



NORTHBRIDGE INTERNATIONAL SCHOOL  
CAMBODIA  
A NORD ANGLIA EDUCATION SCHOOL

# PARENT HANDBOOK





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# Welcome to the Primary School

We trust that you will find this guide informative and helpful. It has been designed to give you an overview of what is expected in the Primary School here at Northbridge as well as some hints to help you and your child settle into our school community.

The classroom teachers will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals.



Although this guide will give you an overview of our expectations and curriculum, we realize that you may have further questions or concerns. Please do not hesitate to contact your child's teacher if you have any need for clarification or further information.

It is our hope that we can build a partnership with your family this year, through keeping all channels between the home and school as open as possible.

We look forward to welcoming you to our school!



# Who We Are

## Our Mission

**"Inspiring dynamic, respectful and compassionate global citizens"**

An environment of intercultural understanding and integrity. A place where everyone is involved, valued and happy. A hub of innovation, enabling creativity and contemporary learning. A community where individuals succeed and make a difference.

## Our Values

**"We are many communities, but we are one"**

We believe in the active engagement of the whole community. We believe that contemporary learning takes place when we are creative, collaborative and connected. We also believe that we have a shared humanity and we need to demonstrate compassion and ethical responsibility by enriching each other through our differences.

**"Caring hearts, ambitious minds"**

## School Ambition (Vision)

A dynamic NAE, International Baccalaureate Continuum World School in South East Asia where everyone succeeds.

**"Excellence in everything we do."**

## Strategic and Objectives

### Contemporary Learning and Ambition

Everyone will succeed.

### Leadership and Service

We will make a positive contribution to our society.

### Community and Balance

Our community will be balanced and demonstrate unity.

### Passion and Loyalty

Our teachers will be reflective, passionate professional educators who demonstrate loyalty and care.

### Sustainability and Pride

Teaching and learning will be supported and enhanced by a safe, clean and ever changing environment.

### Growth and Reputation

We will become the school of choice for students, parents and teachers.

### Fulfilling Our Vision

Students at Northbridge International School Cambodia have the right to learn in a mutually respectful and safe environment. Respect for self, peers, faculty and school is expected of all students. Students are responsible for their choices and actions and are expected to conduct themselves ethically, responsibly, and with compassion. Students are expected to act in a manner that reflects positively on Northbridge International School Cambodia while at school, school events, school trips or in the greater community.





## UNIQUE OPPORTUNITIES FOR YOUR CHILD WHEN JOINING A NORD ANGLIA EDUCATION SCHOOL GLOBAL CAMPUS

The Global Campus connects all of the schools in the Nord Anglia family around the world, giving our students daily access to global opportunities. This allows our students to develop a truly international perspective through outstanding online, in-school and worldwide experiences. The Global Campus offers learning opportunities that empower, excite, inspire and challenge our students. Our students have the opportunity to travel overseas, collaborate with students around the world and benefit from Nord Anglia Education's outstanding global partnership.

### MIT

By tackling real-world challenges across the subjects of science, technology, engineering, art and mathematics (STEAM), your child will develop transferable skills such as flexibility, creativity and communication. They will be encouraged to experiment rather than wait for instructions, and will learn that collaboration and critical thinking can solve even the trickiest problems. Nord Anglia Education has a partnership with one of the best universities in the world, MIT (Massachusetts Institute of Technology). In collaboration with MIT, we will introduce your child to this innovative way of learning the STEAM subjects which encourages creativity, experimentation, and teaches them how to apply their skills to real-world situations.

### Juilliard

Your child will follow an innovative embedded arts curriculum created in collaboration with The Juilliard School, a world leader in performing arts education. It enriches the high-quality teaching and learning offered in our schools with the artistic values, traditions and expertise of Juilliard.





# A CONTINUUM OF INTERNATIONAL EDUCATION

At Northbridge we offer three of the International Baccalaureate Organisation's (IBO) programmes:

## **The Primary Years Programme (PYP)** Early Learning 3 - Grade 5



## **The Middle Years Programme (MYP)** Grade 6 - Grade 10



## **The Diploma Programme (DP)** Grade 11 - Grade 12



The three programmes have a common framework and philosophy about teaching and learning. They are committed to developing the whole child and the overarching concept of developing international-mindedness within students through developing the attributes of the learner profile.

### **Why did Northbridge choose the PYP?**

Northbridge offers the Primary Years Programme (PYP) because it not only puts the student at the center of the learning, but it also aligns with our school mission, vision and values.

The driving force behind the PYP is a philosophy about the nature of education, which is expressed in the IB's mission statement, in the IB learner profile and in the fundamental principles on which the curriculum is based and which continue to inspire its development.

## INTERNATIONAL BACCALAUREATE MISSION STATEMENT

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

"To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO)

### **The Learner Profile - Our Schoolwide Learner Outcomes**

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st Century. The learner profile provides a long term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes. At Northbridge, these are our schoolwide learner outcomes. The IB has incorporated the learner profile into all three programmes so that it is the common ground on which all IB World Schools stand, and contains the essence of what they, and the three programmes, are about.

*The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.*





## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





# WELCOME TO THE PYP

At Northbridge we are authorized to teach the International Baccalaureate Primary Years Programme (IB-PYP). The PYP is an integrated curriculum that is relevant, challenging and engaging for learners from Early Learning to Grade 5. It is a process-led, inquiry-based curriculum framework that actively encourages students to ask questions and seek answers about the world around them.

- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through application of a concept
- Making and testing theories
- Taking and defending a position
- Solving problems in a variety of ways

## What do we want Students to Learn?

In the PYP, there is a focus on developing a balance between acquiring knowledge and a range of skills and attitudes that will empower students to take action and become life-long learners. This is achieved through inquiry-based teaching that maintains a focus on integrating the following five elements into units:

- Knowledge
- Concepts
- Approaches to Learning (Skills)
- Agency
- Action

## Inquiry based learning involves

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between previous learning
- and current learning
- Making predictions and acting purposefully to
- see what happens
- Collecting data and reporting findings







# OUR CURRICULUM

Much of the curriculum is arranged and taught through large, cross-curricular units of study known as units of inquiry. Throughout the Primary school these units of inquiry are arranged under six transdisciplinary themes. The same themes are repeated at every year level. In our Early Learning and Kindergarten classes four of these themes are covered, whereas in Grade 1 to Grade 5 all six are covered.

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

**The transdisciplinary themes are:**

## WHO WE ARE

An inquiry into :

- the nature of the self; beliefs and values
- personal, physical, mental, social and spiritual health
- human relationships including families, friends,
- communities, and cultures
- rights and responsibilities
- what it means to be human.

## WHERE WE ARE IN PLACE AND TIME

An inquiry into :

- orientation in place and time
- personal histories
- homes and journeys
- the discoveries, explorations and migrations of humankind
- the relationships between and the interconnectedness of individuals and
- civilizations, from local and global perspectives

## HOW WE EXPRESS OURSELVES

An inquiry into :

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- the ways in which we reflect on, extend and enjoy our creativity
- our appreciation of the aesthetic.

## HOW THE WORLD WORKS

An inquiry into :

- the natural world and its laws
- the interaction between the natural world (physical and biological) and human societies
- how humans use their understanding of scientific principles
- the impact of scientific and technological advances on society and the environment.

## HOW WE ORGANISE OURSELVES

An inquiry into :

- the interconnectedness of human-made systems and communities
- the structure and function of organisations
- societal-decision making
- economic activities and their impact on humankind and the environment.

## SHARING THE PLANET

An inquiry into :

- rights and responsibilities in the struggle to share finite resources with other people and with other living things
- communities and the relationships within and between them
- access to equal opportunities
- peace and conflict resolutions.



# CURRICULAR SUBJECTS IN THE PRIMARY SCHOOL

Curriculum areas are integrated where appropriate, however, single subject teaching also occurs separately. Homeroom teachers take responsibility for teaching most of the core subjects and the children attend specialist lessons for Visual Arts, Music, Physical Education (including swimming) and Languages.

## ENGLISH

The fundamental skills of English receive considerable emphasis at Northbridge and students are encouraged to use and practice their English skills in a meaningful context. Through developing their reading (decoding, fluency and comprehension) and writing skills, students develop analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. The strands of the Northbridge English curriculum are Listening and Speaking, Reading, Writing and Viewing and Presenting. Students develop these skills through applying strategies that are taught using a workshop model with explicit mini-lessons followed by opportunities for students to practice while teachers confer with them.



## MATHEMATICS

Mathematics plays an essential role both within the school and in society. It promotes a powerful universal language, analytical reasoning, and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem solving and decision-making in everyday life. At Northbridge, we have adopted the concrete-pictorial-abstract approach (CPA) to Mathematics using the Early Years Maths and White Rose Maths programme. The strands covered are Number (which includes place value, the four operations and more), Measurement (which includes length, height, capacity and more) and Geometry (which includes shapes and space).

## SCIENCE

In this rapidly changing world, education should prepare students for life in an ever changing world. The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. Science is addressed within the units of inquiry. The development of the following scientific skills is a focus: observing carefully to gather data; using a variety of instruments and tools to measure data accurately; using scientific vocabulary to explain observations and experiences; identifying or generating questions or problems to be explored; planning and carrying out systematic investigations, manipulating variables as necessary; making and testing predictions, and interpreting and evaluating data to draw conclusions.





## **SOCIAL STUDIES**

The focus of social studies in the PYP is to develop in students an understanding of and curiosity about the way in which societies, environments, and the world has changed over time. It helps students make connections between people and their past, their present and their future and develop an understanding of their own personal identity and place in this world. Social Studies is taught with in units of inquiry through the following five strands: Human Systems and Economic Activities; Social Organisation and Culture; Continuity and Change through Time; Human and Natural Environments, and Resources and Environment.

## **THE ARTS**

The Arts program at Northbridge plays a fundamental part in the education of the whole child. The arts curriculum is organised under two main strands - Creating and Responding. Within the strand of Creating are sub-strands: Creative Processes, Elements of Art and Design and Visual Arts in Society. Through these sub-strands students will develop their imagination and creativity, learn about theoretical and practical aspects of art and design, and study and appreciate a range of art as a fundamental part of education the whole child.

## **INTERNATIONAL LIFE SKILLS**

ILS

## **MUSIC**

The Music curriculum at Northbridge is developed with a focus on incorporating the Juilliard school's Creative Classroom curriculum resource and the PYP framework. Music classes are intended to help students develop an understanding and appreciation of music, as well as practical skills so that music can provide a life-long source of enjoyment and personal satisfaction. Music is fundamental to both personal and cultural expression. Students are encouraged to consider music as a means of communication and as an expressive language with creativity at its heart. We ensure every Grade explores a different instrument.

## **PHYSICAL EDUCATION (PE)**

PE offers students the opportunity to discover their capabilities in a variety of ways. Students will engage in a number of activities that will develop gross motor skills that will be applied in various sports and events.

## **LANGUAGES**

Language is not only for communicating with others but is also integral to identity and culture. Learning another language develops intercultural awareness and understanding, which is essential for a PYP student. At Northbridge, students have the opportunity to further develop proficiency in their mother tongue or acquire an additional language. The strengthening of a child's mother tongue is a priority for us as this affects the successful acquisition of any additional languages. The languages offered are Khmer, Mandarin, French, Korean and are often taught by native speakers.

At Northbridge we believe studying mother tongue promotes respect for both culture and literary heritage whilst facilitating the successful acquisition of the second language. As all students are expected to reach proficiency in at least two languages when they sit the DP exams.



# REPORTING PROCEDURES IN THE PRIMARY SCHOOL

At Northbridge, we believe it is important to regularly assess student growth and achievement to inform our teaching and planning. The purpose of our reporting system is to communicate with parents about a range of topics including:

- what a child knows, understands and can do academically, emotionally, socially and physically
- student learning goals that have been set by students and teachers and progress on these goals or ways they have been achieved
- a student's learning progress over time
- how parents can be involved in their child's learning.

Many opportunities have been scheduled throughout the year to keep the channels of communication open between parents and teachers.

## UNITS OF INQUIRY - SUMMARY OF LEARNING

Teachers will share information with parents about their child's understanding of their Units of Inquiry through the Semester One and Two Reports. This will allow all parents the opportunity to not only see how their child has developed, but also see more information related to the knowledge, concepts, skills, and Learner Profile attributes focused on during each unit.

## WRITTEN REPORTS

An important part of our reporting procedure is our written reports which are sent home at the end of each semester. These written report cards offer a detailed description of a child's achievement and progress throughout the year in all subject areas but there will be a greater focus on student achievement levels in mathematics and language development. These will also include an overall comment, learner profile reflection, and a summary of achievement in additional languages and specialist classes.

## CONFERENCES

Conferences are scheduled throughout the year to allow parents, teachers, and students to discuss each child's learning. These include:

- Hopes and Dreams Conferences -

An opportunity for parents to tell the classroom teacher all about their child and what hopes they have for them. These conferences take place in the first month of school.

- 3 Way Conference

In these conferences, the teacher meets with the parent and student to discuss their child's growth and areas for improvement.

- Student-Led Conferences -

These conferences involve the child discussing their learning with their parent. These conferences place the responsibility on the child for sharing and discussing their learning with their parent. It will involve looking





through their portfolio, which shows samples of work and achievement from all subject areas.

## STUDENT PORTFOLIOS

Student portfolios play a key role in our reporting system. Portfolios are purposeful collections of students' work from all learning areas including single subjects. Student selected pieces of work in the student portfolio are annotated with a student reflection. Teacher selected pieces of work are accompanied by a description of the context in which it was generated, an explanation of the task, the link to the curriculum as well as their own comments on the product. We are confident that this blend of online information, written reports and conferences will allow teachers, parents, and students to have a shared understanding of each child's development, strengths and areas for improvement. Our hope is that all of these parts of our reporting procedures will support conversations between you and your child around how they can grow and develop as lifelong learners.





## OVERVIEW OF REPORTING SYSTEM IN PRIMARY

TIME OF YEAR	REPORTING STRATEGY	PURPOSE
August	<b>HOPES AND DREAMS</b> <ul style="list-style-type: none"><li>• Conference</li></ul>	Teacher finds out information about a child from a parent's' perspective.
During Semester 1 and 2	Class Celebrations of Learning	Parents and carers are invited to observe the learning in Unit culmination events
December	<b>3-WAY CONFERENCES</b> <ul style="list-style-type: none"><li>• Conference with parents, students and teachers</li></ul>	The purpose of the 3 Way Conference is for both the teacher and student to collaboratively report on and share the student's growth and progress and identify goals for the rest of the school year.
May	<b>STUDENT LED CONFERENCE</b> <ul style="list-style-type: none"><li>• Conference</li><li>• Digital Portfolio - Seesaw</li></ul>	The Student-Led Conference is a meeting in which the students use their Portfolio as a basis for discussion with their parents about their learning. The conferences allow students to play an active role in the reporting process.
End of Semester 1 and 2	<b>REPORT CARDS</b> <ul style="list-style-type: none"><li>• Printed reports</li></ul>	<b>EL-GRADE 5:</b> includes information on what has been taught and assessed with criterion-referenced learning outcomes for Units of Inquiry, Literacy, Mathematics, Visual Arts, Physical Education, and Languages. Comments detailing the student's strengths, areas for improvement and progress.



# STUDENT SUPPORT SERVICES

The mission of the learning support department is to provide students access to all areas of the curriculum in the most inclusive, and least restrictive environment possible. Therefore the majority of support services are delivered through push-in services at Northbridge with the general education teacher providing differentiated and scaffolded instruction and materials. However, based on learning needs, there are some students who do require pull out intervention services such as Reading Intervention or EAL support. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Student Support Services personnel include: Counselling, English as an Additional Language (EAL) teachers, and Learning Support (LS) teachers.

## INCLUSION SUPPORT

Our Learning Support services include both internal and external providers that nurture our children's holistic development. We use a variety of inclusive teaching and learning strategies to address the specific needs of each student. We address our children's needs through high-quality, research-based classroom instruction, push-in and pull-out academic interventions, Speech and Language Therapy, Occupational Therapy, and socio-emotional counselling.

The families involved with inclusion

## GUIDANCE AND COUNSELING SERVICES

Students are supported academically, socially and emotionally by a qualified school counselor. The counselor provides support to all primary students, parents, teacher and staff. The counselor meets with individuals and groups both privately and in classrooms in order to provide social and emotional counseling. The counselor works with the Admissions Office to help students transition successfully into our school and as they exit our school to pursue their studies elsewhere. The counselor also works closely with administrators, teachers, the learning support team and the school nurse.

## ADDITIONAL LANGUAGE SUPPORT (ALS)

The ALS department strives to support students and teachers to become active language learners and teachers. English Language Learners should be able to access to all areas of the curriculum in the most inclusive, and least restrictive environment possible and be empowered to be active members of the Northbridge community.

All new students in Grades KG-5 who have a home language other than English are assessed during admissions or shortly after enrollment by an ALS teacher to determine proficiency in listening, speaking, reading and writing. Students receive ALS support according to their individual needs which have been determined through assessment.

These levels of support are:

- Immersion – the child receives support from the classroom teacher during lessons.
- In-class support – the child receives support from an ALS teacher during literacy or unit of inquiry lessons.





- Pull-out support - the child receives specialised language instruction with an ALS teacher during lessons. Support focuses on developing skills in reading, writing, speaking and listening.

The length of enrollment in the ALS program is determined by how quickly the student acquires social and academic proficiency in English. An ALS student's language learning progress is measured systematically through a variety of in class performance assessment and standardised testing on a regular basis. Students may be promoted to the next level of support when they have the required benchmarked skills, which are supported in assessments and observations of both the classroom and ALS teachers.

Further details can be found in our ALS handbook.





# IT IN PRIMARY

Enabling responsible digital citizens  
through the redefinition of learning  
**“Redefining Learning”**

**Northbridge Primary School students are expected to:**

- Advocate and practice safe, legal and responsible use of information and technology.
- use technology that supports our learning.
- balance the amount of time we spend using devices and balance online interactions with face-to-face interactions.
- ensure that the information, images and materials we post online will not put us at risk and are sourced ethically.
- ensure privacy by not publishing personal details, contact details
- are proactive in protecting passwords, accounts and resources.
- Demonstrate personal responsibility for online learning
- Consider how sharing information about our life, experiences or relationships might impact our future.
- Cite any and all use of websites, books, media in appropriate format.
- acknowledge our use of primary and secondary sources
- Use free and open source software or purchase licenses and register all software.
- purchase music and media, and refrain from distributing these in a manner that violates their licenses.



## Devices in classrooms

ICT is used in the classroom when it can enhance understanding. At Northbridge, we believe that ICT plays an essential role in empowering learners to become active and knowledgeable global citizens and can inspire students to become ethical, respectful and compassionate global leaders. ICT provides students with balanced support and offers opportunities for social, physical, emotional, artistic, and intellectual development. In order to meet these learning goals, students need to understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

All classes in Primary have a set of shared iPads for students and teachers to use. To support students in further developing their IT skills, we have a 1:1 iPads ratio in all Grade 2 and Grade 3 classes.

## Bring Your Own Device (BYOD)

As technology is an integral part of daily life and learning, students in Primary are required to bring their own IPAD or laptop to school every day.

Having students begin to use their own device allows them to gradually develop their IT skills within an authentic learning environment and apply these skills in integrated ways.



# GENERAL INFORMATION

## Procedures in Primary

### Expectations

It is expected that students demonstrate behavior that is consistent with the school's mission statement – 'inspiring dynamic, respectful and compassionate global citizens'.

Students are always encouraged to perform at their personal best. All students are expected to take responsibility for their personal property. Students are held responsible to be organised each day with writing tools, books, recording their homework and bringing their PE and Swimming kits on the correct days.

### Class Agreements

Each class collaboratively agrees to a set of rights and responsibilities. These are created, reviewed, and agreed on by the students and the teacher. They are then published and publicised in classrooms as reminders of appropriate behavior.

### School Year

The school year at Northbridge runs for approximately ten (10) months with 180 student learning days. The year is divided into two semesters (with two quarters each) for grading and for fee payment purposes and generally runs from early-August to mid-June.

### School Day

The regular school week runs from Monday through Friday. Every Monday the school has a delayed start to provide professional and curriculum development time for Northbridge faculty.

On Mondays, school starts at 10:00am and students may be on-site from 9:15am. From Tuesday to Friday the school day runs from 8:00am to 3:00pm. There is an after school activities programme called LEAP (Learning Enrichment Afterschool Programme) which runs from 3:00 to 4:00pm daily.

The teaching block schedule runs on a five-day schedule (Monday to Friday). Students in Primary enjoy several specialist classes such as PE, Music, Art, Additional Languages and Swimming.

### Absences and Late Arrival

Please contact the school when your child is absent. The Primary office will contact you for an explanation of any absences. If your child arrives at school after 10:00 on a Monday or 8:00 during the rest of the week, they will need to collect a late arrival slip from the staff member on duty at the school gate.

### School Supplies

Classroom teachers issue all books and various instructional materials (most of which are shipped from abroad) directly to the students. In the case of loss or damage of a textbook, library book or workbook, the student must pay a replacement fee. Fees are levied at the current cost of the lost or damaged book plus shipping and handling.

### PE Uniform and Swimming Attire Expectations

All students are given a PE uniform from the Northbridge School Store each school year. All students should wear proper, supportive athletic shoes for PE. Swimming is taught as a component of the Physical Education program. Students are expected to follow their timetables and come appropriately prepared with swimsuit, swim hat, goggles and towel on the designated swimming days to be in the pool.





If your child is unwell to swim please send a doctor's note to inform the teacher of the reason for their non-participation in the swimming lesson.

### **No Hat, No Play**

To protect our students' skin from sun damage, Primary has a strict No Hat No Play rule. Please ensure that your child packs a hat each day from home, or they can use the one provided by the school at the start of the school year.

### **Cafeteria Food Service and Drinking Water**

All Northbridge students have a mid-morning break, providing for a snack, if desired. Students may bring snacks with appropriate drinks or buy on school site. All Early Learning and Kindergarten students eat lunch in their classrooms, and students in Grades 1 to 5 eat lunch in the School Cafeteria. Students may bring their lunch from home or purchase a lunch program option.

Students are cautioned against drinking from the general water supply. However, commercially prepared drinking water is available at all times from water coolers located around Northbridge. Primary school students should bring their own drinking containers or use the water bottle provided at the start of the school year.

### **Library**

The Northbridge Library is located on the ground floor of the Hub building. It is open during the school day.

Students are allowed to have up to five library books checked out at a time. The library provides 24/7 access to subscription databases, resource lists, pathfinders, and online learning opportunities. The library supports our students to develop a

love of books and a culture of selecting their own reading material. The librarians work in collaboration with teachers to promote lifelong learning and a love of literacy. As a community library, we serve students, teachers and parents. If you have any resources you would like the library to acquire, please communicate your recommendations to the library staff.

### **Learning Enrichment Afterschool Programme (LEAP)**

Northbridge International School Cambodia provides participating students with the opportunity to broaden their interests and skills in areas that complement the regular school programme.

LEAP provide a wide range of activities which promote skill development and social and personal growth. The activities include options for students to participate in sports, visual arts, performing arts, IT, language learning and more. Activities vary with each session depending on scheduling and availability of facilities. There are some LEAPs that are paid for. Activity schedules and registration forms are available in the NISC administration Office at the beginning of every session.





# HOME LEARNING

## Purpose of Home learning

The purpose of home learning is to practice newly taught skills, review previously mastered skills, develop independent study habits, or extend and enrich the curriculum. Home learning is given as an extension of learning already begun in the classroom, enabling students to apply and reinforce learned skills and concepts. Home learning will never be used as busy work or as a disciplinary measure.

## Regular Reading at Home

Children of all ages must read and/or be read to by an adult every day in order to improve not only their reading skills but their overall literacy skills that include oral language, writing, vocabulary, and spelling. Reading is thinking. As a result, the more a child reads the more he/she practices a variety of thinking skills such as: making connections, interpretation, inferences, reflection, and metacognition. We believe that at home, students should spend a great deal of time reading “just right” quality literature. The focus should be on the reading, not on completing lengthy reading logs. If a student is not able to read independently, it is the responsibility of a parent, caregiver or tutor to read to the child. The most important way to improve student reading is by reading.

## Teacher Responsibilities

- Assign home learning that aligns with the purpose of home learning in Northbridge.
- Establish classroom routines that enable students to know their home learning every night.
- Ensure that every child understands the home learning routines and expectations.

- Provide students with the resources and materials needed to do their home learning every night.
- Provide students with timely feedback.
- Support and help students who might be struggling.
- Exercise proactive communication with parents.

## Student Responsibilities

- Record and/or know what is for home learning every night
- Know the home learning routines set up by the teacher
- Take responsibility for setting a time to complete home learning
- Remember to take home all the materials needed for the successful completion of home learning
- Ask the teacher for clarification if it is needed. Bring the completed home learning back to school by the due date.
- Maintain a high quality of work
- Involve parents – but do not ask them to do the home learning for you

## Parent Responsibilities

- Promote a positive attitude toward home learning.
- Understand and reinforce the expectation for quality work.
- Provide a positive environment for the student to work.
- Be available to support and supervise - but do not do the home learning.
- Exercise proactive communication with the teacher particularly if the home learning is causing stress
- Learn how you can support your child with home learning
- Know the school (and grade level) expectations for home learning: how much time, type of work, level of support



<b>GRADE LEVEL</b>	<b>APPROXIMATE NUMBER OF MINUTES PER NIGHT INCLUDING READING</b>	<b>APPROXIMATE MINUTES SPENT READING PER DAY (MON - SUN)</b>	<b>SPELLING TEST / QUIZ EACH WEEK</b>
<b>KG</b>	<b>10 mins</b>	<b>10 mins</b>	<b>Pchum Ben - December - 5 words per week. December - end of the year 10 words per week.</b>
<b>G1</b>	<b>15 mins</b>	<b>10 mins</b>	<b>10-20 words per week related to phonics sounds/rules that week and high frequency words from L&amp;S phase (moving on to Fry's lists)</b>
<b>G2</b>	<b>20 mins</b>	<b>15 mins</b>	<b>10-20 words per week related to phonics sounds/rules that week and high frequency words from L&amp;S phase. Words from spelling rules (to be shared later) Could incorporate Uol words.</b>
<b>G3</b>	<b>25 mins</b>	<b>15 mins</b>	<b>10-20 words per week related to Uol. Words from spelling rules (to be shared later)</b>
<b>G4</b>	<b>30 mins</b>	<b>20 mins</b>	<b>10-20 words per week related to Uol. Words from spelling rules (to be shared later)</b>
<b>G5</b>	<b>30-45 mins</b>	<b>20 mins</b>	<b>10-20 words per week related to Uol. Words from spelling rules (to be shared later)</b>
<b>Specialists</b>	<b>Sometimes, but not exceeding the set limits</b>		





### **Transportation: Optional Bus Provision**

For the convenience of the students needing transportation to or from Northbridge, the school subcontracts bus services through a local transportation company. Student bus service is applied for through the Main office. Bus transportation is an optional service and fees must be paid in advance. Fees are charged on a per quarter basis; any use within a quarter is levied a full quarter's fee.

Bus students wishing to ride a bus other than their regularly assigned bus **MUST** bring a note signed by a parent or guardian to the school office early at the beginning of the day of the change request. In case of crowded buses, such requests may not be honored. Students are not permitted to ride on a different bus without prior permission.

Students who have not signed up for the regular bus service may still ride the bus home on a specific afternoon by following these guidelines:

- 1.They must make prior arrangements through the school office to guarantee space;
- 2.A one-way ticket involves a cost. For requested use of the LEAP bus (one-way only) by a non-regular bus rider, confirmation must first be given by the Main Office that there is an available bus route that meets the needs of the family. Once this confirmation is given, the fee must be paid at least 24 hours in advance at the Finance Office.

To discontinue use of the bus service, written notice must be given to the Northbridge Business Office at least two (2) weeks in advance. Refunds will be made for only quarters in which the student has not used the bus. Good behavior by students while entering, riding and disembarking from buses is essential and required. Failure to adhere to established expectations is grounds for discontinuing bus privileges. In case of suspension from riding the bus due to misconduct, a student will forfeit any refund of bus fees already paid.

### **Field Trip, Action Learning Camp (ALCs) and Travel Policies**

Educational field trips are an important part of the school's overall co- and extra-curricular programme. They play an integral role in students' learning. It is expected that all students will participate in planned field trips. When a field trip is planned, parents will receive notice of the trip and related details including any costs associated with the trip. Parents are required to sign a permission slip allowing their child to go on the trip. We also ask parents to sign a local field trip permission slip that will be valid for the entire school year. Students without permission will not be eligible to attend the trip. Students should come prepared for varying weather conditions, which includes bringing a hat, sunscreen, and a raincoat when appropriate.





# HEALTH SERVICES AND REQUIREMENTS

The school's Health Room is overseen by a registered nurse. The Health Room is provisioned with medical kits and other items to deal with minor illnesses and injuries. The services of the Health Room are available throughout the school day. For emergency needs, a school vehicle is available for transporting an ill or injured student to a local clinic or hospital. Parents are notified immediately whenever an emergency occurs.

With their teacher's permission, an ill or injured student may check in at the Health Room at any time during the school day. Otherwise, a teacher may refer a student to the school nurse for specific reasons – personal health, hygiene concerns, or other problems related to their health and general Wellbeing. Parents will be notified as needed.

In case of serious injury or emergency, a First Aider will first carry out stabilizing first aid procedures while the nurse is notified. Shortly thereafter, the school will notify the parent. If deemed necessary, the school will contact the parent to ensure that the child is taken to a medical facility for treatment as soon as possible - either by school car/bus or driven by their parents.

If a child has a fever or is vomiting, we ask that parents keep them at home to protect the other students in their class until all symptoms have cleared. If a child has a contagious disease or condition – such as the influenza, measles, chicken pox or pediculosis (lice) – they need to

immediately notify the School Nurse or the school office. Exposure notice will be distributed to affected students, alerting parents and providing them with pertinent information. When the student has recovered and is ready to return to school, they must bring a doctor's note to the school nurse before resuming class.

## **Old Injuries, Chronic Illnesses and Medication**

Full disclosure of a student's medical history helps us to help you. School personnel are not able to treat pre-existing injuries or to prescribe treatment or medication for students. The school nurse may, however, give Tylenol for minor headaches, earaches, sore throats and to reduce fever, as long as parents have given the school prior permission to do so by completing and signing the Health Form.

In addition, the office staff may administer medicine prescribed by a physician, if the student brings a signed note from the parents or doctor with the medication name, dosage and reason for its need. If your child requires a special medication from time to time (for example, an inhaler for asthma; Benadryl for a known allergy), please send it along in a clearly marked package to the School Nurse to be used as needed. Students are not allowed to carry medicine during school hours. A yellow slip should be filled out by parents/guardian from the health room for the medicine to be taken at school.

***Reminder: Parents are required to provide emergency contact information for each child enrolled at Northbridge. The school will call the emergency contact in the event neither parent can be reached. It is vital that the school is able to contact a responsible adult in time of an emergency. Please help us keep contact numbers current by updating any changes. Parents are required to give a copy of their child's vaccination to the school nurse. This should be updated whenever a child receives additional vaccinations.***



# SCHOOL COMMUNICATION

Northbridge is proud of its commitment to digital communication and communicates through Seesaw, email, social networks and the school website. We have a commitment to protecting the environment and try to avoid sending paper communication home. It is vital that we have your up-to-date email account in order to communicate with you regularly.

The Northbridge Facebook page provides informal updates, photographs and videos of school life. There is an annual Yearbook, which is provided to all students every year in June.

Other means of communication include telephone calls, student reports and scheduled conferences.

Emergency situations that arise without warning are communicated to parents as soon as possible. Please make sure the school has your up-to-date contact details.







# Communications Outline

A summary of our tools and systems

## DIRECT



EMAIL (P) (S)

This is the most commonly used form of communication between the school and parents - please make sure we have your most up-to-date contact email in our records.



PHONE (P) (S)

From time to time we will call you directly by phone and possibly, in the case of emergency. As with email, please make sure that we have your correct phone number.



SMS (P) (S)

When required or in an emergency, we may send you SMS messages directly to your phone - please make sure we have your up-to-date contact number in our records.

## ONLINE



WEBSITE (P) (S)

This online hub for the school contains a wealth of information about the school such as curriculum, catering, events and staff profiles - make sure you the page!



SOCIAL MEDIA (P) (S)

The school runs several social media account where photos, videos and links are regularly shared. Search online for 'northbridgecambodia' and follow us today.



BLOG (P) (S)

Weekly blogs which are posted on our website and the links shared via both email and Facebook



PARENT PORTAL (P) (S)

Currently under development, this addition to the website will provide all of our parents with an important resource for school information, policies and documents



## APPS

### SEESAW P



Used throughout Primary school, this secure app allows teachers to send your photos and videos of your children in class, as well as newsletters and announcement.

### Other educational apps



In Primary, we use a range of apps to support the learning at school and at home.



## PERSONAL

### FACE TO FACE P S



Regular Opportunities for staff and parents to exchange information, such as 3 Way Conferences and Parents Coffee Mornings.

### CLASS TEACHERS & ADVISORS P S



Questions or concerns about students can go directly to Primary Class Teachers, Secondary Advisors or Grade Level Leaders in both Primary and Secondary schools.

## OTHER

### PUBLICATIONS P S



Print material is given to students and parents throughout the year, including End of Year Reports, Yearbook and Calendar

### COMPLAINTS PROCEDURE P S



We have both informal and formal avenue to make complaints or constructive criticism about the way school can improve-this includes our annual Parents Satisfaction Survey.

# RIGHTS AND RESPONSIBILITIES

Northbridge aims to promote a positive working and social environment. Members of the school community are expected to be honest and to treat each other with respect and dignity. The IB philosophy actively cultivates this aim throughout its Primary Years Programme, Middle Years Programme and Diploma Programme.

Students at Northbridge have the right to learn in a mutually respectful and safe environment. Respect for self, peers, faculty and school is expected of all students. Students are responsible for their choices and actions and are expected to conduct themselves ethically, responsibly, and compassionately. Students are expected to act in a manner that reflects positively on Northbridge while at school, school sponsored events, school trips or in the wider community.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Northbridge's approach to behaviour management utilizes the IB philosophy by emphasising cooperation, achievement, respect and empathy. An emphasis is placed on:

- Students being guided in their understanding that with rights, come responsibilities.
- Teachers providing an environment in which positive behaviour is rewarded and inappropriate behaviour is modified.
- Encouraging appropriate behaviour
- Northbridge's restorative approach to behaviour management.

It is our aim to nurture well-balanced, mature individuals who are able to take responsibility for their own actions and who will grow to be valued members of the international community. We expect students to behave, both in and out of school, in a courteous manner that will bring respect and honour to the school, their families, and their own communities. Students have the right to learn in a mutually respectful and safe environment. For this to happen, students must realize that their personal behaviour is a key determinant of the school's environment.







# SECURITY AND EMERGENCY PROCEDURES

The purpose of gate control is to ensure the safety of children and staff at the school as well as the protection of school property. In order to achieve this, guards will only allow a person(s) to enter the school grounds with a valid reason. All students, parents, teachers, drivers, and nannies who have a photo ID swipe card will be allowed access through the Primary and Early Learning Gate. Any other adults will need to register at the main gate and receive a visitor's card.

## **Beginning of the Day:**

- All Early Learning - Grade 1 students to enter through the EL gate, and Grade 2 - Grade 5 students are to enter through the Primary gate. If students arrive late, they will enter through the main gate.
- No entrance through the internal gate for anyone before 9.15am on Mondays and 7.15am on Tuesday to Friday.

## **End of the Day:**

- All students are to exit through their respective gates or main gate from 3.00 pm until 3:15 pm. After 3.15pm the main gate will be used. All students on site after 3:00 must be accompanied by an adult.

Students in Early Learning need to be dropped off and collected from their classroom by an adult wearing a school-issued ID card. Parents of students in KG - Grade 5 are required to wait for them at the Primary office area.

## **Leaving School Early**

If a student needs to leave school before 3:00pm, they must have written permission from a parent or guardian. This should be given to the Primary office who will call home to verify. A leaving slip will then be issued for the student to leave school grounds. The security guards will not permit any student to leave the site without this.

## **Visitors**

Visitors to the Northbridge campus are required to check in and out at the security station to receive a visitor's pass. Visitors must display their pass at all times while on the Northbridge campus. Visitors should not be on campus during school hours without official business and may be directed to the main office.

## **Emergency Procedures**

At Northbridge, safety is our top priority. To that end, Northbridge will conduct regular emergency drills. Emergency evacuation routes will be posted in each room. Students are expected to follow teacher directives to ensure their own safety and the safety of others.

## **Fire, Emergency and Evacuation Plans**

Emergencies are occurrences that we all hope will never happen. Even so, the school's staff and students prepare for such events. Everyone on campus must follow plans and procedures centered on the need for a safe and well-executed evacuation or lockdown. Safe place and fire drills are regularly practiced under strict supervision throughout the school year. In the event of a civil unrest, the school administration will be in contact with local authorities and embassies to determine the seriousness of the situation. In the event of an emergency or evacuation, parents will be contacted and asked to come pick up their children. Children will not be released to unauthorized people. Situations may arise where the safety of Northbridge students is best served by having them remain on campus. In this case, parents will be notified.



For this reason, it is extremely important that parents keep the school advised of any changes in home and/or emergency contact telephone numbers.

Serious flooding may occasionally disrupt the normal school day. This is not necessarily flooding of the school grounds, but more likely (during the rainy season) flooding of roads and residential areas away from the Northbridge campus. When flooding occurs, everyone may expect delays in the school buses' schedules. Students riding the school buses will be required to remain on board until they arrive safely at school, home, or at their designated pick-up /drop-off points.

### **Insurance Coverage**

Northbridge carries public liability insurance , which covers limited student medical treatment for injuries occurring at school; it does not include long-range health care coverage. In addition the school carries passenger liability insurance coverage (for 24 hours a day) for all regular bus passengers – those who ride the school bus both ways. The school does not carry insurance to cover occasional riders.

### **Driving Motorcycles and Cars**

For safety reasons all Northbridge students are expected to wear protective helmets when driving or riding on a motorcycle to and from the school – on regular school days or for any school-sponsored events.

### **Animals on Campus**

Due to safety and health concerns, we ask that pets and animals remain at home without advance permission from the school office. When visiting the school with an approved and anticipated pet, you are asked to accompany and

keep them secured at all times. If you do bring a pet or animal to school without prior authorization, please tether the animal securely inside the school fence away from students or restrict its movements to your (well-ventilated) vehicle.

### **Closed Campus**

Northbridge is a closed campus. Once on campus, students are not permitted to leave the campus without parental permission and office approval before 3:00pm. This includes going to Northbridge Community residences. Parents are asked to contact the Primary receptionist if their child plans to leave school early. If a student feels unwell at school, the office staff will notify their parents and arrangements will be made to leave school. Students are not permitted to leave campus without prior parent written notification.

### **Nannies, Family Caregivers, and Bodyguards**

Northbridge has qualified and trained teachers and teaching assistants who care for your children as they learn to be personally independent and responsible. For that reason, it is our policy that nannies, family caregivers, drivers and bodyguards should not be on the school campus during the school day. If proper identification is clearly displayed and if school rules are obeyed, they may accompany children to their classroom in the morning and pick them up at the classroom at dismissal. If they stay at Northbridge during the school day, they must stay in the driver and bodyguard area at the main security entrance.

### **Firearms and Weapons Policy**

Firearms and other weapons are not allowed on the Northbridge campus at any time.



# HOW PARENTS CAN HELP

## Classroom Assistance

At times during the year, a letter from the grade may be sent asking for your assistance in relation to guest speakers for a particular Unit of Inquiry. As a parent you may be able to share your expertise or knowledge with the students. Please read newsletters carefully and assist where possible.

## At Home

Allow your child to take on the next stage of responsibility and independence. Maintaining communication with your child is extremely important. As a parent you can follow up on your child's learning. For example, ask, "What questions did you ask today?" "What did you find interesting?" but do not worry if you don't get the response you wanted. Wait for the right time! One of the best ways that parents can support their children at home, is through reading to them daily. This helps in developing your child's mother tongue as well as critical thinking skills. Having set routines that encourage independence also support your children's development.

## Communication

Most of the communication occurs between parents and teacher via weekly newsletters, Seesaw and emails. Please refer to the Principal and Head of Primary blogs for details of approaching dates and events. Classroom notices are emailed home weekly in the newsletters.

## Meetings

If you have a concern or worry, please contact your child's classroom teacher as soon as possible via email, note or by phoning the Primary school secretary to arrange a suitable time to meet. Teachers are happy to meet with you, but please note that your child's teacher may have after school commitments such as LEAP or staff meetings so a scheduled appointment is necessary.

## Conferences

Throughout the year there will be formal meetings scheduled so teachers can discuss your child's progress and achievement with you. Please make every effort to attend these conferences.

These include:

- 3-Way Conferences
- Student Led Conferences/Parent Coffee mornings

## Parent Coffee Mornings

These are scheduled regularly throughout the year on Friday mornings and cover a wide range of topics. Your attendance at these will keep you up-to-date on all the latest developments at Northbridge and give you a better understanding of our teaching practice and philosophy.







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