



Student and Parent Handbook - Primary

2018 - 19

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Part 1: LIS

Introduction

Welcome

Dear Parent/Guardian,

Welcome to Luanda International School (LIS). As the School Director, I am very fortunate to be part of a professional community of diverse learners that approaches its work with optimism and a tremendous sense of possibility. Here at LIS, we are a team of dedicated board members, talented teachers, committed support staff, administrators, involved families, and supportive community members, working in partnership to strengthen educational excellence for our students so that they may thrive!

LIS is a private coeducational day school, which offers an English medium educational programme for students from age 3 to 18, predominantly from the international community in Luanda, Angola. LIS is an International Baccalaureate (IB) World School and is authorized to offer three International Baccalaureate programmes: Primary Years Programme (PYP), Middle Years Programme (MYP) and the IB Diploma Programme (DP). We use these programmes as the framework for an inquiry-based approach to learning and teaching. LIS is committed to self review and continuous improvement. Although a relatively young school, LIS is fully accredited with the IB, the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS).

LIS has a very strong local, national and international reputation. This success is directly connected to a dedicated and talented staff, active parental involvement, and a supportive community. We believe in the unlimited potential of our students by respecting and developing their individual social, emotional and cognitive needs. We set challenging and demanding expectations for growth and support all students to achieve high standards. We foster a culture of civility where students and adults are treated with fairness, are respected for their contributions, and are celebrated for their effort and successes.

While our primary relationship is with your child/children, LIS families are an important element of their child's/children's learning journeys. We see parents as our partners in the growth and development of our

students, and as such we communicate with them about the child's success, challenges and goals or next steps for growth. We expect parents to give their children the necessary support to experience the LIS programme and assist us in enforcing the standards and expectations of the School.

Please understand that no set of rules or guidelines can cover every conceivable situation that may arise. The rules, policies, and procedures within this handbook are intended to apply under normal circumstances. However, in the absence of policy and procedure, this handbook does not limit LIS from exercising discretion and good judgement to deal with individual circumstances as they arise in the manner deemed most appropriate by the School, taking into consideration the best interests of safety, the child and the community.

We believe that a positive and constructive working relationship between the School and a student's parents (or guardian) is essential to the fulfillment of the School's vision, mission and core values. Thus, the School reserves the right not to continue to enroll or to re enroll a student if the School concludes that the actions of a parent (or guardian) seriously interfere with the School's educational purpose. Any student who violates any of the following school rules is liable and accountable to their actions and decisions.

I have always believed that happy children want to learn. A safe school environment, challenging academic programmes, high expectations and a sense of ownership are key elements to cultivate a happy culture and community. To make this experience a reality there can be no bystanders. We must all make a contribution so that your child/children may thrive at LIS!

Sincerely,

Dylan Hughes
School Director

School Hours

The school week runs from Monday to Friday. Students should arrive no earlier than 7:15 am as supervision is not available before this time. The school bell rings at 7:50 am. For Primary Students, this is the signal to proceed to classes which start at 7:55 am.

The students in our Early Learning Center (Prep 3 and Prep 4) have short breaks throughout the day that fit with their daily schedules. These breaks are designated by the classroom teacher and include times to enjoy snacks.

There are two breaks scheduled during the Years 1- 6 primary school day; a 25 minute morning 'snack break' (9:40 am - 10:05 am) and 'lunch break' (12:35 pm - 1:25 pm). During the 'snack-break' students enjoy a snack and play period outside the classrooms. During the 'lunch break' students have a supervised eating period (12:35 pm - 12:55 pm) before outdoor play time. Staff provide supervision of all students during breaks.

Classes end at 3:00 pm, although after school activities (when in session) run until 4:00 pm. Students are to be picked up promptly at the end of the school day. Drivers must follow pick-up and drop-off procedures, obey traffic regulations and follow any instructions from staff. The speed limit on campus is 5km / hr.

School Hours

Prep 3 & 4: 7:50-12:40

Years 1-13: 7:50-15:00

PTA School Store Hours

(behind Administrative building)

Monday, Wednesday and Friday, 7:45-8:15 & 14:45-15:15

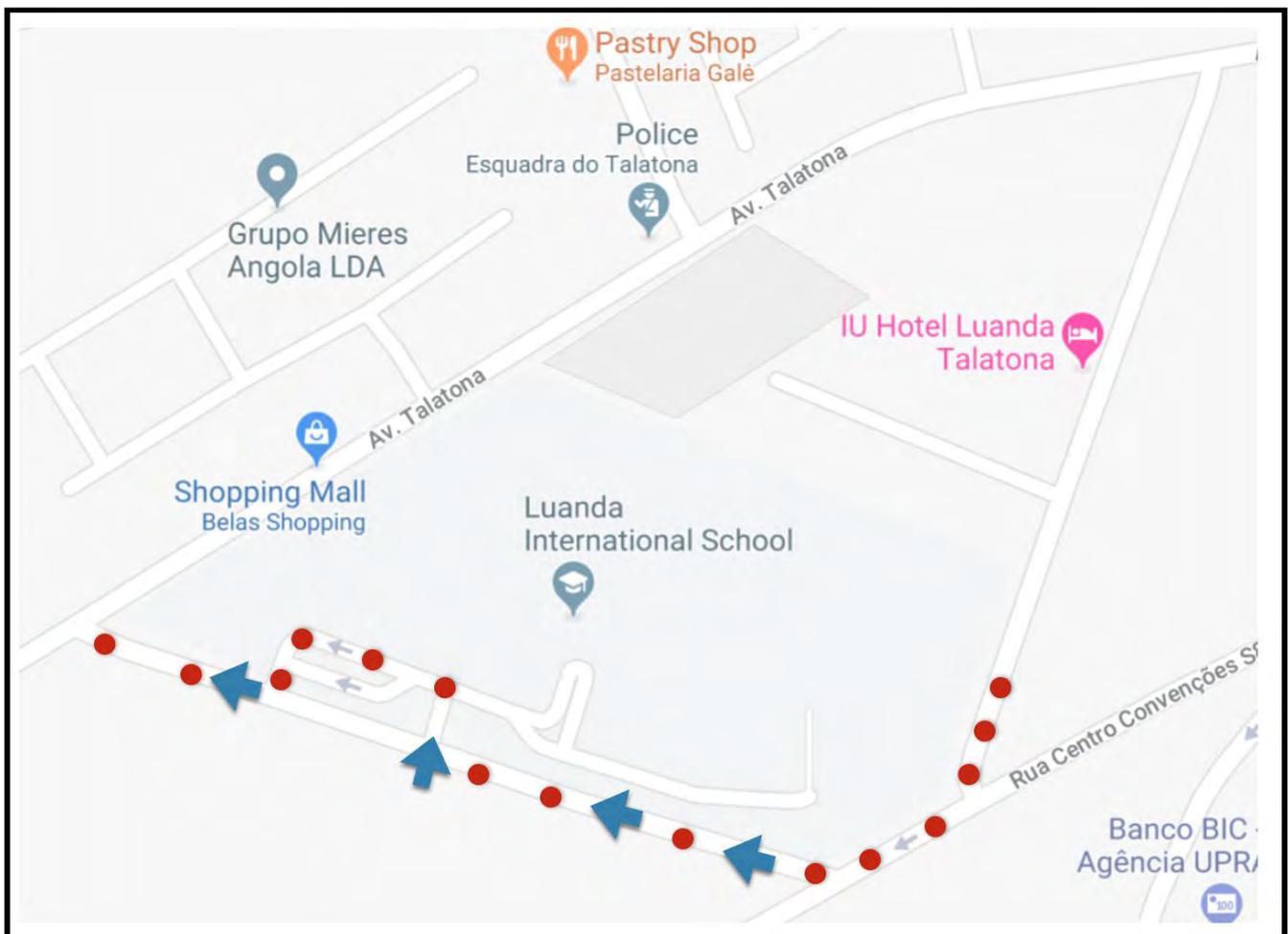
Cashier Hours

(in the Finance Department, Administrative building)

Open daily from 8:00-10:00, 12:00-13:00 and 14:30-15:30

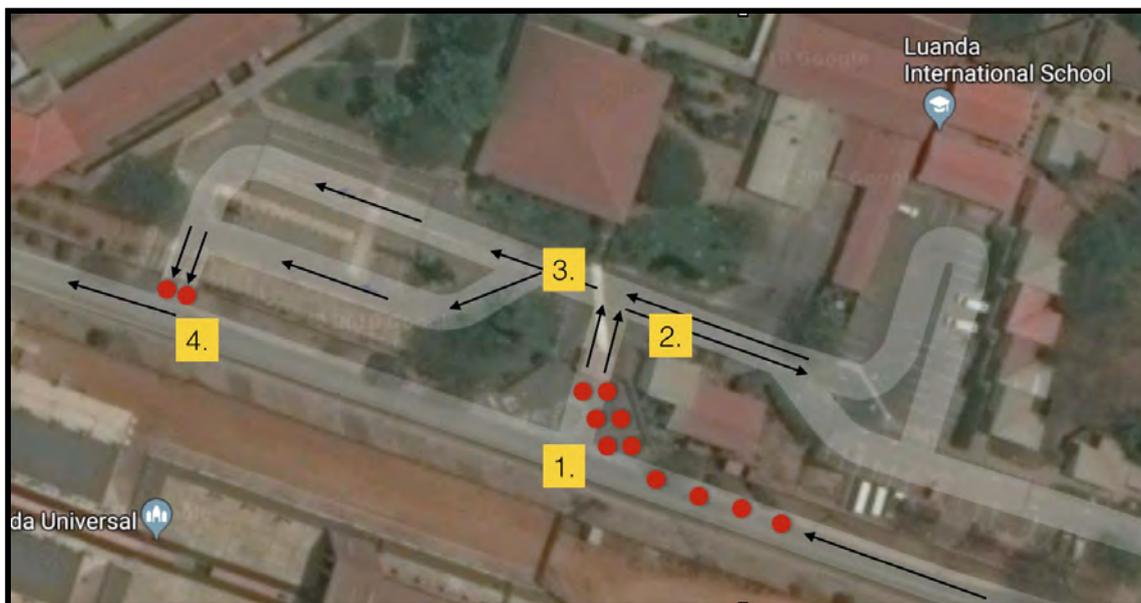
School Entry and Exit Plan

1. All vehicles should approach the school from Rua Centro Convenções S8.
2. Please refrain from approaching the school entrance from Av. Talatona. Respectfully, the school security will decline access and redirect you.
3. All vehicles will exit the school and drive towards Av. Talatona.



1. All vehicles will be stopped before accessing the school. Security staff will check the vehicle for a current LIS sticker and ensure all adults present their personalised school identification lanyard. Only vehicles and adults with the correct ID will be permitted access to the school. Respectfully, our security team will not permit access to vehicles and adults who do not comply with these basic safety requirements. If the vehicle is not allowed access to campus, the student(s) will need to exit the vehicle and enter campus as pedestrian(s). Students may be escorted by security guards and/or adults with proper identification, as necessary.

2. ELC vehicles should turn right after entering the school and proceed to the ELC pick up/drop off location.
3. Primary and Secondary vehicles should turn left after entering the school and proceed to the Primary / Secondary pick up/drop off location.
4. All vehicles exiting the school will be directed by the Talatona Police to turn towards Talatona Av.



Lunch

Both Primary students in Years 1-6 and Secondary students have a 50 minute lunch break. The lunch breaks are staggered to allow sufficient time for the kitchen staff to serve those students taking school lunch.

All home lunches must be 'clearly named' and dropped off at the front gate with the guards. The guards will then take the lunch to the appropriate lunch shelf for pick-up by the student. It is recommended that lunches be delivered half an hour before the respective student's lunch time. For more information on delivery of home lunches, see Part 2 of this Handbook.

Co-Curricular Programme

Please take note of the following school expectations for collection of students following completion of After School Activities (ASA). These expectations are directly related to safety and security matters. Your strict attention to these expectations is much appreciated.

Caregivers: Parents, drivers and helpers must:

- Wait for children at the Jango located directly outside the Administration Building. Alternatively, you may also use the wooden tables directly adjacent to Building 2. Please *do not walk around the school or attend the actual ASA*.



Key:

- 1 - Main entrance
- 2 - Primary Building 2
- 3 - Main administration building
- 4 - Main car park area
- 5 - Jangos
- 6 - Wooden tables

Caregivers must wait in areas 5 & 6 only.

- Wear their official school lanyard at all times while on the campus.
- Refrain from walking through the school to find child/children. At the end of ASA period, all students will be ushered to the waiting area to meet parents or caregivers. LIS staff will be located around the school with the primary task of connecting students with their caregivers.
- Please vacate the school premises immediately once you are reunited with your child/children.
- Use only the Adult Bathrooms, located in the Administration Building, on the second floor of Building 7, and the adult bathrooms adjacent to the Primary Office.

Contact information

Luanda International School - LIS

Via S6, Bairro de Talatona

Município de Belas, Luanda

Email: lis@lisluanda.com

Website: <http://lisluanda.com/home/>

School Phone Numbers: +244 932 337 56 / 57

Department	Name	Email
Director	Dylan Hughes	dhughes@lisluanda.com
Primary Principal	Chris Boreham	cboreham@lisluanda.com
Primary Deputy Principal	Rosemary Wright	rwright@lisluanda.com
Secondary Principal	Grant Rogers	secprincipal@lisluanda.com
Secondary Deputy Principal	Jonah Rosenfield	jrosenfield@lisluanda.com
ELC Coordinator	Aisia Casanova	acasanova@lisluanda.com
PYP Coordinator	Alison Francis	afrancis@lisluanda.com
MYP Coordinator	David Chilton	dchilton@lisluanda.com

DP Coordinator	Rene Bradford	rbradford@lisluanda.com
Enrollment Manager	Sheila Afonso Burnay	sburnay@lisluanda.com
Enrollment Coordinator	Louisa Maika Sabu	lsabu@lisluanda.com
Enrollment Coordinator	Teresa Martins	tmartins@lisluanda.com
Primary Counsellor (Lower)	Jasmine Obaseki	jobaseki@lisluanda.com
Primary Counsellor (Upper)	Ryan Sullivan	rsullivan@lisluanda.com
Secondary Counselor	Kristen Rosenfield	krosenfield@lisluanda.com
Secondary Counselor	Scott Langston	slangston@lisluanda.com
Medical Officer	Nazneen Ahmed	nahmed@lisluanda.com
Medical Officer	Claudia Pina	cpina@lisluanda.com
Finance Department	Fulai Samiombo	accounts7@lisluanda.com
Finance Department	Auria Zacharias	accounts2@lisluanda.com
Co-Curricular Coordinator	Andrew Smith	cocurricular@lisluanda.com
Whole School Librarian	Antonella Giovannetti	agiovannetti@lisluanda.com
Primary Officer Administrator	Teresa Mendes	tmendes@lisluanda.com
Secondary Officer Administrator	Adania Bravo	officesec@lisluanda.com
Front Office Secretary	Mariana Miguel	mariana@lisluanda.com
Front Office Secretary	Florence Tchipoia Junior	florence@lisluanda.com
Executive Administrator	Mila Barradas	mbarradas@lisluanda.com
Head of Security	Oliveira Diamantino	security@lisluanda.com
Head of PTA	Allison Anderson	pta@lisluanda.com

Campus Map

1. Early Childhood Center
2. Primary Classrooms
3. Library
4. Science Classrooms
5. Arts & Design & Language Classrooms
6. Gymnasium
7. Poolhouse & Locker Rooms
8. Secondary School Classrooms
9. Dining Hall & Medical Clinic
10. Maintenance & Facilities
11. Central Admin

PROGRAM KEY

	Primary School
	Secondary School
	Administration
	Library
	Commons
	Athletics
	Performing Arts
	Visual Arts
	Facilities



Key Policies / Procedures

Lanyards and Parking Passes

With the exception of LIS students, all members of the LIS community including, without limitation, parents, family members, staff, volunteers, contractors, drivers, nannies and other persons authorized to access the LIS campus must have their photo taken at the front office for the creation of a personalized lanyard.

All LIS community members are expected to wear their lanyards at all times. Visitors can collect a visitor's lanyard at the front desk or front office and must wear the lanyard while at LIS. Visitors must present original identification in order to receive the visitor's lanyard; such identification will be retained by LIS until the visitor's pass is returned. Any person not wearing a lanyard on the LIS campus, will be asked to proceed to the front gate or front office to obtain a visitor's lanyard.

Lanyard colors distinguish the following groups of persons, who are authorized to access the LIS campus.

Blue	the person is an employee of LIS
Purple	the person is endorsed by LIS to be on campus
Green	the person is a parent of an LIS student
Orange	the person is either a driver or house helper of LIS student or staff
Red	the person is a visitor to LIS

All cars that enter LIS must display an LIS parking pass on the front windshield; parking passes are issued by the Enrollment Department. Persons must present an LIS lanyard in order to obtain an LIS parking pass.

Child Protection Policy

LIS believes and recognises that every student has the right to live in a safe and secure environment. LIS also recognizes that abuse and neglect fundamentally affect a child's well being and ability to learn. This child protection policy and its related procedures and protocols are founded on the United Nations Convention on the Rights of the Child, a human rights treaty which deals with child-specific needs and rights. As a signatory nation that ratified this convention, Angola is bound to it by international law.

All staff employed at Luanda International School must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy, which will be reviewed annually by the School Director. Furthermore, cases of suspected child abuse or neglect might be reported to the respective consulate in Luanda, to the appropriate child protection agency in the home country, and/or to local authorities.

Luanda International School will communicate this policy annually, provide annual training for all staff, and ensure hiring practices for employees and contracted service providers includes the appropriate criminal and sexual offence reports to safeguard children. All staff will be expected to sign the child protection code of conduct. In the case of a staff member is reported as an alleged offender, Luanda International School will conduct a full investigation following a carefully designed course of due process.

Approved by Board 25 October 2016; Revised 3 November 2017; Revised 19 March 2018

Child Protection Procedures

The protection of children and young people from all forms of abuse, neglect, and exploitation is a top priority for the school. LIS has developed and implemented a variety of safeguarding policies and procedures, and provides ongoing training to staff and informational sessions for parents. Beginning 2018-2019, LIS will implement a child protection curriculum for all Primary students.

By enrolling your child/children at LIS you have agreed to work in partnership with the school and abide by the policies adopted by the LIS Board of Directors. Your support and commitment to a safe and supportive school environment is very much appreciated.

For more information, please request a copy of the Child Protection Handbook.

Temporary Guardianship

When single parents, both parents, or legal guardians travel out of Luanda while their child(ren) is/are attending LIS, a temporary guardian must be appointed for the duration of their absence and a completed Temporary Guardianship Form must be submitted to the principal's office.

The designated temporary guardian must reside in Luanda (he or she cannot be a relative in another country) and is expected to assume full responsibility, including medical responsibility, for the child. A nanny, housekeeper or driver is not an acceptable temporary guardian.

The LIS Temporary Guardianship Form is available in both English and Portuguese, and can be found on the LIS website or obtained from the Assistants at the Primary and Secondary Offices. The form must contain: complete and clearly written information, signatures of both the parent(s) and temporary guardian, and a passport copy in cases where a non-LIS parent is the designated temporary guardian.

Bathrooms

As a component of LIS child protection policies and procedures, LIS has designated bathrooms for students and separate bathrooms for adults. Adult bathrooms that may be accessed by parents are located in the Administration Building, on the second floor of Building 7, and next to the Primary Office.

Bullying

LIS believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for their own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other students' right to learn or endangers the health or well-being of others. *LIS will not tolerate harassment or bullying in any form.*

It is acknowledged that bullying and/or harassment causes distress and fear, impacts ability to learn, and if left unaddressed, may lead to long-term mental health issues. It is recognized that bullying is not a normal part of growing up. Individual children have different levels of tolerance and it is important for all students to understand this and the effect their behavior may have on others' well-being. It is also recognized that while the victim's safety and well-being are paramount, many children who engage in bullying may themselves have emotional or psychological problems which may need to be addressed by their parents and the School.

Harassment is improper behavior that is directed at and is offensive to another student or a member of the staff and that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comment, or display on a one-time or repeated basis which demeans, belittles, or causes humiliation or embarrassment, and includes harassment based on grounds of discrimination which are prohibited – race, national or ethnic origin, color, religion, age, gender, marital status, sexual orientation, physical appearance, or disability.

Bullying is an *ongoing* form of harassment. It is improper behavior by one or more students which is directed at another student or staff member and is offensive and interferes with their well-being. Bullying may include repeated teasing, name-calling, threats, unwanted physical contact or violence which demeans, belittles, humiliates, or other actions that cause distress to the other student or staff member.

Prevention and Education of Harassment & Bullying at LIS

- Make all students, faculty and parents aware of the policy by including it in school handbooks and providing workshops for all members of the community.
- Facilitate discussion and learning engagements within our well-being programme.
- Run leadership or peer counselling workshops.
- Create harassment and anti-bullying campaigns, run by our students or the student councils.
- Use activities and media such as novels, songs and movies within our curriculum related to harassment and bullying of others.
- Regularly assess the effectiveness of the policy.

Responsibilities of LIS Community Members

Students' Responsibilities

- Be a positive role model.
- Be aware of the LIS Harassment and Bullying statement and help promote it.
- Take action if witnessing harassment or bullying (tell the person to stop, change the subject, get help).
- Tell a trusted adult right away.

Staff Responsibilities

- Take reports of bullying seriously and give feedback to students on what they plan to do.
- Be active and aware of the signs and symptoms of both harassment and bullying and take action.
- Notify school leadership, who will coordinate the documentation of the incident and follow up appropriately.

Parents' Responsibilities

- Know how to identify signs and symptoms by attending workshops offered to parents.
- Inform the school when any harassment or bullying incident is reported by their child.
- Get advice and support from school leaders and counsellors.

Harassment and bullying incidents that occur between students outside of school, either online or in person, will be addressed by the School if the incident has impact on the school climate or well-being of students in the school.

Medical Assistance at School

There are two medical officers who are based in the clinic adjacent to the cafeteria. In addition, the school trains staff in Emergency First Response.

It is the school's policy and practice to call a parent immediately if a student requires urgent medical assistance. If the student needs to be taken off site for medical assistance, the parents will in the first instance be asked as to whether they wish to make their own arrangements for transport of the students. If the parents cannot be contacted, or on parent request, the student will be moved to school transport by stretcher or wheelchair where appropriate and transported to the ISOS clinic in Talatona. A school medical

officer will always accompany them.

Any accident and/or injury sustained by a student whilst on school premises must be reported to the school's medical officers. Medical officers and/or school leadership may, in the exercise of their discretion and based on the severity of the accident / injury, contact the student's parents and/or document the accident / injury.

It is extremely important for families to update their contact details in order for the school to contact parents in the event of an emergency. Contact details can be updated with the Enrollment Department or directly on the Veracross Parent Portal.

Contagious Diseases

If your child is unable to participate in any part of the programme due to injury or illness, a letter or email of explanation needs to be provided.

If the school decides that a child is not well enough to be at school and fully participate in the programme of the day, parents will be contacted and they will be expected to collect their child from school. Students must have a sign-out slip from the Primary or Secondary office to exit the school premises.

To ensure the health and wellbeing of all the students at LIS, please follow the following protocols.

Rashes and Skin infection	Recommended period to be kept away from school
1. Chicken Pox	Five days from the onset of rash
2. German measles (Rubella)	Six days from the onset of rash
3. Measles	Four days from onset of rash
4. Impetigo	48 hours after commencing antibiotic treatment, or until lesions are crusted and healed
5. Scarlet Fever	Child can return 24 hours after commencing appropriate antibiotics
6. Glandular fever (Infectious Mononucleosis)	None
7. Shingles	Exclude only if rash is weeping and cannot be covered
8. Ringworm	Exclusion not usually required
9. Scabies	Child can return after first treatment
Diarrhea and Vomiting Illness	
1. Diarrhea and/or vomiting	48 hours from last episode of diarrhea or vomiting
2. Typhoid (Enteric fever)	Until a doctor has determined that the patient no longer carries any typhoid bacteria.
3. Viral gastroenteritis	Until symptom free for 48 hours
Respiratory Infections	
1. Flu	Until recovered

2. Whooping cough (Pertussis)	5 days if treated with antibiotics
3. Tuberculosis (TB)	Until infection is cleared, return with doctor's certificate
Other Infections	
Recommended period to be kept away from school	
1. Conjunctivitis	Exclude from school until the infection has cleared up, i.e. no redness, no discharge
2. Hepatitis A	Exclude until 7 days after onset of jaundice
3. Mumps	Exclude child for 5 days after onset of swelling
4. Diphtheria	Exclusion is essential. Family contacts must be excluded until cleared to return by doctor
5. Head lice	Until appropriate treatment has started. Family members should be checked for head lice

Fire and Lockdown Drills

Emergency evacuation posters are displayed throughout the school in classrooms and offices. The posters provide instructions of what to do in an emergency evacuation. Regular fire, emergency and lockdown drills are held throughout the school year.

If a fire alarm sounds, there will be no access onto campus through the gates except for emergency vehicles. If parents are on campus when the alarm sounds, they are asked to observe the same rules as the students and evacuate the building quietly and calmly and wait at the muster point in the front car park until further instructed.

If an air siren sounds, signalling a lockdown, parents should evacuate the building quietly and calmly and proceed to the big gymnasium and sit in the bleachers with staff members.

School Closures

The School Director may alter the school day, schedule, and/or calendar, in order to respond to an unforeseen circumstance beyond the school's control that may pose an actual or potential threat to the safety and/or well-being of students and/or staff. Instructional or work days lost to emergency closings, may be rescheduled or replaced with off-site learning opportunities. School closures will be communicated by email or SMS.

Photographs and Videos

LIS faculty, staff, and contractors may take photographs and videos of students at school and PTA events throughout the year. Images and videos may be used on the school website, publications, promotional materials, documentation, and social media. Photos and videos of LIS students taken by faculty, staff, and contractors remain the property of LIS.

LIS maintains a "No Marketing Publications" list. To add your child to this list, please contact the Primary or Secondary Principal, as applicable. While the school will make every effort to ensure that photos of students on the "No Marketing Publications" list are not used in LIS Publications, LIS advises that

unintended oversights may occur. LIS will take all reasonable measures to ensure the images are used solely for the purposes for which they are intended.

Tuition / Billing

Tuition fees fund the school's operational expenditures, such as faculty and administrative staff payroll and general administrative expenses. The school also collects registration fees (upon enrollment) and facilities fees (annually) to fund capital expenditure items, which include but are not limited to the maintenance or upgrade of our school's facilities. Certificate holders are not charged registration fees or facility fees.

Parents will receive a fee letter before the end of the current academic year, informing parents of the fees to be charged for the subsequent academic year. LIS invoices/statements will be distributed to parents via email. Parents should send any preferred contact information for billing to billing@lisluanda.com.

All fees are subject to the following additional terms.

- Any fees quoted in USD will be payable in AOA, converted at the prevailing Commercial Bank selling rate on the date of invoicing.
- Certificate holders are billed at a corporate rate for tuition.
- Registration fees (upon enrollment) and facility fees (annual), if applicable, are not refundable after a student starts attending classes.
- Non-certificate holders must pay the first invoice, including the first installment payment and registration / facility fees, prior to their child(ren) commencing school.
- We expect families to enroll children at different entry points throughout each academic year. If a student partially attends classes in a specific billing period, the full amount for the specific billing period will be due for payment. However, should the entry date for a student occur one month prior to the end of a billing period, the family may submit a written appeal for pro-rata billing or waiver to the Enrollment Department and which appeal may be approved by the Director, in the exercise of his or her discretion.
- The Enrollment Department should be notified in writing beforehand, if a student is leaving.
- All overdue balances will be levied with a 5% late payment penalty for each 30 day period the amount remains unpaid. The school reserves the right to withhold student records; suspend from classes and/or withdraw enrollment for students with overdue balances.
- For security and administrative reasons, the school does not accept payments for invoices in cash. Payment of fees is accepted via bank transfer, credit card / Multicaixa, bank certified cheque or direct deposit into the school's bank account stated within the invoice.
- Please ensure you provide a remittance advice or proof of payment so that we can follow up with our banks and credit your account accordingly. Your account will not be credited prior to the presentation of a remittance advice or proof of payment.
- Please send general billing and credit control enquiries to billing@lisluanda.com.

Enrollment

Admission Criteria / Requirements

We only enroll students for the current academic year up to 30 April of the current academic year.

Prospective students (non-certificate holders) are not considered enrolled until payment has been received for the first invoice.

WIDA Testing

English language testing is administered to students entering the second semester of Year 5 and beyond, who do not speak English as a mother tongue language. LIS uses the WIDA MODEL (Measure of Developing English Language), a series of English language proficiency assessments (<https://www.wida.us/assessment/MODEL/>).

Special Needs

In Luanda, there are few English-medium schools and limited resources for students with special needs. In order to fully evaluate each application, we expect that all families will provide full and accurate information on any learning, medical or other needs (including assessments and reports) of the applicant. Failure to fully disclose information to the school may lead to a student's enrollment at the school to be reconsidered.

Please be aware that LIS cannot support students with moderate to high special needs.

Enrollment Confirmation

Successful applicants will receive an enrollment confirmation letter. The enrollment confirmation letter is a guarantee that there is a place for the student at our school. It is crucial that you receive the enrollment confirmation letter before accepting an assignment in Luanda. Parents must read, complete, sign and return to the Enrollment Department, the Enrollment Agreement, which is sent at the same time as the enrollment confirmation letter.

Waitlist

LIS reserves the right to place applicants (including certificate holders) on a waitlist, in order to maintain age and curriculum-based class sizes.

Corporate Certificates

A LISA Certificate represents the prepayment of the facilities fees for one student position in the school conditionally guaranteed for the period specified in the applicable certificate. Upon satisfaction of enrollment requirements, Certificate holders enjoy priority placement, subject to availability in the relevant age-appropriate class.

Statement on Year Level Placement on Admission to LIS

Students will be enrolled at Luanda International school in accordance with their chronological age group and the schools cut-off date of August 31. When considering placement for each individual student, the school will review social, emotional and academic information. Factors including the child's date of birth in proximity to our cut off date and the point of enrollment during our stated academic year will also be considered. The school reserves the right to review student placement and ensure each individual child's learning needs are appropriately aligned to our program. In all cases, the final decision is taken by the section principal.

Withdrawal

The Enrollment Department must be notified in writing of the withdrawal of any student. Prior to the student's last day, parents are required to complete and return to the Enrollment Department, the withdrawal form.

**NOTE ON PENDING FEES AND DOCUMENTATION: Families who do not fill out the withdrawal form will not be provided with any academic or legal documents, including reports, transcripts, declarations or leaving certificates. Families who have not paid tuition, lunch or library fees in full will not have access to academic documents.*

Guiding Principles

LIS Mission, Vision, Values, Parameters

Our Mission

A diverse community of learners, committed to fostering compassionate, confident and socially responsible individuals who thrive in the world.

Our Vision

Courage to empower
Passion to inspire
Together shaping our future

Our Values

- A strong community is built on inclusion, participation, communication, kindness and mutual respect.
- Student voice is integral to our school culture.
- A commitment to continual improvement for all members of the community is paramount.
- Learning is a social and emotional process that is authentic, differentiated and fosters international mindedness.
- Learning cognitive, creative, physical, social and emotional skills are fundamental for a balanced learning experience.
- Learning thrives when positive, respectful relationships exist in an inclusive environment.
- Sustainable thinking is critical to decision making and actions.
- Integrity, empathy, and trust are fundamental.
- Respect for ourselves and others, our environment, and our cultural contexts guides our thoughts, actions and relationships.
- The courage to stand by our principles, face adversity, take risks, make mistakes is essential for growth.

Our Parameters

- Deliver the International Baccalaureate PYP, MYP and Diploma programmes and maintain international accreditation.

- Recruit and develop qualified and inspiring staff that embrace the values, mission and vision of LIS.
- Maintain the international identity of the school while respecting Angolan culture.
- Have English as the language of instruction while celebrating mother languages.
- Not tolerate behavior that is detrimental to the health, safety, integrity, or dignity of any individual or the school.
- Ensure that enrollment, resources and capacity are aligned, sustainable and balanced with our community's needs.
- Deliver a sound financial plan to ensure sustainability.
- Ensure transparency through regular communication to support the engagement of all community members.
- Maintain an inclusive strategic plan with a systematic process of reflection and feedback.

IB Mission and Learner Profile

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

As IB learners we strive to be:

- Inquirers
 - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable
 - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers
 - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicators
 - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled
 - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded
 - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

- Caring
 - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
 - Risk-takers
 - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
 - Balanced
 - We understand the importance of balancing different aspects of our lives— intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
 - Reflective
 - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
-



Part 2: The Primary Years Programme at LIS: Early Years through Year 6

The Luanda International School was authorized to teach the Primary Years Programme (PYP) of the International Baccalaureate (IB) in June 2001. The PYP is designed for students aged 3 to 12. It provides a curriculum framework for an international education where students are engaged in learning that is authentic and connected to real-world context. The PYP is a concept-based, transdisciplinary programme where learning transcends the boundaries between subject areas. PYP students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes of global significance. These themes unify the curriculum in all PYP schools around the world.

(What is an IB education, 2013).

For more information about the IB Primary Years Programme, please visit the [PYP page](#) on the official IB website.

Inquiry Approach to Teaching and Learning

Inquiry is the pedagogical approach to teaching and learning in all PYP schools. The PYP frames units of inquiry around concepts that engage the students in real-world questions and problems through authentic contexts at both local and global levels. Through inquiry students are able to develop and strengthen transferable approaches to learning such as thinking, research, communication, social and self-management skills.

An inquiry approach to teaching and learning also helps to develop students' agency. Our students are actively involved in the learning process where independence and responsibility is nurtured by giving students choice and voice in our learning environments. As active agents in their learning, students are able to construct meaning about themselves and the world around them using effective questioning, strategies and critical thinking and problem-solving skills.

International-mindedness

The PYP encourages students to become compassionate, life-long learners. This is developed throughout their learning with a focus on the attributes of the IB Learner Profile where learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. International-mindedness is further developed through the learning of an additional language. As part of our school's core values, we respect the language of our host country, Angola, and aim for all students to be able to function linguistically in the environment in which they live. At LIS students from Years 1-6 study Portuguese, the host language, 3 periods per week.

Early Learning Centre (ELC)

The students in the ELC also learn through the IB Primary Years Programme. Teachers in the ELC subscribe to the Reggio Emilia approach which complements the IB Philosophy. At its core, the Reggio Emilia approach views children as competent, rich in potential, strong and as active participants in their own learning. Learning is hands-on, interactive, play-based, inquiry driven, and children are encouraged to explore, wonder, challenge and question their world.

Assessment

A variety of assessments are carried out throughout the teaching/learning process to enable students to show what they know, understand and can do. As well as teacher administered assessments, opportunities are provided for students to have input in co-constructing assessments tools/strategies. They also reflect on and assess their own work and the work of their peers.

Assessments are designed in the early stages of planning a unit of inquiry. Once teachers have established the desired learning outcomes, they plan assessments which will show students' progress and understanding in relation to the outcomes.

Assessing Prior Knowledge

When beginning a unit of inquiry, teachers assess students' prior knowledge and understanding. Information from this assessment is analyzed and teachers ensure the planned unit of inquiry builds on the students' existing knowledge.

Formative Assessments

Throughout the teaching and learning process, teachers assess students' development of skills, attitudes, acquisition of knowledge and understanding of concepts. Information provided from these assessments informs teaching and enable teachers to plan the next stage in learning, while their feedback helps inform and improve students' learning.

Summative Assessments

These assessments are carried out at the end of a teaching/learning process and are designed to give

students the opportunity to demonstrate the knowledge, understanding and skills they have acquired throughout the unit. The summative assessment is designed to enable teachers to assess the students' understanding of the central idea in a unit of inquiry.

Student Self-assessment

Developing the thinking skill of metacognition is essential in the learning process. Teachers plan and provide opportunities for students to engage in meaningful reflections and self-assessments where they can analyse their own and others' thought processes as well as thinking about how they are developing as learners.

Peer Assessment

Teachers plan and provide opportunities for students to give peers' constructive feedback.

Reporting Practices in the Primary Section

We communicate information from assessments to parents in the following ways:

- In October (Years 2-6) and March (Years 1-6), parents receive an Attitudes to Learning (ATL) report.
- In December and June, all parents receive a written academic report.
- We host various conferences with parents throughout the year - parent/teacher connections meetings at the beginning of each academic year; teacher/parent and three-way conferences during first semester and an optional parent/teacher conference in the second semester. Student-led conferences are also held during the second semester.
- Process portfolios - throughout the year, students keep a portfolio that provides evidence of the process of learning in all areas. Students post their learning using the online 'Seesaw' platform.

For more information about the assessment practices at LIS, please refer to our Assessment Policy of Luanda International School, updated 2015)

The Exhibition

The Year 6 Exhibition represents a significant event in the life of a Primary Years Programme (PYP) school and student, synthesizing the essential elements of the PYP (knowledge, skills, concepts, attitudes, action). Students are given the opportunity to share their learning/understanding with our whole LIS community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP. The Exhibition also marks the time when students can celebrate the transition from the PYP (Primary Years Programme) to the MYP (Middle Years Programme). (Making the PYP happen, IB 2009)

The PYP exhibition has a number of key purposes.

- For students to engage in an in-depth collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP

- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of students from primary to middle/ secondary

Student Support Services

The Primary Section provides additional structured support to identified students with learning needs. This support includes Special Educational Needs/Academic Support (SEN/AS), Social and Emotional Support through our psychologist/counselors (SES) and support for those new to learning the English language - English Language Learners (ELL). Our admissions department (during the admissions process), and teachers throughout the school year, identify students requiring additional support. Once the student's needs have been formally verified through observations and specialised assessments, support is offered in consultation with the student's parents. Support may include 'in-class' individualised or small group assistance, or 'withdrawal classes', depending on the specific needs of the student.

The school is unable to provide services for students with very high needs (Tier 4 level) due to the lack of appropriate additional services available to these students in Luanda (e.g., evaluations and on-going therapies), and its constrained range of supplementary resources to assist such students.



Part 3: Primary Section Guidelines

Please see below some guidelines for the Primary Section of the School.

Shared Learning Is Effective Learning

- ensure your child arrives before 7:50am and is collected promptly after 3:00pm (or 4:00pm if s/he is taking part in after-school activities);
- talk to your child about their school day (in their first language);
- read with and to your child often;
- ensure a regular and early bedtime;
- enjoy family time together.

Positive Learning Philosophy Statement

Staff at the school have developed a Positive Learning Philosophy Statement. This aims to ensure a safe and caring learning environment. Its intention is to:

- Help students develop responsibility and build international mindedness through the learner profile.
- Maintain optimal learning opportunities for students where school facilities and classrooms are free of behaviours that interfere with teaching and learning.
- Help students develop skills and behaviours necessary for healthy social interaction.
- Help students learn how their decisions affect the quality of their own and others' lives.
- Assist all members of the LIS community to demonstrate the school's values of Respect, Clarity, Rigour and Sustainability.

Guiding Principles for our Philosophy

- Students learn best when parents and the school work collaboratively to support them.
- Each student is a unique individual with his/her own personal, spiritual, physical, social, and educational needs. As a result, every issue that arises is also unique.

- Consequences for misbehaviour provide the best learning value when aligned to the student and the individual situation. Children learn best from their mistakes when they see a reasonable connection between their behaviour and a resulting consequence.

The LIS Primary Section staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student conduct. These core beliefs direct our approach to help students see reasonable connections between their behaviour and the resulting consequence.

Core Beliefs as Developed by the LIS Primary Section Staff

- We believe that in most cases, students should be guided and expected to solve the problems they create without making problems for anyone else.
- We believe that in such circumstances, every attempt should be made to maintain the dignity of both the adult and the student.
- When solving a problem, we believe that it is best if a student does most of the thinking.
- We believe that students should be given the opportunity to make decisions, and where safe to do so, deal with the results and consequences.
- We believe that there should be a logical connection between misbehaviour and resulting consequences.
- We believe that misbehaviour should be viewed as an opportunity for individual learning, problem solving and preparation for the real world.
- We believe students should have the opportunity to share their side of the story (a due process hearing).

Section-wide Classroom Expectations for Students

- Treat everyone with respect.
- Student actions should not cause problems for others.
- If students cause a problem, they will be respectfully asked to solve it.
- If students cannot solve the problem, or choose not to, the teacher or a section leader will provide guidance. This guidance will depend upon the situation and the individuals involved.
- If a student feels that the guidance is unfair, they should communicate this to the teacher or section leader. For example, the student could whisper, "I'm not sure that's fair," and the teacher or Section leader will find time to talk about this with the student.

Essential Agreements

Teachers work with their students to develop essential agreements explaining how to behave towards others at LIS. Students are expected to respect and follow these essential agreements made with their classmates and teachers.

Communication

At the beginning of the academic year parents and teachers participate in our **Parent Teacher Connection Meetings**. The purpose of these meetings is for parents and teachers to begin the process of developing a 'home-school relationship' with a view to further assisting the students in their personal, social, emotional and academic development over the school year.

At the Parent Teacher Connection Meeting, each individual child's parents will meet with their child's Homeroom teacher for a period of fifteen minutes and will answer a series of questions related to the

student and their learning. These questions will be shared with parents via email ahead of time so that they may come to the meeting well prepared. During the meeting:

- The role of the parents will be to answer the questions and share any additional important information with the teacher that they believe will be useful for the teacher to know.
- The role of the teacher will be to listen to the parents and record the answers - they may also have some additional follow-up questions for the parents.

Using this procedure, the teacher will collect important information about each student from their parents and start developing an insight into the student, their family and their learning needs. Please note that:

- As the students will at this stage only have attended school for a few days the meeting does not include a progress update.
- Students are not expected to attend the meeting and will not be required to attend classes on this day.

Emails

LIS communicates a wide range of information via email. It is essential that parents check their emails regularly so as to receive this information. Additionally, parents should update all contact details on Veracross if their contact information changes.

The Primary Blog

LIS Primary Section Blog is one of our main online tools for communication with parents about the learning that takes place in all classes and also advertising or celebrating school events. The LIS Primary Blog can be found at the following link: <http://blogs.lisluanda.com/primary/>. We encourage all parents of primary students to subscribe to the blog (this can be by visiting the blog and adding your email address).

The purpose of our Blog:

- to clearly communicate with parents and the school community about what is planned for and what is happening in the classes
- to share information about upcoming events
- to help our parents understand and see examples of the PYP in action
- to help members of the school community develop an understanding of the teaching and learning in the PYP
- to share samples of student learning engagements online to enhance understanding of student learning
- to provide an opportunity for a celebration of learning

Seesaw Communications

Primary students each have an online Seesaw account which enables them to post and share their learning electronically with parents. Teachers will also share various messages and information via this platform. It is essential that parents download the Seesaw App to their phone and/or other devices so that they can receive notifications about postings from their child or their teachers.

Concerns About Your Child

If you have a concern regarding your child or their learning, please contact the class teacher in the first instant to discuss. Should the matter require further discussion, please contact the principal.

When teachers or school leaders have a concern and need to contact parents, this will be done either by email or telephone call.

Student Absence

The PYP is based on learning in a social context whereby students work together to develop their skills. It is therefore not appropriate to provide worksheets if a student has to be absent during term time. To maintain their skills, parents should ensure that their child works regularly on the following:

- keeping a visual or written journal of daily activities and experiences;
- practicing mental mathematical skills;
- reading in English and their first language.

LIS Primary Section Student Drop-off and Pick-up Guidelines

We aim to provide a safe and secure school campus at all times including times when students arrive at and leave the school.

Procedures for Arriving at School

All Primary Students

Students are welcome to arrive at school from 7:30am as from this time onwards the school provides supervision. If students do arrive earlier, they should be supervised by either parents or a designated caregiver.

On arrival at the school:

Prep 3 & 4

Students in the Prep 3 and 4 will play outside in the ELC playground (unless raining heavily). Parents must supervise their children until 7:50am. Parents are welcome to stay until 7:55am. Staff will supervise the students in the ELC playground from 7:50am and move the students to classes which start at 7:55am.

Years 1 and 2

Students in Years 1 and 2 must remain in the Year 1 and 2 courtyard area (unless raining heavily). At 7:50am the warning bell rings and students will line up ready to head into class. Classes begin at 7:55am.

Years 3 to 6

All students in Years 3 to 6 will remain outdoors in the Year 3-6 area (unless raining heavily) until 7:50am when the warning bell rings. Students should then proceed to their classes to head into class. Classes begin at 7:55am.

Late Arrivals at School (Prep 3 and Prep 4)

ELC students arriving late to school (after 8:00am) must report to the ELC Co-ordinator.

***** The details will be recorded on Veracross.**

Late Arrivals at School (Years 1 to 6)

Students arriving late to school (after 7:55am) should proceed to the Primary Office to sign in and collect a 'pink slip'. Office staff will assist with this process which includes recording the time of arrival and reason for being late. Students will then proceed to their classroom and give their class teacher the 'pink slip'.

***** Primary Office staff will record the Year 1 to 6 student late arrival on Veracross.**

Procedures for Leaving the School During the School Day

ELC Students

Parents or caregivers taking students away from the ELC during the school day should **personally notify the class teacher** that the student will be leaving and sign the student out at the Primary Office. The Primary Office will provide the parents with a 'yellow slip' that must be shown to the guards on exiting the school.

Note: *It is the responsibility of families to notify and inform the school of any changes of home support staff (drivers, nannies etc.). This includes introducing the new personnel to the Classroom Teacher and Teaching Assistant.*

Years 1 to 6

Homeroom teachers who receive a 'notification of early leave' must forward the email to Primary Secretary and the Principal.

Following the picking up the student from class, parents or caregivers should come to the Primary Office to sign students out in the Attendance Records and collect a 'yellow slip' that must be shown to the guards on exiting the school.

Note: *It is the responsibility of families to notify and inform the school of any changes of home support staff (drivers, nannies etc.). This includes introducing the new personnel to the Classroom Teacher and Teaching Assistant*

Procedures for Leaving at the End of the School Day

We expect students will leave the school grounds as soon as possible at the end of the school day as supervision is not provided by the school.

ELC

The Prep 3 and 4 school day ends at 12:40 pm. Parents will wait outside the ELC Buildings until the students are released. Teachers will make a visual and verbal check that the student is leaving with the correct adult. Students will not be released to an adult unknown to the Classroom Teacher or Teaching Assistant, unless parents have given advance notice.

Note: *It is the responsibility of families to notify and inform the school of any changes of home support staff (drivers, nannies etc.) or changed travel arrangements. This includes introducing the new personnel to the Classroom Teacher and Teaching Assistant.*

Years 1 and 2

The Year 1 and 2 school day ends at 3:00pm. Students should meet their parents, bus supervisor or designated caregiver either inside or outside their homeroom. Teachers will verbally farewell the students from this point. Teaching Assistants may support students in moving to their After School Activity(ASA). Bus parents will collect children who will be travelling by bus from the classroom.

Note: *It is the responsibility of families to notify and inform the school of any changes of home support staff(drivers, nannies etc.) or changed travel arrangements. This includes introducing the new personnel to the Classroom Teacher and Teaching Assistant.*

Years 3 to 6

The Year 3 to 6 school day ends at 3:00pm. As students are developing greater independence at this age, students will be dismissed by their teachers from inside the classroom. Students should make their way to a meeting point with parents, designated care-giver or go to their bus or After School Activity(ASA).

If families are planning a significant change to their child(ren)'s drop-off or pick-up procedures, we ask them to contact the child(ren)'s class teacher via email and with as much notice as possible so that they may support the child with this change.

Bus Travel

Parents of children who travel to and from school on a bus should inform the class teacher including details of the bus name/number. If there are any changes to this routine, it is the parents' responsibility to contact the school and notify the Homeroom teacher.

ELC Student Bus Arrival

For ELC students who arrive at school by bus, the bus parent should escort the children to the ELC. They must wait with the children until 7:50am.

ELC Student Bus Departure

At the end of the day the ELC bus riders will be escorted by ELC staff to the jango (circular thatch roofed structure) closest to the primary office where they must be met by a bus parent and taken to the bus. The teacher and assistant do not take each child to their individual buses. *Bus parents are required to sign out the children for whom they are responsible, before collecting them from the jango.

Students who are not collected

Parents and caregivers are expected to collect students in Years 1-6 by 3:15pm.

ELC

Parents of Prep 3 and 4 students who do not collect their children will be contacted via telephone by the class teacher.

Year 1 - 6

Students in year 1 who are not collected by 3:15pm will be taken to the Primary Office and their parents will be contacted.

Students, parents and caregivers who require any other assistance should come to the Primary Office.

LIS Primary Classroom Device Use Guidelines

LIS recognizes the educational benefits available through the use of technology. The use of electronic devices in the classroom can add educational value when such devices extend, enhance or reinforce the student learning process.

We continue to implement the LIS Laptop and iPad programmes in the Primary section of the school. The purpose of these electronic devices is to enhance student learning. With this in mind, the following are guidelines, for LIS teachers and students, as to where, when and how students may use their electronic devices:

Student Guidelines

- Devices are used to enhance student learning and should not distract from this.
- Students will be directed to use devices when the teacher considers it appropriate and beneficial for student learning.
- Students must comply with teacher/staff directives in regards to use of a device.
- The use of electronic devices for capturing images, audio or video shall only be used in classrooms for instructional purposes as directed by the teacher.
- Students will consider the IB Learner Profile to help guide their use of electronic devices:
 - **Principled:** I will use technology with integrity, honesty, and respect. I will take responsibility for my use of technology.
 - **Inquirer:** I will use technology to guide and support my learning.
 - **Knowledgeable:** I will seek to be knowledgeable about effective, appropriate and safe use of technology.
 - **Thinker:** I will think critically about my use of technology.
 - **Communicator:** I will use technology to communicate effectively and creatively and to collaborate with others.
 - **Open-Minded:** I will use technology to respectfully seek out, appreciate and evaluate the perspectives and values of others.

- **Caring:** I will care for myself, others and technology resources. I will use technology to make a positive difference in my life and the lives of others.
- **Risk-taker:** I will use technology to explore new roles, ideas and strategies with courage and forethought.
- **Balanced:** I will be mindful of my use of technology to ensure I lead a balanced lifestyle.
- **Reflective:** I will reflect on my use of technology and be mindful of my 'digital presence'.

Teacher Guidelines

- Classroom teachers determine the appropriateness of in-class use of electronic devices. The teacher decides what constitutes distracting or disruptive use of personal devices in the classroom.
- Teachers can, at their discretion, require students to:
 - Show the teacher what is on the screen of their laptop and/or electronic device.
 - Close the lid of their laptop and/or "switch off" the screen of their electronic device.
 - Put their laptop and/or electronic device away.
 - Surrender their laptop and/or electronic device to the teacher.
 - Present laptops/electronic devices to the teacher or school leadership for the purpose of examination of hardware or software (including, but not limited to, laptop/device storage and internet browsing history).

Primary Section Guidelines

- Students will only use electronic devices provided by the school. These must be used in a responsible and legal manner.
- Any use of the device that disrupts the educational environment from within, or outside, the classroom or violates the rights of others including, but not limited to the:
 - violation of school conduct rules
 - harassment or bullying of others
 - capturing and/or sharing of images, video or audio which are unauthorized and/or for non-classroom purposes
 - taking, disseminating, transferring, possessing or sharing offensive, obscene, sexually oriented, or otherwise illegal images or content
 - using the device to cheat or act unlawfully will be subject to disciplinary action according to LIS school guidelines.

Primary Section Home Learning

Daily reading has been shown through research to be the most beneficial home learning for primary aged students.

- We encourage parents to develop the love of reading in their child by listening to them read and reading to their children regardless of their age. This may be in both English or the family's mother language(s).
- Therefore, we encourage parents to ensure their children regularly practice reading skills by accessing books, magazines, online reading resources etc.
- Daily reading practice promotes important life-long reading habits and develops the skill of reading.

- We encourage students to continue reading throughout the whole year including during all vacation breaks.

In addition to assisting students with their daily reading, parents can their child(ren) by providing an environment conducive to learning by talking about and discussing the concepts and ideas being explored at school. Parents will find details about their child(ren)'s learning on the class blog.

As a home learning engagement, teachers may ask students to enhance their learning by collecting resources or artifacts, discussing ideas with friends or family members, completing surveys or other related inquiries.

We offer student access to online learning e.g. Mathletics, Brainpop, Tumblebooks. Students have the option to access a variety of these fun learning sites from home.

We encourage parents to have frequent discussions with their children about their learning, including the concepts covered and interesting events from their day. This reinforces student learning, builds on their understanding and helps build child/parent bonds.

Primary students need time at home to pursue personal interests, mother tongue language fluency and to partake in physical, recreational and activities with their family and friends.

No 'catch-up work' is provided to compensate for learning time missed by a student.

Class Parents

Each class will be assigned a 'Class Parent' and this appointment will be arranged by the PTA in consultation with the Primary Leadership Team. The role of the Class Parent is to:

- foster a good working relationship between the parents of the class
- help the PTA share information
- assist in finding volunteers needed in the class, and to
- build the communication networks to enhance our community.

Primary Section Snack Guidelines

All children should bring a snack to school or enjoy the school provided snack if on the lunch programme. The snacks should be nutritious such as fruit, yoghurts and healthy, low-sugar muesli bars so as to provide goodness and energy during the day. Please do not send cookies, candy, chocolate, crisps and other non-nutritious foods.

Primary Section Lunch Guidelines

LIS students are able to access a school catered lunches or bring their own lunch from home.

Home Lunches

Students in Years 1-6 have the option of bringing their own lunch or have it delivered to school directly to the dining room by 12:00 noon. Lunches delivered should be deposited in the area designated by the school's leadership. Home lunches should consist of healthy foods. Please do not send sweets, biscuits/cookies, cakes, fast food items (e.g KFC) or juice boxes (as we prefer students to rehydrate by

drinking water).

Catered Lunches

Students in Years 1-6 have the option of a catered lunch made from fresh, locally sourced and imported produce. The menu includes a range of dishes developed to meet the dietary needs and tastes of a diverse, international community.

We encourage students to try each of the foods presented and diversify their experience of a range of cuisines. Students are supervised and supported during the lunch meal by our academic staff and encouraged to actively enjoy their meal. Students are welcome to access second helpings when they have tried each of the foods on their plate. In line with our school value of 'sustainability' we discourage the waste of food items.

Supervision of Students During Lunch times

As a school, we are committed to helping our children to develop greater independence and self-reliance. In doing so, we seek our parents' support and therefore ask that parents or guardians refrain from coming to the dining room to feed, or observe their child eating. The school provides adequate supervision for the students at this time and our staff ensures all children are encouraged to enjoy their meal in a relaxed, yet orderly manner.

Celebrations

During the school year there are a number of annual events to which parents are invited. These include art exhibitions, sporting events, dramatic productions, concerts and assemblies. Details of these events are advertised via email, on the Primary Section blog and in class blogs. The Primary Student Council also organizes social events for different age groups throughout the school year.

Student birthdays may be celebrated in a break time with a cake for all students to share. Prior notification to the class teacher is required. In order to prevent unnecessary plastic waste, the PTA has provided reusable plates and cutlery for use at such events. We ask that parents use these and do not bring in plastic spoons, plates etc .

Some year level teams celebrate the end of the semester by hosting shared lunch events. PTA Class Parents assist the teachers to organise these events. Some other events may also be celebrated at the teacher's discretion.

Parent Organised Cultural Events

The Primary Section welcomes the opportunity for adult and student members of our school community to organize and run events that strengthen the school community's understanding, appreciation and respect for the diverse range of interests, experiences and cultures within our school.

As an IB World School, we aim to develop learners who are '**internationally minded**'. We are also committed to developing an inclusive culture and sense of belonging and identity for all students. Parent organised cultural events provide a positive platform for the school to support this value and achieve these

goals. Organisers should fully familiarise themselves with our event planning guidelines to ensure an events' success and that the event is a valuable learning experience for the school community.

Groups of parents or individuals wishing to organize events should contact the Primary Principal with any proposals for events at least three weeks prior to the proposed event to ensure its success and that it is a valuable learning experience for the school community.

Primary Section Dress-code

Our dress code is worn for comfort and safety. We encourage families to dress their children in the school colours (beige, white, navy and khaki) or in the school 'Spirit Wear' available from the LIS PTA Store.

- Shoes must be comfortable and flat heeled. For safety reasons, flip-flops and shoes with wheels are not acceptable.
- If playing in the sun, a hat or cap is to be worn during breaks and for PE.

All items of clothing should be clearly marked with the student's name.

Primary Years Programme PE clothing

Students are asked to wear clothing that is appropriate for PE lessons. LIS spirit wear T-shirts, shorts and Training shoes (sneakers) that are laced or Velcro-fastened are acceptable.

Hats and Water Bottles

It gets very hot in Luanda, so hats and water bottles are an important part of preventing exhaustion or heat stroke. Please clearly name each of these items.

Jewellery

Jewellery should not be worn at school. Not only can it be lost or broken, but it can also result in serious injury to the wearer or others.

Swimwear

For aquatics lessons, students must bring goggles, a towel and a one-piece swimming suit suitable for swimming lessons.

Younger children would benefit from wearing SPF 50 sun shirts or full body suits. Bathing caps are optional. Students should apply sun block in the morning of their swimming lessons. For younger children who are not yet able to swim, flotation devices will be provided.

Lost Property

Lost Property found on the school grounds will be collated in the Primary Office and managed by the Primary Academic Office Administrator.

Lost Property found at the ELC, will be placed in the Lost Property Box in the ELC Great Room.

Items left around the school (with the exception of the ELC) will be collected by the LIS Security Team and delivered to the Primary Office each evening. The Primary Academic Office Administrator manages these items.

Each Friday, the Primary Academic Office Administrator will collect any items that are left in the Lost Property Bins at the Swimming Pool, Gym Building 7 and Library and bring these to the Primary Office.

The Primary Academic Office Administrator will:

- Check for names on the items - if named an email will be sent to the student (Secondary) and to the teacher (Primary) asking the student to collect the item.
- Unnamed items will be sent to the laundry if wet or cleaned if they contain food.
- All items will be placed in the Lost Property Cupboard.
- Students and parents are welcome to claim items from the Primary Office when supported by a staff member.

On the first and third Thursday of each month, items will be displayed on tables outside the Primary Office. Items can be collected by students or parents at this time.

If a student loses an item, students and parents can register this with the Primary Academic Office Administrator where a record will be kept. The Primary Academic Office Administrator will then contact this person if the item comes to Lost Property.

All unclaimed items will be sent to charity in January and June.

References and Recommendations for Students Leaving LIS

We provide reports and academic transcripts as our means of reporting to parents and these can be shared with prospective schools by parents should they wish.

We will complete any confidential reference forms sent to us by prospective schools through our Admissions Office. Please contact our Admissions Manager Sheila Burnay sburnay@lisluanda.com with any School Reference/Recommendation Forms and we will complete these and send them directly to the school.

We do not provide open teacher references to parents. However, as an alternative, we have two documents (one for ELC and one for Years 1-6) that parents are able to share with prospective schools to explain about our school and the our academic programmes. The statements explain about the school, the PYP (plus Reggio Emilia philosophy in ELC), our inquiry programmes and include a child's name and LIS enrollment date.

Sleep Recommendations

The following was developed by student Finn McCann 6.2, as action for the PYP exhibition.

Sleep, as well as other things, is very important for student learning. Things that impact an individual's sleep include what time they go to bed and wake up, and what they do before they go to sleep (eg. exercise, drinking soft drinks, screentime).

How much sleep do you need?

On average, a school child aged 3-12 years needs 10-12 hours of sleep to function at school. Since LIS starts the school day at 7:50am, it is important that parents consider this when developing a consistent sleeping schedule for their child.

Guidelines for good sleeping habits

Doing exercise is good for your body and actually helps people sleep. However, try to avoid exercise at least a couple hours before going to sleep, because it makes your body temperature and heart rate rise and you don't want that when trying to go to sleep.

Quiet time before sleep is good for students because that helps them to fall asleep naturally. However, using electronics or watching TV may prevent students from being able to fall asleep.

Avoiding drinks or foods that contain caffeine, helps students sleep. They should avoid these caffeine sources:

- Tea & Coffee
- Chocolate
- Energy drinks
- Cola (soda)

Establishing a regular time to go to sleep and wake up helps students get sufficient hours of sleep every night so that students can be ready for learning.

You might like to try this app to monitor and try to improve your sleep patterns.

[Sleep cycle app](#)

