



# Norwegian International School

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A Member of Generations Christian Education

## Primary Campus Parent Handbook 2017 - 2018

# Our Mission

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

Loving for today

Learning for Tomorrow

Living for Eternity



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# The Sponsoring Body – Generations Christian Education

Generations Christian Education is a not-for-profit organisation currently operating three international schools in Hong Kong — Norwegian International School (Primary & Kindergarten campuses) in Tai Po, Small World Christian Kindergarten in Mid-Levels, and Island Christian Academy in Sheung Wan. Together these schools make up the Generations Family of Schools.

Generations desires to serve the needs of Hong Kong's children in the area of Christian Education and possesses over 30 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 at the Kindergarten Campus.

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 over 30 years ([www.swck.edu.hk](http://www.swck.edu.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 years.

# Our Core Values

## Christ Centred (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 empathise 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, Chinese 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;
- Recognises and responds to the individual intellectual, spiritual, aesthetic, physical, emotional and social developmental patterns of children;
- Provides a program of active, child-centred learning based on a progression from concrete to abstract thinking.
- Develops 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.*

## The Language of Learning at NIS

At NIS, we believe it is important that all members of our community, students, parents/care-givers and teachers all use a common language to describe aspects of learning to provide consistency and clarity of communication. Here are some terms your children/you should know:

### Academic Goals

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

*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.*

We have different age-appropriate KSU definitions to ensure we have a common understanding and vocabulary around our learning types.

### Milepost 1 (Years 1 and 2) K, S, U Definitions

**Knowledge** is .... learning facts.

**Skills** are .... things we can do and get better at by practicing.

**Understanding** is.... putting together our knowledge and skills to explain things.

## Milepost 2 (Years 3 & 4) K, S, U Definitions

<b>Knowledge</b> is....	learning facts and information to build on what we already know.
<b>Skills</b> are....	using my knowledge to do something, which can get better by practicing.
<b>Understanding</b> is....	connecting knowledge and skills to explain how we understand the world.

## Milepost 3 (Years 5 & 6) K, S, U Definitions:

<b>Knowledge</b> is ...	gaining information through learning experiences and evidence.
<b>Skills</b> are ...	applying my knowledge practically and in different ways.
<b>Understanding</b> is...	applying knowledge and skills to make deeper connections with our learning and the world.

## Looking for Learning Questions

These questions (and further detailed and refinements of them, in age appropriate language) are used in our classrooms. They are fundamental to what we want our teachers and students alike to be aware of and thinking about in the context of their own learning and learning environments. The more we share a focus on learning, the richer the learning at NIS will be.

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?

## International Goals

At NIS, delivering an international education and promoting global perspectives are seen as essential. In our mission, we state that we are dedicated to raising a generation of global citizens who care for the world and its people as Christ did. God loves and cares for all people - of every nation, ethnicity and faith - and he sent his son to die for all people. When God poured out the Holy Spirit, he came to all believers, regardless of nationality or language. Jesus gave clear commands to his disciples, and to us, to go out into the world, to all nations. We are commanded to love our neighbours as ourselves, and our hope is that our students will, during their years at NIS, develop an understanding of their neighbour as being all God's people. Developing an international mindset is core to our vision and mission.

International-mindedness is promoted in both academic and extracurricular offerings. As a core pillar of the IPC, international-mindedness comprises an important element of students' learning experience across subject areas. There are specific international learning goals that are taught in every unit. In addition, in their daily Chinese Studies classes, students not only

develop knowledge of the language but also gain exposure to and a love for Chinese culture and history.

Through our international curriculum, students develop:

- Knowledge and understanding beyond that related to their own nationality
- An understanding of the independence and interdependence of peoples, countries and cultures
- Both a national and international perspective
- The skills and mindset to be a global citizen who makes an active, positive contribution to society.
- An increasing sense of their own identity alongside developing a sense of others and their identities.

Students are given opportunities to explore themes and subjects from their own home country's perspective, as well as that of the host country (Hong Kong/China) and other countries. This allows our students from many different nationalities to learn something within the subjects about their own culture and feel closer, despite living so far away.

*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.*

We have different age-appropriate goals that aim to teach students so they develop their international mindedness.

### **Milepost 1 (Years 1 and 2)**

- I respect others.
- I can work with many different people.

### **Milepost 2 (Years 3 and 4)**

- I can identify activities and cultures which are different but equal to mine.

### **Milepost 3 (Years 5 and 6)**

- I can explain how the lives of people in a country/group are affected by the activities of other countries/groups.
- I can identify ways in which people work together for mutual benefit.

## Personal Learning Goals

We focus on the development of the whole child, so that every child will flourish not only academically, but also physically, spiritually and socially. Character development and values formation are central to our approach to teaching and learning. Personal goals (adaptability, respect, cooperation, communication, thoughtfulness, morality, enquiry, resilience) which complement our vision, mission and values, and form the core of our vision for the types of children we are helping to develop, have been selected to focus how students are developed and prepared for life in and beyond school.

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.

# The Learning Process

The following learning process, which builds on what we know about how the brain works, is used in every IPC unit, and aspects of it in every subject area, as appropriate, to maximise learning. Students will be familiar with the process and increasingly with the ways in which each phase benefits their learning. Parents will be invited to participate in aspects, as appropriate, throughout the year.

1. The **entry point** gets learners excited about the unit
2. The **knowledge harvest** helps learners think about what they know already, firing up the neurons and allowing them to make connections on what they already know, to add new learning or consolidate existing learning.
3. **Explaining the theme**, allows learners to know where they will be going in the unit and what to expect which builds on the behaviour of neurons and the importance of connections.
4. **Research and recording** allow learners to find out information and practice skills and then pass that on in some way to others, thus allowing them to embed the learning further. A wide variety of methods for both researching and recording are important due learners' differences in the ways they take in information and process learning.
5. The **exit point** is a celebration of learning and a way for learners to share with others in the community what they have learned. Given how the brain processes complex information over time, these are great opportunities for reflecting and processing.

# Primary School Staff

School Supervisor.....	Gail Maidment
Principal.....	Bonnie Chan
Vice Principal (Teaching & Learning) and Teacher.....	Anna Zeal
Vice Principal (Pastoral Care) and Teacher.....	Rick Lee
Learning Support Teacher.....	Sarah Wong
Teacher.....	Claire Lam
Teacher.....	Gustaf Munro
Teacher.....	Gary Yiu
Teacher.....	Trudie Hudson
Teacher.....	Pontus Yip
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.....	Pearl Hansen
Teaching Assistant.....	Gilbert Choy
Teaching Assistant.....	Fitria Mente
Teaching Assistant.....	Suma Sannabhadti
Teaching Assistant.....	Virginia Chan
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 curricula are being used effectively to promote a high standard of learning in all our students.

## Christian Studies – Journey 2:52

At the heart of our teaching and learning is the recognition that every student is a beloved child of God, made in his image, who has a place and a purpose in this world, and we at NIS have the privilege and responsibility to help them grow. The Journey 2:52 programme provides students with a wide range of opportunities to learn about God, the Bible, Jesus Christ, leaders of the faith and Christian values.

Learning at Generations schools is focused on the growth of the whole child, as we believe this provides the best opportunity to nurture that child to success in every aspect of their lives. We look to Christ as our role model, who, as described in Luke 2:52, “grew in wisdom (academic) and stature (physical), and in favor with God (spiritual) and man (social).”

The name Journey 2:52 is derived from (i) our understanding that developing faith is a process, and though we are all at different places, we are all on a journey and (ii) our shared vision for students – to grow in Christ-likeness as a whole person, as described in Luke 2:52.

## English



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 activities 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. 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.

# 2017 – 2018 School Year Key Dates for Parents

## August

- August 3 – All staff return to school
- August 11 – Primary School Registration Day
- August 14 – First day of school for students at the Primary School

## September

- September 11 – Primary School Curriculum Night
- September 20 to 22 – Year 5/6 Camp
- September 26 – Primary School Reflection Reports sent home
- September 28 – Beach Day
- September 29 – Professional Development Day for Staff (no school for students)

## October

- October 2-6 – Midterm Break
- October 20 – Professional Development Day for Staff (no school for students)
- October 21 – Open Day
- October 27 – Green Day

## November

- November 17 – Parent Teacher Interviews (no school for students)
- November 24 – Literacy Day
- November 27 – Christmas Decoration Day

## December

- December 8 – Christmas Concert
- December 15 – Last Day of Term 1 (half day)
- December 16-January 1 – Christmas Holidays

## January

- January 2 – Professional Development Day for Staff (no school for students)
- January 3 – Term 2 Begins

## February

- February 1 – Primary School Reports Sent Home
- February 9 – Child, Parent, Teacher – Three Way Conferences (no classes for students on this day)

February 14 – Chinese New Year Fair  
February 15-23 – Chinese New Year Holiday

## March

March 9 – Primary Sports Day  
March 23 – International Day  
March 24 – Viking Evening  
March 29 – Last Day of Term (half day)  
March 30 – April 13 – Easter Holidays

## April

April 16 – Term 3 Begins  
April 27 – Maths Day  
April 30 – Professional Development Day for Staff (no school for students)

## May

May 1 – Public Holiday  
May 11 – Mothers Afternoon at the Primary School  
May 17 – Norwegian Day Celebrations  
May 21 – Professional Development for Staff (no school for students)  
May 22 – Public Holiday  
May 24 & 25 – Grandparents and Helpers Breakfast at the Primary school

## June

June 8 – Fathers Challenge Afternoon at the Primary School  
June 14 – Primary School Reports Sent Home  
June 18 – Public Holiday  
June 21 – Year 6 Graduation Assembly  
June 22 – Last day of Term 3 for Primary Students (half day)  
June 27 – 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 doctor's 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 allowed 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 programme:

AGE	Immunisation Recommended
Newborn	B.C.G. Vaccine Hepatitis B Vaccine - First dose
1 month	Hepatitis B Vaccine - Second dose
2 months	DTaP-IPV Vaccine - First Dose Pneumococcal Vaccine - First Dose
4 months	DTaP-IPV Vaccine - Second Dose Pneumococcal Vaccine - Second Dose
6 months	DTaP-IPV Vaccine - Third Dose Pneumococcal Vaccine - Third Dose Hepatitis B Vaccine - Third Dose
1 year	MMR Vaccine (Measles, Mumps & Rubella) - First Dose Pneumococcal Vaccine - Booster Dose Varicella Vaccine - First Dose *
1 1/2 year	DTaP-IPV Vaccine - Booster Dose
Primary 1	MMRV Vaccine (Measles, Mumps, Rubella & Varicella) - Second Dose * DTaP-IPV Vaccine - Booster Dose
Primary 6	dTap-IPV Vaccine - Booster Dose

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

Jackson School Bus – serving areas in Sha Tin and Ma On Shan

Tel: 9034 3612

[jac0012@netvigator.com](mailto:jac0012@netvigator.com)

## 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 bi-weekly newsletter is emailed out to all families and is also available on our school web site. 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 your child's learning on the particular units of work which are being focused on in class in the coming month and to celebrate the completion of learning in 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

For a school where learning is a main focus, home learning is a natural extension and positive addition to the learning that takes place in school. In addition, the Bible indicates that parents have primary responsibility for their children's education. Therefore, at NIS, we believe in a close home-school partnership and that home learning is a vital component of our student's education.

## Purpose of Home Learning

For the short term:

1. to practise skills learned in the classroom
2. to consolidate conceptual knowledge
3. to provide an opportunity for students to share, discuss and relate what they are learning to their parents/caregivers, eventually demonstrating understanding

For the long term:

1. to help students develop in line with the shared vision
2. to aid in the development of responsible learning habits
3. to encourage independent thinking
4. to stimulate creative activity and imagination
5. to develop a spirit of enquiry and research
6. to foster self-discipline
7. to develop self-confidence through repeated success
8. to reflect on the meaning, purpose and relevance of what is being taught and learned
9. to develop personal goals (e.g. resilience in mastering a difficult maths concept)

## Home Learning Guidelines

### Whole Child Development Considerations

At NIS, we believe that it is important for children to develop in all areas, in line with Luke 2:52 where we see Jesus develop intellectually, physically, spiritually and socially. Time at home should be devoted to activities such as creative play, conversations with family members, reading for pleasure, art activities, recreation and interaction with friends and siblings. We believe that play is very important for children's development as it gives them a chance to explore their talents and interests and exercise physical and mental skills in a non-threatening environment. We want students to have time for experiences that serve to develop the

personal goals and international mindedness through their unique family context. We have therefore limited the amount of time that students are expected to spend on home learning.

### Limited, Age Appropriate, Time Allocation

The length of home learning time increases gradually by year level. Teachers will determine the appropriate amount of total home learning time, and what amount for individual subjects (e.g. English, Maths, IPC or Chinese) for each year level, subject to maximum time allotment guidelines listed below. Guidelines are there to promote consistency and help teachers, parents and students all have a clear understanding of expectations.

No matter the age of the child, daily reading for pleasure in English, and also in Chinese, is encouraged and may supplement the time allocated for assigned learning.

## Parental/Caregiver Role

Parents play a vital role in their child(ren)'s overall learning experience. We encourage parents to engage and support their child(ren)'s learning out of school in creative ways, including,

- Visits to museums linked to themes
- Encouragement to keep going when learning is tough
- Topic-based field trips
- Visits to public libraries
- Knowing and participating in the learning process with their child(ren) (e.g. knowledge harvest, research, reflection)
- Developing enquiry skills by asking questions and encouraging curiosity and wonder
- Using the internet for research (e.g. to explore family trees or holiday destinations)
- Discussing and developing personal goals
- Discussing the theme and goals of an IPC unit through the lens of current events

Parents and caregivers 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.

### Home Learning at Weekends

To allow time for play, family time and worship activities, assignments of home learning over the weekends should be limited, but may include, for example, reading or other long-term project assignments. There can also be flexibility for teachers to assign extra practice work for students who may be behind and need it to catch up to year level standards, provided that parents are informed and in agreement.

### Home Learning During School Holidays

School holidays are an important time for rest, reflection, out-of-school experiences and family time, and not hours of schoolwork. Children should be encouraged to read, write (e.g. travel journals / holiday diaries) and do math (through e.g. cooking, budgets) while on holiday to develop a life-long love of learning. Parents are also encouraged to continue to support the shared vision through e.g. discussing how particular situations develop the personal goals throughout all holidays. Enrichment packages may be given at teachers' discretion. However, no home learning should be assigned that is due back the first day after a school holiday.

Home learning is assigned on a regular basis at all grade levels and students should experience a gradual in-crease 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:

<b>Year Level</b>	<b>Maximum Minutes per Day (to include all subjects)</b>
Year 1	20
Year 2	20
Year 3	30
Year 4	40
Year 5	50
Year 6	60

# 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 Formal Uniform is to be worn on days when students do not have Physical Education classes. The NIS Primary School Sports Uniform is to be worn on days that students have Physical Education classes.

The school uniform is also to be worn when children go on excursions and during special school events (such as school photographs and sports day). Unless specified by the school or class teacher, the uniform worn for excursions or special events can be chosen at the students/parents discretion.

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.
- All clothing and personal belongings brought into school should be clearly named.
- Hairstyles are to be neat and tidy, with natural colouring. Long hair (past shoulder length) must be tied back. Hair should be tied up with red or blue accessories.
- All students must wear the school hat.
- Students need to wear their hat to go outside to play.

There may be occasions when the school will notify parents that the uniform does not need to be worn (such as Viking Afternoon, Character Dress-Up Day). On those days, 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.
- Inappropriate messages or alcohol/tobacco advertisements on shirts are not permitted.
- Shoes or sandals must be worn.
- Hairstyles are to be neat and tidy.

## The Compulsory Uniform

Summer Uniform	
Boys	Girls
<u>Formal Uniform</u> NIS Short Sleeve Polo Shirt NIS Shorts/NIS Pants NIS Hat NIS Cardigan (if needed) Plain White Socks Black Shoes  <u>Sports Uniform</u> NIS T-Shirt NIS PE Shorts NIS Track Top NIS Hat Plain White Socks Sports Shoes	<u>Formal Uniform</u> NIS Short Sleeve Polo Shirt NIS Skort NIS Hat NIS Cardigan (if needed) Plain White Socks/Black Leggings/Black Knee-High Socks Black Shoes  <u>Sports Uniform</u> NIS T-Shirt NIS PE Shorts NIS Track Top NIS Hat Plain White Socks Sports Shoes

Winter Uniform	
Boys	Girls
<u>Formal Uniform</u> NIS Long Sleeve Polo Shirt NIS Pants NIS Cardigan NIS Hat NIS Duffel Coat (optional) Black Thermal Undershirt (if needed) Plain White Socks Black Shoes	<u>Formal Uniform</u> NIS Long Sleeve Polo Shirt NIS Skort NIS Cardigan NIS Hat NIS Duffel Coat (optional) Black Thermal Undershirt (if needed) Plain White Socks/Black leggings/Black Knee-High Socks

<u>Sports Uniform</u> NIS Long Sleeve T-Shirt NIS Track Top NIS Track Pants NIS Hat Plain White Socks Black Thermal Undershirt (if needed) – <i>should not be visible</i> Sports Shoes	Black Shoes  <u>Sports Uniform</u> NIS Long Sleeve T-Shirt NIS Track Top NIS Track Pants NIS Hat Plain White Socks Black Thermal Undershirt (if needed) – <i>should not be visible</i> Sports Shoes
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*\*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 Duffel Coat is a non-compulsory item that can be worn on days when it is cold in the winter. The hood is detachable, and the front will have a zipper along with buttons to make it easy for students to put on by themselves.

## Shoes and Socks

The shoes for the formal uniform should be all in black – including any logos. Sneakers, trainers or running shoes should be worn with the sports uniform. The sports uniform’s white socks and running shoes should be specifically designed for physical activity rather than being casual or fashion shoes.

## 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

In line with its vision and mission, and shared vision for students, NIS aims to develop students of character, compassion, courage and competence in a loving, Christian context. Positive, life-giving behaviours are integral to this vision. NIS believes that each individual child best flourishes in a safe, secure and supportive environment, and will seek to guide students and promote positive behaviour and will aim to publicly recognise the positive personal qualities and achievements of our students in the belief that success breeds success.

We believe that all children are image-bearers of God, and therefore that students are responsible and accountable for their actions and words. At NIS, we will give students appropriate responsibility and hold them accountable so that they can experience and practice the personal goals defined in our shared vision:

<b>Adaptability</b>	I feel good with new people places and things.
<b>Respectful</b>	I take care of things that aren't mine, of other people, and my environment.
<b>Cooperation</b>	I can work well with lots of different people, and I can take on different roles in a group.
<b>Morality</b>	I can give reasons for the things that I do, and think of how I could do them differently.
<b>Communication</b>	I can share my thoughts and feelings with lots of different people in lots of different ways.
<b>Thoughtfulness</b>	I can use my thinking skills to solve problems, and think about things in different ways.
<b>Enquiry</b>	I like to find out new things by asking questions and investigating.
<b>Resilience</b>	I work hard until my activities are finished and I keep trying even if it's difficult for me.

All members of the school community – teaching and non-teaching staff, parents, pupils and Board- work together towards the school's shared vision 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

## Conflict Resolution and Restorative Practices

Students who are developing thoughtfulness, cooperation and morality (among the other personal goals that NIS values), and who are being raised to be a global people of faith, must be trained in conflict resolution and restorative practices. Restorative practices focus on repairing the harm done to people and relationships, rather than on punishing offenders. When possible, it is a preferred strategy for helping students resolve conflicts since it aims to restore

relationships that have been damaged by a wrongdoing: be it a playground conflict, bullying or misbehaviour.

By engaging in restorative practices, students need to take responsibility for their own actions and work with those who are affected by their actions to repair the harm done. Restoration involves ownership of the sinful behaviour, acknowledgement of the hurt, asking forgiveness, and repentance. The process involves all parties affected and all have a say. Love requires gentle confrontation and/or a firm rebuke and correction. Conflict resolution skills are enhanced by the use of restorative practices.

## 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 Assembly and Praise Time.

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

### The Parent-Teacher 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 Parent-Teacher Association (PTA), parents collectively support the school community and Principal to achieve the School's aims and objectives.

Membership of the Parent-Teacher 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 school improvements.

During the academic year, the PTA 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 PTA community on a monthly basis giving parents the opportunity to share their views and ideas.

Members of the PTA committee are elected on a yearly basis and all parents are encouraged to participate, undertaking a position of office and/or being involved with PTA activities.

A Parent-Teacher Association welcome letter and membership form will be distributed at the start of the school year and there will be a short introduction to the PTA 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 PTA questions please feel free to email us at [pta@nis.edu.hk](mailto:pta@nis.edu.hk)

## Parent Engagement

We want parents/caregivers to be aware of our focus on improving learning and our shared vision for students because it will help them understand our culture and how the vision impacts all aspects of school life. It will also help them support their child(ren)'s learning better.

As such, throughout the year, we provide a variety of organised avenues for parents to engage to learn more about their child's learning through, for example:

1. Curriculum evening in September
2. Periodic parent evenings/workshops and/or courses throughout the year, on relevant learning topics including, but not limited to:
  - brain research and learning,
  - knowledge, skills & understanding
  - curriculum (in particular the core of IPC)
3. Parent-teacher conferences/Student-led conferences,
4. Exit and Entry points,
5. Celebrations of learning such as concerts and productions,
6. Periodic community reviews/surveys for feedback.

## 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

Weather condition	Action to be taken
When Tropical Cyclone Warning Signal <b>No. 1</b> is issued	<ul style="list-style-type: none"> <li>All schools, including kindergartens, are to operate as usual unless advised otherwise.</li> </ul>
When Tropical Cyclone Warning Signal <b>No. 3</b> is issued*	<ul style="list-style-type: none"> <li>Classes of kindergartens, schools for children with physical disability and schools for children with intellectual disability are to be suspended.</li> <li>Other schools are to operate as usual unless advised otherwise.</li> </ul>
When Tropical Cyclone Warning Signal <b>Pre-No. 8 / No. 8</b> or above is issued*	<ul style="list-style-type: none"> <li>Classes of all schools are to be suspended.</li> </ul>
When Tropical Cyclone Warning Signal No. 8 or above is replaced by Signal <b>No. 3</b>	<ul style="list-style-type: none"> <li>Classes of all kindergartens, schools for children with physical disability and schools for children with intellectual disability are to remain suspended.</li> <li>Unless previous announcement has been made to the effect that classes will be suspended for the entire day, other schools are to resume if Tropical Cyclone Warning Signal 3 has been issued before 5:30a.m. (for AM and whole-day schools)/10:30a.m. (for PM schools).</li> </ul>
When Tropical Cyclone Warning Signal No. 3 is replaced by Signal <b>No.1</b> or when <b>all signals</b> are	<ul style="list-style-type: none"> <li>All schools are to resume with the next session unless previous announcement has been made to the effect that classes will be suspended for the entire day.</li> </ul>

cancelled	
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\*If students have already set out for school when Tropical Cyclone Warning Signal No. 3 is issued, kindergartens, schools for children with physical disability and schools for children with intellectual disability should activate the contingency plan to ensure that school premises will be open and arrange staff to look after the students who have arrived at school, until proper arrangements are made for such students to return home at an appropriate time under safe conditions. The same applies to all schools if the Tropical Cyclone Warning Signal Pre-No. 8 / No. 8 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.

<b>Signal</b>	<b>Action to be taken</b>
<b>AMBER</b>	<ul style="list-style-type: none"><li>• All schools, including kindergartens, are to operate as usual unless advised otherwise.</li></ul>
<b>RED or BLACK</b>	
(i) Issued from 5:30am onwards and before 6:00am	<ul style="list-style-type: none"><li>• Classes of AM and whole-day schools are to be suspended all day.</li><li>• Students who have not left for school should stay home.</li><li>• Schools should implement contingency measures and arrange staff to look after the students who might arrive and ensure that conditions are safe before allowing students to return home.</li></ul>
(ii) Issued from 6:00am onwards and before 8:00am	<ul style="list-style-type: none"><li>• Students of AM and whole-day schools do not have to attend school that day.</li><li>• Students who have not left for school should stay home.</li><li>• Schools are required to keep their premises open and implement contingency measures to look after students who have arrived at school.</li><li>• If students learn about the class suspension announcement on their way to school, they should decide whether to proceed with their journey to school taking into consideration the rain, road, slope or traffic conditions.</li><li>• Students who have already arrived at school should remain in school until it is safe for them to return home.</li><li>• Parents do not need to pick up their children from school</li></ul>

	immediately.
(iii) Issued from 8:00am onwards and before 10:30am	<ul style="list-style-type: none"> <li>• AM and Whole-day schools should continue the lessons until the end of the normal school hours and ought to ensure that conditions are safe before allowing students to return home.</li> </ul>
(iv) Issued from 10:30am onwards and before 11:00am	<ul style="list-style-type: none"> <li>• Classes of PM schools are to be suspended.</li> <li>• Students of PM schools who have not left for school should stay home.</li> <li>• AM and whole-day schools should continue the lessons until the end of normal school hours and ought to ensure that conditions are safe before allowing students to return home.</li> </ul>
(v) Issued from 11:00am onwards and before 1:00pm	<ul style="list-style-type: none"> <li>• Students of PM schools do not have to attend school that day.</li> <li>• Students of PM schools who have not left for school should stay home.</li> <li>• PM schools are required to keep their premises open until the end of normal school hours and arrange staff to look after the students who have arrived at school. They ought to ensure that conditions are safe before allowing students to return home.</li> <li>• If students learn about the class suspension announcement on their way to school, they should decide whether to proceed with their journey to school taking into consideration the rain, road, slope or traffic conditions.</li> <li>• Students who have already arrived at school should remain in school until it is safe for them to return home.</li> <li>• Parents do not need to pick up their children from school immediately.</li> <li>• AM and whole-day schools should continue the lessons until the end of normal school hours and ought to ensure that conditions are safe before allowing students to return home.</li> </ul>
(vi) Issued from 1:00pm onwards	<ul style="list-style-type: none"> <li>• All schools should continue the lessons until the end of the normal school hours and ought to ensure that conditions are safe before allowing students to return home.</li> </ul>

## 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.

## Gifts

- Group gifts are allowed but no individual can make a contribution of more than HK\$300.
- The value of the gift from an individual person cannot exceed HK\$300. If it does the member of staff will need to return it to the donor.
- Gift cards up to the value of HK\$300 are allowed but cash is not allowed.
- Gifts on a special occasion such as a wedding must cost no more than HK\$500.
- Gifts for retirement or resignation must not exceed HK\$1000.
- Food hampers can be given but will need to be shared amongst the staff.
- Gifts should be freely offered with nothing expected in return.

# Contact Details

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