

# TABUBIL INTERNATIONAL SCHOOL



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## PARENT HANDBOOK

## Table of Contents

<b>Preface</b> .....	<b>3</b>
<b>Background</b> .....	<b>3</b>
<b>Aims Of The School</b> .....	<b>3</b>
<b>School Organisation Information</b> .....	<b>4</b>
<b>Student Admissions and Information</b> .....	<b>5</b>
<b>School Calendar</b> .....	<b>6</b>
<b>School Times</b> .....	<b>7</b>
<b>School Fees</b> .....	<b>7</b>
<b>Class Arrangements</b> .....	<b>8</b>
<b>School Staff</b> .....	<b>9</b>
<b>Teaching and Learning</b> .....	<b>10</b>
<b>Homework</b> .....	<b>13</b>
<b>Assessment and Reporting</b> .....	<b>15</b>
<b>Extra Curricular Activities</b> .....	<b>15</b>
<b>Behaviour</b> .....	<b>17</b>
<b>School Uniform and Appearance</b> .....	<b>18</b>
<b>Parental Involvement</b> .....	<b>18</b>
<b>Parents &amp; Wontoks Association</b> .....	<b>19</b>
<b>Helping Your Child Cope with School</b> .....	<b>20</b>
<b>Emergency Contact Information</b> .....	<b>22</b>
<b>Transferring From TIS</b> .....	<b>23</b>



The main purpose of this handbook is to provide an outline of the School's aims, policies and procedures. We hope this summary of information will prove useful to our parents and others with an interest in the school.

### ***Background***

The school at Tabubil was first established by Bechtel in temporary buildings in November, 1982, to cater for American children of construction workers. As the project developed, some local children and some from other countries, particularly Australia, were enrolled.

In July, 1983 the primary section of the Bechtel camp school was taken over by the International Education Agency (IEA) - Principal Mrs. Kathy Sculthorp. The International School system in Papua New Guinea operates independently from the country's Community, High and Senior High School systems. Each IEA School operates as a non-profit establishment, under the auspices of a parent company, the International Education Agency (IEA).

OK Tedi Mining Limited undertook to provide the new permanent school building at a site off Spine Road. Basic equipment and furniture were also supplied by OK Tedi Mining Limited. The new school buildings were completed in April 1984 and are presently managed by the IEA.

In 2006, the school was approached by OkTedi Mining Limited to manage the pre - school that was being run by the YWCA. In 2007, the pre-school became a part of the Tabubil International School campus. The Early Childhood centre as it is now called is staffed by two qualified IEA teachers and three teacher assistants, as well as a full time cleaner/groundsman.

### ***Aims Of The School***

The main aims of the school are:

- ❑ To provide for primary students a progressive and well-structured course of study which will have the flexibility to cater for the needs of individual students, and help develop their learning skills
- ❑ To encourage the development of appropriate social attitudes in students, and to facilitate the development of study and research skills

- To foster good relationships between the school, the home and the community
- To help prepare each student to cope confidently and successfully with subsequent academic institutions, and with life in general. Learning goes on everywhere, not just in a classroom context.

## **School Organisation Information**

### ***Location***

The Early Childhood Centre is located on Sogolmik Rd, behind the OTML Union Office or behind Telikom PNG.

The primary school is located in central Tabubil on the corner of Newman Road and Sogolmik Road. It has easy access from the road with ample parking space for visitors.

### ***Communication***

The school may be contacted in any of the following ways.

Postal Address	Box 408, Tabubil, WP 332 Papua New Guinea
Telephone	+675 548 9233
Fax	+675 548 9324
Email	principal@tabubil.iea.ac.pg
Website	www.iea.ac.pg

The pre-school phone number is 548 8639.

### ***School Management***

The School is owned by:  
Ok Tedi Mining Limited  
Box 1  
Tabubil  
WP 332  
Papua New Guinea

Tel +675 548 3311  
Fax +675 548 9199  
Email

### **Contact Head of Human Resources**

The school is managed under contract by:  
International Education Agency of Papua New Guinea,  
Box 6974  
Boroko  
NCD 111  
Papua New Guinea

Telephone +675 3214720  
Fax +675 3214668  
Email [iea@iea.ac.pg](mailto:iea@iea.ac.pg)  
Website [www.iea.ac.pg](http://www.iea.ac.pg)

Contact **The Executive Director**

### **Principal**

The IEA appoints a Principal to whom it delegates the day-to-day running of the school. The Principal is responsible for matters relating to admission of pupils, curriculum organisation and other general educational and management issues.

The Principal is the person to whom parents should initially address any queries or problems.

### **School Association**

The School Association is a registered association. The Annual General Meeting of the Association, which is held each year, elects officers for the following twelve months.

### **School Board**

The Governors are the governing body of the school and work closely with the Principal, who is responsible for the daily running of the school. The Board of Governors generally meets once a term.

Members of the School Board are elected from the parent body, usually at the School Association AGM, and are an important part of the management and governance of the school. Additional Board members are;

- the School Principal
- an elected Teachers' Representative
- an appointed OTML Representative
- an appointed IEA Representative
- the Deputy Principal as an observer

Copies of the constitution of the School Board of Governors may be viewed at the school office.

### **School Finances**

TIS is a non-profit making organisation. The school depends almost entirely on fees as its only source of income. The school maintains accounts of financial activity, which are audited annually.

### ***Student Admissions and Information***

Tabubil International School is owned by OkTedi Mining Limited and preference is given to children of expatriates and OkTedi employees. When space allows, enrolment of other students is permitted. The full enrolment policy is available from the school office.

### **Student Roll**

TIS has a current student roll of approximately 280 comprising approximately 90% Papua New Guinean students; the remaining students are drawn from the immediate region and across the world.

Children start TIS at approximately three years old in the Preschool from where students move to the main TIS site for Prep and subsequent years.

### **ENTRY REQUIREMENTS**

Children must be five years old before 1st April of the year of entry into Preparatory Class, (Prep). A child will usually not have turned 7 by the 1st. of April in the year of enrolment to be eligible for the Prep class.

Usual admission ages for the current year can be obtained from the school office.

### **ENROLMENT PROCEDURE**

Parents should complete an official Enrolment Form for each child who is to be enrolled. This form includes a blanket approval for each child to participate in all school activities, including sports and physical education (which includes swimming at the town swimming pool).

Parents will be notified of details before any excursion or trip away from the school is undertaken.

### **NEW STUDENTS**

Upon enrolment into the school, a new student will be placed in a class according to age, and development level, taking into consideration the student's previous years of documented formal schooling and work from previous schools; a thorough assessment and close monitoring will be carried out in the first instance by the class teacher.

Class names may cause confusion as PNG, Australia and other countries use differing terminology. Australian states also have a variety of starting dates for the first year of formal schooling, and an exact correspondence with our PNG system is difficult (and the source of much confusion!). We will place students in the class that is most appropriate for them based upon their age and formal education history.

### **ENROLMENT AGE CRITERIA: A GUIDELINE**

(Birth dates between 31/04 - 01/05)

- KINDY                      3 years before 1st April, not older than 6 by 1st April.
- RECEPTION                4 years before 1st April, not older than 7 by 1st April.
  
- PREP                        5 years before 1st April, not older than 6 by 1st April.
- GRADE 1                    6 years before 1st April, not older than 7 by 1st April.
- GRADE 2                    7 years before 1st April, not older than 8 by 1st April.
- GRADE 3                    8 years before 1st April, not older than 9 by 1st April.
- GRADE 4                    9 years before 1st April, not older than 10 by 1st April.
- GRADE 5                    10 years before 1st April, not older than 11 by 1st April.
- GRADE 6                    11 years before 1st April, not older than 12 by 1st April.
- GRADE 7                    12 years before 1st April, not older than 13 by 1st April.

### **SCHOOL CALENDAR**

The school year runs from January to December. There are four terms of approximately ten weeks per year. The school year usually follows the following pattern:

27 January – 3 April	Term One (10 weeks) - two-week holiday
20 April – 26 June	Term Two (10 weeks) - Mid year break (3 weeks)
20 July – 18 September	Term Three (9 weeks) - Two week holiday
5 October – 10 December	Term Four (10 weeks)

In addition PNG public holidays are observed.

The school will be closed to students for a total of 7 days annually to allow teaching staff to participate in professional development programs.

The current year's term dates are available from the school office.

### **SCHOOL TIMES**

Teachers are not on official duty before 8:00 a.m. therefore parents are requested NOT to send their children to the school before this time, as there will be no formal supervision.

Session 1: 8:05 a. m. - 10:00 a.m.  
Recess  
Session 2: 10:20 a. m. - 12:00 noon  
Lunch  
Session 3: 12:45 p. m. - 2:15 p.m.

Children are encouraged to bring fruit to eat at the mid-morning break.  
Lunches will be eaten between 12:00 noon and 12:15 p.m. prior to playing. Most students bring packed lunches.

In the interest of safety, please do not allow your children to bring glass containers to school. Parents are invited to eat lunch with their children, but are to wait in the undercover area. To visit the classroom, we require parents to drop in at the office and sign in/out of the school.

### **COMPUTERS**

Computers are available for the students to use in classrooms and Computer Lab. These computing facilities are of a very high standard. All the school computers are connected to the network system and the school operates online.

Information technology is considered an essential part of all subjects and all students are given ample opportunity to develop skills.

### **SCHOOL FEES**

School fees are set by the school board and approved by the IEA and must be paid in line with the school fee policy.

Fees are payable annually or termly. Parents who wish to pay school fees on a fortnightly basis should contact the school office to arrange instalment payments.

Current school fee schedules are available from the School Office.

***Parents are reminded that once a child is enrolled at the school, the sole responsibility for payment is that of the parent, irrespective of any employer's contribution.***

### **FEE REFUNDS**

Refunds are made to parent-funded students only, for all terms not commenced in the school year. Application should be made in writing to the Principal for refunds together with a notification of withdrawal.

## **School Facilities and Organisation**

### **School Site**

The school is housed in three main blocks:

The administration block includes offices, library, computer lab and one classroom.

The classroom block contains five classrooms and student toilet facilities.

The Prep class, music room, canteen, and maths and science lab are housed in an additional block.

### **Educational Management**

As the school is managed by the International Education Agency (IEA) it employs the IEA Curriculum.

The Principal directs the educational operation of the school, involving the staff and the School Board of Governors in discussions before making major policy decisions. Regular school staff meetings are held at which organisational and curriculum matters are discussed.

### **Class Arrangements**

One full-time teacher is allocated to each class while one teacher 'floats' between classes. This gives us favourable student - teacher ratios.

Each class is under the supervision of a teacher who is responsible for the pastoral care of the pupils in the class. Class numbers are kept at an optimum level to be economically viable, whilst providing maximum opportunity for individual attention. Teacher Assistants work with teachers to provide clerical and other assistance in the management of the class.

Parent volunteers are welcomed and can be used in a variety of capacities around the school, i.e., swimming, cooking, reading, etc.

It may be necessary to arrange some grades within multi-age classes due to the number of students in those specific ages and grades.

Students may be grouped within the class for specific subjects or activities. Groups can be formed in one of many ways:

- ❑ Ability Groups - For core curriculum areas e.g. Maths, English or Reading.
- ❑ Social Groups - Social Studies, Art, Sports, etc.
- ❑ Interest Groups - Project and theme work.
- ❑ Whole Class Group - PE, Music, Drama, Swimming, Assemblies, Excursions, Library.
- ❑ Support Groups - As appropriate for specific need.
- ❑ House Groups - For co-operative work and on sporting activities.

Within these structures there is flexibility to cater for the various ability levels and differing rates of development of each individual student.

Organisation of groups within units may vary according to teaching strategies preferred and specific topics planned by individual teachers.

Other forms of class or teaching arrangements may be used from time to time, these include:

- ❑ CLASS EXCHANGES are encouraged to fully utilize resources and expertise, both staff and student
- ❑ CROSS-AGE TUTORING is encouraged within the school, as appropriate
- ❑ PEER-GROUP TUITION is also encouraged, as is the development of confidence and self-esteem coupled with a sense of responsibility to the school community.

The use of merit points, stars, etc. is sanctioned to help develop good work habits. Merit Certificates are presented at school assemblies.

## **School Staff**

### **Teaching Staff**

All our teaching staff members are fully qualified; many are also widely experienced in other schools, both within PNG and overseas.

**Class teachers** are responsible for registration and general pastoral care of the pupils in their classes. The class teacher is also responsible for the academic development of pupils within the framework of the IEA curriculum.

The class teacher is available to discuss with parents any queries regarding their child and their education at the school.

For most classes the class teacher does the majority of teaching. On occasion, classes and teachers may co-operate and exchange classes for teaching common areas of the curriculum.

**Specialist teachers** may take some lessons, i.e. music or PE.

The **Deputy Principal** acts as the head of the school in the absence of the Principal. The Deputy Principal has a teaching commitment as well as administrative responsibilities.

### **Non-Teaching Staff**

Besides teaching staff, the school has many other employees vital to the smooth running of the school.

The **Finance Officer / Office Manager** is responsible for day-to-day financial matters and general management of the school office. Appointments to see the Principal or teaching staff should be made through the School Office.

The **Library Officer** supervises the school library, issuing and collecting library and reading books.

**Teacher Assistants** act as aides to the teacher in the preparation of teaching materials and routine classroom organisation. TAs may also take small groups of students under the direction of the class teacher.

**Grounds and Cleaning Staff** are responsible for the maintenance of the school grounds, gardens and buildings.

The school also employs **Security Staff** as required to ensure the security of the property and its occupants.

## **Teaching and Learning**

### **CURRICULUM**

The IEA has developed an outcomes based curriculum based on Australian, New Zealand and European models applied, as appropriate, to the Papua New Guinea context.

The complete IEA curriculum can be viewed on the IEA website [www.iea.ac.pg](http://www.iea.ac.pg)

The Curriculum at TIS is structured to meet the needs of its students whilst maintaining its accountability to the community and the International Education Agency (IEA).

TIS offers high-quality international education from Early Childhood to grade 7 in a multi-cultural community sensitive to the Papua New Guinean environment. The school provides education of an international nature which also serves to support the socioeconomic development of the country, within the framework of the IEA.

The school caters to the educational needs of both Papua New Guinean and expatriate students, enabling them to realise their personal and academic potential now and into the future.

The TIS (IEA) curriculum follows an outcomes based approach incorporating eight key areas of learning. The curriculum implementation is directly linked to the IEA Key Outcomes which are that the students will:

- Be self directing
- Communicate effectively
- Behave ethically
- Work collaboratively
- Analyse and solve problems

The eight key areas of learning are:

- English
- Mathematics
- Science
- Technology
- Society and Environment
- The Arts
- Health, Physical Education and Personal Development
- Language other than English

### ***Curriculum Areas***

An outline of the major curriculum areas is included below. This can only provide a very brief description of what are very extensive and complex issues. Much fuller curriculum documents are available should parents wish to examine them at any time.

### **English Language**

Sophisticated language is a feature of the human race that enables us to learn and to transfer knowledge to others. As such, language skills are vital as they provide the foundation of learning in all other curriculum areas.

Language can be divided into four modes: speaking, listening, reading and writing.

English teaching at the school makes full use of these four elements of language to enable each pupil to become an effective receiver of information through listening and reading; and an effective communicator of information through speaking and writing.

#### *Speaking and Listening*

These skills are developed through discussion, question and answer sessions, public speaking and drama. Children should become confident in speaking to and in front of their peers and adults. It is also important that children become proficient at listening to instructions, questions, ideas and other people's opinions.

#### *Reading*

From the very first day at school children will be exposed to good quality books, which together with their natural enthusiasm for stories should develop their desire to learn to read. Under the teacher's direction children will be given the knowledge and skills required to become literate. Children should not only be able to read, but should also enjoy reading.

#### *Writing*

We aim to provide children with varied and valuable writing experiences throughout the school. These include news (relating their own experiences), stories, essays, poetry and recording.

It is not often realised that school children do more writing per school day than most working adults. It is important therefore that this writing should be purposeful and meaningful.

Pupils engage in so many writing activities that these must not be allowed to become boring or worthless tasks. We encourage children to see their writing as valuable and purposeful, and as something that will be read and enjoyed by other people. To ensure that others can readily understand their writing children are given instruction in those elements of grammar, structure and style suitable for their age and the writing tasks being undertaken. An important part of the writing process is the opportunity to draft and edit work before a finished version is produced; this of course is the way adult and professional writers work. Our emphasis therefore is much more on quality than quantity of written work produced.

#### *Handwriting & Presentation*

Presentation of written work is very important. Children are encouraged to develop a good handwriting style as soon as possible upon entering school. When children are ready they will be introduced to joined handwriting. This may be as early as Grade One or Prep if pupils have the fine hand control capable of producing neat and legible writing.

It is important not to confuse handwriting with the content of written work. When teachers look at written work they will assess the presentation and the content separately.

### **Mathematics**

A firm understanding of the principles and application of mathematics is an important life skill, which all children should acquire. Mathematics is both a theoretical and practical subject and this is reflected in the mathematical activities children will be involved in. Children will be given opportunities to explore mathematics in practical "real life" situations. Problem solving and investigation also play an important part in the curriculum, enabling children to tackle and understand problems on their own. As children progress through the school greater emphasis is placed upon formal recording of mathematical problems and the solutions.

Mathematical skills play an important part in helping children to solve problems quickly and painlessly. Therefore pupils will be taught to handle numbers confidently and quickly by having a good grasp of mathematical facts such as number bonds and multiplication tables.

### **Science**

The study of the natural world plays a major part in primary education. From the first days at school pupils are discovering about the world around them through experimentation, observation and instruction. Children should then investigate, interpret information, draw conclusions and apply findings to new situations. In essence we aim to produce children who think scientifically by applying knowledge and experience to new questions and problems to find answers and solutions.

### **Society and Environment**

Society and Environment includes history, geography, the study of world religions and current affairs.

The starting point for study is the home and family. Studies then broaden out to include the school and local community. Pupils will study PNG and its history and geography in addition to World history and geography. As much of history and geography are interdependent, they may be taught as a combined integrated subject. In the early years Society and Environment and Science are often included under the heading of "topic work".

### **Physical Education**

All classes have physical education lessons at least once per week. The lessons aim to ensure that all pupils take an active part according to their ability. PE is a major part of the curriculum and as such, all pupils are expected to participate.

The school is well equipped with sports equipment and has a covered hard surface play area. Any pupil who should not take part in PE due to illness must be provided with a letter from parents explaining the reasons. Any long-term medical restrictions must be confirmed with a doctor's certificate.

### **Drama**

Through role-play and public performance pupils are encouraged to become confident in displaying emotions, reactions and information through dramatic representation. Assemblies and school performances give pupils a public opportunity to demonstrate these skills.

### **Art and Craft**

Throughout the school all forms of art and craft play an important role in self-expression and the presentation of ideas and themes. Art is also encouraged for enjoyment, as well as for developing craft and artistic skills and knowledge.

### **Music**

From the very first days at school music plays a significant part in the curriculum. Starting with nursery rhymes and singing in Pre School, to music theory and learning to play instruments, such as the recorder or guitar, in upper grades. Children will learn a range of musical skills and appreciation of a variety of musical styles and traditions.

### **Technology**

Through the medium of Technology pupils are encouraged to develop skills of planning, designing and implementing practical solutions to real life problems of a technical nature. Various materials and tools will be involved in problem solving activities.

The use of computers and other information technologies is increasingly important and Pupils are given the opportunity to use computers as tools and aids to learning in all curriculum areas and learning situations. In addition, pupils learn about computers, how they work as well as how they can be used to handle information and data. Often information technology work will be integrated into the curriculum as well as taking place in special computer sessions in the Computer Room.

### **Personal Development**

This area addresses the personal development of children and the acquisition of life skills to make sense of society and their place in it. Our teaching programme is structured and progressive so that all children receive access to the issues involved in Personal Education at an appropriate age. Some of the most important areas covered are; the development of views and opinions, the development of interpersonal skills and relationships, recognising personal strengths and weaknesses, the taking of responsibilities and becoming self confident, coming to terms with physical and emotional changes, keeping healthy, the awareness of the dangers around us and caring for our community and environment.

Personal Development permeates many areas of the curriculum. It is also taught through our school ethos, aims and values.

### **Visits and Field Trips**

From time to time most classes will take part in visits, outside the school. These will be visits to local places of interest to supplement work in class.

As such visits constitute an important part of the curriculum parents are required to sign a general approval for their children to take part in any visits applicable to their child's education. Older children may have the opportunity to take part in optional residential trips for which a charge may be made.

### **Equipment and Materials**

The school fees provide for the majority of the equipment and materials that pupils will require for everyday lessons. This includes pencils, pens, paper, exercise books and textbooks. Children who lose or damage books or equipment will be expected to pay for replacements. Items such as pens and pencils are expected to last a reasonable length of time, these will not be provided to pupils who continually "lose" them.

From time to time we may offer textbooks for sale that we consider would prove valuable for homework or general interest.

It will sometimes be necessary for pupils to provide their own specialist equipment for extra curricula activities, such as music or sports.

### **HOMEWORK**

Please take an interest in your child's work, and by all means help without actually doing it for them!

The most commonly asked questions relating to homework are -

- Why does my child get so little homework?
- Why does my child get so much homework?
- Why is my child's homework so easy?
- Why is my child's homework so difficult?

As can be seen, from the conflicting nature of the questions that parents ask striking the right balance when setting homework is often difficult. To try and explain our approach to homework; the following guidelines will be helpful to parents.

### **Homework is...**

- A follow-up activity for pupils to undertake at home.
- Related to skills or topics already covered in class.
  
- Intended to keep parents informed of the kind of work their child is currently doing in class.
- A help for children to develop good study habits.
- Meant to be shared with parents.

### **Homework is not...**

- A substitute for schoolwork, rather it supplements and extends schoolwork.
- Intended to take up hours of a pupil's out of school time.
- A means for keeping children occupied and quiet at home.

The amount of homework and the number of subjects covered will increase as the child progresses through the school. For younger children the emphasis with homework will be on reading practice, spelling and early number work.

In the higher grades children will be set more formal homework on a regular basis and will be expected to work more independently and spend time reading around the subject as well as undertaking directed homework. The tasks may be based on completion and extension of class work, spelling, mathematical skills, reading and special projects. The development of research, study and organizational skills is to be encouraged, as is neat presentation and handwriting.

Class teachers will provide the details of homework programs.

If homework is to be worthwhile, parents should supervise the work and check it is done correctly.

Homework should be the child's own work done with parental assistance and supervision.

Children need access to a quiet and comfortable place in which to work.

Children will need; pencils, coloured pencils, erasers, scissors and glue so that homework tasks can be completed.

All students are expected to complete set homework. If you do not want homework sent home, please inform the school in writing.

Please make comments if your child has had difficulty with the set tasks, we need to know this information.

### **HOLIDAY WORK**

Parents and caregivers have an important role to play in assisting their child to learn whilst they are out of the school, however it must be remembered that the class teacher prepares work for their class with the understanding that they will be teaching and including many other learning experiences that support and scaffold each child's development. Class work is far more than just worksheets and maths exercises.

Going on an extended holiday has the potential to affirm the partnership in learning between parents and teachers and to ensure that the importance of family and leisure activities is recognised in the amounts and type of work that is set. Because of these reasons it is not compulsory for teachers to set holiday work for students in their class, however if given adequate notice teachers may help provide resources and programs that will complement what is being taught at school..

Full policies on homework and holiday work are available from the school office.

## **Assessment and Reporting**

### **Assessment**

All students' work requires assessment in terms of how well they achieve at skill, content or social learning. A whole school approach is adopted at TIS to enable staff to monitor the progress of individuals and to identify areas at school, class and individual levels, which require focus. During program planning teachers will choose the appropriate assessment method to assess a student's achievement for each learning task or activity of their program.

### **HOME/SCHOOL PORTFOLIOS**

These portfolios provide a continual, but brief overview of the work each child is completing at school. They will be sent home in Term 1, weeks 5 and 9; Term 2 week 5; Term 3 weeks 5 and 9 and Term 4 week 5.

Each time they are sent home, they will contain one work sample from the literacy area, one work sample from numeracy and one sample from another key learning area. Over the course of the year the Home/School portfolio will contain work samples from every learning area. In addition, there will also be a page where teachers, students and parents can write comments on the progress of their child. As these portfolios are work samples only, comments will be brief. They are not intended to take the place of the full end of semester reports in Term 2 and 4 (see below), rather they provide a quick snapshot of work that your child is doing in the classroom.

### **REPORTS**

Progress Reports are provided at the end of Term 2 and Term 4. The Term 2 report comprises a brief but formal written report to be read and issued in conjunction with the three way conference between the student, teacher and parents. The Term 4 report is a formal written report which is issued before the end of Term 4.

### **PARENT-TEACHER INTERVIEWS**

Parents are invited to discuss reports with the class teacher.

Parents are also welcome to make appointments at any time during the school year to view work and discuss children's progress. Informal meetings with staff just after school are also invaluable.

The principal is also available to discuss matters with parents.

## **Extra Curricular Activities**

Teachers may offer a variety of after hours activities based upon the season and interests. Parents and friends, who have hobbies or interests to share with the students, are asked to contact the school. Parents and friends are invited to help in the following areas: -

Cooking  
Computers  
Music, dance or drama

Art and craft  
Chess and other games  
Sports such as indoor cricket, T-ball, netball, Rugby, Gymnastics, etc.

## **School Policies and Procedures**

### ***Fees***

Fees are payable in advance before the start of the year or term.

Failure to pay fees by the due date may lead to the exclusion of the pupil concerned.

Parents experiencing financial difficulties should contact the Principal as soon as possible and not simply “ignore” fee invoices.

### ***Withdrawal of Pupils***

If a child is to be withdrawn from the school a full term's notice (10 weeks) is required. Failing this, fees for the term are due and will have to be paid in lieu of notice. Leaving certificates, reports and certificates cannot be issued unless this condition is complied with.

### ***Attendance***

Children should be delivered and collected from school punctually.

Pupils arriving late for school should report to the school office, and not directly to classrooms. This is so we may have an accurate record of those pupils present in school.

Persistent latecomers or leavers will be sent reminders.

### ***Delivery and Collection***

Children should not be left at school before 7:45 am

Children should be collected within 15 minutes of the end of school.

### ***Absence from School***

Children are expected to attend on every day they are fit to do so. Any absence from school should be notified in writing upon the child's return, even if a verbal message has previously been given.

If a child is to take leave during term time, the school should be advised in advance. Leave Forms are available from the school office. Fees are not normally credited for periods of leave taken during term time.

Absence from school should be kept to a minimum wherever possible. Unnecessary absence is very disruptive to students learning programmes. It will not always be possible to make up for missed lessons.

## **Behaviour**

The school aims to facilitate students' progress towards effective self management and to encourage them in finding appropriate ways to satisfy their needs. All school activity promotes the IEA Key Outcomes which encourage appropriate behaviour and a positive attitude to school. They support positive attitudes towards work, towards members of the school community and enables all students to be prepared for the challenges and opportunities they will meet throughout life.

To ensure that all students can access these opportunities, the school implements a range of practices for addressing satisfactory and unsatisfactory behaviour at school.

### Expected Behaviour

- Politeness and courtesy at all times to others.
- Helpfulness and co-cooperativeness.
- Cleanliness and tidiness.
- Punctuality.
- Responsibility and care for all schoolbooks and equipment used.
- Awareness of how ones behaviour may affect the comfort and safety of others.

The school does not use any form of corporal punishment however, we do reserve the right to use one or more of the following sanctions for breaches of our Conduct Policy:

- Removal from classes for a period of time.
- Removal of recess time or other privileges.
- Exclusion from extra curricular-activities.
- Suspension from school.
- Expulsion from school.

## **BULLYING AND HARASSMENT**

Bullying and/or harassment is the deliberate action by one person to intimidate another with words, actions or behaviour. Unfortunately, bullying is commonly found wherever children come together in groups - and as a result, the schoolyard is the number one hot-spot for bullying.

If bullying does occur, we seek to respond in the most appropriate way. This may include the use of sanctions in extreme cases, but we also recognise that progress can often be made using a problem-solving approach working with students. We will involve parents in this process on a case by case basis, however if bullying is happening at school, we ask parents to let us know. Parents are often the first person the child tells.

The school reserves the right to suspend or expel any pupil failing to behave in accordance with the discipline regulations of TIS.

In the case of suspension or expulsion, parents will be fully informed of the circumstances causing such action to be considered.

More information on our Behaviour management, Student Welfare and Bullying policies are available from the front office.

## **School Uniform and Appearance**

- ❑ School uniform is compulsory for all students and will be worn during school hours.
- ❑ Uniform and sports clothing must be clean and in good repair.
- ❑ All pupils should have at least two complete sets of their own uniform.
- ❑ Pupils should not share uniform or sports clothes with brothers or sisters or with other pupils.
- ❑ Students who do not wear the appropriate clean and tidy uniform will be sent home.

Uniforms are on sale at the school office.

Hats are compulsory and are available from the school office.

- ❑ Make-up, nail polish or dangling earrings are not permitted at school, for safety reasons.
- ❑ Watches may be worn, but the school takes no responsibility for their safety.
- ❑ Girls having pierced ears may wear plain sleepers.
- ❑ Pupil's hair should be kept in a suitable style.
- ❑ If girls have long hair, it is to be tied back.

All articles of clothing should be labelled with the child's name, as should all personal items brought to school, e.g. lunch boxes.

## **Lost Property**

Any items found at school will be held in the school office. Unclaimed items will be disposed of periodically. Parents should make sure that all property is clearly named and that lost items are claimed from the office promptly.

## **Parental Involvement**

We aim to keep them informed about what is happening at school through;

- ❑ The Parents and Wontoks Association (P&W)
- ❑ Information evenings
- ❑ Parental Consultations/Three Way Interviews
- ❑ Written Reports
- ❑ Newsletters
- ❑ Special letters or notices
- ❑ Open Days / Sports Day
- ❑ Class assemblies

- School productions and performances
- General Notice Board

### ***Parents & Wontoks Association***

The Parents and Wontoks Association organises social events, fund-raising activities and is involved in providing help at such events as Sports Day.

The Association was established on the 10th August 1983, to foster good relationships between parents, the staff, the School Board of Governors and the community. All parents are automatically members of the P&W and are encouraged to become actively involved in its affairs. The main role of the P&W is to act as a support body for the school.

The committee is elected at the annual general meeting, which is held within the first term. Comments and/or suggestions regarding the school may be addressed in the first instance to the P&W committee, who will in turn pass them on to the Principal. The P&W is invited to have a representative on the School Board of Governors, to act as a liaison between the two bodies.

### **Parent Consultations**

Twice during the school year we offer parents the opportunity to meet with teachers to discuss their child's progress. The first consultation during the early part of the school year to give parents the chance to meet their child's teachers for the coming year. A further consultation session is held later in the year.

Important information about your child's education will be given to parents at such meetings; therefore it is expected that parents attend consultations. If any parents are unable to make an appointment on the appropriate day teachers are always willing to make alternative arrangements.

Should a teacher feel that it is necessary they may contact parents to discuss a pupil's progress or behaviour. Parents should comply with such requests.

### **Appointments with Teaching Staff**

Parents are most welcome to meet with their child's teacher at any time during the year. We do ask however that parents make appointments for such meetings, as teachers have heavy commitments during the school day.

The Principal is also available to meet with parents to discuss any matters of concern; again please contact the office to make an appointment.

### **Visiting to School**

During the school day, parents calling at school should report first to the school office rather than going directly to classrooms. You will be directed to the classroom if necessary.

### **Newsletter**

The school newsletter is produced fortnightly during the term. The newsletter contains information for parents on important developments and activities at the school. It also includes details of forthcoming events, sports results, puzzles and activities for children. Additional letters and notices will be issued as required.

**Open Days**

There will be occasional Open Days when parents are invited to spend some time observing a typical day at school.

**Class Assemblies**

Each class takes turns at presenting a class assembly to the whole school based upon work they have been doing in class. Parents are invited to attend these assemblies.

**School Productions**

Throughout the year various assemblies, productions, plays and concerts may be presented for parents and the general community.

**General Notice Board**

The notice board outside the school office displays details of forthcoming events and other matters of interest.

**Parents Helping in School**

We are happy to have parents in school to help in the class and with other activities, if you would like to help please see your child's teacher.

It is important that any parents who wish to spend some time in school understand some simple policies relating to this.

***Concerns about School***

From time to time parents may have concerns or queries about their child's education. This is quite natural and even if these seem trivial matters we would still like to hear about them so we can sort them out at an early stage.

Parents should initially discuss the matter with the class teacher concerned.

***Helping Your Child Cope with School***

Coming to school is a very important and special part of a child's life. School should be an enjoyable experience for all children.

There are many ways in which parents can help to make sure this is the case; these are just a few of them:

- ❑ Be positive about school, and going to school
- ❑ If you are concerned about some aspect of your child's schooling try not to discuss the matter with, or in front of, your child as this may make them worried about school. Children soon pick up parents' anxieties
- ❑ Make sure your child comes to school properly prepared for that day's lessons, for example PE kit, books, etc.
- ❑ Take the time to get to know your child's teacher. Parents do not need to wait until they are invited into the school. All parents should know which class their child is in and the name of the class teacher
- ❑ Talk to your child about what happens at school. Do not worry too much if your child answers "nothing" when asked what they have done at school. This is a common

response to this question. It generally means your child did plenty of the usual activities, but did nothing unusual

- ❑ Try to attend the “special” events such as assemblies and concerts. A lot of preparation goes into these activities. Children enjoy seeing their parents in school
- ❑ Younger children should have a good range of self-help skills when they start school. They should all be able to dress themselves, tie their shoelaces and put their books and clothes away in their bags
- ❑ Try to make sure children are delivered and collected on time. Parents may not always realise what a distressing experience it is for children to come late to school, or to be left behind at the end of the day.

## **Health and Safety**

### **General Safety**

It is the general responsibility of persons on the school premises to act in a safe and responsible manner; this includes staff, pupils, parents and visitors.

All persons on the school premises are therefore required to observe safety rules and follow instructions on such matters from persons in authority.

### **Traffic Safety**

The school has a traffic flow plan that all parents are asked to follow. Speed should be kept to a minimum.

Parents and drivers are requested to comply with the directions of school staff directing traffic and supervising the collection of pupils. Our priority in this matter is the safe and efficient collection of pupils from the school.

### **Fire and Emergency Procedure**

The school has a fire and emergency evacuation procedure, which is practised regularly. Any parents or visitors on site at the time of a practice or emergency are required to comply with the procedure and direction of staff.

### **Health of Pupils**

Children will be expected to be reasonably healthy. The school should be informed of any special medical problems. These should be stated in the Health Record.

The name of the child's Doctor and an emergency telephone number must be provided.

If a child is absent for more than 3 days a doctor's certificate should be provided.

If a child has a contagious disease, e.g. Chicken Pox, Mumps, etc. he/she will be expected to be absent for the full incubation period. Pupils should only return to school when medical clearance has been given. A child with a contagious skin disease, e.g. Ringworm must be absent from school for the required period.

No medicines are to be brought to school for self administration, as this could constitute a hazard to other children

If a child has been prescribed medication by a doctor to be taken during school hours, but he/she is fit for school, the school office must be informed. In these circumstances medicines must be kept in the school office to be administered by the teaching or office staff with the permission of the parents.

### **Illness at School**

Should any child be unwell, or injured during the school day they will be treated at school. Should it seem necessary, parents will be contacted so they may collect their child and seek medical advice. If the school is unable to contact parents the school will seek medical advice on any treatment required.

The school has a medical room where sick or injured children will be treated.

We also endeavour to ensure we have competent First Aiders available to attend to pupils requiring treatment.

### **Medical Examinations**

Annual detailed medical examinations under the auspices of the OTML medical dept. are held early in the year, for selected grades only (usually Grades 1 and 6).

It is important for parents to notify the school immediately if they suspect any deficiency in their child's hearing or sight, as this could easily affect performance in school.

Students should not bring any form of medicine to school, unless special permission is given. All medicines will be kept in the Principal's office.

### **Accidents/Contact**

If a minor accident occurs at school, the child is cared for by school staff. In the case of a more serious accident, parents are contacted. If parents cannot be contacted, the child will be taken to a doctor and the parents notified as soon as possible.

On enrolment parents are asked to provide emergency contacts. If there is a change in the home phone number or work phone/fax numbers, parents should let the school know immediately (phone 5489233). Please include a direct phone contact at work.

This information is only required to ensure that we can contact parents if ever their child needs them.

### **Emergency Contact Information**

It is very important that the school has contact information for parents, or some other person to act on the parent's behalf in case of emergency.

It is extremely important that the school has an up-to-date record for each student: -

- Residential address and telephone number
- Father or mother's company, and department
- Father or mother's job title, and telephone extension number
- Emergency alternative contact number of a friend or relative

Please ensure that a school "Emergency Contact" form is completed and that the school is informed immediately of any changes.

Parents should also keep the school informed about any medical conditions, allergies, etc., which could affect medical treatment given. The school cannot be held responsible for complications arising from the lack of such information.

***In the event of not being able to contact parents or the designated representative the school will undertake to obtain medical advice from the Tabubil Hospital.***

### ***Emergency Policy***

The School has a detailed emergency policy and practice drills are held at intervals. Should problems arise in the town, our policy is to keep the school program going as long as it is deemed safe to do so. Security and police will advise should a closure be deemed necessary. Parents are welcome to come and collect their children if they feel worried during a particular time, but make sure you inform the teacher.

## **Transferring From TIS**

Tabubil International School prides itself on its academic standards and on its outstanding success in preparing students to return to schools in their home country or other international schools. This is not merely a happy coincidence but the product of strategies undertaken to provide parents with the reassurance that their children's education in Tabubil has been of an appropriate standard and content.

The International Education Agency of Papua New Guinea's curriculum has been formulated upon child centred, outcomes-based lines, typical of good primary practice common to Australia, New Zealand, Canada and the United Kingdom. What this means is that children's individual levels of experience and attainment in different subjects form the starting point of their work at school.

Children work at their own personal highest level throughout, with their progress being checked and monitored on an ongoing basis.

In content the IEA curriculum is highly similar to those curricula in use in schools worldwide where there is an emphasis on the acquisition of skills through the attainment of structured outcomes.

Our teacher – pupil ration is approximately 1 to 25, this ensures that teachers can provide the best possible teaching and learning for all students in their class.

We hope that children moving to other schools will find the transition as smooth and seamless as possible. Most parents will find the curriculum in the destination school similar in structure and content to that we employ. It should soon become apparent that children's educational experiences have been rich and constructive during their time at this school.

Ok Tedi Mining is committed to offering the children of its employees a level of education, through the T.I.S., commensurate with their home country.

When transferring to another school, we ask parents to take the time to complete an 'Exit Survey' about their stay at Tabubil International School. This information remains confidential, but helps us to improve our services to each family.



## TABUBIL INTERNATIONAL SCHOOL EXIT SURVEY

The views of school families are considered carefully by the School Board, Principal and staff in decisions about running the School. As your child is leaving, please think back over the time with the School and tell us what has been done well and what could be improved.

Please fill out this form and return it to the School Office.  
You can stay anonymous or put your name at the end of this survey.  
*Thank you!*

1. *In what year is your child/ children leaving?* Please ✓

<i>Prep</i>	<i>Yr 1</i>	<i>Yr 2</i>	<i>Yr 3</i>	<i>Yr 4</i>	<i>Yr 5</i>	<i>Yr 6</i>	<i>Yr 7</i>

2. *How long have you been associated with the School?* Please ✓

- |  |   |
|--|---|
| <input type="checkbox"/> Less than 1 year              | <input type="checkbox"/> 5 – 7 years              |
| <input checked="" type="checkbox"/> <b>1 – 4 years</b> | <input type="checkbox"/> <b>More than 7 years</b> |

3. *Is your child leaving to go to:*

- Tabubil High School (*go to Question 4*)
- Another secondary school – Name: ..... (*go to Question 4*)
- Another primary school – Name: .....

*This section is only for families who are leaving to go to another primary school.*

It is very helpful for us to understand the reasons why a family leaves the School. Please tell us if your decision to leave is:

- Not directly related to the school (*You can tell us the reason if you wish*):  
.....
- Partly related to problems with the School .....
- Mostly because of problems with the School .....

If problems at School affected your decision, please ✓ the areas and comment if you wish: (*more space over the page*)

- Child's special learning needs .....
- Academic standards .....



	Could improve	Fine as it is now	Done well	Comment (optional)
Other languages				
Sports, physical activity				
School learning facilities				
Visits in the community				
Meeting individual learning needs				
Regular feedback on child's progress				
Level of discipline				
Caring environment				
Emotional support, counselling				
Social development				
Parents involved in school activities <i>during</i> school				
Parents involved in school activities <i>outside</i> school				
Others (please specify):				

6. *Any other comments* (If you need more space, please write on the back of this page)

.....

*You can choose to put your name on this form if you wish:*

Name:	Tel.
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*I would like to talk to a School Board Member* (please give your contact details)

***Thank you very much for your feedback!***