

# Upper Primary School

## Parent Handbook 2024-2025





## Hong Kong International School Upper Primary Administrative Team



**Duncan FitzGerald**

Principal  
dfitzgerald@hkis.edu.hk



**Kristi Granquist**

Associate Principal  
kgranquist@hkis.edu.hk



**Megan Kuemmerlin**

Associate Principal  
mkuemmerlin@hkis.edu.hk

---

### Upper Primary Office

**Remy Kaur**

Executive Secretary  
Tel: 2812 5303  
rkaur@hkis.edu.hk

**Jessica Jardin**

Secretary  
Tel: 2812 5304  
jjardin@hkis.edu.hk

**Chloe Wong**

Secretary  
Tel: 2812 5365  
chlwong@hkis.edu.hk

---

### Health Office

**Karishma Pozzebon**

Tel: 2812 5333  
upsnurse@hkis.edu.hk

---

### Bus Coordinator

**Kenny Chu**

Tel: 2812 5119

### Bus Company

**Kwoon Chung Motors**

Tel: 2979 8798

### Lunch Program

**Sodexo**

Tel: 2812 5842

# Mission

Dedicating our minds to inquiry, our hearts to compassion,  
and our lives to service and global understanding

An American-style education grounded in the Christian faith  
and respecting the spiritual lives of all

---

# Vision

HKIS will be a leading place of learning that inspires a socially  
engaged community of collaborative, creative, and resilient learners  
dedicated to realizing their full potential.

---

## Student Learning Results



### **Academic Excellence**

Students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.



### **Spirituality**

Students will understand and respect Christianity and other religions and will identify and develop their own spiritual identity.



### **Character Development**

Students will demonstrate respectful and caring attitudes at school and in the community, as well as the courage to stand up for what is right.



### **Self-Motivated Learning**

Students willingly apply a variety of learning and motivation strategies throughout their learning process.



### **Contributing to Society**

Students will develop the skills they need to form genuine relationships in our diverse society and to make contributions to our community.



### **Chinese Culture**

Students will gain an understanding of China and an appreciation of the Chinese Culture.

**Dear Upper Primary School Families,**

I am thrilled to welcome you to the 2024-25 school year at HKIS Upper Primary. It is an honor to be part of such a vibrant and caring learning community, made up of talented faculty, staff, students, and families.

At HKIS, we believe that positive parent partnerships are essential to maximizing your child's academic, social, and emotional growth. We recognize that strong schools are built on strong communities, and we encourage you to become actively involved in your child's education. We invite you to attend school events, volunteer for class or school organizations, and maintain open communication with your child's teacher throughout the year. Together, we can create the most supportive learning environment that enables your child to reach their full potential.

The Upper Primary years are a time of discovery and growth for children, as they explore their interests, develop their talents, and find their place in the world. Here in the Upper Primary, we are fortunate to offer our students amazing opportunities and spaces in which to learn. We are dedicated to providing an engaging, safe, and welcoming environment for all students to learn and grow with confidence.

Our highly skilled and passionate faculty are committed to providing a challenging and enriching curriculum that inspires socially engaged global citizens and the HKIS core competencies of creativity, collaboration, and resilience. As we look ahead to the future, these skills will be crucial in nurturing your children towards success in a dynamic and ever-changing world.

Whether you are a returning family or new to HKIS, I extend to you a warm welcome. I look forward to working with you to create unforgettable learning experiences for your child this year.

Yours in learning,



**Duncan FitzGerald**

Upper Primary School Principal  
Hong Kong International School

# CONTENTS

<b>Principal's Letter</b>	2	<b>School Policies, Guidelines and Procedures</b>	28
<b>Mission and Character of HKIS</b>	4	Advertisements and Announcements	28
History	4	Arrival and Dismissal Procedures	28
Accreditation Process	4	Attendance and Absences	28
Board of Managers	4	Behavior Expectations, Procedures and Rules	30
Student Population	4	Birthday and Party Invitations	30
Religious Dimension	4	Bullying and Harassment	30
<b>HKIS Community Partnership and Communication Guidelines</b>	5	Communication between Home and School	31
Working in Partnership	5	Dining Hall and Lunch Program	32
Expectations for Communication at HKIS	6	Discipline	32
Sequence of Communication Channels for Parents	6	Dress Code Policy	32
Addressing Disagreements	6	Drug Policy	33
Harassment	6	Early Leaving	34
Discussing HKIS on Social Media	6	Field Trips	34
HKIS Marketing Office: Stories & Snapshots	6	Gifts and Entertainment	34
<b>Educational Program</b>	7	HKIS ID Cards	35
Organization of Grades	7	Homework	35
Academic Program	7	Illness at School	36
Curriculum	7	Language Policy	36
Schoolwide Assessment Philosophy	7	Lost and Found	36
Literacy	8	Make-up Work	36
Mathematics	10	Money and Valuables at School	37
Science	12	Parent Participation	37
Social Studies	12	Parents' Presence in Hong Kong	37
Religious Education	12	Parking	37
Chinese Studies	13	Pets in School	37
Specialist Classes	16	Reporting Student Learning	38
Outdoor Camp	18	Re-enrollment/Transfer/Change of Address	38
Digital Literacy	18	Safety Procedures	38
Beyond the Classroom	19	School Hours	38
<b>Student Services Center</b>	21	School Supplies / Backpacks or Bookbags	38
Enhancing Student Support Services	21	Separated/Divorced Parents	38
Program Objectives for Student Success	21	Six-day Schedule	39
Counselling and Social Emotional Learning (SEL) Program	21	Standardized Testing	39
Learning Specialists	22	Student Council	39
<b>Health Office</b>	23	Tutoring	39
Health Information and Forms	23	Visitors and Parent Volunteers	39
Emergency Contact Information	23	Weather Warnings Procedures	40
Medication During School Hours	23	<b>Parent Groups and Activities</b>	42
Medical Policies and Guidelines	23	Annual Fund Committee	42
Nut-Free / Nut-Aware Zones	24	Booster Club + Dragon Shop	42
Air Quality Health Index (AQHI)	24	Parent Advisory Group (PAG)	42
<b>After School Activities</b>	25	Parent Faculty Organization (PFO)	42
Activities for Upper Primary Students	25	<b>Appendices</b>	43
<b>Transportation to School</b>	26	Upper Primary Faculty and Staff	43
Busing Policy	26	Upper Primary Building Plan	44
Changing Buses	26	HKIS Shared Philosophy of Education	46
Bus Supervisors	26	Trandisciplinary/Teacher Goals	46
Safety Rules for All Bus Rides	27	HKIS Core Values	46
Enforcement of Bus Rules	27	SLR Operational Definitions	46
Frequently Asked Questions	27	Upper Primary Calendar	48
Walkers	27	Upper Primary Six-day Schedule	Inside Back Cover
Car Transportation	27		

# Mission and Character of Hong Kong International School

## History

---

In the early 1960s, a group of businessmen, who worshipped together, foresaw the growth of Hong Kong as a business center for Asia and recognized the need for a school teaching an American-style curriculum. They harnessed support from many areas, notably the Lutheran Church – Missouri Synod (LCMS), the American business community in Hong Kong and the Hong Kong Education Department. All three provided funding in various forms, while the Education Department provided land in Repulse Bay. In 1966, Hong Kong International School (HKIS) began in temporary facilities in Chung Hom Kok with 195 students.

HKIS first opened the doors in Repulse Bay to 630 multi-national, multi-faith students on September 14, 1967. From humble beginnings, HKIS has expanded to cover two campuses with Lower and Upper Primary schools based in Repulse Bay, and Middle and High Schools based in Tai Tam.

## Accreditation Process

---

Since 1971, HKIS has been continuously accredited by the Western Association of Schools and Colleges (WASC), an American accrediting organization covering California and the Pacific Rim. Accreditation is renewed with WASC every six years through a yearlong process of self-study analysis, and a visit and final report by a team of educators from the United States and Asian international schools. Improvement plans based on the findings of the school and the visiting team are folded into HKIS's strategic and operational plans.

## Board of Managers

---

The HKIS Board of Managers is primarily focused on setting overall strategic direction consistent with the HKIS Mission Statement; supporting, encouraging and evaluating the Head of School; and providing stewardship of the school's resources. The Board of Managers comprises of senior executives, professionals and other members of the HKIS community who collectively bring a diversity of backgrounds and experiences to their Board work. For further details about the Board of Managers and its members, please go to: <https://www.hkis.edu.hk/about/leadership/board-of-managers>

## Student Population

---

HKIS has four divisions: Lower Primary (R1-G2); Upper Primary (G3-G5); Middle School (G6-G8); and High School (G9-G12). Over 2,900 students attended HKIS in the 2023-24 school year; 41% were U.S. citizens, 19% were Hong Kong citizens and 40% were citizens of other countries.

## Religious Dimension

---

HKIS is grounded in the Christian faith and is respectful of the spiritual lives of all. The Christian faith is a response to the redemptive grace and love found in Jesus Christ, and recognizes that each student is a precious child of God regardless of background, belief, and experience and respects that each is on their own journey. The overall Christian ethos at HKIS is intended as an ongoing open invitation into dialogue rather than an expectation of adherence to Christian belief. We welcome students from all religious backgrounds and experiences, Christian and non-Christian alike. We offer Christian experiences and encourage engagement in Christian practice but the ethos is primarily seen, heard, and shared day-by-day in an intrinsic manner with the intent of loving and honoring each student, no matter their beliefs.

The formal aspect of Religious Education at HKIS, discussed in more detail on page 12, combines mind and heart in developing both an academic understanding of religions as well as encouraging a sense of one's spiritual identity. In line with our Student Learning Results, we seek to increase students' understanding and respect of Christianity and other faiths while also supporting students as they grow in appreciation of the spiritual dimension of themselves and others. It is our hope that students will find solid footing in this aspect and will be adept at sincere and caring dialogue with people of any culture and religious tradition seeking to live in harmony with all.

# HKIS Community Partnership and Communication Guidelines

HKIS as a community is committed to building and sustaining a welcoming and secure learning environment in which individuals can fully realize their potential in a climate of mutual respect. HKIS believes that parents and educators share the responsibility for creating a partnership that fosters children's learning. Together we play a formative role in the development of a child's sense of justice, equity and the worth of all members of our school community.

It is our hope that these guidelines will provide a useful framework to promote effective and appropriate communication within the HKIS community, and will support the HKIS policy on *Promoting a Culture of Respect (Policy 3170, available on DragonNet)*.

## Working in Partnership

We recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and a common vision of the goals to be achieved.

The responsibility of the school (teachers, administrators and support staff) is to:

- Provide a safe environment that supports the development of positive learning attitudes, habits and values that are consistent with the mission of the school.
- Provide high quality curriculum and instruction in a supportive environment.
- Encourage students' growth as responsible, independent and respectful individuals.
- Model integrity, academic curiosity, responsibility and creativity.
- Communicate and work with parents as partners in ensuring student achievement reflective of the HKIS Mission and Student Learning Results.
- Provide timely and clear information about school programs and events.

The teacher's responsibility is to:

- Explain the curriculum and approach to learning in the classroom, expectations, methods of assessment and reporting of learning to students and their families.
- Report student progress regularly to parents (the frequency of communication is determined by each division).
- When appropriate, work with parents, counselors or

learning specialists to provide a team approach to support for students.

- Communicate how parents can support what is going on in the classroom.
- Share observations, interests and concerns during emails, meetings and parent-teacher and student conferences.
- Invite parent involvement in the learning process. For example: participating in class activities, attendance at school events, invitation for guest speakers or connecting with the wider Hong Kong community.
- Respect family needs and values e.g. family time.
- Invite input and feedback from parents.
- Respond in a timely fashion to emails or phone calls from parents.

The parent's responsibility is to:

- Provide a home environment that supports the development of positive learning attitudes, habits and values that are consistent with those of the school.
- Play an active part in their child's learning e.g. monitoring attendance, homework completion.
- Help their child capitalize upon successes and learn from setbacks and failures as part of his or her growth process.
- Review, with the child, information provided by the school that provides insight into student learning and growth e.g. assignment feedback, report cards, conference information, emails.
- Communicate with the teacher, as developmentally appropriate, if the child is having problems with learning.
- Inform the school of any family or home situation that may affect a child's learning or behavior.
- Participate in the decisions about their child's education.
- Be responsive to requests for input, feedback or opinion.
- Stay informed by reading the school newsletter, class updates or accessing the website.
- Attend, as family responsibilities allow, parents events or education evenings. These include: parent coffees, division parent forums, parent-to-parent meetings, curriculum nights and parent feedback requests.
- Participate, as family responsibilities allow, in school organizations such as PFO, PAG, Booster Club and events.
- Respect a teacher's academic efforts by minimizing a child's absence from school for non-critical reasons.



## Expectations for Communication at HKIS

It is expected that all members of the HKIS adult community will abide by the following principles for verbal and nonverbal, written and oral communication at HKIS

- All communications demonstrate the assumption of good intent and the goal to be constructive.
- The tone of all communications demonstrates care, respect for others and sensitivity for diversity.
- Email is the preferred form of contact, unless an issue is urgent or would be better addressed through face-to-face or phone contact.
- Responses to communications should be answered within 48 hours, Monday to Friday.
- Confidentiality is respected.

## Sequence of Communication Channels for Parents

- Contact the **teacher** directly if you have questions or concerns about your child or the instructional program in your child's class.
- Contact the **Principal or Associate Principal** if the teacher's response to your first contact does not sufficiently address your concern or if your concern is at the school level.
- Contact the **Head of School** if the administrator's response does not address your concern.

## Addressing Disagreements

Dealing with disagreements requires respect and discretion by both the school and parents. Both parties should respectfully seek to gather accurate information and resolve problems through appropriate channels of communication. Each adult shares the responsibility to provide a collaborative decision making model in the best interest of the child – be prepared to listen, contribute, negotiate and support decisions and operate from the assumption of good intent.

Confidentiality contributes to maintaining trust between parents, teachers and administrators. All adults should use discretion about when, where and with whom issues are discussed. It is important that all adults do not discuss individual children, teachers or families in inappropriate public and social situations.

## Harassment

*(From Policy 3170, available on DragonNet)*

Hong Kong International School is committed to building and sustaining a culture of respect, care and safety that is free from any form of harassment, bullying and intimidation. All members of our community – students,

parents, faculty, staff and visitors – have a right to feel safe and protected and share the responsibility to build and maintain an environment in which everyone feels respected. Offensive, harassing, bullying or intimidating behaviors will not be tolerated or ignored and will be dealt with appropriately and expeditiously. Across the school, both prevention and intervention strategies are in place for our student and adult community, and will be published and reviewed annually, to encourage empathy and respect and to respond appropriately to any acts of bullying and harassment.

## Discussing HKIS on Social Media

Social media is a great way to share positive news and events about HKIS, as well as to communicate factual information about policies and school life with others in our community. In line with the [HKIS Community Partnership and Communication Guidelines](#) in school policies, all communications on such channels must assume good intent, be constructive, and communicate care, respect for others, and sensitivity for diversity.

We would also like to emphasize that specific student issues are best discussed privately with school representatives, not on group chats (e.g.: WhatsApp, We Chat, mass emails) or public platforms (e.g.: closed or public groups or pages on Facebook, Twitter). Neither should members of our community lobby for changes in policy or procedure on these platforms. Please refer to the [Sequence of Communication Channels](#) in the [HKIS Community Partnership and Communication Guidelines](#) for the appropriate procedures on how to address concerns at the school.

Posting photos and stories on social media accounts are a wonderful way to share life at HKIS with friends and family. For the safety and privacy of our students, please be reminded that photos taken on campus should not be shared on any public profiles or media outlets without the consent of the school. Please refer to [HKIS's Social Media Policy](#) (Policy 3180, available on DragonNet) for more details.

## HKIS Marketing Office: Stories & Snapshots

HKIS's Marketing Office shares stories about HKIS with our community and the public. These are distributed through different channels, such as the [News & Media page](#) on the website, DragonBites stories and DragonTales Magazine on [HKIS Pages](#), and the [Dragonwaves](#) podcast. Please also follow HKIS's social media accounts on [Facebook](#), [Instagram](#), [LinkedIn](#).



# Educational Program

## Organization of Grades

---

Our Upper Primary program aims to explore content, skills and dispositions that are appropriate for each child's maturity level. The continuous progress model is adapted to each individual. The school attempts to accomplish two things – (1) to find out where each child is in his/her academic learning and (2) in what manner a child learns best. Through use of a variety of teaching materials and approaches, teachers develop programs that will inspire and provide children with successful learning experiences. The programs may include large and small group work, individual work, remedial instruction and/or enrichment. Progress is monitored regularly through a wide array of assessment strategies, some of which are student created. As new skills and knowledge are acquired, children may deepen their learning experiences by engaging in small group and independent projects.

## Academic Program

---

HKIS recognizes that children have different strengths, areas of growth, and develop at different rates. We also acknowledge that children have a variety of interests and backgrounds. Our school's learning environment is designed to accommodate a flexible learning program that emphasizes varied student groupings, assignments and activities geared to meet individual learning needs.

HKIS stimulates student interest and involvement by making learning an active and creative endeavor. A mutual feeling of respect, trust and independence is fostered as children are encouraged to make good choices and judgments with regard to effective use of time and efforts. The course of study at HKIS incorporates the standards and benchmarks that are widely used in the United States.

## Curriculum

---

### Beliefs about Curriculum at HKIS

- Curriculum must be based on an agreed upon philosophy, current research, principles of learning and effective teaching practices.
- The curriculum must be student centered – in other words the curriculum is what the students should learn, not how teachers will teach.
- All areas of curricular work reflect the coordination and articulation of learning from Reception 1 to 12th Grade. Close attention is given to the transition years: from Grade 2 to 3, Grade 5 to 6, and Grade 8 to 9.
- Curriculum needs to enable a student to attain HKIS's Student Learning Results.
- Curriculum development is a continuous process.

## Schoolwide Assessment Philosophy

*(From the Shared Philosophy of Education, available on our website)*

---

The purpose of assessment is to promote learning. Assessment is a process of gathering a variety of evidence to identify a student's level of attainment of learning goals. The evidence helps students understand their strengths and how they can improve their learning and helps teachers understand how they can improve instruction. In addition, assessment forms the basis of reporting to students and parents the current level of students' attainment of learning goals. A robust system of assessment is relevant and accurate, ongoing, informative and timely, and understandable to all.

### Relevant and Accurate

Assessment is tied directly to the learning goals of a given course or program. The goals are made explicit in the course's standards and benchmarks as well as the schoolwide SLRs. Expectations around these goals are clear for all students as developmentally appropriate. Students need to know the level of attainment they are expected to reach as they work toward these clear learning goals. Likewise, measurement of attainment in these goals needs to be accurate, using a variety of methods appropriate to measure the targets set and appropriate to the age of the students.

### Ongoing

Assessment is an ongoing process built into the cycles of teaching and learning. Though there are times (such as final exams in upper Grades) when assessment is a culmination of learning, in general, assessment is incorporated into teaching and learning and the results of assessments are used by teachers and students to guide future learning.

### Informative and Timely

Results and feedback are most useful when they are provided as close to the assessment as practical, so students and teachers can employ strategies for growth. Given the opportunity to reflect on results, students are able to set goals for future learning and performance of learning tasks that enhance progress.

### Understandable

As developmentally appropriate, students are fully involved in the assessment process and are able to understand and explain the ways in which assessment evaluates and enhances their learning.

## Literacy

At HKIS, we believe literacy – reading, writing, speaking, and listening, is a keystone to all learning. We value questions as much as answers, process as much as product, and connections as much as content. Literacy is a transdisciplinary skill that enables us to reflect, transform and innovate to better understand the world around us.

Our Upper Primary literacy-curriculum is based on research-based best practices from the United States. Resources and research that inform literacy teaching and learning include literacy workshop practices and Marzano's Critical Concepts, as our adopted standards. These standards to ensure consistency across grades and divisions, and provide a challenging and developmentally appropriate curriculum for our students.

Marzano's Critical Concepts focus on bundling like concepts together and prioritize critical areas for student focus. Below are the Reporting Categories and Measurement Topics that are included within the Upper Primary curriculum:

Reporting Category	Measurement Topics
<b>Reading</b>	Analyzing Text Organization and Structure
	Sources and Research
	Analyzing Ideas and Themes
	Analyzing Claims, Evidence, and Reasoning
	Analyzing Narratives
	Analyzing Point of View
	Comparing Texts
<b>Writing</b>	Generating Text Organization and Structure
	Generating Claims, Evidence, and Reasoning
	Generating Narratives
	Text Features
	Text Types
	Revision
	Comparing Texts
<b>Language</b>	Analyzing Words
	Analyzing Language
	Parts of Speech
	Editing

Over the last several years, teachers and our curriculum team have come together across divisions to construct transfer goals that highlight the effective uses of understanding, knowledge, and skill that we hope students will be able to apply in the future when confronted with new challenges – both in and outside of school (*McTighe 2014*).

### R1 – 12 ELA Disciplinary Transfer Goals

HKIS graduates will independently use their learning in ELA to:

- Communicate clearly and strategically for a variety of audiences, settings and purposes.
- Engage with challenging and diverse forms of text, and grapple with complex perspectives across time and space.
- Construct logical, robust and informed arguments, assess the validity of their own thinking, and consider the merits of others' arguments.

### R1 - 12 ELA Common Agreements

We agree that English Language Arts education happens best when we provide opportunities for students to:

- Work in a climate of trust that encourages risk taking and in which they feel safe and valued.
- Be self-motivated and take ownership of their learning.
- Experience and engage with multiple voices and perspectives.
- Explore literature and language collaboratively.

## HKIS Upper Primary Literacy Instruction

Reading and Writing Workshops are the primary structures in which Upper Primary students do most of their learning and work as readers and writers. With a predictable structure, ample time for students to actually read and write, and a combination of whole class, small group, and individual instruction, Reading and Writing Workshops allow teachers to differentiate to meet the needs of all students.

### Reading Workshop

Reading Workshop most importantly gives students time to read, while practicing the decoding strategies, comprehension strategies, reading behaviors and talking and thinking strategies that are taught through reading mini-lessons. Students are continually challenged to grow and support new ideas about texts and to provide evidence for their thinking.

Teachers support students in choosing books for independent reading from the classroom and school libraries. Students are encouraged to choose a balance of literary and informational texts. Students learn to know themselves as readers, set reading goals, take risks and challenge themselves to read books from a variety of genres. An important part of Reading Workshop is one-on-one conferencing and small group work between teacher and students based on the student's current reading.

### Read Aloud

Teachers read a carefully chosen book aloud to the whole class, considering diversity and genre. As teachers read, they stop to model their thinking as readers for students. Teachers encourage students to reflect on language, vocabulary, character traits and choices, and important details. They push students to make connections to real life, other texts, and themselves. Class discussions about read aloud texts scaffold students' further meaningful independent talk about books.

### Shared Reading

Shared reading is often explained as "all eyes on one text". In the Upper Primary, that may be an enlarged text so that all children can see, or a copy of a paper or digital text. The teacher involves children in reading together to build upon their fluency and comprehension.

### Guided Reading / Strategy Groups

Teachers work with small groups who are working towards the same reading goals/needs. This is a time when teachers provide explicit instruction to meet the needs of students learning various strategies to support their language, decoding and comprehension skills.

### Writing Workshop

The writing process sits at the heart of Writing Workshop. Students compose and draft their own pieces in three writing genres: informational, opinion, narrative. Students follow an authentic writing process that leads them through planning, drafting, revision, editing and publication.

Professional and student examples of the kinds of texts students are asked to write are provided as "mentor texts". They encourage students to read as writers, noticing qualities of certain kinds of writing that make it successful. Teachers model their own work as writers. An important part of the Writing Workshop is one-on-one conferencing and small group work between teacher and students based on the student's current writing work.

### Interactive Writing

Teachers and students work together to plan and compose pieces of writing which allow them to practice the writing process together.

### Strategy Groups

Teachers work with small groups who are working towards the same writing goals/needs. This is a time when teachers provide explicit instruction to meet the needs of students learning various writing skills and strategies.

### Word Study

Teachers provide opportunities for students to recognize, learn and apply patterns in words and language throughout the six syllable types. Students develop an understanding of how words work. Teachers also teach through the lens of morphology, how words are broken into parts, and etymology, the history of where words come from. In this way, students can deepen their understanding of not only spelling but meaning as well. Spelling and grammar competency is further fostered through students' carefully editing their own writing work.

\* Source: Common Core State Standards (English Language Arts Introduction)



## Mathematics

Our math program at the Upper Primary is focused on building procedural fluency through conceptual understanding and number sense.

Students learn and use multiple models and strategies to show conceptual understanding and develop flexibility and fluency in all computational skills. The 8 mathematical practices are an integral part of our curriculum and instruction. Students have opportunities and support to engage in rich and challenging tasks that allow for productive struggle as they make sense of mathematical ideas and relationships. These tasks promote reasoning and problem solving, meaningful mathematical discourse, and a positive mathematical mindset. Through the use

of ongoing assessment, teachers implement various instructional strategies that meet students at their present level of learning and allow for depth, complexity, and extended learning. This practice affords students voice and choice in their learning, with self-evaluation and reflection naturally embedded.

Bridges in Mathematics is the primary curricular resource. This curriculum follows the Common Core State Standards for Mathematics (CCSS-M) and focuses on developing students' understanding of mathematical concepts, proficiency with key skills, and ability to solve complex problems. Bridges blends direct instruction, structured investigation, and open exploration to develop students' mathematical thinking and reasoning abilities.

### Common Core State Standards for Mathematics (CCSS-M) critical areas of focus:

#### Grade 3 Areas of Focus

1. Developing understanding and strategies for multiplication and division within 100.
2. Developing understanding of fractions, especially unit fractions.
3. Developing understanding of the structure of rectangular arrays and of area.
4. Describing and analyzing two-dimensional shapes.

#### Grade 4 Areas of Focus

1. Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.
2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

#### Grade 5 Areas of Focus

1. Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions.
2. Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.
3. Developing understanding of volume.

**Common Core State Standards for Mathematics (CCSS-M) Domains:**

Standard	Grade 3	Grade 4	Grade 5
<b>Operations and Algebraic Thinking</b>	<p>Represent and solve problems involving multiplication and division.</p> <p>Understand properties of multiplication and the relationship between multiplication &amp; division.</p> <p>Multiply and divide within 100.</p> <p>Identify and explain patterns in arithmetic.</p>	<p>Use the four operations with whole numbers to solve problems.</p> <p>Gain familiarity with factors and multiples.</p> <p>Generate and analyze patterns.</p>	<p>Write and interpret numerical expressions.</p> <p>Analyze patterns and relationships.</p>
<b>Number and Operations (Base Ten)</b>	<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>Understand the place value system.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p>
<b>Number and Operations (Fractions)</b>	<p>Develop understanding of fractions as numbers.</p>	<p>Extend understanding of fraction equivalence and ordering.</p> <p>Build fractions from unit fractions by extending understanding of operations on whole numbers.</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p>	<p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>
<b>Measurement and Data</b>	<p>Solve problems involving measurement, estimation of intervals of time, liquid volumes, and masses.</p> <p>Represent and interpret data.</p> <p>Understand concepts of area and relate area to multiplication &amp; addition.</p> <p>Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Represent and interpret data.</p> <p>Understand concepts of angle and measure angles.</p>	<p>Convert like measurement units within a given measurement system.</p> <p>Represent and interpret data.</p> <p>Understand concepts of volume and relate volume to multiplication and to addition.</p>
<b>Geometry</b>	<p>Reason with shapes and their attributes.</p>	<p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p>	<p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Classify two-dimensional figures into categories based on their properties.</p>

\*Source: Common Core Standards (Math)

## Science

---

Science at HKIS focuses on developing students' scientific and engineering practices and understanding of core ideas to empower them to participate in an increasingly scientific and technological world. Through STEM based inquiry, students apply the knowledge and practices of science and mathematics, use technology for real-time data collection, carry out scientific investigations to discover answers to their questions, and creatively develop solutions to engineering design challenges.

The Upper Primary Science curriculum is based on the Next Generation Science Standards (NGSS). The standards are composed of three dimensions: disciplinary core ideas (content), science and engineering practices, and crosscutting concepts. The NGSS is a focused and coherent progression of knowledge and practices across the grade levels allowing for a dynamic process of building knowledge throughout a student's science education.

### Science & Engineering Practices

- Ask questions (for science) and define problems (for engineering).
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations (for science) and design solutions (for engineering).
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

### Descriptors of an Inquiry-based Approach to Science

- Children view themselves as scientists and engineers.
- They collaborate and work cooperatively with others.
- Children are curious and they wonder and ask questions about their observations of the world.
- They design a way to find answers to their questions and develop solutions to human problems.
- They carry out their own investigations, handling materials/tools, observing, measuring, and recording data.
- Children communicate their scientific understandings through notebooks, drawings, graphing, etc.
- They use data collected in their investigations as evidence to support their claims.

- Their work leads them to new questions and/or ideas.
- They are problem-finders and problem-solvers.
- Children make connections to previous learning.
- They reflect on their own work and learning.

\*Source: Llewellyn, Douglass. (2013). *Inquire within: implementing inquiry and argument-based science standards in grades 3-8*. Thousand Oaks, CA: Corwin Press.

National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press.

## Social Studies

---

The Upper Primary is based on the College, Career, and Civic Life (C3) Framework. The C3 framework builds critical thinking, problem solving, and participatory skills to become engaged citizens. Our Social Studies program builds on and extends literacy skills encouraging students to think critically and solve problems. Students gain knowledge through the study of civics, history, geography, and economics. They practice the habits of civic life by recognizing social problems, examining an issue from different perspectives, and acting on their learning. Through this process of inquiry, students become knowledgeable, thinking, and active citizens prepared to lead in tomorrow's world.

## Religious Education

---

At HKIS, Religious Education reflects the school's mission and Student Learning Results. As a school "grounded in the Christian faith and respecting the spiritual lives of all" we provide students with an explorative approach to religion and spirituality.

Religion units in the Upper Primary delve into a variety of topics and ideas. Each is initially considered from a Christian perspective. Students also explore how people of other faiths view that same topic, which helps them understand how others see the world. Throughout the study of religions, students continually reflect to identify and develop their own spiritual identity.



HKIS has developed a unique set of outcomes encompassing our core beliefs. The Religious Education program is developed around these outcomes. Each one is equally important. As students learn about Christianity and other world religions, the development of individual spirituality is the thread that ties everything together.

- Students recognize, define, and articulate their own spiritual identity, and demonstrate how it applies to their personal decisions.
- Students demonstrate an understanding of the Christian story and the centrality of Jesus in the Bible.
- Students understand the common and unique beliefs, practices, and influence of the world's major religions.

## Chinese Studies

### Program Philosophy

“Language and communication are at the heart of the human experience.” As members of an international school and community, we endorse this statement by the American Council on Teaching of Foreign Languages (ACTFL). The learning of languages encourages students to respect and to understand other cultures, and heightens the awareness of one’s own culture. It also enhances divergent thinking and self-motivated learning. Language-learning equips students to participate more actively in the global community and to be more adaptable in an increasingly interconnected world.

Literacy is built upon a foundation of spoken language competence; therefore we believe that oral communicative language should rest at the heart of language instruction. Reading is gradually introduced followed by writing.

The central goal of language-learning is the communication and exchange of ideas, perceptions and needs. These skills will enable learners to meet social and informational needs in the Chinese-speaking world.

The HKIS Chinese Studies program fully embraces the differentiated needs of our learners. Since the acquisition of an additional language depends on a variety of factors, HKIS's language program delivers reading/writing and listening/speaking lessons that are based on the needs of the learner.

### General Information

All Upper Primary students participate in Chinese language instruction as a part of their daily program. Class activities are varied and include games, songs, rhymes, dances, arts/crafts, oral dialogues and excursions – all designed to immerse the students into the use of Mandarin. Additionally, homework is given to students to strengthen and practice learned skills of oral proficiency as well as the skills of reading, writing and listening. We encourage parents to actively participate and support their children's learning of this language by taking interest in the activities and projects.

### Proficiency-based

As a proficiency-based program, starting from Upper Primary the students in the Chinese Studies are grouped based on their entry-level of Chinese language proficiency, and the curriculum will be targeting the next higher level of language proficiency with various themes and topics. The exit benchmarks for each proficiency group is based on benchmarks mapped out in the Chinese Studies R1-12 curriculum and the natural progression of language development.

	Novice 1	Novice 2A	Novice 2B	Novice 3A/3B
<b>Interpretive</b>	<p>Follow basic classroom instructions.</p> <p>Identify pinyin symbols and attempt to read short texts with pinyin.</p> <p>Identify a few very common words and phrases in familiar contexts.</p>	<p>Follow basic classroom instructions.</p> <p>Identify pinyin symbols and read short texts with pinyin.</p> <p>Identify the topic and a few information on short texts or conversations.</p> <p>Identify a few common phrases in characters in familiar contexts.</p>	<p>Identify learned or common words, phrases, and read sentences formed by learned words in familiar contexts.</p> <p>Identify some information in short and familiar texts.</p>	<p>Read short texts with pinyin support fluently.</p> <p>Follow common classroom routines and instructions.</p> <p>Identify the main idea and key information on familiar topics.</p> <p>(3B) Solidify skills needed for N4 with expanded new topics.</p>
<b>Interpersonal</b>	<p>Use visual and verbal cues to understand and convey the meaning of familiar material.</p> <p>Respond to spoken language, using gestures, single words and phrases.</p> <p>Ask simple topic-related questions.</p>	<p>Respond to spoken language, using words, phrases or simple sentences.</p> <p>Ask and answer simple topic-related questions using words, and phrases, and practiced/ formulated simple sentences.</p>	<p>Ask and answer a variety of simple questions.</p> <p>Communicate familiar topics such as self, routine daily life, and activities using a variety of practiced and memorized words and phrases and some sentences.</p> <p>Communicate basic information about oneself and people one knows.</p>	<p>Ask and answer a variety of questions.</p> <p>Communicate familiar topics using a variety of words, phrases, and sentences.</p>
<b>Presentational</b>	<p>Copy characters.</p> <p>Use characters, pinyin, and/or drawing to convey meaning.</p> <p>Present simple information using words and memorized expressions.</p>	<p>Write about learned topics using lists, phrases, and memorized expressions with pinyin and learned characters.</p> <p>Give presentations on familiar topics.</p> <p>Present simple information using words, phrases, and some memorized sentences.</p>	<p>Write about learned or very familiar topics using lists, phrases, memorized expressions, and some practiced simple sentences with pinyin and learned characters.</p> <p>Present simple information about something learned using words, phrases, and practiced sentences.</p>	<p>Write short messages using lists, phrases, memorized expressions and simple sentences with pinyin and learned characters.</p> <p>Write information using some phrases and practiced sentences.</p> <p>Present information about everyday and other familiar topics using a series of sentences.</p>

	Novice 4	Intermediate 1	Intermediate 2	Intermediate 3
<b>Interpretive</b>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>With prompting and support, ask and answer questions about key details and unknown words in a text.</p> <p>With prompting and support, retell familiar texts with a logical sequence, including key details, and demonstrate understanding.</p> <p>With prompting and support, describe characters, settings, and major events in a story.</p>	<p>Ask and answer questions about a text read aloud, information presented orally, or through other media to gather information.</p> <p>With prompting and support recount stories and information in a logical sequence, including key details, and demonstrate understanding.</p> <p>With prompting and support describe characters, settings, and major events in a story, using key details.</p> <p>With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding.</p>	<p>With guidance and support, recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Recount stories, including fables and folktales from diverse cultures, identify key ideas or details and determine their central message, lesson, or moral.</p> <p>Describe how characters in a story respond to major events and challenges.</p> <p>Use information gained from the illustrations, and words in a print or digital text to demonstrate understanding.</p>	<p>Identify key details in a text by asking and answering questions.</p> <p>Recount stories, including fables and folktales from diverse cultures, identify key ideas or details and determine their central message, lesson, or moral.</p> <p>Describe how characters in a story respond to major events and challenges.</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding.</p> <p>Compare and contrast the settings, experiences, or characters in stories.</p> <p>Retell a story or recount an experience with appropriate facts and relevant, descriptive details toward paragraph structure.</p>
<b>Interpersonal</b>	<p>Continue a conversation through multiple exchanges.</p> <p>Ask and answer questions in order to seek help, get information, or clarify something.</p>	<p>Participate in collaborative conversations with diverse partners about course topics and texts with peers and adults in small and larger groups.</p> <p>With guidance and support, build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Ask and answer questions about key details in a text or conversation.</p> <p>Participate in collaborative conversations with diverse partners about course appropriate topics and texts with peers and adults in small and larger groups.</p> <p>With guidance and support, build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Participate in collaborative conversations with diverse partners about course appropriate topics and texts with peers and adults in small and larger groups.</p>



<b>Presentational</b>	Describe familiar people, places, things, events and, with prompting and support, provide additional detail.	Describe familiar or fictional people, places, things, events and, with prompting and support, provide additional detail.	Produce series of sentences with a few common connectors when appropriate to tasks and situations.	Produce paragraph-like presentation orally or in writing with connected sentences.
	With support, express thoughts, feelings, and ideas.	Produce series of complete sentences when appropriate to tasks and situations.	With guidance and support write narratives that recount appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write narratives that recount appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	With guidance and support, write narratives that recount a single event or several loosely linked events in logical sequence.	Ask and answer questions about key details in a text.	With guidance and support, write information/explanatory texts on familiar topics, giving some facts about the topics with some descriptive details, and provide some sense of closure.	With guidance and support, write opinion pieces that introduce the topic being written about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and reasons, and provide a concluding statement.
	With guidance and support, write informative/explanatory texts on familiar topics, giving some facts about the topics, and provide some sense of closure.	With guidance and support, write narratives of a single event or several loosely linked events, tell about the events in the order in which they occurred with some details, and provide a reaction to what happened.		

## Specialist Classes

### Physical Education

The HKIS Upper Primary Physical Education Department believes students will apply their knowledge and skills to confidently engage in a diverse range of physical activities appropriate to their needs. It is important for students to demonstrate the attributes of good sportsmanship; *To courageously participate. To maintain fair play and the integrity of the game regardless of the outcome; to lose or win with grace, poise, and dignity; ensuring teammates, opponents, officials, and spectators are respected, physically and emotionally safe, and encouraged to be their best.* Our goal is for students to achieve and maintain a health-enhancing level of physical activity. Through the use of Moderate-Vigorous Physical Activity Recorders (MVPAs) students are given the opportunity to track their own physical activity, allowing them to monitor their personal fitness levels.

The HKIS Upper Primary Physical Education Department aligns itself with SHAPE America and the SHAPE Standards. "SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as

a result of a highly effective physical education program." [www.shapeamerica.org](http://www.shapeamerica.org)

The HKIS Upper Primary Physical Education Department's facilities include a Multi-Purpose room on the 6th floor, a full-court gymnasium on the 1st floor; all facilities are supported with ample equipment. Upper Primary students participate in Physical Education classes two times per 6-day cycle.

### Aquatics

At HKIS we believe in developmentally appropriate swimming opportunities for all students, from beginners to advanced swimmers. All Upper Primary students will take part in a Learn To Swim program during scheduled swimming lessons at some point of the school year, at the Primary School pool. Swim lessons and a variety of aquatics activities are differentiated for level and ability, thus ensuring students experience success, enjoyment, improvement of their skills, and development of their knowledge and understanding of water safety concepts. By providing such learning opportunities, students are encouraged to pursue lifelong fitness and enjoyment.

The objectives of Learn-to-Swim courses are to teach children to be safe in, on and around the water and to swim well. Aquatic and personal water safety skills are taught in a logical progression through six levels. By the end of Level 6, participants have developed the necessary skills and fitness levels for entrance into advanced courses, such as Artistic swimming, synchronized swimming, Water Polo or other aquatic activities. Information about the programs, levels and expectations for each are available on the HKIS Aquatics webpage at <https://www.hkis.edu.hk/learning/upper-primary-school/teaching-and-learning/specialist-subjects/aquatics-curricular>.

The indoor, heated, 25-meter state-of-the-art pool has been built as part of the Primary campus to offer students opportunities to swim and learn how to be safe in, on and around the water. The depth and water temperature of the pool are adjusted for the needs of young learners.

All students are required to bring swimming gear including a swimsuit, goggles, towel, flip-flops or crocs (optional). HKIS swim cap is a must for all swimmers. Swim caps can be bought at the Dragon Shop. Your child's name must be written clearly on the front of the cap. Knowing the names of students will significantly improve communication between instructors and swimmers and, as a result, the learning experience and outcome. All items including the swim bag must be labeled and include the child's full name and homeroom. All students change in the pool changing rooms. Shower cabins, toilets, lockers and hair dryers are available. The swimming lessons are scheduled on their PE days and follow the PE schedule for most of the time.

### **"No Swim" Policy**

If a student is well enough to attend school, then they are expected to take part in aquatics. In the event your child is unable to swim due to a medical condition, a note by a qualified physician must be provided.

An email including the medical note must be received by both the classroom teacher and the Aquatics Department at [aquatics@hkis.edu.hk](mailto:aquatics@hkis.edu.hk) by the start of the school day. The email must include the student's full name, grade, homeroom and a copy of the medical note attached. If communication has not been received prior to the start of the school day, it will be assumed your child is fit to swim and will be expected to do so, and without modification.

If a student is recovering from injury or experiencing their menstrual cycle, notify the Aquatics Department by email at [aquatics@hkis.edu.hk](mailto:aquatics@hkis.edu.hk) **by the start of the school day**. In this case, swim lessons can be modified to enable partial participation. It is not necessary to notify the homeroom teacher in such cases.

### **Visual Arts**

At HKIS, we firmly believe that visual arts encompass much more than a mere subject; they represent a way of life and a universal language that nurtures the growth of the mind, body, and spirit. Art has the remarkable ability to challenge our perceptions, uplift and entertain us, and enrich our emotional and spiritual well-being. It serves as a powerful conduit for personal, social, and cultural expression. By embracing the visual arts, individuals and groups can create ideas and images that reflect, communicate, and transform their perspectives of the world, offering a unique "way of knowing."

We have implemented the National Core Art Standards, focusing on three key strands: Creating, Connecting, and Responding. We place great emphasis on building creative confidence in our students and ensuring their success throughout their artistic journey. In the Upper Primary years, students will continue to develop and expand their artistic skills and techniques, using a wide range of tools and materials to create both two-dimensional and three-dimensional artworks. At the heart of the visual arts lies the practice of observation – how we perceive the world around us and how we translate those observations into ideas, artistic processes, and ultimately, art forms. This process is driven by inquiry and exploration.

We prioritize establishing connections with the world around us and integrating with other disciplines to enhance students' understanding and knowledge across various key learning areas through an artistic lens. Students are encouraged to adopt a design thinking approach and foster a growth mindset. Through the curriculum strands, students will develop valuable skills such as curiosity, creativity, critical thinking, problem-solving, reflection, communication, and collaboration. These skills not only enrich learning in other subjects but also contribute to their experiences beyond the school environment.

We have two magnificent art studios that students will visit twice per 6-day cycle to learn and grow a strong

foundation and appreciation of the arts. We have an open-door policy where students are able to visit out of class time to explore their own artistic passions or enjoy a quiet creative moment in a safe space.

## General Music

At HKIS we believe that our general music program promotes students' ability to develop the skills, knowledge and habits of musicianship crucial to becoming a contributing member of a musical ensemble, as well as building character through encouraging growth in creativity, resilience, and collaboration.

Our content standards (National Core Arts Standards) are broken up into the four categories of Creating, Performing, Responding, and Connecting. To deliver content, we use the process and techniques common to the Orff and Kodaly methodologies, focusing on imitation, exploration, improvisation, and literacy.

Each lesson includes a variety of activities such as singing, creative movement, playing instruments, active listening, composing, improvising, and playing musical games.

Our general music rooms are located on the first floor of the upper primary, in room 101/102 which students visit twice per 6-day cycle.

## Outdoor Camp

As part of our program, the Upper Primary School provides a two night/three day camp experience from Grades 4-5 and a one night/three day camp for Grade 3. For many parents and children, this is the highlight of their Upper Primary experience. We remain committed to providing a developmentally appropriate camping experience for our students, and feel this is an important stage in a child's life to engage in experiences that camp provides, while taking safe risks of being away from the comforts their home environment provides.

Upper Primary Camp Goals: Character Development

1. Team Building
2. Building Resilience
3. Taking safe risks
4. Building relationships with peers and adults

Upper Primary's camp experience is a time for our whole school to go off to camp as part of our educational program. Camp is an integral part of the Upper Primary program and all children are expected to attend. Camp

is a three day/two night experience run by an external camp provider with highly trained instructors skilled in health and safety, outdoor pursuits and water activities.

At camp children work in teams, are responsible for following schedules, cooking their food and cleaning up afterwards, maintaining their cabins/tents, taking positive risks, practicing flexibility and experiencing time away from home in a structured and safe setting. Camp provides an opportunity for character development and most importantly, having fun.

In an effort to achieve our camp goals in building resilience and taking safe risks, we do not allow parents to attend our school camps. We believe our camping experience is an opportunity for children to be away from home, including the developmentally appropriate nudge of being away from mom and dad for 2 nights.

## Digital Literacy

At HKIS, we believe that digital devices are an essential component of a student's learning journey. We are committed to developing digital literacy skills within our learning environment through collaboration with classroom and division specialists, as well as the UP Technology Coach. To this end, we provide each Upper Primary student with a digital learning device and tools to support and enhance their learning. We require all students to sign a Responsible Use Agreement before granting access to our digital devices and accounts.

We embed digital literacy throughout our curriculum and learning experiences, leveraging technology to explore powerful ideas, foster creativity and collaboration, and develop resilience in meeting learning outcomes and personal interest projects. Students learn how to be safe, kind and respectful online through our Digital Citizenship lessons from the Common Sense Media curriculum. Our goals for technology include enhancing student engagement, collaboration within and outside of school, and access to resources, while increasing educator flexibility in curriculum delivery, monitoring of student learning, and fostering collaborative practices. Ultimately, our aim is to ensure that students are ready to use technology effectively to demonstrate critical thinking and problem-solving skills in our rapidly changing world.

### 1:1 iPads

Our students are provided with 1:1 iPads in the Upper Primary to support their learning. Additionally, each student receives an Apple Pencil and Keyboard to provide a rich technology experience allowing great

flexibility in how the devices are used for learning. Each iPad is managed by the school and comes pre-loaded with applications used for learning in the Upper Primary. The iPads are not to be used for personal use and remain at school. Students are not allowed to sign into their personal Apple ID accounts or load additional apps. The IT Team provides support in device repairs on campus and remotely through our Help Desk ([help@hkis.edu.hk](mailto:help@hkis.edu.hk)) and the Technology Coach partners with students, parents and teachers to help build capacity in using the devices in the most effective and developmentally appropriate ways. Please refer to our Technology Responsible Use Agreement located in the School Policies, Guidelines and Procedures section.

## **Beyond the Classroom**

### **Library**

The Upper Primary library is one of our student's favorite places to spend time during the school day. This purpose built space is dedicated to reading and inquiry and is open daily. Students are encouraged to visit as often as they need or want. Every learner is different and we strive to help each student to understand themselves as a reader and inquirer and act upon their reading and information needs. Students may borrow as many books as they need, provided their library account is in good standing. We encourage students to develop their reading identity by making their own reading choices. Our library expands beyond our physical space, with a large digital collection of audio, ebooks, magazines and databases that students and families are encouraged to use. We value diversity and aim to create a library experience in which every student can see themselves and grow their understanding of people and the world around them.

### **Garage**

The Garage is our Upper Primary Makerspace. It is a place to come for out-of-the-box and imaginative thinking. Students love spending time in this amazing space custom made to support designing, making, and tinkering. Each student has the opportunity to visit the Garage and utilize this great space through intentional projects tied directly to curricular learning, class collaborations, as well as independent or small group design challenges.

The Garage is a space that invites risk-taking, problem-solving, and critical thinking. It is stocked with tools, materials, and equipment – we have a laser cutter, woodworking tools, and just about anything else students might need to create. Through designing and

making, students develop skills in resilience, creativity, and collaboration in this amazing environment.

### **STEM Lab**

The STEM Lab is a dynamic learning hub designed to inspire curiosity and innovation in science, technology, engineering, and mathematics through hands-on exploration, project-based learning, and collaboration. On any given day, when you walk into the STEM lab you might see students using sensors with their iPads for real-time data collection, using a variety of materials to figure out how to make electrical circuits, creating landforms with an augmented reality sandbox, exploring forces and motion through observing how pendulums work or even designing and testing chemical reaction vehicles. This space has specifically designed equipment and materials to support student inquiry, creativity, and innovation within the science curriculum.

### **Kid Kitchen**

The Kid Kitchen is a culinary space where students explore their relationship with food, cooking and sustainability. Each student has the opportunity to visit the Kid Kitchen with their class as part of interdisciplinary units that tie food to other areas in our curriculum. This space is located across from next to our Dining Hall allowing for natural connections to sustainability and service learning projects. Students will begin to develop culinary skills and an awareness of food while using state-of-the-art kitchen appliances and tools. This space includes a large table where classes may experience family-style dining together, enjoying the culinary delights they've created.

### **UP Farm**

The UP Farm provides an immersive indoor hydroponics learning environment that empowers passionate learners to explore the world and life through authentic connections and experiential learning while fostering a deep appreciation for the natural world and our role within it. This space provides our students with experiences that are often out of reach in a city such as Hong Kong. With purpose-built lighting and temperature controls, this space holds state-of-the-art hydroponic systems providing opportunities for students to germinate seeds and experiment with growing plants (e.g. lettuce, tomatoes). Most importantly, the Farm allows students to eat what they grow in conjunction with projects in the Kid Kitchen while providing opportunities to deepen our collective understanding of sustainability and the impact humans can have on our environment. Students utilize and explore technology and varying



applications to monitor growth over time, track and analyze data, and learn how to perform gardening work and farm maintenance.

### **Media Lab**

Our Upper Primary Media Lab provides space and equipment for students to create a variety of media. We encourage students to not only consume but create media and use the space to develop media literacy and production skills. With flexibility to host an entire class working together, or small group collaborations or independent projects, the space is stocked with different types of cameras, mics, lights and other equipment to promote and support media making as part of the learning journey. Students are encouraged to create videos, produce podcasts, make recordings and edit their work. The creation of media projects is valued and integrated throughout the curriculum to provide students greater voice and choice in how they express themselves and share their learning.

# Student Services Center

## Enhancing Student Support Services

---

At our Student Services Center, we are committed to ensuring that every student has access to the opportunities, experiences, and support they need to thrive and achieve their full potential. We recognize and cater to individual learning differences through collaborative efforts involving classroom teachers, counselors, Learning Specialists, administrators, and parents. By adopting a proactive and inclusive approach, we cultivate a learning environment where students can cultivate the skills and attributes of successful learners.

Through close collaboration with classroom teachers and parents, our Student Services team offers tailored support to meet the unique needs of students. To deliver the most effective services, we expect parents to actively engage with school personnel in implementing interventions and following recommendations, such as psychoeducational evaluations, counseling, speech/ language therapy, or occupational therapy.

We emphasize the importance of regular school attendance as it is crucial for students to fully benefit from the services we provide.

## Program Objectives for Student Success

---

In our program, we aim to achieve the following objectives to support student success across academic, social, and behavioral domains:

- 1. Foster Success Across Multiple Areas:** Create opportunities for students to excel academically, socially, and behaviorally, ensuring a holistic approach to their development and achievements.
- 2. Align Student Needs with Appropriate Support:** Establish a connection between individual student requirements and the corresponding support mechanisms, tailoring interventions to address specific needs effectively.
- 3. Bridge Learning Gaps with Interventions:** Develop and implement targeted interventions that close learning gaps and align student progress with classroom expectations, promoting academic growth and success.
- 4. Enhance Student Self-Awareness:** Increase students' awareness of their learning strengths and challenges, empowering them to recognize areas of improvement and leverage their strengths effectively.
- 5. Promote Student Self-Advocacy:** Encourage students to advocate for themselves by articulating their needs, seeking support when required, and actively participating in their educational journey.

- 6. Provide Comprehensive Support:** Equip classroom teachers, administrators, students, and families with strategies, information, supplemental materials, and resources to enhance learning experiences, foster collaboration, and facilitate student success.

## Counseling and Social Emotional Learning (SEL) Program

---

The Upper Primary Counseling Program focuses on developing student wellbeing and promoting proactive approaches to challenges. Counselors facilitate Social Emotional Learning (SEL) classes with all students on a regular basis. The SEL curriculum involves lessons affecting students' academic, career, social and emotional development. This classroom work enables the counselor to know all of the children in the UP and helps students identify them as adults to whom they can go if they have challenges. Some of the topics of focus in class include:

- Self talk
- Multiple intelligences
- Self control
- Conflict resolution
- Assertiveness
- Transitions
- Acceptance of self and others
- Personal and social responsibility
- Communication skills
- Stress management
- Empathy and compassion
- Child Protection
- Cooperation
- Problem solving
- Dealing with anger
- Resilience

Counseling interventions may include short term individual and small group counseling which offer support and strategies for a variety of issues. These can include topics such as social skills, maintaining friendships, conflict resolution, and emotional management. In a transient international school like HKIS, transitional support is provided for students who are new and those who are departing. Counselors also facilitate parent education classes and presentations on relevant topics and are available for consultation.

Parents are encouraged to contact the counselors as family needs arise, so that they can work together to support the positive growth of their children.

## Learning Specialists

---

Learning Specialists are educators with specialized training who collaborate with classroom teachers to identify and support students in need of additional learning assistance. They offer tailored services to address the specific requirements of students who need specialized instruction in reading, writing, and/or math. Students under the direct guidance of a Learning Specialist have an Individual Learning Plan (ILP) that outlines assessment data, specific goals, and comprehensive progress monitoring.

For students who demonstrate significant gaps and need remediation across several academic areas, support may be provided in a Learning Strategies class in lieu of Chinese Studies. It is important to note that these programs supplement the regular classroom curriculum and do not serve as substitutes. Learning Specialists are also available to collaborate with external resources such as educational psychologists, therapists, or tutors for comprehensive support.

# Health Office

The Health Offices at Hong Kong International School offers professional knowledge and caring communication, support and service to students, faculty/staff and community for the promotion of their health and well-being. Each division at HKIS has their own nurse.

The Upper Primary (UP) Health Office is located on the fifth floor and is in the office area. Our nurse is on duty from 7 a.m. to 3 p.m. The Health office telephone number is 2812-5333. The Health office email is [upsnurse@hkis.edu.hk](mailto:upsnurse@hkis.edu.hk).

The objectives of the Health Office are the following:

- Offer first aid and assistance to children who become ill or injured at school.
- Authorize and arrange for children to be sent home in cases of illness or injury.
- Dispense medications needed during the school day.
- Maintain health records and assist in the overall health program.
- Monitor and communicate spread of communicable diseases.
- Monitor and communicate AQHI (pollution) levels.
- Supervise re-admission of children to school after major illnesses, communicable disease or injury.
- Offer screening for vision.

## Health Information and Forms

**All students NEW to HKIS have to submit:**

- **Health History Form (including up-to-date immunizations)** – To be completed by the parent.
- **Physical Examination Form** – To be completed by a Medical Doctor (we will accept a Physical completed within the last 6 months).
- **“Family” information under the Demographics Updates in PowerSchool.** Please ensure this is kept current at the beginning of every school year or when any changes occur.

All forms can be found and completed on PowerSchool. Exception: Physical Examination (P.E.) form. Please download the P.E. form from PowerSchool, print it, have it completed by your physician, and then upload a scan or photo of the signed form to PowerSchool.

**All RETURNING students to HKIS have to submit:**

- **Physical Examination Form** – All Grade 3, Grade 6, and Grade 9 RETURNING students are required to

have this form completed by a medical doctor. Please submit at beginning of school year.

- **“Family” information under the Demographics Updates in PowerSchool.** Please ensure this is kept current at the beginning of every school year or when any changes occur.

## Emergency Contact Information

The **Family** information in the **Demographics Updates in PowerSchool** must be completed online for each child at the beginning of every school year. The information on this form is very important. It has emergency contact numbers, information about allergies/medical conditions, consent to medication and authorizations for hospital care in case of emergency. Please remember to update information on this form during the school year. This form will consist of detailed information that the teachers and Health Office refer to during the school year and use for off-campus trips such as Camp and field trips.

## Medication During School Hours

Our school nurses may not dispense any medication without parental consent and a doctor's letter. Students are not allowed to carry any medication with them during school hours except for Epi/Jext Pens, diabetic kits and asthma inhalers. If your doctor prescribes a medication that must be taken during school hours, you must complete and submit a Medication Administration Consent Form, available in PowerSchool. Please check medication expiry dates before submission.

<https://www.hkis.edu.hk/secure/dragonnet-home/health-office-and-forms>

**Students who use Epi/Jext Pens:** Parents must supply **two Epi/Jext Pens** to the school in case of emergencies.

## Medical Policies and Guidelines

If your child should become ill during school hours, you will be contacted to make arrangements for him or her to be taken home as soon as possible. Please come to pick up your child in a timely manner. Please be sure your child is well before returning to school. We ask that students be fever-free (Temperature below 37.5C) for 48 hours before coming back to school. A doctor's note is required following an absence of four or more consecutive school days. The doctor's note should state that the child may return to class and if there are



any physical restrictions. If your child has a contagious disease/illness, please contact the school nurses who will advise you on the procedures about returning to school.

**The following are conditions under which a child should stay home or would be sent home from school:**

**Covid-19:** Students with any Covid-19 symptoms should immediately seek medical advice and must not enter campus until they return a negative Covid test. Please refer to the Risk and Response Matrix on [HKIS Central](#) for more details, and contact your divisional principal if you have concerns about the health of your child.

**Fever:** Students with a temperature of 37.5C or 99.5F or greater, should not return to school until they have been fever free for 48 hours without the benefit of fever reducing medications such as Paracetamol and Ibuprofen.

**Vomiting and Diarrhea:** Students with vomiting and/or diarrhea should not return to school until 24 hours after the last episode of vomiting or diarrhea. The student needs to be asymptomatic for 24 hours without the use of medication.

**Acute Conjunctivitis:** Commonly known as “pink eye” and very contagious, students should not return to school until he/she has been seen by a doctor and the treatment of prescribed eye drops have been used for 24 hours and/or until abnormal eye secretions have resolved.

**Hand, Foot and Mouth disease:** Students should not return to school until all vesicles have dried up or as advised by the doctor.

**Scarlet Fever:** Students should not return to school until 24 hours after the appropriate antibiotic has begun and until 48 hours after the fever has come down as according to the fever policy.

**Chickenpox:** Students should not return to school for five days or until all vesicles have dried up, and until 48 hours after the fever has come down as according to the fever policy and as advised by a doctor.

**Head Lice:** Lice are highly communicable and difficult to prevent, but if every parent takes the responsibility to check the entire family periodically, these parasites can be prevented, detected early and controlled. If LIVE lice are found during school hours the student will be sent home. The student should not return to school until all LIVE lice have been removed. The nurse will check the student for lice and/or nits before the student is allowed to return to his/her classes.

**Any (potential contagious illness):** If your child has been asked to rule out a contagious illness by the school nurse or administrator, a doctor's note is required stating diagnosis and particular illness ruled out.

## Nut-Free/Nut-Aware Zones

---

Common area shared with Lower Primary School students such as Church of All Nations and buses will be nut-free. Upper Primary School campus will be nut-aware remaining mindful and supportive to students with severe allergies. In some instances certain Upper Primary School classrooms will need to be nut-free. In that case teachers will communicate with parents of such classrooms. The cafeteria will have allergy-friendly seating for students eating food free of peanuts, tree nuts and allergens. Having these allergy-friendly seating zones easily identifiable helps our staff in closely monitoring these areas. If your child suffers from severe food allergies please communicate with the child's teacher and the school nurse.

## Air Quality Health Index (AQHI)

---

The Hong Kong Environmental Protection Department uses the Air Quality Health Index (AQHI), to advise the public about day-to-day risks associated with air pollution. The nurse in each division checks the AQHI regularly throughout the day and advises when the levels reach 6, 8 or 10+ so appropriate measures can be taken.

If you would like your child to remain indoors due to AQHI 6 and above please indicate on PowerSchool. Please know that your child will miss PE (if outdoor), recess, and/or field trips (if outdoor) under these circumstances.

For the latest AQHI information, please visit:  
[www.aqhi.gov.hk/en.html](http://www.aqhi.gov.hk/en.html)

### HKIS uses the following benchmarks:

**AQHI levels 1-5 at Eastern Station:** No restriction on student activities.

**AQHI levels 6-7 at Eastern Station:** Students with asthma and other respiratory or cardiac conditions will be advised to limit their outdoor physical activities. Students on the AQHI list will be kept indoors (LP and UP). Outdoor PE classes will be modified for students with respiratory or cardiac conditions (MS and HS).

**AQHI levels 8-10 at Eastern Station:** There will be indoor recess and PE for Lower and Upper Primary

students. Outdoor activities will be reduced in duration and intensity. Cross-country running activities will be cancelled.

**AQHI levels 10+ at Eastern Station:** All outside activities are canceled. Indoor PE activities will be modified for all students. All outside after school activities will be canceled.

The school will check AQHI levels at 7:30 a.m. and 11 a.m. each day and monitor AQHI continually whenever it exceeds a 6 at Eastern Station. Middle and High School athletic practices will be guided by the 2 p.m. reading at Eastern Station.

Travel for off-campus activities will be determined by identifying the closest monitoring station to the activity and applying the standards above.

When registering for co-curricular physical activities, such as MS and HS athletics, parents can indicate their preferences for their child's level of participation at AQHI 8 and above.

## After School Activities

### Activities for Upper Primary Students

---

The HKIS Activities Office promotes a range of activities for Upper Primary students Monday to Friday after school, and during the weekends in Repulse Bay and Tai Tam.

The programs provide students with the opportunity to develop fundamental skills through participation, as well as offering a pathway from grassroots to excellence. The opportunities provided support a wide range of interests through the lens of our Student Learning Results. By learning the fundamentals and developing a positive attitude through participation, students can have fun, learn and develop life skills in a supportive environment. Students can engage in activities at a recreational level or move through the program pathways to more competitive opportunities.

Upper Primary families interested in learning more about the programs can visit the 'Extra Curricular Activities' page located under the 'Activities, Arts & Athletics' section on the HKIS website. Here you will find contact information, registration forms, program outlines and schedules.

If you choose to enroll your child in 4 p.m. program, please visit the activities website to learn more about the After School Care program for those that are unable to go home and return to campus.

If you require any further information, please contact one of the After School Activities staff directly:

#### HKIS Activities Office

Repulse Bay (Lower Primary campus)

Email: [activities@hkis.edu.hk](mailto:activities@hkis.edu.hk)

Telephone: 2812 5621 or 2812 5620

# Transportation to School

Kwoon Chung Motors Company Limited has been transporting HKIS students to and from school for over 50 years. Parents are responsible for obtaining and paying for transportation to and from HKIS. HKIS, while assisting parents in obtaining transportation on school buses, does not carry responsibility or any liability incurred through the bus transportation.

General information regarding registration, fares and routes can be found online at <http://school.kcm.com.hk/hkis/>. Questions regarding fares and routes should be directed to Kwoon Chung Motors telephone **2979 8798** or faxed to **2561 1778**. The Bus Coordinator, Mr. Kenny Chu, (telephone **2812 5119**, email [kchu@hkis.edu.hk](mailto:kchu@hkis.edu.hk)) acts as an intermediary between parents and the bus company. The Bus Coordinator helps address any questions regarding safety, supervision and bus routes.

## Busing Policy

All UP and LP students are required to take the bus to school (arriving between 7:15-7:45 a.m.) and home at 2:50 p.m. dismissal time (3 p.m. departure). Students who live within a predetermined walking radius of the Repulse Bay campus may walk home with adult supervision. Students who live within this predetermined walking radius may walk home unaccompanied with parent permission; parents must give consent in the transportation section of PowerSchool. For detailed information regarding the walking zone for families, please see the Walkers section of the handbook for more information. For detailed information regarding busing, please refer to: <https://www.hkis.edu.hk/secure/dragonnet-home/bus-services>.

All parents, apart from those of walkers, are required to accept the mandatory busing requirement. Parents agree to these terms when they update their family information at the beginning of the school year on the PowerSchool portal. By signing off on PowerSchool, the school will hold all family members accountable to HKIS policies regarding busing and private vehicle access to the campuses. If parents do not abide by mandatory busing rules, their child's enrollment at HKIS could be jeopardized.

**After-school Activities:** Students involved in after-school activities are strongly encouraged, but not mandated, to take the 4 p.m. buses. These buses include a Bus Supervisor for student safety.

## Changing Buses

Upper Primary students are permitted to change buses. Parents must complete the request here: <https://webapp5.hkis.edu.hk/aas/index.php/welcome/parent> (also accessible through PowerSchool). You can view our full Bus Change Policy here:

<https://www.hkis.edu.hk/secure/dragonnet-home/bus-services>

Please keep in mind the following as you plan and prepare for the new schedules over the coming weeks:

**Many of the activities require a bus change request that MUST be submitted at least two school days in advance of the activity, to provide ample time to process it.**

**Changes are not guaranteed and are only made if there is space available.**

**No changes will be made on the last day before holiday in Christmas and last of school.**

**No early pick up/dismissal is allowed during the Early Release Day (ERD).**

**Any notice given less than two school days prior to the change will not be accepted. For a Monday change, notice must be given before 5 p.m. on Thursday.**

## Bus Supervisors

All buses have been assigned a Bus Supervisor who assists in providing safe transportation of students to and from HKIS. They assist children boarding and alighting the bus and in maintaining appropriate student behavior in accordance with bus rules. In the case of a behavioral violation, they will also provide a written record of violation of student bus rules to the RB Bus Coordinator who liaises with the school administration team. Bus Supervisors participate in two training sessions each year, one at the beginning of the school year and another in the spring. The training consists of reviewing the bus company's policies and procedures as well as learning effective strategies for maintaining appropriate behavior on the bus.

## Safety Rules for All Bus Riders

---

- Students are to board their buses immediately after school and remain on them.
- Students must remain seated at all times.
- Students are required to wear seat belts.
- Students are to be courteous to Drivers, Bus Supervisors and fellow students and should not interfere with the bus driver or bus equipment.
- No food or drinks are allowed on the bus.
- When getting off the bus, students are to remain seated until the bus comes to a complete stop.
- Students must wait for the bus to leave before crossing the street to allow a full view of oncoming traffic.
- Fighting is not permitted.
- Obscene language is not permitted.
- Parents of students in R1 to G5 are to meet small children at the bus stop in the afternoon and bring them to the bus stop in the morning or make suitable alternative arrangements.
- Children are not allowed to sit on laps or on the floor.
- No electronics of any kind (e.g. phones, e-readers, laptops, etc.) may be used on the bus.
- Laser pointers are prohibited on the bus.
- Real or toy weapons of any kind are not permitted on the bus.
- Adults are allowed to ride the bus except in the month of August, September and June.

## Enforcement of Bus Rules

---

- The Bus Supervisor is responsible for upholding discipline and seeing that bus rules are followed.
- Students not following appropriate bus behaviors will be given a warning by the Bus Supervisor.
- Continued student misbehavior will be reported to the Bus Coordinator and division administration for further disciplinary action.
- In cases of ongoing behavior issues, Upper Primary Administration reserves the right to suspend a child's ability to ride the bus. There will be no refunds as a result of a disciplinary removal from the bus.

## Frequently Asked Questions

---

Further information including Frequently Asked Questions regarding our mandatory busing policy and procedures can be found online at:

<https://www.hkis.edu.hk/secure/dragonnet-home/bus-services>

## Walkers

---

HKIS agrees to allow Lower Primary and Upper Primary students to walk to the Repulse Bay campus if they live within any of the following areas:

- All of South Bay Close
- All of South Bay Road including 74-80 and 82-86 Repulse Bay Road which are accessed from South Bay Road
- All complexes on Repulse Bay Road between Repulse Bay Garden (24 Bellevue Drive) to the Lily (129 Repulse Bay Road) including the following addresses on Repulse Bay Road: 94, 96, 98, 101, 109, 111, 113, 115, 117, 119A, 121, 123, 125, 127, 129.

All walkers will enter the building through the main entrance by Lower Primary. Families who want their students to walk must complete the HKIS Walking Agreement, available on PowerSchool.

## Rainy Days

Walkers may register at the beginning of the school year to be a "Rainy Day Bus Rider." This is an ad hoc service and dependent on seats being available on the bus. Each ride costs \$50 and only registered students are permitted to use it. Please complete the "Rainy Day Bus Rider" registration information in PowerSchool.

## Car Transportation

---

Families are not permitted to drop off or pick up their child by private car between the hours of 7 - 8 a.m. and 1:30 - 3:15 p.m.



# School Policies, Guidelines and Procedures

*Arranged Alphabetically*

## Advertisements and Announcements

---

All posters and announcements of activities must be pre-approved by the UP Office before being put up in the building.

## Arrival and Dismissal Procedures

---

### Before School:

1. In the morning, students arriving between 7:15-7:40 a.m. should go designated areas as follows: Grade 5: 1/F Gym; Grade 4: 7/F and 8/F Indoor Playground; Grade 3: 6/F Multi-purpose Room. At 7:45 a.m., all students will be sent to their homerooms.
2. After 7:45 a.m., all students should report directly to their homeroom classes.

All students will need to be registered as a bus rider or walker at the start of the year. Identifying tags are fixed to students' backpacks and indicate to teachers how students are going home on a daily basis. Walkers should arrive at school from 7:40 a.m. onwards.

### During School:

**Late Arrivals** – Students arriving late to school must check-in at the 5/F Office before going to their classes. Students returning to school after having checked out earlier that day must also check-in again at the 5/F Office before going to their classes.

**Picking up students during the day** – If it becomes necessary, for any reason, to pick your child up during the school day, please inform your child's teacher and teacher assistant a day in advance. In the event of an emergency please call the UP Office. Kindly make arrangements so that minimum interruption to lessons in progress will be incurred. Please pick up your child **before 1:30 p.m.** in order to avoid conflict with busing. Only those adults who are listed in Power School as parents or emergency contacts will be allowed to pick up a child, unless there is written authorization from parents. Please come to the UP office to pick up a dismissal card and present it to your child's teacher before checking your child out of school.

Should you wish to have your child picked up by your driver/helper during school hours because they are ill or need to leave early, you must fill in the Private

Transportation release disclaimer in PowerSchool to give them permission to pick up your child. If this disclaimer has not been filled in, only parents will be allowed to pick students up. <https://powerschool.hkis.edu.hk/public>

### After School:

1. Instruction ends at 2:50 p.m.
2. Students leave the building as directed by their teachers.
3. Bus riders go directly across the bridge to Lower Primary where all buses will be staged.
4. Unless special written permission is requested by the parent and granted by the teacher or unless involved in a 3 p.m. after-school activity, all students are to leave the school building by 3 p.m.
5. Students dismissing from 3 p.m. after-school activities should follow the same bus procedures for the 4 p.m. buses.

**Please note:** Walkers must display their walker passes and leave school at dismissal time unless involved in after-school activities. UP walkers will be picked up at the LP main entrance.

## Attendance and Absence

---

When a student is absent from school, parents are asked to email their child's homeroom teacher and the teacher's assistant by 8:15 a.m. If we have not heard from you, the teacher's assistant will call home. When the child is absent because of an illness, please specify symptoms including details such as exact temperature (if they had a fever), vomiting episodes, sore throat, cough and/or rashes. If the child visits the doctor, the nurse should be notified of any diagnosis from the doctor. A doctor's note is required following an absence of four or more consecutive school days due to a major illness, communicable disease, or injury. The doctor's note should state that the student may return to class and note if there are any physical restrictions. For excused absences, teachers will make arrangements to provide students with missed work, to the degree possible. Excused absences are for illness, family emergencies or significant personal reasons. We ask that parents not extend school holidays for their children's sake as well as that of their classmates.

Students are expected to be on time for school and for class.

### Will attendance affect my child's report card?

Attendance is essential both for students' individual learning and for the class as a whole, therefore;

- Attendance is documented on student report cards in both the first and second semester.
- Students must be in attendance for 85% of the school days within each semester.
- After 10 days absent within a semester, parents will be informed by the Upper Primary Administration to understand the reason for the absence, and to closely monitor days absent from school.
- If attendance falls below 85%, parents will be contacted and teachers may give the following semester report card grade: "Not Applicable" (NA) – Student was not present in class long enough to be graded.
- Extended absences throughout the year can have a significant impact on a child's learning and may affect their placement in the following year's grade. Placement decisions for the following school year will be determined by the Upper Primary Administration.

### Student Attendance (*Policy 3150, available on DragonNet*)

HKIS believes that daily school attendance is critical if students are to receive the maximum benefits from the opportunities offered at the school for learning and growth. Absences, for any reason, are disruptive to the learning process and to the achievement of the student. Being on time for school and for class is also important for the individual student and the class as a whole. The absent or tardy student misses valuable interactive classroom experiences and immediate feedback from teacher and peers.

The school is committed to working with parents to ensure consistent attendance for all students. Parents should not permit students to miss school for reasons other than illness, family emergencies, or significant personal reasons, such as religious observances or external exams. Parents are also asked to respect the school's calendar especially at parent conference times and not to take their child out of school for travel or vacations during regularly scheduled school days. If a student is absent for reasons other than illness, family emergencies or significant personal reasons, parents should note that the school does not require teachers to provide make-up work. Absences or non-attendance at concerts or other performances may also affect a student's grade. Excessive absences for any reason may have an impact on student progress and achievement.

Any absence, tardy or early dismissal must be accounted for. Parents should notify the school early in the school day if their child will be absent due to illness, or as early as possible in advance for other absences.

Each principal will annually publish the official start and end of the school day, and will also outline the specific procedures for late arrival at school, early dismissal and divisional policies related to making up any work missed.

All students are expected to be on school grounds from the official start to the end of the school day. Permission for students to leave their school campus during school hours can only be granted by the Principal of the school or his/her designee.

### Withdrawal Procedures

Students who are officially withdrawing from HKIS must inform the Admissions team by emailing [admissions@hkis.edu.hk](mailto:admissions@hkis.edu.hk). Report cards will be sent by email on the last day of the semester.

At the end of the school year students are expected to return all library books, textbooks or other educational materials that have been loaned to them for the year. Students who have lost materials or books will be expected to pay replacement costs before progress reports are issued.

### Report Cards, Confidential Reference Requests and Proctoring Assessments

When applying to a new school, parents are often asked to provide school references and recommendations. Upper Primary faculty and administration will complete confidential recommendations upon request. Completed confidential recommendations are sent directly by HKIS to the new school. Parents can request a maximum of **five** confidential recommendations per student per year from each teacher/counselor/administrator. We ask that parents allow at least **TWO** weeks advance notice to submit confidential recommendations. As is best practice in most leading international schools, we do not write open letters of reference for students.

Parents may need support with proctoring assessments for their child's future school. Parents are invited to reach out to the Admissions Office through [admissions@hkis.edu.hk](mailto:admissions@hkis.edu.hk) should they require support for proctoring assessments/testing.

## Report Cards and Assessment Requests from Parents

Student reports and MAP assessments are available for parents to access through Power School. HKIS recognizes that on occasion, parents may need certified copies of report cards or MAP Assessment from their division when applying for schools. In an effort to facilitate these requests, without placing an excessive burden on school personnel and resources, HKIS requests **FIVE WORKING DAYS** (5) advance notice from families for these types of requests. Requests should be submitted via email or in person through the respective divisional offices.

## Behavior Expectations, Procedures & Rules

We believe in empowering students to take responsibility for their behavior and actions. Therefore, the Upper Primary has developed student expectations, procedures, and rules, designed to promote a safe, kind, responsible and respectful community. We believe the role of adults in the Upper Primary is to support students' social and emotional growth, helping them to make good decisions, and see mistakes as learning opportunities. When a child does not follow an expectation, procedure, or rule, it is the responsibility of the adults to encourage reflection and to take ownership of what could have been done differently. Counselors, teachers and administrators will partner together in these efforts, as appropriate.

### Expectations: "The 4Bs"

- Be Safe,
- Be Kind,
- Be Responsible,
- Be Respectful

The 4Bs are used consistently with students throughout the Lower and Upper Primary. Students, faculty, and administration find ways to make these expectations visible in our school and encourage student leadership and ownership to help make these values live and breathe within our community.

### Procedures

Procedures are our established or official ways of doing things. These may be adjusted within contexts or if we notice that there are certain issues arising. We use a common set of procedures for various spaces, or times of the day (arrival to school, dismissal, Dining Hall procedures etc...) in an effort to promote consistency across grades.

## Rules

Rules are primarily designed to keep children safe (wearing a seatbelt on the bus) and we strive to keep rules to a minimum.

At times, adult support is needed to help students reflect on their behavior and if it is living up to our 4B Expectations.

### Chapels and Assemblies:

1. Students are to practice good audience participation in all assemblies.
2. Students are to respect those leading chapels or assemblies by listening and following directions.
3. Appreciation for performances, when appropriate, includes only polite applause.
4. Arrival and dismissal at assemblies and chapels will be orderly, quiet, and according to the teachers' directions.
5. Parents are often invited to attend special assemblies and chapels. Please see the Monday newsletters for information about these events.

### Manners and Conduct:

Conduct should be courteous and exemplary, both in school and in public, at the bus stop, on public buses, and in taxi cabs.

## Birthdays and Party Invitations

Parents often find the easiest way to invite classmates to birthday parties or other events is by their children handing out invitations at school. So that no classmate feels excluded, we ask that you only use this means of distribution if all students in the class are being invited. Some parents choose to celebrate a birthday by bringing class treats to school. Parents should check with their children's teachers before doing so. Children are invited to celebrate their birthday by buying a book for our library. A special book plate will be put in the donated book to commemorate the birthday. Please check with our teacher librarian for details.

## Bullying and Harassment

### From "Harassment" (*Policy 3170, available on DragonNet*).

Hong Kong International School is committed to building and sustaining a culture of respect, care and safety that is free from any form of harassment, bullying and intimidation. All members of our community – students, parents, faculty, staff and visitors – have a right to feel safe and protected and share the responsibility to build

and maintain an environment in which everyone feels respected. Offensive, harassing, bullying or intimidating behaviors will not be tolerated or ignored and will be dealt with appropriately and expeditiously.

Across the school, both prevention and intervention strategies are in place for our student and adult community, and will be published and reviewed annually, to encourage empathy and respect and to respond appropriately to any acts of bullying and harassment.

The Upper Primary Administration takes bullying seriously, and reserves the right to take the necessary disciplinary action according to each individual situation.

## **Communication between Home and School**

A child's school life is greatly enriched by a family that is well informed and active in school affairs. HKIS welcomes parent involvement and encourages close ties between parents and school. Below are some examples of how we communicate with parents:

### **Monday Newsletter**

Every Monday or the first day of school during the week, the Upper Primary publishes a newsletter. This newsletter is an important communication from the school and is intended to keep parents informed of weekly events concerning school activities. The Monday newsletter is sent electronically to the parent community via email and is available on the DragonNet Upper Primary web page.

### **Homeroom Communication**

Homeroom teachers will send home updates on a weekly basis and maintain a class blog to communicate curricular information as well as any information on upcoming events.

### **Back to School Night**

Back to School Night is held at the beginning of the year and provides an opportunity for parents to meet their children's teachers.

### **Parent Education Sessions**

These events provide an opportunity for parents to hear more about aspects of our educational program. Parents also enjoy the opportunity to meet other parents in an informal setting. Parents will receive information and sign-up details on Parent Coffee / Evening topics through the Monday Newsletter.

### **Parent/teacher conferences**

Parent/teacher conferences are not limited to those pre-scheduled. If you have any questions concerning your child's school work or other school matters, please make an appointment with the teacher at any time during the year.

### **Telephone calls**

Students should not call home during the school day if they have forgotten to bring items to school or arrange playdates or sleepovers. Likewise, students will NOT be called to the telephone to receive messages. However, during school hours IMPORTANT messages may be telephoned into your child's teacher's assistant or left at the office. In case of an emergency and with their teacher's permission, students may use the telephone.

Messages for teachers may be called into your child's teacher's assistant. Teachers will return calls within one working day.

### **Electronics and Other Equipment**

The Upper Primary Admin strongly recommends that children of this developmental age group do not own personal electronic devices. Therefore, students are not permitted to bring and/or own wearable technology (i.e. Smart Watches) to school. The school recognizes that mobile phones may be a necessary link for family communication. If your child needs to bring a mobile phone to school for a particular day or reason, they must keep it silent, out of sight, and in their school bag. Kindles are permitted; however, the school cannot take responsibility for the safety of any electronic devices.

### **How to Use Technology Responsibly in the HKIS Upper Primary School**

Technology can help students learn and have fun at school, but they need to use it in a good way. That means following some rules and being respectful to themselves and others online. Here are some guidelines students need to know and do to be responsible digital citizens at school.

- Before students use any technology at school, parents and their child need to approve a form that says they agree to follow the rules. This form is called the Educational Technology Responsible Use Agreement (RUA).
- Students will only use school-approved devices at school for school work and when a teacher or another adult allows.
- Students will only go online or use the internet at



school for school work and when a teacher or another adult is with them. If they are not sure about something, they can always ask a teacher or another adult for help.

- When working and communicating with others, Students will only use the internet, email, iPad, and other devices to be productive, kind, and helpful.
- Students will use the internet, email, iPad, and other devices as a tool for learning in a creative and collaborative way that supports their learning goals.
- Students will keep their password secret and not try to find out other people's passwords.
- If students see something online that makes them feel bad, scared, or angry, or that they know is not okay at school, they should:
  - Not show it to anyone else.
  - Tell a teacher or another adult right away.
- Students will protect and not share personal identifying information online at school. Personal identifying information includes: Their name, address, email address, or phone number
- Students will demonstrate responsibility and care for the technology equipment at school by:
  - Handling it gently to avoid breaking it on purpose or by accident.
  - Keeping food and drinks away from it.
  - Telling a teacher or another adult if something is misplaced, lost or damaged.

Students need to follow these rules if they want to use technology at school. If they break these rules, the school will talk to them and their parents about it.

### **Why These Rules Are Important**

These rules are not just for student safety and learning. They also help them develop skills and habits that will make them better digital citizens. A digital citizen is someone who uses technology in a responsible, respectful, and ethical way.

## **Dining Hall Lunch Program**

Students may bring their own lunch to school or take advantage of our hot lunch program, which is provided by Sodexo (Hong Kong) Ltd. Parents can sign their children up on a monthly meal plan on the Sodexo app. We strongly encourage ordering online in advance, as it supports our student-led initiative of decreasing food waste. All students should pay for their non-subscribed purchases with an Octopus card (please label your child's name on his/her Octopus card) as the Dining Hall does not accept cash purchases. More information about the program is available [online](#)

<https://cn.sodexo.com/en/your-industry/schools/school-menus-hk.html>, or from Sodexo staff in our cafeteria on the fourth floor / by email at [unit.hkisup.hk@sodexo.com](mailto:unit.hkisup.hk@sodexo.com).

Dining Hall Behavior Expectations:

- Safe behavior and good manners are expected in the cafeteria.
- For health reasons, students should not share or trade food.
- A "Peanut Free Zone" will be designated.

Teachers will review cafeteria rules and procedures at the beginning of the school year.

## **Discipline**

### **Upper Primary Discipline Philosophy**

Disciplinary actions, wherever possible, are preventative and restorative, rather than merely punitive. These actions are designed to support all involved parties. Opportunities to redirect or re-teach appropriate social expectations will be used as often as possible for desired changes in student behavior to occur. In all instances, our overriding goal is to support students to help them understand the impact of their choices on others, and to learn from their mistakes by demonstrating positive change in the identified behaviors.

### **Behavioral Consequences**

Students, as often as possible, are encouraged to participate in the development of meaningful consequences based on the Upper Primary team's commitment to student learning. Interventions will take into account the student's age and maturity as well as the nature of the choices and behaviors. In the event of significant or ongoing behavior issues, it may be necessary for the Upper Primary Administration to suspend a child from school. In the event of a school suspension, the Upper Primary Administration will inform the Associate Head of School, and proactively communicate with parents to address the concerns and plan support to address the behaviors.

## **Dress Code Policy**

The Upper Primary official dress code colors are navy blue, red and white. It is the responsibility of parents to ensure their children are dressed according to the policy below. The dress code reflects the mission and vision of the school and unifies our student community as representatives of HKIS. All uniforms are available for purchase from the Dragon Shop located at the High School Campus in Tai Tam.

## DRAGON SHOP:

HKIS High School, 1 Red Hill Road, Level 2 (near cafeteria)

Monday – Friday (9 a.m. – 2 p.m.)

Tel: 3149-7186 • dragonshop@hkis.edu.hk

TOPS		
COLOR	HKIS solid red or white	Available for purchase in Dragon Shop (No stripes or other colors)
STYLE	Long or short sleeve polo shirts with collar and 2-3 buttons	PERMITTED: Special Edition PFO Chinese New Year top – any year
LOGO	HKIS logo, upper left – on body	Polo available for purchase at Dragon Shop
<b>NOT ALLOWED:</b> Tears, holes, ragged edges, stripes, sports team logos, other logos bigger than 1x1 inch		

BOTTOMS		
COLOR	Solid blue or denim jeans	Available for purchase in Dragon Shop (No stripes or other colors)
STYLE	Shorts, skirts, skorts & leggings	Shorts length: 5" inseam or longer Skirt length: must extend beyond the fingertips
LOGO	Not required	
<b>NOT ALLOWED:</b> Tears, holes, ragged edges, cut off shorts or pants, stripes, logos		

COLD WEATHER UNIFORM LAYERS		
COLOR	Red, white or navy blue	Must be purchased in Dragon Shop
STYLE	Sweatshirt, cardigan, fleece jacket or fleece vest	PERMITTED: Special Edition PFO Chinese New Year top – any year
<b>NOT ALLOWED:</b> Tears, holes or ragged edges		
<b>PLEASE NOTE:</b> During extreme weather – any type of personal warm weather jacket is permitted. Uniform top must be worn underneath.		

OTHER	
SHOES	STYLE: Closed toe • COLOR: Any NOT PERMITTED: Clogs, shoes with wheels, or flip flops
SOCKS	Solid red, white or navy blue
HATS	Any style or color – optional
DRESSES	Not permitted

PHYSICAL EDUCATION + SWIMMING	
PE	Athletic shoes are recommended (slip-on shoes are not permitted)
SWIM	One-piece swim suit, towel, goggles, flip flops/crocs/ beach shoes, HKIS swim cap (available to purchase from Dragon Shop)

## Uniform Guide

Please [click here](#) for the Upper Primary uniform guide.

**School uniforms are required on the first day of school. Parents have the responsibility of seeing that their children are dressed appropriately. Students who do not adhere to dress code guidelines will be asked to follow up with teachers or administration.**

## Free Dress Days

Throughout the year, there may be times when students are invited to wear themed clothing (e.g. Book Week, Dragon Days) or 'free dress' to school. The intention of these days is to create school spirit, allow for a bit of fun, and/or bring awareness to a particular cause. These days are optional; however, should a student choose not to participate in the theme, they should wear their regular school uniform. If they do choose to participate, their clothing choices should be school-appropriate (e.g. no crop tops, ripped jeans) and non-offensive (e.g. inappropriate language, etc).

## Drug Policy

HKIS has a zero tolerance policy towards the use of illegal drugs by our students. This means that the expectation is that no student will use drugs while attending HKIS. To achieve this goal, we use both random drug testing and drug testing at the Middle School and High School if there is suspicion of drug use. If there is a positive test then there are two levels of intervention to provide the resources necessary to stop using and remain a student at HKIS. A third positive test will result in the dismissal of that student from HKIS. This policy is clearly stated in an agreement signed by the student and the parents (Middle School and High School only) upon admission. Failing to sign this document will deny admission/re-admission or will be cause for the dismissal of the student. Every effort is made to ensure fair and uniform enforcement.

## From “Substance Abuse and Drug Testing” (*Policy 3060, available on DragonNet*).

Our work with students and families emphasizes care and respect of individuals. This means working both proactively and reactively to foster and encourage healthy, wholesome lifestyles. Our natural extension of this philosophy is taking an institutional stand against any drug abuse, and substance abuse generally.

The pressure and temptation on teenagers in Hong Kong to participate in the drug scene is well documented. HKIS has determined that, in providing our students with a safe and nurturing environment, zero tolerance of illegal drug use is critical, and that random testing can be a useful tool in deterring drug involvement.

The school's contributions toward achieving that goal, in reference to illegal substance abuse as defined by Hong Kong law, include:

- a. Preventative education programs on substance abuse at all age levels.
- b. School support of a student who requests help to overcome substance use, abuse, or dependency.
- c. Education on the consequences under Hong Kong law and HKIS policy relating to possession, use, and facilitating use by others of illegal drugs.
- d. A drug-use screening and detection procedure utilizing student hair samples conducted on a random basis.
- e. Intervention when the school has reasonable cause to believe drug abuse has occurred.

Students who possess or use illegal drugs, bring drugs to school or school activities, or facilitate drug use by others violate Hong Kong law and HKIS policy.

HKIS reserves the right to terminate the continuing enrollment of any student who violates HKIS policy on illegal drugs and substance abuse.

## Early Leaving

---

While fulfillment of routine academic requirements may be accelerated, maximum benefits take place when student are physically present in class to interact with other students and teachers.

Early withdrawal can present the following serious difficulties:

1. Potential loss of continuity in school experiences and failure to bring adequate closure to the year and relationships with peers.
2. A demoralizing effect on students remaining at school.
3. Undue pressure and load on teachers assisting early leavers.

For these reasons we encourage parents to consider carefully before making summer plans and to make arrangements for their children to complete the full school year.

If you are considering withdrawing your child at an early date, you need to submit a written request to the

principal explaining the necessity of early departure at least three weeks in advance of the planned date of withdrawal. Please include in the letter whether your child is returning to HKIS next year or is permanently withdrawing. Also include the child's name, grade, teacher and last day of attendance.

In all cases, it is important at the time of early departure for parents to fully understand the decisions that have been made regarding grade placement, completion of courses and course credit. Progress reports will be available on the last day of school.

Similarly we discourage parents from turning our scheduled parent conference days into family vacations, thus asking teachers to re-schedule parent conferences after school. Our parent conference days are set aside for the purpose of communication about your child's progress and learning.

## Field Trips

---

As a part of the total learning experience in Hong Kong, classes may take field trips. These field trips fit into the objectives of our course of studies and are not considered optional for students. Chartered bus services for these outings are a part of tuition and will be paid by the school. Other extra costs such as admission fees or lunch costs may be assessed. Parents may be asked to participate as chaperones on field trips and notification of the trips will be given in advance.

## Gifts and Entertainment

---

HKIS has a policy on the non-solicitation and acceptance of gifts by HKIS faculty and staff. We understand that from time-to-time, grateful parents may wish to give small gifts to their teachers or to other employees to express appreciation. The best gift a student can give a teacher is a genuine and personal expression of gratitude. A thoughtful thank you is rarer, and has more impact, than a lavish gift. If, in addition to any personal thank you, you or your child wishes to give a small token gift, employees have been instructed that they may accept gifts only if they are not valued over HK\$200 and not in the form of cash.

Invitations to lunch, dinner, social events or to participate in Annual Fund events are acceptable as an appreciation of thanks. We value building positive relations among parents, teachers and staff.

## HKIS ID Cards

---

All HKIS employees, students, and parents to the school are required to use an HKIS ID card at the main entrance to gain access to the Repulse Bay and Tai Tam campuses, when boarding buses, and to borrow books from the libraries. An HKIS ID card is your evidence of being an HKIS community member. You should carry or display your card at all times when on HKIS property and present it at the entrance to school and upon the request of an HKIS employee.

NOTE: If you forget your HKIS ID card, you will be required to sign in as a visitor.

### HKIS ID Cards for New Families

- All HKIS students are issued with ID cards once accepted into HKIS.
- It is recommended that all new parents submit an application for a HKIS Parent ID. The HKIS Parent ID card means you do not need to register as a visitor each time you enter campus.
- Log in to PowerSchool and complete the “HKIS ID Card Application/Replacement/Renewal” form to apply for a card.
- New families may request HKIS ID cards for themselves or guardians by submitting the card application form through PowerSchool.
- Divisional offices will distribute new student and parent HKIS ID cards in August, usually during the New Family Orientation or Back to School Night, prior to the start of school.

### Returning Students

- To ensure a student's ID photo is up-to-date, returning HKIS Student ID cards are re-issued when a student enters into a new division (Reception 1, Grade 3, Grade 6 and Grade 9).
- Divisional offices distribute the HKIS ID cards to R1, G3, G6 and G9 students in August.

### Replacement Cards

- To replace lost, stolen, or damaged cards, please log in to PowerSchool and complete the “HKIS ID Card Application/Replacement/Renewal” Form.
- There is a \$100 charge for replacement cards, so please keep your cards in a safe place.

### HKIS-Sponsored Cards

- You may also apply to have an HKIS ID card issued for other family or household members, such as grandparents or helpers.

- These cards are considered “sponsored cards” and there is a fee for issuance plus an annual renewal fee.
- Sponsored cards can only be used to enter and leave school premises, they cannot be used to borrow library books or board buses.

### Using your HKIS Card at Divisional Libraries

Each student's card is printed with a library membership number. Library membership is available to students, parents, and employees.

### Help with HKIS ID Cards

If you have any questions or problems with your card, please email [idcard@hkis.edu.hk](mailto:idcard@hkis.edu.hk).

## Homework

---

In the Upper Primary School, we are committed to the study and analysis of the most current research and practices regarding home learning for our students. It is in this spirit, that our philosophies and policies around home learning are ever evolving. We know a variety of studies have demonstrated that teachers and parents can foster positive approaches to learning through the routine of home learning. Self-regulation, perseverance and personal responsibility can be developed through home learning. While fostering independence and responsibility, home learning can engage parents by providing opportunities for discussion and exploration around current topics and learning goals.

As home learning is intended to be an extension or reinforcement of concepts and skills explored while in school, there should be opportunities for students to work independently, as well as to share learning at home with family members. All Upper Primary School students should be reading outside of school hours throughout the week. Students can read for pleasure within the grade level guidelines or in addition to the guidelines. Teachers can give specific guidelines and details around goals and expectations for each child. Home learning expectations may look different each night and there may not be home learning every night during the week. Our goal is to find the balance between consistency and personalization for each of our students. As with anything assigned, should a student not understand directions or expectations, parents and students can communicate with the teacher as an opportunity for further feedback.

Recognizing the value and importance of family time, our practice is to not assign home learning over weekends and holiday vacations. In the event that there are absences or long-term projects, there may be a need to

extend home learning into weekends. In addition, should family activities during the school week prevent students from completing home learning, we ask that parents and students communicate with your child's teacher so your child can work with his/her teacher to create a plan moving forward.

Home Learning Guidelines:

Grade 3 – 30 minutes per day, including 5-10 minutes of Chinese Studies

Grade 4 – 40 minutes per day, including 5-10 minutes of Chinese Studies

Grade 5 – 50 minutes per day, including 5-10 minutes of Chinese Studies

## Illness at School

We have a full-time nurse on duty in Upper Primary. If your child becomes ill at school and goes to the nurse's office, s/he will contact you. Please come to the front office to sign your child out when picking them up in a timely manner. Please be sure your child is well before returning to school. We ask that students be fever-free for 48 hours before coming back to school. Please see the Health Office section for more.

## Language Policy: English and other languages at HKIS

HKIS's primary focus is to provide a high quality education with English as the language of instruction. Our school promotes and celebrates a school climate that values and appreciates cultural and linguistic diversity.

In the context of our school, every student, teacher, and parent has many opportunities to build community through language. HKIS encourages everyone to be sensitive to how the use of different languages affects others. Our goal is for everyone to feel included and accepted.

Therefore, in mixed-language groups outside the classroom, students are encouraged to use a language common to everyone in the group. (Although our language of instruction is English, the occasional use of other languages in classroom settings may be appropriate if there is a need to clarify difficult concepts with someone from the same language background.)

## Lost and Found

Please label everything that is sent to school with your child, including clothing, backpacks, Octopus cards, and lunch boxes. This will help in returning lost items. Items

unclaimed in the clusters as well as items lost in general areas such as hallways, buses, and playgrounds will be kept in Lost and Found bins in the Gym, Dining Hall or 5/F Office. After an announcement is made to the HKIS community through the Monday newsletter, items not claimed will be donated periodically to Hong Kong welfare agencies. For lost personal items such as eye-glasses, wallets, or valuable items, check with the UP office.

## Make-Up Work

The school understands there are times when children may be ill and/or unable to attend school for an extended period of time (e.g. close contact, positive COVID case). Where possible, teachers will provide parents with suggested activities for students to complete at home. For excused absences of more than three days, suitable activities will be emailed to the parent. Activities provided will not replicate the learning provided through a normal school day and are intended as a guide to engage students at home.

In order to honor our students' developmental needs and the collaborative nature of our instructional approach to learning, UP teachers do not provide Zoom instruction or Zoom recordings of lessons for students who are absent from school.

Where appropriate, resources may be picked up at a time previously arranged with the teacher. Student iPads will only be given to students once parents have submitted the iPad waiver form on PowerSchool. iPads are not permitted to be taken out of the country due to insurance purposes. Please allow at least one day's notice since teachers do not always have free time during the day to gather your child's assignments and iPad.

**If a student is absent for reasons other than illness, family emergencies or significant personal reasons, parents should note that the school does not require teachers to provide make-up work (see "Student Attendance" *Policy 3150, available on DragonNet*).**

Teachers plan and carry out purposeful instructional activities every day, so when students miss school for extra holidays, their learning is impacted. The school **strongly urges parents to schedule family trips during the days provided for holiday travel.** If you must take your child out of school, please notify the teacher at least one week ahead of time.



## Money and Valuables at School

---

Children should not bring any valuables to school. Examples of inappropriate items include iPods, mobile phones, expensive toys, trading cards or jewelry.

We request that students do not bring more than HK\$100 to school. If payment is required for more than this amount, please send in a check with your child. All checks, unless otherwise informed, should be made payable to “Hong Kong International School”.

## Parent Participation

---

The Upper Primary encourages and welcomes parents to take an active role in their Child's education. Parent volunteers are needed in a variety of ways to assist in the operation of the school. Working in the library, acting as a resource in the classroom, providing clerical help, chaperoning school parties, going on field trips and working with the Parent Faculty Organization (PFO) are some of the many services parents have generously provided in the past (see page 42 for more on parent groups).

When parents visit school to volunteer or visit the classroom, we request that they wear visitor badges. All parents and other visitors must register with the security guard before entering the school. This is to monitor visitors and to ensure a safe school environment.

Upper Primary has a security system which allows parents to enter the school with a picture ID card. This is optional and information on how to obtain a parent ID card will be provided at the start of the school year, during Orientation Day and Back to School Night.

## Parents' Presence in Hong Kong

---

From **Parents' Presence in Hong Kong** (*Policy 3110, available on DragonNet*).

### Residency

An enrollment requirement of HKIS is for all students to have at least one parent in full time residence in Hong Kong.

### Temporary Absence from Hong Kong

If during the school year both parents plan to leave Hong Kong for one or more days while a child remains in residence, one or more temporary guardians must be appointed to make any necessary decisions regarding the child's welfare.

A “Notification of Both Parents' Absence from Hong

Kong” form (available in PowerSchool) must be completed each time both parents plan to be absent from Hong Kong, and submitted to the student's divisional administration office as far in advance as possible.

The “Appointment of Temporary Guardians” form (available in PowerSchool) must also be completed and returned to the student's divisional administration office as soon as possible prior to the FIRST planned departure of both parents from Hong Kong. The completion of one of these forms each school year is sufficient, as long as the appointed temporary guardian information has not changed.

Parents who do not arrange for and inform the school of the child's supervision and guardianship may jeopardize the child's continued enrollment at HKIS.

Please note the importance of notifying the school when both parents are leaving Hong Kong as this helps a great deal in understanding and working with your child in class. The completed form is essential in case your child is injured and emergency medical treatment is required. The form must include all necessary information (such as guardianship, contacts, address, and telephone numbers). A helper in the home may serve as guardian. Please log on to PowerSchool to access and complete these forms.

## Parking

---

There is no parking available at the Upper Primary campus. The police regularly ticket cars parked on the street. We encourage parents to come by taxi or public bus. Parents may also ride the school bus (except in the months of August, September and June) with their child as long as there is enough room for all students to have a proper seat. The cost is \$60 (HK Island) and \$120 (Kowloon) per ride. Students not registered as a bus rider may not ride the bus on an occasional basis.

## Pets in School

---

In the interest of maintaining a safe and healthy school environment for our students, we discourage the practice of having family pets visit classrooms. Such visits place students and teachers in a situation where allergic reactions may occur. There is also concern that classroom visits place the animals in an unfamiliar setting where they are exposed to a large number of students who may be excited by their presence. In such a setting the behavior of the animal can be unpredictable.

Exceptions to this policy must be approved by the Principal or Associate Principal.

## Reporting Student Learning

---

Progress reports are made available to parents twice a year through PowerSchool. These reports indicate how your child is doing in each of the subject areas. The reports also show how consistently your child performs and demonstrates characteristics required in learning and living together. Progress reports will contain teacher comments as well as marks.

## Re-enrollment/Transfer/Change of Address

---

A reservation deposit is requested in March of each year to confirm the re-enrollment of your child for the next academic year. For transfer, written notice should be given to the Admissions Office at least three weeks prior to the time of departure. At the time of the student's withdrawal, HKIS will provide a student transfer form to be presented to the student's new school. HKIS will forward academic, health, and test records upon their request. Before transcripts, transfers or final report cards can be issued, all fines for library damages or lost books must be paid. Any questions concerning re-registration or transfer should be addressed to the Admissions Office. Changes in address or telephone number should be updated online.

There are two parent/teacher conferences scheduled each year, at the end of first and third quarters. Goal setting conferences take place in the fall. At the end of third quarter, conferences involve portfolios and are student-led. Please refer to page 47 for the conference dates.

## Safety Procedures (fire drill and emergency evacuations)

---

HKIS puts safety first at all times. We maintain all equipment to a high standard and regularly check for problems. We also hold regular fire drills and emergency evacuation drills. We are in regular communication with the authorities in Hong Kong, as well as the US Consulate regarding any perceived threat. We have careful plans for evacuation and for the security of every student while we are in evacuation. After consulting with police and other security experts in Hong Kong, we will determine the best course of action and return to normal school life as soon as possible. In any emergency that may occur during school hours, HKIS will proceed cautiously and keep students at school

until appropriate instructions are issued. We will also follow any directions broadcast by the Hong Kong Education Bureau.

## School Hours

---

Regular instructional hours, unless otherwise announced, are from 7:55 a.m. to 2:50 p.m. Unless necessary, children who do not come to school by bus (i.e., walkers) should NOT arrive at school before 7:40 a.m.

## School Supplies / Backpacks or Bookbags

---

The school provides classroom materials and supplies, so children do not need to bring extra materials. Children should bring an appropriate sized school bag or backpack to carry home daily papers, notes, library books, lunches, a water bottle and personal belongings.

## Separated/Divorced Parents

---

### Policy Title: Child Care Arrangements in the Event of Marital Separation/Divorce

This administrative policy applies to all separated or divorced parents of HKIS students.

HKIS understands that special custody, access and permission arrangements may be required for the children of divorced or legally separated parents. As such, HKIS attempts to accommodate the desires of the both parents and court orders, within reason. HKIS does follow legal guardianship directions from Hong Kong courts in accordance with the school's policies. Note that court orders relating to child care and custody obtained from foreign jurisdictions are generally not recognized in Hong Kong unless the parties specifically seek a "mirror" order in Hong Kong.

HKIS always defaults to what the school believes is best for the student. Nevertheless, in some cases when parents cannot reach agreement and/or the school cannot accommodate the parents' requirements (within reason), HKIS's final response may be to withdraw the student's enrollment.

In order to document the terms by which the parents jointly request HKIS to provide special custody, access and permission arrangements, a "Child Care Arrangements in the Event of Marital Separation/Divorce" form (the "Form") **must be completed for each student and signed by both parents through PowerSchool.** Completion of this form is a requirement to ensure retention of the child's enrollment at HKIS.

To the extent permitted by law, HKIS will abide solely by the arrangements set out in the Form, notwithstanding any court orders. In the event of any conflicts or disputes, parents are advised to seek clarification from the court. If the parents wish to vary the arrangements set out in the Form, they must inform HKIS in writing, and both parents must sign such notice.

The information provided in the Form will be used for HKIS's administration purposes and for determining relevant arrangements for the student. As such, the information provided will be made available to those HKIS staff responsible for the care of the student, which may include (but is not limited to) the student's teachers, the relevant teaching assistants, school counselors and or the school nurse. If and when appropriate, HKIS may release certain relevant information to external providers operating services and activities in which the student participates as an HKIS student (e.g., providing information to extracurricular service providers regarding who may or may not collect the student following such activities).

## Six-day Schedule

---

All school days are numbered consecutively, one through six for each cycle. Thus some children will always have art on Day 4 rather than on the same day of the week.

To facilitate parent, student and teacher adjustment to this schedule, a year's calendar is printed on the inside back cover. Our online calendar also has the numbered days of each cycle for your information and can be accessed from the Upper Primary website: <https://www.hkis.edu.hk/secure/upper-primary/up-parent-resources/up-quick-links>.

If a day is missed due to a typhoon or other unexpected change in the calendar, the numbering of days will remain the same. They will not be renumbered.

## Standardized Testing

---

Standardized tests gather information about individual as well as group performance.

In Upper Primary, all students take the Measures of Academic Progress (MAP) Growth tests in Reading, Mathematics, and Language Usage. The MAP Growth is only one of many assessment data collection measures that we use to evaluate our students and programs.

The information from the MAP Growth tests tells us how our students demonstrate growth over time, and also

compared to other students in the United States and in other private international schools. The content of the achievement tests is based on objectives which are common to many curricula across the U.S. and American style international schools.

MAP Growth results give us an external assessment piece that we use to make decisions about program and curriculum development and are shared with parents.

## Student Council

---

The student council is composed of elected representatives from each homeroom. These students represent the concerns of their classmates to the council and take recommendations from the council back to their classes. As the student leaders in the Upper Primary, the student council works for improvement in the school and organizes a variety of service projects within the school.

## Tutoring

---

Parents need to be aware that teachers are not allowed to tutor any child who is currently in a class they are teaching, as there is a conflict of interest in doing so.

## Visitors and Parent Volunteers

---

Each year we receive requests to have former students or visiting friends spend time in Upper Primary classrooms. Requests for such visits should be made in advance to the principal or associate principal. Providing they do not disrupt the class routines or distract students, and with the consent of homeroom teachers, such visits may be authorized for a maximum of one full school day. Visits will not be permitted during days that include the standardized testing, special events, field trips or at other times when the teacher or administrators feel visitors might distract from the school program.

### Visitor Access to Campus

In order to ensure a safe environment within our school, we require all visitors to check in at the guard's station before entering the building, as well as at the main office. Guests invited by HKIS may access campus with an appointment registered through our Visitor Management System (VMS). They will be issued a VMS barcode letter which they should bring to expedite registration at the gate. HKIS will issue a pass to visitors, which they are required to wear while on campus.

In addition, HKIS will require guests to comply with current rules to protect the health of those on campus

such as: Scanning the campus's Leave Home Safe QR code, meeting any "vaccine pass" government requirements, producing a photo of a same-day negative Rapid Antigen Test result, and a temperature check on site. Please email our Security Team at [security@hkis.edu.hk](mailto:security@hkis.edu.hk) with any questions.

## Weather Warnings Procedures

The safety of our students and staff is our priority, so in the event of extreme weather it may be necessary to modify our school schedules.

Parents are advised to use their best judgment in determining whether to send their children to school in the case of bad weather or dangerous road conditions.

In the event of special weather arrangements the Education Bureau will make a decision at 6 a.m. and this information will be distributed to the media. For more information [please refer to their guidelines](#).

Under normal circumstances, HKIS will follow the Government's recommendation. **HKIS will not call parents directly.** Alerts will be posted on the website. **Parents are responsible for checking for any announcements.**

Please note there are times when localized weather conditions on the south side of the island are very different from territory-wide predictions. In circumstances where HKIS needs to take action different from the Government's recommendation, parents will be alerted and notices will be posted on the website.

Generally speaking, HKIS will wait for an official announcement from Hong Kong's Education Bureau before notifying the community about school closures (due to bad weather or health considerations such as flu outbreaks). On occasion, these announcements take time to come out, and, in that time, some news outlets and community members try to anticipate whether the Education Bureau will close schools or not. Please rest assured that HKIS will contact parents and employees with news of any closure once official word has been received.

## What happens when the signal is raised before school starts:

<b>Typhoon 1</b>	All R1-12 classes are in session.
<b>Typhoon 3</b>	R1 classes are cancelled. R2-12 classes are in session.
<b>Typhoon 8 and above</b>	All schools are closed – all classes are cancelled.
<b>Amber Rainstorm</b>	All R1-12 classes are in session.
<b>Red Rainstorm</b>	All schools are closed – all classes are cancelled.
<b>Black Rainstorm</b>	All schools are closed – all classes are cancelled.

## What we do when the signal is raised during school hours:

At times a typhoon increases in intensity or a rainstorm signal is raised while the children are at school. If this happens, we will use the following procedures:

<b>Typhoon 1</b>	All R1-12 classes will remain in session with regular dismissal times.
<b>Typhoon 3</b>	All R1-12 classes will remain in session with regular dismissal times.
<b>Typhoon 8 and above</b>	All R1-12 classes will be dismissed. (The notice of typhoon 8 signal being raised is given to schools several hours before it is actually hoisted, thus allowing schools enough time to make arrangements to get students home safely.)
<b>Amber Rainstorm</b>	All R1-12 classes will remain in session with regular dismissal times.
<b>Red Rainstorm</b>	All R1-12 classes will remain in session <b>AND*</b> students will remain in school until conditions are safe for them to return home.
<b>Black Rainstorm</b>	All R1-12 classes will remain in session <b>AND*</b> students will remain in school until conditions are safe for them to return home.

*\* Students will not be released until the warning has been removed and buses are authorized for safe travel, which could be after 3 p.m.*

**Black Rainstorm:** The HK government strongly advises everyone to stay indoors during a Black Rainstorm warning. Driving yourself or sending someone to pick up your child during a Black Rainstorm signal is extremely dangerous and not advisable.

**Typhoon 8 signal:** In the case of a Typhoon 8 signal when we must dismiss the children prior to the end of the regular school day. HKIS will contact parents with the revised dismissal time. Ensure that you have procedures in place with your family and helper in the event of a Typhoon 8 signal. You will need to determine who will be waiting at the bus stop for your child in line with the revised time. If your child regularly walks home or is picked up by car, please be prepared to come immediately to school and pick up your child from the normal meeting place.

Buses will run and complete their routes if school is in session or when students are on board. Any variation to the regular schedule will be the decision of the bus company in consultation with the school administration.

In the event of class cancellation, the Upper Primary will offer choice activities for students to complete independently at home. We do not offer Zoom instruction during class suspension.

For information regarding weather conditions, we recommend the following sources:

Hong Kong Observatory website: [www.weather.gov.hk](http://www.weather.gov.hk)

Education Bureau website: [www.edb.gov.hk](http://www.edb.gov.hk)

Hong Kong Observatory telephone: 187-8200  
(Press 1 for Cantonese, 2 for Mandarin, 3 for English)

RTHK – Radio 3: FM 97.9 (Central and environs) or  
FM 106.8 (Southern Hong Kong Island)

The Upper Primary School team will contact parents through email notification with updates and any dismissal plans as the weather situation develops. For student participating in late after school activities, families will be notified by the activities office and activity providers.



# Parent Groups and Activities

## Annual Fund Committee

---

The Annual Fund Committee is a parent-led group that works closely with the School's Advancement Office to encourage giving to the HKIS Annual Fund. The Annual Fund supports the daily operation of the School, providing immediate-use funds to enhance the experience of every student at HKIS.

The AFC also works with the Advancement Committee under the HKIS Board of Managers. To find out more about how you can help the AFC, contact [annualfund@hkis.edu.hk](mailto:annualfund@hkis.edu.hk).

## Booster Club + Dragon Shop

---

The HKIS Booster Club is a parent-run volunteer organization whose mission is to support athletics, extracurricular activities, spread school spirit and maintain the Dragon Shop. The Dragon Shop is your one stop shop for uniforms, school supplies and HKIS themed spirit gear. All profits generated from our Dragon Shop sales return back to our school community in the form of grants and support to our Dragon athletics, arts, student clubs, special projects and spirit events. The money you spend at the Dragon Shop helps fund multiple and diverse initiatives across all four divisions at HKIS, as our way to ensure that your support helps enhance the educational experiences of all students.

All parents in our community can shop at the [Dragon Shop](#) by visiting our store, in person or online, to purchase school uniforms, spirit gear, gift items and school supplies. With the help of over 60 parent volunteers, the Dragon shop sells all HKIS uniforms for Lower Primary, Upper Primary, Middle School and physical education. Our parent shop volunteers are trained to help you find the perfect fit and ensure you have everything you need for the start of school. Our shop is located on the 2nd Floor of the High School Campus at 1 Redhill Road, Tai Tam, across from the High School Cafeteria. For your convenience, we are also available online at <https://hkis-dragon-shop.myshopify.com>, and you can now also find our uniform sample racks at the Lower and Upper Primary offices with a QR code for easy access link to our online store.

Please visit <https://www.hkis.edu.hk/secure/parent-life/booster-club?sharedcardId=320> to find the HKIS uniform requirements by division and the Booster Club's Dragon Shop hour.

If you would like to volunteer during Booster Club events or at the Dragon Shop, please visit our website at <https://www.hkis.edu.hk/secure/parent-life/booster-club>.

## Parent Advisory Group (PAG)

---

The PAG is a group of representative Upper Primary parents who meet monthly. They serve as an advisory group to the principals and a communication link for Upper Primary parents to raise questions or issues. The PAG is not a decision-making group but does serve to help the school focus on topics that are important to parents. Please visit DragonNet for more information.

## Parent Faculty Organization (PFO)

---

All HKIS parents, students, and faculty are members of the PFO. There is no need to apply.

The PFO's main purpose is to build a positive community by involving and engaging all parents, students, and faculty. In addition, the PFO helps foster positive communication and exchange between school and home. All proceeds raised through its various activities and events go entirely back to the school, as the PFO is a 100% volunteer-run organization.

The PFO organizes many events throughout the school year. New families joining HKIS are integrated into the community with a New Parent Breakfast event in August and a New Parent Welcome Reception in January. New parents are invited to join the New Families FaceBook group where they can interact and connect. Twice a year, the PFO brings the entire school community across all four divisions together: during Pumpkin Festival in Fall and World's Fair in Spring.

The PFO also sponsors and organizes the LP Book Fair, Teacher Appreciation and Lunar New Year celebrations. Furthermore, the PFO supports various division-specific activities through the allocation of funds to projects proposed by each division, working collaboratively with our four divisional representatives.

Parents are invited to volunteer for PFO activities and are welcome to do so by emailing the PFO at [pfo@hkis.edu.hk](mailto:pfo@hkis.edu.hk) or [pfo.volunteers@hkis.edu.hk](mailto:pfo.volunteers@hkis.edu.hk). Find more details about the PFO in the "Parent Life" section of the HKIS Dragonet website.

# Appendices

## Upper Primary Faculty & Staff – 2024-2025

Please [click here](#) to view the UP Faculty/Staff Photo Page on the Dragonnet.

**(Dial: 2812 + extension)**

### Administration (5/F):

Duncan FitzGerald, UP Principal – Ext. 5301  
Megan Kuemmerlin, Associate Principal – Ext. 5302  
Kristi Granquist, Associate Principal – Ext. 5382  
Remy Kaur, Executive Secretary – Ext. 5303  
Jessica Jardin, Secretary – Ext. 5304  
Chloe Wong, Secretary – Ext. 5365

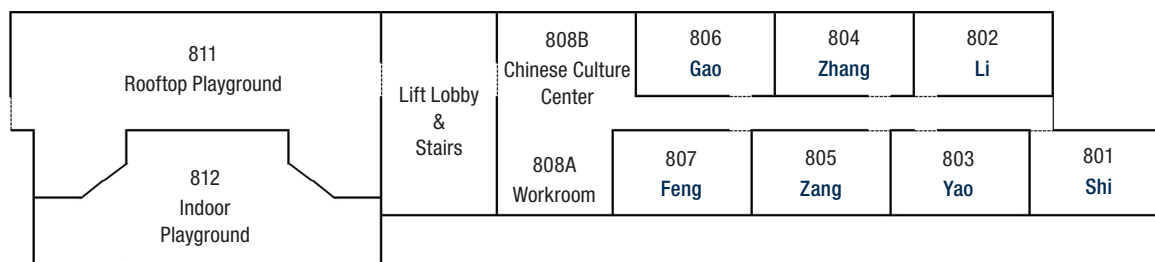
Grade	Name	Room
<b>Grade 3</b>	Cameron Holt	601
	Jasmine Robertson	602
	Joshua Joseph	603
	Allison Little	604
	Joanne Chan	605
	Lainey Gangwani	606
	Bonnie Lim	611
	Sam Oginni	612
	Fiona Johnston	613
	Keith Stanulis	615
Ext. 5362	Kelvin Chan (EA)	607
Ext. 5361	Lisa Lee (EA)	607
<b>Grade 4</b>	Tobin Ireland	701
	Lindy Coetzee	702
	Laura Evans	703
	Jen Muir	704
	Tiffany Huang	705
	Farah Kroese	706
	Taryn Schierhout	711
	Danielle Bedard	712
	Jeff Edwards	713
	Linette Perez	715
Ext. 5372	Mario Harford (EA)	707
Ext. 5371	Vivienne Lam (TA)	707
<b>Grade 5</b>	Erik Giga	201
	Katrina Hoelzen	202
	Sarah Deaver	203
	Carla Marshall	206
	Beth Karnitz	207
	Jesse Meyer	301
	Brian Hurst	302
	Joe Winston	303
	Rachel Niedospial	306
	Lisa Borchart	307
Ext. 5332	Russell Aranza (EA)	205
Ext. 5331	Michelle Pumicpic & Freya Bargo (EA)	205
<b>Educational Assistants</b>		
Ext. 5844	Junimay Cortes (Kid Kitchen)	404
Ext. 5851	Harold Gulapa (STEM/The UP Farm)	511
Ext. 5370	Pauleen Ciriaco (Garage/Media Lab)	515
Ext. 5356	Marujoche Cortes (Art)	516
Ext. 5353	Lorinda Liang & Pamela Peng (Chinese Studies)	707

**Health Office** (506A), Karishma Pozzebon – Ext. 5333  
**Cafeteria** (407), Haydee Sadile (Sodexo) – Ext. 5842/  
Mobile: 9145 5479  
**RB Bus Coordinator** (LP), Kenny Chu –  
Ext. 5119/Mobile: 6086 1143  
**Sports & Activities Office** (LP), Flossie Tsang &  
Terry Sibanda – Ext. 5620 & 5621  
**IT Office**, Anna Vargas – Ext. 5325  
**AV Technician**, Jared Cheng – Ext. 5322  
**Aquatics Office/Lobby** (LP 709A/C), Ella Healy –  
Ext. 5188 / 5189

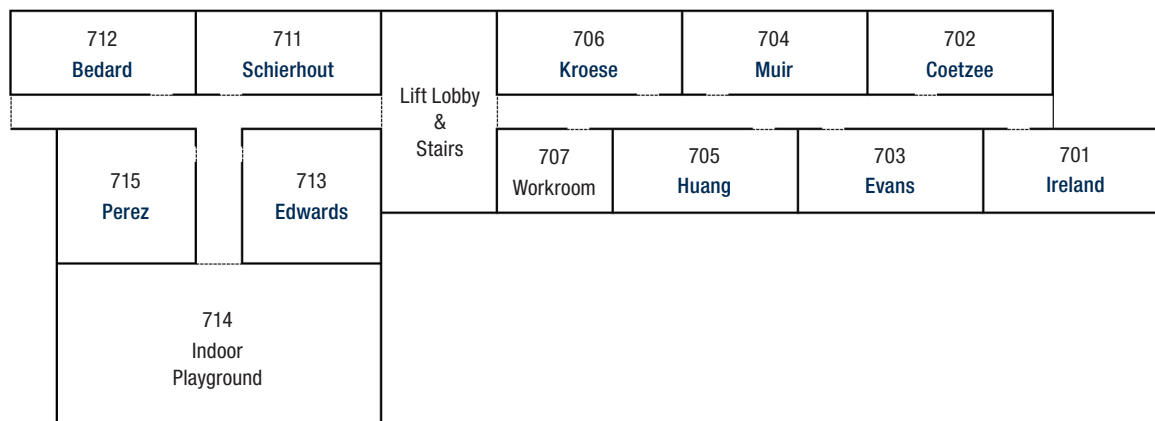
Special Areas	Name	Room
<b>P.E.</b> Ext. 5313 & 5314	Avril Chow	106
	Nick Walklet	106
<b>Music</b> Ext. 5384 Ext. 5812	Hannah Qualls	101
	Alex Woods	102
<b>Coaches</b>    Ext. 5851	Fiona Robertson (Curriculum Leader)	512
	MaryAnn Sayaz (UP Literacy Coach)	512
	Hyun Hogan (Instructional Coach)	512
	Dillon Robertson (Technology Coach)	512
	TBA (UP Math Coach)	512
<b>Art</b> Ext. 5356 Ext. 5383	Claire Kirk	516
	Zeynep Kavas	514
<b>Library</b> Ext. 5342	Amy Robinson (Librarian)	401
	Margaret Van (Senior Library Assistant)	401
	Saranya Raman (P/T Library Assistant)	401
	Patty Tsang (P/T Library Assistant)	401
<b>Chinese Studies</b>	Melissa Shi	801
	Shuang Li	802
	Thomas Yao	803
	Jinfei Zhang	804
	Cara Zang	805
	Jackie Gao	806
	Kate Feng	807
<b>Student Services &amp; Specialists</b>		
Ext. 5378	Cami Endicott (G4 Counselor)	504A
Ext. 5394	Cary Crawford (G5 Counselor)	504B
Ext. 5393	Kevin Fields (G3 Counselor)	504C
Ext. 5374	Lauren Erickson (G5 Learning Specialist)	505B
Ext. 5459	Tina Rivera (G4 Learning Specialist)	505C
Ext. 5376	Jamie Hoffman (G3 Learning Specialist)	505D

## Upper Primary Building Plan

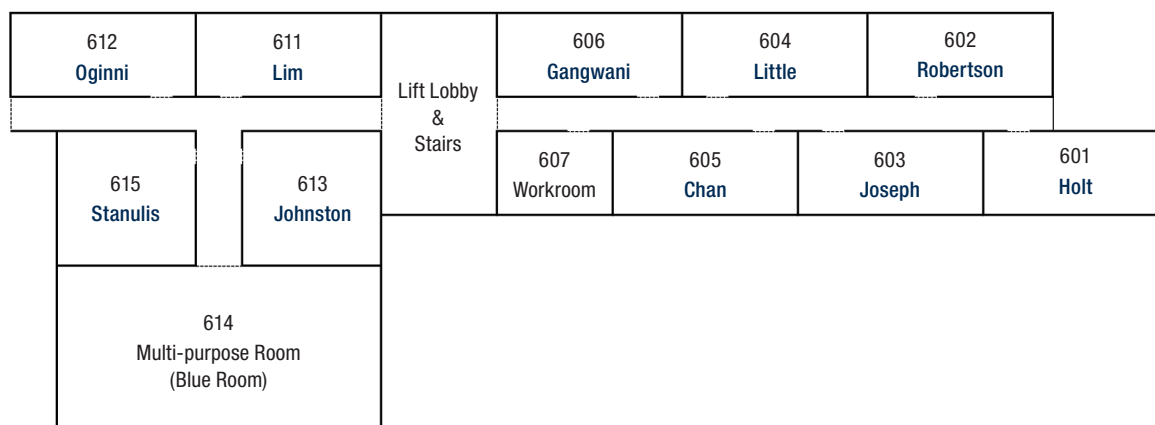
8/F



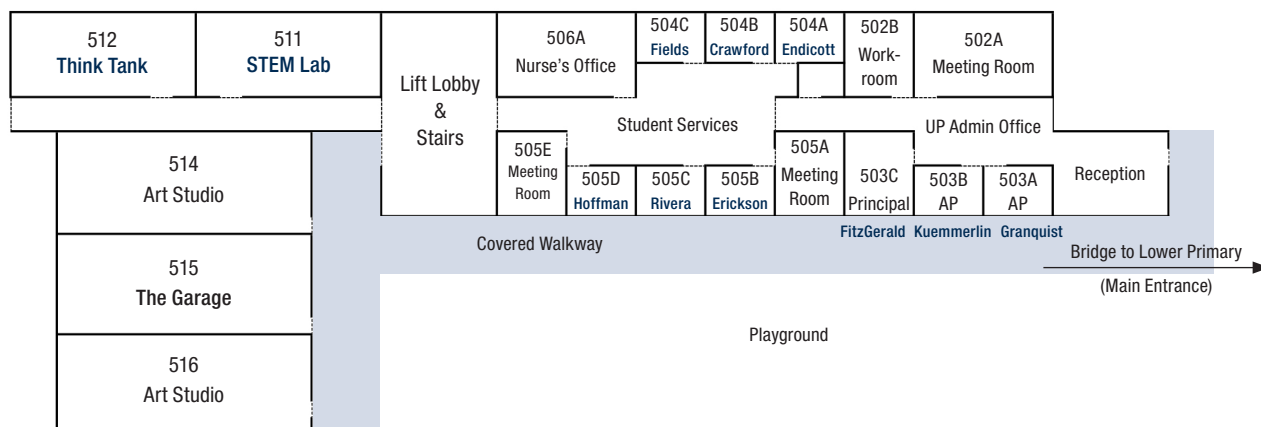
7/F



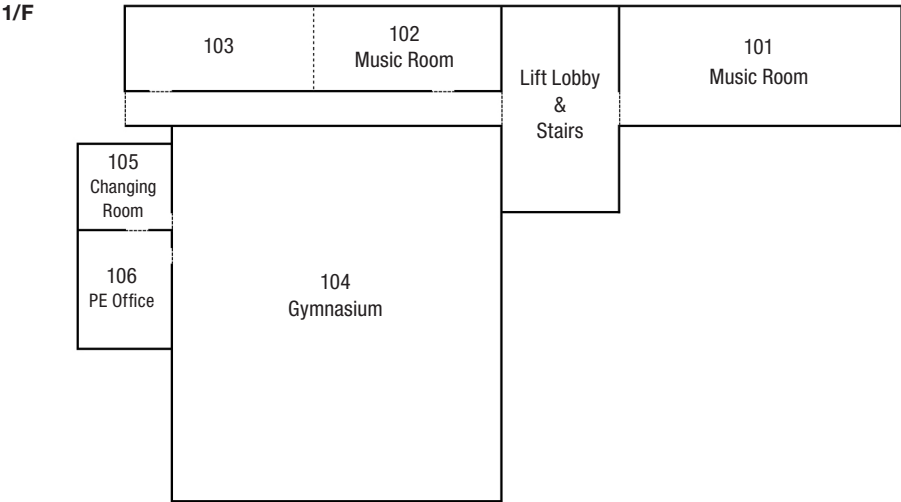
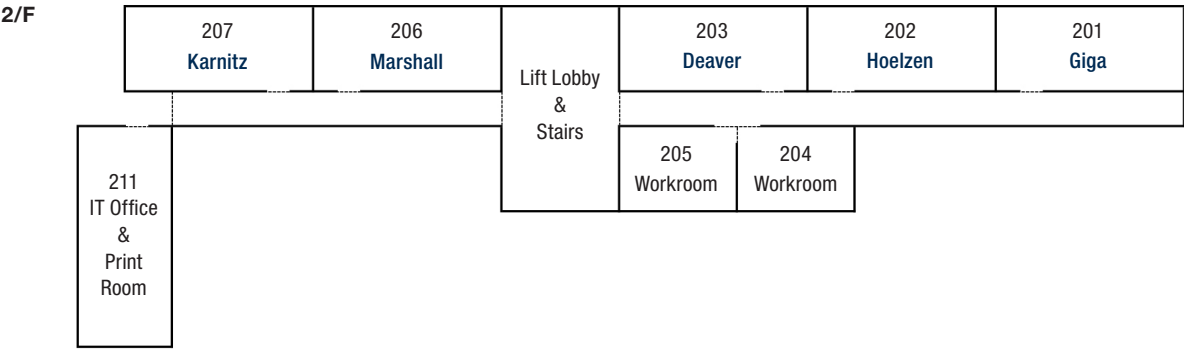
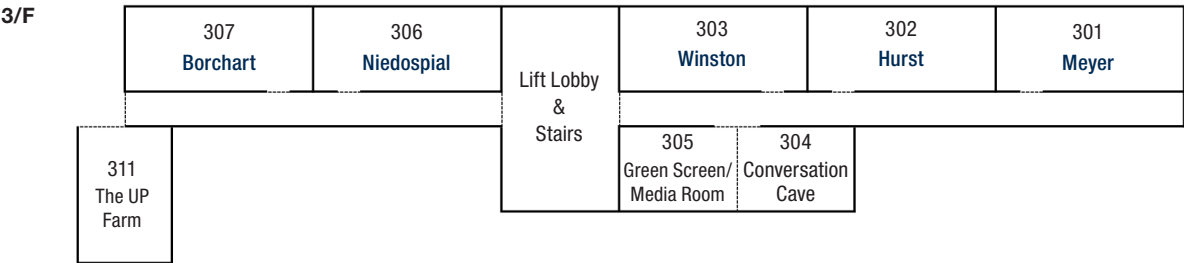
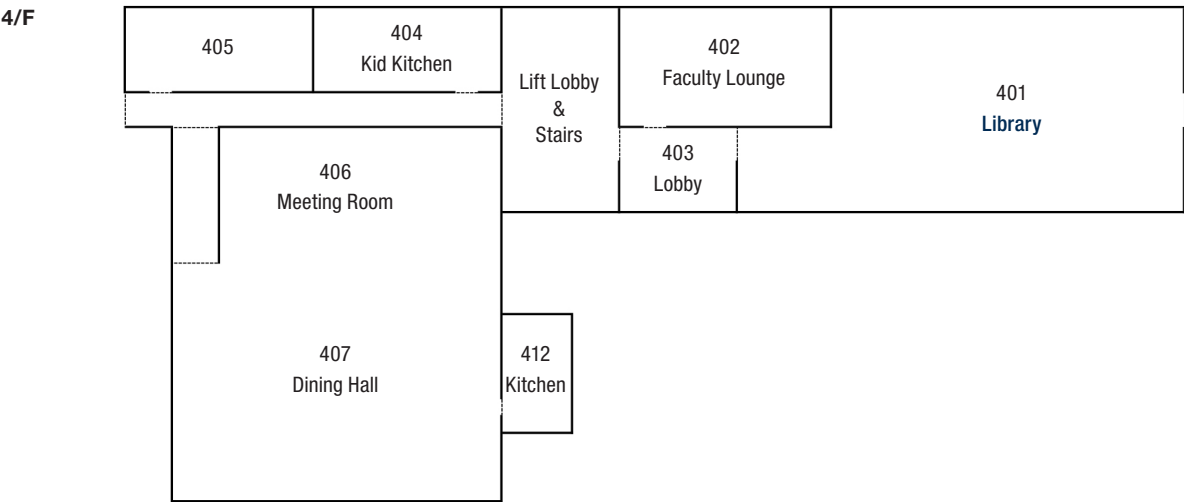
6/F



5/F



# Upper Primary Building Plan



## HKIS Shared Philosophy of Education

*(The text below are highlights from the Philosophy of Education. The complete text is available on our website.)*

Only with a shared purpose and common vocabulary can a large organization progress steadily towards the achievement of its goals. Hong Kong International School, with its large and diverse population of students, faculty and community members needs such a shared purpose and vocabulary, in order to remain focused on our goals for the learning and welfare of all students.

The HKIS Shared Philosophy of Education houses in one document key statements that articulate the foundational principles upon which our practice and ethos are based. These statements represent many thoughtful contributions, over the lifetime of the school, from all groups in our community – faculty, students, administrators, staff and parents. Together these statements create a powerful message about our mission and core values, what we desire for our students, how we believe people best learn and how most effectively to assess learning. Our goal is that the statements in this document live not just on the page, but inform our relationships and interactions with students every day.

## Transdisciplinary/Transfer Goals

### Collaboration

Each student will use a variety of methods within diverse environments to communicate and respectfully work together to support individual learning and contribute to the learning of others.

### Creativity

Each student will be an imaginative thinker, exploring passions and challenges using novel and innovative strategies.

### Resilience

Each student will demonstrate courage and confidence in response to challenges and show the ability to adapt and thrive.

## HKIS Core Values

We believe that:

- Diversity enriches community and strengthens society.
- Life-long learning is vital for individuals to thrive in and contribute to a changing society.
- Society progresses when individuals strive for excellence and seek challenges.
- Learning thrives in the presence of shared high expectations and mutually respectful relationships.
- Integrity is essential to trust and credibility.
- Each human life has value and purpose.
- Dialogue about Christianity and other religions is valuable for personal growth and development of spiritual identity.
- Together, parents, faculty, staff, and students create the conditions for children's success and a healthy lifestyle.

## SLR Operational Definitions

### Academic Excellence

All students will be equipped and empowered to meet the challenges of a dynamic global society in which they collaborate, contribute and flourish as critical thinkers, problem solvers and creative individuals committed to excellence.

All students will demonstrate these abilities through:

**Gathering Knowledge** (Inquire; think critically; gather knowledge)

- Formulating & refining questions.
- Using a variety of resources.
- Finding, evaluating, selecting information.
- Making personal connections.
- Mastering technology tools.

**Creating Understanding** (Apply knowledge; draw conclusions; create new understanding)

- Applying critical-thinking skills (analysis, synthesis, evaluation, organization) to knowledge to construct new understandings.
- Collaborating to solve problems.
- Using technology tools to analyze and organize.

**Communicating and Applying Learning** (Communicate, use, and apply learning; practice ethical behaviors)

- Sharing new understandings and reflect on the learning.
- Creating products to communicate new understandings effectively.
- Applying learning to new and/or real-life situations.
- Practicing responsible & ethical behavior.

### Spirituality

**Students will exhibit understanding of Christianity by:**

- Describing and explaining the key principles of Christianity.
- Connecting Christian terminology and symbols to key principles.
- Making sense of the multiple ways the Bible is interpreted within the Christian community.
- Comparing key concepts, teachings, practices and texts of Christianity.
- Recognizing a connection between Christian principles and ethical conduct.

**Students will exhibit understanding of other religions by:**

- Describing and explaining the key principles of other religions.
- Connecting terminology and symbols from other religions to key principles from other religions.
- Making sense of the multiple ways other sacred writings are interpreted.
- Comparing key concepts, teachings, practices, and texts of other religions.
- Recognizing connections between the principles of other religions and ethical conduct.

**Students will demonstrate respect for Christianity and other religions by:**

- Respecting the religious rituals/spirituality of others.
- Respecting the diverse religious and spiritual lives and traditions of others.



**Students will demonstrate their personal spiritual identities by:**

- Engaging in dialogue about Christianity and other religious worldviews in daily life.
- Identifying connections with their personal beliefs and others.
- Reflecting upon their own spiritual identities.
- Living out their worldviews in a variety of ways.

**Character Development**

**Students will demonstrate caring and respect by:**

- Identifying others' needs and looking for ways to help.
- Fostering care and respect in the community.
- Valuing the differences among people.
- Exhibiting self-control.
- Listening and interacting in an appropriate manner.
- Being considerate of materials, facilities and resources.

**Students will exhibit integrity by:**

- Demonstrating honesty and trustworthiness in relationships and academics.
- Accepting responsibility for their own actions.

**Students will display the courage to stand up for what is right by:**

- Identifying with a value system based on ethical principles.
- Speaking or acting in accordance with their values.
- Supporting others who speak or act with courage.

**Self-Motivated Learning**

**Students demonstrate persistence and engagement by:**

- Recognizing their intellectual style, strengths and weaknesses.
- Consistently applying different strategies to enhance interest until a goal is achieved.
- Sustaining or increasing effort in the face of difficulty.
- Actively seeking help when necessary.

**Students exhibit risk-taking by:**

- Applying new strategies to different assignments and projects.
- Seeking and engaging in challenging tasks that enhance learning.
- Exploring new interests.

**Students demonstrate application of a variety of learning and motivation strategies by:**

- Engaging in effective thinking about their own thinking (metacognition).
- Knowing a variety of key learning and motivation strategies.
- Appropriately applying a variety of learning and motivation strategies.
- Respecting the diverse learning needs and styles of other students.

**Students demonstrate control and regulation of their learning process by:**

- Accurately self-assessing on an on-going basis.
- Continuously reflecting, setting, monitoring and revising goals.

- Accepting feedback and criticism without defensiveness.
- Adapting and adjusting learning and motivation strategies used to meet their needs.

**Students enjoy the process of learning and what they are learning by:**

- Pursuing personal interests.
- Taking learning risks when their interest is piqued.
- Showing persistence in an area of passion.

**Contributing to Society**

**Students will demonstrate appropriate interpersonal skills by:**

- Working well with others.
- Respecting other points of view.
- Accepting diversity.
- Actively participating.
- Listening and making connections with others.
- Building cross cultural relationships.
- Working with others to achieve goals.
- Helping to resolve conflicts.

**Students will make contributions by:**

- Identifying a need.
- Voluntarily participating in service.
- Contributing time, talent or money, often involving a personal sacrifice.
- Appreciating the value of service.
- Contributing to family, community and/or the world.
- Following through on service commitments.
- Reflecting on service experiences.
- Studying in the classroom issues raised by their service experiences.

**Students will exhibit global citizenship by:**

- Remaining conversant on current events.
- Being aware of the impact of major global, social and environmental events.
- Confronting discrimination and stereotypes.
- Appreciating global diversity.
- Developing a multi-cultural perspective.
- Empathizing with those representing a minority position.

**Chinese Culture**

**Students will demonstrate understanding of China in each of the following areas:**

- Social sciences (such as history, geography, politics and current events).
- Philosophy and religion.
- Language, literature and the arts.
- Chinese society (such as traditions and lifestyles).

**Students will appreciate/experience Chinese Culture by:**

- Making connections between personal experiences and aspects of Chinese Culture.
- Being actively involved in a variety of Chinese cultural experiences.
- Behaving in culturally appropriate ways.
- Integrating with the people of Greater China and their communities.

## 2024 – 2025 Upper Primary Calendar

<b>August 12</b>	UP New Student/Parent Orientation (1 p.m. – 3 p.m.)
<b>August 12-13</b>	UP Hopes & Fears Conferences
<b>August 13</b>	First Day of School for UP (Half Day School)
<b>August 21</b>	PFO New Parent Breakfast
<b>August 29</b>	UP Back to School Night
<b>September 18</b>	Public Holiday – Day after Mid-Autumn Festival
<b>September 23-25</b>	UP Photo Days
<b>September 27</b>	Professional Development Day (No School)
<b>September 30 – October 4</b>	School Holiday – Fall Break
<b>October 11</b>	Public Holiday – Chung Yeung Festival
<b>October 16</b>	Early Release Day for Students (Half Day School)
<b>October 18, 21-22</b>	UP Grade 3 Camp
<b>October 23-25</b>	UP Grade 4 Camp
<b>October 26</b>	PFO Pumpkin Festival (Tai Tam)
<b>October 30 – November 1</b>	UP Grade 5 Camp
<b>November 7-8</b>	UP Parent Conference (No School)
<b>November 13</b>	Early Release Day for Students (Half Day School)
<b>November 22</b>	UP Adventure Day (Tai Tam)
<b>November 28</b>	Professional Development Day (No School)
<b>November 29</b>	School Holiday – American Thanksgiving
<b>December 6</b>	UP Christmas Strings & Band
<b>December 13</b>	Half Day for Students
<b>December 16 - January 3</b>	Winter Break (Christmas and New Year Holidays)
<b>January 6</b>	School Begins for all Students; UP New Student /Families Orientation
<b>January 18</b>	IMAGINE HKIS
<b>January 20</b>	Photo Day (Make Up Day)
<b>January 21</b>	UP Choir & Orff Ensemble Concert
<b>January 22</b>	UP Debut Concert (Beginning/Intermediate Band & Strings)
<b>January 27-31</b>	Lunar New Year Holidays
<b>February 12</b>	Early Release Day for Students (Half Day School)
<b>February 27</b>	Gr. 5 to 6 Transition Presentation for Parents
<b>March 3-7</b>	UP Book Week
<b>March 19</b>	Early Release Day For Students (Half Day School)
<b>March 21</b>	UP Student-Led Parent Conferences (No School)
<b>March 26</b>	UP Mid Term Music Concert (Advanced Band & Strings)
<b>March 28</b>	UP Track & Field Day (Tai Tam)
<b>March 29</b>	PFO World's Fair (Tai Tam)
<b>April 4</b>	Public Holiday – Ching Ming Festival
<b>April 14-21</b>	School Holiday – Spring Break
<b>May 1</b>	Public Holiday – Labor Day
<b>May 5</b>	Public Holiday – Buddha's Birthday
<b>May 16-17</b>	UP Musical Matinee & Evening Performances
<b>May 21</b>	Early Release Day For Students (Half Day School)
<b>May 31</b>	Public Holiday – Tuen Ng Festival
<b>June 3</b>	UP End of Year Combined Band/ Strings/ Choir Concert
<b>June 13</b>	Last Day of School (Half Day School)

2024-25 Upper Primary Six Day Schedule

AUGUST	Mon	Tue	Wed	Thu	Fri
				1	2
	5	6	7	8	9
	12	13	14	15	16
		Day 0	Day 1	Day 2	Day 3
	19	20	21	22	23
	Day 4	Day 5	Day 6	Day 1	Day 2
	26	27	28	29	30
	Day 3	Day 4	Day 5	Day 6	Day 1

JANUARY	Mon	Tue	Wed	Thu	Fri
			1	2	3
			School Holiday (Winter Break)		
	6	7	8	9	10
	Day 2	Day 3	Day 4	Day 5	Day 6
	13	14	15	16	17
	Day 1	Day 2	Day 3	Day 4	Day 5
	22	21	22	23	24
	Day 6	Day 1	Day 2	Day 3	Day 4
	27	28	29	30	31
			School Holiday (Lunar New Year Break)		

SEPTEMBER	Mon	Tue	Wed	Thu	Fri
	2	3	4	5	6
	Day 2	Day 3	Day 4	Day 5	Day 6
	9	10	11	12	13
	Day 1	Day 2	Day 3	Day 4	Day 5
	16	17	18	19	20
	Day 6	Day 1	Public Holiday	Day 2	Day 3
	23	24	25	26	27
	Day 4	Day 5	Day 6	Day 1	Professional Development Day (No School)
	30	School Holiday (Fall Break)			

FEBRUARY	Mon	Tue	Wed	Thu	Fri
	3	4	5	6	7
	Day 5	Day 6	Day 1	Day 2	Day 3
	10	11	12	13	14
			ERD/PD Day (Half Day School)		
	Day 4	Day 5	Day 0	Day 6	Day 1
	17	18	19	20	21
	Day 2	Day 3	Day 4	Day 5	Day 6
	24	25	26	27	28
	Day 1	Day 2	Day 3	Day 4	Day 5

OCTOBER	Mon	Tue	Wed	Thu	Fri
		1	2	3	4
			School Holiday (Fall Break)		
	7	8	9	10	11
	Day 2	Day 3	Day 4	Day 5	Public Holiday
	14	15	16	17	18
	Day 6	Day 1	ERD/PD Day (Half Day School)	Day 2	Grade 3 Camp – Day 3
	21	22	23	24	25
	Grade 3 Camp – Overnight	Day 4	Day 5	Grade 4 Camp	Day 2
	28	29	30	31	
	Day 3	Day 4	Day 5	Day 6	

MARCH	Mon	Tue	Wed	Thu	Fri
	3	4	5	6	7
	Day 6	Day 1	Day 2	Day 3	Day 4
	10	11	12	13	14
	Day 5	Day 6	Day 1	Day 2	Day 3
	17	18	19	20	21
	Day 4	Day 5	ERD/PD Day (Half Day School)	Day 6	Student-Led Conferences
	24	25	26	27	28
	Day 2	Day 3	Day 4	Day 5	Day 6
	31				
	Day 1				

NOVEMBER	Mon	Tue	Wed	Thu	Fri
					1
					Grade 5 Camp
					Day 1
	4	5	6	7	8
	Day 2	Day 3	Day 4	Parent/Student/Teacher Conferences	Parent/Student/Teacher Conferences
	11	12	13	14	15
	Day 5	Day 6	ERD/PD Day (Half Day School)	Day 1	Day 2
	18	19	20	21	22
	Day 3	Day 4	Day 5	Day 6	Day 1
	25	26	27	28	29
	Day 2	Day 3	Day 4	Professional Development Day (No School)	School Holiday

APRIL	Mon	Tue	Wed	Thu	Fri
		1	2	3	4
		Day 2	Day 3	Day 4	Public Holiday
	7	8	9	10	11
	Day 5	Day 6	Day 1	Day 2	Day 3
	14	15	16	17	18
			School Holiday (Spring Break)		
	21	22	23	24	25
	Public Holiday	Day 4	Day 5	Day 6	Day 1
	28	29	30		
	Day 2	Day 3	Day 4		

DECEMBER	Mon	Tue	Wed	Thu	Fri
	2	3	4	5	6
	Day 5	Day 6	Day 1	Day 2	Day 3
	9	10	11	12	13
	Day 4	Day 5	Day 6	Day 1	Half Day School
	16	17	18	19	20
			School Holiday (Winter Break)		
	23	24	25	26	27
			School Holiday (Winter Break)		
	30	31			
	School Holiday (Winter Break)				

MAY	Mon	Tue	Wed	Thu	Fri
				1	2
				Public Holiday	Day 5
	5	6	7	8	9
	Public Holiday	Day 6	Day 1	Day 2	Day 3
	12	13	14	15	16
	Day 4	Day 5	Day 6	Day 1	Day 2
	19	20	21	22	23
	Day 3	Day 4	ERD/PD Day (Half Day School)	Day 5	Day 6
	26	27	28	29	30
	Day 1	Day 2	Day 3	Day 4	Day 5

JUNE	Mon	Tue	Wed	Thu	Fri
	2	3	4	5	6
	Day 6	Day 1	Day 2	Day 3	Day 4
	9	10	11	12	13
	Day 5	Day 6	Day 1	Day 2	Half Day Last Day of School
	16	17	18	19	20
	23	24	25	26	27





**Hong Kong  
International School**  
*Upper Primary School*

23 South Bay Close, Repulse Bay, Hong Kong T +852 2812 5000 F +852 2592 7082 [www.hkis.edu.hk](http://www.hkis.edu.hk)

