

Apprendre Pour Grandir



INDEPENDENT SCHOOL

PROSPECTUS 2019



Situated just north of Victoria, the capital of the Republic of Seychelles, the Independent School, comprising two campuses shown here, lying across a picturesque man-made lagoon and linked by a bridge:

- Offers Kindergarten, Primary, Secondary including A-level-Education of the highest quality
- Has a happy and friendly environment conducive to your child's social and intellectual growth

Ile du Port Campus



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Dear Reader,

Over the past two and a half decades, the school has established itself as a Centre of Excellence for Primary and Secondary education, an accomplishment wholly due to the outstanding efforts of all the staff. We have recently extended the Secondary to A-level and the intake of students for A-level has practically doubled in the past few years.

The school has incorporated and taken advantage of the latest worldwide technological developments, having invested in state of the art equipment in the field of computers, science and the arts . The school has two computer laboratories, two science laboratories, two art rooms, a music room and two libraries.

In recent years, Independent School students have been commended by international academic bodies for their performance in examinations and competitions, such as the CAIE Brilliance Awards, which are awarded to the top performers in Cambridge IGCSE and A-level worldwide.

Effort is also made to provide additional support to students who require more attention.

Proud of its academic achievements, the school also lays emphasis on getting students involved in extra-curricular activities, thus giving them the opportunity to develop their character and physical abilities. The school has maintained a wide range of extra-curricular activities such as *La Semaine de la Francophonie* , *Concours Regional d'Orthographe*, *Australian Maths Competition*, *Commonwealth Essay Competition* and various national and international sports competitions, quizzes, fairs, inter-school community environmental projects.

I trust you will find our prospectus to be of great interest as you consider possibilities for your child's education.

Thank you.

Zotique Pragassen
School Director

THE SCHOOL

Independent school is registered under the provision of the 'Educational (Amendment) Act, 1992 (Act 5 of 1992).' It was established in 1993, and was the first Seychellois private school to be established since it became legal for Seychellois to attend non-State-run schools in the Seychelles.

The intent of the founder members was to create an institution that would focus its attention on the welfare and education of children. It would above all, give pride of place to excellence and high ethical standards, and all its resources were to be utilized for the continued enhancement of its learning environment.

OWNERSHIP AND GOVERNANCE

Independent School is owned by Independent Schools Limited which, being a registered and limited company, is regulated by its memorandum of association and the Laws of Seychelles. A Board of Directors, elected by the shareholders, sees to the proper management of the company, and has certain responsibilities towards the school, namely financial control, legal and contractual aspects, and physical development. The Board of Directors has delegated responsibility for the running of the school to the Board of Governors and the school management. These three bodies work closely together to ensure the proper functioning of the school.

BOARD OF GOVERNORS

The Board of Governors consists of three senior management members of the school including the Director, two parent representatives from the PTA Committee, three representatives nominated by the Board of Directors including the Chairperson and two teacher representatives.

The Board of Governors is responsible for policy and procedures concerning the overall running of the school and provides

guidance to the School Director who is responsible for the day-to-day management; areas of responsibility of the governors include staff recruitment and performance, discipline and pastoral care, home-school relationship, the curriculum and extra-curricular programme.

SCHOOL MANAGEMENT

The School Director is assisted by a Deputy Director, who is also the Head of Secondary, and a Head Teacher for Primary and Kindergarten. They in turn are supported by Section Learning Coordinators.(SLC)

~The Secondary currently has two SLCs one for S1-S3 and one for S4 and S5 and

- The Primary also two , one for K1-P2 and the other for P3-P6; The K1-P2 SLC is supported by a Teacher-in-Charge for Kindergarten.

There are various other posts of responsibility within the school; these are included in the Scheme of Service Guidelines for Teachers.

The Director receives administrative and accounting support from the administrative section, headed by an Administration and Finance Manager and for operations from an Assistant School Director (ASDO)

THE SCHOOL'S OBJECTIVES

In keeping with the school's motto 'Apprendre Pour Grandir' the main objective of the school is to carry out an educational programme that ensures the intellectual, physical, spiritual and moral development of every one of its students, so as to enable each one to:

- Develop a high self-esteem and realistic expectation of his / her capabilities;
- To integrate with ease and confidence, within his / her immediate environment and in the wider community;

- Develop his / her potential to the maximum, by exposing him / her to all the possible avenues of development accessible within the school environment.

STRUCTURE OF THE SCHOOL

The school comprises two sections:

1. The Kindergarten and Primary Section K1 to P6 and
2. The Secondary Section S1 to A-Level

The kindergarten caters for children from the age of three, for a maximum period of two years, and its main objective is to prepare them for formal education that normally begins in primary.

The primary section caters for children from age five through to eleven, classes ranging from Primary one through to Primary six. This section prepares students for the more exam-oriented Secondary school.

The secondary section entails five years of secondary education, its pre-requisite being the successful completion of primary school. Secondary School S5 students sit for the University of Cambridge International Certificate of Secondary Education (IGCSE). The Advanced Level students in the secondary section sit for the Cambridge Advanced Subsidiary Level examinations in their first year and sit for the Cambridge Advanced Level examinations at the end of their second year.

THE EARLY YEARS

KINDERGARTEN

3+ to 4+ YEARS: K1

This is the age that convinces a child that school is either fun or a nightmare. It should be exciting, stimulating and satisfying in order that the first sentiment holds true. Children of this age bracket begin to develop their social language, aesthetic and academic skills in a gentle way through play, music, drama, art and handicraft. As they progress through the year, basic letter and number work is introduced, again in a fun-oriented way, using songs and nursery rhymes that are easily learnt and more often than not, remembered throughout their lives.

4+to5+ YEARS: K2

Foundations laid in the first year are reinforced, and a more formal approach to learning is introduced in order to prepare children for the more formalised teaching methods that will be used in their later school years. The three 'R's (reading, 'riting and 'rithmetic!) are introduced in a paced and progressive manner best suited to their individual needs. This ensures that the children are well grounded in the skills necessary for natural progression through their later school years.

THE JUNIOR YEARS

PRIMARY EDUCATION

5+to11+ YEARS: P1-P6

In the lower classes, group work is considered beneficial, and children are encouraged to work together. A high level of tuition is achieved in each class. For the early years, emphasis is placed on Literacy and Numeracy when, very often pupils are taught in

small groups, and those in need receive special needs support. Specialist subject teaching is increased in the higher classes, with specialist teachers delivering specific subjects.

The programme of study is constantly reviewed and updated, in line with new developments in all areas of education, but also with due regard to the requirements of the Secondary Programme. mind.

Therefore, in 2014, the Primary Section adopted the Cambridge Primary Syllabus in three subjects; English, Maths and Science. The School hopes to administer Cambridge International Examination Primary Checkpoint Exams at the end of Primary 6 .

Furthermore, Personal and Social Education is now a time tabled subject from Primary 1 to Primary 6.

THE SENIOR YEARS

SECONDARY EDUCATION

11+to14+ YEARS: S1-S3

The use of differentiated learning materials occurs to enable students to progress at appropriate levels. A variety of teaching methods, mainly whole class teaching, but including group work, is used to allow all students to fulfil their potential. All students receive an initial grounding in a wide range of subjects as preparation for the IGCSE Programme in S4 and S5, and follow PSE, and Physical Education. Guided option choices are made at the end of Secondary Year 3.

The common three year courses include English Language, French, and Mathematics, English Literature, Geography, History, Science, Art and Design, and ICT; in S3 Science is taught as its three traditional components Biology, Chemistry and Physics.

14+to16+ YEARS: S4-S5

Students of this age bracket are usually in their final two years of secondary education. All students follow the compulsory subjects, English, French and Mathematics. Students are usually allowed to sit English as a Second language, and French as a Foreign language at the end of S4. Students then choose three or more optional subjects from the subjects on offer, and also English as a First language. The optional subjects currently on offer are History, English Literature, Geography, Biology, Chemistry, Physics, Business Studies, Accounting and ICT. For balance students must choose at least one Humanities subject and one Science. Additional non-assessed subjects are PSE and Physical Education.

At S5 students are also given the opportunity to sit for the DELF, an official diploma awarded by the French Ministry of Education to certify that foreign candidates have achieved a certain level of French.. Our students usually opt for one of these three diplomas: DELF A2, DELF B1 and DELF B2.

16+to18+ YEARS: AS-A2

Students who are admitted to this section have to meet the minimum requirements stipulated by the school for the various subjects on offer.

The subjects will be taken at Advanced Subsidiary (AS) Level in the first year, and students may take three to four subjects. In the second year, students may drop a subject and take 3 subjects at A2 Level.

GROUPING PRACTICES

Large schools with more than one stream per year, use a variety of methods to group their students. Most will employ either one

or a mix of the following types of grouping:

1. **Mixed ability:** where all students of the same class(es) are of mixed levels of ability, and follow the same educational programme.
2. **Streaming:** where students who have been assessed on their academic performance, and have been found to be of the same level of ability, are put in the same group. These students follow all the subjects together with their ability group. Sometimes their programme of study may be adapted to suit their level of ability.
3. **Setting:** where students of the same level of ability are put together to follow certain subjects only and return to the mainstream for all other subjects.

Each type has its own particular advantages and disadvantages, and schools choose according to their policy, needs and size.

The independent school has opted for mixed ability right up to S3 with the possibility of setting in S4-S5.

EXTRA CURRICULAR ACTIVITIES (ECA)

In addition to the formal curriculum detailed above, the school organises a wide range of extra-curricular activities through its House system as well as in specific clubs. Students at the school are also encouraged to participate in national as well as international campaigns and competitions such as Inter-School Sporting events, Public Speaking, SUBIOS, Semaine de la Francophonie, Semenn Kreol, Commonwealth Essay and Australian Maths competitions, and a host of other cultural activities. The staff provide the necessary support and guidance to the participating students..

HOUSE SYSTEM

The school maintains a House System through which a wide range of cultural, literary, artistic and sport competitions are organised. It comprises three houses: Mars, Neptune and Venus. Each house has two teachers in the role of Moderator and Assistant Moderator. The moderators are there to provide guidance and support, and to see to it that students themselves take responsibility for the running of their house. In addition to the encouragement of maximum participation, the house system also gives students the opportunity to develop certain skills and attitudes, such as leadership, reliability, commitment, fair play and team spirit. The ECA coordinator has overall charge of the House System, and also coordinates all extra-curricular activities.

RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education is also included in the general curriculum, and sessions are arranged for more specific instruction, as in the case of Catholic children who have to be instructed in preparation for their First Communion and Confirmation. Special care is taken to respect the religious beliefs and cultural background of every student. Particular aspects of ethical behaviour are further reinforced through the first classroom activity of the day, the fifteen minutes registration period with the class teacher, as well as through assemblies which are usually organised around chosen themes or living values. Personal and Social Education lessons in lower Secondary provide the students with the opportunity to learn, discuss and develop healthy and appropriate attitudes, skills and values in areas such as spirituality, morals, human sexuality, environmental issues which will become increasingly important to them as they grow to become young adults.

SPECIAL NEEDS

All students are given full access to the curriculum. However children with special needs of various kinds are offered,

wherever possible, additional support within the normal class teaching situation, reinforced by some limited small group work, to the extent that the resources permit.

Special Needs teachers and school counsellors are available at all times to ensure the welfare and well-being of each student. Staff members are also allowed to consult the counsellors if they wish to do so.

INTERNATIONAL EXAMINATION POLICY

All students will normally be entered for appropriate examinations in the subjects that they take. Parents will be informed of entries in writing, and they will also be informed in writing if there are any concerns with regard to a student's entry. An average student registers for at least eight IGCSE subjects. Advanced level students are allowed a maximum of four subjects.

EVALUATION

The school maintains a system of continuous assessment so as to detect problems as soon as they occur and take corrective measures promptly. In the case of learning disabilities, the school organises special remedial classes whenever necessary and where resources permit.

From kindergarten to P2, there is no formal end-of-term examination. From P3 to S2 students sit for examinations at the end terms 2 and 3; at the end of term 1 the report is based on continuous assessment and term's work.

PROGRESS REPORTS

At Kindergarten Level, assessments are carried out continuously. Any issues of concern are dealt with immediately in consultation with the Head teacher and parents. At the end of the academic year, a report based on the year's performance is issued to each

student.

As from Primary 1, parents are issued reports on their children's performance at the end of each term. In addition, through PTA meetings, formal Parent-Teacher Consultations, Sports Day and other similar events that are organised at regular intervals, parents are being constantly updated on the development and progress of their children.

In the event that a student performs unsatisfactorily, the school will, upon discussion with parents, consider having him or her repeat the class if all other means do not produce the expected performance. A child may only repeat once in Primary, and once in Secondary.

Failure to reach the expected standard after repeating classes may result in the parents having to withdraw the child.

HOMEWORK

The school believes in the importance of the application of newly learned skills, and in the reinforcement of past skills through home study and homework. Homework is also a means by which parents can gauge the level of understanding attained by their children in any particular subject or topic. The school has an organised and carefully monitored system of homework.

ADMISSION POLICY

The school has adopted a first-come, first serve policy with

some exceptions and conditions. The exceptions are for children

(i) of shareholders (or sponsored by), (ii) of staff, (iii) who have siblings at the school and (iv) of former graduates of Independent School provided they are registered at least two years before the year of entry into K1.

CONDITIONS

The conditions vary according to levels.

For entry into Kindergarten 1 the child must be over 3 years and 3 months old, and under 4 years and 7 months old on 1st January of the year of admission. The school reserves the right to refuse or defer admission if the child is found to be physically not ready for formal schooling.

For entry into K2 to P2, in principle, the child's age must fall within the existing age range for the class and the child must have followed the same level grade in his / her former school; for this, the parent must produce copies of school reports. If in doubt, the school will carry out an informal assessment.

For entry into P3 onwards, the same age principle applies as for the K2-P2 classes, with greater flexibility up to S3 level. The school will not normally consider new admissions in S5. In addition, the school will assess the candidate's ability and potential to cope with the curriculum through:

- i. the child's school reports of the previous three terms;
- ii. the results of previous National Examinations sat by the child;
- iii. a formal assessment in English and Mathematics (and possibly other subjects, if entering at higher levels in Secondary).

UNIFORM

The school maintains a strict dress code to which students must

adhere.

Except for Kindergarten and A-level, students are expected to wear the school uniform .

From P1 to S5 girls wear dark grey skorts or skirts with white polo shirts and boys wear dark grey shorts with polo shirts

All students must have sandals or shoes of neutral colours. White or grey socks are recommended but are not mandatory.

For P.E. the House T-shirt and shorts are used from P1 to S5.

CONDUCT AND DISCIPLINE

The school Code of Conduct manual covers these topics in great detail. It is expected that every student will behave in a manner conducive to an environment that will enable rather than hinder the progress of that student and others around him / her.

Special emphasis is placed on respect, politeness, care and consideration for others, and the security and well-being of the school community as a whole.

The school has a system of guidance and counselling that is instrumental in the development of its students in a positive manner. It promotes a positive attitude to study, work and play, and is benevolent rather than punitive in its approach. Teachers too, have to portray all the qualities that are to be instilled in students, and therefore have to be exemplary in their behaviour and attitude.

Sanctions are applied to any individual, who, despite being given all the assistance possible to improve, continues to behave in a manner detrimental to himself / herself, and by extension, to others within the community. Dismissal is a last resort for disciplinary problems.

STAFFING

The teaching staff is made up of experienced and qualified members. In the event that the school is unable to recruit a teacher locally, then expatriate staff members are sought. However, the latter is the exception rather than the rule as there are highly qualified and experienced local teachers with the required qualifications and experience.

TEACHING SUPPLIES

Parents are responsible for the purchase of all stationery for their children. Some supplies are procured by the school for the sake of conformity of study materials, and also to ensure that they are readily available locally.

TEXT BOOKS

Text books are on loan to Primary students for a fee equivalent to 25% of the cost of the book. Workbooks and books such as dictionaries and atlases that students require for more than one class or year, are purchased outright by the students.

Secondary students purchase their own books. The school provides parents with a list of all ISBNs for the text books usually a term in advance and where necessary all other items and materials required, at the end of the third term of each academic year.

PARENTAL INVOLVEMENT

The school has set up a Parent-Teacher association, headed by a committee comprising six parents and three teachers. All parents are automatic members of the association and there is no membership fee. The PTA committee plays an advisory role, and

is represented on the Board of Governors.

Parents are encouraged to actively support the school in all its endeavours and to take part in its various activities.

In addition to the above, the school arranges for Parent-Teacher consultations on a regular basis at least once a year per class. It is at these meetings that parents can discuss the progress of the children with their subject and class teachers and formulate plans and objectives for the future development of their children. Parents are also welcome at any time, should they feel the need to contact either the class teacher of their child, the Heads of Sections, or the Director. However, it is advisable to make an appointment. This can be arranged by calling the school secretary, and she will advise parents as to the most suitable time to visit.

GENERAL

ADMISSION DECISIONS

The school is not required to explain the reason for admission decisions, nor inform parents of the result of any test.

STUDENTS' WELFARE

The welfare and safety of students are of paramount importance to the school. Having this in mind, the school has obtained the necessary insurance cover for its pupils and staff, and has nurses , counsellors and trained First Aiders on the staff who can attend to minor problems.

In addition security measures have been set in place to ensure that all members of the school community work in a safe and trouble-free environment.

Security guards are employed to ensure that any visitor signs in on entry and signs out on exit. All visitors are met at reception

and their concerns are dealt with there. No visitor is allowed to access classrooms unescorted.

EMERGENCY CONTACT

The school maintains an emergency contact system that enables it to inform parents of any accident or other emergency involving their children. Depending on the seriousness of the incident, the school may decide to either take the child / children to a clinic immediately, or after consulting with parents or guardians.

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