.

Parental Responsibility- Chapter 3 - Family Rights - Article 15

The child's parents or their equivalents and the custodian of the child shall provide the requirements of family safety to the child within a coherent and cooperative family.

The child's custodian shall assume the responsibilities and obligations entrusted to him/ her in raising, caring, guiding and developing the child in the best way.

Designated Safeguarding Lead: Ms Harpreet Kaur

Email id: harpreet.k_WIN@gemsedu.com

Deputy Designated Safeguarding Lead: Mr Neijin Pathrose

Email id: nejin.p_WIN@gemsedu.com

Deputy Designated Safeguarding Lead: Ms Preeti Manoj

Email id: preeti.m_win@gemsedu.com

Deputy Designated Safeguarding Lead: Ms Jaya Paliwal

Email id: jaya.p_win@gemsedu.com



Responsible Use of devices and social media

Before You Post

THINK

T - is it True?

H - is it Helpful?

I - is it Inspiring?

N - is it Necessary?

K - is it Kind?



Please visit the UAE cyber law website : [Cyber safety and digital security](#) - The Official Portal of the UAE Government for more details.

At school

Please note mobile phones are not allowed in school premises. If your child is carrying phone to school for some reason, the phone should be on silent or switched off and must be kept either in bag or in the locker. If we find any students using phone inside the school premises they will be asked to deposit for the day at Head of school office and will be returned to the parent only. This will lead to a warning letter and child be placed on a behavior contract with a condition to be re-enrolled.

Curriculum Enrichment



COMPETITION

Sports

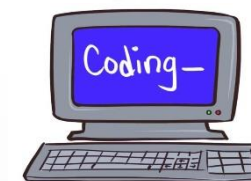
We have opportunities for our students to showcase their sports skills and we have various sports team for both the boys and girls- Football, Basketball, Cricket, Volley ball, Net ball, Tennis, athletics, swimming etc

Arts and Performing arts

School choir



EMIRATES
LITERATURE
FEST



Student Led Clubs

Book Club, Cooking Club, MUN, Debate, Dance, Music, Chess, Art, Science Club and many more

Leadership Enhancement-All students get opportunities to enhance leadership by leading and organising assemblies, leadership positions, clubs and initiatives etc.

Additional Learning

Opportunities- International School Trips, Overnight Camping Trips, Field trips, Participations in MUN, Debates, Diplomathon, World Scholars Cup, Olympiads, Participation in FLN, Technovision, Learning Market, WIN MUN, STEAM Carnival, International Coding Competition etc

Student Initiatives -

All Students are encouraged to share their talents, community awareness by initiating programmes/ activities for their peers





Career Counselling at WIN

Building student
profiles from Year
7

Volunteering
opportunities

Option assemblies
and taster lessons
at year 9

Career assemblies
and career fairs

Study skills
workshops

Career talks with
specialists and
alumni

Individual
counselling



Expectation Attendance, Uniform and Punctuality



- Attendance of 96% and more is required to register for the examination
- Both Class and Subject attendance will count for overall attendance
- The school expects all children/students to be in school latest by **7:30 am** and in their respective classroom/form rooms by **7:35 a.m.**



- Students entering the form class after 7:40am will be marked **late** and late SMS will be sent to the parents.
- Registration is between 7:40 a.m. and 8:00a.m. The school gate will close at **7:35 a.m.**
- Any child arriving after **7:55 a.m.** is required to log in at the security, and has to report to main reception. The child will be escorted to respective school secretary to mark the late

Uniform Policy



- Students are required to come to school in school uniform and Should wear Lanyard at all time
- **Accessories:** Jewellery should not be worn with exception of a watch and 1 pair of small ear studs for girls. Friendship bands are not permitted. Jewellery should not be worn with exception of a watch for boys. No ear studs for boys.
- **Hair** must be brushed/combed neatly and out of the eyes. Long hair must be tied back. Outrageous hairstyles, highlights, outrageous colours, streaks, dip dying etc. are not permitted. Hair gel and spikes are not allowed. For Boys Hair must be evenly cut. Mohawk or other styles are not permitted.
- **Make Up:** Make-up is not permitted at all throughout the school day. Even eye shadow / mascara is not permitted. Lip balm should be colourless.



Student Support Systems

Study Skills Workshop

Support lessons for Year 11

Resources such as IGCSE Learner guides and sample student responses

Study groups and academic clubs by students

Peer Mentors

Career counselling

Student counsellor



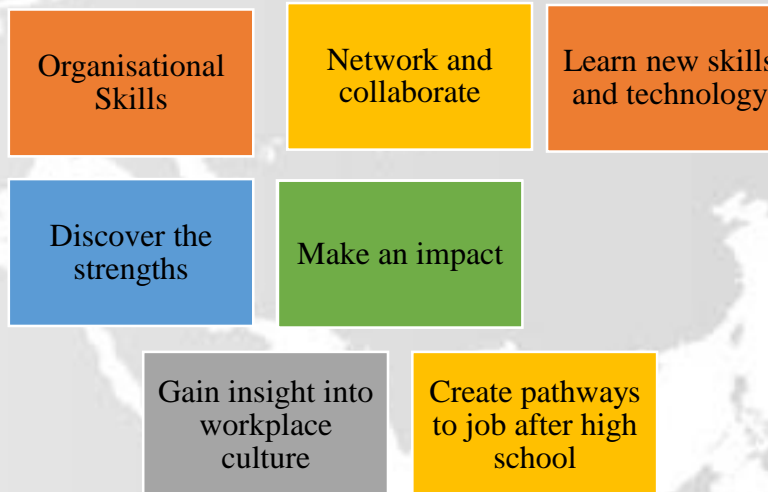
WIN Volunteering Program



Purpose and Aims of the WVP

Volunteer work presents a great opportunity for teenagers to prepare for the future, as well as to improve their communities. In addition to boosting socializing skills and awareness of local organizations and social issues, high school students who volunteer often may have an advantage over their peers when headed off to college.

Benefits of Volunteering



Phase	No. of Hours completed per year	Certificate awarded
Secondary (Key Stage 3 and 4)	10 hours	Bronze Commendation Certificate
	15 hours	Silver Commendation Certificate
	20 hours	Gold Commendation Certificate
	25 hours	Platinum Commendation Certificate
Sixth Form	22 hours	Bronze Commendation Certificate
	40 hours	Silver Commendation Certificate
	60 hours	Gold Commendation Certificate
	75 hours	Platinum Commendation Certificate

EDUCATION



Parent-Teacher Communication

Face to face meetings

For Any meeting with the teacher , parents need to write an email and take prior appointment.

All meetings with teacher will take place after 2: 30 p.m.

Emails and phone calls

Teachers will get back to you within 24 hours.

Teachers will be unable to reply to any emails during contact time.

If there is any urgent message, we request you to call the School reception and leave a message. The teacher will call you back during her non-contact time

Other Communication channels

We will stay in close contact with you. This will be through our website, e-learning platform, calls, meetings, webinars, orientation workshops, assemblies, weekly updates and emails



Whom to Contact

Pastoral Issues	Subject Issues	Specific Issues
Form Tutor	Subject Teacher	Head of Key Stage
Head of Year	Head of Department	Student Counsellor
Head of Key Stage	Deputy Head of Secondary	Head of Well Being
Head of Secondary	Head of Secondary	Head of Secondary





Thank you for attending the Orientation

SCAN THE QR CODE TO SHARE YOUR VALUABLE FEEDBACK

