

# Parent Handbook



# **H-FARM INTERNATIONAL SCHOOL**

## **PYP Parent Handbook Academic Year 2025-26**

This Handbook is a tool for parents to help with common questions and information. Information may be updated and added to over the year.

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# Welcome Message

## A Letter from the Head of PYP

Welcome to our beautiful school environment that has been purposefully designed to create a unique and special education for your child. At H-FARM, we believe that primary education lays the foundations for life and should be a hugely positive, rich experience for all children. Our school offers a broad and balanced curriculum, a happy, safe and supportive atmosphere, with a strong commitment to helping all children succeed whatever their background or abilities. We believe in providing an education where children are engaged by learning that develops and stretches them and excites their imagination so that they enjoy the richness and diversity of their learning.

We strive to enable our students to develop socially and emotionally so that they take pride in their learning and want to do well. We believe in offering a curriculum that is purposeful, relevant, challenging and engaging.

Through a range of teaching strategies in the classroom, all students are motivated to achieve high academic standards. Learning environments are structured to develop problem-solving abilities and a range of transferable skills. The use of technology is an integral part of classroom practice, allowing all students to meet the demands of today's technologically driven society.

While academic excellence is an important goal, we also value the development of the child as a whole. Social skills, self-evaluation and the raising of self-esteem are fundamental to good classroom practice. We fully believe that children learn best when they are happy, valued and feel respected as individuals. We encourage students to take an active part in an inquiry based learning process, to set goals, to be independent learners and self-evaluate their progress.

The determination for learning of children in their primary years is unrivalled. Our carefully selected team of talented teachers provides a primary school experience that is designed to bring out the very best in the children that we teach. I hope that this handbook gives you the information that you need to understand how our school works. Please do not hesitate to get in touch should you require any additional information.

Kind regards,  
Anthony Hamblin

## H-FARM Mission and Vision:

*H-FARM International School empowers students to be internationally-minded citizens, shaping their own future in a rapidly changing global community. Through innovative learning environments and the development of relationships based on compassion and respect, we enable students to become confident, creative and collaborative.*

### 6 Dimensions of Success:

*We invest in and celebrate Six Dimensions of Student Success*

**LEARNING  
SUCCESS**

**EMOTIONAL  
SUCCESS**

**SOCIAL  
SUCCESS**

**COMMUNITY  
SUCCESS**

**LANGUAGE  
SUCCESS**

**FUTURE READY  
SUCCESS**

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## PYP Leadership and Administration

Name	Designation	Email
Emiliano Cori	Head of School	<a href="mailto:emiliano.cori@h-is.com">emiliano.cori@h-is.com</a>
Marco Cisotto	Chief of Staff	<a href="mailto:marco.cisotto@h-is.com">marco.cisotto@h-is.com</a>
Anthony Hamblin	Head of PYP	<a href="mailto:anthony.hamblin@h-is.com">anthony.hamblin@h-is.com</a>
Emma Holland	PYP Coordinator 25-26	<a href="mailto:Emma.holland@h-is.com">Emma.holland@h-is.com</a>
Corinna Bellinghieri	PYP Office Manager	<a href="mailto:corinna.bellinghieri@h-is.com">corinna.bellinghieri@h-is.com</a>
Antonella Conte	PYP Receptionist	<a href="mailto:antonella.conte@h-is.com">antonella.conte@h-is.com</a>
Administration		<a href="mailto:amministrazione.ve@h-is.com">amministrazione.ve@h-is.com</a>

# The IB Primary Years Programme (PYP)

*The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect. The IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

The PYP is a programme of international education designed to foster the development of the whole child. It provides a curriculum framework for primary schools around the globe. The illustration of the IB PYP Curriculum model below encapsulates learning in the Primary School at H-FARM.



A significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes (listed below). These themes provide the opportunity to incorporate local and global issues into the curriculum and effectively allow learners to inquire beyond the confines of subject areas. (Transcending the subject areas; therefore titled, Transdisciplinary Learning)

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

*Units of inquiry* are developed around these transdisciplinary themes. These inquiries are substantial, in-depth and usually last for several weeks. Since these ideas relate to the world beyond the school, learners see their relevance and connect with them in an engaging and challenging way. Learners who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education.

We aim to create a learning environment where young learners understand the interconnectedness of big ideas while grasping the essential elements (concepts, knowledge, skills and action) that will form the foundation for future learning. These elements are planned for within each unit of inquiry.

To ensure continuity and academic rigour at H-FARM, we have developed key learning outcomes for each year level set in continuums that reflect the different ways that children develop.

The school actively recruits teachers with previous Inquiry-led or PYP experience and invests in their continuing professional learning through attendance at PYP workshops and conferences where they can meet and interact with PYP teachers from other schools.

The IB itself maintains quality assurance by inspecting and evaluating authorised schools regularly. H-FARM gained PYP authorisation in 2017 and was, most recently, formally evaluated in 2022. Specific questions about the PYP at H-FARM should be directed to the school's PYP Coordinator.

## Learner Profile Attributes

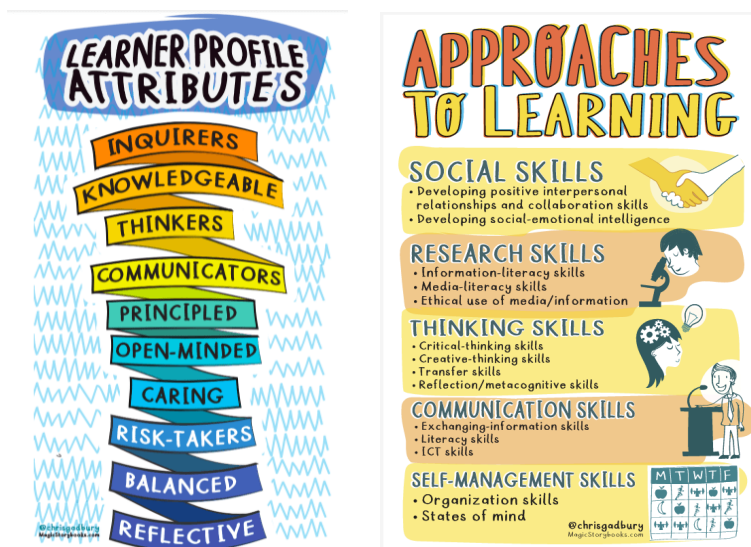
The IB Learner Profile promotes ten key attributes that define international-mindedness:

1. Inquirers
2. Knowledgeable
3. Thinkers
4. Communicators
5. Principled
6. Open-minded
7. Caring
8. Risk-takers
9. Balanced
10. Reflective

## Approaches to Learning (ATL) Skills

The PYP nurtures the development of five ATL skills:

- **Thinking Skills:** Critical, creative, and reflective thinking.
- **Social Skills:** Collaboration and emotional intelligence.
- **Communication Skills:** Reading, writing, speaking, and listening.
- **Self-Management Skills:** Organization, time management, and mindfulness.
- **Research Skills:** Information literacy and ethical use of data.





## H-SKILLS

	<b>PYP H- Skills - <i>Pathway to International Mindedness</i></b>
<b>Honey Bees</b>	Independence, Friendship
<b>Busy Bees</b>	Emotions, Similarities/Differences
<b>Reception Rockets</b>	Body Image, Cooperation
<b>Year 1</b>	Community, Interdependence, Relationships
<b>Year 2</b>	Choice, Well-being, Tolerance
<b>Year 3</b>	Self-efficacy (failure, consistency), Equality/Fairness, Compassion
<b>Year 4</b>	Empathy, Challenge/adversity, Appreciation
<b>Year 5</b>	Perseverance, Autonomy, Self-awareness: Self-care, Self-worth, Emotional Intelligence

## Daily Life at PYP

### The Primary School

The Primary School comprises eight grade levels as follows.

- 1 x Honey Bees for children aged 3 to 4
- 1 x Busy Bees for children aged 4 to 5
- 1 x Reception Rockets for children aged 5 to 6
- 1 x PYP1 for children aged 6 to 7
- 2 x PYP2 for children aged 7 to 8
- 2 x PYP3 for children aged 8 to 9
- 2 x PYP4 for children aged 9 to 10
- 2 x PYP5 for children aged 10 to 11

### School Hours

The school week runs from Monday through Friday. Children are supervised by members of PYP staff from 7.45 am in the morning to allow time for unstructured outdoor play or time to play in the indoor breakout space (EYU) before lessons begin.

The bell rings at 8:30 am, at which time, children proceed to homerooms for registration, mindfulness and the first lesson of the day. If learners arrive after 8:30 am, they must go past or be taken to the PYP Reception where they will be added to attendance registers.

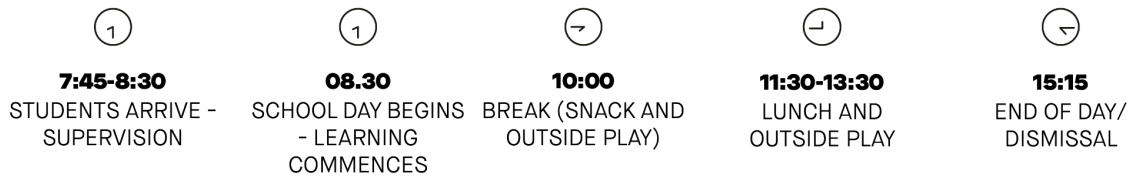
Morning Break begins at 10 am and ends at 10.20 am. Snacks are available for children in classrooms before the break and are provided by the school.

Lunch time begins at 11.30 for BB, RR, Y2 and Y3 and 12.30 pm for all other learners. Lunch is served in the Outlook at this time.

The school day ends at 3.15 pm when After School Activities (ASA) and Teacher clubs are offered until 4.15 pm.

School Buses leave campus at 4:35pm.

## STRUCTURE OF THE DAY



At the end of the school day:

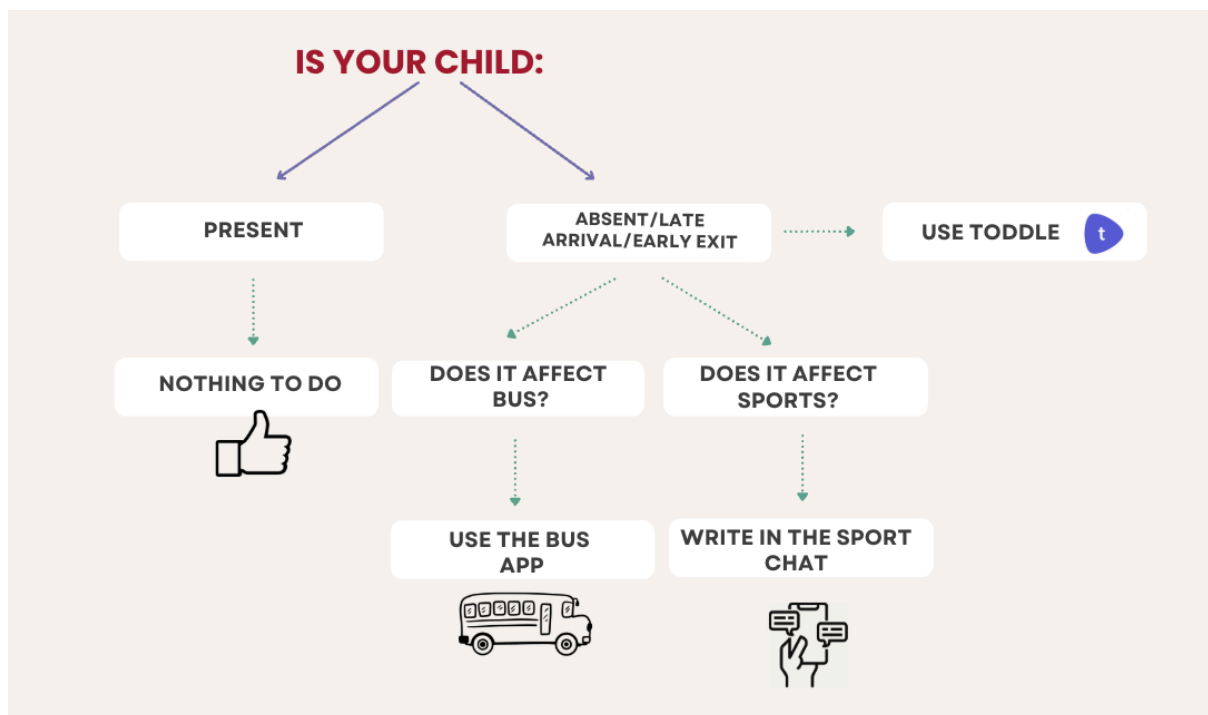
Sports, Clubs and supervision for bus students,  
collection by parents/designated adults, school bus



## Attendance

If your child is absent, please inform the teacher using the [Toddle Application](#). Within the Attendance section of the Toddle Family App, you can add an attendance excusal for a single, or multiple days.

A child is late from 8:30. We ask that children be on time for learning to ensure they make the most out of the early morning routine, and do not miss out on social activities with their peers. Please ensure the child passes by reception so the attendance can be updated; they should not go directly to their classroom. If a child is consistently late, we will request a meeting with the parent to see how we can support the child making it to school on time.



## Drop-off and Pick-up Procedures

**Early Drop-off:** Between 7:45 AM and 8:30 AM.

- All students must enter the PYP garden independently, carrying their own belongings, rested and ready to learn.
- For the first few days/weeks, Honey Bees, Busy Bees and Reception Rockets parents may accompany children to their classrooms. Please say goodbye at the door to the classroom
- All other parents are asked to say goodbye to your child at the PYP gate, at the Welcome Centre or in the parking lot.
- Entry to the campus is on the path next to the guard booth. Please do not walk through the Welcome Centre.

**Pick-up:** From 3:15 PM outside the Welcome Centre.

- All students will be escorted to the covered area outside the Welcome Centre
- Parents are asked to wait on the parking lot side of the large plants
- Teachers will hand students over to parents one by one - adult to adult
- First week of school - lots of parents and lots of students - please be patient as we keep your child safe
- Please chat with the other parents while you wait.
- Please ensure that the Homeroom Teacher is aware of any [alternative arrangements](#) that may have been made for the collection of your child in good time. (Another parent picking them up, or a birthday party, for example)

Please do not:

- Wait in front of the PYP gate
- Come into the building at the end of the school day to collect your child
- Attempt to collect your child in another location - teachers will hand children over to parents at the plants outside the Welcome Centre
- Take your child home without first making contact with the accompanying teacher

### Early Pick-Up:

If you need to pick up your child early from the PYP, please ensure that you have added the request/excusal on Toddle. Your child will be waiting for you at the PYP Reception area. If you need to pick up your child at 3:45 pm, please come to the 3:15 pm dismissal instead. This allows a smoother dismissal, easier logistics and the after-school activity won't be disrupted.

### After School Clubs:

[See below](#)

### School Bus

Students who take the bus to school walk independently to the PYP unless they are in our EYU. At the end of the day, students wait with an adult who escorts them onto the correct bus after taking attendance.

## Going Home with Others

Most students return home daily either by school bus or with a parent, guardian etc and/or driver. If, for an exceptional reason, a student wishes to go home with another student or parent, written permission from his/her parent must be received in advance (via email if the delegated person is another parent of the school, or [via form](#) if s/he is not). Please send this permission in writing or by e-mail to the appropriate school office by no later than 10.00 am on the date in question.

To recap:

- If your child is leaving with another school parent ⇒ please send an email to [office.ve@h-is.com](mailto:office.ve@h-is.com) to delegate that person (name and last name), no later than 10:00 a.m.
- If your child is leaving with someone who is not a school parent ⇒ please complete and submit the school's designated [form](#) before 10:00 a.m.
- If your child is leaving with someone you have already authorized through the enrolment form or a previously submitted delegation [form](#) ⇒ no new authorization is required. However, please inform the school if this affects your child's usual dismissal routine: for example, if your child normally attends an after-school activity but will leave at 3:15 p.m. instead.
- If this involves your child not taking the school bus ⇒ please use the designated bus app to communicate his/her absence, and put a note on it writing what is the updated dismissal procedure (e.g. "today my child leaves at 3:15 with me/or with Name and Last Name")

## School Calendar

Our annual calendar is shared at the beginning of the year and includes term dates, holidays, and special events. You can access the [school calendar here](#). Any additional events will be noted in the SON, published weekly, and added to the school calendar as required.

Please find at [this link](#) the school Google calendar to help you stay informed and organised. The calendar highlights important dates, holidays, and events that you and your child should be aware of throughout the school year. The new school calendar is usually released around February.

## What to bring to school

At the beginning of the year, a document is shared with families with all the supplies that the students need for the year, including books, pencils, markers etc.

Our approach in the PYP section requires the **sharing of materials in all PYP classes**. This is why we have provided specific indications about the types of materials required.

We want to keep our focus on your child's learning and not on the types of pens and pencils they are using... so we kindly request that you follow the

indications we have spent so much time developing. Please! Do not provide fancy items when basic items are listed. Items not adhering to the specifications on the lists will be sent home and you will be asked to provide those that are indicated.

Be sure to NOTE the sizes and quantities indicated. If we indicate A4, we mean A4 - not larger and not smaller. If we say 12, we mean 12, not more or less. If your child begs for the set of 24 colored pencils instead of the indicated 12, it's OK to say no.

## Headphones for iPads

We require Bluetooth headphones for the students' personal school iPads, as we have many new-generation devices with no jack for the headset.

Alternatively, you can provide your child with a headset with the cable, but you also need to provide [this adapter](#). Please also provide a small bag to keep the headphones in, labelled with your child's name.

## Backpacks

All PYP students (Early Years and Elementary) will need an individual backpack to carry their belongings to/from school. Providing the correct-sized backpack will ensure your child can manage her/his belongings independently and keep her/his cubby in order.

Your child's backpack must not be larger than the following dimensions: Height: 40-42cm, Width: 30-32cm and Depth 18cm. This example is the correct size for your child's needs and will allow her/him to independently keep everything in order. Larger backpacks do not fit in our cubbies and are not allowed.

## Labels

Please be sure you label **ALL of your child's clothing items** (school uniform, PE kits/shoes, boots, crocs) as well as their backpack and water bottle. In the equipment lists linked below, all items that must be labeled are indicated with the word YES. If you do not see the word YES, please do not label the items.

Inevitably, many items, especially clothing, are misplaced every school year. This can be greatly reduced if your child's belongings are labelled. These links provide personalised labels: [www.stickerkid.it](http://www.stickerkid.it), [www.ludilabel.it](http://www.ludilabel.it), [www.petit-fernand.it](http://www.petit-fernand.it), [www.mynametags.it](http://www.mynametags.it), Etichette personalizzate ([amazon.it](http://amazon.it)) or you can simply write your child's name on their belongings with permanent marker.

Labeled lost items are returned promptly to the student.

Unlabeled lost items are placed in the table in front of the PYP Outlook, so please feel free to come and have a look.

## Notebooks

We have indicated the type of notebooks required at each year level and we have included a link and a picture of the type of lines needed. Please do not purchase notebooks with numerous vertical lines across the page. These are not needed.

## Equipment Lists

Here are the lists for 25/26 Academic Year:

[Honey Bees](#)

[Busy Bees](#)

[Reception Rockets](#)

[PYP 1](#)

[PYP 2](#)

[PYP 3](#)

[PYP 4](#)

[PYP 5](#)

These lists are also available in the "REMINDERS" section of the School App.

## Lost and Found

The Primary Offices keep items of clothing and other misplaced articles outside the outlook. If items are not claimed within a reasonable time, they will be donated. We strongly suggest labelling ALL your child/ren's items, so that we are able to return the lost items to their owner. Parents are politely requested to ensure that all departing students remove all personal property from the school.

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## The Learning Environment

### Class Structure and Teaching Approaches

Classes are small to encourage personalised learning. Class sizes are limited to 22 students. Teachers use inquiry-based, hands-on approaches to make learning engaging and relevant.

A sample of a student's timetable is below, those sessions that are white are with the homeroom teachers where English, Mathematics, Science and Social Studies are taught in a transdisciplinary way.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30	Morning meeting + Phonics	Morning meeting + Phonics	Morning meeting + Phonics	Morning meeting + Phonics	Morning meeting + Phonics
09:10				Italian	
10:00	Snack and Break				
10:20		Tech			Visual Art
11:10				Music	Italian
12:00	Outside Break				
12:30	Lunch				
13:00	Read aloud	Read aloud	Read aloud	Read aloud	Read aloud
13:20	Italian	Italian			
14:10	Snack and Break				
14:25	PE PYPC Meeting	Library	PE		
15:15	Home	Home	Home	Home	Home

## EYU

In the Early Years Unit, each class has a Homeroom Teacher. There are two assistants across the EYU. Our class sizes remain small to ensure that students have an opportunity to explore learning at their own pace, and utilise the indoor and outdoor resources.

## PYP1-5

From Y1, students are supported by the Homeroom Teacher. Each grade level also has an ELS (English Language Specialist) teacher. The ELS teacher can work with those who are new to English, those who need support, or those that are working above the curriculum. We also have SEN (Special Educational Needs) teachers who support individuals or groups of students to access the curriculum.

## English Language Specialists (ELS)

The school employs qualified and experienced teachers for the English Language Support Programme. Some students are withdrawn from regular classes for specific ELS support while others are assisted through in-class support. For those new to English, there is a paid ELS provision provided. Parents of students who require this are contacted at the beginning of the year.

## Learning Support

The school employs a full-time, qualified and experienced teacher of Learning Support (LS). Support is based on individual student needs. Some students receive individualised support while others are assisted through consultation with homeroom/Specialist teachers and in-class support.

## Counselling

The school employs full-time qualified Counsellors. Ms. Sofia is our whole school counsellor and is available for parent and student support. Parental consent and involvement is required in all cases. If you require any support or have any questions, please contact [pypsen@h-is.com](mailto:pypsen@h-is.com)

## Specialist Subjects

### Italian Language

Students study Italian from PYP1. Students in Y1 and Y2 have 4 sessions of Italian a week, and this increases to 5 sessions per week for Y3, Y4 and Y5. Our Italian teachers support the development of the Italian Language for our new to Italian students (Language Acquisition), as well as our Home Language Italian Students (Language and Literature). They loosely follow the requirements of the Italian Schools, while incorporating Inquiry as much as possible. There are transdisciplinary links between Italian and the Homeroom units of inquiry, and collaboration happens throughout the Programme of Inquiry. From the Academic year 2025-26, there is additional support for our new to Italian students.

## Home Learning Philosophy

Homework in the PYP is intentionally simple and focused on fostering a love of learning. We encourage 20 minutes of reading every day, either in English or in your Home Language, as this builds literacy skills and strengthens your connection with your child. Whether your child reads to you or you read

together, asking questions and discussing the story in your home language helps deepen understanding and critical thinking. As students grow older, they may also have occasional Unit of Inquiry (UOI) tasks or Italian language activities to complete at home, reinforcing concepts explored in class.

Teachers in the PYP will only assign home learning activities when:

- such assignments demonstrably advance a spirit of learning, curiosity and inquiry among learners.
- such assignments demonstrably provide a unique learning opportunity or experience that cannot be had within the confines of the school setting or school day.
- such assignments are not intended as a disciplinary or punitive measure, nor as a means of fostering competition among or assessment of learners.

Teachers in the PYP will limit take-home learning activities to:

- a range of appropriate reading chosen by the learner or teacher.
- inquiry-based work chosen by the learner.
- experiential learning that can integrate with the learner's existing interests and family commitments.
- activities clearly connected to the learning taking place in class that are purposefully designed to further or deepen an understanding of a particular concept.

## Library

The library is a central hub of inspiration and exploration in the PYP. It is a place where students cultivate a lifelong love for reading and discover the joy of immersing themselves in stories, ideas, and information. At H-FARM, children visit the library once a week to choose their own books, embracing the freedom to explore topics and genres that excite them.

We encourage children to select books that spark their interest, even if they seem too challenging. This fosters curiosity and a sense of independence while allowing parents and teachers to support their journey as readers. Students may borrow books for up to two weeks, giving them time to engage fully with their chosen materials. Sometimes, we know that books can go missing. If this is the case, we ask parents to replace the book that is lost to ensure that other students continue to enjoy the resources available.

## PYP Community Gatherings

Community gatherings provide a chance to celebrate achievement, share learning, perform and pass on important information. Community Gatherings are also used to reflect and discuss things such as behaviour expectations, community service or important global events. Learners from the PYP can participate in the community gatherings and share their learning at any time. The StuCo can be responsible for the organisation as well as the teachers. Community Gatherings currently happen once per month.

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## Communication

### Channels of Communication

The [School Office Notice](#) (SON) is the main tool for whole school communication. The SON is used to share information about daily and residential trips, whole school events, PYP programme specific events, and



general notices for all parents. Teachers can also send class-wide messages via Toddle, or send individual emails. To keep the amount of emails to a minimum, the SON is used as the main tool, and reminders will only be shared the week before an event. Please ensure you read the PYP Section of the SON every week.

## from school

- general communications
- class specific/urgent communications
- lunch/snack menu
- trips
- events calendar



H-ELLO APP



SCHOOL OFFICE  
NOTICE



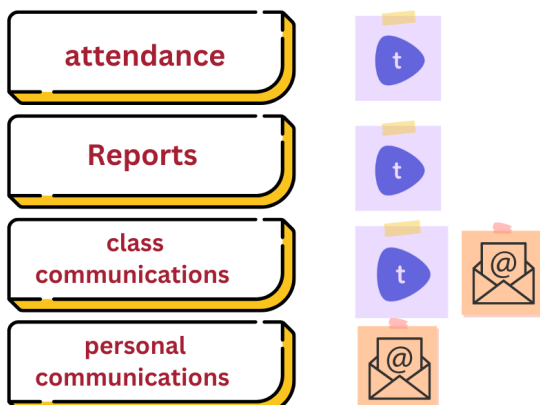
EMAIL



TODDLE



## from teachers



## Who to Contact:

<b>School Updates: School Office Notice (SON)</b> All school events and updates will be communicated weekly on Thursdays via the SON.	
Bus and club enquiries	Corinna Bellinghieri <a href="mailto:office.ve@h-is.com">office.ve@h-is.com</a>
<b>First point of contact</b> Classroom-specific questions, illnesses, critical family updates, student learning Will respond within 24 hours during weekdays	Class Teacher Homeroom Teacher SEN teachers <a href="mailto:pypsen@h-is.com">pypsen@h-is.com</a>
<b>Second point of contact</b> for general curriculum inquiries	Emma Holland, PYP Coordinator <a href="mailto:emma.holland@h-is.com">emma.holland@h-is.com</a>
<b>Third point of contact</b> for escalated inquiries	Anthony Hamblin, Primary Principal <a href="mailto:anthony.hamblin@h-is.com">anthony.hamblin@h-is.com</a>
Serious Concerns	<a href="mailto:childprotection@h-is.com">childprotection@h-is.com</a>

- Homeroom Teacher

- Your child's classroom teacher is always the first person of contact. If they are unable to assist they will always direct you to where you can find the correct information.
- **Emma Holland, PYP Coordinator Y1-5, Italian**
  - Curriculum; teaching and learning and questions about the IB Primary Years Program, vertical articulation of the program
- **Anthony Hamblin, Head of PYP: EYU and Specialists Coordinator**
  - Primary school educational policies, organization and routines, escalation of inquiries
- **Corinna Bellinghieri, PYP Office:**
  - Non-educational concerns, logistics, Bus and club enquiries

## Toddle

[Toddle](#) is our operating platform - a one-stop-shop if you like. Learner's digital portfolios are located here, along with communication to class parents and learner reports. Instructions on how to become a member of your child's Toddle account comes from the class teacher. Please make sure you have signed up so you are fully informed.

## H-ELLO

The [school app](#) to find out lots of information including trips, lunch menus, staff contacts and office hours, authorisation forms and calendars of events. You can also find a link to access Toddle and the Bus app.

## Teacher Office Hours

Each PYP Teacher has set hours every week that they are available to meet with parents. These can be in face-to-face meetings or online. Please see the Teacher Office Hours in the H-ello App

## Visitors to the School

Parents and visitors to the school are welcome. However, all visitors, including parents, should report to the reception on arrival. Students wishing to have visiting friends or relatives attend the school must apply with an email from their parents, at least two days in advance, for permission from the relevant Head of Programme. Please ensure that while you are on campus, a visible badge is displayed.

## Reporting

We use PYP-approved assessment strategies and tools to assess knowledge, concepts (understandings) and skills (Approaches to Learning). We make learning visible and encourage students to set goals and to be independent learners. We ask students to self-evaluate their progress and be active participants in assessment *for* learning and *of* learning. The assessment methods we use are selected in order to provide a range of approaches and therefore provide a balanced view of each student. We believe that students should be encouraged to know why, how and what they are learning and to reflect upon it. Assessment is built into the learning and not just included at the end.

Examples of assessment might include:

- Teacher/Student interviews

- Checklists - completed by the teacher/students
- Teacher/Student generated rubrics
- Learning Ladders
- Self-assessment
- Peer-assessment
- Miscue analysis/running records (reading)
- Weekly check-ins
- Toddle - our learner driven digital Portfolio
- Writing Samples
- Observational notes
- **Formative Assessment:** Ongoing checks during lessons.
- **Summative Assessment:** End-of-unit projects and presentations. PYP Exhibition

## Reporting to Parents

Toddle has allowed us to give parents more information on their child's growth and development, more often. We will continue to meet with parents to discuss their child's growth and development over time.

There are also numerous other occasions throughout the year when parents are encouraged to visit the school and view their child's written or performance tasks. At other times, Parents are very welcome to make an appointment to arrange individual meetings with teachers through the Office Hours.

## Report Cards:

Y1-5 Reports are issued at the end of each term, usually in December, April and June. EYU have a final end-of-year learning journey report. These reports are part of our summative assessment and include success and next steps for each subject area. Achievement indicators are also used to show how the student is progressing according to the curriculum followed. The reports are issued through Toddle and will be received directly to the parents' email.

### Achievement

Value	Abbreviation	Description
Extending	E	Extends and transfers skills, knowledge and concepts independently, The student is consistently working beyond expectations.
Proficient	P	Proficient at applying skills, knowledge and concepts with increased independence; the student fully meets expectations
Developing	D	Developing an understanding of skills, knowledge and concepts with teacher support; the student needs teacher support to meet expectations
Beginning	B	Beginning to acquire basic skills, knowledge and concepts; more time and focus is needed

## Student-Led Conferences

At the beginning of Term 3 there is a Student-Led Conference where a specific goal review and setting exemplifies learning progress. Please see the calendar for the specific date. More information about the SLC can be [found here](#).

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# Policies and Procedures

## Behaviour Guidelines

We promote a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. We believe in the development of student's self esteem, respect for others and fostering a sense of responsibility for their own learning. We also encourage students to take increasing responsibility for themselves and their actions, and to consider the welfare and wellbeing of others. We expect that everyone at H-FARM will behave in a manner that is:

- Safe
- Respectful
- Responsible
- Honest

## Positive Reinforcement and Feedback *for Learning*

We place great emphasis on positive reinforcement of attitude and behaviour through praise and encouragement.

Constructive feedback is written on children's work to recognize effort, improvement and achievement. Class meetings and community gatherings are used as opportunities to acknowledge and discuss progress and achievement; academic or otherwise.

## Restorative Practice

Developing strong positive relationships is the cornerstone of a positive school environment. With this as our goal we work hard to get to know our students, their families and each-other. "These bonds are not forged overnight. Daily conversations, team-building exercises, telling our own stories and making time and space for students to tell theirs helps build relationships over time." (<https://www.cultofpedagogy.com/restorative-justice-overview/>)

A mindshift change where not every action demands a consequence - students are given the skills to solve problems, are coached through problems or given a mediator to get through a "roadblock" in order to make things right and move on.

When class meetings/circle time are used effectively to discuss and develop new skills, they ensure that students are utilising skills effectively, as well as preparing them for the real world.

However, when a student's behaviour is extreme, parents will be notified and included in the discussion. In these cases the Head of Programme will lead a more formal meeting and additional support may be put in place; such as, a home-school communication book, natural consequences or even suspension from attending.

If a student is endangering others, whether inside or out of the classroom, H-FARM reserves the right to suspend enrollment until a mutually agreed outcome is reached.

## Dress Code/Uniform Policy

These dress code guidelines shall apply to any school-related events and activities.

### Honey and Busy Bees (EYU)

Honey Bees and Busy Bees students are not required to wear the school uniform but may choose to wear school uniform/colours if they wish.

### Reception Rockets (EYU), Primary (PYP1-5) and Middle Years (MYP1-5)

Wearing the school uniform is mandatory for all students from Reception Rockets to MYP5.

Our uniforms allow the expression of self and confirmation of a collegiate community. There is both choice and positive formality in the uniform to cater for all. Our school uniform is a proud symbol of the values of the school, positively supporting the culture, aspirations and opportunities that H-FARM represents.

The school uniform is compulsory and, in its basic form, is composed of:

- Polo Shirt / T-Shirt
- Trousers / Shorts
- Sweatshirt / Hoodie
- Jacket
- Sports kit (sweatshirt, trousers/shorts, t-shirt) including Sports Shoes
- Wellington Boots (PYP Only)

The complete offer is available [at this link](#).

PYP & MYP: Hats and hoods must be removed when indoors in any school building. PYP: Students have indoor shoes (Crocs for example) and Wellington Boots

## Technology and Device Use

All students have access to a personal digital device in the PYP. Research has shown us that we should not be teaching using these tools just because we can, and that all activities should have a reason to use this technology. Pencil and paper are still the primary source of writing in the PYP. The use of the digital devices is monitored, and those not following teacher instructions may have their use limited or suspended. There are specific care rules to ensure the longevity of the device, and these must be followed by all students.

## Anti-Bullying

*Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/ or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).*

*Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.*

(<https://behaviour.education.qld.gov.au/supportingStudentBehaviour/Bullying/Cyberbullying/Documents/bullying-school-aged-students-fact-sheet.pdf>)

No student should be bullied at school. Students are taught conflict resolution and empathy through workshops and the curriculum, and negative behaviour is supported through our [Restorative Justice](#) or Response to Intervention programmes. Most incidents in school are not cases of bullying as per the definition above. Teachers keep detailed notes on negative interactions between students, physical or otherwise, to ensure there are no patterns to their behaviour. Any students who are accused of bullying will be subject to a thorough investigation before parents are notified.

## Toileting

A child will not be considered toilet-trained for our Early Years program if they continue to consistently have toileting accidents after a transition period.

The following procedure will be in place for children who have accidents:

- If one or two accidents occur in one week, the parents will be notified with the understanding that the issue needs to be addressed and corrected.
- If three or more accidents occur in one week, the parent will be notified with the understanding that if the issue is not corrected by the end of the week, the child will have to stay home at least 2 days or longer until he/she is completely toilet trained.
- If multiple accidents occur in one day, the parent will be notified on that day; and if not corrected by day three, the child will have to stay home at least one week or longer until he/she is completely toilet trained.

## Birthdays

It is understandable that a child may want to invite a small group of children from the class for a birthday celebration. However when the child wants to invite the majority of the children in the class, it is recommended that the child invites the whole class to avoid some children feeling left out. Please do not ask teachers or assistants to distribute birthday invitations to children.

When recognising your child's birthday at school, small birthday snacks are sometimes appreciated however, as a healthy school, small gift bags including pencils, small toys etc are more appreciated. Please ensure that snacks are easy to distribute (i.e. cupcakes) and adhere to the school's healthy eating policy. Please also note that in some classrooms, there are students with high allergies to specific foods so we ask not to bring food. These were mentioned during our Class Meetings..

Please be mindful of this when planning a treat:

- 1) always send list of ingredients with food
- 2) always ask first if there are intolerances/allergies and provide something for them

In the PYP, small treats can be passed to the class teacher at the beginning of the day. These are shared with the children at a time deemed appropriate by the teacher. PYP celebrations are very low key, and age-appropriate. Cakes that are decorated with lots of icing sugar and decoration, mostly end up in the rubbish bin. Whilst they may look exciting, children do not enjoy eating them.



The most popular snacks are homemade brownies, small (bite size) cupcakes and even just popcorn.

As we strive for a more healthy environment, we invite parents to bring in small gifts or toys instead of sweets and cake. This will have the same impact and enjoyment as cake, but will also share our goal for healthier lifestyle choices.

Please note: If you wish to delegate another parent to pick up your child for a birthday party (or for any other occasion), please send us a written email in advance, ideally before 12:00 p.m.

To help us ensure a smooth and safe dismissal process, we kindly ask that the parent who will be collecting the children also sends us a complete list of the students they are authorized to pick up. This allows us to verify that all proxy emails have been received and to avoid any confusion at dismissal time.

## Other Significant Celebrations

H-FARM encourages parents to share celebrations with their child's class about significant events from their home country culture e.g. Diwali, Garangao, Easter etc. Please contact your child's teacher to discuss how and when this can be arranged.

## Class Placements

Primary Homeroom teachers collaboratively develop class lists for the new academic year in May. Careful consideration is given when putting these lists together to ensure that we make the best educational decision for each child. Our teachers know the children well. They make their decisions using clear criteria to ensure that we have balanced classes throughout the Primary School. The criteria that we use to ensure that we have balanced classes will include:

- Academic ability
- Friendship groups
- Specific learning needs
- Nationality
- Gender
- EAL requirements

Please do not make specific requests for children with regard to friendship groups or homeroom teachers. If we facilitate requests from one family, we are obliged to extend the same opportunity to all families. Please trust us to make the best educational decision for each child.

Before the end of the school year, children have a chance to visit their new grade level and meet with their new teachers when possible.

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# Health, Safety, and Well-being

## Sickness

Children of primary age can get a lot of viruses, especially around the winter time, and when they return from holiday. We ask that you follow the guidelines from your doctor regarding a period of rest at home for the child.

### Communicable sickness:

Sicknesses such as flu, cold, Strep, tonsillitis and upset stomachs can occur at any time. These can be passed from student to student very quickly, so we ask parents to please ensure children are fully well before they return to school. You can add an attendance excuse to Toddle.

## Fever

Because colds and other contagious illnesses spread quickly in schools, we advise you to keep your child at home until all signs of illness are clear and your child is able to participate in all school activities.

If your child has had a fever of over 38 degrees celsius, they should stay home. **We ask that they are fever free, without medication, for 24 hours before they return to school.** This ensures that they are fully well, and stops the risk of any viruses being spread. They are free to wear a mask if they wish on their return.

Showing this consideration for classmates and teachers will help us all to maintain a healthy environment. If your child is on medication or has had a difficult night please inform the teacher as this may influence his/her behaviour at school.

## Vomiting

If your child has vomited, we ask that you keep them home for 24 hours to ensure that they are fully well, and they do not pass on a virus to others. Children who vomit due to illness at school will be asked to go home.

## Medical Care and First Aid

First aid for minor cuts, scratches, bumps and illnesses will be attended to by the school nurse. In the event of more serious injuries or illness, parents will be notified as soon as possible, and may be asked to collect their child. If the parents cannot be reached, the student may be taken to hospital. We urge you to inform the school of any individual health issues concerning your child.

There are times when a child is taking medication but can still attend school. In such cases, a signed note with specific directions should accompany any medication to be taken during school hours. Parents should arrange for instructions to be received immediately upon their child's arrival at school. No medication of any kind will be administered without the authorisation of the parent.

## First Aid Procedures

The nurse on campus will be available from 08h30 - 17h00 in the Infirmary in the sports hall building. Students who become ill or injured in any way will be looked after by this nurse. There are also qualified first aiders on staff who can intervene in line with their professional judgement. The adults who are with the

child must assess the risk to both the injured child and the safety of the rest of the children and act appropriately.

First aid kits are available in several places in each H-FARM Campus building. We also have AED (Automated External Defibrillator,) in each building. A stock of ice packs is always available at the school receptions and offices. If the injury can be treated quickly (for example the application of an ice pack) the adult can carry out the appropriate treatment. In case of a minor injury parents are to be informed at dismissal. If a student goes home on the bus, the receptionist/secretary will ring the parents.

For more serious injuries or for ANY injury involving the child's head/neck, including teeth, parents will be notified immediately. The receptionist or secretary will call parents in these instances. No student will be sent home unless arrangements have been made with a family member. School staff will not administer medication of any kind, this is for the nurse to administer. In the event that immediate medical treatment is required, students will be taken to the closest emergency room.

**People trained for first aid treatment are:**

PYP Building: Antonella Conte, Corinna Bellinghieri, Imelda Bardi, Marika Gobbo, Gianna Nordio.

## **Allergies, intolerances etc**

Please ensure the school is fully aware of any and all allergies or other significant conditions your child may have. An updated list of the students with medical issues or allergies/intolerances is made available to all staff at the start of the school year and is updated when new students join the school and/or when a student's medical situation changes. Any specific life-saving medicine provided by parents is kept sealed in the Students' Office in each building, with the doctor's note and specific instructions. We organise meetings with parents, teachers and the nursing staff at the beginning of the year, to discuss each case and make sure everyone is fully prepared and ready for any symptom.

## **Medicines**

Please ensure that your child's teacher and the office is fully aware of any and all medications that your child is on. This includes short term medications such as paracetamol and antibiotics. We know that these medicines can sometimes have a detrimental effect on student's learning, and teachers would be able to support this with the right information.

If the medications can affect the child's behavior or psycho-physical state, or if the medication could alter attention, alertness, mood, or behavior, it is important to inform the school so that staff can take the necessary precautions and monitor any potential side effects.

To ensure the right to health and safety:

The school has the obligation to protect students' health (Article 32 of the Italian Constitution) and requires relevant information to manage emergencies or critical situations." Students must not have any medication with them, and for everyone's safety, the Students' Office will keep all the medications.

## **Lice**

If you detect lice in your child's hair, please contact the school and the parents group chats immediately. Once lice is detected, or news shared with Students

Office/teacher, our school nurse will check all the hair in that year group, and any siblings that may be affected. We kindly ask that you ensure your child is completely lice and egg free before returning to school. Parents will have to sign a form declaring they have provided treatment.

Children identified with Live Lice at school will be asked to go home for treatment. The parents of those with eggs will be contacted, but may remain at school for the rest of the day.

Please read more info about lice and lice spreading at this very clear and useful [ULSS link](#):

<https://www.aulss2.veneto.it/Controllo-malattie-infettive-nelle-scuole>

## Vaccinations

According to Italian law 119/2017, vaccination is mandatory for school attendance for children from 0 to 16 years old.

The ten mandatory vaccinations are: polio, diphtheria, tetanus, hepatitis B, whooping cough, Haemophilus type b influenzae, measles, rubella, parotitis, and chicken pox (the last one only for children born in 2017 and after).

Since the above is a legal requirement, we highly recommend that families read carefully every communication sent from the school office on this issue.

## Emergency Procedures

Regular drills for fire, lockdowns, and evacuations are conducted. There will be several over the year. Sometimes students will be aware of them, sometimes it will be a surprise. At all times during emergency procedures, students are expected to keep quiet and listen carefully to instructions.

## Safeguarding

H-FARM takes the safeguarding of children very seriously. We have protocols in place to protect students emotional and physical wellbeing, and have a full time Wellbeing/Inclusion teacher on staff. We ask all parents to adhere to the following when entering the school.

- At all times your visitor/parent badge must be clearly visible.
- All visitors to the PYP will need to have a visitors/parent badge.
- All adults should only use the adult toilet next to the Staff room
- Toilets for children are inside the PYP – these are separate from the adult toilets.
- We request that you use your mobile phone respectfully in terms of taking photos of other people's children. You should always ask for permission and no photos from inside the PYP should be shared on Social Media without explicit consent.

If you have a concern about a child in the PYP, you can speak confidentially to the following Safeguarding leads:

- Anthony Hamblin - Head of PYP
- Emma Holland - PYP Coordinator
- Sofia Prezzemà - Counsellor
- Emiliano Cori - Head of School

Children can also approach these adults if they need to speak about a problem, however, confidentiality can be waived if the adult feels it necessary. For any serious issues, a confidential email [childprotection@h-is.com](mailto:childprotection@h-is.com) can be used.

## Mobile Phones

PYP students should not need mobile phones during the day unless for medical purposes. If a child needs a Mobile Phone for after school, it should be switched off, and left in the reception/office to be picked up at the end of the day. Please contact us to arrange this, if this is the case.

## The Use of Photographs of Students

The school uses a range of technologies and multimedia to enhance student learning, communicate with parents and the broader Stonehill community, as well as to market and promote the school. In this regard, photographic images and other audio visual media showing and/or produced by students, faculty and other members of the H-FARM community may be published or utilised in various electronic forms, including the school website, blogs and other online platforms, as well as in print media, including teaching and school promotional materials. In publishing images of or work by students and others in the H-FARM community, we adhere to the following guidelines:

1. We publish images/work only in materials that we produce ourselves or directly review and approve (e.g., the school website, blogs, yearbook, newsletters, professional social media sites, multimedia and electronic documents, school brochures, advertisements, directory listings and other promotional material).
2. We acknowledge that H-FARM International School cannot control who accesses school materials published in the public domain or the copying of media involving students or others in the H-FARM community by visitors to the school website or class blogs. The content we share reflects this.
3. Images of students published on the school's public website, blogs or in other publicly distributed materials will not be identified by the student's full name or other personal information. Should it be appropriate to identify the student in some manner, such identification will be limited to the student's first name and year group.
4. The school determines the images/work and materials that are published. All materials are subject to the editing and review process, and we will not publish materials that may be considered objectionable or detrimental to the interests of any individual member of the H-FARM community or the school.
5. We will not disclose personal information to third parties.

The school assumes permission to publish student images/work according to the above guidelines, unless parents specifically request that their child(ren)'s images or work be excluded from publication outside the H-FARM community by so indicating on the consent form during the (re)enrollment process and/or by email.

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## Afterschool Activities

25-26 Afterschool Activities can be separated into two categories, Teacher Clubs and Paid activities. The full offer is [available here](#).

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# Lunch and Snack Program

## School Lunch Menus

All students eat lunch in the school Outlook (Mensa). Alternative options are available daily. All food is prepared daily from fresh ingredients by the school's own kitchen staff. When using the Outlook, students are expected to observe the following rules to maintain an orderly, safe and social environment.

- Manage collection and distribution of food for themselves
- Behave in an orderly and respectful manner. This includes the common courtesies of saying "please" and "thank you" as appropriate.
- Keep furniture clean of food
- Return crockery and cutlery to the trolley's provided
- Keep all food in the cafeteria

Menus are balanced and include special meals (for health & safety) and vegetarian/vegan options upon request through this dedicated form. A medical certificate is required for all dietary requests. The school menu is available via the [H-ELLO app](#).

## Nutrition Guidelines

A well-balanced and nutritious diet supplies essential nutrients that energize both the body and mind, leading to improved cognitive function and concentration. By adopting healthy eating habits, students become more attentive and engaged in their studies, thus optimizing their learning potential. Our dedicated staff collaborates closely with nutritionists and dieticians to offer high-quality fresh products, including those with DOP, IGP, and Zero Miles certifications, while also adhering to the seasonality of raw ingredients.

Furthermore, we take allergies and food intolerances seriously. Through our partnership with Ristorazione Ottavian, our canteen provides a specialized service that caters to students with specific dietary needs, ensuring a safe and enjoyable dining experience for everyone.

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# Field Trips and Special Events

## Daily Trips and Residentials

For our younger students, daily outings provide the opportunity to interact directly with environments, materials, and people who shape their world. From visits to natural parks and museums to hands-on experiences in farms and art workshops, each activity is designed to stimulate curiosity, motor and social skills, and foster a genuine understanding of fundamental concepts, such as the importance of ecosystems or cultural diversity. Furthermore, residential trips for PYP 3, 4, and 5 students progressively increase in duration and intensity, helping children develop independence and self-confidence.

[Learn more about School Trips in the SON](#)

Learn about our [Safety Measures for Residential trips](#)

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# Parent Involvement

In the Primary Years Programme (PYP), parents play a vital role as active partners in their child's educational journey. By fostering curiosity and supporting learning at home, parents help to extend inquiry beyond the classroom. Through open communication, collaboration, and engagement in school activities, parents enrich the learning community and model lifelong learning. Whether participating in workshops, volunteering in classrooms, or contributing their unique skills and knowledge, parents are integral to creating a supportive and inclusive environment that nurtures every child's growth. Together, we inspire students to become compassionate, critical thinkers who make a positive impact on the world.

## Class Parent Representatives

Year-level parent representatives are nominated at the beginning of the year, and meet twice per term with the PYP Leadership team to share topics, questions, and feedback related to classes. The Agenda is shared with the parent community.

The Class reps for 2025-26 are:

HB	Charlotte Murray
BB	Charlotte Murray
RR	Angelica Benvenuto
Y1A	Kristine Carvajal
Y2M	Tatiana Corjan
2YP	Veronica Grandi (Dahiot)
Y3L	Claudia Gajo (Di Falco)
Y3C	Sara Dragone (Buoncristiano)
Y4M	Giovanna Giordano (Rossetto)
Y4F	Angelica Marcello
Y5H	Lara Maria Didolani (Brizzolesi)
Y5M	Anna Sticchi (Ciani Bassetti)

## Volunteering Opportunities

Opportunities include assisting in classrooms, leading workshops, and supporting the programme of inquiry. Please reach out to your Homeroom Teacher to learn more about how you can support the classroom.

## Parent-Teacher Association (PTA)

Parents meet monthly to discuss school initiatives and plan events. To learn more about how you can support the PTA, please email them here. [pta.ve@h-is.com](mailto:pta.ve@h-is.com)

## Parent Workshops

Over the course of the year we offer a number of workshops and information sessions to help parents better understand and support their children's learning. To ensure that these workshops are relevant and engaging, we ask parents to complete a short survey at the start of each year to determine the content of the workshops on offer. The workshops on offer for this year will be shared on the SON.

## What can parents do to support learners?

- Always develop your child's Home Language first. Please continue to speak to your child in their Home Language.
  - Dress your child in appropriate clothing for school as indicated. We play outside as much as possible, even if it is cold and wet.
  - Pack your child's bag with them, don't do it for them. We encourage the development of self-management skills and independence.
  - Support your child to gain independence. This includes getting dressed, putting on shoes, jackets, carrying bags.
  - Be open with communication. Please be in contact with your child's teacher when needed and let us know about major events in your child's life (births, deaths, sickness of family members).
  - Be positive with your children and celebrate achievements.
  - Read with your child, play with your child both inside and outside.
  - Be punctual for school.
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## Contact Details:

### All teachers

Anthony Hamblin	Head of PYP	anthony.hamblin@h-is.com
Emma Holland	PYP Coordinator	emma.holland@h-is.com
Takako Fujisawa	Honey Bees teacher	takako.fujisawa@h-is.com
Viktoriya Cheban	Busy Bees teacher	viktoriya.cheban@h-is.com
Angela Villanti	Reception Rockets teacher	angela.villanti@h-is.com
Eleni Tsokou	EYU learning assistant	eleni.tsokou@h-is.com
Daniela Anastacio	PYP1A teacher	daniela.anastacio@h-is.com
Nadia Pellizzon	PYP2P teacher	nadia.pellizzon@h-is.com
Marjorie Muchayi	PYP2M teacher	marjorie.muchayi@h-is.com
Flika Carvalho	PYP3C teacher	flika.carvalho@h-is.com
Lauren Irwin	PYP3L teacher	lauren.irwin@h-is.com
Maggie Mann	PYP4M teacher	maggie.mann@h-is.com
Owen McComasky	PYP4F teacher	owen.mccomasky@h-is.com
Emma Holland	PYP5H teacher	emma.holland@h-is.com
Maria Hamblin	PYP5M teacher	maria.hamblin@h-is.com
Anna Lerosé	Music teacher	anna.lerosé@h-is.com
Vincent Oliver	PE teacher	vincent.oliver@h-is.com
Christopher Camacho	Digital Learning Coach	christopher.camacho@h-is.com
Antonella Zuanich	Italian teacher Y3	antonella.zuanich@h-is.com
Margherita Bustaffa	Italian teacher Y2, Y4	margherita.bustaffa@h-is.com



Federica Rossi	Italian teacher Y1, Y5	federica.rossi@h-is.com
Denisse Schlack	Visual Art Specialist	denisse.schlacksilva@h-is.com
Kate Kuleshina	PYP Learning Assistant	ekaterina.kuleshina@h-is.com
Federica Cazzaro	English Language Specialist Y1	federica.cazzaro@h-is.com
Elena Grasso	English Language Specialist Y2-3	elena.grasso@h-is.com
Dominique Gates	English Language Specialist Y4	dominique.gates@h-is.com
Mallory Kinlaw	English Language Specialist Y5	mallory.kinlaw@h-is.com
Rita Bernardo	SEN Specialist, Learning Support	rita.bernardo@h-is.com
Sofia Prezzamà	School Counsellor	sofia.prezzama@h-is.com

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This handbook is intended to be updated regularly to reflect the evolving needs of the school community