

Canggu Community School Parent and Student Handbook

Updated for 2025-2026 School Year

Approved by the Yayasan



The mission of Canggu Community School is to empower all students as balanced, respectful and engaged global citizens who achieve their full potential as lifelong learners.

CANGGU COMMUNITY SCHOOL

An Empowered Education. A Unique Adventure




Mission

The mission of CCS is to empower all students as balanced, respectful, and engaged global citizens who achieve their full potential as lifelong learners.

Core Values

As a community, we are guided by our core values. We are community of:

Adaptable. Creative. Critical thinkers and inquirers.	 Learning	 Respect	Kind and open-minded people who respect themselves, others and the environment.
Happy and confident learners who proactively collaborate locally and globally.	 Engagement	 Balance	Resilient and self-aware individuals who are emotionally, socially, and academically balanced.

Global Citizenship

We develop our curiosity about the world and extend our respect and appreciation of diversity. We engage in local and global issues and affect positive change as balanced and self-aware global citizens. We leverage technology responsibly and ethically to foster community on a global scale.

 www.ccsbali.com



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DYNAMIC, ENGAGING AND FUTURE-ORIENTED LEARNING

- CCS fosters dynamic and innovative learning that equips students for future success, enabling them to reach their full potential.

SOCIAL, EMOTIONAL & PHYSICAL well-being - CCS prioritizes student's social, emotional, and physical well-being, providing the support they need to balance and excel in all aspects of their development.

COMMUNITY SPIRIT & COLLECTIVE IMPACT THROUGH GOTONG ROYONG - CCS strives to cultivate a culture of Gotong Royong - shared responsibility and collective action - empowering our community to create a positive impact on the world.

INNOVATIVE, ETHICAL, AND PURPOSEFUL USE OF TECHNOLOGY & AI - CCS embraces technology and AI to transform teaching, learning, and operations, equipping our community to innovate, adapt, and lead in an evolving digital world.

LONGEVITY AND OPERATIONAL EXCELLENCE FOR A THRIVING FUTURE - CCS builds on its strong foundation by enhancing administrative and operational systems while ensuring financial stability for the future.

Child Protection at Canggu Community School

CCS is committed to protecting and safeguarding all children. In line with CCS Mission and Core Values, CCS has adopted a Child Protection Policy to guide our staff, families, and community members in matters related to the health, safety and care of children.

All children have a right to be safe. The health, safety and well-being of all our students is of paramount importance and will be respected, protected and fulfilled by all members of the CCS community. Our children have a right to feel safe and protected, regardless of age, gender, race, culture, sexual orientation, or disability.

CCS endorses the Convention on the Rights of the Child of which the host Country, Indonesia, is a signatory, and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. Please refer to the full CCS Child Safeguarding and Protection Policy as shared on the CCS Website.

Acronyms and Abbreviations

AI	Artificial Intelligence
ASA	Afterschool School Activities
ATL	Approaches to Learning

BSSA	Bali Schools Sports Association
CAS	Creativity, Action, Service
CCS	Canggu Community School
CIE	Cambridge International
Examinations	
CIS	Council of International
Schools	
DoE	Duke of Edinburgh
International Awards	
D&T	Design and Technology
EAL	English as an Additional
Language	
EARCOS	East Asian Regional Council of
Schools	
ECA	Extra Curricular Activities
EY	Early Years Programme
(Preschool and Reception)	
FoCCS	Friends of Canggu
Community School	
IBDP	International Baccalaureate
Diploma Programme	
IBO	International Baccalaureate
Organisation	
ICT	Information Communication
Technology	
IEP	Individual Education Plan
IGCSE	International General
Certificate of Secondary Education	
MAP	Measures of Academic
Progress Assessments	
MUN	Model United Nations
LOTE	Language Other than English

PC	Pastoral Care
Phase 1	Early Years and Years 1 and 2
Phase 2	Years 3, 4, 5, and 6
PE	Physical Education
POI	Programme of Inquiry
PSHE	Personal, Social and Health
Education	
RND	Refundable Notice Deposit
SC	School Committee
SEN	Special Educational Needs
SPK	Satuan Pendidikan Kerjasama
TOK	Theory of Knowledge
WASC	Western Association of
Schools and Colleges	
YSI	Yayasan Swamitra
Internasional	

CCS Teaching and Learning Policy - Definition of High-Quality Learning

Purpose

The purpose of this handbook is to make explicit the school's beliefs about the characteristics of high-quality learning and the role of students, teachers, and parents. Foundational to this policy is the belief that quality learning is student-led and individualized. The educator's role is to facilitate the learning process by implementing effective student-centered teaching practices at all times. Furthermore, learning occurs in a dynamic community in

which students value what they are learning and seek to make a difference. This policy supports all stakeholders in order to provide high-quality learning experiences, resulting in high levels of individual achievement.

High-Quality Learning at CCS is:

- An engaging process in which learners connect to prior learning, transferable concepts, and local and global contexts.
- Based on inquiry with learners demonstrating curiosity, exercising choice, setting goals, and taking responsibility as life-long learners.
- Focused on community with learners collaborating and applying learning in a supportive, positive environment.
- Respectful of learners' unique needs, interests, and individual process; students are supported to learn from failure as much as success.
- A balance of academic, personal, social, and emotional development.
- A process that fosters the desire to learn more through practice, reflection, and feedback.

High-Quality Learning occurs when students:

- Connect and engage with real-life experiences and local and global issues.
- Engage throughout the learning process by setting goals, taking risks, and reflecting on their learning and processes.

- Undertake inquiry and research as well as critical and creative thinking.
- Are self-aware, motivated, and resilient.
- Are curious and inspired to take ownership of their learning.
- Feel safe and confident in a respectful and collaborative community.
- Build on prior skills, knowledge, and understanding
- Utilize effective feedback to improve learning.
- Communicate meaningfully to develop and show understanding.

High-Quality Learning occurs when teachers:

- Believe all students can learn and be successful, setting high expectations for all students and encouraging students to challenge themselves.
- Are committed to the development of students' social, emotional, and academic balance and development.
- Respect all students as individuals with unique learning needs, passions, and interests.
- Understand how individual students learn and engage students in the learning process.
- Promote authentic inquiry and intellectual curiosity
- Connect learning to concepts and local and global issues.

- Use diverse instructional strategies to differentiate for student needs.
- Build collaborative classrooms focused on teamwork, kindness, and respect.
- Use formative and summative assessment to support learning.
- Are life-long learners who reflect upon their teaching and model a growth mindset.
- Engage in their own professional learning with a focus on continual improvement.
- Collaborate effectively to improve student learning and support.
- Seek opportunities to partner with the local and global community.

High-Quality Learning occurs when parents:

- Actively engage in their child's learning process.
- Connect and collaborate with others to further support their child's learning and well-being.
- Act as role models for learning, respect, engagement, and balance.
- Provide a compassionate home environment which celebrates and promotes individuals' culture and language.
- Respond to school communication in a timely manner and keep all emergency contacts updated.

- Check Toddle and/or Managebac as well as keep up to date with their child's progress and assessments.
- Inform CCS when parents are outside of the home and child(ren) left with a caregiver.

Parental partnership is an integral part of the CCS experience. Parents and guardians should actively educate themselves on school policies and procedures to better support your students' success at CCS. Parents and guardians actively monitor your child's well being closely outside of school and notify the school if you have concerns. Parents and caregivers must notify CCS when you will not be in Bali with the appointed caregivers contact information. The CCS parent and caregiver partnership is essential in responding proactively to requests to better support your students and, in some instances, by seeking outside support when recommended including psycho-educational assessments, medical examinations or therapies.

CCS School Background

Canggu Community School (CCS) was founded in 2001 by Tommy and Ruth de Jong, and Ilse Curic. The school opened its doors with seven students and two teachers and was located in a villa located in Tegal Gundul, Canggu.

CCS built and moved to a new Canggu campus on August 1st, 2005 with 180 students and 17 teaching staff. With growth in student numbers, CCS was established as a foundation in 2006 under the name Yayasan Swamitra Internasional. The same year the first secondary class was opened. With this increase in secondary students, CCS obtained IGCSE accreditation and the first Year 10 class was opened in 2009.

A secondary campus was built in 2013, after which CCS was accredited by CIS and WASC, and not long after authorised to offer the IB programme for Year 12 and 13 students. In June 2014 the first cohort of graduates received their CCS Diploma. The first IB class started in 2014, with the first IB graduates of CCS graduating in 2016. In August 2020, CCS opened a new purpose-built Primary Campus across the river from the Secondary campus and linked by bridges. The new campus was fully finished in 2021 with the completion of sports facilities.

Since achieving these milestones, CCS has hosted a vast array of international events, maintained rigorous accreditations, improved its academic curriculum both nationally and internationally, maintained a positive social impact on the local and global community, and grown into the community school as it stands today.

Board of Governance: Yayasan Swamitra Internasional

Yayasan Swamitra Internasional (YSI) is a non-profit foundation that governs the school and is the legal entity under which the school operates. The Board of Trustees appoint the Board of Management members to take on the executive responsibility and accountability of managing all activities performed under YSI and the school.

The Board of Management's key responsibilities include ensuring CCS operates with full compliance to Indonesian laws and regulations, maintaining financial sustainability and whole-school longevity, and empowering the Head of School to operate CCS according to the guiding statements, existing policies and long-term strategic plan. YSI operates in full accordance with the Articles of Association as established in the Notarial Deed of Establishment (2006) and the laws, rules and regulations of the Republic of Indonesia.

As a foundation, the main objective of YSI is to have a positive social contribution on a local, national and international level in the provision of a world-class holistic education from Early Years to Senior High School. The vision of YSI is that CCS stands as a home to the community, providing meaningful opportunities for learning,

collaboration and exchange. YSI collaborates closely with the School Leadership Team in overseeing the implementation of this vision and mission.

Board of Trustees

Bastian Edward de Jong (Chair)
Ruth Mathilde Bernadette de Jong

Board of Management

Nadia Marlinda de Jong (Chair)
Made Rusmatini (Secretary)
Agung Yuswanto (Treasurer)

School Committee

The School Committee is an independent advisory committee that facilitates the school community participation, in order to improve the school quality, equality, and efficiency of education management for education from Early Years to Secondary education. The School Committee is a self-perpetuating committee, with an elected Chair, operating under the name "School Committee of Canggu Community School".

The role of the School Committee is to advise the School Leadership Team and Head of School on school policies and issues. The School Committee functions as a formal communication link between the school community and the School Leadership Team, in order to enhance parent communication and

input into relevant school matters. The School Committee can be contacted at sc@ccsbali.com.

Accreditation

CCS is fully accredited by the [Council of International Schools](#) (CIS) and the [Western Association of Schools and Colleges](#) (WASC). Full Re-accreditation was granted in May 2025 through 2030. Accreditation to these prestigious international bodies ensures that CCS is committed to continuous self-evaluation and improvement, with external peer verification, in order to meet our Vision and Mission, to the highest of international standards.

CCS is also authorised by the International Baccalaureate to offer the Diploma Programme as well as a Cambridge International Exams Centre. We are fully registered with the Indonesian Ministry of Education and Culture with licensed approval to run all of our programmes.

Friends of Canggu Community School Parent Teacher Association (FOCCS PTA)

The Friends of Canggu Community School Parent Teacher Association (FoCCS PTA) was established in 2004 as a parent committee with the aim of fostering the link between CCS and our parents, guardians and friends. As outlined in the [FoCCS PTA Constitution](#), the primary role of

FoCCS is to organize a variety of social events, many of which serve as fundraising initiatives that support CCS students, enhance school life, and contribute to a designated FoCCS charity. From its inception, this partnership between FoCCS and CCS has proven to be a valuable asset, encouraging parents to take an active role in their child's school and promoting a range of social and fundraising events. FoCCS can be contacted at foccs@ccsbali.com.

School Year and Public Holidays

In compliance with the Indonesian regulations, all national (public) holidays are observed at CCS. In total, the number of days students are required to attend school varies a little from year to year, but is always about 180. This is accepted practice for international schools. Please ensure that family holidays are only planned during the [school calendar published holiday dates](#).

Student Arrival and Dismissal

Year Group	Arrival Times	Start Time	End time
Early Years to Year 6	8:15am to 8:30am	8:35am	3:00pm Fridays 2:20pm
Year 7 to Year 13 *ECA schedule on Wed.	8:00am to 8:10am	8:15am	3:20pm

- A parent or designated adult is required to supervise the Primary students who arrive before 8:30am as staff members are not available for supervision before this time.

Parents or designated adults may drop students off at their classroom.

- Early Years students must be collected by a designated adult from the classroom each day.
- Years 1-6 students must be collected by a designated adult at the classroom or one of the CCS gates. If there is a change in the pick up arrangements please inform the school in writing via email or a phone call to the school office.
- Students should be picked up promptly at the designated closing time. If you are delayed, please telephone the front office so that we can reassure your son or daughter.
- Secondary students may make their own way home without supervision.

After School Supervision

After school supervision in Primary is provided only for:

- Students waiting for older siblings.
- Students waiting for an After School Activity or Music lesson.

Please note that all other students need to be collected at the designated closing time.

Secondary students who are not involved with supervised after school activities are required to leave the campus.

Communication

Communication is the key to a successful relationship between home and school. The best form of communication is either face-to-face, via email, Toddle in the Primary or Managebac in the Secondary. Should any issues arise, please bring the matter to our attention immediately by following these steps:

- If the matter relates to academic progress, classroom discipline or other issues at school, always talk to the classroom teacher first in Primary or the subject teacher and PC teacher in Secondary. Please email the teacher(s) to make an appointment time. Please remember teachers are not available during lesson times.
- If any matters remain unresolved, or further questions and clarification are sought, please make an appointment to speak with the divisional Principal.

It is important these steps are followed as most concerns can be resolved by direct communication with the classroom teacher. There will be meetings scheduled during the school year to address specific issues. You will be informed of these meetings in the CCS newsletter. The goal is to give our parent community various forums for discussion and input. Teachers in the Primary School use email and Toddle to communicate with parents. You will be given instructions on how to join Toddle

and ManageBac so that you get the important information from the class teacher.

Secondary Student Organisation

Secondary students must develop and use self-management skills in order to meet their potential.

Middle Years (7-9), students will develop a preferred method of organisation to support their learning and time management in collaboration with their Core and PC teachers. Middle Years students will be expected to use the Google Classroom and ManageBac online platforms as part of their management tools. PC teachers and the Middle Years (7-9) Curriculum Coordinator is available to help guide students in the development and use of these skills.

High School Years (10-11) and Diploma Years (12-13) are expected to independently develop and use their own self-management and organisation tools to support their learning and time management. Students are expected to use the ManageBac online platform as well as Google Classroom, Google Calendar and/or class websites as part of the suite of organisational tools. PC teachers as well as the High School (10-11) and Diploma Years (12-13) Curriculum Coordinators are available to help guide students in the refinement and use of these skills.

ManageBac is the cornerstone online platform that is used in Secondary. It is an online system that teachers use to set assessments and receive student digital work. ManageBac includes a calendar function and an online gradebook that supports student self-management and learning. Parents are also encouraged to utilise ManageBac to monitor and support student learning.

School Newsletter and Class Letters

At the beginning of each term, Primary class teachers will share a termly overview and timetable. In Primary, Toddle is utilised to share a weekly class newsletter, share learning, and report progress and achievement with parents.

In Secondary, at the beginning of each term, teachers will share subject overviews and assessment calendars for the term through ManageBac.

Secondary PC teachers will share bi-weekly year level newsletters, celebrating what is happening and sharing upcoming events.

Secondary parents are encouraged to use ManageBac to monitor their child's learning activities, attendance, grades, and behaviour notes.

School-wide newsletters will be emailed biweekly to keep you updated on what is happening at CCS.

Assemblies

Primary School assemblies are held regularly and based on the school values. Primary assemblies are generally held on Friday morning with parents welcome to attend.

Secondary School assemblies are held every two weeks, normally on Thursday mornings during PC time.

Whole School assemblies and house meetings happen periodically throughout the year.

Parent Coffee Mornings

Throughout the year we invite parents to coffee mornings that focus on different elements of your child's experience at CCS. The coffee mornings are an opportunity to get information and also to engage in dialogue about different topics. Parents are also invited to suggest topics for future meetings.

CCS Website

Please check the school website regularly as this is another forum that is used to keep the community informed of current and upcoming events, our stories, learning and curriculum, engagements outside the classroom, admissions, uniform, school calendars, policy information,

the Parent Student Handbook and more about different aspects of CCS, and interest groups, such as the School Committee (SC) and Friends of CCS (FoCCS) Parent/Teacher Association. The address is www.ccsbali.com.

Parents Out of Bali

If both parents are planning to be out of Bali, a guardian must be appointed. It is essential that the School is informed, in writing and by completing the [Parent Travel Form](#), of the dates that you will be away, your contact details during this period and the guardian's name, address and telephone numbers. All enrolled students at CCS must reside with a full-time legal guardian.

Change of Personal Information

It is vital that the school is made aware of any change of address, telephone numbers, email address and medical information. Failure to inform the school could lead to delays in times of emergency. Please contact us at jlee@ccsbali.com to update contact details or update yours in Managebac.

Students

Pastoral Care

In Primary School, the class teacher is the person who is primarily responsible for the pastoral care

of the students and should be the person that students, parents, and other teachers speak with if they wish to raise a question or an area of concern.

In Secondary School, students are under the care of their designated pastoral care (PC) teacher. The pastoral care teacher oversees the progress and well-being of each student and is the main point of contact for student related concerns.

Curriculum Care

In the Secondary School, students are under the guidance of their designated Curriculum Coordinator. In the Secondary School this is divided into;

- Middle School Years (Years 7-9)
- High School Years (Years 10 - 13) and,
- IB Diploma Years (Year 12 & 13)

The curriculum coordinator oversees the progress and development of each student and is the main point of contact for academic related concerns.

Student Recognition Policy

General Guidelines

House System:

- A house system will include four categories based on the CCS Values: Learning, Engagement, Balance, and Respect.
 - The main aim of the House system recognition is to help foster a sense of team spirit and community.

- CCS Houses are: Barak (Red), Gadang (Green), Pelung (Blue), and Kuning (Yellow).
- Houses for new students will be assigned at their time of enrollment. The criteria for assigning students to their respective houses is:
 - Students from the same family will be in the same house.
 - Returning students will be placed in their former house.
 - We will strive for a balance by year group and gender and if possible by abilities/talents.

Primary

House System:

- Students shall elect two House Captains for each house.
 - House Captains should be in Year 6.
 - House Captains should, where possible, be a male and a female.
 - At the end of each semester, the following trophies will be awarded in a House Recognition Assembly:
 - Trophy 1: Learning
 - Trophy 2: Engagement
 - Trophy 3: Balance
 - Trophy 4: Respect
 - Trophy 5: Sporting Prowess.
 - Trophy 6: House with the most overall points.
 - The House Recognition Assembly will take place in a general assembly area for Primary students.

CCS Values Certificates

- Students may be awarded certificates based on excellent achievement or demonstration of CCS Values above and beyond the expectation.

Secondary

House System:

- Each House will be led by a House Captain and a Vice Captain.
 - House Captains and Vice Captains should be a balance of male and female.
 - House Captains should be in Years 10-13.
 - Captains are responsible for leading their respective Houses and collaboratively planning events.
- In order to foster friendly competition, team spirit, and good sportsmanship, the Secondary School will hold regular House events including both athletic and non-athletic events.
 - Events occur 1-2 times per term with one athletic and one non-athletic event each term.
 - Points in competitions will include competitive results, participation, spirit, and sportsmanship.
- The CCS Swimming Carnival, Athletics Days, and Cross Country will include both individual and house elements with points gained based on results and participation.
 - Each event will include both competitive and fun, participation-based events.

- At the end of the academic year, the House with the most combined points will receive overall recognition.

Individual Student Recognition in Secondary:

- Formal recognition will occur at the end of the second term (Semester 1) and the fourth term (Semester 2) and will take on a more formal tone in an assembly.
 - One student from each class and/or year-level will be recognised for excellent demonstration of each of the four School-Wide **Core Values**.
- High Academic Distinction Awards will be given to students who meet specific attainment criteria on Semester reports:
 - Year 7-10:
 - Academic Achievement
A minimum of 6 in all subjects with no more than one 5
 - Academic Excellence
A minimum of 6 in all subjects
 - Year 11: (IGCSE)
 - Academic Achievement
A minimum of a B in all subjects
 - Academic Excellence
A minimum of a A in all subjects
 - Year 12 and Year 13:
 - Academic Achievement
Point average of 5.5 or higher (for a DP student, that means achieving 33 points or higher across six subjects, without bonus points)
 - Academic Excellence

Point average of 6 or higher
(for a DP student, that means
achieving 36 points or higher
across six subjects, without
bonus points)

- Outstanding athletic achievement will be recognised with the 'Athlete of the Year' Awards.
 - This award is presented to all-around athletes who have participated in a variety of BSSA activities to a high level throughout the year. They've shown sportsmanship, have always given their best effort and demonstrated a consistently high skill level.
 - This award is presented to a maximum of one male and one female in each year level.
 - The award will be presented at the end of each school year in a special assembly.
- Student achievements and participation in special events or learning outside recognition (e.g. Duke of Edinburgh, Cambridge, MUN conferences, GIN, Maths competitions, etc.) will be recognised in regular assemblies and newsletter entries.
- The CCS Year 13 Graduation will include 1-5 speeches from students exemplary in Learning (academics), Engagement, Balance, Respect and leadership.
 - Selection of speakers may include student input, with guidance from the IB Coordinator and final

approval from the Secondary Principal.

Behaviour Management Policy

CCS expects all community members to act in accordance with our Core Values: Learning, Engagement, Balance, and Respect. CCS has behaviour expectations of its students, staff and parents. The CCS Behaviour Code states that at all times, we are expected to demonstrate respect for self and others, respect for property, and to be responsible for work and behaviour. We role model the CCS Value of respect: "Kind and open-minded people who respect themselves, others, and the environment." We engage and collaborate appropriately, and we demonstrate balance and self-awareness by reflecting on our behaviour and impact on others.

Students have a responsibility:

- To respect the rights and dignity of themselves and others
- To become actively and productively engaged in learning
- To represent CCS outside of school in a respectful way that models the CCS core values
- To be prepared for all of their activities
- To collaborate effectively with others
- To arrive at school on time and maintain an attendance rate of at least 90%

Staff have a responsibility:

- To establish a positive school climate, which encourages and supports students'

self-management and in growing as caring global citizens

- To model the policy expectations and implement the policy fairly and consistently

Parents have a responsibility:

- To ensure that their child is ready to engage and learn
- To help their child follow the policy and CCS Core Values
- To behave in a respectful manner both at school and in the community
- To work in partnership with CCS to support student development of CCS values
- To communicate with CCS in a way that supports student development

CCS Behaviour Interventions and Consequences

Behaviours both positive or negative (resulting in consequences) are logged in Managebac in the Secondary School. It is imperative that students learn from their behaviours.

Misbehaviours are categorised into three categories: minor, major and serious (illegal). For each level, there are positive interventions and consequences and appropriate documentation. Positive interventions may include: consultations with students, teachers, pastoral caregivers and parents.

- [Tiered approach to implementing Behaviour management](#)

Examples of Minor Misbehaviours (but not limited to):

- Behaviours not inline with CCS Core Value of Respect.
- Not complying with the dress code or uniform policy.
- Chewing gum.
- Misusing electronic devices (not related to cyberbullying).
- Repeated lateness to school.
- Repeated missed assessments.

Interventions/Consequences for Minor

Misbehaviour:

- Reflective discussion with the student.
- Reflective thinking/conflict resolution.
- Developing a plan with the student (goal setting).
- Parent contact.

Repeat Minor Misbehaviours

- Same as minor misbehaviour, plus
- Meet with the pastoral caregiver/admin team.

With respect to misbehaviours that occur outside of school property and times:

All CCS students are expected to hold themselves to the CCS values and conduct themselves well outside of school. Students involved in school organised activities or wearing school uniform outside of the school are representing CCS and will be considered the same as being at CCS. CCS is responsible for ensuring all students feel safe and cared for while at school and we recognize that some behaviour outside of school might impact a students' social emotional well-being at school, these behaviours will be addressed through

school policy when appropriate. Major and Serious/illegal behaviour incidents which occur outside of school times or off campus, which involve one or more CCS students, will be subject to the same disciplinary consequences outlined below.

Examples of Major Misbehaviours (but not limited to):

- Repeated refusal to follow directions of staff members including teachers and support staff.
- Academic malpractice including
 - Academic misconduct (such as plagiarism or collusion) in accordance with [CCS Academic Integrity Policy](#)
 - Inappropriate use of AI tools in accordance with [CCS's AI Acceptable Use Guidelines](#)
- Willful destruction of property and/or stealing.
- Tobacco possession and/or usage, including e-cigarettes or vapes.
- Habitual neglect of responsibilities (e.g. attendance, homework, personal safety & safety of others including helmets, etc).
- Hitting, fighting, harassment, intimidation, bullying, verbal/physical abuse.
- Cyberbullying.

Interventions/Consequences for Major Misbehaviours may include:

- Same as Repeat Minor Misbehaviours, plus,
- Student bags and lockers searched,
- Parent meeting,

- Behaviour reports,
- In-school suspension,
- Out of school suspension for up to three days.

Examples of Serious and/or Illegal Misbehaviours (but not limited to):

- Use, possession and/or trafficking of alcohol, drugs, or any controlled substance.
- Possession or use of weapons/firearms.
- Bomb threats.
- Physical and/or psychological threats including sexual harassment.
- Vicious physical assault.
- Serious breach of CCS technology user agreement, including facilitating academic dishonesty.
- Racial abuse, language, or behaviour.
- Repeated major misbehaviours.

Interventions/Consequences for Serious and/or Illegal Misbehaviours:

- Same as above plus,
- Student bags and lockers searched,
- Meeting with student/parent/school support team, and,
- Immediate suspension, possible expulsion.

If a student fails to meet behavioural expectations and is suspended a third time, an expulsion or not being invited back to CCS the following year is an actionable consequence.

Procedures Related to Bullying

At CCS, we are committed to fostering a safe and inclusive learning environment free from bullying. Our

policy firmly condemns all forms of bullying, including physical, verbal, and cyberbullying, and is applicable to all students, staff, and members of the school community. We prioritise prevention through education, awareness, and the promotion of positive behaviour, and we provide clear guidelines on reporting and addressing incidents of bullying. Our policy ensures that all reported cases are taken seriously, investigated promptly, and appropriate disciplinary actions are taken against the perpetrators. We also emphasise the importance of support and intervention for both the victim and the bully, aiming to educate and empower individuals to understand the consequences of their actions and foster empathy and respect among our diverse student body.

The definition of bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Counselling support given:

- The school helps develop an awareness in school of what bullying is and why it hurts students of all age levels. This includes supporting proactive instruction on bullying, being an “upstander,” and other related issues.
- The counselors introduce and train staff members to be able to conduct a ‘shared problem solving approach’ and to foster an environment where students feel

comfortable telling others when they have been bullied.

- CCS staff and teachers including counselors provide a safe environment to encourage the student(s) to speak of his/her bullying experiences (physical/ verbal/ non-verbal) and to gently persuade the student to inform who the bully/ bullies are. If the student does not want to reveal who the bully/ bullies are, the counsellor will work on self-esteem and confidence building to enable him/her to handle the bullying situations (role play/empowerment for the victim).
- Surveys on bullying will be conducted, facilitating the opportunity for students to speak of their bullying experiences and for counsellors to gather data. Inclusion of pupil name(s) is voluntary.
- Parent education sessions.

Intervention/Consequences for Bullying or Harassment:

- Meeting with the pastoral caregiver/admin team.
- In-school suspension
- Out of school suspension up to three days
- Expulsion from CCS

Reporting and Handling Child Safety Concerns

When a student, parent, or staff member has a child safety concern it is our policy that the concern is brought to our Child Protection Team (counsellor, principal, head of school) in a timely manner. The Child Protection Team will meet to

review and respond to the concern within 24 hours. The Child Protection Team will discuss the report to see if there is reasonable cause to be concerned. If there appears to be reasonable cause to be concerned, the Child Protection Team will assist in setting up a response team, usually led by the counsellor who normally works with the student, to undertake an initial assessment to establish whether the student is in need of support.

To assess the initial concern, it may be necessary to collect additional information:

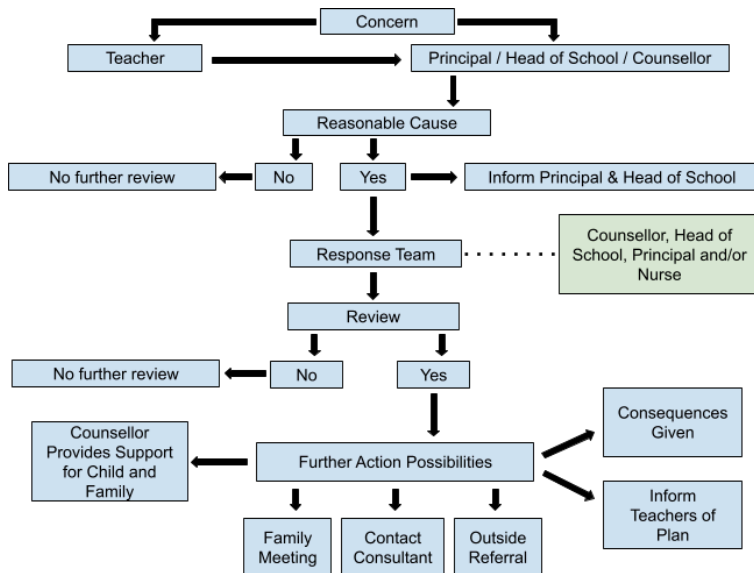
- Identify any missing information (date, time, location etc.), going back to the original reporter and see if he/she has anything more to add to their report. If CCTV footage needs to be viewed it is reviewed only by the Child Protection Team to ensure adherence to privacy laws.
- If there were other witnesses to an incident, these witnesses should also be asked to make written statements.
 - A search of the database should be made to see if there have been any other reports.
 - Talking with teachers who interact with the student on a regular basis.
 - If the incident suggests that a member of staff, coach or contractor is involved, the Head of School should be alerted. Any disciplinary matters relating to a breach in

the Code of Conduct will be dealt with by the Head of School.

Based on the data collected, the Child Protection Team will make an assessment as to the level of risk to the child's well-being and agree to a strategy for working with the student and family.

Response to Concerns Flow Chart

In this diagram, "Disclosure" may be a direct disclosure by a student or any reported or suspect abuse or neglect, as disclosed by any community member to a CCS teacher or staff member.



With Respect to Electronic Devices

CCS will not be held liable for any loss, damage, or theft of items that are brought to school. The school staff have the right to request access to devices if the student has not complied with a staff member's direction, and/or there is

evidence that the student has used the device inappropriately. Consequences will follow the school intervention guidelines for Minor, Major and Serious and/or Illegal Misbehaviour. Students must be aware of and follow the CCS Acceptable Use Policy for personal devices.

Diversity, Equity, Inclusion, and Anti-racism

CCS is a diverse and inclusive community with students, parents, and staff from around the world. CCS embraces and celebrates our diversity, and we strive to be a community in which all members feel respected, valued, and connected. All community members are expected to demonstrate respect and appreciation for the diversity of others. Deliberate actions that do not meet this expectation are treated as serious misbehaviors. (See CCS Global Citizenship Definition).

Attendance and Punctuality

In order to meet their potential as lifelong learners, CCS students are responsible for their learning and attendance. Students are responsible for being actively and productively engaged in learning, being prepared for their learning, and meeting attendance expectations.

If student attendance falls below 90% for the semester, the student support team will meet with parents and/or students to work on a plan to improve attendance. The student may receive a modified written report at the end of that semester.

Primary School

Absences

- *Parent Notification:* In order to ensure the well-being and safety of our students, parents and guardians are responsible for communicating any absence with CCS.
 - If a student is sick and unable to attend school, parents must email the class teacher, or call the CCS office before 8:30am when school begins.
 - If parents or guardians are away from home, CCS requires notification of absence from the adult who is caring for the child.
 - Lack of notification regarding an absence is considered an unexcused absence. The teacher must record this in ManageBac.
- *Without Parent Notification:* To ensure your child's safety, it is essential that parents notify CCS for any absence.
 - If we have not heard from parents about a child's absence, someone from the front office will communicate parents to check on a student's whereabouts from 9:00am.
- *Pre-Arranged Absence:* For pre-arranged absences (travelling, visa issues, etc.), parents must communicate with the class teacher providing dates and a reason for the absence.
- *Extended Absence:* Students will not be given class work to complete during an extended absence. Parents and students

can use various educational websites as they see fit.

Daily Procedures

- Late Arrivals: Students arriving more than 5 minutes after school begins must check in with the Front Office to be marked late but present on ManageBac attendance.
 - Late arrivals will be recorded by either the teacher or the Front Office.
 - If a student arrives late to class and does not have a late pass, they must be sent to the Front Office who will record the lateness on Managebac.
- Leaving Early: Students needing to leave school during the day must inform the class teacher and the Front Office and be accompanied by a parent or guardian, or have written permission to leave independently.
- Visiting the nurse: If a student needs to visit the school nurse, they should get permission from a teacher or the Primary Office. The nurse will email the parents regarding their child's visit to the school nurse.
 - If the child needs to go home for medical reasons, the Front Office will inform the teacher.
- Dismissal: At the end of the school day, students are allowed to leave once an adult or designated person has been identified.
 - On-going arrangements, for example meeting a sibling in the

library or meeting parents at Finns Club, are allowed if there is written permission from the parent.

- Regular Absences: If a student is regularly absent from school or frequently late/absent to class, the class teacher will follow up with the parents or guardians.
 - If irregularities continue, the Primary Principal will be informed.

Secondary School

Absences - Students are expected to maintain a minimum of 90% attendance.

Parent Notification: In order to ensure the well-being and safety of our students, parents and guardians are responsible for communicating any absence with CCS. If a student is sick and unable to attend school, parents must email the Secondary Administrative Assistant, (secondaryadmin@ccsbali.com) or call the school before 8:15am when school begins.

- Absences that are not confirmed by parents will be considered unexcused and will contribute to the student's overall absence tally.
- Absences that are confirmed by parents will be considered as excused and will also contribute to the student's overall absence tally.
- Students who are absent from school due to a school organised event, will not be deemed as absent.
- All CCS students are expected to live with a parent or guardian. If guardians are away from Bali or the

home, CCS still requires notification from an adult nominee that a student is away.

- Lack of notification regarding an absence is considered an unexcused absence.
- *Without Parent Notification:* To ensure your child's safety, it is essential that parents notify CCS for any absence.
 - If we have not heard from parents about a child's absence, the Secondary Administrative Assistant will call parents to check on a student's whereabouts after 9:00am.
- *Pre-Arranged Absence:* For pre-arranged absences (travelling, visa issues, etc), please communicate with the Secondary Administrative Assistant and the relevant Curriculum Coordinator as early as possible by providing dates and a reason for the absence.
 - One week prior to the absences, students are expected to complete a [pre-arranged absence form](#) and inform teachers in order to keep up-to-date on learning at school.
 - *School Work:* Students who miss class for any reason are still expected to complete their work and assessments as part of their learning and attainment at CCS. This includes utilising ManageBac and email to complete work while away.
 - It is the students responsibility to complete the pre-arranged absence form and have it signed by

the Curriculum Coordinator prior to the absence.

- Ensuring all work is completed is crucial for student learning and maintaining good grades. Failure to complete assignments may result in the need for additional makeup sessions to help secondary students stay on track.
- In unavoidable and extenuating circumstances (e.g. serious illness, injury, or death in the family), students and/or parents should speak with relevant Curriculum Coordinators and teachers to determine essential learning needed.
- *Extended Absence:* In the case of extended absence, teachers cannot be expected to provide a full allocation of work to be completed while a student is away.
 - Secondary students are expected to demonstrate self-management by using email, Managebac and other resources to keep up to date with their studies and classwork as much as possible.
 - Extended absences are discouraged and can impact on the 90% attendance requirement as well as credits earned towards graduation.

Daily Procedures

- Late Arrivals:

- Students who arrive after 8:15am will report to the secondary office to get a late slip. Late arrivals will be documented and followed up by PC teachers and Curriculum Coordinators.
- Students arriving late are expected to complete relevant learning activities and will be required to make up missed time.
- Leaving Early:
 - Students needing to leave school during the day must sign out at the Secondary Office.
 - Leaving early requires permission from a parent or guardian via a phone call or email. After permission is received, students will have a sign-out slip to show at the security post for dismissal.
 - Students leaving CCS early should be picked up by a responsible adult unless they are over 17 and hold a valid drivers' licence.

Attendance Expectations and Consequences:

- Students in Years 10 to 13 who miss significant portions of class time may be officially removed from their respective IGCSE or IB DP examinations. In Years 10-13, absence for 10% of the scheduled classes will result in one or more of the following consequences:
 - Loss of participation in the CCS Graduation Ceremony (for Year 12-13) or not earning the CCS Diploma

- Students not being registered for IGCSE or IBDP Examinations, or not progressing from IGCSE to IBDP
- Students not achieving the full IB Diploma
- Attendance for End of Semester Assessments and IGCSE and IBDP Exams:
 - Secondary students must ensure they are present for assessment weeks. If absent, students are at risk of not obtaining a grade for that semester.

Diploma Years (12-13): Off-Campus Privileges:

- Students in Year 12 and Year 13 have the privilege of going off campus for lunch with prior parent signed consent.
 - It is expected that students will behave in an appropriate manner and follow school rules whilst off campus.
 - If students fail to maintain their responsibilities (academically, socially, and attendance), this privilege may be revoked individually or for an entire cohort.
 - When Diploma Years students leave campus at lunch, they are required to sign out at the CCS security post with their name and time. Students must sign in upon their return. Failure to sign in and out will result in losing this privilege.
 - Diploma Years students leaving early must sign-out in the school office.

- Students should not be off campus during any lesson times, including during study lessons.

Home & Independent Learning (homework)

Home learning is an important part of the learning process for students at CCS.

The aims are:

- to support and reinforce learning in school, and
- to encourage self-discipline, and
- to give parents a better understanding of what students are covering in class.

Home learning is also designed to encourage management of time, good work habits and responsibility. Students should attempt to complete home learning on their own as it is an extension of work which they have done in class. Parents, please ensure that your son/daughter has a special work area and a specific and regular time for home learning.

Primary School

All primary students should be reading at home everyday. All students can enjoy listening to stories and older students can continue to develop reading skills related to comprehension and vocabulary development. Students from Year 1 benefit from practicing maths facts at home to support their learning of mathematics at school and in their daily lives. Students may be asked to complete assignments at home related to our Unit of Inquiry and, in partnership with families, teachers may request specific practice related to foundational reading and math skills.

Secondary School

Secondary students will be issued with learning opportunities to complete at home, as an extension of classroom activities. This work may include completing class tasks, working online, completing or adding to projects, revising, or preparing for class activities to come. Students are expected to record this work in their Student Organiser. Parents will be informed if a student is failing to complete work on time, and failure to do so on repeat occasions will result in further consequences. [Click here for the Secondary Homework Guidelines.](#)

Independent learning in Secondary aims to develop students in the following areas:

Learning Habits:

- Students develop learning habits through spending regular time on independent learning. The amount and length of work set for home will vary according to each subject. Students in Years 7-9 should expect approximately 1 to 1 ½ hours per night. Students should also engage in regular personal reading. It is expected that the amount of work to be completed at home will increase from Year 7 to Year 13 with classes studying for IGCSE and IBDP courses spending up to 2 hours per night, in addition to regular revision and work on long-term projects.

Self-Management:

- Independent learning in Years 7-9 focuses on extending learning, as well as

opportunities for students to develop time and self-management skills. In Years 10-13, it is essential that students take ownership of their learning by revising, consolidating, and reflecting upon learning on a regular basis. Students frequently complete assessments and inquiry projects that require consistent effort over a longer period of time with an increasing level of self-management. In the Diploma Programme, significant assessments like the Extended Essay must be completed with minimal teacher guidance and little or no in-class time.

Lifelong Learning:

- It is the aim of CCS that students develop as lifelong learners by completing home learning to the best of their ability. Independent learning is intended to be an extended opportunity for learning, not only a task to complete. Successful students fully engage in learning by setting goals, taking risks, and reflecting on their strengths, areas for growth, and accomplishments.

Student Technology - BYOD Programme

Technology is an important tool for supporting and extending student learning, engagement, and collaboration. CCS utilizes a Bring Your Own Device (BYOD) programme from Year 7-13. Students from Year 7 to Year 13 are expected to bring their own laptop or tablet with keyboard. Students in Year 5-6 are allowed and encouraged to bring their own device. Student

devices are expected to meet minimum requirements including:

- Keyboard
- Battery life of at least 4 hours, preferably 8 hours. Devices should be fully charged when brought to school.
- Running an operating system that is currently supported and receiving security updates. Exact versions change each year, so please ensure the device is up-to-date.

Student laptops/tablets must not have any social media apps downloaded. Such as, but not limited to:

- WhatsApp
- Snapchat
- Instagram
- TikTok

Cell Phones and Earbuds/Headphones

CCS aims to be a phone-free campus and students are not permitted to access their cell phones during the school day. Parents should contact the school office if they need to get in touch with their child.

Primary students are NOT encouraged to bring cell phones to school. If a parent chooses to send a cell phone to school with their child it is to be permanently stored in their school bag and students must comply with the Behaviour Management Policy, Acceptable Usage Agreement, and Student Device Policy. Parent communication should only be through the classroom teacher and/or school office within the school day.

Secondary students are permitted to bring cell phones, earbuds and/or headphones to school, however, they must be turned off or silent and stored in bags or lockers as soon as students step onto campus. Cell phones, earbuds and or/headphones will stay in bags or lockers for the entire school day. The only time they may be used on campus is upon teacher request. If a student is found to be using a cellphone, or earbuds/headphones inappropriately, it will be confiscated and taken to the Secondary Office. The incident will be recorded on ManageBac and an email sent home. Students will reclaim their device at the end of the day. If a student has their cellphone/earbud/headphones confiscated three or more times in a school year, they will be required to hand in their devices to the Secondary Office every morning for a week or longer if the behaviour continues.

Student Tutoring

We believe that with regular attendance at school and a consistent effort, both at school and with their homework, students should be able to achieve academic success. It is **not** the policy of the school to recommend tutors. Further, it is our belief that students should only require tutors outside of school in extenuating circumstances. CCS teachers cannot provide fee-paying tutorial services outside of school hours for CCS students.

Students may receive additional tutoring outside of school time, as arranged by parents. Parents, students, and tutors must be aware of expectations in the CCS Academic Integrity Policy including these guidelines:

- Effective tutoring supports students with time management, planning assessments, content learning and consolidation of learning, and providing broad feedback on written work.
- Tutors cannot write student work for them, in part or whole.
- Tutors cannot proofread or restructure student work for them. Tutors can guide and support students in the revision and proofreading process, but revisions must come from the student independently.
- Tutors cannot directly support assessments that are submitted as part of IB or IGCSE grades and coursework.

Uniforms & Dress Policy

Preschool to Year 11

All CCS students shall be required to follow the CCS dress expectations while representing CCS, including off-site school related activities (with the exception of school camps). Students shall wear the school uniform as designated for the learning activity with the exception of special occasions, as communicated in writing, where there may be a uniform-free day.

Guidelines

- Students are required to wear:
 - The school uniform sold through the school shop.
 - Students have an option to wear shoes, sneakers or sandals; the sandals must have a heel strap and a toe strap, like a sports sandal. Flip flops, slide ons or clogs are not acceptable. Closed-toed shoes

- must be worn in science and PE classes.
- School sun hats are compulsory for all Primary students. Secondary students should wear a hat when doing activities in the sun.
- School hoodies, if they are cold.
- Students are required to have the following for PE:
 - CCS approved PE kit
 - Sports shoes and socks.
 - School swim wear is available.
 - Female students wearing their own swimwear must wear a one-piece.
 - Reusable water bottles are required for every PE lesson.
- Primary students may individualise their fashion statement by:
 - Jewellery: One pair of earrings (simple studs or small hoops). Hair out of eyes, tied back.
- Secondary students (Years 7 to 11) may individualise their fashion statement by:
 - Jewellery can be worn at school.
 - Jewellery must be taken off for PE lessons and stored safely, at the student's own risk.
 - Hair must be out of eyes and tied back for PE and Science.

Canggu Community School Batik Design

The idea for the design of CCS Batik Motif is based on the desire to create a Batik that carries both the CCS Identity and a distinctively Balinese culture.

When observing batik motifs in Indonesia, each region has their own patterns and colours reflecting the different cultures. In our attempt to create a batik that reflects Bali, our research revealed several distinctively Balinese motifs that are in line with CCS Values.

Based on these values, we have narrowed down these following Balinese symbols:

- The Teratai flower or the Lotus flower, which in Balinese culture is the flower of Dewi Saraswati, the goddess of Science and Knowledge. The flower itself represents spiritual knowledge and strength.
- The Banji or Swastika in Balinese culture is a symbol of goodness, purity, prosperity, and good fortune.
- The Poleng motif, traditionally in black and white, represents a balanced life. The Blue Poleng motif is a variation of the traditional black and white poleng. As the color blue means happiness and optimism, the blue and white poleng represents “happiness and optimism in a balanced life”.

In addition to the Balinese symbols, CCS identity is incorporated into the design by including two elements:

- The CCS Hand Logo, representing the school as an institution of learning. The blue color of the CCS Logo is also the basis of the overall blue theme of the batik.

- The CCS Shark Mascot, representing the students of CCS.
 - There are 4 colours of the shark, representing the 4 houses. And as the shark is an apex predator in the sea that has survived since the Jurassic era, it is a symbol of strength and resilience. In the batik design, the CCS Shark is given a Balinese Identity, wearing Balinese jewellery and the Poleng cloth, thus elevating it to be more powerful and purposeful.

Dress Policy: Years 12 & 13 and Free Dress Days

All CCS Diploma Years students (Years 12 and 13) do not have to wear the CCS uniform. Students are required to follow the CCS dress expectations while representing CCS. Students shall wear attire appropriate for the learning activity with the exception of special occasions, as per Special Occasion Dress Code e.g. Spirit Week.

On occasion, free dress days will be organised for Year 7-11 students. On those occasions Year 7-11 students will follow the same expectations as Diploma Years students. Students or groups who consistently do not meet these expectations will be required to wear the school uniform.

Guidelines

- All senior students are required to wear:
 - Shoes, sneakers or sandals which have a toe/heel strap; (e.g. sports sandal). Flip-flops, slide ons or clogs are not acceptable and close-toed

shoes are required.

- Pants/trousers that reveal too much skin, undergarments or sag excessively are not acceptable.
- Disrespectful logos/phrases/images on attire is not acceptable. For example:
 - Direct/indirect references to profanities/rude words
 - Advertisement of drugs, alcohol, sex, stereotypes and blasphemy
- Visible body art (e.g., tattoos) should be covered during school hours to maintain a respectful learning environment that aligns with our diverse community expectations.
- Senior students are required to have the following for specific activities:
 - Sneakers/trainers for sporting activities
 - CCS House Team shirt
 - Spare shirt for break time sport use
 - PE kit
- Female senior students are required to wear:
 - Tops:
 - A shirt or blouse (shoulders reasonably covered, no spaghetti straps) which is not revealing (midriff covered - belly buttons should not be visible).
 - Undergarments must not be visible.
 - Bottoms (Skirts/Dresses/etc.) must reach at least mid thigh.

- Undergarments must not be visible.
- Male senior students are required to wear:
 - Tops:
 - Shirts without a collar are acceptable but must be appropriate for the learning environment. Shirts must cover the stomach.
 - Shirts must always be worn.
 - Bottoms:
 - Knee length shorts, neutral trousers (ideal).
 - Swimwear is not acceptable.
 - Bottoms must cover undergarments.
- Senior students may individualise their fashion statement by:
 - Jewellery may be worn at school.
 - Jewellery must be taken off for PE lessons and stored safely, at the student's own risk.
 - Hair must be out of eyes and tied back for PE and Science.
 - Hats/caps must be taken off during lessons.

Student Activities

House Activities

To nurture healthy competition, interaction, team spirit and understanding amongst the students from all year groups, each student is placed into one of four houses. CCS houses are named after the colour names in Balinese, namely Pelung (blue), Barak (red), Kuning (yellow) and Gadang (green). Inter-house

activities include games, art and cooperative sport, with points awarded. All teachers and assistant teachers are assigned to a House so that they can provide leadership and support for the students. In addition, House Captains are elected at the beginning of the academic year.

Student Council

The Student Council at CCS is an important vehicle for student voice in our community and is separated into Primary and Secondary. The representatives are elected annually by their peers and they attend regular meetings with a dedicated teacher. During the student-led meetings, student councillors discuss the major issues regarding the student community, voice opinions and suggestions made by their peers and consider ways to improve school life from the perspectives of the students. The Canggalu Community School Student Council provides a representative forum for students to have their ideas heard. The Student Council is actively involved in the school community to improve student life. Finally, it is the role of the Student Council to build school pride for the entire school.

The student council's goals are to:

- give all children a voice in the school.
- promote good leadership throughout our school and community.
- create a strong and functional student council that will continue on in the years to come.
- give all children a sense of belonging and responsibility within CCS.

- increase student morale, involvement and engagement in school.
- improve the school environment.
- Increase school pride.

Field Trips, Excursions and Camps

CCS recognises the value of learning beyond the classroom by providing opportunities for students to learn in various settings, hence students, at all year levels, are given opportunities to participate in school-organised excursions and camps. These are a part of our curricular program and students are expected to attend. Parents will be informed about these in advance; permission slips will be required for such excursions and, where necessary, the payment of transportation and entry fees will be required in advance of the trip taking place. *As all of our staff have committed teaching obligations, we cannot provide a parallel instructional programme during camp days at school.*

Students in Year 3 and above may have the opportunity to attend a residential camp during the school year. In Year 3, this would take place at school with an overnight camp. As the students get older, the camp duration and the type of activities will change.

Students also have the opportunity to visit various businesses which link with the planned curriculum aims and Units of Inquiry, for example textile printing in Art and Design.

We also provide the opportunity for parents to come to school and to share information on their

field of expertise with classes, year groups and even the whole school.

East Asia Pacific International School Association (EAPISA)

CCS is a founding member of East Asia Pacific International Schools Association (EAPISA). EAPISA aims to provide athletic, creative, and cultural opportunities that leverage the unique advantages offered by like-sized international schools in the East Asia-Pacific region. By fostering collaboration, cooperation, and discussion among member schools, EAPISA extends small schools' opportunities to meet the evolving interests and talents of our students, within a vibrant and diverse international community.

Bali School Sports Association (BSSA)

CCS is a proud member of Bali School Sports Association with a large number of teams and students competing in a range of sports events. BSSA competitions are typically held on Wednesday afternoons with finals held at the end of each respective sport season. Typically seasons are Football/Soccer (Term 1), Volleyball (Term 2), Basketball (Term 3), Swimming (Term 3-4), Cross Country (Term 4), and Athletics (Term 4). CCS prioritizes student engagement and involvement in BSSA and avoids "try-outs" as far as possible. Teams typically have one practice per week before or after school, with attendance expected in order to compete in formal competitions. BSSA activities and coaching are provided free-of-charge.

Model United Nations (MUN)

Model United Nations (MUN) is a simulation activity in which students learn about international relations, diplomacy and systematic solutions. The MUN programme at CCS prepares students to participate in local and international conferences, and we join at least three conferences per academic year if there is sufficient student interest. Prior to a conference, students are assigned a country which they will represent as a delegate in a UN committee. They take on the role of this country to discuss pre-assigned topics within their committee. They conduct research on the topics, which range from environmental to human rights to economic concerns, in order to formulate an opinion and suggest solutions. During a conference, participants engage in consensus-building debates with other students from around the world. This group meets during Gotong Royong, as well as weekly lunch sessions.

The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award is available to all 14-24 year olds and is the world's leading youth achievement award. It equips young people for life regardless of their background, culture, physical ability, skills and interests. Doing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements.

The Award consists of 3 levels: Bronze (age 14 and over), Silver (age 15 and over) and Gold

(age 16 and over). To complete any level, students must commit to an activity in all three sections: Service, Skills and Physical Recreation. They must also complete the Adventurous Journey which is, arguably, the most challenging section. Students are required to do a practice journey followed by an assessed journey. The students are required to carry all their equipment, camp overnight, cook their own food and be as independent from staff as possible within their teams.

After School Activities

After School Activities (ASA) in Primary and Extra Curricular Activities (ECA) in Secondary support the holistic development of our students; extending learning beyond the classroom in a relaxed and enjoyable manner. The activities are organised and supervised by Cangu Community School staff, parents and other members of the community. A wide range of activities are available. These include arts and cultural activities reflecting both our local setting in Bali and the international nature of our community, sports, science and other activities. Information regarding the ASA/ECA programme for each term is emailed to parents or is available on request from the school. There is usually an additional payment for these activities.

CCS Music Centre

At CCS Music Centre, we share a passion for music and music education. We work together to give our students the skills for lifelong enjoyment of musical performance and appreciation. We meet the individual needs of

our students, whether that is to play for pleasure at home, be able to gig with mates or prepare for musical study at university level. Our staff are committed to helping our students reach their full potential. We provide individualised vocal and instrumental tuition, ensemble/band coaching and performance opportunities. CCS is a Rock School Exam centre, and provides students with the opportunity to work towards Rock School qualifications.

We currently offer tuition on the following instruments:

Piano, Guitar (Electric and Acoustic), Violin, Clarinet, Voice, Ukulele, Drum Kit, Djembe, and Recorder. Performance opportunities include Sunset Concerts, productions, Battle of the Bands Competitions and performances at other school events.

There is an additional fee for CCS Music Centre activities; current prices are available from the school shop and are emailed to parents prior to the start of each term. All enquiries must be addressed to the After School Activities Coordinator.

General Matters

Code of Conduct – Parents, Visitors, and Community Members

CCS has behaviour expectations of its students, staff, parents and visitors. The CCS Behaviour Code states that at all times, we are expected

to demonstrate respect for self and others, respect for property, and to be responsible for work and behaviour. CCS promotes mutual respect, tolerance and social responsibility in a safe environment. All students, teachers, staff, parents and visitors have the right to feel safe in the school. This code of conduct is that of mutual respect between all school staff, students and all visitors. Included in this is respect for school property. Parent, helper, and visitor code of conduct can be found digitally [here](#).

- Be in compliance with all laws and regulations of the Republic of Indonesia.
- Have a school ID at all times while on the campus: Visitors must sign in at the security post with a photo ID to get a visitor's pass. Visitors must comply with requests or instructions from school employees.
- The entire school campus is a designated drug-free, smoke-free zone. Parents are asked to support the school's policy by refraining from smoking and by reminding drivers and domestic staff that they must not smoke inside the school campus, including the car park.
- Dress appropriately for an international school environment which respects both Balinese and Indonesian culture.
- Demonstrate in their own behaviour that all members of the school community should be treated with respect including all visitors.
- Use language appropriate to a school environment.
- Only use the toilets assigned to staff and adults.

- Do not take or use images or videos of CCS students without explicit permission from a member of CCS staff.
- Any safeguarding or child protection concerns or disclosures must be reported immediately to the School Counsellor, or member of the school Senior Leadership Team.
- Should an emergency or drill happen while a visitor is on site, they must comply with the instructions of the school staff.
- CCS reserves the right to deny access to individuals who have previously disrupted the environment at school. This can include parents, students, and community members who are not following school policy and procedures.

Air Conditioning

Each classroom is equipped with air conditioners and fans. The school is aware of the differing views of parents on the use of air conditioners. As a matter of policy, the arbiter of air conditioner usage will be the class teacher.

Food and Drink

Appropriate food and drink at snack time is important to help maintain energy levels. Please send in a healthy snack and drink as healthy eating is encouraged. Please do not send chocolate, sweets/candies etc. Each student also needs to bring a labelled water bottle to school, as 'Aqua' water is available. Students are encouraged to drink water regularly throughout the day.

Lunch is provided by our two caterers: Ibu Jenny and Cantina. The menu is provided by the caterer and changes every term to ensure variety. Menus are available from the Front Office. If you would like your son/daughter to join this lunch service, please complete the form and return it with payment.

Students may also bring lunch from home. Please note that parents may organise for food to be delivered to school for collection by the students from the security posts. Food must be delivered by 12.15pm. Students in Primary - Year 11 may not order food themselves for delivery.

Health Matters and School Nurse

Please familiarise yourself with CCS Medical Matters in Appendix C. We all have a responsibility to each other when it comes to taking care of health matters and it is imperative that we all adhere to the expected procedures as outlined in the document. The CCS School Nurse is on duty during regular school hours. The School Nurse is a qualified Indonesian Nurse and attends to the students' First Aid needs. If your child requires medication, it should be kept with and administered by the School Nurse. Parents must share any known allergies with the School Nurse so an up to date list can be developed.

Smoking and Vaping

The entire school campus is a designated drug-free, smoke-free zone, including vaping or e-cigarettes. Parents are asked to support the school's policy by refraining from smoking and by reminding drivers and domestic staff that they must not smoke inside the school campus,

including the car park. Any student caught smoking or vaping will be suspended.

Insurance

Whilst CCS will take every precaution to ensure the safety and well-being of students, we cannot accept liability for personal injury or loss of possessions at school or when on field trips, excursions and camps organised by the school. We strongly recommend that parents have suitable medical insurance for their children. In order to attend EOTC Camps or other activities, students MUST have medical insurance provided by parents.

Library

The CCS Library is to be a welcoming centre for fiction and nonfiction literature, information resources, research skills and processes, information/media/critical literacy skill acquisition and promotion and realization of intellectual pursuits for professional and personal needs for members of Canggalu Community School community. The library will keep the following hours during the school year: 8am - 4pm Monday - Friday.

Students and community members are encouraged to borrow books from the library. The Canggalu Community School Library Policy and Procedures Handbook can be found [here](#) and the website can be found [here](#).

Lost Property

Lost property which is named correctly is quickly returned to students. Unnamed lost property is placed in the 'Lost Property' box located outside

the respective Primary and Secondary school admin offices. Long stay unclaimed items which are un-named are given to the local village community at the end of every term.

Stationery

The school will issue each student with exercise books. If these books are not cared for correctly and become damaged or untidy, students will be required to purchase a replacement book from the school store.

Security

Whilst we are all grateful for the privilege of living in Bali, we must remain very mindful of security issues relating to our school. A key element of the design of the campus is physical security and CCS is deliberately set back a large distance from the public road.

All parents are reminded that the following procedures exist at CCS for the good of all. We are unable to exercise any flexibility, and failure to adhere to the procedures could result in a parent being refused entry to the campus. Please do not blame the security guards when they enforce the rules. They do so under instructions and have no discretion to alter the procedures.

Personal:

- Entrance to the CCS campus is through providing a CCS Parent/Community Member ID Cards. This can be the card or a picture of it on your phone.
- Up to two drivers/domestic helpers per family, who regularly accompany students

to and from school, may have CCS Community Member ID. A KTP is required for registration. Unregistered drivers/domestic helpers will not be permitted to enter the campus.

- Visitors who do not have their CCS Parent/Community Member ID must register with Security at the school gate and present a suitable alternative ID which should include a photo (i.e. KTP, passport, KITAS, driver's licence). Failure to present suitable ID will result in entry to the campus being refused. Parents can then go to the main office area to make their CCS Parent/Community Member ID.

Vehicles and Belongings:

Students are responsible for their personal belongings, including helmets, at all times while on campus. The school is not liable for lost, damaged, or stolen items. While CCTV is used for general campus safety, it cannot be relied upon to locate or track missing belongings. We strongly encourage students to clearly label their belongings and use secure storage areas where available. Helmets should be stored appropriately.

- Personal belongings, especially closed bags, may be subject to search on entry to the school.
- All vehicles entering the school compound may be subjected to rigorous security checks.
- Helmets: all motorcycle and bicycle riders must wear suitable helmets whilst riding on

our campus. All students must wear a helmet to access campus.

- Students who are in year 12 and 13, over 17 and have a current driver's license may park their bikes in the school car park. Those students must have their parents complete the [Motorbike Parking Permission Form](#) and wear a helmet when riding their bike on school property.
- Students who are not in year 12 and 13 and/or not legally allowed to drive in Indonesia will not be allowed on campus driving vehicles.
- We strongly advise our community to wear suitable helmets whilst travelling on Bali's roads.

Emergencies

CCS maintains clear policies and procedures for emergencies. This includes procedures for evacuations (e.g. fire and earthquake), lockdown and other emergencies (e.g. volcanic eruption, etc). Procedures are posted clearly in classrooms, are practiced regularly, and are updated as needed. Parents are encouraged to familiarize themselves with the procedures and bring any related concerns to CCS management.

Facilities

Located in Canggu, the CCS campus is built on former rice fields, which are situated on either side of a natural river, resulting in a unique terraced layout. The design of the buildings are a balance between modern functional classrooms and the learning/social spaces that incorporate unique Indonesian architecture. The

interiors of the learning spaces are impressive in size and design; they are bright, airy and conducive to learning.

The new Primary campus (2020) has a dedicated area for the Early Years Programmes, dedicated classrooms for Years 1 to 6, the school swimming pool and sports pitches. Also located on this campus is a canteen (Ibu Jenny), Music and Art spaces, LOTE classrooms, Multi-Function Hall and school administrative offices (Primary Principal, Finance, Facilities, Staff Room, Admissions, Reception, and School Secretaries).

On the Secondary campus (2012) is located: the School Amphitheatre, Multi-Function Court, Strength Training Area, Student Social Joglo, Cantina, Library, Conference Rooms, Learning Suites (Music, Science, ICT, Maths, English, Humanities, Art, Design and Technology and Drama) and School Administrative offices (Yayasan, Secondary Principal, Head of School).

Admissions Policy

Canggu Community School operates a widely inclusive and non-discriminatory admissions policy, grounded in the belief that all students can succeed when supported with the right environment, motivation, and perseverance.

Admissions are welcomed throughout the year, subject to availability. CCS admits students whose academic, personal, social, emotional, and physical needs can be met within the scope of the school's programmes, resources, and

support services, and who can be successfully integrated into a mainstream classroom.

While CCS strives to be as inclusive as possible, the school currently has limited resources and is unable to meet the needs of students with moderate to severe physical, emotional, or learning disabilities. Students with identified learning or support needs are considered on a case-by-case basis, taking into account the availability of support services and the likelihood of student success.

CCS reserves the right to decline or revoke admission when one or more of the following applies:

- The school's programmes and services cannot effectively meet the student's educational, social, emotional, or physical needs.
- The student has a history of significant academic or behavioural concerns that may impact the well-being or learning of others in the CCS community.
- The school has reached full capacity in the relevant year group or programme.
- Required documentation or agreements have not been submitted, signed, or completed by parents or guardians.
- The student's identified needs exceed the level of support currently available within CCS's facilities, staffing, and resource capacity.

CCS offers English as an Additional Language (EAL) support to help students develop the academic language skills needed to access the

curriculum and participate confidently in school life. EAL instruction is integrated into classroom learning where possible and tailored to each student's language development stage. For more details, refer to the EAL section of the Parent/Student Handbook.

Admission decisions are made by the Admissions Officer and relevant Principal, in consultation with the Student Support Coordinator (or Inclusion Support Team, as applicable). Placement is based on factors such as the student's previous school records, age-appropriate year group, and future learning goals. Final placement is determined by the school and guided by what will best support the student's learning, development, and overall well-being.

Class Placement

Admission to CCS is determined by the Admissions Officer and relevant Principal, in consultation with the Curriculum Coordinator and Inclusion Support Team. Student placement decisions are based on multiple criteria, including age-appropriate year group placement, prior school records and experiences, and the student's future learning goals and aspirations.

Placement is ultimately guided by what will best support the student's learning, development, and overall well-being within the context of our programmes. While we value and consider parent input during this process, final placement decisions rest with the school to ensure alignment with curriculum standards and support structures.

Age 3 by September 1st to enter Preschool,
Age 4 by September 1st to enter Reception,
Age 5 by September 1st to enter Year 1,

Age 6 by September 1st to enter Year 2 etc.

Comparison Chart of Year or Grade Level Placement of Various National Systems vs CCS					
Age of Student	CCS as per British System	Australia	United States/ Canada	New Zealand	France
3	Preschool		PS		PS
4	Reception	Prep 1/Kindy	PS	N.E	MS
5	Year 1	Prep	K	Year 1	GS
6	Year 2	Year 1	Grade 1	Year 2	CP
7	Year 3	Year 2	Grade 2	Year 3	CE1
8	Year 4	Year 3	Grade 3	Year 4	CE2
9	Year 5	Year 4	Grade 4	Year 5	CM1
10	Year 6	Year 5	Grade 5	Year 6	CM2
11	Year 7	Year 6	Grade 6	Year 7	Sixième
12	Year 8	Year 7	Grade 7	Year 8	Cinquième
13	Year 9	Year 8	Grade 8	Year 9	Quatrième
14	Year 10	Year 9	Grade 9	Year 10	Troisième
15	Year 11	Year 10	Grade 10	Year 11	Seconde
16	Year 12	Year 11	Grade 11	Year 12	Première
17	Year 13	Year 12	Grade 12	Year 13	Terminale

Admission Procedures

Parents and guardians are encouraged to explore the CCS website and/or arrange a campus visit to determine whether our school is the right fit for their child. The Admissions Procedure Checklist and application form are available on the CCS website.

Where appropriate, the school may offer a trial visit to further assess fit. CCS will communicate admissions decisions as promptly as possible following the trial visit or submission of a completed application.

Admission into Years 11, 12, and 13 is based primarily on a student's previous academic transcripts and their ability to meet CCS graduation requirements. The school offers multiple pathways to graduation, designed to

support diverse learning needs, academic goals, and post-secondary aspirations.

In Years 10 and 11, students are offered a broad range of subject choices that balance core academic requirements with elective options. This structure provides strong preparation for the transition into the IB Diploma Programme.

In Years 12 and 13, course selection is a collaborative process guided by the Secondary Principal, IBDP Coordinator, and College & Career Counsellor. Students may pursue the full IB Diploma, a combination of IB courses and certificates, or CCS-designed courses, depending on their strengths, learning preferences, and future goals. Our aim is to work closely with each student and family to identify the pathway where the student is most likely to thrive.

Class Sizes

CCS aims to maintain optimal class sizes to support student learning and well-being. Our target class sizes are as follows:

- Early Years: 21 students
- Years 1 and 2: 23 students
- Year 3 and above: 25 students

While these targets guide our admissions decisions, actual class sizes may vary depending on enrolment patterns, staffing, course selection, and student support needs.

Application Review Process and Waiting List

Once all required documents have been submitted and the Application and Application Fee have been received through our admissions platform, the application will be considered complete and ready for review. If the desired year group is full at the time of application, CCS will still proceed with a full review of the application.

Applicants who meet the admissions criteria may be offered a place on the waiting list once the review is completed, an offer of admission has been extended, and the Registration Fee has been received.

If an offer is extended and the family chooses not to join the waiting list, the student's application will remain in the application review process but will not be prioritized for placement until a space becomes available.

Being placed on the waiting list ensures priority consideration should a space become available, but does not guarantee a seat for a specific entry date. Due to limited class sizes and typically low turnover, wait times may vary and are difficult to predict. Families will be contacted directly if and when an appropriate opening arises.

Waiting list applications are considered in priority order, based on the date the application was completed, the offer of a place on the waiting list was extended, and the Registration Fee was submitted.

If a space does not become available for the requested entry date, the application will automatically roll over to the waiting list for the following term. At the end of the academic year, any students remaining on the waiting list will be advanced to the next year level, unless otherwise advised.

Families may be asked to submit updated report cards or academic transcripts to ensure continued alignment with CCS placement expectations and programme requirements.

Enrollment

Enrollment is confirmed once all steps in OpenApply have been completed, including submission of required documentation, acceptance of an offer of admission, and receipt of the Tuition Fee. Written confirmation of enrollment will be provided by the Admissions Officer.

By submitting the Tuition Fees, parents and guardians acknowledge and accept all school policies, terms, and conditions as outlined in the Parent and Student Handbook, or as otherwise formally communicated in writing.

Withdrawal Notice

To support a smooth transition for students and to facilitate effective enrollment planning, parents are required to provide **written notice of withdrawal at least one full term in advance**, prior to the start of the term. Failure to provide adequate notice will result in the **forfeiture of the Refundable Notice Deposit (RND)**.

Canggu Community School reserves the right to review and, if necessary, withdraw a student's enrollment under the following circumstances:

- The school determines that the student's needs or best interests can no longer be effectively met within the available support structures.
- The student's continued presence in the class significantly impacts the learning or well-being of others.
- The student engages in behavior that endangers the welfare or safety of the school community.
- Educationally significant information was withheld or misrepresented during the admissions process.
- The student demonstrates excessive absenteeism, with more than 10% (or 18 days per year) considered extreme.
- Required documentation or agreements are not submitted, updated, or complied with as requested.

Visa Requirements

One of the requirements to study at CCS is that each student must have a valid visa from the Directorate General of Immigration, and a recommendation letter to study from the Ministry of National Education and Culture, the Republic of Indonesia.

The Regulation of the Directorate General of Immigration, the Republic of Indonesia No. 31, 2013 explains that every foreigner who wants to study in Indonesia must have a valid visa, which is either a Student Visa and KITAS or a Dependent Visa and KITAS. In addition, the Regulations of

the Ministry of National Education and Culture No.407/D/PP/2015, No.1941/D/KEP/KP/2014, and No.PER-148/B1.3/DU/2014, state that a foreign student who wishes to study in Indonesia must obtain a Recommendation Letter from the Ministry of National Education of the Republic of Indonesia.

The process to obtain a Student Visa and Kitas takes approximately two to three months. Yayasan Swamitra Internasional, the legal body of CCS, will assist students to obtain the required student visa to enter Indonesia only through our trusted provider. Please contact Visa Services (visa@ccsbali.com) for assistance and more information. CCS sponsors a student visa only for enrolled students that have paid tuition fees.

Fees and Charges

The school reserves the right to change its fees and charges as necessary. Parents will always be informed of these in writing ([see CCS website](#)). All fees, including fees related to library books, must be settled prior to the school issuing any official reports and documents.

Application Fee

The Application Fee is payable at the time of application and is non-refundable. For returning students, the Application Fee is valid for four consecutive terms after withdrawal. After this time, the Application Fee will reapply.

Registration Fee

The non-refundable Registration Fee is to be paid when a place for your son or daughter is offered and accepted. The Registration Fee is

applicable for students entering Year 1 and upwards. Returning students will need to pay the difference in registration fee from when they withdrew.

Tuition Fees

Tuition Fee are due as per payment schedule and must be paid prior to your son or daughter commencing classes. The fee schedule is as follows:

1. Tuition Fees paid in full for the year will be subject to a 5% discount.
2. Tuition Fees paid by semester (two terms in advance) will be subject to a 2% discount.

Enrolments where the commencement date is between the start of a term and half-term are subject to full payment, in advance, of that term's Tuition Fee. Enrollments at any time after half-term are subject to payment, in advance, of 50% of that term's Tuition Fee.

Payment Schedule	Annual Payment	Semester Payment	Term Payment
Term 1	June 13, 2025	June 13, 2025	June 13, 2025
Term 2	-	-	October 10, 2025
Term 3	-	January 2, 2026	January 02, 2026
Term 4	-	-	March 17, 2026

Annual Capital (Building) Levy

A Capital Levy Fee (non-refundable) is payable for the first and second members of a family in attendance at CCS and is payable prior to the start of the school year or upon enrollment. This is to be paid prior to your son or daughter commencing classes.

The Capital Levy Fee is used for facility costs, such as building renovations, extensions and new buildings, as well as for the purchase of larger equipment. Enrollments after the start of the school year will result in pro-rata payment of the Capital Levy Fee according to the number of terms, or part thereof, attended.

Materials and Resource Levy

A Materials and Resource Levy (non-refundable) is payable, as per Compulsory Fee Schedule, prior to the start of school or upon enrollment. This is to be paid prior to your son or daughter commencing classes.

Enrollments after the start of the school year will result in pro-rata payment of the Materials and Resources Levy Fee according to the number of terms, or part thereof, attended.

Refundable Notice Deposit (RND)

The Refundable Notice Deposit (RND) is a one-time payment that was introduced to assist the School with its planning and management. It is due for payment when the enrollment of your son or daughter is confirmed.

Providing that one full term's advance notice of your son or daughter's departure is given in writing, before the start of a term, the RND will be returned prior to the end of the school year. The RND will be forfeited if you fail to give the required notice. Note that for students withdrawing at the end of the academic year, notice is required prior to the start of Term 4 (e.g. holidays are not considered part of a term).

The Refundable Notice Deposit is to be paid when a student is offered a place and accepts the offer.

Payments

According to Article 21 paragraph (1) of Law of the Republic of Indonesia 07/2011 on currency, all financial transactions conducted in the Territory of the Republic of Indonesia must be made in Rupiah and according to Article 33 paragraph (1) of Law 07/2011, any person who does not do this is liable to a maximum confinement of 1 (one) year and a maximum fine of IDR 200,000,000 - (two hundred million).

All fees in CCS have to be paid in Rupiah, as stated on CCS invoices (except for parents who transfer from foreign accounts). CCS has the right to determine the exchange rate on the date of invoice.

Payment by Wire Transfer Banking Information

Beneficiary's Detail	Beneficiary's Bank Detail	SWIFT Code	IDR Account	USD Account
<p>Name: Yayasan Swamitra Internasional</p> <p>Address: Br. Tegal Gundul, Canggu, Kuta Utara, Badung, Bali, Indonesia Post Code: 80361</p> <p>Phone: +62 361 8446391</p>	<p>Bank Name: PT. Bank Mandiri (Persero) Tbk.</p> <p>Branch: Denpasar Udayana</p> <p>Address: Jl. Udayana No 11, Denpasar, Bali, Indonesia Post Code: 80112</p> <p>Phone: +62 361 223511</p>	BMRIIDJA	1450006613851	1450006520379

- USD account only for payments from foreign accounts.
- Please state clearly your son/daughter's name or invoice number on the bank slip.
- Immediately email to ar@ccsbali.com and CC to finance.mgr@ccsbali.com to enable us to efficiently track your payment.
- Payments must be made in "**FULL AMOUNT GUARANTEE**". For transfer from overseas an additional minimum USD 40 must be included to cover bank charges. Should there be any credit, it will be applied to your CCS account.

Payment with Cash/Credit Card/Debit Card

- Payments can be made at the CCS School Shop with working hours as follows:
 - School Days: 8am-4pm, Monday-Friday
 - School Holidays, 8am-12pm, Monday-Friday
 - National holidays refer to National Calendar during school days and school holidays: Closed
- Accepted currency is only Indonesian Rupiah (IDR)

Payment Plans

Payment plans may be organised for families with genuine financial hardship. A written request to the Head of School must be received prior to the due date for payment so that a plan can be discussed and agreed upon.

Refunds

In the event of premature and permanent departure of a student from the School during a term:

- Tuition fees paid each term or semesterly are non refundable.
- Tuition fees paid annually are subject to a refund in accordance with the number of full terms which will not be attended in that year (maximum of 2 terms).
- The Annual Building Levy is non refundable.
- The Material and Resources Levy are non refundable.
- The Refundable Notice Deposit is forfeited to the School if less than 1 term of notice is given.
- Exceptional circumstances can be presented, in writing, to the Head of School for consideration.

No refunds can be made for prolonged temporary absences, for suspensions and/or expulsions from the school, or in the unlikely event that the school needs to close due to circumstances beyond our control. If the school should need to close under such circumstances, every effort will be made to make up for lost school days in the calendar but it is under no obligation to alter term dates.

Additional Fees and Charges

From time to time, fees and charges for special activities may apply. These will be communicated to parents in writing well in advance.

Examples of this include:

1. Guest presenters, excursions and camps.
2. Instrumental Music Lesson Fees:
 - a. Participation in instrumental music lessons is encouraged at CCS. The charge for lessons will be communicated at the beginning of the term. Group lessons are sometimes available, at reduced costs. For further information, please contact the After School Activities Coordinator.
3. After School Activities Programme:
 - a. Students are able to participate in a wide variety of After School Activities, for a fee per activity, each term. Fees will be communicated at the beginning of the term.
4. School Camps:

- a. There are additional charges for school camps. We do expect students to participate in these as they relate to the educational programme for students. As all of our staff has committed teaching obligations, we cannot provide a parallel instructional programme during camp days at school. Prices vary according to the types of activities and location. Payment must be made before the camp commences.

Scholarships

In order to achieve our mission, CCS actively retains/recognises current students who represent our values of learning, engagement, balance, and respect. A scholarship programme has been provided to continue to attract such students and to recognise existing students. Canggu Community School will make available scholarship(s) to students (Indonesian or Expat) who meet all of the identified scholarship requirements. A scholarship application process takes place in Term 3-4. Scholarships are generally partial and may last for two years. Further information is available from the Head of School.

Curriculum: Organisation for Curriculum/Programme Delivery

CCS Primary School			CCS Secondary School		
Early Years	Phase 1	Phase 2	Middle School	High School	Diploma Years

Preschool & Rec	Years 1-3	Years 4-6	Years 7-9	Years 10 & 11	Years 12 & 13
Indonesian National Curriculum					
Early Years Education <i>Pendidikan Anak Usia Dini (PAUD)</i>	Primary School <i>Sekolah Dasar (SD)</i>		Middle School <i>Sekolah Menengah Pertama (SMP)</i>	High School <i>Sekolah Menengah Atas (SMA)</i>	

Indonesian Government Regulations

The Indonesian government regulations changed on 1st December 2014, (Ministerial National Education Decree 31/2014). From this date, CCS is licensed as an SPK school (Satuan Pendidikan Kerjasama).

CCS can continue to admit Indonesian students and must offer the Indonesian National Curriculum in addition to a foreign curriculum. There are some specific requirements for students studying at SPK schools as follows:

Indonesian citizen students:

- Must study Religion, Civics and Indonesian language.
- Must sit national-based school exams (USBN). Typically students in Year 7, 10, and 13 are expected to take national exams.

Expatriate students:

- Must study Indonesian Language and Indonesian Studies.

Dual Nationality Students:

- Parents of dual nationality citizens must choose that either:

- Their child is registered as an Indonesian citizen (WNI) or
- Their child is registered as a foreign citizen (WNA).

To register a student as a foreign citizen (WNA) at CCS, the affidavit certificate or card and foreign passport must be submitted in order to process the recommendation letter required for a study permit. Once registered, all requirements as expatriate students must be followed.

If a student's affidavit and foreign passport cannot be submitted, the student is treated as an Indonesian citizen (WNI) and must follow the regulations as such.

CCS Primary School Curriculum

Early Years

Our Early Years curriculum is based on the Early Years Foundation Stage Curriculum. Children learn through inquiry, with hands-on, learning through play activities being central to the teaching.

Our secure, fenced play area means our Early Years students develop confidence in a structured, safe environment where they can mix with students of a similar age.

Subjects taught in the Early Years are:

- Personal, Social and Emotional Development
- Physical Development (including swimming)
- Communication and Language
- Literacy
- Mathematics
- Expressive Art and Design, including Music
- Understanding of the World
- Bahasa Indonesian

Years 1-6

Our curriculum for Years 1 to 6 is inspired by an Inquiry-based approach, the English National Curriculum and the Indonesian National Curriculum. The curricular content covered incorporates local and global perspectives. Students learn within the context of an inquiry model.

Subjects taught in Years 1 to 6 are:

- Personal, Social and Emotional Development
- Physical Education (including swimming)
- Literacy
- Mathematics
- Art
- Music
- Unit of Inquiry (Science & Humanities)
- Bahasa Indonesia
- Indonesian Studies
- Agama (Indonesian Citizens)

Organising Concepts for Learning

Primary students, from Early Years to Year 6, engage with four Units of Inquiry each year. Each year, they revisit the overarching conceptual understandings, focusing on a different aspect and building on previously acquired understanding of concepts. The organising units are:

Living with Others

- An inquiry into systems, structures, and networks through:
 - interactions with and between social and ecological systems
 - approaches to livelihoods and trade practices: intended and unintended consequences
 - representation, collaboration, and decision-making

Living with Nature

- An inquiry into the interdependence of human and natural worlds through:
 - rights, responsibilities, and dignity of all
 - pathways to just, peaceful, and reimagined futures
 - nature, complexity, coexistence, and wisdom

Living with Creativity

- An inquiry into the diversity of voice, perspectives, and expression through:
 - inspiration, imagination, creativity
 - personal, social, and cultural notes and practices of communication
 - intentions, perceptions, interpretations, and responses

Living with Experiences

- An inquiry into histories and orientation in place, space, and time through:
 - periods, events, and artifacts
 - communities, heritage, culture, and environment
 - natural and human drivers of movement, adaptation, and transformation

Living with Science

- An inquiry into the understandings of the world and phenomena through:
 - patterns, cycles, systems
 - practices, methods, and tools
 - discovery, design, innovation, possibilities, and impacts

CCS provides students opportunities to extend and display their inquiry skills through culminating experiences, including the Year 6 Showcase, Productions, Student-Led Conferences and excursions.

CCS Secondary School Curriculum

Middle School (Years 7-9)

Students in Middle School (Years 7 to 9) follow the CCS curriculum which incorporates internationally approved subject standards, adaptations for the global and local setting of our school, and an inquiry and conceptual-based focus. The teaching and learning that occurs in the Secondary School builds on the important learning and skill development of Primary Education to prepare students for both tertiary education and the workforce. As students are at different stages of the knowledge and skills continuum, teachers plan lessons that will challenge each child and that will cater for their diversity. Setting personal goals and checking progress against those goals is an important part of student development in the Secondary School.

Subjects taught in Middle School Years are:

- Personal, Social, Health and Economic Studies (PSHE)
- Physical Education (including swimming)
- English
- Mathematics
- Science
- Humanities
- Languages (Bahasa Indonesian, Spanish, or French)
- Art
- Design
- Drama
- Music

CCS aims for Literacy, Numeracy, ICT, and Inquiry to be embedded across the curriculum. Art, Design, Drama, and Music are scheduled as a semester rotation.

Years 7-10 Inquiry Learning

The Middle School curriculum at CCS supports and encourages inquiry based learning. Students receive instruction in each class from a teacher who is an expert in his or her content area. Learning continues to follow the inquiry model established in the Primary School, which puts students at the centre of their learning. Each subject area creates its own Units of Inquiry which are built around a chosen concept. With teacher support, students research questions, apply knowledge, make conclusions and reflect on their learning. The cyclical nature of inquiry, as well as the fact that it is taught within and across disciplines, supports all areas of our teaching and learning process, with particular regards to preparing students to be Lifelong Learners. CCS provides students opportunities to extend and display their inquiry skills through culminating experiences, including the Science Fair, Secondary Drama Production, Student-Led Conferences and excursions.

Years 7-11 Core Program

CORE is delivered once a week by the program coordinator with support from specialist staff such as the librarian and university counsellor, is designed to support students' personal and academic growth. Across Years 7 to 11, students develop key strategies on how to learn effectively, how to show respect in a diverse community, and how to approach their studies with confidence and curiosity. The program supports each student throughout their learning journey

Year 11

We are proud to offer CCS's WASC and CIS accredited

Year 10 and 11 courses. Students can benefit from sitting both CCS internal and external exams including select International General Certificate of Secondary Education (IGCSE) assessments. Our Year 11 program at CCS provides students with outstanding preparation for the next stage of their education. Our rigorous curriculum equips students for success in university entrance courses, such as the International Baccalaureate, A Levels, and US Advanced Placement courses.

The final grade a student will gain at the conclusion of their Year 11 courses will be CCS assessed. IGCSE assessed courses may be exam based or a combination of coursework and exams. Examinations are conducted in May or June of Year 11 and completed papers are sent to Cambridge for marking.

Grading for IGCSE courses is on an eight-point scale (A*–G). A grade of C or higher is regarded as a very good mark and is generally required for students to continue studying a subject at the next stage of secondary education.

Students can be offered the opportunity for independent studies to sit for the IGCSE exams in their home language.

Year 10 Subject Choices

Students select one subject from each grouping. If a student selects Business Management in Group 5, they cannot select it again in Group 7. If a student selects Mathematics - Standard it is recommended that that take only Standard Level in the Diploma

Year 10 Subject Choices							
Select 1 Option	- English Language & Literature	Key Subject	Sciences	Select 1 Option	Mathematics - Extended	Select 1 option	French Foreign Language
	- English Language Acquisition		- Biology		Mathematics - Standard		Spanish Foreign Language
			- Chemistry				Indonesian Mother Tongue
			- Physics				Indonesian Intermediate
			<i>Every student will study a combined course that includes Biology, Chemistry and Physics</i>				Indonesian Beginner
							School-supported Self-taught Language
Select 1 Option	Business Management	Select 1 Option	Product Design	Select 1 Option	Business Management	PLUS	Physical Education
	Economics		Digital Design		Visual Art		Physical, Social, Health Education
	History		Music		Physical Education & Sports Science		CORE
			Theatre				

Year 11 (IGCSE) Subject Choices

Students select one subject from Group 2 and 3. Students select two subjects from Group 6 (dependent on scheduling availability). Group 1, 4 and 5 courses are compulsory and based on teacher guidance and ability levels.

* = Courses are CCS-developed and assessed internally only.

<p>Group 1: English English Language (IGCSE) including English Literature (CCS Assessment)*</p>	<p>Group 2: Additional Language Bahasa Indonesian French Spanish</p>
<p>Group 3: Social Sciences History (IGCSE) Business Studies (IGCSE) Economics (IGCSE)</p>	<p>Group 4: Sciences Coordinated Science (IGCSE) Computer Science (IGCSE)</p>
<p>Group 5: Mathematics</p>	<p>Group 6 The Arts</p>

Mathematics (IGCSE)	Visual Arts (CCS)* Drama (CCS)* Music (CCS)* Design (CCS)*
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Additional information about IGCSE courses and CIE is available from www.cie.org as well as the [CCS Year 10 and 11 Handbook](#).

Year 10 and 13 Entry Requirements

Students entering Year 10 and Year 13 are considered based on their previous academic experience. All students will be assessed for admission based on previous school transcripts to decide on the compatibility with our offerings at CCS and ensure the possibility of achieving CCS graduation requirements.

International Baccalaureate Diploma Programme

The IB Diploma Programme provides a holistic and balanced two-year course of study for students aged 16-19. It aims to equip students with the skills, knowledge and values that are needed to study internationally at university level.

Students following the course are required to study 6 subjects, choosing 1 subject from Groups 1 – 5. Their 6th subject may be from any of the 6 groups. 3 of these subjects must be studied at Higher Level and 3 at Standard Level.

Students are assessed by different assessment criteria for each subject and by a mixture of exams, portfolios and coursework. Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved

eight key learning outcomes. The IB Diploma is awarded to students achieving at least 24 points out of a possible maximum of 45.

All Year 13 students will also be awarded a CCS High School Diploma upon successful completion of CCS graduation requirements. The students name on their passport is the name on the CCS High School Diploma awarded.

For further details, see our [IB Diploma Handbook](#) on the school website.

IB Diploma (Year 12 and 13) Entry Requirements

CCS students satisfactorily completing Year 11 are automatically progressed into the IB program and can make appropriate course selections. A majority of CCS students undertake the full IB Diploma Programme. Students are also able to take IBDP Courses in line with the CCS Graduation Requirements. Course selections are guided by the DP Coordinator in consultation with University Counsellor, Secondary Principal, teachers, the student, and parents.

Students new to CCS can be admitted at the beginning of Year 12 as either full IB Diploma or IB Courses students. Admissions decisions are made based on the above mentioned factors and if the programme will be beneficial to the student.

Students entering the IB Diploma in Year 12 after semester one may need to restart the Diploma again the following year in order to complete all required components which will be assessed on a case-by-case basis. Students entering year 12 later in the year may also follow the IB Courses option rather than completing the full Diploma, allowing them to graduate within the two years. In such

cases students will receive CCS credit. All CCS graduation requirements must be met, as determined by previous schooling, in order to receive a CCS Diploma.

Admission to year 13 is not possible unless a student is transferring from another IB Diploma programme school, as too many required components will have been missed. In such cases admission to Year 12 is recommended to commence the programme from the beginning.

Requirements for Specific IB Courses:

Group 1 (Language and Literature):

- CCS offers English Literature, English Language and Literature, and Indonesian Language and Literature. These require a strong foundation in English or Indonesian. English B is available for those students who do not have suitable English levels to be successful in English A as determined by teacher input and WIDA assessments.
- CCS offers a school-supported Self Taught programme for languages other than English or Indonesian. Students electing to a first language SSST course must demonstrate mother-tongue abilities in speaking, listening, reading, and writing.

Group 2 (Language Acquisition):

- CCS offers the following languages at the Language B SL/HL level: English, Indonesian, French, and Spanish. To enroll in a Language B course, students must meet one of the following criteria:
 - Be unable to read or analyse complex literary texts in that language
 - Have a significant gap since prior study in the language, especially in literacy skills (e.g. a native French speaker who has not studied

predominantly in French for the previous 5 years)

- o Have a home environment that lacks significant exposure to the language in speaking and literature (e.g. a Indonesian citizen in a dual-language home environment in which Indonesian may not be the language of verbal and written communication)
- CCS also offers Indonesian ab-initio (beginner). The IB Indonesian Ab initio SL course is for students with no previous experience in - or very little exposure to - the target language.

Group 3 and 4 (Individuals and Societies, Sciences):

- CCS does not have established prerequisites for IB study in Humanities or Sciences. However, demonstrated success in IGCSE Sciences is essential for students to be successful in any IBDP Science at the HL level.

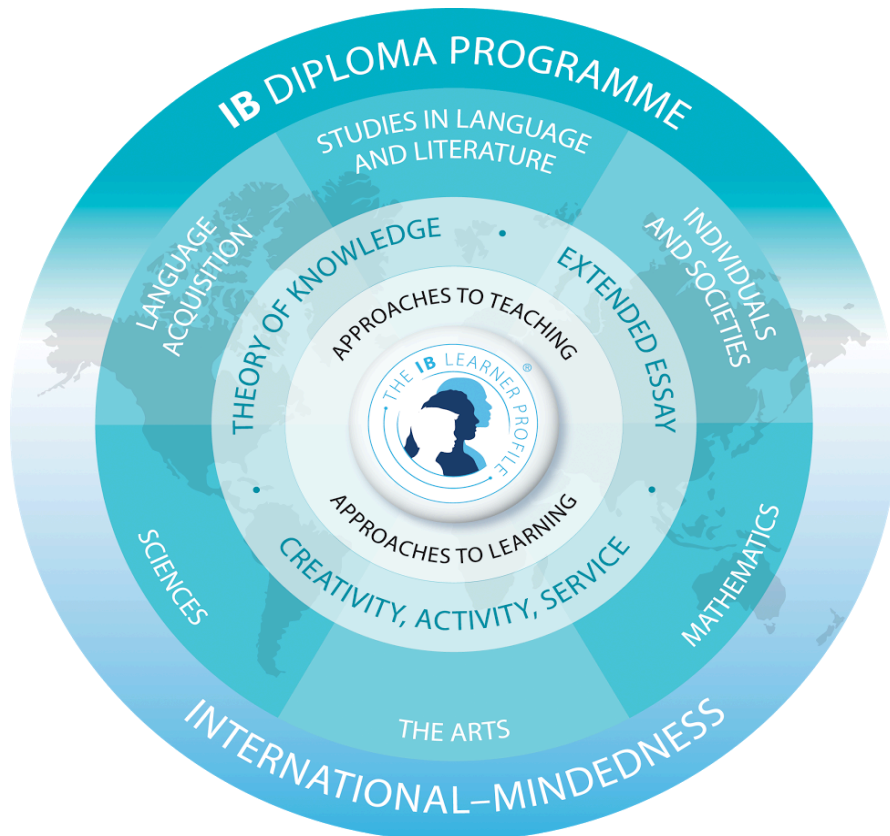
Group 5 (Mathematics):

- CCS offers two IBDP Mathematics courses: Mathematics: Analysis and Approaches (AA) and Mathematics: Applications and Interpretation (AI), each available at both Higher Level (HL) and Standard Level (SL). To undertake a Mathematics course at Higher Level (HL), students are strongly recommended to have demonstrated a high level of achievement and consistent academic performance in Mathematics. To undertake a Mathematics course at Standard Level (SL), it is recommended that students have demonstrated proficient achievement in Mathematics. Course selections are made collaboratively, with guidance and input from Mathematics teachers and the IBDP Coordinator, and are based on each student's

academic background, interests, and future study plans.

Group 6 (The Arts):

- Students wishing to enroll in IBDP Theatre, Music, and Visual Arts must have a demonstrated background in the subject.



IB Subject Choices

Full IB Diploma students must take six subjects: one from each group. Three subjects must be taken at Standard Level (SL) and three at Higher Level (HL). All subjects can be taken at SL or HL except for ab-initio languages and Self-taught Literature, which are only offered at SL. Courses offered must have a minimum number of students in order to run the course effectively. CCS aims to maintain a target class size of 18 or fewer students in most IBDP Courses.

<p>Group 1 Language and Literature English A Literature English A Language & Literature Indonesian A Language & Literature</p> <p>Self-taught Literature (SL) is available upon request.</p>	<p>Group 2 Language Acquisition Indonesian B French B Spanish B English B Indonesian ab initio (SL)</p>
<p>Group 3 Individuals and Societies History Economics Business and Management Environmental Systems & Societies</p>	<p>Group 4 Experimental Sciences Biology Physics Chemistry Environmental Systems & Societies Sports, Exercise, & Health Science Computer Science</p>
<p>Group 5 Mathematics Maths: Applications and Interpretations Maths: Analysis and Approaches</p>	<p>Group 6 The Arts Visual Arts Theatre Music</p>

CCS has adopted the following subject selection matrix. Students must choose one subject from each block. All students are required to select TOK/Core once - this can be done in Block B, C, or D.

Block A	- Business Management (SL/HL)	Block B	- Chemistry (SL/HL)	Block C	- Biology (SL/HL)	Block D	- Business Management (SL/HL)
	- Economics (SL/HL)		- Environmental Systems & Societies (SL/HL)		- Computer Science (SL/HL)		- Music (SL/HL)
	- History (SL/HL)		- Sport, Exercise & Health Science (SL/HL)		- Physics (SL/HL)		- Theatre (SL/HL)
	- Visual Arts (SL/HL)		- TOK / Core		- TOK / Core		- TOK / Core
			- Design Technology (offered as a CCS subject, not as an IB subject)				
English Choices	- English A Language & Literature SL	Other Language Choices	- French B (SL/HL)	Mathematics	- Math Applications & Interpretations SL		
	- English A Language & Literature HL		- Spanish B (SL/HL)		- Math Applications & Interpretations HL		
	- English A Literature SL		- Indonesian B (SL/HL)		- Math Analysis & Approaches SL		
	- English A Literature HL		- Indonesian Ab Initio SL		- Math Analysis & Approaches HL		
	- English B (SL/HL)		- Indonesian A SL				
	→ School-supported Self-taught Language A SL						

Students may elect to take online “Pamoja” IB courses. CCS will provide limited teacher support for Pamoja courses, and additional course fees are covered by parents.

The Extended Essay

All students will write an extended essay of 4,000 words on a topic of their choice. They will have a supervisor assigned to them once they have chosen their topic area.

Theory of Knowledge (TOK)

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge, and is a core element of the Diploma Programme. The course is addressed in all DP subjects, as well as through a specific TOK class. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions.

Creativity, Activity, Service (CAS)

The CAS programme at CCS follows the structure of the IB programme.

Creativity, Activity, Service (CAS) is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities, alongside their academic studies. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

- Creativity: Arts and other experiences that involve creative thinking.
- Activity: physical exertion contributing to a healthy lifestyle, complementing academic work.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights,

dignity and autonomy of all those involved are respected.

For further details, see our [IB Diploma Handbook](#) on the school website.

Gotong Royong at CCS

The literal translation of the Indonesian term 'Gotong Royong' is 'Mutual Aid'. It can be compared to the more general term of 'Service Learning' that is embedded in many international schools, including IB schools that adopt the CAS programme. At CCS, we define Gotong Royong as:

“The collaboration of all learners, teachers, staff and parents, working in conjunction with the local community to help identify local and wider issues and to actively participate in making positive contributions towards the development of these issues.”

Gotong Royong offers a unique way for all at CCS to get involved with their communities, by integrating service projects into the curriculum. As a form of experiential education, Gotong Royong connects theory to practice by applying classroom academic learning to 'real-world' social, economic and environmental problems in the community.

Gotong Royong aims to enhance learning whilst contributing to building and revitalising communities at the school, the wider community throughout Bali, and even at national and global levels. Gotong Royong promises to strengthen academic skills and increase motivation for educational achievement.

Gotong Royong can be applied across all subject areas and all year groups; it can involve a single student or

group of students, a classroom, year group, or the whole school. Through collaboration with community partners, learners, teachers, staff and parents, service projects will be created that address the UN Sustainable Development Goals. Projects may take place over the course of two weeks, a semester, or even a year. Years 7-11 are involved in semester-long Gotong Royong projects. During Years 12 and 13, CCS students will be undertaking the CAS programme in line with IB expectations. Students will be expected to plan for a range of activities, long and short term over an 18 month period, including one project that lasts for a minimum of 12 months. The general expectation is that students in the CAS programme will spend three to four hours a week undertaking CAS activities with a reasonable balance across creativity, activity and service.



The Aims

Gotong Royong augments the CCS mission and School Wide Values. The Gotong Royong initiative aims to develop learners who are:

- Active and engaged citizens who care and understand themselves, their community and their world.
- Responsible and respectful individuals that act with honesty and integrity at all times.

- Inter-culturally aware and appreciative of cultural diversity
- Local and global thinkers, aware of the issues in their community and the world beyond.
- Independent, confident and proactive both individually and collaboratively.

Learning Outcomes

Upon completion of projects, learners, teachers, staff and parents should be aware of their achievements, including some of the following:

- Identification of strengths and areas for self improvement
- Development of new skills, increased knowledge, understanding and a sense of cultural intelligence.
- Working collaboratively in pursuit of a common goal
- Dedication and determination even in adversity.
- Identification and positive action of a local/global issue to advance the community .
- Compassion for others and an awareness of the consequences of their actions.

Assessment and Reporting

Assessment is used to inform future planning, to ascertain the levels at which students are working and to report to students, parents and their teachers. It is based upon the maintenance of accurate and appropriate records of what individual students have demonstrated and achieved.

Assessment is an ongoing process involving observations, marking of work and feedback to students. Teachers are aware of each student's ability and progress; they are continually appraising them as they teach and interact with each student. Both formative and summative assessments are used by teachers throughout the year.

In Secondary, summative assessments must be set and in MB at least two weeks in advance of assessment date.

Assessment Guidelines

According to the CCS Assessment Policy, assessment must be:

- Appropriate and compatible with the context and purpose of the learning objectives.
- Based on the curriculum standards and criteria which are communicated clearly and transparently to students.
- Formative: An ongoing process to inform next steps in student learning, inspire student confidence, and foster a desire to continue learning.
- Used to facilitate learning through identifying students' prior-knowledge, skills, and interests.
- Respectful of student differences by supporting differentiation, inquiry, and choice.
- Focused on students developing agency as engaged, reflective, resilient, and balanced learners.
- Comprehensive enough to allow students adequate opportunities to demonstrate learning.
- Balanced in the assessment methods used:
 - Observations, rubrics, rating scales, portfolios, presentations, discussions, performances, seminars/projects, essays, exams, reflective journal entries, debates and or panel discussion, experiments, quizzes, students teaching students, peer assessment, target setting, marking work.
- Support engagement through intentional feedback and reflection.
 - There are multiple and varied formative opportunities for students to receive and act upon feedback before summative

- assessments are administered.
- o Reflection is embedded in the learning cycle.
 - o Students have the opportunity to re-assess when appropriate.
 - o Assessment of formative tasks is reported with sufficient frequency so that other users of assessment data can support each student's learning.

Reporting on student progress

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Primary	Settling in Report Parent/Teacher Conference Unit Report	Term 2 Full Report Unit Report	Conference Report Student Led Conference Unit Report	Term 4 Full Report Unit Report
Secondary	Term 1 Progress Report Including <ul style="list-style-type: none"> ●Grade for each subject ●Self-management score ●student reflection 3-Way Conferences (early Term 2/late Term 1)	Semester 1 written Report including: <ul style="list-style-type: none"> ●Grade for Each subject ●Self-management score ●Teacher written narrative comment 	Term 3 Progress Report Including <ul style="list-style-type: none"> ●Grade for each subject ●Self-management score ●7-9 student conference presentation ●10-13 student reflection Student Led Conference (7-9)	Semester 2 written Report including: <ul style="list-style-type: none"> ●Grade for Each subject ●Self-management score ●Teacher written narrative comment Year 13 receives a final report with grades only.

External Assessments

Assessment	Year group
Measures of Academic Progress (MAP)	Year 1-10, typically twice annually late Term 1 and late Term 3.
Cambridge IGCSE Exams	Year 11
IB Diploma Exams	Year 13
Indonesian National exams (UN)	Years 7, 10 and 13 (for Indonesian citizens only)
CAT 4 (Cognitive Ability Test)	Years 4, 7, & 10 Term 1
CEM IBE (Adaptive Baseline Assessment for DP)	Year 12 Term 1

Graduation Requirements

The CCS graduation standards reflect the CCS Mission, Core Values, and all Accreditation requirements. CCS graduates embody the CCS values of learning, engagement, balance, and respect. CCS graduates develop curiosity about the world, and are prepared to affect positive change as balanced, self-aware, and respectful global citizens who leverage technology responsibly and ethically to foster community on a global scale. All CCS graduates complete the IB CAS requirements.

- One CCS credit is equivalent to one year of course study (.5 credit per semester).
- Students must achieve a minimum of a D or 3 to receive credit.
- Students must earn a minimum of 20 credits, earned over 4 years of study from Year 10 to Year 13.
- 90 % Attendance in each academic year (Excused or unexcused). In special situations school administration will review on a case by case basis.

Subject	Minimum credits	Recommended for University
Total Credits	20	30
English	4	4
Mathematics	3	4
Sciences	2	4
Humanities	2	4
Languages*	2	4
Electives	5	6
TOK	1	2
CAS (2 years)	1	1
Extended Essay	-	1

Graduation Pathways

CCS offers three distinct pathways to Graduation:

- Full IB Diploma plus CCS Diploma
 - Students completing all 6 IBDP courses, the IBDP Core, and earning the required 24 points on IBDP exams, earn both an International Baccalaureate Diploma and a CCS Diploma.
- IBDP Certificates plus CCS Diploma
 - Students may take IB Courses and exams for subjects of their choosing. Upon graduation, students receive a CCS Diploma and a transcript of IB Courses results.
- CCS Diploma
 - An accessible, rigorous, internally assessed selection of courses leading to the CCS High School Diploma.
 - Students unable to complete CCS diploma courses may earn credit via CCS Foundation Courses. CCS Foundation courses are modified courses offered to students who have specific learning needs.

Detailed information about the three pathways can be found in the hyperlinked [Pathways to graduation presentation](#).

Official School Reports and Leaving Records

Student achievement is recorded on the CCS approved reports. CCS keeps a copy of reports on file for 10 years.

- Early Years (Preschool and Reception) reporting uses four descriptors for learning achievements based on CCS Approaches to Learning: Exceeding (Independently applying learning), Achieving (Minimal support needed), Approaching (Needs

guided support) and Emerging (Needs ongoing direct support);

- Years 1 to 6 will use attainment descriptors based on CCS Approaches to Learning: Exceeding, Achieving, Approaching, and Emerging. Student effort will be reported on: Excellent, Good, Below Expectation, and Poor.
- Years 7 to 10 will use grade descriptors based on achievement levels scored from 1-7.
- IGCSE (Year 11 - Graduating Class of 2026) uses the IGCSE grade descriptors A* to G.
- The IB uses grade descriptors from 7 to N on the IB Diploma / Certificate. For CCS Courses, grade descriptors from 7 to 1 are being used. CCS Foundation courses are graded with merit, pass or fail.
- Students studying CCS, IGCSE and IB courses need to earn a grade D or 3 respectively to earn credits for graduation.
- CCS Foundation courses are modified courses for students typically in Years 10 through to 13 who are not able to meet the demands of certain CCS Diploma courses and their respective assessments. When a student or teacher/s have provided evidence (see below) that this is not possible for them to attain, it will be recommended that students take a CCS Foundations course. CCS Foundations courses are modified courses offered to students who have specific learning needs. Foundations courses are graded on Merit (highest achievement), Pass, or Fail (lowest achievement).

When a student leaves CCS, they will receive an official letter with the school seal, indicating the time they spent at CCS.

Starting in Year 10, students will receive a transcript reflecting their legal name on their passport marked with the school seal indicating the courses the students studied, the grade they attained and the total number of credits they earned towards the CCS graduating diploma.

Learning Support and English as Additional Language Support

Canggu Community School operates an inclusive admissions policy. CCS admits students whose academic, personal, social and emotional needs can be met by the School's programmes and services, and who can be integrated into a mainstream classroom. The below is taken from the full CCS Learning Support Policy which is available on the CCS website.

Parents of prospective students are advised that the school is able to serve only those students with learning differences/challenges who are able to function in the regular programme with minimal support.

The objectives of the support offered through Special Education Needs (SEN) provision are:

- To identify students with special educational needs and ensure that their needs are met.
- To ensure that students with special educational needs, including learning disabilities and those who are highly able students, have access to all activities and aspects of school life.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.

- To promote effective partnerships and involve outside agencies when appropriate.

Philosophy

We aim to meet the needs of all students across the school by fostering an inclusive learning environment that supports differentiated learning approaches.

- Inclusive: Inclusion involves responding positively to each individual's unique needs. Inclusion does not involve marginalizing students because of their differences.
- Differentiation: the process of identifying, **with** each learner, the most effective strategies for achieving agreed goals. (See "Learning Diversity in the IB Programmes, 2010, International Baccalaureate Organization)

To this end, CCS affirms the four principles of good practice identified by the International Baccalaureate Organization:

1. Affirming Identity and Building Self-Esteem - Valuing students as unique individuals in a warm, welcoming, diverse community.
2. Valuing Prior Knowledge - Use inquiry, relationships, and differentiation to identify and connect with students' prior learning and unique backgrounds.
3. Scaffolding - Use our expertise as educators to help students achieve success and independence through support over time.
4. Extending Learning - Provide opportunities for all students to be challenged and engaged in rich learning experiences.

Our teachers have experience integrating students with varied language backgrounds and levels of learning, and we utilise an inquiry-based model of instruction that enables students of varied backgrounds and prior

experiences to participate fully in the learning topics and challenge students as well. We value student diversity and respect individual differences, and strive to build confidence in our learners by scaffolding instruction and applying varied teaching strategies to meet a wide-range of learning styles. For students whose needs can only partially be met within the inclusive classroom, we offer push-in or pull-out support to remediate/extend their learning with the goal of all students developing and growing into responsible, life-long learners and effective communicators.

Guidelines

Students who are admitted to CCS with psycho-educational documentation that includes a diagnosed learning or social-emotional disability are provided an IEP so long as the documentation is dated within the past three years for learning needs, and one year for social-emotional needs. Students who are demonstrating difficulties accessing the regular programme are referred for learning support by their class/subject teacher, using a referral procedure.

In the case where a student has been referred for additional support, one or more observation(s) will be conducted, and student work will be reviewed if the concern is related to academics. This will be followed with recommendations for teachers to implement in the classroom, and potentially additional support from the Learning Support team. If student progress is not made within a reasonable amount of time using the recommendations, parents will be asked to have their child assessed formally by a qualified professional in order to further understand the student's individual needs. Parents will be responsible for any of the costs incurred in such cases, however the school will provide referrals to trusted, qualified professionals.

School Counsellors

CCS has two full time School Counsellors. The School Counsellor works as part of the CCS team in supporting, enriching and nurturing the attainment of the School Mission and Values. The School Counsellor supports our PSHE (Personal, Social and Health Education); provides short term counselling to our students; career awareness and university/college counselling. Providing a safe and secure environment that supports social emotional wellness for our students is the most important responsibility of the school counsellors.

The school counsellor will work collaboratively with staff, students and parents to provide CCS students the following:

- The knowledge and evidence that every student is valuable and is treated with dignity and respect.
- All students will have access to high quality school counselling services, provided by professional school counsellors on personal-social, educational, and career and post-secondary counselling needs.
- All students' ethnic, cultural, racial differences are considered, embraced and celebrated in the design and delivery of school counselling services.
- All students can expect that school is a safe and nurturing environment.
- A positive school environment by encouraging collaboration among counsellors, teachers, administrators, parents and the community to further student achievement.
- A counselling department, which is continuously refined and improved through systematic review and evaluation of student performance data.

The School Counsellor is available to meet with students and families by appointment. Students may be referred to the school counsellor by a staff member, self-referral and/or by their parent/guardian. CCS has a full Counselling Policy which can be shared by Administration upon request.

University/College Counselling

Preparation for university or college begins well before Year 13, and the CCS core values play an essential role in that journey. Once students reach Year 10, they need to be actively engaged in planning for their education route after Year 13. This process is guided by the University Counsellor and the CCS University Handbook.

The following is to help guide students through the process of learning about, finding and applying to university. It will vary, depending on the country. Please see the [CCS University Counselling Handbook](#) for more information.

Search and Applications- Introduction to University Counseling

Applying to universities is a challenging, revealing and exciting experience. It enables students to go through the process of self-discovery, examining their strengths and values, as they start to decide what they might want to pursue in life. We aim to guide, support, and counsel students and parents as they research schools, make choices, select and visit universities, complete applications, and enroll into university. We assist students in developing their positive experiences at CCS in order to gain admissions into universities all over the world. We hope you will use this as a resource throughout high school, as it addresses many issues related to the university application process in general and very

specifically to different systems and countries. We wish you all the best as you start this journey!

CCS Counseling Services

Our counseling programme guides and assists students throughout the university application process, beginning in Year 10 and continuing throughout Year 13. The programme includes:

- Year 10 - Finding Careers that Match Your Personality
- Year 11- Understanding University Requirements, parents will be invited for a general overview of IB subjects and how they may affect university applications.
- Year 12- Understanding Admissions & Creating a Plan, Introduction to Cialfo, My Post Secondary Plan Project (parents invited to attend).
- Year 13- Cialfo Adding Universities, Details about Applications, Individual support for college application by appointment.

Available As Needed for Students

- Consultations with students to discuss their choice of countries and different academic systems in them, as well as the selections of schools, university courses, depending on the system.
- Providing information and materials with the university resources for students in their university search provided by the university counselor.
- Advice on standardized testing, including SAT (Scholastic Aptitude/Assessment Test), the ACT (American College Test), the IELTS (International English Language Testing System) and TOEFL tests.
- Guidance on application platforms such as UCAS, Studielink, Common App etc to apply to the universities in the UK, Holland, and the US.

- Identifying schools that are suitable for students depending on their interests, abilities and other factors relevant to the student.
- Assistance and guidance in preparation of applications including personal statements, essays and contact with university representatives.
- Teacher letters of recommendation that strongly support student's candidature to appropriate universities.
- Advice on extracurricular and summer activities.
- Guidance on financial aid with the support of parent/guardian
- Maintaining relationships with universities and contacting representatives to support individual applications.
- Organizing University Presentations at CCS from various universities.

Please see the [CCS University Counselling Handbook](#) for comprehensive information.

Appendices

Appendix A: 2025-2026 Compulsory School Fees

- <https://www.ccsbali.com/admissions/fees>

Appendix B: 2025-2026 Calendar

- <https://www.ccsbali.com/admissions/school-calendar>

Appendix C: CCS Medical Matters

Please do not send your child to school in the morning if they are unwell. As you know, coughs, bad colds, head lice and tummy upsets spread very quickly in schools, so please think of others. Please notify the School of your child's absence and the possible duration of the illness. The

following chart sets out information on some common contagious conditions:

Condition	Symptoms	Procedure to follow
Chickenpox	<ul style="list-style-type: none"> • Mild fever or headache • Rash on trunk of body 	Student must remain at home until blisters are completely dry.
Conjunctivitis	<ul style="list-style-type: none"> • Redness of the white of the eye and inside the eyelid • Itchiness and irritation of the eye 	Student remains at home until discharge stops and student has completed 24 hours of antibiotic eye drop treatment. Severe cases may need 48 hours of treatment.
Diarrhoea		Student remains at home until completely recovered.
Fever	<ul style="list-style-type: none"> • A temperature above 38°C 	Student must remain at home until fever has returned to normal for at least 24 hours.
Hand, Foot and Mouth disease	<ul style="list-style-type: none"> • Flat small blisters on the hands and feet, sometimes on buttocks • Oral ulcers • Mild fever/malaise 	Highly contagious condition. Student should remain at home until medical clearance is given (approx 7-10 days)
Head Lice	<ul style="list-style-type: none"> • Intense itchiness of the scalp • Tiny red spots (bites) on the scalp 	Student to be treated at home until all live lice and eggs have been killed and removed. All family members should be checked and treated, if necessary.
Hepatitis A and B	<ul style="list-style-type: none"> • Flu-like symptoms of fever, headache and weakness • Poor appetite • Nausea and vomiting • Tender upper right abdomen (where liver is located) 	Student to remain at home until clearance is given in writing from the student's doctor.
Impetigo or school sores	<ul style="list-style-type: none"> • Initially, the skin reddens and crops of small blisters appear • Blisters burst leaving raw, moist sores 	The affected area must be treated and covered. Students should remain at home for 24 hours from starting antibiotic treatment. No swimming until completely healed.
Ringworm	<ul style="list-style-type: none"> • Oval or circular, flaky patches with raised, mildly inflamed borders • Itchiness 	The affected area must be treated and covered.
Typhoid	<ul style="list-style-type: none"> • Fever and headache • Lack of energy • Abdominal pain • Rash, consisting of raised pink spots on abdomen and chest • Constipation or diarrhoea 	Student to remain at home until clearance is given in writing from the student's doctor.
Verruca	<ul style="list-style-type: none"> • Hard, rough calloused surface with dotted black spots on the sole of the foot. 	Must be covered with a waterproof dressing for PE and swimming.

At School

If a student becomes ill or is hurt, staff at school will determine whether the student is in need of medical treatment. If the school is unable, for whatever reason, to contact a parent/guardian, the school may arrange for the student to be taken to a medical facility for the purposes of examining the student and providing specialist treatment.

Parents undertake to bear all expenses incurred by such action. The school strongly advises parents to provide medical insurance for their children.

School Nurse

The School Nurse will, whenever possible, provide the general first aid and emergency medical care at CCS.

In the case of a serious medical emergency, the role of the Nurse will be to provide first aid care and organise transport to a clinic/hospital. The school will endeavour to contact parents/guardians as one of its first steps in caring for students. The school personnel will always identify themselves correctly and give relevant student information.

Head Lice

Students will be checked for head lice on a regular basis. If any nits (eggs) or live lice are found, a letter of notification will be given to the student to take home that afternoon. If live lice are found parents will be phoned immediately. *Students will be checked again by the school*

Nurse on their return to school. If live lice are found, students will be sent home for immediate treatment.

Students need to have their hair treated properly; good advice is available from pharmacies and reputable medical agencies using the Internet.

To help prevent the spread of head lice:

- comb your son/daughter's hair regularly with a nit or bug-busting comb;
- periodically inspect the hair of all family members.

Medication

Asthma puffers must be kept by students; however, the School must be informed via the Medical Information Sheet that this is necessary. Any other medication to be taken during the school day must be handed in to the School Nurse each morning, with a signed request from the parent/guardian requesting that the Nurse administer or supervise self-administration by the student. The medication must be clearly labelled with the student's name and instructions as to administration of the medicine. Students are responsible for the collection of their medication at the end of the school day or as instructed by their parent/guardian.

Students with specific medical conditions that may require urgent, life-saving medication will be given the required first aid, in accordance with written directions/treatment plan from his/her doctor and with a signed permission form by a parent/guardian.

Under no circumstances should a student keep any medication, other than asthma puffers, in their school bag or on their person.

Appendix D: [Critical Incident Handbook](#)