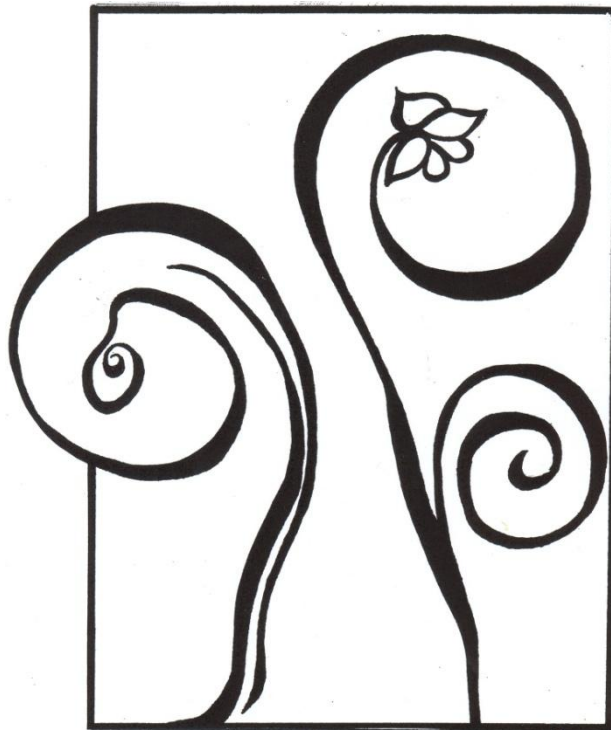


Student and Parent Handbook 2011-2012



Luanda International School
Rua da Talatona
Caixa 1566
Talatona
Luanda Sul Samba
Republica de Angola

(244)-222-460-752/62/72 (Tel)

(244)-222-460-782 (Fax)

www.lisluanda.com

School Information

2011-2012 School Calendar	3
Introduction	4
Mission Statement	5
Philosophy	6 - 7
IBO Learner Profile	8
Enrollment Information	9 - 11
Tuition and Account Information	12 - 14
School Hours	15
School Trips	16 - 17
Important Contact Details	48

Curriculum

General curriculum	18
English as an Additional Language	19 - 20
The Primary Years Programme	21-30
The Middle Years Programme	31-40
The Diploma Years Programme	41 -47



Luanda International School 2011-12

AUGUST '11						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15th - 1st Day for Students

SEPTEMBER '11						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

17th - Heroes Day

OCTOBER '11						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14th / 21st Mid Term Break

NOVEMBER '11						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11th - Independence Day

2nd - Day of the Death

DECEMBER '11						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY '12						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY '12						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

04th - Amed Struggle Day

MARCH '12						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

08 / 09th - Women's Day/ Carnival

APRIL '12						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY '12						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1st - Labour Day

JUNE '12						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

KEY	
	Student Day
	Break
	Public Holiday
	Teacher Orientation
	Teacher Workday
	Early Closure

Rua de Talatona-Bairro de Talatona
Luanda Sul, Município da Samba
Luanda-República de Angola

Some local one day public holidays are subject to change.

P.O Box. 1566, Luanda
Tel : 244 222 46 07 52 / 62 / 72
Fax : 244 - 222 - 46 07 82
Website: www.lisluanda.com

INTRODUCTION

We are delighted to welcome you to Luanda International School.

Luanda International School was originally founded by a group of interested parents in 1997 and taken over by the current Board of Directors in September 2003. The school offers quality English-medium education to students aged three to eighteen. Luanda International School is a not-for-profit, independent, international day school governed by the Board of Directors of the Association (the Board). The sponsoring companies each appoint representatives to serve on the Board. The Board has full control and direction over the affairs of the school, including selection, appointment and evaluation of the Director, setting of tuition fees, and establishing and revising school policy. The Board is accountable to the sponsoring companies, rather than the parents of the school. The Director is the chief administrator of the school and is responsible for its organization, operation, physical facilities, educational programme, and all matters relating to the recruitment, appointment, assignment, evaluation, and promotion or dismissal of staff members. The Primary and Secondary Principals assist the Director in the administration of the school with special emphasis on curriculum development, teacher training and parent and student relations. Other administrative positions include a Deputy Director (operations) and Deputy Director (strategy).

The school facilities are being developed in planned phases and have been financed by the sponsoring companies. The new Arts Building opened last academic year, adding a theatre, specialist rooms for art, information and design technology, music and drama, along with an additional 9 rooms for secondary school English, humanities and world languages. A new multi-purpose hall for the primary school also opened last year. The other areas in the school consist of 29 classrooms, art and music rooms, 2 computer labs, 3 science labs, offices, library, dining hall, clinic, 25 meter pool, training pool, tennis court and soccer field. The next projects the school is committed to building are a gymnasium and a media centre.

The administration and teaching staff are well-qualified, experienced international educators. Teachers are recruited predominantly at international recruitment fairs. Teachers and administrators come from at least 14 countries including UK, Ireland, Australia, New Zealand, Canada, USA, South Africa, Spain, Austria, Colombia, Portugal, Brazil, Zimbabwe, Venezuela and Angola. The Board of Directors chose the International Baccalaureate (IB) curriculum for the school and LIS was authorized in 2001 to offer the IB Primary Years Programme. In 2005, the school was authorized to offer the Diploma Programme, and in June 2006 LIS was authorized to run the Middle Years Programme. These externally developed and monitored programmes have an excellent reputation in international education. For more information about the International Baccalaureate Organization, please visit their website: www.ibo.org.

LIS is accredited by both the Council of International Schools (CIS), and the New England Association of Schools and Colleges (NEASC) for preschool through to grade 12 (year 13), having received authorization for the newly-added high school grades in May 2007. The whole school was re-accredited by CIS/NEASC last year. We have also had excellent 5 year re-evaluations for our PYP and MYP programmes.

MISSION STATEMENT

Luanda International School offers a balanced, academically challenging, English language education to the international community of Luanda, designed to develop individuals who are both independent learners and international citizens.

Explanation of terms:

Balanced Curriculum – A curriculum designed to have a balance between the search for understanding, the acquisition of essential knowledge and skills, and the development of positive attitudes through engagement in meaningful and relevant experiences in academic, social, physical and artistic domains.

Academically Challenging – The content is significant, relevant, rigorous and engaging. The methodology allows for students to work and learn at different levels and speeds while maintaining the development of critical and analytical thinking skills.

Independent Learners – Independent Learners are those who have acquired the essential knowledge, skills and dispositions for the 21st century. Through active engagement with the curriculum, they have achieved enduring intellectual understanding, enabling them to apply their learning flexibly and appropriately in new situations.

International Citizens – Learners who have explored an international knowledge base from multiple perspectives. They have achieved enduring human understanding, are culturally aware, are open to other people's perspectives and are empathetic to other people's situations.

PHILOSOPHY

Luanda International School believes that education should foster the development of the whole person. We believe students need to develop the ability to think critically, creatively and independently, and to reach their academic and personal potential. We want students to lead constructive and fulfilling lives, to appreciate and respect a diverse range of cultures and to have a sense of service and responsibility towards the world community.

COMPONENTS

The School Community:

- A diverse student body and diverse teaching staff enrich the school community and provide a wealth of experience, resources and perspectives.
- Every effort will be made to recruit and retain faculty and staff of the highest quality and to contribute to and encourage their continued professional development in a variety of ways.
- The school will foster the development of the following attitudes: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance through the examples of adults, design of activities and regular, constructive feedback.
- Cooperation and collaboration are essential ways of working and learning and must be encouraged by teachers and students.
- A community of supportive, cooperative, caring and respectful individuals including students, parents, faculty, administration and the school Board creates the best culture for learning.
- Adults in the community will actively model the behaviors and dispositions desired in the students.

The Curriculum

- Curriculum content will be selected on the basis of relevance and significance and will reflect developments from a range of different national and international sources.
- Curriculum will identify and develop enduring intellectual understandings of significant and essential knowledge for the 21st century.
- Curriculum will develop students' essential skills, such as the ability to conduct research, communicate effectively, function successfully in different social contexts, manage one's health and life, and think critically and creatively.
- Curriculum will take advantage of the possibilities for enrichment afforded by the cultural and linguistic setting of Luanda and by the diverse backgrounds of our students, faculty, and parents.
- Curriculum will be under constant review; teachers and administrators will be alert and responsive to new ideas and research in education.

The Learning

- Learning occurs best in a safe, secure, stimulating environment with active engagement of the learner and regular constructive feedback.
- Learners construct meaning by building upon what they already know and understand.
- Learning through inquiry, which develops understanding and the habits of mind, will sustain further intellectual growth.

The Teaching

- Effective teaching acknowledges differing learning styles and fosters positive student-teacher relationships conducive to good learning both inside and outside the classroom.
- Differentiated instruction meets the needs and capacities of students, assisting each to attain his or her full potential.
- Teaching for understanding requires careful consideration of the quality and quantity of content, provision of authentic contexts as well as the opportunities for application in new and flexible ways.
- Assessment is integral to all teaching and learning, and its purpose is to improve student learning.

The Student

- Every student has an individual and a cultural set of experiences, skills and interests, all of which must be considered in the teaching process.
- In becoming international citizens, students should explore an international knowledge base from multiple perspectives.
- Students must be provided with the tools and skills to be able to evaluate critically the range of information available.
- Students need to learn essential skills, knowledge and techniques and have extensive and varied opportunities to apply them.
- Students need to develop the ability to recognize and analyze, and to pose problems and formulate creative solutions to them.
- Students need to develop a sense of self-discipline and responsibility and the ability to think and make decisions, both on their own and collaboratively.
- Students will be given opportunities to develop physical and mental balance through participation in a physical and health education programme.
- Students need to develop an appreciation for the fine and performing arts through regular and contextual experiences.
- Students need to develop an acute awareness of environmental and humanitarian issues in the local and global community.

International Baccalaureate Learner Profile

We expect all our students at LIS to be:

Inquirers
Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable
They explore concepts, ideas and issues, which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines
Critical thinkers
They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
Communicators
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
Risk-takers
They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Principled
They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others
Open-minded
Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Well-balanced
They understand the importance of physical and mental balance and personal well being for themselves and others. They demonstrate perseverance and self-discipline.
Reflective
They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

Please note: References to “The Principal” in this handbook refer to the Primary and/or Secondary Principal, depending on the context. At LIS the “Primary School” refers to students in Pre-Primary 3 through Year 7, while the “Secondary School” refers to students in Years 8 through 13.

ENROLLMENT

Luanda International School appreciates your interest in wanting to enroll your child/ren to our community. If your company is supported by Luanda International School Certificates, please contact your company representative in Angola to express interest in enrolling your children.

Admission Criteria LIS accepts students from diverse school backgrounds, with a range of academic abilities. However, the school reserves the right to refuse admission to students whose educational or physical needs cannot be well served by the school, or to those with references indicating that their enrollment may be detrimental to the school.

Application Process A completed LIS application includes:

- An Application for Registration Form
- A Medical Information Form
- An Application for Acquisition of Confidential Information Form
- Three (3) years of academic records (if you are a mid-year applicant, include current academic reports)
- Copy of information page of your child/ren's passport (s)
- Evidence of recent medical check-up (last 6 months)
- Up to date vaccinations (contact enrollment office for details)
- \$400 non-refundable application fee (waived for certificate holders)
- References from English/Math teacher and Secondary principal (secondary applicants only)

We will only process your child/ren's application once all the relevant documents, including previous academic records, have been received by the enrollment office.

English Proficiency Requirements The required English language proficiency depends upon the year grouping the student is entering. Students are assessed prior to enrollment using the LAS Links proficiency assessment. From PP3 to Year 5, the school operates an "open door" policy. From Year 6 upwards, students are expected to obtain proficiency levels that enable them to access the curriculum. Further information on levels and guidelines can be found at www.lisluanda.com (Admissions).

Initial Placement All students are initially placed according to their age cohort. Details of these age ranges and appropriate Grades (Year Groups) are available below and at the school. In rare cases it may be necessary to adjust the placement. This will only take place after a few weeks have elapsed allowing for careful observation and written assessments. All incoming students are assessed in basic skills prior to enrollment. Non-native English speakers may be assessed for English proficiency.

Southern Hemisphere Students arriving from schools operating on a Southern Hemisphere academic calendar may be placed back a partial year. For example, if they joined us in January after completing Year 2, they would be initially placed in Year 2. After a four-week trial period, the Principal will make a decision to keep them at that level or to move them up a year.

Special Needs Parents must inform the school at the time of application if their child has been receiving any special help in their previous school. The resources of LIS and Luanda are limited in their ability to accommodate students with special needs. If parents suspect their child may have difficulty, they should

discuss this with the Principal or Director at the time of application. If it is determined that a student cannot succeed in the school's regular academic programme, the student will not be permitted to re-enroll the following school year.

Lunch Meal Programme

School lunches cost US \$1,750 per annum per student and are available from Year 1 to Year 13. This works out at just under \$9 for a meal and a snack per day. For Luanda, we believe this cost still represents excellent value for money, but parents are welcome to provide packed lunches for their children as an alternative. Students wishing to take part in the school's lunch programme need to request this in writing to the enrollment office and pay the applicable annual fee. Please note that for practical and administrative reasons, there is no price per meal and the minimum sign-up for lunch is 6 months or one half-yearly installment. **Written notice is required before the expiry date to CANCEL participation for the next 6 months.**

Withdrawal Procedures Parents who intend to withdraw their child(ren) either during, or at the end of, the school year should obtain and complete the Withdrawal Form from the Enrolment Office before their departure. Transcripts and Leaving Certificates cannot be released or forwarded to new schools until the completed Withdrawal Form is given to the Enrollment Office. The Withdrawal Form ensures that all classroom textbooks, materials and library books have been returned in good condition.

Confirmation of Registration Families should not assume they have been accepted for a place at the school until receipt of confirmation from the Enrollment Coordinator. enrollment@lisluanda.com.

Age Ranges for Classes for the 2011 - 2012 School Year

Becoming Age	Date of Birth 1 st September to 31 st August	U.S. GRADE EQUIVALENT	Year Group
Older	Contact Secondary Principal	10+	-
15	01/09/1996 – 31/08/1997	9	10
14	01/09/1997 – 31/08/1998	8	9
13	01/09/1998 – 31/08/1999	7	8
12	01/09/1999 – 31/08/2000	6	7
11	01/09/2000 – 31/08/2001	5	6
10	01/09/2001 – 31/08/2002	4	5
9	01/09/2002 – 31/08/2003	3	4
8	01/09/2003 – 31/08/2004	2	3
7	01/09/2004 – 31/08/2005	1	2
6	01/09/2005 – 31/08/2006	Kindergarten	1
5	01/09/2006 – 31/08/2007	Pre-school	PP4
4	01/09/2007 – 31/08/2008	Pre-school	PP3

ANGOLAN STUDENTS.

Angolans planning to enroll their children in LIS should be aware that the school's programme is international in nature and is not equivalent to the Angolan curriculum. Children attending LIS may find it difficult to later transfer to an Angolan school due to the fact that the Ministry of Education does not recognize time spent at LIS as equal to time spent in an Angolan school.

PORTUGUESE SPEAKING FAMILIES

LIS provides Portuguese instruction as both a first language (Language A) and as a second language (Language B) for non-Portuguese speakers. Students are assessed by the Portuguese teachers to establish their levels of competence and then taught in separate groups by the Language A or Language B teacher. Portuguese is taught from Year 1 to Year 13.

SPANISH SPEAKING FAMILIES

Spanish A is currently taught as an option instead of Portuguese in Year 6. Spanish is offered throughout the Secondary School as an option (providing numbers warrant).

MEDICAL RECORDS

Upon admission or re-enrollment, every registered student must submit a Medical Record. Every student must either be tested regularly for tuberculosis or vaccinated against TB. The doctor's statement should indicate that one of these precautions has been taken.

RE-ENROLLMENT

Students in good standing will be re-enrolled the following school year and promoted to the next year level. The school reserves the right, however, to deny re-enrollment to a student whose behaviour disturbs the learning environment and/or threatens the safety and well-being of other students, to a student whose continued lack of effort results in unsatisfactory academic progress, to a student whose educational or physical needs can no longer be well served by the school, or to a student who does not meet minimum attendance requirements.

For Diploma entry see relevant section.

TUITION AND ACCOUNT INFORMATION

SCHOOL FEES

The Board of Directors establishes school fees annually. There are two types of fee: tuition and facility. Tuition fees are used to fund the operation of the school. Facility fees and the proceeds from Certificates are used to fund capital development, such as the construction of facilities and the purchase of large equipment and machinery. Luanda International School operates as a “not for profit” organization.

TUITION FEES FOR THE 2011-2012 SCHOOL YEAR:

Annual Tuition Fees (\$US)		
	Pre-Primary 3	Pre-Primary 4 to Year 13
National	24,000	27,000
NGOs and Embassies	24,000	32,000
Corporate	24,000	32,000
Pre-Primary 3 will be a half day programme		
Facility Fees		
	One Time Registration Fee	Annual Facility Fee
National	15,000	
NGOs and Embassies	15,000	
Corporate		15,000

NATIONAL

This category of tuition fees is for all Angolan passport holders only.

GENERAL

- Tuition fees are charged on an annual basis
- Tuition for the full school year (Sept – June) is normally payable in advance by June 30 of each year.
- Tuition for students enrolled after June 1 are due within 30 days of the offer of a place
- Tuition for returning students is due by June 30. If the fees are not paid by that date the offer of a place may be withdrawn and the place given to another student.
- Certificate holders are billed at the corporate rate
- Facility fees are not refundable after a student starts attending classes.
- Facility fees are due within 30 days of a student being offered a place in the school. If payment is not received within 30 days, the offer may be withdrawn and the place given to another student.
- If the student is already attending classes when the facility fee becomes 30 days late, the student will not be allowed to attend classes until their account is settled.
- Facility fees for students who withdraw prior to attending class are subject to a refund of 50% of the fee.

REFUNDS OF TUITION AND FEES:

Once a student attends their first day of classes, no registration fee will be refunded and the following refunds made according to the date of withdrawal:

Period of Enrolment	Facility Fee Payable	Tuition Fee Payable	Tuition Fee Refundable
Date of leaving	%	%	%
Before November 12 th (enrolment period 1)	100	50	50
Between November 15 th and March 4 th (enrolment period 2)	100	75	25
After March 7 th (during enrolment period 3)	100	100	0

If the student is not attending classes, but the school has not been informed in writing that the student is being withdrawn, the student will be counted as enrolled.

CREDIT CONTROL POLICY

The school's operational costs are financed using tuition fees received. Capital expenditure is financed primarily from Facility fees and certificates. Late payment of tuition and facility fees adversely affects the operations of the school. In order to maintain a healthy cash flow status the school has a credit control policy in place to ensure that amounts due to the school are received on time. The credit control policy approved by the school's board is set out below:

Period Fees Outstanding (from date of invoice)	Action	Access to student records
30 – 45 days	Issue warning that amount outstanding- student can be withdrawn from class	Withhold student records
+60 days	Student withdrawn from class and a warning regarding loss of enrollment	Withhold student records
+ 120 days	Loss of enrollment	Withhold student records

INVOICING AND DISTRIBUTION

LISA Invoices/Statements are generally distributed to parents via the student at the school. Invoices for students in the corporate category are sent direct to the respective companies. Distribution of invoices is by hard copies via students, fax or email. If you have a preferred method of receipt of invoice to ensure that you get the invoice please inform the Finance Department.

PAYMENT TERMS

For security and administrative reasons, the school does not accept payments for invoices in cash or cheque. Cheque payments are discouraged as they take several weeks or months to clear through the bank. Payment of fees is accepted as bank transfer or direct deposit into the school's bank account, accepted at any Banco de Fomento branch. Our banking details are as follows:

Account Name: LISA – Associacao da Escola Internacional de Luanda

Account Number: 502/7181330/31/001

Bank Banco de Fomento Angola (BFA)

NBA 0006 0000 07181330311 34

IBAN: AO 06 0006 0000 07181330311 34

Bank SWIFT code: BFMXAOLU

Bank Address: Rua Amilcar, Cabral no.58, Luanda, ANGOLA

Please ensure you provide proof of payment so that we can follow up on our bankers and credit your account accordingly. No receipts will be issued prior to the presentation of proof of payment.

CONTACT DETAILS

Our address, telephone, facsimile and website are on the cover of this handbook. These details appear on all our invoices, credit notes and statements.

EMAIL CORRESPONDENCE

General accounting enquiries: accounts1@lisluanda.com or accounts@lisluanda.com

Finance manager: finance@lisluanda.com.

CHANGES TO REGISTRATION DETAILS OR BILLING INFORMATION

Any changes to registration details or billing information should be in writing and addressed to the Deputy Director (Strategy) or Finance Manager respectively.

SCHOOL HOURS

The school week runs from Monday to Friday. Ideally students should arrive no earlier than 7.30 a.m. as supervision is not available before this time. They must be in their classrooms by 7:55 am at the latest. Classes end at 15:00, although after school activities (when in session) run until 16:00. Students are to be picked up promptly at the end of the school day. Drivers must follow the directions for picking up students and obey traffic regulations and requests from staff.

There are two breaks scheduled during the school day, a 20 minute break in the morning and a 50 minute lunch break at mid-day. The lunch break is staggered to allow sufficient time for the kitchen staff to serve those students taking school lunch in an efficient manner. Primary students have their lunch break from 12 noon until 12:50, while Secondary students have their lunch from 12:30 until 13:20.

Early Closure:

School will close at 13:00 on certain Fridays to allow all staff to conduct personal business in town. The dates of these early closure Fridays are indicated on the school calendar (page 4) and below:

1. 30th September 2011
2. 24th February 2012
3. 27th April 2012
4. 25th May 2012

Please pick your children up promptly at 1.00 p.m. on these days.

SCHOOL TRIPS

The Director wishes to make it clear that students on school trips are under the School's jurisdiction at all times. All school regulations such as the Code of Conduct must be adhered to and the consequences for a breach of any school regulation will be as per the LIS discipline policy. Participation in a school trip is an acknowledgement of these regulations by parents and students. Parents and students also acknowledge that teachers are *in loco parentis* (in place of parents) on school trips and must be allowed to facilitate the trip in a safe manner without arguments or disruption.

General Expectations

- A high standard of behaviour is expected at all times.
- Pupils must remember that they are representing their family, school and country. Therefore, be courteous at all times.
- Badly behaved pupils may not be allowed to travel on future school trips. In serious cases of misconduct, students may be sent home at their parents' expense.
- **Smoking and the consumption of alcohol or drugs are forbidden at all times.**

During the trip

- Be punctual for all departures and briefing meetings.
- Be responsible for luggage, money, passport, and personal items.
- Listen carefully to all instructions given by teaching staff.
- Keep rooms tidy.
- Adhere to all rules regarding bedtimes.
- Stay in groups when out shopping or when attending organized events.
- Ensure that you or a member of your party has a mobile phone with credit and details of accommodation.

AT THE HOTEL

- On arrival check the room and report any existing damage to a member of staff.
- Report any damage which occurs during your stay as soon as it occurs.
- Keep your room tidy.
- Follow all hotel rules.
- Be courteous to hotel staff and guests at all times.
- Be punctual for all meals.
- Adhere to the '**No Noise After 11.00 pm**' rule which will be strictly enforced by staff.
- Do not leave valuables, passport or money in your room at any time.
- **Do not use the balconies** (if there are any) in the hotel.
- Do not leave the hotel at any time without permission.
- Make sure that you familiarize yourself with the fire exits.
- No slamming doors or running around corridors.
- Once pupils are checked into the bedrooms at night no-one is allowed to leave the hotel.

General Health and Safety:

- Always think about your own and others' safety.
- If you have any problems, please don't suffer in silence. Tell a friend, a group leader, a teacher or the host family.
- If you have particular health or dietary needs, let us know.
- Always follow the instructions of your Group Leader(s), accommodation staff etc.
- Be aware of situations which may cause you harm or injury and where necessary inform the Group Leader.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take unnecessary risks.
- If you get lost or separated from your group, follow the agreed procedure and wait in a public place.

CURRICULUM

The curriculum is designed to meet the developmental, intellectual and social needs of students through its design, which balances understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. Curriculum content is significant, relevant, challenging and engaging. We emphasize the following elements throughout the school:

- **CONCEPTS**

Powerful ideas (form, function, change, causation, connection, perspective, reflection, responsibility) that have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding.

- **KNOWLEDGE**

Significant, relevant subject matter we wish the students to explore and know about.

- **SKILLS**

The skills (social, thinking, self-management, communication and research) that students need to be able to succeed in a changing, challenging world.

- **ATTITUDES**

Dispositions, which are expressions of fundamental values, beliefs, and feelings about learning, the environment, and people; approaches to learning. These dispositions include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.

- **ACTION**

Demonstrations of deeper learning in responsible behavior through positive action and service; a manifestation in practice of the other essential elements; a commitment to community and service.

- **INTERNATIONALISM**

Internationalism is a founding principle that pervades the curriculum. It is a thoughtful, critical perspective that is embedded within everything we do in the school. Among other things it includes communication, political awareness, cultural understanding, shared humanity, global issues, global awareness, celebrating diversity, understanding culture, and a reflection on the nature of knowledge, its construction and validity.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Philosophy

The English as an Additional Language department supports language development by working with students according to their individual needs and cultural backgrounds.

We promote an academically challenging program through collaboration with mainstream teachers.

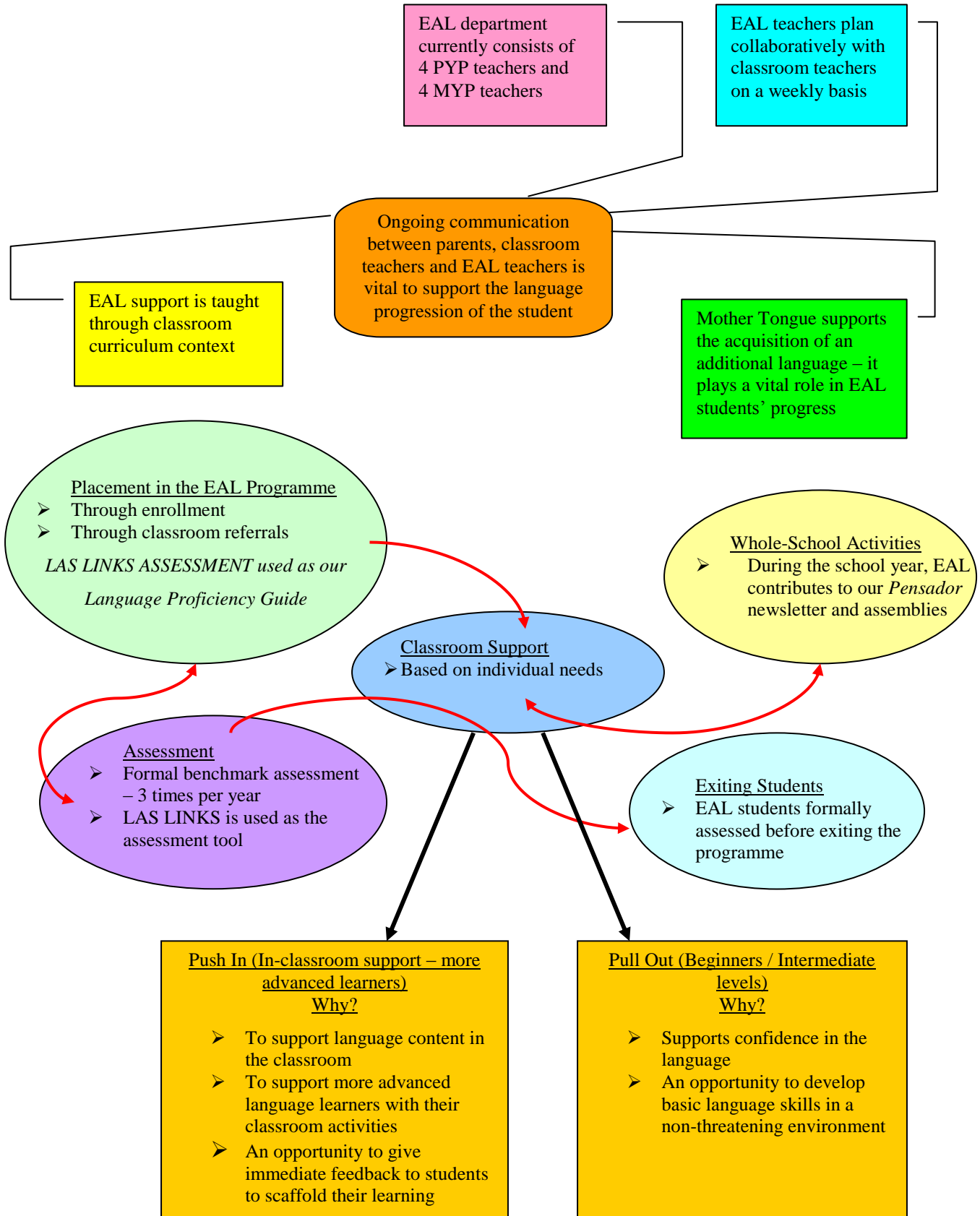
Our objective is to enable English Language Learners to engage in meaningful academic and social language using appropriate integrated language skills to become independent learners and international citizens.

EAL Program

The EAL department supports English language learners from Years 2- 13. We provide language instruction for EAL students in collaboration with their mainstream class teachers. Our goal is to facilitate linguistic, social and academic success.

Parental support

We endeavor to involve parents/ caregivers in their children's language developmental process, in both English language learning and the development of the child's mother tongue. The EAL department is in contact with parents/ caregivers on a regular basis and holds regular parent teacher conferences and student led conferences throughout the academic year. The EAL team can be contacted through the school reception or via email.



LIS ENGLISH as an ADDITIONAL LANGUAGE FRAMEWORK

Primary Years Programme

The Primary Years Programme at LIS: Pre-Primary through Year 6

The Primary Years Programme (PYP) was developed nearly 20 years ago by the International Baccalaureate Organization (IBO) to provide children aged from 3 to 12 years with a common international education. It was designed by educators not governments and is a synthesis of best practice and world-wide educational research. The purpose was to develop international-mindedness in students through the quality of their education.

Construction of knowledge through Inquiry

PYP stresses the importance of determining the extent of knowledge a child brings to new experiences. Teachers assess the children's understanding in order to provide experiences which will enable them to make connections between previous and present perceptions. Teachers model the asking of core guiding questions which extend the inquiry to include more substantive and significant issues. Key concept questions form a framework for the units of inquiry which are a unique feature of PYP. Teachers utilise this framework in their regular planning meetings. The programme emphasises meaning and understanding which is developed through social acts of communication and collaboration. Students work together in different groupings for different tasks as the teacher continually observes their individual development. Our small class sizes with their high student-to-teacher ratio facilitate this style of carefully monitored progress.

Approach to learning

The PYP curriculum seeks to help children acquire specific social and emotional skills to enable them to become lifelong learners. The Reggio Emilia philosophy, used in the Early Learning Centre, provides an emerging curriculum whereby group and individual projects are developed and moved forward by the children's interests, ideas, actions, discoveries and sense of wonder. Numeracy and literacy are developed organically in the context of the social and physical environment, as suggested in the PYP's language and mathematics scope and sequence documents. The children will learn to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded and reflective.

Our approach also takes into account the following principles:

- * Children learn at different rates and in different styles, and there is a wide range of normal variation which can occur within an age group.
- * Learning is a balance between the intellectual, the social, and the personal; each is important and all are interlinked.
- * Children must be given the opportunity to speak and be listened to in all their many 'languages'. Expressive, communicative, symbolic, cognitive, ethical, metaphorical, logical, imaginative and relational languages which are given equal value and importance in the child's learning.

Balance in the Programme

PYP recognizes the importance of traditional disciplines: language, mathematics, science, arts, social studies along with personal, social and physical education. Knowledge and skills of each subject are set

out in scope and sequence documents designed by the IBO and adapted to meet the needs of our LIS students.

The PYP also defines transdisciplinary themes that identify areas of shared experience. These themes unify the curriculum of all PYP schools. They incorporate both local and global issues. This ensures the balanced nature of our school's programme of inquiry. The student is shown by their teachers how to apply a set of transdisciplinary skills to their inquiry: social, communication, thinking, research and self-management skills.

Our aim is to develop habits which will equip the child for a life-long love of learning and to prepare them for their future in a challenging world. It is vital to develop an international perspective. This means sharing experiences from different backgrounds and considering the points of view of others. This is developed through a focus on the attributes of the IB Learner Profile in all activities the students engage in. Internationalism is further developed through the study of a language other than that of the language of instruction in the school. Here at LIS students from Years 1-6 study Portuguese, the host country language. Year 6 students study Spanish if it is their first language instead of Portuguese.

Assessment

Assessment is an essential feature of any programme of learning, but in the PYP it is not viewed as the culmination of the process. Assessment provides vital information to all those involved in learning – student, teacher and parent; however, this does not mean simply scoring student performance. Effective assessment allows each participant to understand what stage has been reached and where to aim for next. Therefore, assessment must be varied and frequent. In this way individual learner styles are appreciated, achievements applauded and motivation is boosted to achieve higher goals. We utilize a wide range of different assessment tools each of which is carefully selected by the teacher to suit the learning aims and the learners. Assessment methods include observational notes taken by a teacher as students engage in problem solving, self-reflections by students, checklists, portfolios of work, narrative reports, baseline tests looking at the development of mathematic and language skills through the year and external standardized tests in Years 4 and 6. Employing these different methods ensures our standards of teaching are high and our students have the widest opportunities to realize their potential.

The ELC does not do baseline testing, there is a greater emphasis placed upon observations recorded by the teacher and documented using a variety of media tools. This form of documentation reveals and helps the teachers interpret all the constructive traces of the children's learning.

Written reports are compiled twice a year: at the end of the first term in December and at the end of the school year in June. These are narrative accounts of each student's individual progress. Portfolios are collections of work which demonstrate a student's development throughout a year.

Parent/teacher conferences are held in the first term. During term two student-led conferences enable students to share their learning with their parents by showing them classroom activities and work undertaken with their single subject teachers. Provision is made for an additional parent/teacher conference in term two if required by either a parent or teacher.

The Exhibition

The PYP exhibition represents a significant event in the life of a PYP school and the student, synthesizing the essential elements of the PYP and sharing them with the whole community. As a culminating

experience in Year 6 it is an opportunity for students to exhibit the attributes of the learner profile they have been developing throughout their engagement with the PYP.

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

GENERAL REGULATIONS – PYP

As a PYP school we are bound to abide by the IB general regulations for students and their guardians. Please ensure you have read and accept these regulations which are included as a document on the school's website.

Academic Honesty

All students from Years 1-6 are required to sign the school's academic honesty agreement. This ensures that all research by students is undertaken honestly and all sources are acknowledged..

PYP HOMEWORK

We believe...

- homework can develop and consolidate skills necessary for further learning, both in and out of school.
- feedback will help students extend their learning.
- homework tasks will be appropriate and relevant to year levels
- reading daily, both assigned and/or personal choice, will develop important life-long reading habits.
- students need time at home to pursue personal interests, mother tongue language fluency and to partake in physical, recreational and intellectual activities with their family and friends.

Role of the student

Students are expected to complete homework assignments independently and on time.

Role of parents

To support and provide an environment conducive to learning and working, by talking and discussing the concepts and ideas being studied. To help develop the study skills required for sustained application to work. To help their children to practice and develop necessary skills. To read with their children and listen to them read where appropriate Parents can contact the classroom teacher if they have concerns or questions about homework.

Estimate of time per day to be spent on homework including reading:

Year 1: 10 minutes

Year 2: 15 minutes

Year 3: 20 minutes

Year 4: 30 minutes

Year 5: 40 minutes

Year 6: 50 minutes

Primary Years Programme English as an Additional Language

The PYP English as an Additional Language programme supports language learning from Years 2- 6. After initial English assessment, students receive language support in class and out of class depending on their language needs. The EAL teacher in collaboration with the mainstream teacher creates the students' language programme.

Students can exit the EAL programme when they have strong enough language skills to function independently and successfully in classroom activities and tasks across the curriculum. The EAL teacher and class teacher assess EAL students throughout the year. Students exit the programme after a formal language assessment. The student's progress continues to be monitored by both the EAL and the classroom teacher.

Primary Years Programme Behaviour Policy

Students are encouraged at LIS to monitor their behaviour to reflect the IB learner profile and attitudes.

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.

Inappropriate or unacceptable behaviour by a student will be addressed with the following steps:

- o the teacher will discuss with the child ways to prevent further episodes
- o parents will be informed of the incident and strategies developed to prevent further occurrences
- o parents will meet with the Primary Principal and class teacher to develop an action plan to improve behaviour
- o if a student continues to demonstrate unacceptable behaviour, s/he will be excluded from the school

Steps can be skipped at the discretion of staff based on the seriousness of the incident.

Communication

If you have a concern, please contact the class teacher in the first instant to discuss. Should the matter require further discussion, please contact the principal. At the beginning of each academic year all teachers provide contact information for families.

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.

School Hours

Prep 3 7:55 – 12:00

Prep 4 to year 6 7:55 – 3:00

The school gates open at 7:30am

Times

Please ensure your child is dropped off and collected punctually. If you arrive before 7:40am please ensure you or your driver remains with your child until supervision starts. For ELC students please note that supervision does not start until 7:55. Please wait with your child in their playground until this time.

Bus Travel

If your child travels to and from school on a bus please inform the class teacher. For ELC students the bus parent should stay with these children in the main jango next to the front office until the teacher and an assistant come to escort the children to the preschool. At the end of the day the Prep 4 bus riders will be escorted back to the jango where they must be picked up by a bus parent and taken to the bus. The teacher and assistant do not put each child on their individual buses. All Prep 3 students will be collected by their parents or nominated adult from the Prep 3 classroom

Snack and Lunch

ELC

All children need to bring a snack to school. The snacks must be nutritious such as fruit, yoghurts and muesli bars that will provide goodness and energy during the day. If you send cookies, candy, chocolate, crisps and other non-nutritious foods your child will not be allowed to eat them at school. If you would like to provide a hot lunch for your child in Prep 4 please deliver and leave the lunch on the lunch table at

the ELC before 11.45am. Coming into the classrooms at this time is disruptive. No glass bottles are allowed. Please provide your child with a water bottle clearly **labeled with your child's name**.

Years 1-6

Students learn independent skills at LIS. They need to learn to manage their lunches themselves. Six members of the teaching staff supervise students in Years 1 & 2 so parent assistance is not needed.

Students from Years 3 – 6 make the choice at the beginning of the school year either to eat their lunches outside in the jango or inside the dining room.

There are no facilities for heating student lunches brought from home.

Celebrations

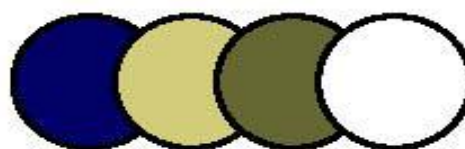
The PYP student council organizes social events for different age groups throughout the school year; therefore there is no need for end-of-term class parties.

Birthdays can be celebrated in a break time with a cake for all students to share. Prior notification to the class teacher is required.

The School is a secular organization and as such does not promote the customs and practices of any religion. Classes do not have celebrations associated with individual religious calendars and we ask families to respect this so we are able to value all belief systems.

STUDENT DRESS CODE POLICY FOR YEARS 1-6

Be Smart



LIS Dress Code Colours: navy, beige, khaki, white

- High round neck T-shirts or polo shirts
- Sweatshirts of solid colour
- Small discrete logo only
- Trousers, shorts & skirts should have a sewn seam
- Trousers, shorts, dresses & skirts shouldn't be too tight or too baggy
- Dresses & skirts should be at least knee length



Mix & Match



- Casual, dress shoes, sandals or athletic shoes are OK
- Hats are worn outside but may not be worn inside

Your Dress Code

For full details contact the Enrolment Office. The school reserves the right to modify this dress code policy as needed. All students are allowed to wear the official MAG T-shirt (white, olive/khaki or black) instead of the shirts described below.

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

Please note: ELC students do not have a dress code but students should be dressed for comfort and safety.

Primary Years Programme PE clothing

Students are asked to wear clothing that is appropriate for PE lessons. In PYP, we ask that students wear blue shorts and white T-shirts.

Shoes:

Many of the PYP activities take place inside a gymnasium so court-type shoes are most appropriate. Training shoes (sneakers) that are laced or Velcro-fastened are acceptable, but slip-ons or street shoes are not permitted and may result in the student not being allowed to participate in PE.

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.

Jewelry:

Jewelry 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 swimming lessons, all 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.

Health & Safety

- a contact telephone number should be known by each student or placed in their bag for quick access;
- notification must be sent to the Principal to allow a child to go home with anyone other than the usual collector;
- if your child is sick, let them recover fully at home;

Health and Wellbeing

To ensure the health and wellbeing of all the students at Luanda International School we have developed some regulations in conjunction with the school doctor.

Please note that if your child is suffering from:

- Diarrhea - they must stay home from school for 24 hours after their last incident.
 - Vomiting - they must stay home from school for 24 hours after their last incident.
- If a child vomits, for any reason, at school they will be required to go home for the same duration.

- Fever - they must stay home from school at least 24 hours after the end of the fever.

The school days are very busy and the children need time for their bodies to heal, rest and re-hydrate.

If your child has:

- Conjunctivitis - they must stay home at least 48 hours after they start appropriate medication.
- Head lice - they must stay home until anti-lice treatments have been started and the parent must bring a signed note to say that treatment has indeed been started.

If a teacher feels that your child is not well enough to be at school and fully participate in the programme of the day, they will call you. You will be expected to pick up your child and take them home from school.

We recommend you apply sunscreen and mosquito repellent on your child before they start school in the mornings. Your child **MUST** also have a labelled hat at school to wear during outside playtimes **EVERYDAY**.

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 your child often;
- ensure a regular and early bedtime;
- enjoy family time together.



Pulling together to release an origami dove on "Peace Day"
September 2010

Middle Years Programme Years 7-11

The Middle Years Programme (MYP) is designed for students between the ages of 11 and 16 years. LIS has been authorized to teach the MYP since June 2006. The MYP is a complete and coherent programme providing a framework of both academic challenge and life skills. The programme accentuates the links between various disciplines, giving a holistic view of knowledge. This programme leads on from the Primary Years Programme already in place in the school. In this way the school provides coherence, continuity and a progressive build-up of good learning habits, self-confidence and thorough understanding of the academic subject areas. The Areas of Interaction are themes embedded within all areas of the curriculum. They widen the scope of disciplines and allow ideas to cross the boundaries from one subject to another. The five Areas of Interaction are:

Approaches to Learning:

We encourage our students to approach learning with particular focus on organizational skills, learning strategies and analytical, critical and independent thinking.

Community and Service:

This is an essential part of the programme. Students experience the social reality of their environment and learn to gain a sense of responsibility as a member of their community. Environments: Students are given insight into a variety of global issues and are enabled to make balanced assessments offering possible solutions to problems of an economic, social and political nature.

Health and Social Education:

Students are prepared for a physically and mentally healthy life. They develop a sense of responsibility for their own and others' physical and social well being.

Environments:

Students are given insight into a variety of global issues and are enabled to make balanced assessments offering possible solutions to problems of an economic, social and political nature.

Human Ingenuity:

This is concerned with products of the ethical, creative and inventive genius of human beings and its impact on society and on the human mind.

Subject Groups

There are eight subject groups in the MYP. All students must study all the subject groups each year. The Subject Groups are: Language A: (English, Portuguese, Spanish), Language B (English, Spanish, Portuguese) Humanities, Mathematics, Science, Technology (Design Technology, Information Technology), The Arts (Visual Art, Drama and Music), and Physical Education.. Students may take a second language A course instead of a language B course.

ASSESSMENT IN THE MYP

Assessment is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome. The MYP requires teachers to organize continuous assessment, over the course of the programme, according to specified criteria that correspond to the objectives of each subject. Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the programme. The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organized debates, hands-on experimentation, analysis and reflection. In keeping with the ethos of approaches to learning, schools are encouraged to use a variety of formative assessment methods that involve the learner. The choice of quantitative and qualitative assessment strategies and tools (rubrics, performance records and checklists, portfolios) is the responsibility of the subject teachers, with an emphasis on self-assessment and peer-assessment. These strategies and tools should be designed to allow the students to show real understanding through flexible and appropriate application in new contexts. Recording and reporting should be organized by teachers to provide students with detailed feedback on their level of achievement according to the criteria of the subjects.

ASSESSMENT POLICY

Philosophy

- 1 Assessment is designed to improve student learning.
- 2 Reflection is an essential process of assessment and indicates understanding over time.
- 3 Assessment is anchored in authentic tasks.
- 4 Timely, direct, specific and contextualized feedback is central to all learning and teaching.
- 5 Assessment provides students and teachers with feedback to revise performance and improve learning and teaching.
- 6 Assessment allows the school to monitor effectiveness of programmes and provides direction for teachers, learners, parents, administration and overall school development.
- 7 Assessments should be sensitive to, and reflect cultural, linguistic, racial, class, learning, physical and gender differences.

Assessment Strategies

Observations: All students are observed regularly, with the teachers taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.

Task Specific Rubrics: based on criteria established in advance.

Process focus: Students' skills and developing understanding are observed in real contexts regularly, using checklists, narrative notes and inventories. The emphasis is on the process and skill application rather than the product.

Selected responses: Single 'snapshot' samples of what students know or are able to do. These might be in the form of tests or quizzes.

Open Ended tasks: Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way, the student's understanding and application can be individually assessed.

Student Portfolios: Teachers and students maintain a portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time.

Performance Tasks: The kind of challenges that adults face in the world beyond the classroom, ones that require using a repertoire of knowledge and skill to accomplish a goal or solve a problem, that require thoughtfully applying knowledge rather than recalling facts, that are open ended, that develop a tangible product or performance, that have an identified purpose and audience, and that involve a realistic scenario and criteria to be met.

Personal Project in Year 11:

Each student in Year 11 is expected to complete a Personal Project; this is a requirement of the MYP. The preparation and organization for the project is done in consultation with a teacher-mentor and is completed outside of school time. The project should be a product of the student's own creativity and initiative. The personal project is marked on a set of criteria which is shared with the student before and during the time allotted. Time for this project will be above and beyond the homework time guidelines.

Criterion-related Assessment

Each subject group has a series of criteria (between three and six). These criteria are used throughout in MYP in each subject group. These criteria can be adapted to tasks especially with the younger years. The criteria assess subject specific skills rather than content. They are designed to encourage good work practises and to develop the students understanding of the whole subject, rather than just memorising various facts.

Whenever a student is carrying out an MYP assessed task they must have the assessment criteria with them. The assessment criteria will inform the students what they have to do to achieve any particular level. Students are able to look back at the criteria to find out what they have to improve to achieve a higher level on their next assessment. Parents can use the criteria to check their child's homework.

Many parents are used to a system of grading which uses percentages and converts them into a letter. The MYP uses a similar system to this but with two main differences. The MYP converts to a number instead of a letter and the MYP converts from a raw score instead of a percentage (see example). The raw score is made up from the level the student has achieved in each assessment criteria (using a best fit policy – this is when the level awarded in each assessment criteria represents the general understanding of the student. This is not the highest level achieved or the average level). As each subject has different numbers of criteria with different maximum marks, there is a conversion table for each of the eight subject groups (the example is for Mathematics).

MYP Schools	
Final Level	Raw Score
7	26-28
6	22-25
5	18-21
4	13-17
3	9-12
2	5-8
1	0-4

A Level Seven is an extremely high level of achievement (it is rare for more than two or three students a year to achieve a Level Seven in a particular subject.)

Academic Honesty

All assignments must be authentic, based on the student's individual and original ideas with the ideas of others fully acknowledged. All assignments completed by a student for assessment, whether written or oral, must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. The IBO regulations define malpractice as behaviour that may result in the student or any other student gaining an unfair advantage in one or more assessment components.

Malpractice includes:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's own work to be copied or submitted for assessment by another.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or examination requirements.
- **Any other behaviour that gains an unfair advantage for a student or affects the results of another student.**

Procedures are in place to investigate incidents of malpractice. Sanctions will be as per the LIS Code of Conduct. Repeated and/or serious offences of academic malpractice may result in exclusion from the school.

THE MYP CERTIFICATE

At the end of Year Eleven students may be eligible for the IB MYP certificate. This is an externally awarded certificate. To be eligible the student must fulfill the following requirements:

- Gained at least a level 2 in all MYP subjects
- Gained at least a level 3 in the Personal Project
- Participated in the programme for at least the last two years
- Completed the Community and Service requirements
- Gained at least 36 points (from a possible 63) from the eight subjects groups and the Personal Project

HOMEWORK PRACTICES

Homework Policy

"We believe"...

- That carrying out our daily reading / research, both assigned and/or personal choice, will encourage students to develop lifelong reading habits and become lifelong learners.
- That homework is done to improve learning. Homework should be designed to benefit the

student, rather than an exercise to be completed and checked by the teacher. The results should be seen in applications at school.

- That the purpose of homework is to develop and consolidate the skills necessary for further learning, both in and out of school.
- That students need time at home to pursue personal interests, mother tongue fluency, and to partake in physical, recreational and intellectual activities with their families and friends.

Expectations for Teachers

- Homework should be directly relevant to the learning in school.
- Teachers should clearly outline the expectations for the homework, the objectives of the work assigned, and the timeframe.
- Homework should be able to be completed independently.
- Homework should be carefully coordinated and assigned so that the overall time for each year level is not exceeded.
- Teachers will give some homework assignments with the purpose of increasing their background knowledge of the subject area or topics being studied (watching TV programmes, nonfiction reading, periodical reading, and Internet research, watching the news).
- Teachers should coordinate tests so that there are no more than two on any given day.
- Homework may be graded. Teachers will, however, provide feedback, regardless of whether a grade is given.

Expectations for Parents

- To support and provide an environment conducive to learning and working, by talking and discussing the topics and books being studied.
- To help develop the study skills and commitment required for sustained application to work.
- To provide a computer and internet facilities for independent research and word processing.
- To make provisions for a dedicated area set aside for concentrated study.
- To communicate with the teachers concerned if there are any homework issues.

Expectations for Students

- **Homework will be recorded in their homework planner**
- In their individual work at home, students should develop organizational skills, study practices, intellectual discipline, attitudes and strategies leading to critical, coherent and independent thinking and the capacity for problem-solving and decision-making.
- Students will need to develop study habits that will help them prepare for tests and exams.
- Students should develop understanding by focusing on the 3 questions: 1) "How do I learn best?" 2) "How do I know?" and 3) "How do I communicate my understanding?"
- Students will be expected to check the homework and assessment schedule and to budget their time to be prepared for the work or tests to be done at school.
- Students will be expected to touch type. If proficiency is less than our expectations per year level, then a typing programme must be worked on at home to increase speed and accuracy. This work is considered to be above and beyond the normal homework assignments.

Estimation of time:

- Time set aside for homework, including reading, would be expected to increase as students move through the MYP (Middle School) programme, and in preparation for the demands of the IB Diploma Programme (High School).
- Times below are a general range only. It is expected that students use their time well, and are efficient and productive during their study times. Under normal circumstances, in each of the MYP years, time per day is allocated as follows:
 - Year 8 – 90 minutes
 - Year 9 – 90 minutes
 - Year 10 – 120 minutes
 - Year 11 – 150 minutes

If a student does not have specific set homework then they should be reviewing their notes or reading/researching about what they are currently studying. If your child is repeatedly not doing homework then please contact the school as your child may be misunderstanding the homework requirements.

WHO TO CONTACT

- If you have any queries or concerns please contact the school. We would much rather deal with lots of small issues rather than waiting until they become big issues.
- If you have a query about a particular subject, contact your child's subject teacher.
- If you have a query about the MYP, contact the MYP Coordinator.
- If you have a general query about your child, contact your child's Homeroom Teacher
- For any major issues please contact the Deputy Head of Secondary or the Head of Secondary
- A list of the relevant email addresses is available on the school website

Student reports

MYP reports are issued twice a year.

CODE OF CONDUCT

All students should:

- treat each other respectfully;
- respect essential agreements;
- be polite to each other, teachers, other staff and visitors;
- look after school property, equipment and other students' possessions;
- respect other peoples' cultures;
- make new students feel welcome;
- be honest.

All School rules will be logical extensions of these basic expectations, and will be explained to students in those terms.

It is expected that most students, in most instances, will be able to keep to the basic code of conduct outlined above. However, there will inevitably be times when students need to be reminded of their responsibilities to themselves and to the School, and when it may be necessary to impose disciplinary procedures. When problems of behaviour arise, they will be dealt with according to the school discipline policy by the relevant member of the school leadership team.

Bullying

Every student should feel comfortable and safe coming to school. Bullying, whether verbal, physical or through text, is completely unacceptable at LIS and will be dealt with firmly in accordance with the bullying policy. Students who feel they are being bullied should talk to their teacher, counselor or another member of staff immediately. **They should not just put up with it!** Anti-bullying measures are ongoing and are implemented with the input of all stake holders.

Student Rights and Responsibilities

Each student in our School has the right to be treated with respect, courtesy and consideration by every other student, teacher, school employee, or other adult in the School. They have the right to know what the rules are; to appeal to authority when they feel unfairly treated, or when they think that no objective hearing has been allowed.

However, persons with positions of responsibility at LIS have the authority to carry out decisions for the benefit and safety of all students and staff.

Consequences

Students must realize that there are consequences for negative behaviour patterns and that they will be carried out in a fair and just manner. All students must recognize that they are able to take responsibility for their actions. Therefore, it is logical that students will have to face up to these consequences whenever an essential agreement has been broken. **These consequences include: lunchtime detention, counselor meeting, principal meeting, parental meeting, behaviour monitoring, internal school suspension, out of school suspension and expulsion.** The weight of the consequence will depend on the severity of the violation. Students, teachers and parents are required to report these violations to the principal who will then fairly and justly evaluate the appropriate consequence in line

with discipline procedures. Reconciliatory and restorative procedures may also be implemented along with these consequences.

CLOTHING FOR PE IN THE MIDDLE YEARS PROGRAMME

Students may not be allowed to participate in Physical Education (including swimming lessons) without proper dress. The P.E. department encourages parents to make sure their children have proper P.E. clothing and footwear for P.E. lessons. MYP students are required to change before and after P.E. lessons and will be given time in the changing rooms to do so.

Clothing: Students are asked to wear clothing that is appropriate for P.E. lessons. In the MYP, students are asked to wear clothing such as T-shirts, shorts, athletic pants or tights. Students are responsible for bringing their own P.E. and swimming materials to school and taking them home to be laundered or dried as necessary.

Shoes:

We ask that students do not wear loosely tied, or slip on “skateboarding shoes” such as “Vans”. Although fashionable, they are not practical and can cause injuries to the wearer and others (these shoes can often “fly” during a kicking motion). Footwear must be securely fastened and give sufficient grip. Training shoes (sneakers) that are laced or Velcro-fastened are acceptable, but slip-ons or street shoes are not permitted and may result in the student not being allowed to participate in P.E.

Hats and Water Bottles:

All students are encouraged to bring an appropriate hat for P.E. lessons, as well as a water bottle which is clearly labeled with the student’s name. It gets very hot in Luanda, so hats and water bottles are an important part of preventing exhaustion or heat stroke.

Jewelry:

Jewelry should not be worn during P.E. lessons. Not only can jewelry be lost or broken, but it can also result in serious injury to the wearer or others.

Swimwear:

For swimming lessons, all students must bring goggles, a towel and a one-piece swimming suit suitable for swimming lessons. Parents, please remind your children to bring such items on swimming days. We also recommend that students wear sandals to go from the change room to the pool area. All items should be clearly labeled with the student’s name, as lost and found items are abundant. We recommend that students have a bag for their swimming gear. Bathing caps are optional. Students should apply sun block in the morning of their swimming lessons.

Dress Code for MYP and DP students for 2011-12

We are an international school aware of the diversity of our community and its cultural expectations. Our dress code means to convey a message of respectability to our community, an understanding of situational form, and to reflect the spirit of LIS.

The dress code for Secondary students has been revised for 2011-12. Please take note of these changes shown below.

There will be no color restrictions for the clothing worn by MYP and DP students. However clothing should conform to the following:

Tops: these can be any of the following: polo shirts, t-shirts (high round neck only), dress shirt or sleeved blouse which covers most of the upper torso (i.e. no exposed midriff or chest, no exposed underwear). Tops may have a pocket sized logo/graphic only, no chest or larger graphics; all graphics and writing should be of an inoffensive nature.

Jackets/sweaters/jerseys: pocket logo only (again of an inoffensive nature)

Bottoms: trousers, shorts, skirts. These should be worn around the waist with no exposed underwear. skirts and shorts must be worn knee length (on the knee). **Dresses and jeans are for DP students only.** All clothing should be in good condition, with no tears, rips or frayed hems.

Footwear: shoes and socks, flat closed-toe shoes or flat sandals. No rubber or plastic flip-flops. Shoe wear should look smart.

Adornments: we discourage the wearing of jewelry at school for safety and security reasons. The school is a working environment and cannot be held responsible for the loss of any jewelry worn to school by students.

EAL Programme in the MYP

MYP EAL assists students in years 7-13 whose first language is not English. English language learners entering LIS are tested on the four language domains – Speaking, Listening, Reading and Writing. The EAL teachers, in collaboration with their mainstream teachers, will recommend a program of study that matches their needs.

Students exit the programme after a formal language assessment. The student’s progress continues to be monitored by both the EAL and the classroom teacher.

LIS Student Support Team

Rationale: LIS recognizes that students come from a variety of backgrounds and experiences. We also recognize that the problems and challenges faced by our students are similar to other students around the world and may not be fully addressed inside the classroom. With this in mind, we have established the LIS Student Support Team which includes (but is not limited to) the Guidance Counselor and Special Needs teacher.

Role: The role of the SST is to address social, behavioural, academic and personal issues of students in the secondary school, to give students another forum in which to express these issues and to bring these issues to the attention of the faculty and parents as the case may be. Whilst the SST is there in an advisory capacity, it does not have any formal responsibility for assessing students in any way. It is primarily there as another “tier” of support for students, parents and teachers. Some of the functions of the SST is to:

- Support of homeroom teachers.
- Liaise with departments regarding the progress of students.
- Develop and implement a student mentoring scheme
- Oversight of behaviour and learning issues.
- Management of disciplinary issues.
- Oversight of attendance.
- Liaise with Secondary SLT regarding specific issues and students.
- Liaise with parents regarding specific/serious issues.

Procedures: The SST team will meet on a regular basis to discuss students who have been referred to them. Referrals should come through homeroom teachers and department heads, although any member of staff can raise concerns. In many cases, the very nature of the referral will enable the SST to prescribe a course of action to address the issue, as structures are already in place to deal with these issues. In more complicated situations (such as emotional issues/learning challenges/ psychological problems etc.) outside help may be required. Parental permission will not be required for an initial referral; however it is understood that parents will be contacted should further consultations be required.

Diploma Programme (DP) Years 12 and 13

Introduction

The International Baccalaureate Diploma is an academically challenging and rigorous two year pre-university course that is designed for motivated students aged 16 – 19. Students are encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, develop the ability to communicate with and understand people from other countries and cultures and to become independent, self-motivated learners. Diploma students take six subjects – normally three at Higher Level and three at Standard Level – as well as completing a 4000 word extended essay (EE), a course in Theory of Knowledge (TOK) and a number of Creativity, Action and Service (CAS) projects. The diploma is well recognized by the world's leading universities and LIS alumni are currently studying at undergraduate level across the world in countries including; Canada, USA, UK, Spain, South Africa and Hungary.

Some of these students graduated from LIS with IB Certificates.

The IB Certificates Programme

In consultation with parents and the school, some students can choose to study for individual subject certificates, rather than the full diploma, if the diploma combination does not best meet their individual needs or circumstances. (See IB pamphlet, the IB Programme)

Subject choice will include at least five subjects as follows; two languages, mathematics and two others. Certificate students do not write the Extended Essay, but they attend Theory of Knowledge at the discretion of the TOK and Diploma Coordinators, and they must complete the Creativity, Action and Service requirements.

The flexibility of the programme allows for the students to commence the Certificates Programme at the beginning of year 12 or to switch from full Diploma to Certificates any time in the two years up until the final November of the programme.

Admission to Diploma Programme

To enter the IB Diploma Programme in Year 12 students must have:

- Gained the MYP Certificate or
- Reached the standards required for the MYP Certificate

AND

- Achieved a level 5 in the subjects that will be taken at higher level
- Achieved a level 4 in the subjects that will be taken at standard level

To enter the IB Certificates Programme in Year 12 students must have:

- The ability to study a minimum of 5 subjects, including two languages, mathematics and two other subjects at the required level
- Achieved a minimum of MYP Level 4 (or its equivalent) in the subjects to be studied

Accreditation

LIS was first authorized by the International Baccalaureate to offer the Diploma in 2005 and last year, following an extensive self-study and report, the school was re-authorized for a further five years. The report was extremely positive and stated that LIS: *is a caring and supportive institution... offering a successful programme which is developing and effective learning is taking place.* Further development towards the next self-study and report in 2014 is now guided by the document; *LIS Diploma Years; The Way Forward, 2010-14.*

The Diploma Team

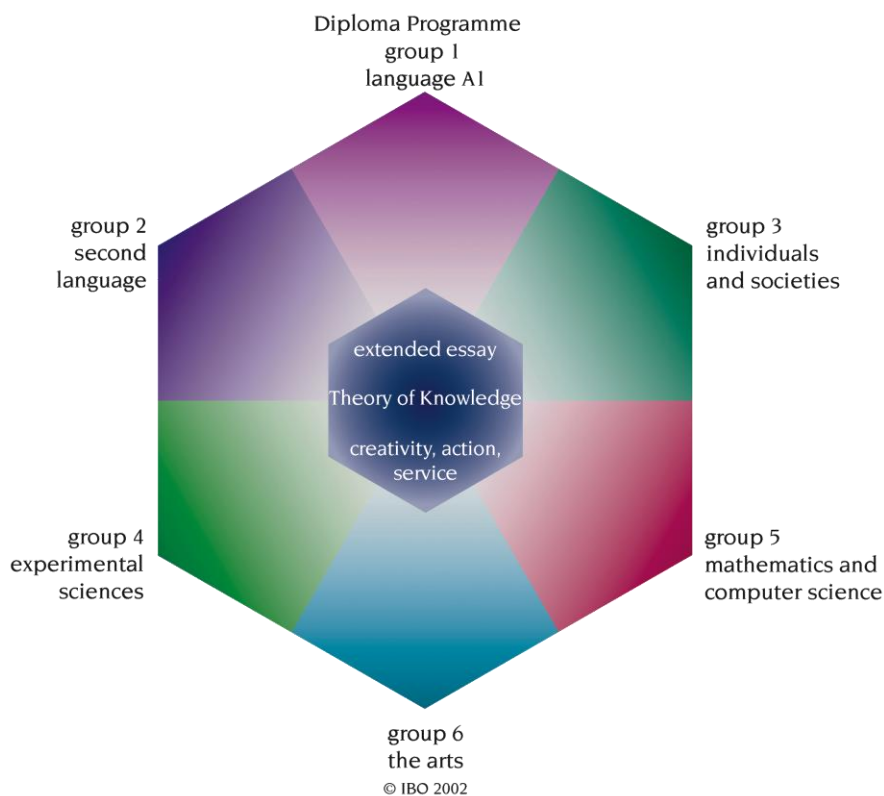
In order to ensure that LIS students maximize their academic and overall potential, the DP Co-coordinator works closely not only with all the subject teachers but also with the secondary principal and the year 12 and 13 home room teachers. In addition, and most importantly, the coordinator liaises with the CAS and TOK coordinators, as well as the university guidance counselor.

Communication

The Diploma team operates and encourages a very open line of communication between the school and students and parents. Assessment reports are written on a regular end of term basis and a number of official parent/teacher conferences are organized. However, parents/guardians are encouraged to contact the coordinator or subject teachers at any time should they wish to discuss any issues related to the personal, social or academic well being of their son/daughter. Similarly, the coordinator will contact parents to discuss issues of concern with regard to their son/daughter. Appointments to see the coordinator can be arranged through the secondary secretary or by emailing teachers.

The Diploma Curriculum

What does the Diploma Programme curriculum contain?
The curriculum contains six subject groups together with a core made up of three separate parts.



- Three subjects are studied at higher level.
- Three subjects are studied at standard level.
- All three parts of the core—**extended essay, theory of knowledge and creativity, action, service**—are compulsory and are central to the philosophy of the Diploma Programme.

Subjects Available: 2012-2014

Diploma students choose six subjects, 3 at Higher Level and 3 at Standard Level. At least one subject must be chosen from groups 1 – 5. Certificate students choose at least five subjects, a language from group one and two, a math course and two other subjects.

Group 1 (First Languages)

English Literature (SL/HL), English Language and Literature (SL/HL), Portuguese Language and Literature (HL/SL), Spanish Language and Literature (SL/HL)

Group 2 (Second Languages)

English B (HL), Spanish B (SL/HL), Portuguese B (SL/HL), Spanish ab initio (SL - for students who are beginners)

Group 3 (Individuals & Societies)

Economics
History
Geography

Group 4 (Experimental Sciences)

Biology
Chemistry
Physics

Group 5 (Mathematics)

Mathematics Higher Level
Mathematics Standard Level
Mathematical Studies (Standard Level)

Group 6 (The Arts)

Theatre
Visual Arts
Music
Or a second language taken from Group 1
Or a second course taken from Group 3
Or a second science taken from Group 4

How the choices are made

In making their choices, students will be guided by their subject teachers and the DP Coordinator to ensure that they make choices that are relevant and appropriate for future university and career aspirations. Maximum class sizes are 15 students for non-science subjects and 12 for science subjects. This and other timetable constraints mean that it is not always possible for every student to be given all of their choices although every effort will be made to do so.

All students will study their first or 'best' language at the A1 level (group 1). There are two alternatives in this group, Literature or Language and Literature. In addition, students will study a second language at the ab initio (beginner) or 'B' level (group 2). Language 'B' is for students with some knowledge of the language. It is also possible to take two languages from group 1 and therefore none from group 2. From group 3 students will choose at least one subject from Economics, Geography and History, and from group 4 at least one of the sciences, Physics, Biology, Chemistry. Group 5 includes three graded Mathematics courses – Higher Level, Math Standard Level and Math Studies (Standard Level) – from which students are required to study one. In group 6 students choose one subject from Theatre, Music, Visual Arts, or either take two subjects in group 1, or two in group 3, or two in group 4.

The core requirements

This refers to the components at the centre of the curriculum model. Theory of Knowledge (TOK) is an interdisciplinary course in which students explore the nature of knowledge across disciplines and encourages them to appreciate other cultural perspectives as well as their own. The Extended Essay (EE), with a prescribed word limit of 4000 words, offers students the opportunity to investigate a topic of individual interest, and familiarizes them with the independent research and writing skills expected at

university. Participation in the school's Creativity and Action Programme (CAS) encourages students to be involved in artistic pursuits, sports and community service work. Most importantly, CAS highlights the importance of experiential learning and, at the same time, fosters students' awareness and appreciation of life beyond the academic arena.

Assessment

Students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject. In most subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include: oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances. Some assessment tasks are conducted and overseen by teachers without the restriction of examination conditions, but are then marked externally by examiners including, for example, world literature assignments for language A1, written assignments for language A2 and essays for TOK and EE. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for most subjects. Final year students take 'mock' exams four months prior to the May final exams and this gives them the opportunity to experience the reality of formal exam conditions and to then, with their teachers, analyze performance towards future improvement.

The grading system is criterion-based which means that the results are determined by performance against set standards, not by each student's position in the overall rank order. Each subject is graded on a scale from one point (the lowest) to seven points (the highest) as shown in the table below:

Grading Scale Diploma Programme

Grade Awarded	Basic Descriptor
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Each diploma student takes six subjects and, in addition, there is a maximum of three points available for combined performance in TOK and the EE. Thus, the maximum possible score is 45 points. The minimum score needed to gain the diploma is 24 points, provided that certain conditions are met. These conditions, which relate to the distribution of points across the different subjects, are published in the IBO document: General Regulations; Diploma Programme, For students and their legal guardians. This important document is given to all parents/legal guardians at the beginning of every academic year and can also be found on the IB website www.ibo.org

Academic Honesty

In vigorously insisting on academic honesty, Diploma teachers are guided by the IB document *Academic Honesty* and by the school's own internal policy. Instances of academic malpractice are treated very seriously and repeated instances will result in exclusion from the school. For more details, please refer to *LIS: The Diploma Years, 2012 -14*.

The Luanda International School (LIS) Diploma

As well as working towards either the IB Diploma or IB certificates, all students in years 12 and 13 work towards the LIS Diploma. No student will be admitted into year 12 or 13 if it is felt that they would not, in due course, be able to meet the graduation requirements.

LIS Graduation Requirements

The requirements are based on students successfully completing either a range of diploma subjects or certificate subjects, and this assessment will be made by, at the latest, the start of the final exam session in May. More specifically, the following is required;

- Successful completion of at least 5 IB SL (i.e. some courses might be HL) certificate courses including the required attendance and full submission of all work. A mean of level 3 must be achieved
- The above courses to include two languages and a mathematics course
- Formal completion of all CAS requirements
- Attendance and completion of the TOK course

University Recognition of the IB Diploma

The IB works closely with universities in all regions of the world to gain recognition for the IB Diploma and IB Certificates, and LIS works closely with the IB to ensure that the Diploma and Certificate results that become available in early July are forwarded to the universities to which LIS students are applying in a timely manner. During the course, students can access the IB database containing contact details of universities around the world together with up to date information about their requirements for admission to assist them in making the appropriate choices. Students applying to a particular university can access their grades directly from the IBO's secure website.

Mr Ali Shebani is the school's university guidance officer and he meets the new year 12 students on the first day of every academic year as part of diploma induction. He also meets year 13 students as a group in the first week of the year, and then arranges individual university guidance interviews with students across both years of the programme. Ongoing individual advice is complemented by the university admissions information evening which normally takes place in the first few weeks of the year.

LIS IB Diploma and Certificate Results 2007 - 2010

SCHOOL STATISTICS	2007	2008	2009	2010
Number of candidates	8	2	12	12
Number of diploma candidates	8	1	7	12
Number of certificate students	0	1	5	-

Number of subject entries	64	12	85	96
Number of diploma passes	5	1	6	10
% diploma passes	63	100	86	83
Average points obtained by candidates who passed the diploma	33	33	29	30
Highest diploma points awarded to a candidate	39	33	33	39
Average grade obtained at the school by candidates who passed the diploma	5.33	5.33	4.64	4.88
Average grade score for students not achieving the diploma	3.38	-	3.5	3.7
Average grade world wide	4.71	4.57	4.65	4.8
Number of certificate students achieving at least grade 4 in at least 4 subjects	-	1	4	-

Further information

For further information, please contact the IB Diploma Coordinator, Bora Rancic, at brancic@lisluanda.com

Important Contacts: 2011-12

Please only call staff out of normal school hours in an emergency.

School Office : +244 222 460 752 /62/72 Fax: +244 222 460 782

School Address: Rua de Talatona, Bairro de Talatona, Luanda Sul, Samba, Republica de Angola.

Web: www.lisluanda.com

NAME - POSITION	Phone/Mobile	EMAIL
Mariana Miguel – Senior Receptionist	Office (ext 2000/9) 925-183689	mmiguel@lisluanda.com
Emilia Barradas (Mila) – Director’s Personal Assistant	Office (ext 1002) 923-235696	padirector@lisluanda.com
Antony Baron – Director	912 - 509393	lisdirector@lisluanda.com
Diane Atkinson - Deputy Director (Operations)	925 -150-214	datkinson@lisluanda.com
Enrollment Coordinator	Office (ext 2142)	enrollmentassist@lisluanda.com
Martina Moetz – Deputy Director (Strategy)	925-150213	enrollment@lisluanda.com
Wayne Addis –Business Manager	935 -509303	waddis@lisluanda.com
Nicole Schmidt - Secondary Principal	925 -150-212	secondary@lisluanda.com
Carolyn Marshall - Primary Principal	923 -531-438	primaryprincipal@lisluanda.com
PYP Coordinator	Office (ext 2326/2104)	pypcoordinator@lisluanda.com
Julie Sykes - MYP Coordinator	Office (ext 2339)	mypcoordinator@lisluanda.com
Bora Rancic - DP Coordinator	Office (ext 2127)	brancic@lisluanda.com
Catherine McMahon - ELC Coordinator	933-639833	eycoordinator@lisluanda.com
Rory Galvin- Secondary Deputy Principal	Office (ext 3610)	rgalvin@lisluanda.com
Rosemary Wright - Primary Deputy Principal	Office (ext 3625)	rwright@lisluanda.com
Felicia Ernesto- Secondary Administrative Assistant	923 850 222	officesec@lisluanda.com
Dennis Barendse - Facilities & Logistics Manager	923 - 542-151	admin@lisluanda.com
Ronald Hamalala- Finance Manager	923 - 328-634	finance@lisluanda.com
Dalene Dreyer – Senior Accountant	Office ext (2200)	accounts1@lisluanda.com
Michael Antonio – Accounting Assistant	Office ext (3005)	accounts6@lisluanda.com
Accounts Department	936-670693	accounts@lisluanda.com
Alexandra Fernandes- Accountant Assistant	Office ext (2349))	accounts5@lisluanda.com
Tariro Kuture- HR Manager	Office ext (2309/1101)	hr@lisluanda.com

Teresa Chivinda - HR Secretary	Office ext (2206/1102)	businesssec@lisluanda.com
Librarian	Office (ext 2207)	library@lisluanda.com
Manuel Nduli- Library Assistant	Office (ext 2207)	libraryassist@lisluanda.com
Tony Gaspar-Maintenance Manager	923-373-849	repairs@lisluanda.com
Oliveira Diamantino - Security Manager	923-302-100	security@lisluanda.com