



# **STUDENT HANDBOOK**



**PRIMARY SCHOOL & LOWER SECONDARY**

# **PRIMARY SCHOOL STUDENTS HANDBOOK 2024-2025**

**(DRAFT TEXT)**

## **OUR MOTTO**

“STRIVING FOR EXCELLENCE”

## **OUR VISION**

A highly respected school locally and internationally recognised, providing excellent education in multi-cultural setting that produces responsible global citizens.

## **OUR MISSION**

To provide a balanced education, fostering global awareness within a secure, positive environment, where children can fulfil their potential.

## **OUR VALUES**

*Excellence*

*Commitment*

*Respect*

*Relevance*

*Innovation*

*Diversity*

## **INTRODUCTION**

Welcome to Maputo International School. This handbook serves as an informative guide to acquaint you with our institution, its values, and operations. Maputo International School, home to over 900 students representing more than 40 countries, provides an enriching environment that fosters an appreciation for multicultural and multiracial diversity.

At MIS, we are committed to inspiring, challenging, and nurturing young minds to become 21st Century global citizens. Our educational approach encourages qualities such as collaboration, creativity, confidence, curiosity, empathy, focus, resilience, and self-assurance. To achieve these objectives, we have assembled a dedicated team of over 80 highly qualified and experienced educators from diverse national backgrounds.

In addition to delivering academic subjects, our teaching staff actively engages students in a variety of extracurricular activities, fostering the development of their sporting and artistic abilities. MIS is dedicated to serving the diverse needs of its students, parents, and surrounding communities by

organizing various socio-cultural and sporting events, where the school community plays a pivotal role.

We extend an invitation for you to personally experience the vibrant atmosphere at MIS by planning a visit. Witness firsthand the opportunities and environment we provide for your child and your family. In conclusion, Maputo International School is more than an educational institution; it is a home away from home.

We anticipate the pleasure of meeting you in person and showcasing the unique offerings that make MIS a distinctive educational community.

## **MANAGEMENT**

(Pictures to be added)

## **MESSAGE FROM MIS DIRECTOR**

(Message to be added)

## **MESSAGE FROM PEDAGOGICAL DIRECTOR**

In Key Stages 1, 2, and 3, the educational experience comes to life as our curriculum integrates play and hands-on activities into lessons. The incorporation of enjoyable learning enables children to internalize concepts rapidly, extending beyond the confines of the teacher's Lesson Plan and transforming the world into their classroom. The dynamic lesson style fosters enthusiasm among children for upcoming learning activities. Active learning stands as the cornerstone of our educators' approach, as they employ every means to enhance creativity in alignment with the standards set by Cambridge Assessment International Education.

Our educational influence extends beyond the classroom; our Personal, Social, Health and Economic (PSHE) program shapes children's character beyond the mere utilization of polite expressions such as "please" and "thank you." It transcends ceremonial manners, instilling a sense of accountability and intentionality in their actions, demonstrating sincerity.

Our daily school schedule, inclusive of outdoor Afternoon Activities, provides comprehensive support to reinforce concepts in our Homework Club. It also nurtures skills in sports, including swimming, and imparts a foundational understanding of cultural activities. This strategic shift in position allows us to reestablish our commitment to the holistic growth of each child. If you subscribe to the belief that learning should extend beyond the confines of desks and classroom walls, then MIS Key Stage 1 is the ideal environment for your child.

Elias Peter

## **SCHOOL PROCEDURES**

### **THE SCHOOL DAY**

1. **Commencement:** School day starts at 7:30 A.M. with a general morning assembly. All lessons in the Secondary School commence when the bell rings at 7:40 A.M. The school urges parents to bring students, before 7:30 A.M. Any child arriving after 8.00 a.m. is marked as late.
2. **Closure:** The Secondary School concludes normal lessons at 3:30 PM. Extra-curricular activities/clubs may be conducted from 3:30 to 4:30. The school takes no responsibility for students left at school after 4:30 PM.
3. **Pick-up Protocol:** All students are to be picked up directly from designated areas. Parents must complete forms indicating authorized individuals (e.g., driver, friend, relative) permitted to collect them. In the event of an alternative collector, parents must inform the school by phone or a note to the class tutor/teacher. If a student needs to leave before the scheduled day end, parents must obtain a signed permission slip from the school office and present it to security guards upon departure from the school premises. The same applies to KS4 and KS5 students who walk to and from school unaccompanied.
4. **Attendance and Punctuality:** All students are required to attend school regularly and be punctual. **Lateness:** All students must arrive by 7:30 am. Latecomers must report to the tutor before attending class. **Absences:** Parents must notify the school of absences promptly. Students are responsible for catching up on missed work. **Attendance Requirement:** 85% attendance is necessary to receive term grades or sit for final examinations.
5. **Uniform Policy:** School uniform is mandatory for all students, with variations allowed for daily comfort. Formal uniform (blazer, white shirt, tie, grey pants/skirt, formal black shoes) is compulsory on specified occasions and ceremonies. Attendance to classes is contingent upon adherence to the uniform policy.
6. **Lost and Found:** Parents may inquire with class /tutor teachers about items lost by students. Found items are kept at school reception. Parents are strongly advised to have all students items clearly labelled with a name, class and any additional information so that they can be easily identified.
7. **Lunch Break:** Students are prohibited from leaving the premises during lunchtime. Lunch can be brought from home or purchased at the school canteen. Facilities such as fridges and microwaves are provided for food storage and heating.
8. **After school activities and clubs:** The school offers a variety of after-school activities, including sports, chess, drama, debate, United Nations Model, World Scholars, Fashion

Club, Community Services, Environmental Management Clubs, Girl Guides and more. Subject and Class Teachers may also conduct after-school sessions for academic support.

9. **School Materials:** The school provides textbooks, but students are required to bring basic items such as pens, pencils, eraser, sharpener, glue stick, ruler, scissors, coloured pencils, scientific calculators, and mathematical sets.
10. **Communication with Parents:** There is a Parents Conference scheduled every term in our academic calendar to meet the teachers. However, parents are welcome to meet with teachers whenever there is a need, and special appointments should be made by contacting the tutor directly or through the school secretary. Reports are issued at the end of each term. These indicate a grade for effort, conduct, and attainment, they also contain a comment from each subject teacher detailing what the students' strengths and weaknesses have been for that term. The aim is to ensure students are assessed in ways that challenge their thinking and mastery of all content covered. Reports will be sent out digitally to the parents' email on the last day of Term. Please note that Term 3 assessment will also average the other 2 terms' performances to determine whether the student has successfully completed the year and whether they are able to proceed to the next grade. Failure to pass 5 subjects with a grade C or better, including Math, English and or Science, means the student cannot proceed to the following grade in KS4.

## **School Rules and Responsibilities**

### **Code of Conduct**

This Code of Conduct outlines the expectations and standards for behaviour at MIS. The school is committed to fostering positive behaviour, building respectful relationships between staff and students, and promoting a learning environment based on school's values. Although our primary focus is on education and academic achievement, we also strive to build students' personalities, characters, instilling positive moral and ethical values.

All students are required to adhere to the school rules governing acceptable behaviour, dress code, and personal presentation within the widest interpretation. These rules are applicable at all times, whether on school premises or when students are clearly associated with the school, such as during school trips or while wearing the school uniform outside the school environment.

1. **Students have the responsibility of respecting others:** Treat peers and all school staff with respect, irrespective of ethnicity, religion, or gender. **Respect for Property:** Respect property and equipment of the school and others. Attend school regularly and be punctual. Come to class prepared with the correct equipment, displaying a willingness to cooperate and learn. Keep the school grounds and classrooms clean. Respect the right of others to learn and avoid disruptive behaviour in class. Follow instructions to the best of their ability. Conduct themselves in a courteous manner both

within the school premises and in public. Be responsible for submitting assignments (homework, project work, etc.) on time, making necessary arrangements in case of absence. Conduct themselves responsibly during tests and exams, refraining from cheating or aiding others to cheat.. Read all school notices and promptly bring them to the attention of their parents or guardians.

2. **Prohibited Items:** The following, are strictly prohibited on school grounds: Alcohol or drugs in any form. Cigarettes or tobacco. Pornographic or offensive material. Items that may be construed as weapons. **Cell Phones/Electronic Devices:** Limited use of phones for academic purposes is allowed. Unauthorized use may result in confiscation. **Gum:** Chewing gum is prohibited on school premises.
3. Students are expected to adhere to the rules and regulations to maintain a conducive learning environment; **Classroom Rules** Teachers will collaboratively establish "class essential agreements" with students at the onset of the academic year. These agreements will be revisited and reviewed periodically over the course of three terms. **Canteen Rules** Students are required to; Demonstrate respect towards canteen staff. Queue in an orderly manner while patiently awaiting service. Ensure the cleanliness of their table/space after dining. Dispose of litter in designated bins. **Washroom Rules** Visit the washroom before the commencement of lessons to prevent disruptions. Flush toilets after use. Wash hands thoroughly with soap and water after using the washroom. Refrain from discarding paper towels on the floor or in toilets. Avoid pouring water on the floor or engaging in play within the washroom. Maintain the washroom in a condition consistent with one's expectations. **Library Rules** Display and reinforcement of library rules will be undertaken by both teachers and the librarian within the library premises.

### **Discipline Policy**

In instances of unacceptable behaviour, children are subject to disciplinary measures administered by their respective teachers or the responsible party present during the occurrence of the offense. In cases of repeated or severe infractions, the matter is escalated to the Key Stage Head. If deemed necessary, a meeting involving the Pedagogical Director and the students' parents will be arranged. All parents are required to carefully review the Rules and Regulations outlined in this handbook. The act of signing by both the parent and student signifies agreement to comply with all stipulated terms.

The school maintains a zero-tolerance policy towards bullying and any form of misconduct that poses a threat to the mental, physical, emotional, and psychological well-being of fellow students. Misconduct, may have the following consequences, after a thorough examination of the events surrounding the misbehaviour:

- Verbal Warning
- 1st and 2nd Written Warnings

- Final Written Warning

A verbal warning may be issued independently by a Key Stage Head or Pedagogical Director without consulting the Disciplinary Committee. However, for all other warnings, the relevant Key Stage Head, the witnessing teacher, and the Pedagogical Director must be notified. The sequence in which these warnings are issued depends on the severity of the situation, and a student may progress to the Second Warning without having received the First Warning. Should a student persist in misconduct after receiving a Final Warning, they will face PERMANENT expulsion from the school.

### Specific Offences and Corrective Measures

This table outlines specific offenses, corresponding corrective measures based on a correction staircase, and additional comments:

Offence	Level of Corrective Measure	Comments
Late Registration	Step 1	
Late to Lessons	Step 2	
Absence without letter of consent	Step 3-4	Step 4 if repeated.
Frequent absence	Step 4	
Not attending specific classes	Step 4	
Late Submission of work	Step 3-4	Step 4 if repeated.
Not wearing school uniform	Step 5	Student sent to PD office; may need to complete uniform from lost and found.
Using mobile phones/gadgets in class	Step 5	1st offense – confiscation for 3 days; 2nd offense – confiscation for 1 week; 3rd offense – confiscation until the end of the term.
Distracting other students during lessons	Step 3	
Disturbing/disrespecting the teacher during lessons	Step 4	

Offence	Level of Corrective Measure	Comments
Leaving class without permission	Step 4	
Misconduct during a school trip/excursion	Step 6	
Bullying	Step 7-10	
Sexual Harassment	Step 7-10	
Physical Assault	Step 7-10	
Fighting	Step 7-10	
Abusive Language	Step 7-10	
Carrying Drugs	Step 7-10	
Carrying Weapons	Step 7-10	
Vandalism	Step 7-10	
Theft	Step 7-10	
Use of abusive substances during school hours	Step 7-10	
Inappropriate Intimacy	Step 7-10	

The list is subject to updates based on the school's needs, and the school reserves the right to address unlisted offenses at its discretion, with disciplinary actions adjusted according to the gravity of the offense. Parents and students are required to read and sign the Rules and Regulations acknowledging agreement and commitment to abide by them.

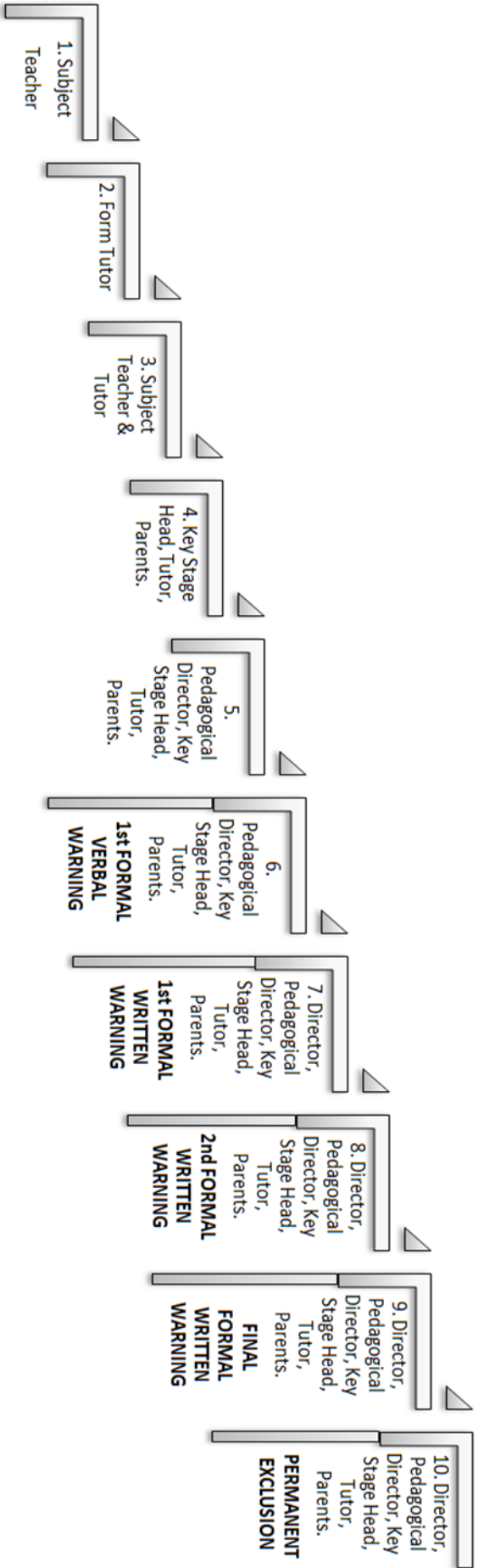




CORRECTION STAIRCASE

The Maputo International School **Disciplinary Committee** that will assess a student's case when one is involved or reported to be in a situation relating to bad conduct. The committee will be made up of:

- **Relevant Key Stage Head**
- **Pedagogical Directors**
- **Form Tutor**
- **Witnessing Teacher** (a teacher or member of staff that was present or witnessed the event)
- **One Other Teacher** (if necessary)



## ABOUT KEY STAGES 1 & 2

### PRIMARY SCHOOL EDUCATIONAL PHILOSOPHY

Our educational institution fosters a positive and inclusive environment designed to promote a harmonious blend of play, work, and learning, all rooted in mutual understanding. **Commitment to Continuous Exploration**, we engage in daily exploration, encouraging the pursuit of knowledge and understanding. **Diverse Pathways to Success**, which is achieved through varied and adaptive learning approaches, ensuring each student's unique strengths and abilities are recognized and nurtured. **Collaborative Ideation and Support**, we actively cultivate an atmosphere where students freely exchange ideas and extend support to one another. **Embracing Mistakes as Learning Opportunities**, rather than fearing mistakes, we view them as valuable learning experiences that contribute to individual and collective growth. **Commitment to Truthfulness**, honesty and transparency are foundational values upheld by both students and educators within our school community. **Collective Engagement in Observation, Listening, Learning, and Laughter**, we prioritize active participation in the shared experiences of observation, attentive listening, continuous learning, and the joy of laughter as integral components of our educational journey.

This philosophy serves as a guiding framework for our educational community, emphasizing the principles that shape our collective approach to teaching and learning.

#### Curriculum Overview

##### Key Stage 1: Pre-School to Grade 2

##### Key Stage 2: Grade 3 to Grade 6

MIS Primary Sector provides education from Preschool (age 3) to Grade 6 (age 11). Children are assigned to a grade based on their age, following the prescribed ages established by Cambridge, as well as considering their prior academic levels and internal assessments in English and Mathematics.

With a commitment to prioritizing the child's best interests, MIS endeavours to cultivate an enjoyable, manageable, and challenging educational environment. The school promotes adherence to both school and societal rules, fostering self-pride, confidence, and ultimately, the development of students into loyal and respectful citizens of the community. Any form of misbehaviour or disrespect is strictly prohibited within MIS, and the school employs a behaviour policy to address issues as they arise.

### PRESCHOOL A, B, AND RECEPTION

The school implements Early Years Cambridge Standards, that emphasizes learning through play, fostering the development of fine and gross motor skills, life and social skills, communication skills, behavioural skills, and personality and self-confidence in preschoolers. In Reception,

children engage in phonetic soundings, letter recognition and formation, and gain knowledge of numbers, setting the foundation for a smooth transition into Grade 1.

## **CAMBRIDGE PRIMARY CORE SUBJECTS**

These subjects are mandated from Grade 1 to Grade 6.

**ENGLISH:** The curriculum aims to enable learners to communicate confidently and effectively, fostering critical skills to respond to various information, media, and texts with understanding. The framework develops first-language competency in English, designed for success in any cultural context and promoting cross-cultural understanding.

**MATHEMATICS:** Exploring five content areas—Number, Geometry, Measure, Handling Data, and Problem Solving—the curriculum focuses on principles, patterns, systems, functions, and relationships, fostering the application of mathematical knowledge and a holistic understanding of the subject.

**SCIENCE:** Covering Scientific Enquiry, Biology, Chemistry, and Physics, the curriculum encourages critical thinking, planning, investigation, data recording, and analysis. Environmental awareness and the history of science are integral components.

These core subjects undergo continuous development throughout primary school and culminate in examinations by Cambridge at the conclusion of Grade 6.

### **KEY STAGE 1**

Grades 1 and 2 are deemed the initial years of formal schooling at this institution. Student assessment encompasses class work, class participation, homework, and tests. The school adheres to the Cambridge International Curriculum Framework for English, Mathematics, and Science. The Science curriculum, comprising Biology, Chemistry, and Physics, integrates Scientific Enquiry as a foundational study, involving evidence evaluation, investigative planning, and data recording and analysis. The school timetable further includes internal curriculums for Physical Education, Music, Portuguese as a first and second language, Reading, and Art.

Afternoon activities are encouraged to enhance coordination, team spirit, and creativity. In Grade 2, subject support activities are incorporated into the afternoon program to provide additional assistance to students.

### **KEY STAGE 2**

Key Stage 2, also known as the Middle School, comprises Grades 3, 4, 5, and 6. We follow the Cambridge Primary Curriculum at KS2 level in English, Mathematics, and Science. Additional subjects in KS2 include Humanities, Art, Portuguese (1st and 2nd language), French, Kiswahili, Special English, Information Technology, Music, and Physical Education. Specific periods are designated for Reading and Library visits outside of the language lessons to enhance literacy skills.

Students are assessed through class work, homework, and participation in class activities, projects, and tests. KS2 students take Cambridge Checkpoint Exams at the end of Grade 6. Academic classes are held on two afternoons, with a choice of additional activities on the remaining two afternoons. The school day concludes at 15:30.

**GEOGRAPHY** This section provides an overview of Southern African countries, Mozambique's neighbours, Mozambique's provinces, and detailed information about Maputo city and provinces of Maputo, Gaza, and Inhambane. It also covers Mozambique's rivers, landforms, attractions, and man-made landmarks.

**CORE CURRICULUM OUTLINE FOR GRADE 6** In Grade 6, students are encouraged to become independent learners and take responsibility for their studies. The curriculum includes extension work and projects to foster independent study skills. The academic year culminates with the Cambridge Primary Checkpoint Examination in the three core subjects, which is externally set and marked by Cambridge.

### **ENGLISH**

- Term 1: Fiction (Stories with familiar settings), Non-fiction (Biography and autobiography), Poetry and playscripts (a play by a significant writer).
- Term 2: Traditional tales, stories from other countries, argument and discussion, Poem by significant others.
- Term 3: Stories by significant children's authors, non-chronological reports, Poems by significant poets with language play.

### **MATHEMATICS**

- Term 1: Number and problem solving, Measurements and problem solving, Geometry and problem-solving.
- Term 2: Number and problem solving, Measure and problem solving, Data handling and problem-solving.
- Term 3: Structure similar to Term 1.

### **SCIENCE**

- Term 1: Human organs and the systems of the body, Reversible and irreversible changes in materials.
- Term 2: Habitats and food chains, Electrical conductors and insulators.
- Term 3: Caring for the environment, Mass and weight.
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## **STUDENTS ACTIVITIES AND CLUBS**

- **AFRICA DAY** (Attendance encouraged): In May, the school celebrates Africa Day with a focus on cultural, national, and African diversity. Students wear traditional African costumes, and performances may include songs, dances, and poetry.
- **SWIMMING GALA** (Compulsory): The PE department organizes a swimming gala at the end of the first term where all students participate in house-based competitions.
- **SPORTS DAY** (Compulsory): The Annual Sports Day at the end of the second term involves all students competing in various events, with parents invited to participate in specific events.
- **FOOD FAIR** (Attendance encouraged): A cultural event where students, parents, and teachers set up tents, prepare traditional dishes from different parts of the world, and engage in performances. Funds raised are donated to the school for the benefit of students, with decisions made by the Parent Teachers Association committee.

### **Field Trip Policy**

The MIS is dedicated to extending the educational experience beyond the confines of the classroom by integrating practical, real-life situations into the learning process. To this end, the school commits to organizing at least one field trip per academic year for each year group. These trips will be aligned with the program of study at each key stage.

- **Objectives of School Trips:** School trips are structured with the following objectives in mind:
  - **Continuity and Progression:**
    - (i) Foster the continuous development of knowledge and understanding of the curriculum.
    - (ii) Promote the practical application of objectives in various subject areas.
  - **Real-world Application:**
    - Provide a tangible context for students to apply skills and knowledge acquired in the classroom setting.
  - **Personal and Social Education:**
    - Enhance personal and social education through experiential learning.
  - **Autonomy and Self-esteem:**
    - Foster the development of autonomy and self-esteem among students.
  - **Problem-solving Skills:**
    - Cultivate problem-solving skills through hands-on experiences.
  - **Environmental Awareness:**
    - Develop an awareness and understanding of the environment.

- **Comparative Analysis:**
- Enable students to make informed comparisons with materials already studied.
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### **Health and Safety Guidelines**

- **Updated Medical Forms:**
- Parents are required to promptly return updated medical forms to ensure the school is aware of any health considerations.
- **Emergency Drills:**
- Regular fire and emergency procedure drills are conducted termly to ensure preparedness and compliance with safety standards.
- **Concerns and Communication:**
- Parents with health and safety concerns are encouraged to communicate them with the respective key stage head for appropriate resolution.
- By implementing these guidelines, the school aims to provide a safe and enriching environment for students during field trips while aligning with the educational objectives of the institution.

The following document serves as a guide and reference for stakeholders involved with Maputo International School's Key Stage 3 program. It outlines the curriculum, expectations, and objectives for various subjects taught at the school. This document does not constitute a legal contract or agreement and is subject to change at the discretion of Maputo International School. The school reserves the right to modify, add, or remove any information contained herein without prior notice.

## **KEY STAGE 3**

### **LOWER SECONDARY**

Key Stage 3, encompasses grade 7, 8 and 9. At MIS it marks a significant transitional period for students as they progress from a junior to a senior-oriented environment. During this phase, students encounter various challenges, including physical development, heightened emotional awareness, and increased academic demands. The following document delineates the structure, objectives, and expectations of the Key Stage 3 program.

**Academic Objectives:** Key Stage 3 serves as a preparatory phase for students embarking on their journey towards Key Stage 4 and ultimately, Cambridge examinations, specifically the International General Certificate of Secondary Education (IGCSE). Students are encouraged to

develop foundational skills and cultivate effective learning habits to navigate the challenges inherent in subsequent academic levels.

**Subject Offerings:** MIS offers a comprehensive range of subjects at Key Stage 3, encompassing Mathematics, English, General Science, History, Geography, Design and Technology, Digital Literacy, Physical Education, French, Portuguese, Wellbeing, Art & Design, and Music. Students are required to undertake 12 subjects of equal weighting, with the option to choose between Portuguese and French as additional languages.

#### **Subject Descriptions and Expectations:**

1. **English Language:** The English Language curriculum aims to foster a lifelong passion for reading, writing, and effective communication. Students are expected to demonstrate proficiency in reading comprehension, creative writing, and oral communication.
2. **Mathematics:** Key Stage 3 Mathematics emphasizes fundamental mathematical concepts and problem-solving skills, preparing students for the Checkpoint Exam in Grade 9.
3. **General Sciences:** The General Sciences curriculum focuses on building upon students' understanding of scientific principles and fostering critical thinking through inquiry-based learning.
4. **Portuguese Language:** Portuguese Language instruction caters to both native and non-native speakers, aiming to develop proficiency in reading, writing, and oral communication.
5. **French Language:** The French Language curriculum aims to cultivate linguistic and communicative competencies, enabling students to comprehend and express themselves effectively in French.
6. **Digital Literacy:** Digital Literacy instruction equips students with essential skills to navigate and engage responsibly in the digital landscape, emphasizing critical thinking and online safety.
7. **History:** History education promotes a nuanced understanding of the past, encouraging students to analyze historical events, perspectives, and their relevance to contemporary society.
8. **Geography:** Geography education explores the interplay between human societies and their environments, fostering spatial awareness and critical thinking.
9. **Physical Education:** Physical Education promotes active lifestyles and teamwork, emphasizing participation and responsibility.
10. **Design and Technology:** Design and Technology instruction integrates theory and practical application, nurturing creativity and problem-solving skills.
11. **Art and Design:** Art and Design education encourages self-expression and creativity, fostering visual literacy and aesthetic appreciation.

12. **Music:** The Music curriculum fosters collaboration and creativity through singing, instrument-playing, and music theory.

13. **Wellbeing (PSHE):** Wellbeing education supports students' emotional and cognitive development, promoting resilience and positive mental health.

**Conclusion:** Maputo International School is committed to providing a comprehensive and enriching educational experience for students at Key Stage 3. Through a rigorous and diverse curriculum, coupled with supportive learning environments, students are empowered to achieve academic excellence and personal growth.

## MIS ACADEMIC CALENDAR 2024

### TERM 1

Thursday 13th January      General Staff Meeting Day

Friday 14th January    Department Meeting Day

Monday 17th January Orientation Day for all Key Stages

Tuesday 18th January Term 1 begins for ALL students

Thursday 3rd February      Heroes Day (Public Holiday)

Thursday 24th February      Parent Conferences (No academic classes)

Friday 25th - 28th February    Half Term

Thursday 7th April    Mozambican Woman's Day (Public Holiday)

Thursday 14th April    Last Day of Term 1 for students

Friday 15th April      Last day of Term 1 for Teachers - Reports out Total teaching days: 58

### TERM 2

Friday 6th May      General Staff Meeting Day

Monday 9th May      Term 2 begins for ALL students

Wednesday 25th May Africa Day

Thursday 16th June    Parent Conferences (No academic lessons)

Friday 17th - 20th June      Half term

Saturday 25th June    Independence Day (Public Holiday)



Friday 5th August Last Day of Term 2 for students

Monday 8th August Last day of Term 2 for Teachers - Reports out Total teaching days: 61

### TERM 3

Friday 2nd September General Staff meeting day

Monday 5th September Term 3 begins for ALL students Wednesday 7th September Lusaka Accords Day (Public Holiday) Sunday 25th September Armed Forces Day (Public Holiday)

Tuesday 4th October Peace and Reconciliation Day (Public Holiday)

Thursday 13th October Parent Conference (No academic lessons)

Friday 14th - 17th October Half Term

Thursday 10th November Maputo Day (Public Holiday)

Wednesday 7th December Last day of Term 3 for students

Thursday 8th December Last day of Term 3 for Teachers - Reports out Total teaching days: 61

Total number of school days in the 2022 academic year: 180 Staff preparation days: 7

## SCHOOL SONG

We are the students of the International School  
We are the students of the International School  
We are the students of the International School  
And we live in Mozambique

Viva viva Mozambique Viva viva  
Mozambique Viva viva  
Mozambique  
And the international School

We come from many countries over land and Over sea  
and we're many different cultures as it's  
Very plain to see, but we're sisters and we're brothers  
In one great family at the International School

Viva viva Mozambique...

**Parent Acknowledgement and Receipt of the Maputo International School  
Students Handbook**

I acknowledge that I have received a copy of the Maputo International school (MIS) students

Handbook.

I understand it contains important information on the School Policies, Rules and Regulations meant for the general guidance of students and that it is my responsibility to read and abide by all its contents.

Name of Student... ..

Class.....

Name of Parent... .. ,

Signature....., Date..... ,

Kindly sign, detach and return form to your Child's class Teacher