



EL GOUNA INTERNATIONAL SCHOOL

INFORMATION
FOR
PARENTS



2009-2010

COMMUNICATION WITH THE SCHOOL

Postal Address

El Gouna International School.
El Gouna, NR Hurghada, Red Sea,
Egypt



Telephone

Area code for Egypt +20

Using a landline from inside El Gouna requires only an extension number. These calls are free.

School Operator: 065 3580080

General Manager: 0123 149148 Ext 32226

PA to the GM/Int'l Admission Ext 32227 – Ext. 12 (Internal)

Head of Primary: 012 7676 735 Ext. 23 (Internal)

Head of Secondary: Ext. 22 (Internal)

Head of HR/Buses: Ext. 24 (Internal)

Security Office: Ext 32224

Accounting: Ext 20 (Internal)

e-mail:

elgounais@yahoo.co.uk

elgoinsc@hotmail.com

Website

School Website: www.elgounaschool.net

For more information about El Gouna: www.elgouna.com

We are indeed fortunate to have such a wonderful environment in which to explore and study.

Idyllically located on the Red Sea, El Gouna is a safe and aesthetically pleasing town, and is ideal for a multitude of short and extended field trips.

MISSION STATEMENT

El Gouna School (EGS) is a co-educational school established, as an essential part of the community infrastructure, for International and Egyptian families living in the Red Sea area. EGIS offers instruction in English for children aged three and a half and over with a wide range of abilities, without discrimination on the grounds of sex, religion, race or parent's employment.

We believe personal development plays a significant role in academic success and therefore aim to educate the whole child.

Up to Year 9 we follow the Curriculum of England with the flexibility that is required to attend to individual needs (especially in Language), and to take advantage of the local environment and culture. Year 10 and above follow IGCSE courses (Cambridge or Edexcel) and AS Levels.

We value the input from our teachers who are able to bring knowledge and skills from many parts of the world.

We adopt an eclectic approach to instruction that serves the single purpose of providing quality education in a caring environment.



AIMS (amended 11th May 2008)

- ✓ To create and sustain a happy and secure environment.
- ✓ To help children acquire the knowledge, understanding, skills and attitudes that will assist them in responding positively to the challenges, opportunities, and responsibilities of the rapidly changing world.
- ✓ To promote a child's moral, social, emotional and cultural development.
- ✓ To respond to the diverse needs of our pupils.
- ✓ To develop tolerance and respect for others.
- ✓ To foster a positive attitude to learning.
- ✓ To develop the child's self-esteem and sense of identity.
- ✓ To develop an awareness and appreciation of, and respect for the environment.
- ✓ To foster a sense of community within the school and develop its role as an integral part of the greater El Gouna community.
- ✓ To promote understanding, appreciation, and respect of the local culture, and the value of living in a multi-cultural environment.

OBJECTIVES (amended 11th May 2008)

- ✓ Utilise a variety of up to date teaching and assessment methods.
- ✓ Set suitable learning challenges and plan for positive outcomes.
- ✓ Plan for positive outcomes.
- ✓ Provide a broad and comprehensive curriculum including some opportunities for children to apply knowledge and skills in new situations, working both independently and collaboratively.
- ✓ Capitalise on a child's natural curiosity and interests.
- ✓ Provide opportunities for the children to develop an enquiring mind capable of rational and creative thinking and able to make informed judgements.
- ✓ Value each child's contribution.
- ✓ Provide academic and pastoral counselling.
- ✓ Initiate and maintain links with the local community.
- ✓ Use the local environment as a resource for the curriculum
- ✓ Emphasise and model those fundamental values/principles of conduct that cross religious boundaries such as honesty, truth, responsibility. Teach the concept of all actions resulting in consequences.
- ✓ Highlight and celebrate the cultural diversity within our school.
- ✓ Maintain regular communication with parents.
- ✓ Keep abreast of current educational developments.

COUNCIL OF INTERNATIONAL SCHOOLS ACCREDITATION

The Council of International Schools (CIS) provides a uniform approach to the evaluation of international schools. It aims to provide an effective global system of accreditation which:

- ✓ fosters excellence in all stages and aspects of school-based education
- ✓ encourages school improvement through a process of continuous self-study and peer evaluation
- ✓ assures a school, and the community it serves, that an accredited institution provides a quality education programme for students based upon a clearly defined philosophy and objectives that are appropriate for the school's unique population

Accreditation by C.I.S provides prospective parents with an assurance that the school has been systematically assessed, and is of a high standard.

In 2003 inspectors from The Council of International Schools visited the school. They assessed the International Section in a host of areas listed below.

- ✓ Curriculum and its Implementation
- ✓ Philosophy and Objectives
- ✓ Organisation and Administration
- ✓ School Staffing
- ✓ School facilities
- ✓ Student Services
- ✓ Health and Safety
- ✓ Assessment
- ✓ Finances
- ✓ The school's relationship with, and attitude to, its host country (Egypt)

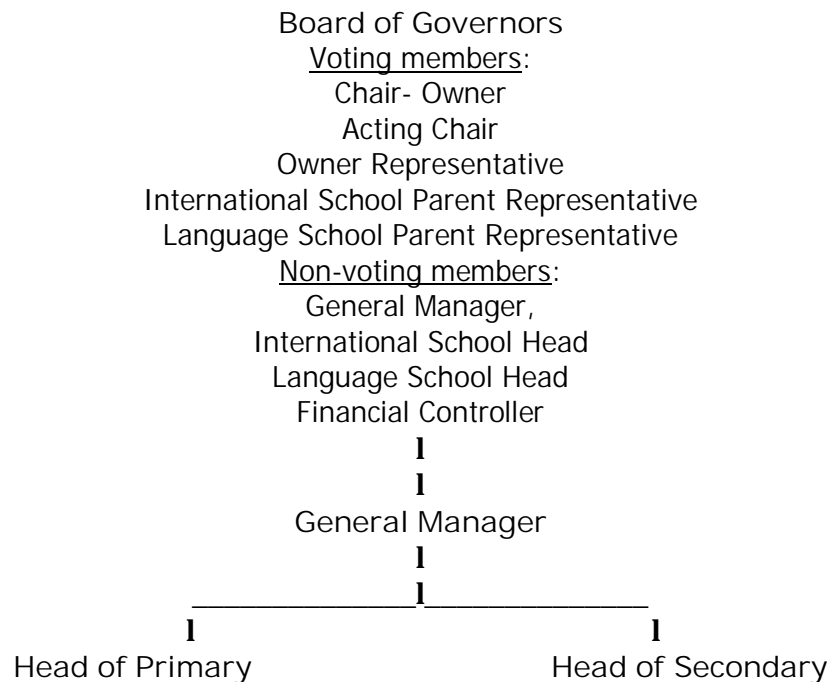
Prior to their visit the International Section conducted a thorough self-evaluation of its procedures and practices.

The International Section was awarded Accredited Status.

The award was presented at the ECIS conference in Dublin on the 15th April 2004.

As a member of C.I.S, we will be continually monitored to ensure our standards remain high.

ORGANISATIONAL STRUCTURE OF EGIS.



GENERAL MANAGER:

In summary, the GM's responsibilities are to manage all aspects of the school in accordance with the policies and guidelines established by the Board.

HEADS OF PRIMARY AND SECONDARY SECTIONS:

The Heads of the Primary and Secondary International Sections are jointly responsible for curriculum planning, and the day-to-day running of the school, each with a particular regard to the following age ranges:

Head of Primary – Reception – Year 6 inclusive

Head of Secondary – Year 7 and above

All responsibilities are to be in liaison with, and responsible to, the GM.

WHOM SHOULD I CONTACT, AND HOW?

Daily communication between parents and teachers can be done through a note in the Student Logbook. In all serious cases, or matters relating to school administration, parents should contact the International School Secretary (PA to the GM), at the school office. The nature of your enquiry can be kept confidential on your request. It will then be decided whether to refer you to the GM, or directly to the HoS.

It is NOT school policy to give out teacher's private telephone numbers, and we ask our parents to respect the privacy of teachers, who are as entitled to anyone else to a life outside that of their workplace.

The Student Logbook contains information for pupils experiencing difficulties. It advises them about whom they should contact if they have a work-related or social problem, although usually, their first point of contact should be their form teacher.

SCHOOL STRUCTURE AND CURRICULUM

Primary Section

This section comprises:

Key Stage 1 (4-7 years)	Foundation 1	3.6 – 4.6 years
	Foundation 2	4.6 - 5.6 years
	Year 1	5.6 – 6.6 years
	Year 2	6.6 - 7.6 years

Key Stage 2 (7-11 years)		
Year 3	7.6 -8.6 years	
Year 4	8.6 -9.6 years	
Year 5	9.6 -10.6 years	
Year 6	10.6 -11.6 years	

Secondary Section

This section comprises:

Key Stage 3 (11-14 Years)		
Year 7		
Year 8		
Year 9		

Key Stage 4 (14+ Years)		
I.G.C.S.E		
Year 10		
Year 11		
AS & A-Level		
Year 12		

Please note:

Ages provided are an indication only. Educational background, English Language levels etc. may impact on which class a student is admitted to.

We deliver the Curriculum of England and IGCSE / AS with Cambridge/ Edexcel Boards

- ▼ Adapted to suit individual needs and
- ▼ To take advantage of our international setting.

El Gouna Language School (National School)Primary Section

KG1	4-5 years
KG2	5-6 years
Primary 1	6-7 years
Primary 2	7-8 years
Primary 3	8-9 years
Primary 4	9-10 years
Primary 5	10-11 years
Primary 6	11-12 years

Preparatory Section:

Prep 1	12-13 years
Prep 2	13-14 years
Prep 3	14-15 years

Secondary Section:

Secondary 1	15-16 years
Secondary 2	16-17 years
Secondary 3	17-18 years

EGS deliver the
Egyptian National Curriculum
and all relevant national examinations

PLANNING & ASSESSMENT: Primary

Curriculum Overviews/Medium Term Plans:

Termly Curriculum Overviews for each subject are completed at the beginning of each term and are sent to parents. These contain a description of knowledge and skills we intend to impart and the content through which we introduce them. These general objectives are broken down and form our weekly plans.

A weekly timetable is also sent home at the beginning of each term. This will show the time allocation for each subject. These are somewhat fluid and changes may take into account the need to complete unfinished work or perhaps to capitalise on impromptu events etc.

Assessment: (Assessment Policy is available on request)

Key Stage Exams: Presently S.A.Ts are set at the end of Key Stage 1 (Year 2), and at the end of KS2 (Year 6) These are marked internally and enable us to make comparisons with children in England by measuring the performance of pupils in the core curriculum subjects against standardized UK norms. These results are embedded in an overall teacher assessment, which remains our principle form of evaluating student progress and attainment. Teacher assessment involves a combination of on-going observation and formal tests. Specific tasks and tests (summative) provide a 'snapshot' of attainment at the end of a topic or academic period, while teacher assessment, (formative) carried out as part of the day-to-day teaching and learning in the classroom, covers the full range and scope of the programs of study, and takes account of evidence of achievement in a range of contexts, including that gained through observation and discussion. Diagnostic information allows teachers to identify areas of need.

Assessment Portfolios:

This document contains evidence of each student's achievements/ attainments across the curriculum but currently focusing on the core subjects of English, Mathematics and Science. Assessments are both formative and summative and will provide indications of National Curriculum Levels.'

It includes annotated work:

- ✓ English:
- ✓ Writing - 2 pieces of writing fiction and non-fictionend of 1st term and end of year.
- ✓ Reading Comprehension Year 2+ end of 1st term and end of year.
- ✓ Handwriting Sampleend of 1st term and end of year.
- ✓ Maths - Broad end of year test with emphasis on Using & Applying Mathematical concepts.
- ✓ Science-Topic tests with emphasis on Science Enquiry/Investigation skills.

It includes student self evaluation and assessment. The Assessment Portfolio will provide an insight into a student's progress and attainment and inform teachers of another school should a student continue their education elsewhere.

Moderating: Teachers work in pairs to moderate writing, thus ensuring appropriate levelling.

Reporting (Primary): 3 reports are issued per year. A comprehensive Report is issued at the completion of 1st and 3rd terms, and includes an appraisal of all subjects. Grades (A-D) are given for Attainment while Effort is assessed on a scale of 1-5. At the end of 2nd term reports take the form of a synopsis. Grades are provided for all subjects and comments restricted to English, Mathematics and Science and include notes on general behaviour and attitude.

Personal Portfolios:

- ✓ It is a collection of various examples of a child's work.
- ✓ Students select work for inclusion.
- ✓ The portfolio is presented to the student when leaving the school.

PLANNING & ASSESSMENT: Secondary

As EGIS is still a small school, most secondary teachers are their own Heads of Department, and are therefore expected to take responsibility for their own resources, planning and assessment. The KS3 curriculum should be based on UK National Curriculum, adjusted to local needs, conditions and sensibilities, and with the demands of IGCSE and AS in mind.

SCHEMES OF WORK:

At Secondary level there is more emphasis on a detailed Scheme of Work (SoW) than there is on weekly planning. All subject departments must have a detailed SoW covering Years 7-11, and including, normally, the following information:

- ✓ Philosophy, Subject Aims & Objectives
- ✓ Course content, with an indication of the time required for each unit & sub-topic
- ✓ Essential Skills
- ✓ Key Concepts and/or Focus points
- ✓ Learning Experiences and/or Teaching methods
- ✓ Differentiation: help for slow learners and extension tasks for brighter students
- ✓ Assessment opportunities.

It is up to the individual department to decide how best to set out their own SoW.

A copy of the SoW should be left with the HoS and another copy held in the department.

A brief summary, focusing on content and skills, should be available for the website.

ASSESSMENT

Teachers assess pupils in a variety of ways and at all times. Marking, questioning, discussion and informal tests and quizzes contribute to our evaluation of how pupils are progressing, and are often more valuable for this purpose than formal examinations for which pupils often take special care over their preparation. EGIS fully respects the professional judgment and insight which normally accompanies good teaching, and teachers will always be asked for their opinions when a student is considered for promotion or is looking at option choices.

However, parents also value formal summative assessments, and these can also be a good indicator of how a KS3 student might perform at IGCSE and beyond. For this reason, end of unit tests are to be encouraged, and a formal End of Year Examination (EYE) will be given for every subject. IGCSE/AS mock examinations are currently held at the end of December or at the beginning of January.

RECORDING

- ✓ Teachers Keep an up to date Mark Book for classwork, homework and tests.
- ✓ Although there is great merit in allowing pupils to keep test papers (for discussion with parents, future revision etc), some formal tests will be retained.
- ✓ As in the Primary School, it is good for a KS3 student to take pride in their work and progress ("ownership" in jargonesque). Students should be enabled and encourage to put their best efforts into all their work, some of which can then be displayed on Parents Evenings and presented at the end of the KS or on departure.

REPORTING (Secondary)

There is a full summative end-of-year report booklet with detailed comments for all subjects, and also Mid-Term and End of Term 1 & 2 Grade reports with optional comments. Students are awarded grades or marks for attainment, and also grades 1-5 (1 is high, 5 is low) for effort. The exception to this is in Years 10 and 11, where Attainment Grades are A-G, in accordance with IGCSE grading systems.

REGISTRATION & ENROLLMENT PROCESS

ADMISSIONS POLICY

Admission to El Gouna School is dependent on:

1. The production of school reports from the previous school.
 2. The production of a passport copy and original birth certificate confirming the date of birth.
 3. An interview with the Headteacher and General Manager.
 4. Assessment by Headteacher and 1 or 2 days observation in the proposed class of entry.
 5. Advance payment of Registration Fee of US\$ 1000 (non-refundable).
- ✓ If the child is accepted, a full term's fee + books + activity fees must be paid prior to commencement. If payment is not received the school has the right to refuse further services.
 - ✓ Registrations are accepted at any time provided there are places available.
 - ✓ Places will only be offered to children who will benefit from the educational programmes of the school.
 - ✓ Children joining the Foundation 1 class must be 3.6 years old on entry.
 - ✓ Assessment procedures ascertain students' respective starting points so that future progress can be accurately monitored and tracked.
 - ✓ Children for whom English is not their native language undergo specific assessments to gauge whether their command of the English language is of a suitable level that will allow access to the curriculum and whether a student will require additional support (either in-class or withdrawal) if admitted to the school. Where a student's current ability to use the English Language is deemed insufficient, enrolment will be dependent upon the payment of extra fees for special English as a Second Language (ESL) lessons. Continued need for this service will be assessed at the end of each term.
 - ✓ If a potential student cannot attend for a day's assessment, then the decision as to whether or not a child is suitable for entry into a particular class will be dependent on assessment when they arrive.
 - ✓ Admission to classes is not dependent solely on age but a combination of age, academic performance, English language ability, level of independence, behaviour and any other pertinent circumstances that may be communicated to/ recognised by the school.
 - ✓ The parents will be informed and any special needs (i.e Language) will be discussed.
 - ✓ Staff will be consulted as to the suitability of each applicant. Their advice will be listened to and, wherever possible, acted upon.
 - ✓ If the school in terms of the Management and the Staff feel that the child would not benefit from attending the school, the parents will be so advised and assistance will be given to try and help the parents find an alternative.
 - ✓ As the owners of the school, Orascom reserves the right to exclude permanently any pupil whose behaviour is anti-social, violent or in any way compromises the learning of other pupils.

PROMOTION

- ✓ Where a teacher feels that promotion to the next year group is not in the best interests of the child the Head Teacher and GM will be notified and a meeting with parents called.
- ✓ All views/ evidence are considered and the final decision lies with the GM and the parents.
- ✓ The school exercises a policy of selection which is not dependent on family background, religion or nationality.

SCHOOL FEES

(See *Student Applications* section).

CLASS REPRESENTATIVES:

A class representative is elected at the beginning of each year. They help to send out information, organise class events and trips and gather in resources, etc..

PARENT/TEACHER ASSOCIATION P.T.A (see navigation bar for this section)

The P.T.A is an association which is involved with social and fundraising events such as the Spring Fair. They meet monthly, either in Hurghada or El Gouna.

PROCEDURES RE. STUDENTS

SCHOOL YEAR

The school year, which is divided into three terms, begins on the first Sunday in September and ends mid/late-June. Parents are requested not to remove their children for unscheduled holidays during term-time to ensure continuity of education. Term dates will be sent home at the beginning of the School Year. The school breaks over both Eid holidays, Christmas, and at Easter and observes other National/Religious holidays. A Calendar for the School Year is published in advance and can be viewed in the Calendars section of this website.

SCHOOL DAY (2009-10)

From Sunday to Thursday School finishes at 3.10 pm. National subjects lessons are running after school from 3.30 pm to 4.30 pm for Egyptian students in the International Section on Sunday, Monday, Tuesday and Wednesday.

08.15-08.25	assembly (all students are expected to attend and arrive promptly)
08.25-09.05	lesson 1
09.05-09.45	lesson 2
09.45-10.00	1 st break
10.00-10.35	lesson 3
10.35-11.10	lesson 4
11.10-11.45	lesson 5
11.45-12.15	2 nd break
12.15-12.50	lesson 6
12.50-01.25	lesson 7
01.25-02.00	lesson 8
02.00-02.15	3 rd break
02.15-02.50	lesson 9
02.50-03.25	lesson 10

When in operation Activities on Tuesday 2.30 – 3.30pm.

N.B. These times are modified for 4 weeks during Ramadan to allow for a shorter day.

Parents will notified of these by letter; 5 minutes off each lesson – school ending at 2.10 pm – dates to be notified each year.

ARRIVING AND LEAVING

- ✓ All children enter through the side gate up until 8.15 am.
- ✓ Any child arriving after 8.25 a.m. should report to the School Office to register.
- ✓ Children leaving early for whatever reason must bring a note or parents should phone the school.
- ✓ No child may leave school premises during the day without such permission of a parent.
- ✓ Children taking the bus leave through the side gate.
- ✓ Those walking home or being picked up must have their name ticked off before leaving through the main door.
- ✓ Students may only leave the school premises during the school day if they have a written request from parents and permission of HoS or GM. They must sign-in and out with security.

ABSENCE NOTES

An explanatory note or phone call is required from parents for any period of absence from school.

MOBILE TELEPHONES AND MP3 PLAYERS:

Students may not bring these to school. However, if for some reason a mobile telephone is required, it MUST be handed in to the office in the morning and picked up after school. MP3 players and personal CD players are allowed on the bus but are not to be used at school. Failure to follow these rules will result in the confiscation of such items.

HOMEWORK

- ✓ Homework is set to reinforce or extend the work done in class.
- ✓ If a child is unable to complete homework set, parents are requested to write a note in the Student Logbook. Parents are encouraged to supervise homework and to actively hear their children read. See Homework Policy in Policies section of this website.

DISCIPLINE POLICY (*See Policies section*) & EXPECTATIONS

The Discipline Policy aims to provide a framework that supports the Mission Statement, Aims and Objectives, that encourages positive behaviour, guarantees safety, and facilitates learning and the student's social development. Corporal punishment may not be used under any circumstance.

Where possible, we do not associate extra work with punishment. We aim to provide positive reinforcement and incentives for those actions and values and standards we aspire to.

High standards of behaviour are expected at all times and poor behaviour is not tolerated. The students should be aware of the school's expectations, procedures and consequences related to behaviour. These are communicated clearly. A set of 'Golden Rules', printed in the Logbook, provide students with overall guidelines, while specific rules define expectations in particular areas.

Good Conduct - A checklist for students. A good student will...	
1. ... arrive in school, and to lessons, on time.	2. ... fill in his/her homework diary.
3. ...not run in the corridors.	4. ... revise carefully for tests.
5. ...arrive quietly to lessons.	6. ... be quiet and sensible around the school
7. ... have the correct books with him/her including homework diary.	8. ... avoid silly behaviour (e.g. water fights) with other students
9. ... wait quietly outside the room until asked to enter, by the teacher.	10.... not eat food in school except in the designated places.
11. ... open books immediately to be ready for the lesson.	12.... use the astroturf areas only as permitted.
13.... present his/her homework on time.	14.... not leave the premises without permission during the school day
15.... hand in his/her classwork on time.	16.... not enter the school before assembly or during break times
17.... keep his/her book up to date.	18.... queue sensibly when buying food.
19....be attentive to the teacher at all times.	20. ... place litter in the bins.
21.... be extremely polite to the teacher and not try to argue or persuade.	22. ... walk up and down the stairs and corridors sensibly
23. ...be attentive to the video when required.	24. ... be silent during fire drills
25. ... concentrate throughout the lesson.	26. ... talk in English except when asked to do otherwise
27. ... complete written work quietly when required.	28. ... switch on a mobile phone during lesson time
29. ... not distract other students.	30. ... be polite and respectful to visitors in the school and classroom
31.... not be distracted by other students.	32. ... be careful with his/her possessions, including his/her school books
33. ... work constructively in groups when required.	34. ... return library books on time.
35. ... listen carefully to instructions.	36. ... take letters home to parents when required to do so.

37. ... follow instructions at once without argument or complaint.	38. ... bring back reply slips and absence notes on time
39. ... complete all tasks in the time allocated.	40. ... wear the correct uniform.
41... show willingness to answer questions during the lesson.	42. ... be helpful and co-operative when required.
43. ... raise his/her hand when having a question or something to say.	44. ... report any new damage or graffiti on desks immediately
45. ... raise his/her hand when wanting to borrow something.	46. ... not chew gum.
47. ... wait for the teacher to show that he/she may speak, before doing so	48. ... be polite and courteous to all workers.
49. ... be able to work through a lesson without needing to visit the toilet.	50. ... set a good example to students lower down the school.

DISCIPLINE – GUIDING PRINCIPLES

We aim to deal with problems in a fair and balanced way and will not usually bring minor misdemeanours to the attention of parents. Particular on-going concerns/serious transgressions can be discussed with HoS/GM and if necessary will be discussed with parents as we will try to find joint solutions before more drastic action has to be taken. In more serious cases, suspension from school may result. A School Discipline Committee will deal with serious or persistent offenders.

BUS PROCEDURES

- ✓ Students must line up in numbered line.
- ✓ Bus monitors check for all students before leading children to the bus.
- ✓ Students have a checklist for bus behaviour in their Daily Notebook
- ✓ Penalty points/ Merits can be recorded in Student Log Books
- ✓ NO PUPIL MAY ALTER THEIR NORMAL BUS ARRANGEMENTS WITHOUT NOTIFYING IN ADVANCE, PREFERABLY IN THE MORNING. THIS INCLUDES ANY STUDENT WHO WISHES TO GO HOME BY OTHER MEANS OF TRANSPORT.

Guidance for conduct on the buses.
1. Line up for the buses promptly at the end of the day.
2. Do not leave the line, and on no account go on the jungle gym.
3. Do not push when getting on the bus.
4. Be seated for the whole journey, in your usual seat.
5. Keep legs and bags out of the aisle.
6. Talk quietly and do not shout, fight or argue.
7. Do not eat and drink only from plastic bottles
8. Be ready to leave when you reach your stop.
9. Put rubbish in the bin, as you leave the bus.
10. Use only the bus monitor to communicate with the driver.

MOVEMENT OF STUDENTS IN AND AROUND THE BUILDING:

Students should move sensibly, keeping to the right during period changes. Students may not enter Laboratories, Music, Computer lab, Art-room or P.E Hall without an accompanying member of staff. Toilet visits should be kept to breaks except for the very young pupils. No students are allowed to enter the school building before Morning Assembly unless required for specific tasks e.g. gathering musical instruments for assembly etc. Children must have a School Pass from a staff member on duty to enter the school building at

break times, or met at the door and accompanied by the teacher who requires them. Any student in the building without a pass, except in an emergency, may be given a penalty point.

STUDENT LOG-BOOK

Apart from homework details and communication between parents and teachers, these are used to record merits and penalty points, which may build up towards prizes and detentions respectively. These are filed to provide an on-going record of achievement, activity and teacher-parent communication for each pupil.

SPELLING

We try to use British spelling consistently, but some books and computer-generated documents may contain American spellings. Any child who becomes confused about a particular word will be guided towards the preferred spelling.

UNIFORM

The uniform, which is simple and practical for local conditions, is available from Seagull (see flyer for details).

This comprises of:

- ✓ Dark blue trousers or skirt (not denim)
- ✓ Non-extreme shoes or trainers.
- ✓ The official school shirt – yellow for Primary and white for Secondary
- ✓ Team T-shirt, blue shorts and trainers for PE.

Students with pierced ears may wear small studs. Jewellery, apart from watches and plain religious items, is discouraged. The school reserves the right to remove temporarily items of jewellery in the interests of safety. It is advisable for younger children to keep a spare set of clothes at school. Girls' swimming costumes should be one-piece and of a simple design.

It is highly recommended that clothing be marked for identification when misplaced. This will help identify misplaced items, which may then be returned.

LOST PROPERTY

The location of lost property is under review – please contact the school office for the latest information.

WEEKLY ASSEMBLIES

The Primary Section holds weekly assemblies, usually last period Thursday afternoon. Classes give a short presentation, on a rotational basis. Certificates are presented to students. Any matters of interest or concern can be related to the students. Parents are invited to attend.

The Secondary section holds occasional assemblies, particularly at the end / start of each term.

SCHOOL TRIPS

School trips are a valued part of the curriculum. Full details will be communicated to parents in advance. Safety and responsible behaviour by students are fundamental priorities. Irresponsible behaviour may preclude students from further participation on school trips.

VISITORS

All visitors to the school should sign in at the Security Office. On the whole, parents and visitors should not seek out teachers without appointment. You can write to the teacher or call the secretary. In cases without appointment they should approach the secretary, who will notify and seek clarification from teachers. Parents wishing to see their children should follow the same procedure i.e. present themselves to the secretary, who will send a message through to the teacher.

PARENT-TEACHER CONSULTATION

Reports are issued each term. The consultation evenings which follow reports give both parents and teachers the opportunity to discuss further the work and progress of each child. Parents are welcome to meet teachers at any stage of the year by prior appointment. Meetings may be scheduled after school hours, but again, only after an appointment has been made. Appointments can be made through the Student Logbook or by contacting the school office.

EXTRA-CURRICULAR ACTIVITIES (CLUBS)

Clubs are held in blocked periods during the year. Places are allocated on a "first come, first served" basis and contributions towards expenses may apply. Clubs offer opportunities for academic, physical and social development.

RELIGION

Formal religious instruction is not included in the timetable except for those required by the Ministry to do so, but children will learn of the world's religions and their festivals from an historical and moralistic viewpoint. No religion is portrayed as "better" or "worse" than another. * Lessons in Islamic/Christian Religion are provided as per Ministry requirements.

FOOD

EGIS has no canteen facilities for students; parents are therefore asked to ensure that their children come to school with sufficient food and drink for the day. Healthy snacks (sandwiches, fruit, salads) are encouraged, sweets and chocolate discouraged, while chewing gum is not allowed. For safety reasons, drinks should not be brought in plastic containers and not in glass or cans. Particularly for younger children, please label lunch boxes etc.

SICKNESS AND EMERGENCIES

EGIS has a small sick bay where children who are feeling unwell may rest until their parents can collect them. A nurse is in regular attendance, and staff who have received first-aid training also attend to minor injuries. More serious cases are referred to a doctor at the nearby El Gouna Hospital. If we are unable to contact parents, we will act in the child's best interests. The hospital also offers boosters and inoculations against preventable diseases. Parents will be informed immediately if any child is found to be suffering from a contagious disease.

SMOKING

Smoking is, of course, forbidden to all students. For school staff and visitors, it is allowed in designated areas only.

STUDENT COUNCIL

The Student Council consists of a representative from Years 5 - 12, elected by classmates and meets regularly. It is led by the Head Boy and the Head Girl from each section. The Student Council appoints its own President, Secretary and other officials as required.

A good Student Council can make running the school a much easier and more harmonious task. It helps the student body appreciate the school as their own community. It is also an invaluable experience for those involved, by helping them to understand the practicalities of organisation and inter-personal relationships

It has a variety of roles and functions which include:

- ✓ Helping to shape and reinforce school procedures
- ✓ Planning and contributing to school events and social occasions
- ✓ Working with and on behalf of the local community
- ✓ Interaction with other schools worldwide
- ✓ Helping to organise whole-school events on special days (eg: end of term)

LIBRARY POLICY

The Librarian is an important member of staff since her work assists all teachers and students, and serves the whole school. Books have to be catalogued, kept in good condition and put back in the correct place. The Library is, often at one and the same, a place for teaching, research and private study. Keeping the Library in good order would be an easier task if all students and teachers would follow the clear and simple guidelines set out below

- ✓ Teachers or Classroom Assistants should be with their students during the Library lesson
- ✓ No food, drink or music is permitted, except by express permission of the Librarian
- ✓ Books can be located and returned to the correct shelf, using the plan on the Library wall
- ✓ A record of books borrowed and returned should be made in the student logbook.
- ✓ Books should be placed on each shelf according to the Book Library Number
- ✓ Younger students can "bookmark" the correct place on a shelf with a ruler or pencil to easily locate the correct place to return the books they are using that lesson
- ✓ Some shelves contain two sets of books: please keep them separate
- ✓ Students should be quiet and tidy away books and chairs before they leave
- ✓ Pupils should not take, or return, books unless the Librarian is present
- ✓ Teachers may take or return books if the Librarian is not present provided that they write down their name and the Book Library Number, preferably on the daily borrowing sheet.
- ✓ If in doubt about where to find or replace a book, ask the Librarian