



SVS STUDENT/PARENT HANDBOOK 2026-27

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Letter From The Superintendent

Welcome to the Sara Village School Student Parent Handbook.

ISG has been providing high-quality education grounded in U.S., U.K., and international curriculum since 1962. Each of our five schools has a unique character and diverse community focused on outstanding learning experiences for our students with warmth and care for all as we embrace and welcome the over 50 nationalities at our schools. As an educator for almost 30 years, valuing and ensuring positive relationships are a priority for me and our teams ensure that the ISG core values of "respect, responsibility, acceptance and integrity, with a commitment to act" are honoured and lived out in authentic ways every day.

For me personally and professionally, core values provide a foundation to centre and balance me in my leadership and in my relationships. ISG teachers and staff members connect with and build upon our core values in their own experiences and in creating our learning environment. Our teams also ensure students are supported in the development of their own core values as an essential part of their ISG education with these values being carried with them as they move forward in life. Core values are essential in providing valuable common views, agreements, and approaches in engaging with one another and as a foundation for our learning environment.

Our five ISG schools provide an unparalleled, coeducational experience for our students and welcome families as learning partners. Our schools are fortunate to have engaged, passionate, and experienced educators and staff members who create amazing experiences for our students. ISG is privileged to be hosted in the Kingdom of Saudi Arabia where we engage in a rich and unique cultural environment and benefit from a supportive Saudi network of educators throughout the Kingdom.

We appreciate our returning ISG families and we welcome our new ISG families to our community. Deciding who to trust for the education of our child(ren) is important and our teams are honoured to have the confidence of your family. We appreciate your choosing ISG.

ISG looks forward to a continued partnership in learning with parents as well as with our extended school community supporting and creating rich and engaging learning for our students.

Warm regards,

Rhonda Norris
ISG Superintendent

ISG Mission - Profile Of Graduates - Learning Principles - Assessment Beliefs

As a member of ISG, Sara Village School has the same mission: We inspire innovation and compassionate action.

ISG's Learning Principles

At ISG we believe in a holistic approach to learning, in which students take an active role and receive continuous feedback and support, and guide them into eventually becoming independent learners. We are guided in our approach by the following [learning principles](#):

- Students learn best with voice and choice.
- Learning is a reflective practice.
- Learning requires a safe, collaborative environment.
- Learning requires feedback for growth.
- Learning inspires passionate engagement.
- Learning from failure requires a growth mindset.
- Appropriate challenge engages and motivates learners.

Graduate Profile

Student conduct is fundamentally fused with our [Graduate Profile](#). As part of the MSA accreditation process, the school invited students across all ISG schools to collaborate and create the following list of characteristics based on a wide breadth of educational knowledge and understanding of what it means to educate the whole child. We endeavour to make students aware of these characteristics and motivate students to strive towards integrating them into their lives.

ISG students will demonstrate the following characteristics:

- Leadership - inspire and motivate others.
- Collaboration - purposeful and effective interaction with others.
- Individuality - self-development, confidence and motivation
- Open mindedness - embrace and respect diverse ideas to refine perspective(s), balance judgement and inspire compassion.
- Balance - well-roundedness, focus and sustenance of a healthy mental and physical lifestyle through an efficient and proficient use of time.
- Integrity - willingness and desire to do the right thing.
- Growth mindset - belief that talents may be learned and perfected through perseverance.
- Critical thinking - apply multiple perspectives and deep reasoning to real world situations.

Assessment Beliefs

The purpose of assessment is to improve learning.

Beliefs:

- The student is the first and most important user of assessment data.
- Reflection is integral to deep learning.
- Assessments should be aligned with adopted standards.
- Feedback to students should be timely, targeted, accurate, actionable, ongoing and embedded in the assessment process.
- Assessments should produce accurate data capable of informing instruction and learning.
- Assessments should give students opportunities to demonstrate their learning in a variety of ways.
- Creating and upholding structures that support teacher collaboration around assessment practices will enhance student learning.

ISG Central Administration

Superintendent

Assistant Superintendent

Director of Human Resources and Government Compliance

Director of Operations and Facilities

Director of Finance

Director of Teaching and Learning

Rhonda Norris

Jana Barnhouse

Balqees Al-Ghamdi

Joseph Bearns

Maga Bashirov

Hans Ott

GENERAL SCHOOL INFORMATION - FACULTY & STAFF

Letter From the Principal

Dear Parents,

Welcome to Sara Village School, a place where learning extends beyond the classroom walls and into the heart of our community. As the principal, I am thrilled to welcome you and your children to our vibrant learning environment.

Our school is more than just an institution; it's a home away from home where students are nurtured to find their passions and explore the wonders of learning. We believe that every child is unique, with a spark waiting to be ignited. Our dedicated teachers are committed to discovering and fostering these individual talents, ensuring that each student's educational journey is both fulfilling and exciting. As a British school, our curriculum is rooted in the National Curriculum in England but extends beyond in its scope and variety. Students have the opportunity to take part in a wide range of enrichment activities including a multitude of after school activities, including sports, languages, gardening, lego league & esports, as well as opportunities to learn outside the classroom on a variety of local and international trips offered over the year.

Empathy and compassion are the cornerstones of our philosophy. We strive to instil these values in our students through our curriculum and community activities. By learning to understand and share the feelings of others, our students develop a sense of global citizenship and responsibility.

Innovation is at the forefront of our mission. We encourage our students to think critically, solve problems creatively, and embrace the challenges of the future with open minds and resilient spirits. Our classrooms are equipped with the latest equipment and technology, but it is the hearts and minds of our students that truly make our school a beacon of progress.

Together, we are a community that cares, learns, and grows. We look forward to a year filled with joy, discovery, and the kind of learning that lasts a lifetime.

Warm regards,

Richard Charlesworth

School Demographics and Overview

BSD Sara Village campus was founded in August 2010 as Sara Village School, and a member of International Schools Group (ISG), a group of schools in the Eastern Province of Saudi Arabia. BSD SV campus serves the employees of BAE Systems and any other residents of Sara Village Compound working for other international companies.

BSD SV campus provides education for students age 4-11, representing 7 nationalities. On leaving Year 6, most students attend ISG British School Dhahran (BSD).

SVS was founded in August 2010 as a member of the International Schools Group (ISG). The ISG is a group of five schools serving the expatriate community in Saudi Arabia. Sara Village School serves the employees of BAE Systems and any other residents of Sara Village Compound working for other international companies.

With a unique approach, a commitment to educational excellence and a strong partnership with parents, our dedicated staff ensures that students experience 21st century learning in a safe, positive and nurturing environment. SVS provides education for students from the age of 4 through to 11, representing 7 nationalities. It offers the National Curriculum for England. On leaving Year 6, most of our students attend ISG British School Dhahran (BSD).

Staff Directory/Departments

ADMINISTRATION		
Richard Charlesworth	Principal	charl.r.06@isg.edu.sa
Stacey Rowe	School Secretary	rowe.s.06@isg.edu.sa
Victoria Cruickshank	Key Stage 1 & Reception Leader	cruic.v.06@isg.edu.sa
Joseph Kennedy	Key Stage 2 Leader	kenne.j.06@isg.edu.sa
Helen Westwood	Literacy Coordinator	westw.h.06@isg.edu.sa
Agnieszka Motyka	Science Coordinator	motyk.a.06@isg.edu.sa
Charlotte O'Toole	Designated Child Protection Lead & Maths Coordinator	otool.c.06@isg.edu.sa
ISG Admissions Office		admissions@isg.edu.sa
Classroom Teachers		
Victoria Cruickshank	Reception	cruic.v.06@isg.edu.sa
Kim Moore	Year 1	norma.k.06@isg.edu.sa
Amy Bell	Year 2	bell.a.06@isg.edu.sa
Agnieszka Motyka	Year 3	motyk.a.06@isg.edu.sa
Charlotte O'Toole	Year 4	otool.c.06@isg.edu.sa
Joseph Kennedy	Year 5	kenne.j.06@isg.edu.sa
Helen Westwood	Year 6	westw.h.06@isg.edu.sa
Specialist Teachers		
Pascale Brax	Arabic	brax.p.06@isg.edu.sa
Raymond Rowe	Art and DT	rowe.r.06@isg.edu.sa
Sophie Thorpe	ICT & Library	thorp.s.06@isg.edu.sa
Katy Smith-Strowes	Learning Support	strow.k.06@isg.edu.sa
Leah Smith	Music & PSHE	smith.l.06@isg.edu.sa
Richard Davies	PE	davie.r.06@isg.edu.sa
Amy Bell	Spanish	bell.a.06@isg.edu.sa
Teaching Assistants		
Karen Bird	Reception	bird.k.06@isg.edu.sa
Semra Leech	Year 1	leech.s.06@isg.edu.sa
Gladys Jacob	Year 2	jacob.g.06@isg.edu.sa
Lisa White	Year 3	white.l.06@isg.edu.sa
Victoria Robson	Year 4 & 5	robso.v.06@isg.edu.sa
Adriana Weder	Year 6	weder.a.06@isg.edu.sa
Tech Support		
Rufino Mabborang	IT Technician	mabbo.r.06@isg.edu.sa

***Teaching allocations are subject to change based on the school's needs.**

School Schedule and Hours of Operation

The school offices open at 7:30 a.m. Sunday to Thursday. The school takes no responsibility for students dropped off before 7:45 a.m. since they cannot be adequately supervised. The school offices close at 3:30 p.m. each day.

The school office is not open on Friday and Saturday unless by prior agreement with the administration. The school offices are usually open one week before the school year begins.

Classes are in session during the school day at the times shown below:

Schedule	Time
Students Arrive	07:45 a.m.
Lessons	07:50 - 09:50 a.m.
Break	09:50 - 10:30 a.m.
Lessons	10:30 a.m. - 12:20 p.m.
Lunch and break	12:30 -1:10 p.m.
Lessons	1:10 - 2:30 p.m.
After School Activities	2:30 - 3:30 p.m.

Key Stage 1

In the morning, KS1 students, accompanied by an adult, walk to the school gate. They are met at the gate by the Headteacher at 7:45 a.m. and should immediately go to line up in their classes. Reception and KS1 children are collected by their teacher and they make their way into the classroom. At 2:30 p.m. Reception and Year 1 children are collected by their parents from the outside door of their respective classrooms. Each child is individually handed to their parents to ensure that safeguarding procedures are followed. Year 2 students also exit from their classroom door and the children walk to the gate with the teacher just a short distance to where their parents are waiting.

Key Stage 2

In the morning, KS2 students walk to the school gate. They are met at the gate by the Headteacher at 7:45 a.m. and should immediately go to line up in their classes. KS2 students are expected to walk the short distance unaccompanied to their classroom in the morning from the playground. At 2:30 p.m., KS 2 students are dismissed from their respective classrooms and make their way home unaccompanied

During extended virtual school, the school day might be altered and details will be communicated to parents.

During the month of Ramadan classes are reduced to comply with the Ministry of Education regulations. The school day will be reduced to 5 hours as per Ministry directives.

During Ramadan, appropriate arrangements are made for children who are fasting such as providing supervised places for indoor breaks. All students will be required to continue to take part in all regular curricular activities including music and PE.

School Calendar

You can view/download the [2025-26 school year calendar](#) here.

Student Contact Information

It is very important that the school be notified if you change your residence address, phone numbers (home and office), or email address during the school year. This information is needed in the event of an emergency or unexpected school closings. Please email any changes to svs@isg.edu.sa

Child Protection

SVS, part of ISG, takes the responsibility of protecting the wellbeing of all children in our care. Please take a few minutes to read information about Child Protection. Our detailed child protection policy can be found in our [Child Protection Handbook](#), which is also available on our school website.

Parent Teacher Group (PTG)

Sara Village School Parent Teacher Group - PTG

We are a group of parent volunteers whose aim is to support school functions and sponsor our own fun events throughout the year for SVS children and families. To date, we have organised easter egg hunts, festive and leavers' discos, Year 6 leavers' hoodies, bonfire nights, outdoor movies nights and a cycling proficiency course for children. We run through an elected committee, which consists of Chair, Deputy Chair, Treasurer and Secretary and we try to hold monthly meetings where possible.

All events are organised and set up by parents who volunteer their free time. We raise money for our events through fundraisers such as bake sales, gift sales, second hand / car boot sales and lucky dip / raffle prize stalls, with all of the money raised going back to our SVS children. ALL parents of SVS children are automatically members of the group. The Parent Group will reach out to parents throughout the year asking for ideas, suggestions or volunteer opportunities. Please take the opportunity to get involved.

ADMISSIONS & WITHDRAWALS

Admissions / Enrolment

New Student Applications

New students applying to SVS can find all the steps of the admissions process and a list of required documents on the [ISG Admissions](#) page.

Current Student - Annual Re-enrolment

Current students will be automatically re-enrolled unless they indicate that they will be withdrawing.

Fees

ISG is a not-for-profit organisation, and all revenue is reinvested into the schools to fund the cost of education. Questions regarding your child's account may be directed to the Student Accounts department at studentaccountsdfa@isg.edu.sa.

For any questions regarding admissions or enrollment, please contact:

- For general enquiries, admissions@isg.edu.sa
- For SVS enquiries, svs@isg.edu.sa

Attendance Procedures

Learning is a social experience. Students engage in valuable resources, interact with teachers and classmates, participate in discussions, ask questions, and gain a deeper understanding through active and in-person learning. Regular attendance is a critical factor in student success, both academically and socially. Classroom learning further involves real-time interactions, collaboration, and immediate feedback from teachers. These essential elements of the classroom experience cannot be fully replicated through asynchronous or independent study, even in today's digital, information-rich world.

Research consistently shows that students who attend school regularly perform better academically. For instance, a study by the American Institutes for Research (2021) found that students who miss in-person learning more than 10% of the school year are significantly less likely to meet expected proficiency standards in reading and maths. For these reasons, we place a strong emphasis on attendance as a foundation for student growth and achievement within our learning environment.

Attendance Expectations

To support student success, ISG has instituted a district-wide attendance requirement that students attend at least **85%** of all instructional days. This number aligns with approaches to education in our host country and in those countries where we are accredited and inspected from, with many setting attendance expectations at 90% attendance or above. All students should strive to be present at school for all calendared school days.

While we track attendance over the full year, we monitor daily and weekly attendance and conduct term-based monitoring to ensure early support and intervention. Families will be notified as attendance questions or concerns are raised (as outlined below), providing an opportunity to address concerns well before it becomes a learning issue.

- Email notification to family when a student accrues **7 absences** in the academic year.
- Email notification and phone call to family when the student accrues **10 absences** in the academic year.

- Email notification and a parent meeting are scheduled when the student accrues **15 absences** in the academic year.
- Email notification, a parent meeting, and a formal letter will be issued when a student accrues **20 absences** in the academic year.
- Student(s) may be placed on re-enrolment hold for the next school year when **20 or more absences** are accrued—academic and behavioural data may also factor.

Please note that all absences—including those due to illness, travel, or family commitments—are counted toward the total, regardless of the reason. The only exceptions are school-sponsored activities (e.g., school-sponsored study trips, athletic events, or official school functions), as these experiences are coordinated with teachers and are an integral part of the learning experience at ISG. We do not distinguish between "excused" and "unexcused" absences; rather, absences are recorded as either with or without parental communication. Notifying the school is important and appreciated, but all non-school-sponsored absences still count toward the attendance total.

Attendance Processes & Tally

Parents are to inform the school by email at svs@isg.edu.sa if their child is going to be absent to maintain a clear record of students on campus and to ensure teachers can support students who are absent.

- Inform the school early to report your child's absence.
- Some parents may opt to share additional relevant documentation related to the absence (e.g., a passport appointment, medical leave, etc.).
- Teachers will take attendance, and absences are counted/tallied each day.

Attendance Reporting

Absence totals will be reported on report cards (learning reports). These documents will include whether the student met the attendance requirements and a total absence count (not including days missed for school-sponsored events, activities, and/or competitions). An example report card format is as follows:

EXAMPLE

Student met SVS attendance expectations: ✓ YES ____ NO

Total Absence Count: 11 days

Absence Count

Student absences are recorded in half-day increments. To be considered present for a full school day, a student must attend at least 3.5 hours. Any attendance less than this threshold will be marked as a half-day absence.

* In cases of extenuating circumstances (such as for medical treatment or emergency situations), the school will work collaboratively with families to determine how absences are reported and how learning will be supported. This may include adjusted reporting or temporary, alternative instructional arrangements when appropriate.

Excessive Absenteeism

In many countries around the world, governments and/or school boards begin implementing legal or financial consequences for families when a student's absences exceed 10–15% of the school year. These thresholds are commonly

used to identify chronic absenteeism, which is closely linked to negative academic outcomes. As an international school, we align with global best practices by monitoring attendance closely and partnering with families to support consistent, daily attendance given our expectations above.

In addition to missed learning and potential academic and/or behavioural and well-being issues, a student may face consequences of excessive or chronic absenteeism as follows:

- All attendance data will be visible on report cards for review by transfer schools.
- A student may not be offered re-enrolment for the next academic year.
- A student may not be provided a full report card (especially in the case of insufficient evidence to report on progress and achievement).

Attendance and Events, After-School Activities and Extracurricular Activities

In order to attend an ASA or other extracurricular activity, a student must be present for a full day of school. Students who are absent from any of their scheduled classes will not be allowed to take part or participate in that day's co-curricular activities (athletics, music, etc.). Exceptions may be made for verified doctor appointments or other absences where prior approval was given by campus leadership.

Tardies / Late Arrival to School

Students are expected to be ready to line up in the playground at 7:45 a.m. Students arriving after 7:45 are required to sign in at the school office. It is essential that attendance records are kept updated in case of any unforeseen emergency.

Teachers are empowered to have private conversations with students about their timeliness expectations whenever tardy.

Teachers and school leadership will take the following actions for the first three tardies of the term:

- **Tardy #1:** Verbal teacher warning to the student.
- **Tardy #2:** Teacher will contact the student's parents via email.
- **Tardy #3:** Teacher will contact the student's parents. This will also trigger a referral to campus leadership, leading to a disciplinary consequence determined by school leadership.

Related Information

- If a student accrues excessive absences in a grading period, the teacher may have insufficient evidence to provide a grade/descriptor for a class or reporting strand—in this circumstance, the report card standard would be marked as **'NCR' for 'No Credit'** or **'IE' for 'Insufficient Evidence.'**
- Registrars will notify leadership of extended student absences.
- New students with less than 35 days of attendance in the term will receive a "progress to date" report. This may include an NCR (no-credit) and/or a limited narrative comment.
- Any student attending for 10 days or less in a reporting period will receive an acknowledgement of attendance only.
- Excessive absences (**26 total absences / 15% of instructional time or more**) may impact student re-enrolment in the next academic year.
- Teachers will not be required to use Google Classroom outside of regular classroom use in order to fit the needs of students who are absent due to vacation or extended leave. If extenuating circumstances exist that do not allow the student to be in attendance, the use of Google Classroom to fit a student's needs may be utilised. Google Classroom will be used as an instructional tool when the school is closed for unplanned periods of time, in which case Virtual School will commence.

- School records are always available on ISAMS, and parents are encouraged to monitor attendance and grades in that space.
- Campus Leadership, in consultation with the Assistant Superintendent and/or Superintendent, may adjust protocols in the case of extenuating circumstances, often with the support of any necessary documentation and in partnership with families who may be experiencing unique circumstances.

Leaving Early During the School Day or Coming Late

Situations occasionally arise in which a student must leave school during the school day. Please call the school office on 4128 or send an email to svs@isg.edu.sa to inform us of the time you plan to pick up your child. Upon returning, students must sign back in at the school office.

Early Leave Policy

Please note that report cards will not be issued prior to the end of school for students who are leaving early. Parents may collect end-of-year reports from the school office at any time following their general release (usually the last day of the school year), at a time convenient to both, but preferably prior to the start of the new school year.

Withdrawal Procedures

When a student withdraws, parents need to inform the school office by emailing svs@isg.edu.sa as soon as possible to enable us to prepare the withdrawal documents. The minimum time required is two weeks advance notice, during busy times of year this may take longer.

All library books and school equipment must be either returned or paid for. If applicable, any outstanding balance with the ISG Student Accounts/Finance Office for any member of your family must be settled before withdrawal documents can be released. School records must be collected and signed for by a parent or a nominated adult. If required, parents may request that records be emailed to the new school.

Academic End of Year Report Card Attestation For Withdrawing Students

Students leaving at the end of the academic year, whose report cards require attestation by the Saudi Ministry of Education (MOE), will receive an electronic copy of their report card by email. The original report card will be sent to the ministry for attestation. Attestation will be completed in the summer months, and attested report cards will be available for collection or sending by courier when school resumes after the summer break (courier fee applies).

Not all students require their report cards to be attested. Students who need to have their report card and leaving certificate attested by the MOE are those who are going to countries where it is common to require attested documents, such as Middle Eastern, Asian and some South American countries. It is the parents' responsibility to check and inform the school if the report card needs attestation. You will be informed of the supporting documents needed by the MOE to complete the process.

ACADEMICS

Accreditation and Membership

ISG pursued a district-wide System Accreditation with Middle States Association ([MSA](#)) as of 2018; previously schools were accredited individually by MSA. All ISG schools are also members of the Council of International Schools ([CIS](#))

Sara Village School holds the MSA accreditation and British Schools Overseas ([BSO](#)) accreditation. SVS is a Council of British International Schools ([COBIS](#)) accredited member, a member of British Schools of the Middle East ([BSME](#)) and a member of CIS.

Curriculum & Standards

SVS follows the [National Curriculum for England](#) throughout all key stages. The SVS [2023-24 Curriculum Overview can be found here](#).

Celebrations of Learning

Students' achievements are recognised weekly during class time and monthly during Star of the Month assemblies. House points and Stars of the Month are awarded as well as merits for acts of kindness recorded in the Kindness Jar.

Swim Programme

All FS to Year 6 students participate in swimming lessons as a compulsory part of our curriculum at SVS. View the [Swimming Lesson Information](#) to learn about what your child will learn and what they are required to bring.

Academic Honesty

At SVS, integrity is one of our core values and we expect students to take responsibility for their actions by ensuring that plagiarism does not occur, class and homework is authentic and exam rules and regulations are adhered to.

Academic/Behavioural Probation

At SVS, we monitor the work and progress of our students in order to offer them all the support they can get. In certain circumstances, a student might be placed on academic/behavioural probation for a variety of reasons.

The purpose of academic probation at Sara Village School is to help students who are:

- Failing or struggling to keep up with their peers.
- Significantly underachieving.
- Significantly and repeatedly disrupting the learning of others.
- Repeatedly failing to complete work and meet deadlines.
- Attendance has fallen below the minimum required level of 85% (of possible days in the first term and subsequently)
- Falling below the school's core values behaviour expectations: respect, responsibility, integrity & acceptance.

The objectives of academic probation are one or more of the following:

- To help students work toward achieving their potential.
- To help students develop appropriate behaviour, socialisation and study patterns.
- To identify at an early stage if the student's learning and behavioural needs can be met by SVS.
- To monitor students if there are doubts about their ability to cope in the next year/Key Stage.

- To encourage regular attendance.

Process prior to placing a student on academic probation

Academic probation only applies to established students. The school adopts the following process when students who are underachieving, struggling to keep up with the work, disrupting the learning of others or repeatedly failing to complete work to an acceptable standard:

- The school's affirmative discipline policy is followed, which involves a staged approach including discussions between students, teachers, pastoral team, heads of key stage and parents.
- In support of this discipline policy, a student will be placed on academic probation when there are clear indications that a student's behaviour and effort levels are consistently below the school's expectations.
- An underachieving student will be put on academic probation when, in the professional judgement of the head of key stage, he/she has established an unsatisfactory academic record. Verbal and written evidence will be gathered from teachers during this assessment process and parents will be consulted.
- In the case of a notably weak student, or one with specific learning requirements, the head of the key stage will determine if the school is able to meet the child's needs. Consultation will be made as necessary with SVS learning support staff. The results of standardised reading and maths tests, as well as additional appropriate instruments will be taken into account. A period of academic probation will be agreed upon with parents.
- A student who, in the professional judgement of their teachers, may find the academic challenges of subsequent year or key stage to be overwhelming, may be placed on academic probation.
- A student who has fallen below the minimum attendance requirement of 85% in the first term or subsequently will be placed on academic probation.

Criteria for placement on academic probation

Written and verbal evidence supporting a case for academic probation must be gathered. This should clearly demonstrate one or more of the following:

- Repeated disruptive behaviour.
- Consistent underachievement.
- Significant and repeated failure to complete class work, homework and meet deadlines.
- Educational needs which the school is not able to meet satisfactorily.
- Attendance that has fallen below the minimum 85% in the first term or subsequently.

Procedures for being placed on/being removed from academic probation

A meeting to discuss the student's needs, progress and academic probation must be held between staff and the child's parents, unless academic probation is due to low attendance. In the event that parents are unwilling or unable to attend a meeting, the student will be placed on academic probation and a letter explaining this sent to the parents.

Clear objectives of the academic probation will be set and the monitoring process explained. A review date will be set. Typically, reviews will be made at the end of each calendar month. Students who show satisfactory progress will be removed from academic probation when they have demonstrated:

- Satisfactory academic track record.
- Behaviour of an acceptable standard.
- The school is satisfied that the child's educational needs are met to an acceptable level.

A meeting prior to removal from academic probation will be held with parents and the student, except in the case of academic probation due to low attendance.

In the case of a student who has been placed on academic probation because their attendance has fallen below the minimum 85% in the first term or subsequently, the following conditions must be met:

- A minimum attendance of 21 days out of the subsequent 25 days is required. If attendance falls below this level, then a second and possibly third period of academic probation will follow, with the same attendance requirements.
- A student support team consisting of the learning support teacher, head of key stage, form teacher and other invited teachers will discuss the student's progress. If the student support team feels that the student is still underachieving then academic probation will continue for a second or third period.
- Once these conditions are met, the student will be removed from academic probation and the parents informed. A meeting will be held if either parents or the student support team feel this is necessary. A parent meeting will be held should these conditions not be met.

Sanctions while on academic probation

Students on academic probation are subject to the range of sanctions normally imposed under the affirmative discipline policy.

Students on academic probation may be given a booklet to present to teachers on a daily basis. In this booklet the teachers will record incidents, and rate the student on attainment, timekeeping, effort and behaviour. This will be used as evidence of the progress of the child. In the case of academic probation and when the booklet is considered unnecessary, A *student support team* consisting of the learning support teacher, head of key stage, form teacher and other invited teachers will discuss the student's progress. If the *student support team* feels that the student is still underachieving then academic probation will continue for a second or third period. A student on academic probation for poor attendance and, who has not met the minimum attendance requirement of 21 out of 25 days, will automatically go onto a second period of academic probation.

Duration of academic probation and end result

Initially, students will be placed on academic probation for a period of one month. Students who have achieved satisfactory progress will be removed from academic probation at the end of this period.

A period of academic probation will not run for longer than three months. The parents of a student who has not made satisfactory progress after a period of three months on academic probation, or who has been on academic probation for three separate occasions totalling three months will be informed in a meeting with the head of key stage and headteacher that their child has a period of 30 days in which to prove that they can meet with the school's expectations. If they fail to do this then the headteacher will recommend either that the child be withdrawn or that a pre- expulsion hearing will be held with the superintendent. A decision to this effect will normally be made by the end of the spring term but may be deferred until the end of term three, depending on circumstances.

ASSESSMENT & REPORTING

At SVS, we strongly believe that formative assessment is the most effective method for promoting student learning and achievement. We promote Assessment for Learning (AFL) responsive teaching throughout the school. Although some written marking takes place in each classroom our strongest emphasis is placed on immediate verbal feedback.

Reports & Reporting Timelines

It is the policy of SVS to communicate on a regular basis with parents regarding student progress. We believe that effective teacher/parent communication enhances student learning and achievement. Teachers will inform parents as early as possible of any concerns they have regarding students and seek the support of parents in helping their children develop to their fullest potential. In addition, parents are encouraged to respond to the regular communications in Reading Logs, SeeSaw App as well as emails from their child's teacher(s) to ensure a complete understanding of their child's growth relative to their ability to achieve. In addition to these methods of communication, we regularly use SeeSaw and Google Classroom for learning and communication purposes. In EYFS, Key Stage 1 and Key Stage 2, reports are issued once a year. In addition, two parent-teacher conferences take place during the year, one approximately after 6 weeks of the start of the school year and a second in term two.

Homework Policy

Homework is not set at SVS, however, students are expected to learn spellings as well as times table and number facts, at home, weekly. In addition, occasional optional tasks or projects may be set to support learning in the class. These will be communicated with the students verbally and are usually assigned on Google Classroom which should be checked on a daily basis. We promote learning through engagement with our school-wide reading scheme. Children across the school are regularly given books to take home. We encourage parents to spend time listening and discussing the text with their child in a relaxed, enjoyable way. They can communicate with teachers through the reading log.

[ISG Homework Guidelines](#)

N.B. SVS does not require staff to provide work for students to do at home in case of absences from school.

Assessment

At SVS, we carry out formative assessment. This means that we continually assess students' progress during the school year and work with them to set appropriate targets. In addition, we assess students regularly against English National Curriculum Standards and at the end of Years 2, 4 and 6 against mathematics National Curriculum Standards. This enables us to benchmark ourselves against the expected outcomes for schools in the UK.

Standardised Testing

Some of the main purposes of standardised assessment are as follows. Firstly, it provides a snapshot of current achievement across the school within a broader, more global context; secondly, it can be used to monitor and track pupil progress from year to year against other students both within and external to the school, and thirdly, it can be used together with formative assessments to set realistic and achievable goals for pupils.

At SVS, for standardised external assessments, we use online tests from two providers as detailed below:

- 1) Renaissance Education - Star Reading, Star Maths, Star Early Literacy

Students from Years 2-6 undertake online assessments in mathematics (Star Maths) and reading (Star Reader) three times a year. These assessments provide a detailed breakdown of student achievement in different areas of mathematics and reading.

Students in Year 1 undertake the Star Early Literacy online assessment three times a year which covers areas of English and mathematics in a single assessment and provides a detailed breakdown of current progress. In addition, students in years 1 to 6 undertake an external writing assessment through the No More Marking, Comparative Judgement programme. This gives an accurate snapshot of the level of writing, embedded in a UK context.

2) CEM - INCAS assessments

These assessments are undertaken in Years 1 - 6 and provide information on current achievement in reading, general maths ability, developed ability as well as assessing attitudes to school.

STUDENT SERVICES

Pastoral Care

All SVS staff are expected to take a caring role in their interactions with children. Behaviours, attitudes, and events of concern should be addressed promptly, taking into account the [ISG Child Protection Handbook](#). All issues of pastoral concern should be undertaken sensitively so as to reflect SVS core values, particularly respect, integrity and responsibility.

At SVS, all students study PSHE (Personal, Social, Health and Economics). This curriculum is aimed at equipping our students with the skills to stay safe.

In addition to this comprehensive curriculum, a designated child protection leader is assigned at SVS.

Learning Support

The Learning Support Department provides academic support to students who require additional intervention. This enables them to access the mainstream curriculum and reach their full potential.

SVS does not have a Special Education Department. Therefore, it does not provide services for students who need considerable academic support.

If your child's class teacher feels that your child would benefit from a supplemental teaching intervention, the Learning Support Department will be contacted and areas of concern will be discussed. Together, the class teacher and the Learning Support teacher will plan a support programme tailored to the child's needs. Parental consent will then be sought.

EAL Programme

SVS is an English speaking school. Therefore, a child who is applying to SVS should be able to access the mainstream curriculum, which will be delivered in English. If your child requires additional support with their academic English, your child's class teacher may recommend EAL intervention. This will be provided by the Learning Support department.

Library

[The ISG Library Handbook](#)

SVS library is housed within the school and supports school-wide, reception up to year 6 learning with a broad range of books and resources on a variety of curriculum and extracurricular topics. A core aim of the library is to provide opportunities to further enhance learning through access to books and other media. Resources are updated regularly with new, high quality titles, pupils are actively encouraged to make suggestions on what they would like to see in their library space. Also, dedicated library sessions are offered weekly which focus on equipping students with skills and knowledge to navigate resources. The library aims to foster a strong reading community, encourages critical thinking, and makes reading and learning pleasurable.

The librarian provides instruction, support, and reinforcement to students, in collaboration with teachers, through the vast amounts of information literacy and information resources available. The school's emphasis is on enabling students with the knowledge to assess, evaluate, manage, and communicate ideas and information gained; whether obtained from the web, from print resources, or by viewing audiovisual instructional materials.

Students, staff and families in Sara Village community are welcome to access the library and make use of its resources. We welcome feedback and recommendations to ensure we meet the needs of the community we serve.

Parent/Teacher/Student Conferences

Parent/teacher/student conferences known as PTCs are one form of communication between the parents and the teachers. PTCs are held twice a year, the first one is approximately after six weeks of the start of the school year and the second one is around February/March. The first PTC is mainly targeted for parents to meet the teachers and to check on how their child is settling in the new year, it is rarely used to discuss the students' progress at this early

stage of the school year. The second PTC is targeted to discuss students' progress, to highlight areas that need improvement, and to give strategies to help students achieve their full potential.

The dates and times of the PTCs are published in the school calendar on the school website, in addition, prior to every PTC, an invitation card is sent to parents to indicate the exact time that they are expected to attend the PTC. All parents are encouraged to attend the PTCs, however, if you are unable to attend, kindly make sure that your child informs their form tutor. The school cannot guarantee a face-to-face meeting in case parents miss a PTC.

Food

The first break at SVS is from 9:50 - 10:30 a.m.

The second break is split into two parts. The first part, 12:30 - 12:50 p.m. is dedicated to lunchtime where students in Key Stage 2 visit the lunch room. Students in Early Years Foundation Stage and Key Stage 1 eat lunch in their classrooms. All students are required to bring a healthy packed lunch with them. From 12:50 - 1:10 p.m. students are supervised in the playground where they spend their time until class time resumes.

SVS is a nut-free school. SVS encourages all students to adopt a healthy lifestyle; therefore, soft drinks, crisps and sugary treats are discouraged in school. In addition, our compassionate action this year is focused on compassion towards the environment. We are reducing the consumption of single use items such as plastics and paper cups; therefore we encourage all students to bring a refillable water bottle to school and use the multiple water dispensers available around the building.

Lost & Found

ISG and SVS do not accept responsibility for personal items brought to school. Students are requested to label personal possessions with their name so that if found, they are easily returned to the owner. All articles found in the building, on the school grounds or left on the bus will be placed in Lost and Found bins located in the building.

STUDENT CONDUCT

Student Rights & Responsibilities

At SVS Primary School, we live by our values of Respect, Acceptance, Integrity, Responsibility ... with a commitment to act. We endeavour to make students aware of these values and motivate them to strive towards integrating them into their lives and expect all stakeholders to do the same.

We believe that students have the right to be treated with respect; to be accepted in the school community regardless of their race, gender, cultural or ethnic background, to be evaluated with integrity, and to learn and practise responsibility. Similarly, we expect students to show respect to others; to accept others regardless of their race, gender, cultural or ethnic background, to show integrity in their work, to act responsibly and take responsibility for their own actions, and to become committed to their causes and act accordingly.

Expectations

Details on these topics are found throughout this handbook.

- Mutual Respect – Students will demonstrate honesty, courtesy and sensitivity towards all members of the campus community.
- Academic Integrity – Students will do their own schoolwork.
- Attendance Punctuality – Students will attend their daily classes and arrive at school and class on time.
- Dress – Students will adhere to the school uniform policy and the dress code for non-uniform days..
- Electronic Devices – Students will only use electronic devices, including but not limited to laptop computers, for approved academic purposes. Phones are not allowed on site.
- Fighting – Students will not fight or engage in aggressive behaviour which results in student-to-student physical contact. This includes play fighting.
- Bullying - Students will not tease or physically or emotionally intimidate other students.
- Campus Boundaries – Students will remain within the designated areas and facilities of the SVS Campus and be under staff supervision at all times.

Compassion

One of the main goals of ISG is compassionate action and therefore students are expected to show and act with compassion to others and to the environment.

School Equipment

The school provides students with all equipment needed for a 21st century learning experience. All students are expected to treat equipment and material with respect and care. All equipment provided by the school remains the school's property.

Care of School Property

As part of their educational programme, students are taught to respect and properly care for the school grounds, school and personal property including: facilities, equipment and instructional supplies. Students, and by extension parents, are held accountable for loss of, or damage to these items. Students who lose, damage or willfully destroy school property will be held responsible by school administration.

The Principal has the option to choose consequences as deemed appropriate to specific situations.

Uniform & Dress Code

School Uniform and PE Kit

Our school uniform helps to promote a school culture which provides all students with a fundamental sense of belonging and helps develop within each student a sense of personal identity which is linked to their commitment to the school community.

Our uniform reflects the positive image and values that we as a school want to demonstrate to the wider community. A consistent and fair uniform policy improves overall student morale and student cohesion in the school community. Students at SVS are therefore expected to maintain a high standard of personal grooming at all times. The school uniform is a cornerstone of our policy and helps us maintain high standards of behaviour and achievement.

SVS blue polo, PE house coloured shirts, hats and the checked blue and white dress can be purchased at SVS. Trousers, shorts, skirts and jumpers can be purchased at any retail store.

Dress: checked blue and white with the school logo.

Skirts and shorts: navy blue.

Tights/trousers: In cold weather students may wear white or navy blue tights under their skirt or shorts, or they may wear long trousers, plain black (well-cut, no side zips or buttons).

Shirt: light blue polo shirt with school logo.

PE: Physical Education uniform should be purchased from the school shop: House coloured shirt and navy blue shorts with the school logo.

Sweatpants/tracksuit bottoms: In cold weather, plain navy blue tracksuit bottoms can be worn for PE days only.

School Jumper/Fleece: Navy blue.

Socks: White, black or navy blue.

Shoes: Black, plain velcro or lace-up style school shoes or trainers (these can be used for PE as well).

Hats: Students should wear a cap in their house colour when outside. Hats may be purchased from the school office.

Hair: Hair should be neat and, if below shoulder length, should be tied back.

Headscarf (if worn): Plain navy blue or white.

Makeup and nail varnish: These are not permitted.

Jewellery: Students are permitted to wear a single, simple stud earring in one or both ear lobes (hooped earrings are not permitted). The only other jewellery permitted is a watch.

Labelled hats and jumpers eventually come back to your child. With the constant washing, labels tend to fade. Please check and relabel them.

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ATHLETICS/SPORTS - EXTRACURRICULAR ACTIVITIES -SCHOOL TRIPS

Clubs & Organisations

At SVS, we strive to offer our students a well-rounded, balanced learning experience that contributes not only to their intellectual development but also to their personal, social, physical, health, moral and emotional development. We are committed to offer a first class program that will allow an abundance of opportunities to all our students. We focus on the following categories of activities: skills, service, arts, activity-based and leadership.

The extracurricular activities are offered at SVS in different formats; whilst the majority run as clubs after school hours and are called after-school activities (ASA), some take place during the school day. The school offers a wide variety of activities to cater for the different needs of the student body; in addition to the many clubs offered in ASAs, the school offers its students to take part in Performances, Sports, BSME events and BAE schools events.

Signing Up for After School Activities

After school activities are offered three times during the school year. Emails will be sent to all parents to view the list of available activities on offer. Sign up opens at a specific date and time. A Google Form is shared with parents to sign up and spots are allocated on a first-come-first-served basis. When spots are full, parents may request to have their child added to the activity and it is left to the discretion of the teacher to accept more students or not.

Athletics/Sports

Through our new collaboration with ASD and BSD, Year 5 and 6 students have the opportunity to access athletics and sporting programs as well the chance to take part in international sporting competitions such as the BSME Games.

Signing Up for Athletics/Sports

A range of sport activities will be offered through our after school activities program.

Attendance/Participation - Behaviour

Students involved in extracurricular activities accept responsibility and commitment associated with this involvement. They are expected to attend regularly; attendance is taken and monitored digitally. If a student needs to miss an activity session, they must inform the activity leader, preferably in advance, stating their reasons.

Permission Forms

Permission forms for any extracurricular activities off campus will be distributed to parents with enough notice. Students without a signed consent to participate in the activity will not be allowed to join the activity and shall wait at school with adult supervision.

HEALTH - SAFETY - SECURITY

Illness & Injury

If a student is injured at school, he or she will be administered first aid by a member of staff trained in emergency first aid procedures. Parents will be contacted in those cases that are serious enough to warrant notification. If the parents cannot be reached, then their emergency contact number(s) will be called. *It is extremely important that parents provide the office with current phone numbers to contact.*

Children who become ill or show symptoms of illness are sent home as a protection to other students as well as themselves. A student with a temperature of 37.8° C (100° F) should remain at home until free of fever for 24 hours. Parents are always notified and asked to pick a child up if a health problem occurs. Parents are expected to develop an emergency plan in case they themselves are unable to pick up a child.

All first aid supplies are kept in the office and may only be dispensed by a staff member trained in emergency first aid procedures. If a student brings medication to school it *must* be brought to the school secretary—with dispensing instructions from a doctor. ***Under no circumstance is a student to self-medicate.***

The common cold, chicken pox, pink eye and head lice are the most contagious health concerns in schools all over the world. ***Please do not send your child to school if there is any evidence of these problems or as long as they are contagious.*** Students found to have head lice/nits (dead or alive) will be sent home for proper treatment. To eradicate the problem, bedding and personal effects will also need to be washed. Students returning to school will be checked before being admitted to class. Students found to be infected with chickenpox or pink eye will also be sent home. A clearance from a medical doctor will be necessary for re-admittance to school.

Please review the [ISG Health Manual](#) for more information.

Health Concerns - Immunization Records

Our intention is to maintain updated immunisation and treatment records for every student. All medical forms are kept on file. Parents should notify the school secretary of any student who has an existing condition, such as allergies, asthma, or other medical or neurological conditions, so that we can better treat the child should the need arise. The school maintains a record of students who have existing medical conditions.

Medical Centre

In cases of serious illness or injury the compound Medical Centre is open to support students.

The Medical Centre is open

Sunday - Wednesday 6 a.m.-6 p.m.

Thursday 8 a.m. - 1 p.m.

013 869 8100 Extension 4000

Outdoor Activities and Recess

Outdoor activity locations are determined by the weather and air quality. The nurses' office monitors this daily, and according to the advice received, activities and recess may be held inside should it not be safe for students to be outside for longer periods of time.

Emergency Drills

The school conducts regular fire and lockdown drills to familiarise students and staff of the procedures.

Fire Evacuation Procedure

In the event of a fire at school a RINGING BELL ALARM is sounded. Everyone is to evacuate the building and report to the designated assembly point. The teacher will take attendance and notify the supervisor of any missing, extra or injured people. The SV Fire Brigade is called on extension 5999 or phone number 013 869 8100 extension 5999.

No one is allowed back into the building until the fire service chief or supervisor gives an all clear.

Lockdown Procedure

In the event of a serious threat to student and staff safety or imminent danger inside or outside the building, the LOCKDOWN instruction will be announced over the PA system and a WAILING SIREN ALARM will be sounded. and the following actions must be taken: students and staff must move all personnel within the building to the designated safe haven (the Assembly Hall/Gym). A call will be made to the Security Operations Centre (SOC) ext. 5555.

Everyone must:

Hide.

Maintain calm and silence.

Lock interior doors.

Turn off lights.

Take attendance.

Doors must not be open for anyone.

All personnel must remain in the building until an "All Clear" is given over the PA system.

Further Health, Safety & Security details can be found in the [SVS Safety & Security Booklet](#).

Identification

Student IDs

All students registered at SVS are issued with a unique identification number which remains the same as long as they are registered in school.

Visitors - Volunteers - Guests

In the interests of child safeguarding, all volunteers, guests and visitors to the SVS Primary School are required to sign in at the school office upon arrival, wear a visitor ID badge for the duration of their visit and sign out (handing in the ID) when leaving. Volunteers working with students will be required to sign a Visitors Code of Conduct to comply with the [JSG Child Protection Policy](#). Visiting former students must have prior approval from the Primary School Headteacher to be able to spend a day at the school.

Transportation

The school does not provide student transportation. Parents must arrange for private transportation or contact their compound's transportation to arrange the bus to/from school. Parents need to make sure that students arrive at school before registration time, 7:45 a.m. and are picked up by 2:30 p.m. or by 3:30 p.m. if they have an ASA. Students should not be left unattended until duty teachers arrive at 7:45 a.m.

Student Search

The Administration may search student bags at any time without notice or consent. If necessary, the Administration may ask for assistance from other staff members for the purpose of a student search.

Book bags, purses or clothing may be searched if reasonable cause exists. Searches of personal items will be

conducted in the presence of an adult of the same gender as the student being searched. If a search is conducted of book bags, purses or clothing, parents will be notified.

TECHNOLOGY

ICT should be the cornerstone of a twenty-first century curriculum, preparing students to navigate the complexities of an increasingly digital world and technological literacy is of the utmost importance at Sara Village School.

Every pupil in the school has their own assigned iPad and pupils in Years 2-5, in addition, have their own assigned chromebooks. Year 6 students have a MacBook Air each. A dedicated computer lab with computers running Microsoft Windows is also available to students. Pupils also have access to a wide variety of online learning platforms covering core curriculum subjects as well as other areas of the curriculum.

ISG Technology Use Agreement

By signing the ISG Enrolment Contract, there is an agreement to meet the requirements and expectations of the [ISG Technology Agreement](#) (TUA) and FAIR Use Guidelines. This is required for every student to be enrolled at ISG and should be returned to svs@isg.edu.sa to be kept on record. (please open and complete as per the instructions at the end of the document)

Mobile and Electronic Devices

Cellular/Smartphones

Hand-held communication devices may not be used on school premises. SVS is not responsible for any replacement costs for items that are lost or stolen while at school.

If students need to make a phone call they must visit the front office to use the school phone. All calls will first need to be approved by the school Receptionist prior to the call being made. If students wish to make a phone call with their own phone they must seek approval from a staff member of SVS.

If a student is found using their phone or device at school, they will be asked to put it away. If they bring it to school again, the device may be confiscated and returned to the student at the end of the day. If the student persists in using their phone without permission, the mobile phone or device will be confiscated and only returned to a parent.

Personal computing devices may NOT be used during break and lunch-times, unless supervised by a member of staff for school work only. When not in use, laptops should be kept safely in students' bags.

Digital Citizenship

At SVS, we believe it is our duty, in partnership with the parents, to educate our students on appropriate technology usage and consequently reduce the misuse and abuse of technology. Digital Citizenship is taught within the computing curriculum.

PARENTAL INVOLVEMENT

Research overwhelmingly demonstrates that parent involvement in a child's learning is positively related to achievement. The research shows that the more intensively parents are involved in their child's learning, the more a child achieves and works to his/her potential. Further, parent involvement is positively related to benefits other than student achievement. These benefits include attitude toward school or toward particular subject areas, self-concept, motivation, classroom behaviour, time spent on homework, and expectations for one's future. Since parents are the "primary educators" of their children, SVS expects parents to support their child's education in the following ways:

Support the developmental needs of your child

- Be patient and supportive.
- Do not compare your son/daughter with others. Each child is unique and learns differently.
- Make sure your son/daughter gets enough sleep (8-10 hours per night) and eats nutritious, balanced meals.
- Be open to discussion of your son/daughter's academic, as well as, social and personal successes and struggles.
- Communicate to your son/daughter that his/her effort, progress and achievement are equally valued.
- Students will do their best by doing their own work.

Establish a family culture of learning

- Ask your son/daughter about his/her school day. Ask about the day's lessons and what your son/daughter learned. Show an interest as your son/daughter describes the school day. Share your own learning experiences and show your son/daughter resources that you may have in your own home that relate to your child's learning experiences.
 - Ask your son/daughter what homework s/he has to do each evening and offer your help and support. Review your son/daughter's Google Classroom on a daily basis to keep up with events and learning.
 - Provide a quiet and comfortable space and time for your child to read and reflect on learning.
 - Encourage your son/daughter to bring home books to read from the school library or visit the library together.
 - Set aside some time for the whole family to read together or independently, in English or in your native language. Take some time to discuss what you are reading.
 - Encourage your son/daughter to write emails or texts to family and friends.
 - Communicate the importance of education and school attendance to your son/daughter.
- Arrange family holidays around the school calendar.

Stay connected with school

- Be involved in your son/daughter's life at SVS. When possible, attend conferences, PTG meetings, parent coffee mornings, open houses, student performances, and other special events.
- Check the school website to know what is happening at school.
- Check your email account for updates and information.
- Ask your son/daughter if they have brought anything home from school.
- Encourage your child to join after-school activities and participate in school events.
- Address questions and concerns about your child's progress and performance in class directly with the classroom teacher.
- Be an advocate for your child. If you have questions or information to share about your child or about the school, please contact your child's teacher(s), a school counsellor, or administration.

Thank you for joining the SVS Primary School community and please do not hesitate to speak with us if you have a concern or a strategy for improvement. At SVS we value parental feedback and partnership.