



Students and Parents' BULLETIN

Internationally Accredited by the Western Association of Schools and Colleges; Recognized by the Department of Education as a *School of the Future*; An International Baccalaureate (I.B.) Authorized World School; Investors in People Gold Awardee; ISO 9001:2015 Certified

No. 12 AY 2019-2020

October 25, 2019

PASS research activities go full blast

The P.A.S.S. or **P**ortfolio **A**ssessment for **S**tudents of Southville International School and Colleges (SISC) Research Program teaches graduating students the value of scientific inquiry and advancement of knowledge. It provides opportunities to demonstrate the various competencies they acquired in the different subject areas like English (writing and organization), Science (investigatory projects/experimental research), Mathematics (statistics/graphs), and History (historical analysis and perspective).

Graduating students in High School and Grade School are now very busy with their PASS research. Below are some of the research topics of Grade School and High School students:

Grade School

Test Taking Skills of Grade Six Students

Charlie James S. Howell

Khan Academy and Standards-Based Assessment

Juan Alfonso G. Lobien

Mode of Discipline and Anger

Jamila Sophia Nasser

Type of Diet and Healthy Eating Habits

Martha Therese B. Pinca

Financial Literacy of Grade School Students

Cassiana Cassandra Prats

High School

The Impact of Digital Marketing on the Brand Awareness and Customer Satisfaction of SISC Stakeholders

Audrey Kim

Happiness and Job Performance of Southville International School and Colleges' Teachers

Ruby Lee

The Efficacy of Solar Disinfection (SODIS) with Psoralen in Disinfecting Water

Sungmin Choi, Yuji D. Momota and Aira Sison

Severino Reyes' Lola Bashang: Defining Filipino Values during Post-War Philippines

Eliliani Theres A. Cutillar

Samgyupsal Kimbap

Chaerin Lim and Yiji Kim

Anti-bullying event opens this weekend

Southville International School and Colleges (SISC) is hosting a two-day anti-bullying event to educate and empower students and families about creative and effective ways to prevent and handle traditional and cyber bullying. **“Be a Buddy, Not a Bully”** will be held in Munich Campus from **Oct. 25 - 26, 2019** starting at 9:00 a.m.

Motivational educators and speakers will talk about topics related to this major health and safety issue and ways to counter it. In addition to the on stage event, there will also be arts & crafts, and story telling activities for the children. There will likewise be a mini-fair and food bazaar featuring different merchants for parent-child bonding and camaraderie.

The event is open to the public at no charge. Non-SISC families and friends are welcome to the once-a-year event to build a more positive and caring community.

For more information, you may call Teacher Phi Anh, Ms. Jenny or Ms. Josette at telephone no. 8825-6374 local 203 or 208.



Theme of the Year:

“Live the 5Cs (Competence, Character, Commitment to Achieve, Collaboration, Creativity) through Academic Rigor, Growth Mindset and Grit”

STAR Campus

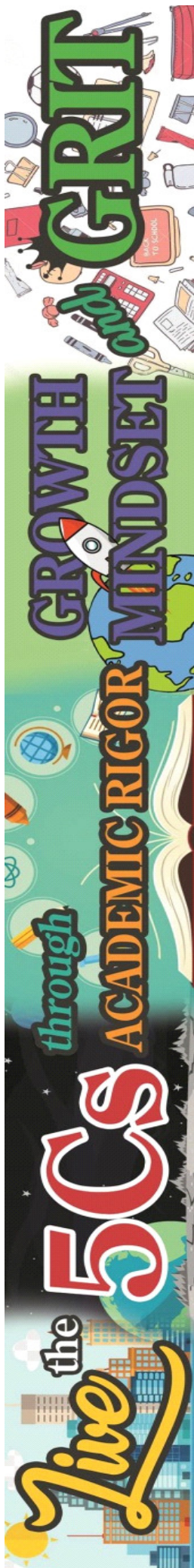
136 Elizalde St., BF Homes, Parañaque City, Philippines
Tel. Nos. (632) 8428811
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Munich Campus

Munich St. corner Tropical Avenue, B.F. Homes International, Las Piñas City
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Luxembourg Campus

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Honors computation for graduating Senior High School students

One of the greatest singular achievements in one's life is graduating with honors after years of diligent studying and active participation in school. To be cited on stage in front of one's peers, with one's parents or guardians proudly beaming with pride, is an unforgettable and unparalleled moment in a young person's life. For Academic Year 2019 - 2020, graduating Gr. 12 students can look forward to this glorious moment based on the following guidelines for computing honors:

A. Preparation of Documents – Pre-deliberation

1. A list of qualified students is prepared by the Registrar based on the Yearend Honors Average generated by AIMS. Students with academic deficiencies are excluded from the list of qualified students.

2. For Grade 12, the General Scholastic Award is computed as the sum of 70% Academic Ranking per strand in Grade 12 and 30% Academic Ranking per strand in Grade 11.

3. General Scholastic Award refers to the Academic Excellence per strand such as:

- 3.1 Academic Excellence in STEM
- 3.2 Academic Excellence in ABM
- 3.3 Academic Excellence in HUMSS
- 3.4 Academic Excellence in GAS

4. The Academic Ranking of the qualified students is generated following these steps:

- 4.1 The Academic Ranking is computed from the Yearend Honors Average of the previous level (Grade 11) and the Yearend Honors Average of the current level (Grade 12) for each student.
- 4.2 The Yearend Honors Average of the previous level (Grade 11) is multiplied by 0.30.
- 4.3 The Yearend Honors Average of the current level (Grade 12) is multiplied by 0.70.
- 4.4 The results of step A.4.2 and step A.4.3 are added for each student.
- 4.5 A list of students arranged from the highest to the lowest sum of the results of A.4.2 and A.4.3 per academic strand is generated. The student with the highest sum per academic strand is given an academic rank of 1.

5. The list of students with their respective Academic Ranking is released by the Registration's Office to the Deputy Principal and routed to the class advisers.



B. Deliberation

1. The Registrar furnishes the DP, SAHs, Strand Coordinators and class advisers with the list of students qualified for the general scholastic excellence awards (results of step A.4.2 and A.4.3)

2. The Deputy Principal convenes the Honors Deliberation Committee headed by the Registrar and composed of the class advisers, subject teachers, strand coordinators, SAHs and Discipline Officer to approve the list of the General Scholastic Excellence Awardees.

3. The Values Excellence Awardees are nominated and approved by the same committee.

4. The subject teacher nominates students for Subject Excellence Award which the SAH reviews and presents to the committee. In case of a tie, the teacher breaks the tie.

Note: Subject excellence will be taken from the sum of:

- 4.1 Final Grade in the subject of the previous level (Grade 11) multiplied by 0.30.
- 4.2 Final Grade in the subject of the current level (Grade 12) multiplied by 0.70.

5. The awardees for Subject Excellence is approved by the same committee.

6. Minutes of all the deliberation meetings will be filed and kept by the Deputy Principal.

7. The SHS Deputy Principal releases the list of awardees.



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Who will go to extended midyear or EMY class?

Students from Grades 1-12 who will get a grade of LA (Low Average), P (Poor), or Inc (Incomplete) during the First Term, graduating students with P.A.S.S. and GEM Project deficiencies, and late enrollees with audit tutorials will have to attend remedial classes on November 4 - 8, 2019 so they will get a better understanding of the subject and will be given time to complete their requirements.

Parents and guardians of students who will go to EMY class will be notified by the Deputy Principal to inform them of the class schedule. A removal exam will be given to students who got a grade of LA and below after the EMY to ensure that the students gain the skills necessary to succeed in their level.

Mid-Year Break schedule

The Mid-Year Break of Basic Education students who will not attend Extended Mid-Year classes is from:

- Oct. 25 - Nov. 11, 2019 - ECED and Grades 3 -5
- Oct. 31 - Nov. 11, 2019 - Grade 12
- Oct. 31 - Nov. 12, 2019 - Grade 6 - 11
- Oct. 31 - Nov. 4, 2019 - IB 1 and 2

Classes will resume on:

- Nov. 5, 2019 - IB 1 and 2
- Nov. 12, 2019 - ECED to Grade 5 and Grade 12
- Nov. 13, 2019 - Grade 6 -11

Why do students make portfolios?

The student portfolio is an organized collection of personal reflection, grades, and work samples from the classroom that reflect a student's progress during the academic year. Portfolios can reveal the range of skills and understanding on the students' part; support instructional goals; reflect change and growth over a period of time; encourage student, teacher, and parent reflection; and provide for continuity in education from one year to the next. Teachers use them for a variety of specific purposes, including:

- Encouraging self-directed learning
- Enlarging the view of what is learned
- Fostering learning about learning
- Demonstrating progress toward identified outcomes
- Creating an intersection for instruction and assessment
- Providing a way for students to value themselves as learners
- Offering opportunities for peer-supported growth

Portfolios are personalized documentation of what and how the students have learned. The most important element of portfolios are student reflections on their own learning progress. They become highly engaged and assume considerable responsibility for their learning.

Marie Vie F. Suarez

Principal

REPLY SLIP

A. () I have received and read Students and Parents' Bulletin No. 12 A.Y. 2019-2020.

B. The Midyear Institutional Survey is sent to through online. Please write your email address so you can participate in our survey. Email Address: _____

Student's Name

Level/Section

Parent's Signature