Primary Campus
Parent Handbook
2015 - 2016
Our Mission

We are dedicated to cultivating individuals of character, courage, competence and compassion by inspiring our students to pursue academic excellence within an engaged and nurturing community, creating a global people of Christian faith, a people serving others.

Loving for today  Learning for Tomorrow  Living for Eternity
Table of Contents

The Sponsoring Body – Generations Christian Education ........ 4
The History of Norwegian International School ................... 5
Our Core Values ......................................................... 6
Christ Centered (John 15:1) ........................................... 6
Loving (1 Cor 13:7) ..................................................... 6
Excellence (Phil 4:8) .................................................... 6
Community (Acts 4:31-32) ............................................ 6
Service (Eph 6:7) ....................................................... 6
Hope (Isa 40:31, Lam 3:25) ........................................... 6
Joy (Psalm 5:11, Neh. 8:10, Isa. 55:12) ................................. 6
Goals of the Primary School ........................................... 7
Learning at NIS ............................................................. 8
International Goals ....................................................... 8
Academic Goals ........................................................... 8
Personal Learning Goals ................................................ 9
Primary School Staff .................................................... 10
The Primary School Curriculum ...................................... 11
Christian Studies .......................................................... 11
Literacy ........................................................................ 11
Mathematics .................................................................... 12
The International Primary Curriculum .................................. 12
Chinese Studies ............................................................. 13
Music ........................................................................... 13
Physical Education (P.E.) ................................................... 13
2015 – 2016 School Year Key Dates for Parents ................. 15
Arriving at School and Leaving the School ....................... 17
The Start of the School Day .............................................. 17
Absences ...................................................................... 17
Immunisations ............................................................... 18
Nut Free School ............................................................. 19
The Sponsoring Body – Generations Christian Education

Generations Christian Education is a not for profit company, currently operating four international Christian school in Hong Kong. The schools are the Norwegian International School Primary & Kindergarten in Tai Po, and Small World Christian Kindergarten & Island Christian Academy on Hong Kong Island. Together these schools make up the Generation Family of Schools.

Generations desires to serve the needs of Hong Kong’s children in the area of Christian Education and possess over 29 years of experience in doing this. Generations builds educational ministries that provide high quality academic institutions grounded in the firm foundation of the Christian faith.
The History of Norwegian International School

The school – originally known as The Norwegian School in Hong Kong – was established by the Norwegian Lutheran Mission and the Norwegian Mission Society as a non-profit school to provide education for the children of Norwegian missionaries. In its early years, Norwegian was the medium of instruction, with English lessons conducted by subject teachers.

In 1992 The Norwegian School moved from Cox Road, Kowloon Tong to the Tai Po Bungalow at 175 Kwong Fuk Road, Tai Po. Tai Po Bungalow is a heritage building listed under the Antiquities and Monuments Ordinance; its original structure remains largely intact to this day, thus providing the intimate, homely environment that we still enjoy.

In 1994 The Norwegian School began to receive students from international backgrounds and changed to English as its medium of instruction. In 2001 the name of the school was officially changed to Norwegian International School, and in 2003 the Norwegian Lutheran Mission became the sole owners of NIS. Throughout these changes, our school community, along with our commitment to providing globally oriented, quality, Christian education has continued to grow. In 2008 the school was granted a small school building in the nearby village of Kam Shan for its primary classes while its growing kindergarten remains at the Bungalow.

In 2010 the founders of the school, the Norwegian Lutheran Mission, transferred the sponsorship of NIS to Generations Christian Education (Generations). Generations has been operating Small World Christian Kindergarten (Small World) on Hong Kong Island for the last 25 years (www.smallworld.hk). Even before their joining Generations, NIS shared together with them very similar core values, goals, and philosophies to education. Small World formally started in January 1986 as a ministry arm of Youth With A Mission (HK) Ltd (known as YWAM). The first class had eight students and two teachers. The seed for Small World came from a YWAM planning day where two teachers asked “How can we make a difference to God’s Kingdom in Hong Kong?” With mutually complementing services and strengths, the organisation looks forward to exciting growth and development in the coming few years.
Our Core Values

Christ Centered (John 15:1)
That in all we do and say, we will embody the mission and ministry of Christ; who through the constant messages of love, grace and truth, inspired and transformed those around him to seek excellence.

Loving (1 Cor 13:7)
That we will love each other deeply, being motivated to serve all people, and be mindful of their interests and concerns. Love comes from God. It is more than mere feeling, it is a determination to empathize with others and act for their good. It is self-sacrificing and unconditional.

Excellence (Phil 4:8)
Through our collective actions and thoughts, we will strive for what is excellent. We will seek to do our best and try our hardest, not for self-promotion or praise, but that in our doing so we all reach and reflect the best standards to the world around us.

Community (Acts 4:31-32)
We will reflect the essence of community, where acceptance and respect are our standards, in light of God’s love and truth. We will love and care for each other, tolerating our differences and guiding each other towards all truth, being mindful that God first loved each of us and desires us to be in relationship.

Service (Eph 6:7)
As true leaders we will serve, beginning with a self-denying acceptance of the call to serve others. Imitating Jesus, we will submit to God in faithful expectation, as He then equips us to use our talents and skills creatively to serve others.

Hope (Isa 40:31, Lam 3:25)
We will demonstrate that our hope is in God, He enables us to be courageous, assured and able to persevere. Hope is the end result of displaying perseverance. Confidence in the future comes from a person, Jesus, the “living hope”.

Joy (Psalm 5:11, Neh. 8:10, Isa. 55:12)
Joy is a deep sense of delight, largely unseen, which remains regardless of circumstances. It is based on our hope in Jesus Christ.
Goals of the Primary School

Through an international curriculum, the Norwegian International School:

- Establishes a firm foundation in the core curricula of literacy and mathematics;
- Uses the International Primary Curriculum to develop an integrated understanding of social studies, science, technology and art;
- Enriches the curriculum through specialist lessons in music, physical education, Mandarin studies and library lessons;
- Integrates the study of the Bible and Christian values throughout the curriculum to enable students to develop a biblical worldview and an active faith;
- Enables students to gain an understanding and appreciation of Hong Kong and global issues;
- Provides an environment that celebrates and promotes maximum growth and development of children;
- Instils an interest in and an eagerness for learning, permitting children to realize their full potential;
- Recognizes and responds to the individual intellectual, spiritual, aesthetic, physical, emotional and social developmental patterns of children;
- Provides a program of active, child-centered learning based on a progression from concrete to abstract thinking;
- Develop each child’s creativity by promoting a balance between analytic, synthetic and practical abilities.
Learning at NIS

NIS has a clear focus on children’s learning and this permeates every aspect of the child’s development—academic, personal, and international. Through a clear understanding of what learning is, we are able to embed the idea of deep learning into everything the students do.

At NIS we learn in a disciplined way, based on developing our knowledge, skills and understanding. With the support and help of our teachers and friends, we use the gifts God gave us to master learning in each subject. We respect and accept others in everything we do, using our Christian faith to understand God, ourselves and the world around us. Through our studies, we learn to humbly serve others, both now and in the future.

International Goals

The IPC takes into consideration the world our students are, and will be, a part of. Developing an international mindedness through the IPC helps our students to develop the qualities and attributes they need in order to confidently engage as part of the diverse cultures they may be a part of.

At NIS we are proud of who we are and value sharing and celebrating this together, while also being open, respectful and accepting of others whether we see similarities or differences.

Academic Goals

At NIS we focus on developing equally the students’ knowledge, skills and understanding:

- **Knowledge**—Those aspects of the learning goals that relate to factual information.
- **Skills**—Those aspects of the learning goals that relate to things children are able to do.
- **Understanding**—Those aspects of the learning goals that relate to a deepening awareness children develop as they apply the knowledge and skills they have learned.
Personal Learning Goals

The Personal Learning Goals (PLGs) refer to those individual qualities and dispositions we believe children will find essential in the 21st century. They help to develop those attributes that will enable children to be at ease with the continually changing context of their lives.

At NIS we use our Viking characters to help the students learn about the PLGs in a fun and purposeful way, and to encourage the students to continually focus on developing their characters through their learning and everyday lives.

Agnar the Adaptable—I feel good with new people places and things.
Rasmina the Respectful—I take care of things that aren’t mine, of other people, and my environment.
Cornelius the Cooperative—I can work well with lots of different people, and I can take on different roles in a group.
Morgana the Moral—I can give reasons for the things that I do, and think of how I could do them differently.
Cora the Communicator—I can share my thoughts and feelings with lots of different people in lots of different ways.
Thorgrim the Thoughtful—I can use my thinking skills to solve problems, and think about things in different ways.
Ena the Enquirer—I like to find out new things by asking questions and investigating.
Ragnor the Resilient—I work hard until my activities are finished and I keep trying even if it’s difficult for me.
Primary School Staff

School Supervisor .............................................. Gail Maidment
Principal ............................................................ Aaron Wise
Assistant Principal/Teacher ....................... Bonnie Chan
Special Educational Needs Teacher ............... Trudie Hudson
Lower Primary Coordinator/Teacher ............. Isabelle Lok
Teacher ............................................................. Claire Lam
Teacher ............................................................. Anna Zeal
Teacher ............................................................. Gary Yiu
Teacher ............................................................. Gordon Chiu
Teacher ............................................................. Rick Lee
Chinese Studies Teacher ......................... Cher Lam
Chinese Studies Teacher ......................... Mandy Ma
Chinese Studies Teacher ......................... Laura Lau
Physical Education Teacher ............... Ben Cooper
Music Teacher ..................................................... Julie Cheung
Teaching Assistant ........................................ Denny Yau
Teaching Assistant ........................................ Gilbert Choy
Teaching Assistant ........................................ Ka Yi Lam
Teaching Assistant ........................................ Suma Sannabhadti
Teaching Assistant ........................................ Michelle Zhao
Primary School Office Manager ............... Ivy Hui
Primary School Administration Assistant ... Arisa Witherell
Primary School Receptionist ...................... Claire Wong
Caretaker ......................................................... Ning Tsang
Cleaner ............................................................. Wah Chung
Cleaner ............................................................. Mei Cheung
The Primary School Curriculum

One of the benefits that Norwegian International School enjoys is being able to search the world for the very best curriculum and curriculum resources. We believe our search has been successful and we are able to track the academic progress of our students to ensure that these curriculums are being used effectively to promote a high standard of learning in all our students.

Christian Studies

NIS is committed to educating young children in the knowledge and awareness of God's Word and its relevance in their lives. Christian Education is just as essential as Mathematics, English, and Mandarin. Thoughts, discussions, and actions flowing from our Christian Education program lead students to achieve the final and most important line in our motto: Living for Eternity.

The Christian Studies is integrated into all the learning areas of the kindergarten and primary schools. Times of Bible reading, prayer and worship are important parts of each day for students and teachers who try to actively live the Christian principles they are taught.

To supplement academic learning, students are also given the opportunity to actively experience being the hands and feet of Christ by participating in Mission Trips, being involved in service to the community, and participating in fundraising opportunities.

Literacy

The Language Arts program at Norwegian International School is intended to build a lifelong appreciation of the English language in all its forms and to develop the skills necessary for success in all subject areas. To ensure a high standard of teaching in this area, NIS has called upon the United Kingdom Literacy Curriculum to guide teachers in planning activates and assessing students against reliable, international benchmarks.

Learning to read and reading with fluency and comprehension is an essential skill that is needed to access other learning. All students take part in a reading program that aims to improve reading skills. Quality literature, noted authors and illustrators, learning strategies, and process writing activities closely related to the literature are found in the adopted reading series and form an excellent base for instruction. This literature based instruction emphasizes understanding and is developed through teacher-directed
activities book sharing with classmates, frequent oral reading in class, and independent reading of student selected works

While students are always encouraged to write, even if they make mistakes, correct grammar, spelling and usage are expected on final drafts. Daily opportunities are provided for actual reading and real writing and practical application of these skills. Although students come to school from diverse backgrounds and with differing levels of proficiency, all students can learn to read and write in an engaging and encouraging environment. We believe that literacy skills are the keys to opening the doors future success. Our ultimate goal is to produce students who have the ability to read and write independently and the desire to do so frequently.

Mathematics

Norwegian International School provides opportunities for children to select and apply appropriate strategies to solve problems with confidence not only in mathematics classes, but also problems related to life experiences. We aim to teach students to make connections between concrete experiences and abstract ideas within other content areas, in the classroom and in everyday life. Linking mathematics to real-world experiences awakens children to the power and value of mathematics in their lives.

The school uses The Australian Curriculum: Mathematics to guide instruction in the class and provide solid benchmarks against which students can be assessed. This curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The International Primary Curriculum

The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning. It is one of the fastest-growing curriculums in the world and is endorsed by schools, authorities and governments alike.

The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children. Learning with the IPC takes a
global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by more than 1,800 schools in 90 countries around the world.

**Chinese Studies**

All students undertake Chinese Studies lessons daily. Each class is divided into two groups for these lessons in order to provide more individualised instruction and to better cater for each child’s level of development. A rigorous syllabus is taught in one group while a modified curriculum is taught to beginners or those who are learning at a slower pace. The class is taught using traditional Chinese characters.

**Music**

All students participate in formal music lessons twice a week and also have the opportunity to participate in extra-curricular music programs outside of these lessons. All music lessons are taken by a specialist music teacher who has an extensive background in the theory and application of music teaching.

Music is a performing art, and the best way to study music and to learn to appreciate music is through a working knowledge of the elements of music. We believe each student should have the opportunity to become involved with music and so the music curriculum will allow each student to participate in a musical experience regardless of his or her degree of musical talent. The participation in a performing experience is the best way to study and appreciate music. Activities include singing, playing basic percussion instruments, exploring band and orchestra instruments, and creating with musical devices. All of these require the student to become actively involved with the elements of music.

Another facet of our music curricula involves music appreciation which will expose students to a variety of music through recordings and live performances, and discussions of such topics as history, music personalities, the impact of music and students’ own preferences.

**Physical Education (P.E.)**

Physical education contributes to the overall well-being of our students through a curriculum which addresses the physical, mental, social, and emotional needs of youth. It is part of all the learning experiences the school offers and contributes uniquely to physical development and fitness through physical activities. It promotes:
• Physical fitness which permits the individual to live more effectively.
• Physical development which takes place through exercise.
• Social and emotional growth which depend on wholesome associations through small/large group interactions in group activity.
• Recreational activities which are creative, relaxing, or stimulating and provide for worthy use of leisure time.
• Self-esteem through feeling better about who one is as a person.
2015 – 2016 School Year Key Dates for Parents

August
August 6 – All staff return to school
August 14 – Primary School Registration Day
August 17 – First day of school for students at the Primary School

September
September 3 – Public Holiday – 70 Years since World War 2
September 11 – Primary School Curriculum Night
September 21 to 25 – Literacy Week
September 29 – Primary School Reflection Reports sent home

October
October 1 – Public Holidays
October 2 – Public Holiday (no school for students on this day)
October 6 to 8 – Year 5/6 Camp
October 12 to 16 – Green Week
October 16 – Beach Day
October 19 to 23 – Mid-Term Break

November
November 6 – Professional Development Day for Staff (no school for students)
November 7 – School Fair
November 20 – Parent Teacher Interviews (no school for students)
November 27 – Christmas Decoration Day

December
December 11 – Christmas Concert
December 18 – Last Day of Term 1 (half day)

January
January 4 – Professional Development Day and Year 1 Interviews (no school for students)
January 5 – Term 2 Begins
January 11 to 15 – Primary School Assessment Week
February
February 4 – Primary School Reports Sent Home
February 5 – Chinese New Year Fair
February 8 to 12 – Chinese New Year Holiday
February 19 – Child, Parent, Teacher - Three Way Conferences (no classes for students on this day)

March
March 4 – Primary Sports Day
March 18 – Last Day of Term (half day)
March 21 to April 5 – Easter Break

April

May
May 2 – Public Holiday
May 6 – Mothers Craft Afternoon at the Primary School
May 17 – Norwegian Day Celebrations
May 21 – Viking Evening
May 25 – Public Holiday
May 26 & 27 – Grandparents and Helpers Breakfast at the Primary school

June
June 9 – Public Holiday
June 10 – Fathers Challenge Afternoon at the Primary School
June 16 – Primary School Reports Sent Home
June 16 & 17 – Primary School Talent Show
June 22 – Year 6 Graduation Assembly
June 23 – Last day of Term 3 for Primary Students (half day)
June 24 – Last Day of Term 3 for Teachers

Please note that the above dates are tentative and may need to change throughout the year.
Arriving at School and Leaving the School

The Start of the School Day

The school day starts at 8:45 am and it is important that all students are punctual so that classes can begin in an orderly manner. No student should arrive at school before 8:30 am as students are not supervised before this time.

Absences

Students may be excused from school for legitimate reasons such as: illness, death in family, or religious holidays, assessments/interviews. A student must attend school at least half of an instructional day to be counted as present. If an absence is planned parents should give adequate notice to teachers. If an absence was not planned, please notify the school office early in the morning so that your child can be accounted for.

A doctors note is required if a doctor has been consulted during the absence. For some transmittable illnesses a child must be kept at home for a specified period of time. The school follows the recommendation of the government and may ask for a doctor’s note regarding the status of the child before they are allowed to return to school.

A student who is sick or feels unwell in the morning should stay home or see a doctor for diagnosis and treatment. A student who becomes ill during the school day should notify the teacher who will help make appropriate arrangements with the school office for the student’s care and/or parent’s pick up. If teachers observe that a student is feeling unwell or display symptoms of illness, they will be brought to the office to await carer/parent's pick up.

**Students who have a fever should not return to school until they remain fever free without the aid of fever reducing medication for 24 hours.** Other conditions may apply depending of the type of infection and severity according to Health department advice.

Parents may be requested to submit a doctor’s note confirming the student’s status before being al-lowed to return to school. Parents will receive notice if anyone in direct contact with their child has been diagnosed with a statutory notifiable infectious disease. Communicable diseases have different prevention guidelines and parents will be notified of them as it is relevant.

The following points should be kept in mind at all times:
• DO NOT send your child to school if their temperature is 37.5°C or higher, or if he/she has a cough, runny nose, diarrhoea, rash, or is feeling generally unwell. Unfortunately, one child’s illness can spread to the whole class.
• DO NOT give your child Panadol, Tylenol, Calpol or a cough suppressant in the morning and then send him/her to school. Medications only mask an illness and by lunchtime the student will feel unwell again.
• DO notify the school if your child is absent or if your child is diagnosed with a contagious illness such as chicken pox, impetigo, herpangina (blisters or ulcers in mouth), or hand, foot and mouth disease.
• DO take your child to see a doctor before they return to school if they have an undiagnosed rash or red itchy eyes with more discharge than usual.

Immunisations
The Hong Kong Department of Health recommends the following immunisation program:

<table>
<thead>
<tr>
<th>AGE</th>
<th>Immunisation Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn</td>
<td>B.C.G. Vaccine</td>
</tr>
<tr>
<td></td>
<td>Hepatitis B Vaccine - First dose</td>
</tr>
<tr>
<td>1 month</td>
<td>Hepatitis B Vaccine - Second dose</td>
</tr>
<tr>
<td>2 months</td>
<td>DTaP-IPV Vaccine - First Dose</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal Vaccine - First Dose</td>
</tr>
<tr>
<td>4 months</td>
<td>DTaP-IPV Vaccine - Second Dose</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal Vaccine - Second Dose</td>
</tr>
<tr>
<td>6 months</td>
<td>DTaP-IPV Vaccine - Third Dose</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal Vaccine - Third Dose</td>
</tr>
<tr>
<td></td>
<td>Hepatitis B Vaccine - Third Dose</td>
</tr>
<tr>
<td>1 year</td>
<td>MMR Vaccine (Measles, Mumps &amp;Rubella) - First Dose</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal Vaccine - Booster Dose</td>
</tr>
<tr>
<td></td>
<td>Varicella Vaccine - First Dose *</td>
</tr>
<tr>
<td>1 1/2 year</td>
<td>DTaP-IPV Vaccine - Booster Dose</td>
</tr>
<tr>
<td>Primary 1</td>
<td>MMRV Vaccine (Measles, Mumps, Rubella &amp; Varicella) - Second Dose*</td>
</tr>
<tr>
<td></td>
<td>DTaP-IPV Vaccine - Booster Dose</td>
</tr>
<tr>
<td>Primary 6</td>
<td>dTap-IPV Vaccine - Booster Dose</td>
</tr>
</tbody>
</table>
Other vaccines not included in the above Programme are available in private clinics. These vaccines include influenza vaccine, Haemophilus influenzae type b vaccine, meningococcal vaccine, hepatitis A vaccine, Japanese encephalitis vaccine and combined vaccines which contain a combination of various vaccine components. Parent should seek advice from doctors before getting their children immunised.

**Nut Free School**

NIS strives to be a nut free environment and has a Nut Free Policy. It is a policy that needs to be taken quite seriously because of its extremely dangerous consequences.

Nut allergies can be life threatening. It takes only the slightest smell, touch, or ingestion of peanuts, peanut butter, peanut oil, a product that 'may contain trace amounts of peanuts' or a product that has been 'processed in a plant that also manufactures peanut products', to cause a potential anaphylactic reaction in some children and adults.

As such students are not to bring any nuts (tree nuts or peanuts) to school. This applies both to the nuts themselves, and to products that may contain tree nuts or peanuts.

**The End of the School Day**

Children are dismissed at 3:15 pm. Those taking the school bus may leave 5-10 minutes earlier. If your child needs to leave early then please notify the school so that the teacher can ensure that your child is prepared to leave and the disruption to their school work can be minimised.

Children are released only when someone they recognise is there to pick them up. If parents allow students to go home by themselves, they should inform the school in writing. Students not picked up by 3:25 pm will be taken to the office to wait. All students, parents and care givers should vacate the school by 3:30 pm unless they are attending After School Activities.

**Buses**

The school does not currently furnish transportation for students. Parents need to assume the responsibility of arranging transportation for students to and from school. However, the school will help as much as possible to find potential bus service providers and forward contacts to parents.

Norwegian International School does not have a service agreement or contract with any bus company nor receives commission or compensation or any sort from them. As
such the school is not responsible for their services and is not liable for any loss or damages incurred through the use of their services.

Parents should communicate concerns directly with bus drivers or the bus company and payments should be made directly to the bus company.

Contacts:
Ms. Chow – serving areas in Tai Po  Tel: 9034 3612
Mr. Lam – serving areas in Sha Tin and Ma On Shan  Tel: 9325-6310

Parking
Both the Kindergarten and Primary schools have very limited on-site parking. Parents should park at the nearby metered parking lots as much as possible when attending school events or staying at the school for long periods. The drive way and the side of the street are not designated parking areas and are vulnerable to ticketing. Drivers should exercise extreme caution during drop-off or pick-up of students watching for other school buses, cars and children.
Communication Between Parents and Teachers

A definite key to the success of students, parents and teachers of Norwegian International School is found through a meaningful, consistent strategy of home-school communication.

A weekly newsletter is emailed out to all families and is also available on our school website. It contains important announcements and newsworthy events related to our school life.

At the end of each month a class newsletter is sent home from each of the classroom teachers. These newsletters are designed to update you on the particular units of work which are being focused on in class in the coming month and to celebrate the completion of past units of work. The classroom newsletters also act as a way for the teachers to inform parents of special events, needs for volunteers or materials, field trips, etc. within individual classrooms.

In addition to formal reports, teachers and administrators communicate with parents informally (phone calls, notes in the homework diary, emails, etc) regarding student progress and behaviour.

Teachers are concerned for the wellbeing of each and every student. If as a parent, you have a concern or problem, you are encouraged to discuss the matter with the teacher involved. If you need additional help, the Principal is there to listen and assist.
Home Learning

At Norwegian International School, homework is an integral part of the student's total educational program, however, one of the goals of NIS is the development of the whole child. In considering this, we believe it is important to allow times for co-curricular and out-of-school activities. In recognizing that student needs and working abilities differ, homework assignments will be individualized or appropriately adapted when necessary. Teachers will talk about the assigning of homework with parents in the curriculum evening.

Homework is assigned on a regular basis at all grade levels and students should experience a gradual increase in homework each year as they progress from one grade level to the next. Students should also assume more responsibility for independent work, long term assignments, and reading assignments as they progress through the middle-upper grades.

As a guide, the following can be expected for home learning at the different year levels:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Maximum Minutes per Day (to include all subjects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
</tr>
<tr>
<td>Year 2</td>
<td>20</td>
</tr>
<tr>
<td>Year 3</td>
<td>30</td>
</tr>
<tr>
<td>Year 4</td>
<td>40</td>
</tr>
<tr>
<td>Year 5</td>
<td>50</td>
</tr>
<tr>
<td>Year 6</td>
<td>60</td>
</tr>
</tbody>
</table>

Homework will be assigned with these purposes in mind:

- To improve skills in a basic subject.
- To review important concepts.
- To increase knowledge learned in the classroom.
- To prepare for classroom discussion and assessments.
- To develop the skills of research: Reading supplementary materials, using encyclopaedia, gathering specimens, and making subject related projects.
- To foster responsibility and independent study skills.
- To foster accelerated learning for very able learners.
- To extend a student’s particular or strong interest in the subject.

Parents and care givers are encouraged to provide a consistent and disciplined after school schedule that allows adequate time to complete homework. It is important to provide a
work environment that is comfortable and free of distractions where a suitable desk, instruments, materials, reference books and a computer are accessible. Ultimately we want students to be responsible for homework, however when appropriate, parents should check to see what homework was assigned and whether it was completed with adequate effort.

Parents who observe students spending an inordinate amount of time doing homework or no homework at all are encouraged to contact teachers for assistance. Parents will be contacted by the teacher when homework is frequently not turned in or completed and when there is a lack of effort in doing the best work. Comments on the habit of doing homework are recorded in the progress reports.
Standards of Dress for Students

We have experienced that when worn correctly, a uniform is an important tool for promoting the image of the school in the community, while also acting as a means of developing school pride and a sense of belonging and cooperation between students. The NIS Primary School uniform has been established to promote responsibility; a neat and tidy student appearance; and, a steady image amongst our students for our school.

When to Wear the Uniform

The NIS Primary School Sports Uniform is to be worn on days that students have Physical Education classes. The uniform is also to be worn when children go on excursions and during special school events (such as school photographs and sports day). The uniform can also be worn to school on other days at the student’s/parent’s discretion.

On days when the sports uniform does not need to be worn students are expected to wear clothing that is respectful to themselves and those around them while also being practical for the tasks that they may carry out throughout the day. To this end the following general guidelines should be followed in regards to the standard of dress expected of students at NIS:

- Clothing to be clean, neat and in good repair.
- Clothing must also be functional/fit for purpose and appropriate for the weather.
- All clothing should be modest and cover the child’s body appropriately. Neither the child’s midriff nor underwear should be visible when they are wearing their clothes. Shorts and skirts should be of an acceptable length.
- All clothing and personal belongings brought into school should be clearly named.
- Inappropriate messages or alcohol/tobacco advertisements on shirts are not permitted.
- Shoes or sandals must be worn.
- Hairstyles are to be neat and tidy, with natural colouring. Long hair (past shoulder length) must be tied back.
The Compulsory Uniform

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIS Short Sleeved Sports Shirt</td>
<td>NIS Long Sleeved Sports Shirt</td>
</tr>
<tr>
<td>NIS Sports Shorts</td>
<td>NIS Long Track Pants</td>
</tr>
<tr>
<td>NIS Track Top</td>
<td>NIS Track Top</td>
</tr>
<tr>
<td>NIS Hat</td>
<td>NIS Australian Style Hat</td>
</tr>
<tr>
<td>Plain White Socks</td>
<td>Plain White Socks</td>
</tr>
</tbody>
</table>

*At this stage it is at the discretion of each parent/child to determine if it is warm enough to wear the summer uniform or cold enough to wear the winter uniform.

Non-Compulsory Items

The NIS Stripped Polo Shirt is a non-compulsory item that can be worn on days when the sports uniform is not being worn. The polo shirt does not replace the sports shirt, but rather is an optional piece of uniform that can be worn by the students when they are not required to wear the sports uniform.

Shoes and Socks

Sneakers, trainers or running shoes should be worn with the sports uniform. The shoes should be specifically designed for physical activity rather than being casual or fashion shoes. At other times neat casual shoes or sandals should be worn that are appropriate for the wide range of activities that may be undertaken at school on any given day.

When wearing the sports uniform socks should be plain white in colour and should be designed for physical activity rather than being formal or designed for fashion purposes.

Jewellery

Students are discouraged from wearing jewellery while at school other than a wristwatch. Students with pierced ears should wear small studs or small hoop earrings. Large earrings, particularly those that dangle, should not be worn as they can prove to be unsafe in a school environment.
Behaviour at School

The Bible provides the best standard of conduct for all people:

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such there is no law.” - Galatians 5:22

Our goal at NIS is to help students grow to be outstanding citizens who display “The Fruits of the Spirit” in all they do and everywhere they go. Proper conduct in school during school related activities is a joint responsibility of parents and school staff members. With co-operation and clear and open lines of communication between school and home, problems with conduct are identified and addressed.

All members of the school community – teaching and non-teaching staff, parents, pupils and Board- work together towards the school aims in every interaction they have and through the way they carry out their duties. They do this by:

- Having high expectations of the behaviour of everyone within school.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Sharing information and insights so that everyone involved in caring for a child is fully informed and able to best help them.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.
- Expressing the Christian values of forgiveness and restoration.

Encouraging Appropriate Behaviour

Each class has a consistent positive reinforcement system that visually shows and recognizes the students’ positive behaviours and attitudes. All teachers at NIS use a consistent discipline strategy to address problematic behaviours. This involves a system of warnings (which are made visual) that can result in consequences that range from “reflection time” to a chat with the Principal.

Communication with parents is part of the process when problems persist or in case of serious misconduct. If needed, a student’s behaviour will be monitored for
improvement using a weekly reporting card that will record behaviours in every class of the day. In some cases the student may be put on probation for further observation. After reasonable measures and effort have been taken without improvement, the student will be suspended from school. Under serious circumstances the school will permanently exclude a student from the school or revoke his or her privilege to re-enrol.

Bullying
Norwegian International School is committed to providing a safe, positive learning environment. Therefore, we prohibit bullying and intimidation and will not tolerate it in any form. It shall be a violation of expected conduct for any student to bully or intimidate any other student or community member. We will investigate all informal and formal verbal and written complaints of bullying and/or intimidation. Any student who is found to have bullied and/or intimidated another student will be disciplined.

Definition:
Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is an abuse of power by those carrying out the bullying and is designed to cause hurt or intimidation. The behaviour of bullying can take place through physical or psychological intimidation that occurs repeatedly over time to create an on-going pattern of harassment and abuse. This includes any activity done online for these purposes. Students may bully a particular student on the basis of the student’s appearance, national origin, interests, academic achievements, economic status, or any number of other factors.

The School will investigate all incidents of bullying/intimidation and take appropriate action, whether staff personally observe incidents or they are made aware of them by some other means. Parents will be notified when an incident is substantiated. Staff members will intervene immediately or in a timely fashion to address the behaviour. The intervention will consist of identifying the inappropriate behaviour, debriefing the student(s) about his/her role. Information concerning any complaints of bullying/intimidation shall be treated confidentially.

The normal protocol for intervention:

- Stop the behaviour
- Debrief rules
- Discuss why the behaviour is inappropriate
- List the consequences for the behaviour
- Conference with the student(s)
- Arrange for apologies, both verbal and written
• Parent/student/teacher conference
• Counsellor referral
• Monitoring behaviour with reporting form

Depending on the nature and stage of bullying, the following consequences will be assigned:

• Verbal warning/reprimand
• Written warning/reprimand entered in student’s file
• An apology to the victim
• Parent/student/teacher conference
• Loss of privilege to participate in extracurricular activities for a specific period of time
• Counsellor referral
• Probation
• Suspension
• Permanent exclusion
• Other consequences deemed appropriate by the School
Parents Partnering with the School

Parental Involvement

Parents are an active part of the NIS community. The school is blessed by the support and involvement that parents give to the school. By giving of their time and energy to help, encourage and support each other, parents make an incredible difference to school life. Many parents get involved in the classroom by helping teachers or as guest speakers. Parents are also invited to be a guest presenter for our Chapel and Praise Time.

Parents are encouraged to get connected with the Parents Association (PA). The Parents Association of NIS welcomes all parents to its meetings for their ideas and suggestions. The PA welcomes all parents to actively help in various events and activities.

The Parent’s Association

The NIS parents are key stakeholders of our community. Their support and positive contributions are highly valued at all levels and help make our school an even better place. Through the Parents’ Association (PA), parents collectively support the school community and Principal to achieve the School’s aims and objectives.

Membership of the Parents’ Association is free; all parents of students attending NIS are automatically members. Collectively, NIS parents offer an invaluable skill set making a significant contribution towards the School’s fundraising efforts. All funds go directly towards educational support or reading materials.

During the academic year, the PA organizes various activities for the benefit of our students and parents. Over the years these have included the School’s Chinese New Year Fair, Christmas Silent Auction and Festive Fair, Community Fair BBQ, hot lunches, traditional bake sales, chocolate and ribbon making workshops.

The Principal meets with the PA community on a monthly basis giving parents the opportunity to share their views and ideas. Regular communications also include our NIS PA web page, weekly newsletters and email circulations.

Members of the PA committee are elected on a yearly basis and all parents are encouraged to participate to either undertake a position of office or involve yourself with PA activities.

A Parents’ Association welcome letter and membership form will be distributed nearer the start of the school year and there will be a short introduction to the PA during curriculum evening in September.
The NIS Community looks forward to welcoming you and your family on board.

For further information about this or other PA questions please feel free to email us at pa@nis.edu.hk

Helping in the Classroom

There are a range of ways that parents are able to help in the classroom. When classes often undertake particular activities, such as craft afternoons or excursions, and will ask for parents to volunteer to help. Similarly the whole school will often have special events where parental help is needed.

Some parents will also have particular skills and abilities that they would like to offer to a class. In these cases parents should talk directly to their child’s teacher and arrange suitable times to come into the classroom. Even if you don’t feel like you have a particular skill or ability, feel free to talk to your child’s teacher about ways that you might be able to help in the classroom.

While we value having parents volunteer at the school, please keep in mind that the following obligations are required from all volunteers assisting in the school:

1. Volunteers must observe all school policies and regulations
2. Volunteers must hold all matters connected with the school in confidence.
3. Volunteers should respect the professional role and judgement of teachers and administrators and remember that they are in charge at all times.
4. Volunteers should try to meet their commitment to the school, especially if a teacher is depending on help with planned activities.
Weather

The weather in Hong Kong can at times be extreme but is usually predictable to a certain extent. Please keep in mind the following information when extreme weather events are announced.

Tropical Cyclones

<table>
<thead>
<tr>
<th>Weather condition</th>
<th>Action to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Tropical Cyclone Warning Signal No. 1 is issued</td>
<td>• All schools, including kindergartens, are to operate as usual.</td>
</tr>
</tbody>
</table>
| When Tropical Cyclone Warning Signal No. 3 is issued*                             | • All kindergartens, schools for physically handicapped children and schools for mentally handicapped children are to close.  
• Other schools are to operate as usual unless advised otherwise.                   |
| When Tropical Cyclone Warning Signal Pre-No. 8 / No. 8 or above is issued*       | • All schools are to close.                                                        |
| When Tropical Cyclone Warning Signal No. 8 or above is replaced by Signal No. 3   | • All kindergartens, schools for physically handicapped children and schools for mentally handicapped children are to remain closed.  
• Other schools are to resume with the next session unless road or other conditions remain adverse. |
| When Tropical Cyclone Warning Signal No. 3 is replaced by Signal No.1 or when all signals are cancelled | • All schools are to resume with the next session.                                 |

*If students have already set out for school when the No. 3 signal is issued, kindergartens, schools for physically handicapped children and schools for mentally handicapped children should activate the contingency plan to ensure that school premises will be open and staffed until proper arrangements are made for arriving students to return home at an appropriate time. The same applies to all schools if the Pre-No. 8 / No. 8 signal is issued when students have already set out for school.
Heavy Persistent Rain
In the event of rainstorms, the following general arrangements will apply and appropriate public announcements will be made.

<table>
<thead>
<tr>
<th>Signal</th>
<th>Action to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMBER</td>
<td>• Unless the Education and Manpower Bureau has made special announcement on closure of schools, all schools, including kindergartens, will operate as usual.</td>
</tr>
<tr>
<td>RED or BLACK</td>
<td></td>
</tr>
<tr>
<td>(i) Before 6:15 a.m.</td>
<td>• AM and Whole-day schools will be closed all day.</td>
</tr>
</tbody>
</table>
| (ii) 6:15 a.m. – 8:00 a.m. | • Schools should ensure that their premises are open until the end of the normal school hours and arrange staff to look after those students who have left home for school. They should also ensure that conditions are safe before allowing students to return home.  
• There will be no lessons for all AM and Whole-day schools.  
• Students who have not left for school should stay home.  |
| (iii) 8:00 a.m. – 10:30 a.m. | • AM and Whole-day schools should continue the lessons until the end of the normal school hours and should ensure that conditions are safe before allowing students to return home. |
| (iv) 10:30 a.m. – 11:00 a.m. | • PM schools will be closed.  
• AM and Whole-day schools should continue the lessons until the end of the normal school hours and should ensure that conditions are safe before allowing students to return home. |
| (v) 11:00 a.m. – 1:00 p.m. | • PM schools should ensure that their premises are open until the end of the normal school hours and arrange staff to look after those students who have left home for school. They should also ensure that conditions are safe before allowing students to return home.  
• There will be no lessons for PM schools.  
• Students of PM schools who have not yet left for school should stay home.  
• AM and Whole-day schools should continue the lessons until the end of the normal school hours and should ensure that conditions are safe before allowing students to return home. |
| (vi) After 1:00 p.m. | • All schools should continue the lessons until the end of the normal school hours and should ensure that conditions are safe before allowing students to return home. |
School Closure

In exceptional circumstances, the Director of Education may announce the closure of schools in one or more districts. Students living in such districts should also not come to school even if their school is located elsewhere.

In addition to this, if local weather, road, slope, traffic or transport conditions warrant the closure of a school and a general announcement has not been made by the Director of Education, a school may, very exceptionally, close the school. In such case, we will contact the Education Department who will arrange for an announcement to be made.

Parents are also encouraged to use their discretion in deciding whether or not to send their children to school. They should keep their children at home if it seems to them that local weather, road, slope, traffic or transport conditions at that time warrant this. If a student should arrive late to school, or be absent from school, as a result of severe weather conditions, there will be no penalty.

Please be aware that NIS is located in the New Territories East School District and parents should be aware of all announcements relevant to this district.

Air Quality

NIS monitors the Hong Kong Air Quality Health Index (AQHI) in order to health risks/options for physical education and other outdoor activities. In the event of decreased air quality, NIS follows guidelines developed by the Education Bureau to determine what activities are suitable and which need to be modified or cancelled.
Contact Details

The Primary School Office:
Phone: 2658 0341
Fax: 2651 0050
Email: office@nis.edu.hk
Mail: 170 Kam Shan Rd., Kam Shan Village, Tai Po, Hong Kong