

Dear AICS Community,

We are pleased to share the key discussion points from the Cycle 5 Participation Council Meeting (2024/2025).

In an effort to keep the community informed and promote transparency, these minutes have been anonymised and summarised to focus only on the essential facts and actions.

Thank you for your continued engagement with the school community.

Discussion Points

Academic and Student Success

- Non-Promotional Reports (DP1):
 - There were up to 45 students with a non-promotional report, raising concern about the high number of DP1 students not meeting the requirements to pass.
 - The large number of students not meeting requirements may impact the size of cohorts next year.
 - The South East (SE) campus has a far higher rate of non-promotional reports compared to the South campus.
 - It was noted that SE is a less established, growth campus, which may account for the current difference in profile.
 - A Council member will look at the data and share anything alarming with another member.
- Campus Perception:
 - A concern was raised that there is a narrative of the SE campus being "weaker or less than," which is not good for the campus.
 - It was emphasized that the school works hard to ensure the student experience is the same at each campus, and that "teething problems" are expected as SE is a growth campus.

School Timetable Updates

- General Status:
 - The Secondary timetable was at the point of being shared with staff; the Primary timetable was coming soon.
 - The new timetable is not perfect, but the goal is to improve what is currently in place.
 - Efforts were made to focus on student-centered needs and accommodate staff where needed.
- Challenges and Outcomes:

- Clustering makes the timetable complicated, but it is the goal for the DP and MYP Language Acquisition programmes to allow for subject changes.
- Clashes were lowered, and solutions will be made for the few remaining cases.
- Giving staff extensions on timetable requests has significantly reduced.
- A wish from subjects for double periods could not be fulfilled, but one subject per staff member has at least one double period.
- DP1-2 classes were copied and pasted as teachers and students liked the previous structure.
- Staff will be informed about the timetable, and ideas to communicate the changes to staff will be implemented.

Policy Endorsements

- School Guide: The School Guide was VOTED and ENDORSED.
- Academic Integrity (AI) Policy:
 - The policy was VOTED and ENDORSED.
 - Discussion points included the definition of AI use, collective punishment, and device use.
 - The plan is to review and reflect upon the AI section more frequently than the full policy review (every 2 years).
 - The policy language will ensure it does not deal with specifics (e.g., listing tools) to avoid quickly becoming outdated as AI evolves.
- AICS Social Safety Policy:
 - VOTE: POSTPONED TO CYCLE 1 NEXT YEAR.
 - The working group needs to have a meeting with relevant school leaders before the policy can be voted on.
 - Two main questions remain: the policy is "KiVa heavy," which does not reflect its use past MYP2/3, and there is a perceived lack of consequences.
 - The role of the victim in restorative justice also needs discussion.

Innovation Budget (GMR)

- Communication: The school will boost communication about the projects being undertaken.
- Application Process: The school applies through the Senior Leadership Team, not individual staff members, as these are typically "big projects".
- Current/Previous Projects: Current projects include Computational Thinking and a planned AI project; previous projects included Outdoor Learning and VR.

Other Topics (AOB)

- Elections: Feedback on the confusing election process will be taken onboard for future years. It was suggested that staff be able to vote for more than one candidate, and the need for equal campus representation was raised. Extra encouragement for secondary parents to stand for election was discussed.
- PYP/MYP Transition: The sentiment that there is now a crossover between PYP and MYP is seen as brilliant, with parents being appreciative of the "fab" transition.