



NEXUS
INTERNATIONAL
— SCHOOL —

Embracing diversity. Challenging Minds

Secondary
PARENT AND LEARNER HANDBOOK
2014-2015

This handbook has been compiled by Nexus International School to provide learners and parents with clear information about the policies and procedures of the school. There are many important areas addressed here and we therefore urge all parents and learners to read the handbook. Please let us know if there are aspects of school life or questions that are not covered in the handbook.

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1. Welcome Message from the Head of Secondary

Thank you for choosing Nexus International School, Putrajaya for your children.

It is well documented that children learn best when their parents are both interested and involved in their school-life. At our school we acknowledge the importance of close parent – teacher – learner links and encourage you as parents to be involved completely in the education of your child. This handbook has been written to assist with this and make clear the systems, procedures and expectations of the school.

On behalf of the management and staff in the secondary school, I welcome you to Nexus International School and hope that we are at the start of a meaningful and productive partnership between you, the staff and of course, your children.

We have the facilities to assist our dedicated and hard working professional teachers to do what they are passionate about – helping children to learn effectively, and fulfil their potential.

Please do read the guide carefully and contribute to your child's successful future. We welcome feedback – please contact us if the handbook does not answer your questions.

Kind Regards,



Steven Pearce.

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2. Our Approach to Schooling

Our Purpose

To educate the youth of the world to take their productive place as leaders in the global community.

Our Mission

To be acclaimed by the world-wide international education community as a provider of the highest quality international education which is specifically matched to the needs of our expatriate and local students.

Our Vision

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. We will accomplish this by celebrating diversity and challenging minds.

Our Core Values

being dedicated to a culture of	Respecting and caring for each other
openness in	Excellence
acting with	Communication
being	Integrity
creating	Passionate in what we do
	Enjoyable environments

Our Promise

To treat everyone as gifted and talented individuals and to foster those talents and gifts through careful mentorship and guidance that is based on respect for all.

To provide an environment that allows these talents to flourish: one that is innovative, progressive and grounded in trust, compassion and respect.

3. Structure and Staff

Ownership

Nexus International School is owned by Taylors Education Group. Other schools in the group are Garden International School, the Australian International School of Malaysia, Taylors International School Kuala Lumpur, Taylors International School Puchong and Nexus International School, Singapore.

Management structure

The Principal and the Head of Secondary manage the Secondary school. There are 2 Phase Leaders (Y7 to Y10 Middle School Phase Leader, Y11 to Y13 Senior School Phase Leader) and the IB Coordinator who assist in the daily routines of overseeing the pastoral side of the secondary school. Subject leaders have responsibility for implementing the curriculum in their learning areas.

In most situations the initial point of contact for parents should be the learner's subject teacher or form tutor. Each class has a form tutor; every Friday all learners meet their form tutor for PSE (Physical, Social, Education). Should questions remain after that meeting, parents are invited to contact the relevant Phase Leader. Please refer to "Communication protocols".

SECONDARY STAFF

School Principal: Alison Hampshire

Head of Secondary: Steven Pearce

Head of Administration: Samantha Lim

Director of Boarding: Trevor Schubert

Phase Leaders: Leilah Zahedi (Middle School Phase Leader) John Lee (IB Coordinator) Andrew Britnell (Senior School Phase Leader)

Whole School Learning and Teaching Coordinator: Suzy Pugh

Secondary subject leaders

English	Margaret Forsyth
Mathematics	John Paul Green
Science	Vincent Palombo
Humanities	Ainslie Dann
Performing Arts	Tim Costello
PE and Health	Paul Beattie
Languages	Martyn Nayman
ICT	Jared Wilson
Head of LS and EAL	Angela Mutinda
Head of Visual Arts	Mauro Brooks

Secondary teachers

English	Vincent Heselwood Rizwan Mayet (EE Coordinator) Matthew Pim Sara Phoenix Kyle Millner
Maths	John Lee Chris Krnic Jared Young (TOK Coordinator) Thabit Al-Murani
Science	Joel Conner (University and Careers Advisor) Christopher Grennan Claudia Javkin Amanda O'hara
Humanities	Brian Kratz Claire Heap (CAS Coordinator) Suzy Pugh Ana Cruz Laura Mallin
Art	Saiful Ali Baki
Music Drama Film	Stephen Maniam Rachel Thomas Jason Hudson
Physical Education	Andrew Smith Grace Nicols
Learning Support Additional English	Sandra Curtis Chris Bailey (EAL leader)
Bahasa Malaysia	Basariah Nanina Nurhidayah Halim
Mandarin	Wong Yee Ping Brenda Chong Suzy Low Wai Bing Hong
French/Spanish	Leilah Zahedi Zara Vicente Isabelle Henderson
IT Integrators	Rachel Burtrand
Agama	Omar Ariff

Administration Staff, email addresses

Name	Position / Room	E-mail
Alison Hampshire	Principal	hampshire.a@nexus.edu.my
Steven Pearce	Head of Secondary	pearce.s@nexus.edu.my
David Griffiths	Head of Primary	griffiths.d@nexus.edu.my
Premila	Office Secretary	premila.r@nexus.edu.my
Anu	Senior Admissions Executive	anu.k@nexus.edu.my
	Student Services Officer	studentservices@nexus.edu.my
Sam	Business Manager	lim.s@nexus.edu.my

4. Communication

Communication between home and child is of vital importance to the development and progress of your child. Parents and learners must be aware of the expectation of the school program. Likewise it is very important for us to be informed if there is any change in the home situation or if your child is showing sign of any unhappiness at home. Any change can have an effect on a child's well-being and teachers are well equipped to help the children in time of stress. Please make an appointment to speak with us if you are concerned about any aspect of your child's progress.

It is your responsibility to check the various communication channels regularly.

Communication protocols

1. If you email a teacher directly please also cc. the Phase Leader and Tutor.
2. If you email a Phase Leader directly please also cc. the Head of Secondary.
3. If you wish to speak to a teacher on the phone, please leave a message with the school receptionist. The teacher will then phone back when they have a convenient time.
4. Please do not phone teachers' personal hand phones unless you have prior agreement from the teacher.
5. The school will attempt to return all correspondence within 24 hours, both for email and phone.
6. You must notify the school if your child is travelling home on public transport. (Also, the school cannot take responsibility for any child choosing this type of transport to travel to and from school). This includes walking home from school.
7. If you wish to speak to a teacher face to face, please telephone the school and make an appointment with the required teacher, Phase Leader, Head of Secondary or School Principal.
8. If you wish to visit a classroom, you must make a prior appointment with the teacher concerned.

Newsletter ("Connect")

Connect is the most important method of communication from the school and includes administrative, calendar and publicity information. Connect is sent direct to all parents by email as well as being posted on our website on a weekly basis, keeping you updated with what is happening at school. Please ensure that you keep up to date.

Nexus International School Website

Please check the school website regularly as this will be used for notifying you of policies and procedures, advertising current and upcoming events and providing regular updates on learners' work. The address is www.nexus.edu.my

Please note that it is vital for parents to make contact with a subject teacher, form tutor or Phase Leaders immediately should there be any concerns about their child's progress. Do not feel you need to wait for formal conferences; we encourage parental involvement and appointments can be made easily to see a teacher or member of the management.

Parents out of Malaysia

If both parents are planning to be out of Malaysia, you must appoint a guardian. It is essential that the school is informed and provided with details of your guardian's address and telephone number.

Data storage and privacy

The school maintains a database (Engage) that contains a wide range of data about your child and family. This data is collected only to support the educational progress of your child and is not shared with any other organisation or agency. You may ask to see your own data at any time. Please inform the school immediately should your personal data change, for example; change of address or telephone numbers (see below).

Change of address and other personal details

It is vital that the school is made aware of any change of address, telephone numbers (personal or office) and medical information. Failure to inform the school could lead to delays in times of emergency. The school carries out regular check for accuracy but it is your responsibility to advise us of any changes. Please contact the form tutor or admissions staff.

PTA

The purpose of the Parents, Teachers, Association (PTA) is to support the school and be a further link between home and the school.

All Nexus parents belong automatically to the PTA and are entitled to stand for election to the management committee. The committee is elected at the first meeting of the year – further information about this is included in Connect during the weeks before the AGM. The PTA is responsible for organising a variety of social activities, some of which may be fundraising initiatives that ultimately benefit the children and the school.

If you would like to be a part of the group in any way (perhaps leading or just helping out from time) please contact the Principal. At the beginning of each year there will be an AGM where a committee is voted in.

Parent Forum (and NEF Nexus Educational Forum)

Throughout the course of the year Parent Forums will be held either in the school theatre, the Multi Purpose Room or Boarding House. The forums cover a variety of different educational topics related to your child's education. It is also an opportunity for the parents to meet with the Principal, Head of Secondary and other management staff to discuss issues or concerns that you may have. However, issues regarding individual learners should be addressed by making an appointment with the relevant person. All parents are cordially invited to attend. Information regarding times will be sent to all parents after the start of each term.

Yearbook

The school creates a Yearbook at the end of each academic year, which is published in July.

5. Calendars and Timetables

School Year - Term Dates 2014 - 2015

Term I Wednesday 20 August – Tuesday 16 December

Term II Tuesday 6 January – Friday 10 April

Term III Monday 27 April – Friday 26 June

Regular calendar updates are published in Connect and on the school website. We encourage families to come to school and support their children in their various activities.

The School Day

There are eight academic lessons in each school day. Each lesson lasts for 40 minutes. The secondary school day times are:

8.40	Lesson 1
9.20	Lesson 2
10.00	Break
10.20	Lesson 3
11.00	Lesson 4
11.40	Lesson 5
12.20	Lesson 6
1.00	Lunch
1:50	Lesson 7
2:30	Lesson 8
3.10	Lessons End
3.20	CCA (Tuesday and Thursday – Agama)
4.20	CCA's End

Secondary School Start Time

The Secondary School starts promptly at 8:40am when the first class begins; learners are expected to make their own way promptly to all classes. Attendance is checked in every class throughout the day, using our Engage attendance system. As learners enter the school, they are required to use their swipe cards at the electronic points to register their attendance. Attendance will be recorded and displayed on all academic reports.

Secondary School Break and Lunch Times

The morning break runs from 10:00am to 10:20am. The lunch break runs from 1:00pm to 1:50pm. All learners must eat food in the cafeteria only. Food and drink should only be purchased at break or lunch. Y7,8 & 9 have lunch in the main school cafeteria and Y10 - 13 have lunch in the boarding dining room. Year 12 and 13 are allowed out of school at lunchtime and must follow the signing in & out procedures for IB learners.

6. Curriculum and Assessment

Secondary school curriculum

The Nexus International School mission statement provides a foundation for the curriculum. All learners at Nexus will experience a broad and balanced curriculum containing three elements. Each element will be taught explicitly and all curriculum planning and practice will include all three elements. Course outlines for all courses are given to learners.

Learning areas: All students in Year 7,8 & 9 will engage with 8 learning areas plus PSE

1. English
2. Mathematics
3. Science
4. Humanities
5. Arts (Art, Music, Drama)
6. Physical Education and Health
7. Modern Languages
8. Digital Literacy

Learning areas: All students in Year 10 & 11 will engage with 5 CORE learning areas plus 2 optional subject and PSHE

1. English
2. Mathematics
3. Science (3 Sciences)
4. Humanities (Global Perspectives)
5. A Language (Bahasa, Mandarin, Spanish and French). Learners must choose at least one language.

Optional Subjects IGCSE Subjects: Art, Business, Economics, Geography, History, Drama, Music, Media Studies and PE.

Digital Literacy is offered to all learners in Year 10 and 11, as is one lesson of PE.

IB Programme Years 12 & 13

IB is a two-year programme of study taken in six subjects. Three subjects are taken at Higher Level (HL) and three at Standard Level (SL). In addition, learners are required to produce or partake in the three central components of the IB Diploma; these are Theory of Knowledge, Creativity, Action and Service (CAS), and an Extended Essay in a personal research topic.

The groups of subjects are:

Group 1: English

Group 2: Second Language, Malay, Mandarin, French and Spanish

Group 3: Geography, History, Business, ITGS, Economics and Psychology

Group 4: Biology, Chemistry, Physics, and Sports Science

Group 5: Mathematics HL/SL and Mathematical Studies

Group 6: Visual Arts, Music, Theatre Arts, Chemistry, and Economics.

The IB Diploma course encourages breadth of knowledge, understanding, and experience. These are promoted through the following compulsory areas:

The Extended Essay – this is an original piece of research of up to 4,000 words. Learners can investigate a topic of their own interest. This encourages independent research skills.

Creativity, action, and Service – this aspect of the course encourages learners to be responsible and compassionate citizens. It can include art activities, individual and team sports and services to the local community.

Theory of Knowledge – this part of the course makes learners reflect critically about knowledge gained both in and outside the classroom. It explores the relationship between the various subjects that the learners study.

Skills

Nexus Learner Personal and Transferable Skills (PATS).

The curriculum is designed to allow all students to develop the following:

1. Personal Skills

- Knowledgeable
- Principled
- Open-minded
- Caring
- Courageous
- Balanced
- Resilient/Resourceful

2. Thinking Skills

- Critical Thinking (Analysis and Evaluation)
- Metacognition
- Problem-solving

3. Learning Skills

- Taking Initiative
- Enquiring
- Planning
- Collaborating
- Synthesising (Design/create/make)
- Communication
- Reflecting/Reviewing

4. Technical Skills

- Information and Media Literacy
- Digital Applications
- Research Skills

The IB Learner Profile and ATTLs equally inform planning for the IB Diploma curriculum

Learner Profile

- Knowledgable
- Risk takers
- Principled
- Caring
- Reflective
- Communicators
- Balanced
- Thinkers
- Open Minded
- Inquirers

ATTLs

- Communication
- Collaboration
- Organisation
- Affective Skills
- Reflective
- Information Literacy
- Media Literacy
- Critical Thinking
- Creative Thinking

Transfer Skills

Values: All learners engage with six core values

1. Respect
2. Excellence
3. Communication
4. Integrity
5. Passion
6. Enjoyment

Timetable

All learners are given a timetable showing subjects, times and rooms.

Pedagogy - curriculum

Nexus Pedagogy

As an inclusive school all teachers are expected to make the learning accessible for all learning and provide a personalised learning pathway for all learners.

ELL teachers are linked to every curriculum area and can provide support through collaborative planning and co-teaching to ensure this is effective.

Middle Years - 7 to 9

In Years 7 to 9, children make the gradual transition from IPC to the IB Diploma. Experiences are planned around key concepts (Big Ideas) to enable learners to make cross-curricula links. Learning should be deep and active using collaboration; technology and inquiry based learning strategies. Teachers explicitly develop activities to promote the PATS.

Years 10 & 11

In Years 10 and 11 learners follow a full range of courses preparing them for IGCSE (International General Certificate of Education) and GCSE (General Certificate of Education) examinations. A technology rich, inquiry and discovery based learning pedagogy should still be maintained. Teachers explicitly develop activities to promote the PATS.

Years 12 & 13

In Years 12 and 13, learners follow the Diploma programme. The course is designed as a holistic experience and learners are encouraged to make cross curricular links including links to TOK. Learning experiences are designed to develop the Learner Profile attributes and independent learning through teachers embedding the ATTLS.

Assessment

Assessment is carried out for two main purposes: assessment of learning and assessment for learning. Although it is possible to use one assessment tool for multiple purposes, this is problematic and should be avoided. All assessments should be appropriate for purpose, valid, reliable and authentic.

Appropriate for purpose

Assessment of learning refers to assessment that measures what has been learned to inform decisions about individual learner or system achievement. Assessment of learning usually makes judgements about learners' achievements and leads to decisions about progress, placement and rewards. A variety of means of assessment should be employed so that learners have sufficient opportunity to demonstrate their learning. The audiences for assessment of learning may include learners, parents, teachers, school management, Taylor's Schools Division and other external parties. Assessment of learning tells learners and others how learners have performed in comparison with other learners or an external standard. These comparisons are often reported as grades (letters, numbers, ticks and crosses) and can be aggregated to provide information about the overall performance of a group, class, school or school

system compared with other similar groups or a preset standard. Assessment of learning is sometimes referred to as summative assessment or evaluation.

Assessment for learning is ongoing and diagnostic: its goal is to provide teachers and learners with ongoing data about the learner's readiness for further learning. When we assess for learning, we are gathering information about student learning that informs teaching and helps learners to learn more. Assessment for learning is used to modify the content and process of teaching to improve learning. The main audiences for data gathered for this purpose are the teacher and the learner, although parents and other interested parties may also benefit from the information if they use it to help further learning. Assessment for learning involves learners receiving a considerable quantity of descriptive feedback during the learning process. This feedback allows the teacher and learner to adjust what they are doing in order to improve. This feedback can come from many sources, including the learner, peers, teachers and parents, and will usually be related to a specific piece of learning. Assessment for learning is sometimes referred to as formative assessment.

Validity

All assessments should be designed so that they will measure what they are intended to measure. They should be consistent with the purpose of the assessment.

Reliability

Assessments should be reliable. This is particularly important when undertaking assessment of learning. The assessment must be able to provide consistent data when used with different learners at different times.

Authenticity

As much as possible, assessments should be founded on real world problems and should assess what is worth assessing, not just what can be assessed.

Academic reports

Term 1: Year 7 + 10 + 11 academic reports – November 7 - 2014
Year 8, 9,12,13 academic reports – December 12 - 2014

Term 2: Year 11 End of Year reports – January 30 2015
Year 13 End of Year reports – February 6 2015
Academic reports Y7, 10 – March 20 2015
Academic reports Y8, 9,12 – April 10 2015

Term 3: Year 9, 12 End of Year reports – June 12 2015
Year 7, 8, 10 End of Year reports – June 19 2015

Parent Teacher Conferences:

Year 7 PTC – November 12 2014
Year 10 PTC – December 10 2014
Year 8 PTC – January 14 2015
Year 9 PTC – January 28 2015

Homework in the secondary school

Homework is important because it helps learners to:

1. practice and build on what they have learned at school
2. prepare for future learning
3. provide evidence of learning
4. learn how to organise and manage their time
5. take more responsibility for their own learning
6. develop confidence to deal with frustrations, overcome difficulties and solve problems
7. become independent and self regulating learners

Homework can also be a useful diagnostic assessment tool for both learner and teacher.

Learners

1. Whenever possible, homework should be done on the evening of the day on which it is given. In order to gain maximum value from the homework, it should not be left until the last minute.
2. When no specific homework is set for a learning area, the learner should spend some time revising and reading.
3. Learners should do some homework every weeknight.
4. Learners in Years 7 – 9 should expect to undertake 1 to 2 hours homework per night. Learners in Year 10 – 12 should expect 2+ hours of homework per night.
5. Learners should take homework seriously – it is part of the learning process.
6. Learners should ask for assistance if they do not understand the homework.

Parents

1. Parents should support their children to complete homework that is set by the school by encouraging them to do the homework at a regular time each night, in a suitable location free from distractions.
2. Parents can support their children by helping them to understand what is expected and by checking what homework has been set (by referring to the Secondary Homework page on the School Intranet)
3. Parents can support their children by discussing the learning involved in the homework, rather than the details of the tasks.

Teachers

1. Teachers will set regular homework via the Nexus Intranet Homework site.
2. Teachers will decide on the frequency and length of homework
3. The format and nature of the homework will be appropriate to the expected learning outcomes and the age of the learner
4. All homework will be marked or assessed in a way that is consistent with the expected learning outcomes.

Examples of possible homework

1. Using an exemplar to analyse learning
2. Additional practice on skills learned in class
3. Learning vocabulary
4. Reading
5. Written work
6. Research (including web searches)
7. Doing physical exercise
8. Practising a musical instrument
9. Rehearsing a speech
10. Applying new learning by completing specific examples

This is not a complete list. Homework can take many forms. However, for homework to be useful, both teachers and learners must use the information gained from the homework to adjust teaching and learning in order to meet the learner's needs.

Textbooks

Most courses in International Schools do not follow a specific textbook. Teachers will draw on a variety of resources when teaching a course and many courses in Years 7 – 9 will not have a prescribed textbook. Some courses do have textbooks, especially in Years 10, 11, 12 and 13. You will be informed about the textbooks and approximate costs. The school tries to minimise the costs of textbooks, but many are sourced from Australia or the UK. Most textbooks can be purchased from the school Book Shop, located next to the main reception.

Learning Support (LS) and English as an Additional Language (EAL)

The subject teacher is responsible for the teaching and learning of all learners in his/her class. If you think that your child needs support from either Learning Support or EAL, please approach the form tutor or relevant Phase Leader to discuss your concerns.

1:1 scheme

All learners in Years 7 – 13 are required to have their own laptop (MacBook) containing the school developed image and software. It is recommended that all learners have access to the Internet at home, although parents should monitor the home use. The school has an on going educational programme for using IT as a tool for learning, which includes the importance of Internet Safety. Please refer to the 1:1 FAQ booklet and User Agreement for further information. All learners automatically accept and follow the school's User Agreement policy.

Library

There is a Library and a trained and qualified library manager. Learners have the opportunity to borrow books from the library. These should be returned in the same condition as when borrowed. Secondary learners may borrow library books for a period of two weeks.

Library skills are integrated into the lessons and are taught to help our learners prepare to use libraries, books and information throughout their lives.

Parents and carers are always welcome in the library, which often displays class work completed by the learners. We are also pleased to have parents helping learners and the Librarian in the Library. This could involve such activities as assisting during storytelling, Book Week or other special events. There are many ways parents can help and we are always pleased to hear from any parents willing to help in our programmes. Should you wish to assist in this way, please contact the library staff.

Reading at Nexus

It is vitally important that all learners read regularly. This will develop their English skills, increase their general knowledge and ensure that they are reaching their full potential. It is expected that each learner reads at home for a minimum of three hours a week. The reading matter should include a range of fiction and non-fiction, although it is equally necessary that the subject matter of the various texts appeals to your son or daughter.

We do not expect learners to complete summaries of their reading, however it would be useful if you informally discussed together anything they have read recently. Our intention is to not only establish a reading culture within Nexus International School, but to also develop within each learner the desire to become a 'reader for life'.

Every effort is taken to ensure that the recommended books are both age and reading age appropriate; however as our emphasis is on developing independent readers who enjoy books, there are not any enforced restrictions on what they may read, nor is there any censorship. The range of books in the library is continually expanding and there is no reason why any learner should not be able to find a text, which will appeal to them. We also welcome any donations of old books if you are looking to clear out your shelves at home.

Assemblies

Assemblies for the secondary school are not timetabled on a regular basis, but are held as required. Sometimes the secondary and primary schools will hold combined assemblies; at other times the secondary school will hold its own assembly. Parents will be invited to assemblies as appropriate. When required, most assemblies will be held during period 7 on Friday afternoon (1:50pm to 2:30pm).

Friday Prayer

Learners may attend Friday Prayer, but are required to arrange their transport to and from the local mosque. For security purposes we ask parents to send a letter to school, giving permission for their son/s to leave school on a Friday afternoon. Attending Friday Prayer means that learners will miss some lesson and/or assembly time.

Day Trips

To facilitate the provision of a broad and balanced curriculum, learners at all year levels may take part in pre-planned fieldtrips or excursions. Parents will be informed about these well in advance, permission slips will be required for all such excursions and

where necessary the payment of transportation and entry fees will be required in advance of the trip taking place.

Compulsory residentials

Each year group undertakes one residential trip per year. These overnight trips are planned to enhance and support the curriculum. They are compulsory and every child is expected to attend. There is an additional cost for these residentials.

After-School Activities

A range of co-curricular activities is on offer on Tuesday and Thursday afternoon from 3:15pm to 4:15pm. (Some activities are also available on a Monday and Wednesday – these activities require personal arrangements for transport home). Nexus International School staff, parents and other members of the community run the activities, which are designed to support the holistic development of our learners. Activities may change by term. Learners attending after-school activities must be picked up promptly after their conclusion. Information on current after-school activities is distributed separately from this handbook each term.

All enquiries regarding after school activities should be addressed to the school office. If you are interested in offering an activity please contact our CCA coordinator.

Swimming

Swimming is part of the core curriculum and all learners are expected to participate. Swimming lessons and free swimming are taught and supervised by trained staff with lifesaver qualifications.

School council

The school council is one of the most significant leadership opportunities available to learners. The school council meets on a regular basis with elected members from each year group. Their role is to discuss Secondary school issues and how to further develop the school. There are also occasions when the Primary School Council will work with the Secondary School Council.

International Award

The school is accredited to offer the International Award. Please talk with Jim Harrison the CCA coordinator if you are interested in being involved.

7. Pastoral Care

Tutor groups

Each learner belongs to a tutor group. There are 3 tutor groups in each of years 7, 8, 9, 10, 11, 12 and Year 13. The tutor is the first point of contact for parents regarding any pastoral issues. Curriculum queries are directed to subject teachers.

The tutor is responsible for general administration for their tutor group, ensuring that letters are handed out to each learner, and reply slips are collected in as appropriate. Tutors are responsible for teaching the PSE programme to their tutor group. There is one PSE class per week, timetabled during period 7 on Friday afternoon. The PSE programme covers a number of topical and important issues.

Attendance

The school year is 180 days long. The teaching days are full and intensive. It is therefore important for attendance to be as near to 100% as possible. We would ask for your support in trying to achieve this.

Should your son or daughter be unable to attend classes please phone or email the school office to let us know that s/he will be absent. Please also send a sick note and wherever possible, a medical certificate for absences of more than 2 days.

Obviously if your child is ill you must keep them at home. A child with a high temperature, diarrhoea or sickness should not be at school. If there is another special reason why your son or daughter needs to be absent from school, please submit your request in writing, with as much notice as possible, to the school management. Please clearly state the reason for the request.

At Nexus International School we teach until the very end of term. It is in your son or daughter's interest to fully complete each term.

Daily attendance routines

Before school: Learners go directly to class by 8.40. Attendance will be taken using the swipe card system, learners arriving late should report to the senior leaders office and will be recorded as L. Phase Leaders monitor learners who are repeatedly late and may request a meeting with the learner and parents depending on the situation.

Morning break: Secondary learners can eat in the cafeterias only. They may play in the secondary quad and designated outdoor areas. The IB common room is available for Y12 & Y13 Learners and the library is available for quiet activities.

Lunch: Secondary learners in KS3 are served in the cafeteria from 1:00 – 1.50 all other secondary learners eat in the boarding dining room. They may then use the same recreation spaces as at morning break. The adventure playground is only available to learners in Year 7 and 8.

Wet days: the library and common room are both available. Food and drink (except water bottles) are not permitted in those rooms.

Taking children out of school

Parents may wish to take children out of school for a variety of reasons. These might include medical appointments, important family occasions and visits to the mosque on Friday afternoons. The school grants most requests – please inform the office in advance if you wish to take your children out of school during the day so security can be informed. Security will not allow you or another person to take your child off site during the day if they have not been informed.

Punctuality

Arriving on time to school is essential for learners and staff. Lessons start at 8.40am and the ideal time to arrive is between 8.25am and 8.30am. Learners arriving after classes start will be marked as late. Please help your child to be on time.

Please note that attendance and punctuality figures are recorded and published on learners academic reports.

Collection

Secondary learners are not required to assemble at the end of the day. Please arrange a collection place with your child. This is normally in front of the boarding dining room for secondary learners – “Secondary Pick-Up Point”.

House system

All learners are allocated to a House. They will stay in the same House during their time at the school. Siblings will be placed in the same House. The Houses will be the organising entity for competitive events such as athletics day and swimming gala.

Lockers

Lockers are allocated to learners if requested. The lockers require a padlock, which needs to be purchased by the learner. The school takes no responsibility for valuables and learners should lock their possessions in their lockers when they are not actually using them. If learners do not request a locker, they must take extra care with their possessions.

Valuables

Learners are discouraged from bringing valuables to school. This includes electronic devices, cell phones (except the laptop) and jewellery. The school has no responsibility for the safekeeping of valuables. However, in physical education lessons the teacher will provide safe storage for valuables, including watches and money, during the lesson.

Positive Behaviour Policy

The school’s positive behaviour management policy creates an environment which gives teachers their right to teach and learners their right to learn without interference. Nexus International School believes in teachers working proactively with learners to solve behavioural problems in a creative, supportive and non-threatening manner. We place emphasis on teaching learners the importance of personal responsibility.

We are an 'International School' and, with a school community comprised of so many different nationalities and cultures, respect is key to the success for everyone at school.

We expect that all members of the Nexus International School community will:

- Respect all other members of the school community.
- Respect their own and others belongings (including the school's).
- Always try to do their best and help others to do their best.
- Work and play in a kind and thoughtful way.

GUIDELINES FOR LEARNERS

Nexus International School is a learning community. Everyone has a part to play in ensuring that we can all meet our responsibilities and enjoy our rights.

In class I must make it as easy as possible for everyone to learn

This will be helped if I...

- take responsibility for my learning
- arrive on time
- enter and leave the room in an orderly way
- have everything I need for a lesson
- listen carefully to instructions
- behave co-operatively
- look after my belongings

In the corridors and on the stairs, I must remember the comfort and safety of others

This will be helped if I...

- walk on the left hand side
- allow people to pass
- hold open doors
- offer to help if others need it
- avoid unnecessary noise

Throughout the school buildings and grounds, I must try to keep the environment as welcoming and pleasant as possible

This will be helped if I...

- put my litter in the bins provided
- keep walls, furniture and displays free from damage
- respect other people's property
- look after the plants, trees and wildlife

In my dealings with others, I must try to listen and to understand other people's point of view

This will be helped if I...

- always speak politely to everyone including cafeteria staff, cleaning staff and others
- listen carefully when others are speaking

All members of staff are expected to teach learners appropriate behaviour and are encouraged to respond to incidents of misbehaviour. If there is a serious shortcoming in a child's behaviour, his/her parent will be invited to discuss the matter with the relevant teacher at school. The management of the school will be kept informed on all issues and will intervene where necessary. In cases that it considers sufficiently serious, the school reserves the right suspend and/or expel a child.

8. Health and Safety

We endeavour to provide an environment that is physically and emotionally safe for all learners. If you have questions or comments about issues of health and safety, please contact the Administration Manager or Principal.

Evacuation Procedures

Fire notices are posted in all classrooms. There is a fire and evacuation drill each term and the process is reviewed regularly.

In the event of a fire breaking out on school premises the following action must be taken.

- Upon a fire being discovered the teacher must immediately sound the fire alarm.
- Upon hearing the alarm all learners and staff should walk quickly and quietly to the assembly point on the school field. If in a classroom, all windows and doors must be closed. All lights and air-conditioners must be switched off. All bags and personal belongings should be left in the classroom.
- The lift must not be used once the fire alarm has been sounded.
- When the learners have moved to the Assembly Point, each teacher will be given their class list and should report any missing persons or confirm that all are present. Holding the register up in the air indicates all persons are present.
- All members of staff should ensure that the children are silent at the assembly point and await further instructions from the Head of School or most senior teacher at the assembly point
- All members of staff are to take the evacuation seriously. It is imperative that all staff set an example to the children by remaining quiet and awaiting further instructions.
- Subject teachers are responsible for escorting any learners that they are teaching to the Assembly Point. They will then hand over responsibility for primary learners to class teachers and secondary learners to form teachers.
- **No persons are permitted to enter the building until the all clear is given by the Principal**, unless they have been given specific permission from the most senior member of staff on duty.
- Upon hearing the fire alarm, all other employees and visitors to the school should immediately walk to the **Assembly Point**. The assembly point is located on the school field on the far side away from the school buildings.

Security

All parents are reminded that the following procedures exist at the school for the safety of all. Security Guards are unable to exercise flexibility and any failure to adhere to the procedures could result in a parent being refused access to the school premises. Please do not blame the security guards when they enforce the rules.

Personal:

- School ID cards: All parents and designated drivers/domestic helpers are required to carry their ID card to school, and show this ID to the school security at the school entrance. There is a deposit charged for the ID/Swipe Cards.

- Parents who forget to bring their ID card must register at the security gate and present a suitable alternative ID, which contains a photo (for example, a driver's licence).
- Drivers/domestic helpers who regularly accompany learners to and from school must be registered with the school and be issued with an ID card. Unregistered drivers/domestic helpers will not be permitted to enter the school grounds.
- Bodyguards are not permitted in the school buildings without explicit permission from the relevant Head of School.
- All collection and application of new ID tags is made through the school receptionist, and they can be collected in two working days.

Vehicles:

All drivers seeking vehicle access to the school grounds must display a current vehicle pass on the front of a motorbike or on the right side of the car's windscreen. Failure to display will result in refusal to enter the site and can cause delay and inconvenience to others.

Car park stickers are available from the school receptionist during school hours.

Helpers/Drivers

To encourage independence of our learners, helpers/drivers are requested not to wait on the school premises during school hours unless they are asked by the class teacher to participate in that day's activities.

Insurance

The school has Group Personal Accident coverage for all students and staff and Public Liability, Fire, Consequential Loss and Burglary coverage for the school. The school also obtains insurance coverage for all school trips involving students.

Photographs

From time to time photographs or video clips of our learners may be published to our website or used in publications such as the schools section in The Expat magazine or The Star newspaper's education section. If you would not like your child's image to be used please inform the school management before the start of term.

Smoking and Alcohol

The entire school campus is a designated smoke-free zone. Parents are asked to remind their drivers that they must not smoke inside the school campus. Ministry of Education Regulations forbid the presence or use of any alcoholic drinks on school premises during school hours.

9. Medical Matters

Nexus International School has an infirmary staffed by a trained school nurse who is well qualified to deal with any medical issues and who is pro-active in all medical matters throughout the school. In order to help us to limit the transfer of contagious conditions we ask you not to send children who are unwell to school. Coughs, bad colds, head lice and tummy upsets spread very quickly in schools, so please think of others and keep your child at home. If your child has an illness, especially one that is contagious, please notify the school management and the school nurse of his/her absence and the possible duration of the illness. The following chart sets out information on some common contagious conditions:

Condition	Symptoms	Procedure to follow
Chickenpox	<ul style="list-style-type: none"> Mild fever or headache Rash on trunk of body 	Child must remain at home until blisters are completely dry.
Conjunctivitis	<ul style="list-style-type: none"> Redness of the white of the eye and inside the eyelid. Itchiness and irritation of the eye 	Child remains at home until discharge stops and child has completed 24 hours of antibiotic eye drop treatment. Severe cases may need 48 hours of treatment.
Diarrhoea		Child remains at home until completely recovered.
Fever	<ul style="list-style-type: none"> A temperature above 38°C 	Child must remain at home until fever has returned to normal for at least 24 hours.
Hand, Foot and mouth disease	<ul style="list-style-type: none"> Flat small blisters on the hands and feet, sometimes on buttocks Oral ulcers Mild fever/malaise 	Highly contagious condition. Child should remain at home until medical clearance is given (approx 7-10 days)
Head Lice	<ul style="list-style-type: none"> Intense itchiness of the scalp Tint red spots (bites) on the scalp 	Child to remain at home until all live lice and eggs have been killed and removed. All family members should be treated.
Hepatitis A & B	<ul style="list-style-type: none"> Flu-like symptoms of fever, headache and weakness Poor appetite Nausea and vomiting Tender upper right abdomen (where liver is located) 	Child to remain at home until clearance is given in writing from the child's doctor.
Impetigo or school sores	<ul style="list-style-type: none"> Initially, the skin reddens and crops of small blisters appear Blisters burst leaving raw, moist sores 	The affected area must be treated and covered. Children should remain at home for 24 hours from starting antibiotic treatment. No swimming until completely healed.
Ringworm	<ul style="list-style-type: none"> Oval or circular, flaky patches with raised, mildly inflamed borders Itchiness 	The affected area must be treated and covered.
Typhoid	<ul style="list-style-type: none"> Fever and headache 	Child to remain at home until

	<ul style="list-style-type: none"> • Lack of energy • Abdominal pain • Rash, consisting of raised pink spots on abdomen and chest • Constipation or diarrhoea 	clearance is given in writing from the child's doctor.
Verucca or plantar	<ul style="list-style-type: none"> • Hard, rough calloused surface with dotted black spots on the sole of the foot. 	Must be covered with a waterproof dressing for PE and swimming.

On occasion the school may find it necessary to make contingency plans in case of transferable diseases and will do this in full consultation with the Ministry of Health and share the plans with parents.

If a child becomes ill or is hurt at school, the school nurse and if necessary a member of the Management team, will determine whether the child is in need of medical treatment. In all cases the parents will be called and are expected to collect the child if requested. If the school is unable for whatever reason to contact a parent/guardian, the school may arrange for the child to be taken to a medical facility for the purposes of examining the child and providing specialist treatment. Parents undertake to bear all expenses incurred by such action.

Head Lice

Whilst head lice are a common condition in schools around the world; it is nevertheless a potentially distressing condition for a child. Staff will ensure that outbreaks are dealt with in an efficient and sensitive way.

If any child is found by a member of staff to have live lice, parents will be contacted to collect their child for treatment. Children with nits (eggs) will be given a letter of notification to take home that afternoon. On discovery of eggs or live lice, children should have their hair treated medically and be free of live lice before returning to school. Washing bed linen in a hot wash also prevents a continuous cycle.

Medication

Any medication to be taken during the school day must be handed in to the class teacher each morning. The medication should be clearly labelled with the child's name and instructions as to the administration of the medicine. Children should remember to collect the medication each afternoon before going home. **Under no circumstances should a child keep any medication in their school bag.**

10. Financial Matters

Tuition fee

The tuition fee covers tuition and day trips. It does not cover CCA's, stationery, textbooks, exams or residential trips – additional charges apply to these items. Where possible, the cost of these will be advertised in advance, but the cost and number of textbooks varies widely between courses and years, so only an approximation may be available

Collections

All collections are to be given to admissions or reception. Teachers are not permitted to accept money from children or parents. A receipt is always issued for any transaction.

Lost books

Most textbooks and library books are the property of the school. Should they get lost a letter will be sent home informing you of the cost of that book, although the standard replacement charge for lost or damaged books is RM50. You may be able to replace it by buying the same book from a bookshop if it is available here in Malaysia, otherwise you will be invoiced for replacement.

Exam Fees

Learners entered for external examinations e.g. the (I)GCSE or IB Diploma, will receive an invoice for payment. The cost is calculated on the number of (I)GCSE or IB Diploma examinations each child takes. Once a learner has been entered for an exam, no refund can be requested. Often learners are entered for examinations 4 months before the examination is taken, due to exam board administrative requirements.

11. Miscellaneous Administrative Matters

Bus Transportation

Busses will pick up and drop off at the designated pick up points at the times stated and parents are required to ensure that their children are on time. Bus drivers are not normally permitted to wait beyond the scheduled departure time as this can result in other learners being late to school.

Learners are supervised on the buses and a roll call of all expected passengers is taken before departure. It is very important that you inform the school if your child is not going home on the bus on a particular day.

Learners travelling on the bus must wear their seatbelts, stay seated for the duration of the journey and respect the requests of the bus assistant who is there for their safety. Electronic games and mobile phones are permitted at the discretion of the school. The school will not however be responsible for the loss or damage of these items.

Parents who wish for their children to take the bus should contact the bus company.

Air-conditioning

Each classroom is equipped with air-conditioning and fans. The school is well aware of the differing views of parents on the use of air-conditioners. Nevertheless, the school has decided as a matter of policy that the arbiter of air-conditioner usage on any particular day will be the class teacher, whose decision on the matter will be final.

Uniforms

At Nexus International School learners are expected to wear the correct uniform at all times unless otherwise indicated. All clothing should be clearly named. The uniform is available from the admissions staff during school hours. A different uniform is required for our IB Diploma learners; please see student services for information. Each learner in Y7 to Y11 should have the following:

- School polo shirt and trousers or shorts for boys.
- School polo shirt and trousers or culottes for girls.
- Appropriate closed outdoor footwear. The school cannot accept responsibility for any injuries caused by the use of inappropriate footwear.
- PE T-shirt and school PE shorts, sneakers/trainers and socks are to be worn to school for PE lessons. Learners should change their shirts at school after PE lessons.
- A 'sun safe' swimming costume for learners involved in a swimming activity.
- Sun hats are optional but we advise children that they should always wear a hat when out in the sun
- House T-shirt is optional
- Only school hoodies can be worn in school.

Lost Property

Correctly labelled lost property is quickly returned to learners. Un-named lost property is placed in the 'Lost Property' box located in the cafeteria. Long stay unclaimed items which are un-named are usually given to charity. Please inform student services if an item has been lost, they will register the loss and keep you up to date if the item is found.

Snacks and Lunches

Nexus International School aims to be a healthy eating school and we ask that parents help us to achieve this.

The cafeteria is run by an external provider. Please contact SHF to order meals or make suggestions.

During the school day all learners have a break from 10.00am – 10.20am. Learners can bring a snack from home or order one from the cafeteria.

Snacks should ideally consist of a variety of fruits and vegetables. Items such as chocolate, biscuits, crisps and cakes should be discouraged as everyday snacks. Water is available all the time and learners can fill up their water bottles from our filtered fountains.

Learners are monitored in the cafeteria and are expected to sit whilst they are eating and remember their table manners. They are also expected to tidy up after themselves.

Chewing Gum

Chewing gum and bubble gum are not allowed at school. We also request that learners do not bring sweets or candy either on their person or in their lunch boxes.

Birthdays

Birthday cakes are allowed in school at the discretion of the class/subject teacher and at a time when disruption to the curriculum is minimal, preferably during lunch or break. We do not allow parties and / or entertainment such as magicians, clowns etc. as this cuts down on our learning time.

Mobile Phones

Children should not need to use mobile phones whilst at school. If a parent allows a learner to take a phone to school then it is the responsibility of the learner to look after the phone and ensure that it does not ring during lessons. The school will not be responsible for the loss or damage of mobile phones in the school.

Pets

Unless specifically arranged in advance by a teacher, no pets of any kind are allowed on school premises.

School facilities

Nexus International School is fortunate to have access to a wide range of high quality facilities. These include science labs, tennis courts, swimming pool, gymnasium, football field, theatre and a variety of specialist rooms. Learners are expected to respect their surroundings and behave appropriately in each space. Many of the facilities are available for rent by parents and outside organisations – please contact the Business and Administration Manager if you wish to book one of the facilities.

Certified Copies of Documents

The school is very happy to certify copies of official school documents. However, please follow the procedures outlined below:

1. Certified copies take at least 2 days to process, please allow the school office adequate time to do this. Hand all documents to student services and arrange a time to collect.
2. The original documents along with the photocopy must be presented together at the same time for stamping.
3. The responsibility for photocopying all documents is with the parents/learner.
4. **Please ensure all official school documentation is kept in a safe place at home, especially school academic reports.**

Procedure for Copies of School Academic reports

1. All school reports should be kept in a safe place at home for future reference.
2. If certified copies are required, they should be photocopied at home and then given to the school secretary for stamping at least 48 hours ahead of schedule and a time arranged for re-collection. Copies of the original documents must also be included.
3. If by accident a parent has mislaid a particular report, then the date of that report should be provided to admissions (e.g. Term 1 Year 20??) and the school will reprint that individual report only, for the parent. Multiple copies maybe charged.
4. If a Testimonial is required this needs to be requested to the school office at least 7 days in advance. The leaving learner should complete a "Leavers Form".
5. If reports are required to be sent by post within Malaysia or Abroad, then a fee will be payable. If you require your documents to be sent by special delivery e.g. DHL, then an additional fee will be required, paid in advance.
6. Academic Reports are issued throughout the year on specific dates. There are structured school systems in place to create the reports; hence we are unable to release reports earlier than the dates specified. However, we can post a report after the published date, if a forwarding address is provided.

Testimonials and Leaving Information

If you require a Testimonial for your son or daughter as they move on to another school or college, please request this through the school secretary at least 7 days before it is required. Learners who are leaving must fill-in a 'Leavers Form' available from their Phase Leader. Please also provide any information on specific requirements that you may need for documentation for your next school. Transcripts for University often take several days to complete, these should be requested through the University and Careers Advisor.

Original IGCSE and IB Diploma Certificates

Please look after any official examination certificates. It is very difficult for the school to request replacements and the request would entail a large fee.