



Ecole Yenzi Information for Parents: International Stream





Ecole Yenzi – Inspiring confident, independent, internationally-minded life-long learners

Welcome!

This information brochure contains essential information about the International Stream at Ecole Yenzi. It is written primarily for new parents and parents that already have children enrolled in our school.

Ecole Yenzi consists of two streams; an International stream and a French Language Stream. For information regarding the FLS, please refer to the FLS brochure. There is also a brochure for Dutch speaking parents who wish to learn more about the NTC programme.

The International Stream provides education to a diverse community of learners from the age of 3 to 12 years. As an accredited learning-focused school our mission is, 'to inspire, confident, internationally-minded lifelong learners.' Our core curriculum is the IPC (International Primary Curriculum) and the school was accredited at mastering level in June 2012.

Our school is located in Yenzi Camp and borders Lake Yenzi. Though our location is remote, we are well placed to take full advantage of the unique and precious environment that surrounds us.

Due to the transient nature of our students, enrollment in the International Stream can vary considerably from year to year.

For up-to-date information on enrollment and class organisation, please contact the school.

We certainly hope you find it relevant and informative. If you wish for clarification on any point after reading this brochure, please feel free to contact the school directly.

On behalf of the School Team,

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Enabling Rigorous and Engaging Learning

As a learning focused school, we believe that:

'Learning is a continual process involving the acquisition, consolidation and application of knowledge, skills and understanding.'

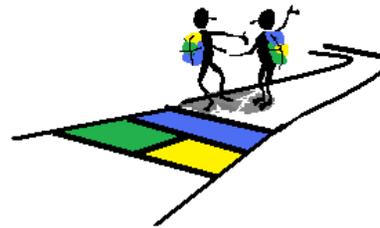
We believe that:

- We all learn in different ways using different learning styles.
- Intelligence is not fixed and that through learning we can develop and strengthen our unique profile of intelligences.
- Learning takes place when the brain is ready; sometimes learning can appear slow as the brain takes time to process new learning.
- Providing opportunities to consolidate what we have learned is essential if we are going to be able to build and strengthen links to existing learning.
- We learn best when we are relaxed, alert and motivated.
- Learning begins at the point at which the child is now.
- Learning is enhanced by the partnership between the school and the home.



Developing Personal Learning Goals

We believe that developing the IPC personal competencies of **Enquiry, Adaptability, Resilience, Morality, Communication, Thoughtfulness, Cooperation** and **Respect** will empower our children to take control of their own learning now and in the future.



Ecole Yenzi Loves Learning!

Nurturing International Mindedness

We believe that International Mindedness is an attribute that will be increasingly central to our lives.

We define international mindedness as:

'An understanding and appreciation of the ways in which we are different and similar.'

Guided by our core values our mission is to:

- Take into account how the brain works when planning, teaching and assessing learning.
- Provide learning opportunities that support and develop a child's strengths in an environment that allows him to utilise these in a variety of situations.
- Have high expectations of what a child can achieve by fostering a sense of pride in, and commitment to, learning.
- Develop an understanding of our global responsibilities and our international interdependence.
- Encourage the development of a child's skills in his own language and a positive sense of his own cultural identity.
- Value and use our experience of living in our host country, Gabon.
- Equip our students with the necessary knowledge, skills and understanding for the next stage of their learning journey.
- Develop an international learning community that is based on a sense of mutual trust and respect.



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The Curriculum

Literacy

Teachers plan the literacy sessions based on the units of work from the Primary Framework of the National Curriculum of England. In the daily literacy sessions we are developing children's skills in speaking, listening, reading and writing and we use the Nelson 'Developing English' scheme to support children's learning in these areas. We also use the "Oxford Reading Tree" as our core reading scheme. We also have a selection of 'real books' in each classroom and the children get an opportunity to take books from the school library on a weekly basis.

In the Early Years we follow the 'Letters and Sounds' scheme as an early introduction to phonics.

Mathematics

Mathematics is taught in the blocks outlined in the Primary Framework of the National Curriculum of England. In the daily mathematics sessions we are developing children's skills in data handling, shape and measures as well as their number skills. There is a strong emphasis on developing children's ability to use and apply the maths skills they have learned. We use 'Abacus Evolve' as our core scheme for teaching mathematics.

The International Primary Curriculum (IPC)

All other subjects are taught through the IPC, a skills-based curriculum that is based on a philosophy of international education, at a time of rapid global change. The IPC aims to take the best practice and content of the world's curricula and in this respect will complement the curricula of differing national systems.

The IPC is organised into 'Mileposts' each consisting of an exciting range of thematic units. Children will study 6 different units each academic year. Through the IPC children will develop knowledge, skills and understanding across a range of subjects as well as developing essential personal competencies and a sense of international mindedness (Please refer to 'Our Core Values').

The IPC was developed by Fieldwork Education (UK) and is supported by Shell. In producing the IPC and its supporting materials, Fieldwork has worked closely with SNOB (NL) and the Head teachers and teachers in all Shell Schools. The IPC has proved to be extremely successful and is now implemented worldwide. Currently the IPC is used in **1319** schools in **77** countries.

Art, Music and ICT

Art, Music and ICT are taught as once a week specialist subjects but are strongly aligned to the learning goals of the IPC and the IPC units each Milepost is currently studying.



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PE and Swimming

The curriculum for PE is based on the programme from the UK and the learning goals of the IPC. The children have two PE sessions and one swimming session each week.

French

We believe that living in Gabon provides an excellent opportunity for children in the International Stream to start learning French. All children from our Nursery class upwards have exposure to the French language. The type of lessons your child receives are dependent on their age, their class and their ability.

Wherever possible we make additional arrangements for those children whose mother tongue is already French.

English as an Additional Language

Where appropriate we aim to provide "English as an Additional Language" support to children whose mother tongue is not English.

We also feel that the use of a child's mother tongue is a vital support to the child's conceptual development, and a significant aid in developing children's confidence and self esteem. Parental support is essential in enriching this development. Nurturing a language-rich environment at home will ensure that a child is aware of their own culture, particularly when different from that of the school or stream.

Special Educational Needs

At times, children can go through a period where they find learning a challenge. In such cases, teachers will provide differentiated learning tasks for them and where possible they will receive extra one-to-one support. We have a procedure for setting up Individual Education Plans for children, formulated in conjunction with Shell Gabon Medical Services, SNOB and Fieldwork Education. If appropriate we also have access to educational psychologists in certain home countries.

Home learning

The school has a home learning policy that is made available to parents at the 'Back to School Night' when teachers will explain how the policy is to be implemented in their class. Parents are encouraged to use the school's Home School Book / Reading Record as a line of communication with the class teacher.

After School Activities

ASA's are organised and run by parents, community volunteers and teachers. These activities can include a number of sport, art and craft, and music activities, but what is offered is always dependent on which activities the ASA organisers are willing to offer.

ASA's take place after school hours and are open to all children from Primary 2 upwards.



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Assessment, Reporting and Record Keeping

We believe that parents play an important role in supporting their children's learning. Therefore it is our intention to ensure that parents are well informed about their child's progress and any actions needed to develop it further.

There are three ways, in which our school aims to do this:

- Consultation events including Parent-Teacher Conferences
- Written reports
- Informal contact

Assessment

Assessment is continually ongoing and we use a number of different assessment strategies and tools throughout the year to a) check on children's learning progress and b) determine the learning that is to follow next. This is individual to each child and they will know which particular learning targets they are working towards. This also enables us to identify which children may need additional support with their learning.

Assessment in Literacy and Mathematics is benchmarked to the expectations of the National Curriculum for England.

Assessment for learning is integral to the IPC and key learning targets will be assessed through each of the IPC units.

Children are formally assessed from Primary 5 upwards through the ACER's ISA test. This is conducted once a year in October and is externally marked and moderated.

Reporting

Reporting for the International Stream is as follows:

- **October:** Parent-Teacher Conference
- **Early February:** Mid-term Report followed by Parent-Teacher Conference
- **Early July:** End of Year Report followed by Parent-Teacher Conference

In addition to this we host a 'Back to School Night' at the start of each year. Other open evenings are held throughout the year as necessary for sharing information. In addition we host parent learning forums each term which focus on issues relevant to children's learning.

Record Keeping

Pupil Files are compiled for each child. These contain all relevant administration information, termly records, reading records, annual reports and test results. All such records and reports will be given to parents upon final departure and we trust these will be passed onto the child's next school.



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School Organisation

The School Calendar

The school year runs from early September to mid-July each year, there is usually a week holiday for mid-term, three weeks from mid-December to early January, two weeks in April and a six to seven week break from mid July to the start of September.

You can find the current school calendar on the school web site.

The School Day

School hours are the same for both streams. This reflects group policy, creates equality between the streams and allows for easier timetabling of shared and integrated activities. The school hours for the international stream classes is summarised as follows:

Class/Level	The School Day
Pre- Nursery	Monday to Friday 7h45 – 10h15
Nursery Primary 1,2 and 3	Monday to Friday 07.30 – 11.15 Monday to Thursday 7h30 – 13h30 Fridays 7h30 – 11h15
Primary 4, 5, 6, 7 & 8	Monday to Friday 7h30 – 13h30

The school day is organised into 3 sessions and the curriculum from Milepost 1 upwards is taught as follows:

Session	Learning Taking Place
One: 7h30 – 9h30	Literacy and Mathematics
Two: 9h45 – 11h15	IPC and French/EAL three times a week
Three: 11h45 – 13h30	IPC, Art, Music, PE and Swimming

The Admissions Procedure

The admissions policy follows SESD guidelines for all Shell schools.

These guidelines state that:

- The academic year starts from 1st September and ends on the 31st August.
- Children in Shell schools can start school in Pre-nursery (see note below).
- Children will move up one year group each September. Children join P1 in the academic year in which they are 5 years old.
- On rare occasions children can be placed in a different year group. This movement will follow consultation with the parents, the Head teacher, Head of Stream and SESD.



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- Children can remain in the International stream until the end of the academic year in which they are 12 years old.

Admission into the Early Years class is governed by a child's 4th birthday. This is summarised in the following table:

Date of 4 th Birthday	Date of admission to the school
1 st September to 31 st December	Beginning of Term 1
1 st January to 31 st August*	Beginning of Term 2
Subject to children being 'ready' for the learning programme	

Admission of children to the pre-nursery:

Date of 3 rd Birthday	Date of admission to the school
1 st September to 31 st December	Beginning of Term 1
1 st January to 30 th April.	Beginning of Term 2
1 st May to 31 st August	Beginning of Term 3

New students

It is important that parents provide us with as much information from their previous school as possible. It is therefore helpful if parents organise and bring all their child's records, documents, samples of learning, and current assessments with them. Parents should also complete the appropriate admission and consent forms.

Approximately three weeks after your child has joined our school we will invite you to attend a "settling in" meeting, where information and questions may be exchanged.

Please inform the class teacher IMMEDIATELY upon arrival, of any disabilities, medical conditions, allergies etc. Such information is kept in a "medical register" and made available to all the teachers who have contact with your child.

Transfer

To another Shell school or Primary School

It would be greatly appreciated if parents could inform the school as early as possible of their child's planned departure and transfer to another primary school. Under these circumstances a leaving report will be written. More detailed records along with samples of the child's learning will be given to the parents on departure. The school will also try to make contact with the transfer school and will provide them with duplicate copies of records and an overview of our school.



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Boarding/Secondary School

Occasionally children leave our school to go to a boarding school. Most boarding schools produce prospectuses but parents would be wise to "look around" and go and see any schools they feel might suit their child's needs. These visits should be made when the schools are working. If possible your child should also visit the schools and be consulted when you are making your decisions.

It must be noted that there is often competition for entry to some schools. Early application is essential. Some schools will only admit children who achieve high academic standards. Most have entrance examinations. With this in mind, you are advised to make a shortlist of the schools you feel are best so that if your child should fail to be admitted to your first choice of school there are other possibilities.

You are advised to find out what entry requirements are necessary and, if possible, obtain copies of previous test papers if appropriate. Generally the boarding schools send the tests to Gabon and your child will be required to sit the papers at school. We are very happy to facilitate these tests.

Should you need advice on the future education of your child please do not hesitate to contact the Head Teacher. Ultimately, however, it is a parental decision, which needs to be given careful thought.

School Governance

The School Board

The Shell Schools' Governance model is used at Ecole Yenzi. The School Board meets three times a year in the third week of each term. The Board is made up of the PDG of Shell Gabon as chairman, the Head of HR Services, the Head of SESD, a senior host country manager, two elected parent-representatives - one from each stream – and the Head teacher as an ex-officio member.

The PTA

The PTA is made up of parent representatives for each class. The PTA meets twice each term.



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Health and Safety

Supervision

A teacher's playground duty runs from between 7h15 and 7h30, 9h30 and 9h45 and 11h25 and 11h45. The duty teacher's responsibility is to move around the school and ensure that there is no inappropriate or unsafe behaviour. Children who become ill or are injured at this time will be cared for by another teacher. All children are expected to be out of the classroom during playtimes, unless supervised by an adult.

For supervisory and safety reasons children are not permitted to:

- Play in unsupervised areas behind the school buildings.
- Play football or other ball games near the school buildings. These can be played on the small football field or on the tarmac.
- Bring pocketknives, catapults, sticks, skateboards or toy guns onto the school grounds.
- Roller blades and scooters should be either changed out of or left at the bicycle shelter. It is unsafe for these to be used on the corridor areas.

In keeping with our safe sun policy, children are expected to wear a school cap at all times when playing in the playground.

Parents are responsible for **non-school** aged children while they are on the school premises. For the safety of these children we strongly discourage parents from allowing them to play on the playground play equipment during school hours.

Health and Hygiene

Class teachers will treat children for superficial injuries. More serious injuries will be dealt with by the clinic and in this instance the teacher will inform the Head teacher, the clinic and the parents so that appropriate arrangements can be made for treatment.

It is our experience that a child will often say they want to go to school even though they are unwell. The school therefore requests that parents seek medical advice when considering sending a possibly un-well child to school. Treatment with medication (e.g. paracetamol) may temporarily reduce signs and symptoms, but children will still be ill and infectious to others.

The advice from Shell Gabon's health manager is that children who have any of the following symptoms, should be seen by a physician before either being sent to school or monitored at home:

- Persistent coughs
- Temperature 38 celsius or higher (fever)
- Heavy colds
- Unusual rashes
- Vomiting and diarrhoea

From the school and Shell Gabon's CHA perspective, by doing this we can reduce the spread of illnesses which affect both children, parents and school staff.

If you do decide to keep your child at home it is important that the school is informed either by phone, e-mail or letter.



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Term time leave

Parents should inform the class teacher **in advance and in writing** of the dates when children will be absent from school.

If these dates change, parents should inform the school and if possible provide revised dates.

On the day of return, parents should inform the class teacher and arrange the best time for their child to return to school.

Children should not return to school mid session/lesson. The times to arrive in school are therefore before 7h30 or during playtimes (between 9h30 – 9h45 or 11h15 – 11h45). By following this practice we aim to ensure that there is always a teacher aware of the child's arrival.

Under no circumstances will a child be released from school premises during school hours unless collected by an adult or following special arrangements with a parent or guardian.

Loco Parentis

The school understands that there are times when children are left in Yenzi under the supervision of another adult. At these times we request that these arrangements are made clear to the child's class teacher so that (should the child become injured or unwell), this adult is easily contactable.

PE Lessons

Gabon is a tropical country and the children will get hot in PE activities. To encourage healthy habits children must have a change of clothes and suitable outdoor or indoor shoes for all PE activities. Your child's class teacher will inform you of the way this policy is applied in their class.

To ensure the safe movement of all children in these lessons the wearing of jewellery and watches is not permitted during P.E. lessons. As it is our request that children not wear these items to PE lessons, teachers cannot be held responsible for any items of value that are lost. Children with long hair will also be asked to tie this back.

Animals

The presence of animals on the school grounds can excite and worry children and in turn can agitate and excite the animal. We therefore have a strict "no pets" policy on the school premises. Stray or unaccompanied animals will be removed from the school grounds and if possible the owners contacted.

During the 'Mango season' (October to December), the school implements special safety measures as elephants can be found on the camp at any time of the day or night. Consequently, during this period, children must be accompanied to and from school by an adult.



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Healthy Snack

Children should bring a snack to school to eat during the break times. We encourage parents to give them a healthy drink and snack (no chocolate, sweets or fizzy drinks). Snacks are eaten outside on the bench or in the classroom at the start of second break. The youngest children start their snacks 10 minutes before or after break time.



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School Policies

Ecole Yenzi Teaching for Learning Policy

At Ecole Yenzi we believe that the most important thing in any lesson is what and how the children learn.

Aims:

Through our Teaching For Learning Policy we aim to:

1. Provide quality learning for all children
2. Ensure progression in learning
3. Measure and record learning progress

Our definition of learning

Learning is a continual process involving the acquisition, consolidation and application of knowledge, skills and understanding.'

From the perspective of this definition we view all within the school as learners and as such this policy aims to address all of these parties.

Our Expectations of Learning

Ecole Yenzi expects teachers to:

- Set clear and appropriate learning goals and plan activities accordingly.

- Should, at the start of the lesson, make the learning goal clear to his/her students.
- Evaluate the learning goals regularly. (“What have I learned?”).
- Differentiate within the learning goals, make use of knowledge from previous learning.
- Provide opportunities and stimulate the children to learn independently and cooperatively.
- Provide feedback to children about their learning.
- Make learning an enjoyable experience.

Ecole Yenzi expects children to:

- Be learning at a challenging level.
- Understand what they are learning.
- Have high expectations for their own learning, set high standards for their behaviour and presentation.
- Work independently and cooperatively as often as possible.
- Participate actively in the learning process.
- Ask questions and engage in constructive discussions as part of the learning process.
- Take note of the feedback.
- Have fun learning.

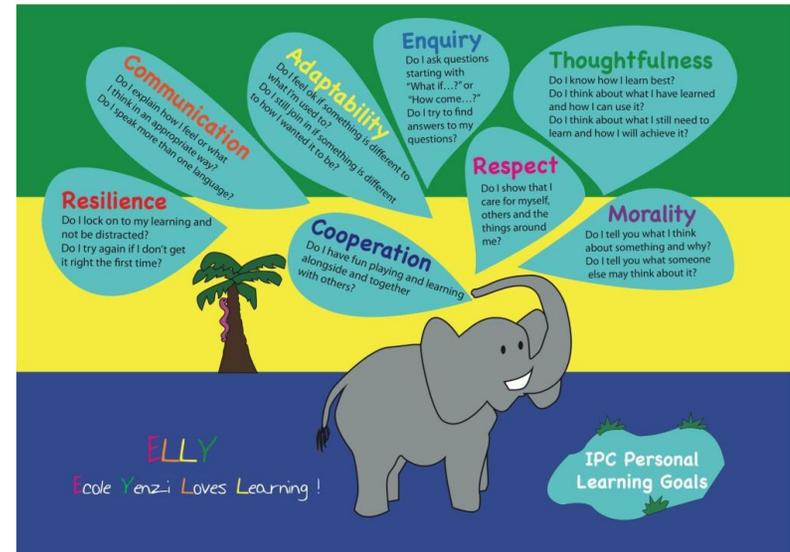
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Ecole Yenzi expects parents to:

- Ensure that the basic conditions for learning are in place:
 - Adequate sleep
 - Well-balanced diet
 - Regular attendance
 - Punctuality
- Show interest in the learning their child does each day, including knowledge of the intended outcomes.
- Play an active part in the life of the school (ASAs, classroom activities, school committee, board, etc...).
- Maintain home-school communication links.
- Support and reinforce what their child has learned at school.
- Attend information evenings throughout the year.





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Children's Behaviour Policy (Whole School)

What we aim for

- Show respect for other cultures and nationalities, religions, beliefs, habits, etc.
- Respect others work, property and that of the school.
- High expectation of the children themselves and appreciation of different abilities.
- Be polite
- Respect other classes' organisation and rules.
- Consider all adults as having equal status (supply teachers, menagères, etc.)
- Discuss with your own class what is 'acceptable behaviour' in the classroom and during playtime (see section below).

We do not tolerate

- Violence of any kind.
- Insults or bad language.
- Any form of racism or persistent exclusion, including bullying.
- Damage or theft to another person's property.

Possible actions

- Discussion with the child(ren) concerned.
- Find a suitable sanction for the situation e.g. working separately, loss of break time, etc. (At the teacher's discretion and with reference to stream guidelines).
- Meeting with child, parents, class teacher and Head of stream/Head teacher if necessary.

- As a result of that meeting a daily report will be made and signed by HoS/Head teacher.
- Temporary exclusion of activities is possible (i.e. ASA, swimming, PE, playtime).
- If the behaviour continues then exclusion from the school for a day (or more) may be decided upon.

Behaviour expected during Playtime

- During playtime listen to supervising teacher.
- Sit on bench while having snack and clean up the mess before playing.
- Children are not allowed to play behind the buildings, to damage plants or flowers, etc.
- Walk on the green (don't run).
- Use play equipment correctly.
- When the bell rings to end the playtime children help to return play equipment to the shed.
- During wet play teacher is responsible for own class.
- Bikes and rollers brought from home to be left at the shed.

Behaviour expected outside school premises

When going to the pool or the gym:

- If cycling, cycle safely, control speed and cycle on the right hand side of the road. Remember to wear your helmet!
- If walking, do not run and keep on the left hand side of the road.



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Whole School PE Policy and Swimming Policy

PE Lessons

Gabon is a tropical country and the children will get hot in PE activities. They should wear suitable sport clothes and outdoor or indoor shoes for all PE activities. Suitable clothing is considered to be; shorts - no longer than the knee - a T-shirt and sports shoes.

If it has been agreed that pupils may come to school in their PE clothing they should still bring a change of shoes, appropriate to the activity they will participate in.

The child's class teacher will inform pupils of the way this policy is applied in their class at the beginning of the year, or each term as appropriate.

Pupils should not participate without proper clothing and if a child is regularly forgetting kit, or bringing the wrong kit, a reminder note should be sent home. This will remind parents of the clothes required and the days PE take place.

The use of the changing rooms is at the teacher's discretion.

To ensure the safe movement of all children in these lessons the wearing of jewelry (in the case of earrings studs are allowed) and watches is not permitted during P.E. lessons. As it is our request that children not wear these items to PE lessons, teachers cannot be held

responsible for any items of value that are lost. Children with long hair will also be asked to tie this back.

When teachers are actively involved with the lesson they should set a good example by following policy.

Swimming

Children need to bring a swimsuit and a towel to the pool in an appropriate backpack or bag.

The wearing of jewelry and watches is not permitted during swimming lessons. As it is our request that children not wear these items to the swimming pool, teachers cannot be held responsible for any items of value that are lost. Children with long hair will also be asked to tie this back.

The use of the changing rooms is at the teacher's discretion.

When teachers are actively involved with the lesson they should set a good example by following policy.



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Educational Contacts and Addresses

The school has a number of educational contacts in Europe. Most areas of concern to schools and parents are dealt with by two organisations, Fieldwork Education in the UK and Stichting Nederlands Onderwijs in het Buitenland (Stichting NOB) in the Netherlands.

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