



INTERNATIONAL SCHOOL OF PIRAEUS

PARENTS' AGENDA

SCHOOL YEAR 2024-2025

OFFICE HOURS

MAIN OFFICE HOURS

Monday to Friday 07:30– 16.30

Secretary: Dora Kokkini

Tel. number: 0030- 210-4175580, 0030-210-4172004

ACCOUNTS OFFICE

Monday to Friday 07:30– 16.30

Tel. number: 0030- 210-4175580, 0030-210-4172004

Clerk: Dora Kokkini

LIBRARY

Monday to Friday 09:30– 16.30

Librarian: Maria Niarou

ENQUIRIES AND CONTACT DETAILS

For any information about the International School and the Primary Years Programme (PYP), please contact:

Head of Primary School

Mrs. Marika Valsamidou

Tel. number: 0030- 210-4175580

To arrange the meeting with the Head of School please contact the main office.

Head of Early Years

Mrs. Mary Jane Alexandridis

Tel. number: 0030- 210-4175580

To arrange the meeting with the Head of Early Years please contact the main office.

Primary Years Programme Coordinator

Mrs. Antonia Daponti

Tel. number: 0030- 210-4175580

To arrange the meeting with the PYP Coordinator please contact the main office.

Special Educational Needs Department (SEN)

Tel. number: 0030- 210-4175580

To arrange the meeting with the SEN Coordinator please contact the main office.

WELCOME TO INTERNATIONAL SCHOOL OF PIRAEUS

The International School of Piraeus is located in the heart of the city center of Piraeus, Praxitelous 66-70 str.

It provides an International Nursery, Kindergarten and Elementary school programme (Grades 1-6) for children of Greek and foreign nationals living in Athens and Piraeus.

Since the opening of the school, teachers and administrators have worked diligently and with enthusiasm to build a quality educational programme that stimulates learning, generates good learning habits and promotes positive attitudes.

Our plan is to welcome children representing different countries.

We are eagerly looking forward to welcoming all new students and families to our community.

Home and school must have positive relationships and collaboration.

We respect that home is the basis of where students learn their initial principles such as responsibility, manners, organization and respect.

As a school we work to reinforce these principles. With your collaboration we believe we will be able to succeed.

Please read the following Parents' Agenda closely to be aware of all our policies and procedures.

OUR MISSION STATEMENT

International School of Piraeus is a leading institution of Kindergarten and Primary international education. Students discover and develop their intellectual, personal, emotional and social skills so as to live learn and work in a rapidly globalizing world. The school provides an environment of ongoing inquiry, cooperation and support within the framework of high educational standards, so that its students are able to contribute to the world in a creative and meaningful way.

WORKING TOGETHER WITH THE IBO

International School of Piraeus is one of the more than 5,700 schools in 160 countries around the world, that are members of the International Baccalaureate Organisation (IBO), a non-profit educational foundation based in Switzerland that works with schools, governments and international organizations to develop challenging programmes of international education with rigorous assessment.

The IBO offers the Primary Years Programme (PYP) for students aged 3 to 11 years, Middle Years Programme (MYP) for students in the 12 to 16 year age range, and the Diploma Programme (DP) and IBCC, for students in the final two years of secondary school preparing for entry to university.

IBO MISSION STATEMENT

The IBO most recent mission statement reads:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”.

The following pages provide a brief background to IBO programmes and philosophy.

The aim of the IBO programmes is to help students develop attributes that characterize successful learners.

Learner Profiles

The student is showing that he/she is:

<i>Inquirer</i>	Asks relevant questions, is naturally curious, uses skills to conduct research persistently, works independently and uses findings in her/his life.
<i>Communicator</i>	Expresses feelings and thoughts in words across the curriculum, communicates in different languages and symbol systems, communicates verbally and non-verbally.
<i>Thinker</i>	Uses what she/he already knows, builds on own ideas critically and creatively and responds to the ideas of others in the same way.
<i>Risk-taker</i>	Willing to make mistakes, prepared to try something new and to explore new ideas with courage and confidence.
<i>Knowledgeable</i>	Has reached objectives of the programme and acquired relevant knowledge for his/her level by exploring themes which have global relevance and importance.
<i>Principled</i>	Is capable of moral reasoning by communicating integrity, honesty, fairness and justice.
<i>Caring</i>	Is sensitive towards the needs and feelings of others. Shows empathy and thoughtfulness. Has a sense of personal commitment in helping others.
<i>Open-minded</i>	Listens, respects and considers other people's thoughts, ideas, and cultures. Accepts that we are different and have different points of view.
<i>Well-balanced</i>	Cares about personal well-being and is emotionally and physically balanced. Is well organised.

Reflective

Considers own behavior, actions, communications and learning and is able to analyze own personal strengths and weaknesses in a constructive manner.

PROGRAMMES OFFERED AT ISP

The International School of Piraeus is an authorized IB school to offer the PYP programme. It is the first school in Piraeus

offering the PYP and one of the first five in Greece. We are pleased to be pioneers in this field.

The International School of Piraeus was founded to facilitate the lives of Greek and international families in Piraeus and

the south suburbs, by offering the reputable International Baccalaureate Primary Years Programme (PYP). We offer a high-quality education that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes.

Within this programme we offer a comprehensive, inquiry-based and student-centered approach to teaching and learning.

We focus on the total growth of the developing child – intellectual, physical, emotional and social, which we monitor and scaffold with rigorous and holistic assessment.

Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideas of intercultural understanding and respect, responsible communication and citizenship, and cooperation with schools and institutions both in Greece and abroad in order to create a better and more peaceful world.

Our aim is to develop the individual talents of our students and to teach them to relate their school experiences to the realities of the outside world.

PRIMARY YEARS PROGRAMME (PYP)

The International Baccalaureate Organization introduced its Primary Years Programme in 1997 and from its inception, the IBO has visited international schools to officially assess and authorize the provision of its programmes.

Early Years students (aged 3-5) and students from Grade 1 to 6 are part of the IBO Primary Years Programme (PYP). The programme focuses on the total growth of the developing child, affecting hearts as well as minds in addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and

practice from a range of national education systems, together with a wealth of knowledge and experience derived from international schools - resulting in a highly relevant and engaging educational programme.

The Primary Years Programme is a transdisciplinary programme of international education designed to foster the development of the whole child, and offers a comprehensive, inquiry-based approach to teaching and learning. Children have to find answers to their own inquiries. The three basic questions that students have to deal with daily are:

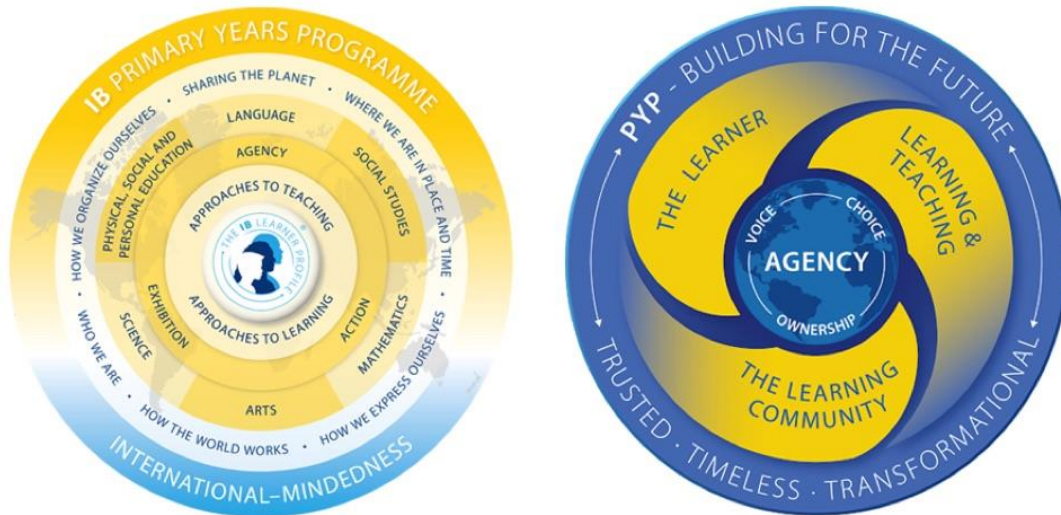
- ✓ What do we want to learn?
- ✓ How best will we learn?

✓ How will we know what we have learned?

ISP is an accredited IB school since 2013 and every 5 years it undergoes an external assessment by the International Baccalaureate.

THE PYP CURRICULUM

Concepts: Key concepts are expressed as questions – What is it like? How does it work? How is it connected to other things? – that encourages a transdisciplinary perspective and propels the processes of inquiry, which lie at the heart of the curriculum model.



Transdisciplinary and disciplinary skills: Sets of cross-curricular skills (thinking, communication, social, research, self-management) are acquired in the process of structured and free inquiry.

Attitudes: The programme promotes and fosters a set of attitudes that include tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation, and which complement our own emphasis on international-mindedness.

Actions: Students are encouraged to reflect, make informed choices and to take action that helps their peers, school staff and local or global community.

Agency: Students are encouraged to express their opinions (voice), to make their own choices (choice) and to guide the educational process (ownership).

Knowledge: The programme identifies a body of significant knowledge for all students in all cultures, in six principal domains: languages; social studies; science and technology; mathematics; arts; personal, social and physical education.

Subject knowledge is integrated using the six transdisciplinary themes of the curriculum model, which are:

- ✓ Who we are
- ✓ Where we are in place and time
- ✓ How we express ourselves
- ✓ How the world works
- ✓ How we organize ourselves

✓ Sharing the planet

Early Years students (3-5 years old) implement 4 Units of Inquiry (UOI) during the school year, while primary school students implement all 6 Units of Inquiry (UOI).

To ensure the successful implementation of the programme, all teaching staff, together with the PYP Coordinator, choose each year the approaches to teaching and learning they use, aiming for the all-round development and growth of all pupils, respecting their individual needs. Our main goal is for each of our students to reach the peak of their potential.

THE PYP EXHIBITION

The Primary Years Programme (PYP) exhibition is carried out by the students of the 6th grade and represents a significant event in the life of an IB-PYP school and a student, synthesizing the essential elements of the PYP through their presentation to the whole school community. The Exhibition experience is an opportunity for students to present the student profiles (IB profiles) they have developed throughout their involvement with the programme, choosing themselves the unit of inquiry they are interested in engaging with. To implement the Exhibition, students begin their preparation in November, with the guidance of the PYP Coordinator and their teachers. The final presentation is implemented in June and is the biggest educational event of the school year.

THE INTEGRATION OF TECHNOLOGY IN THE PYP

Mobile devices are present in the lives of our students. ISP has been a cutting-edge school for many years and recognized for its technology integration practices in the classroom. Technology is used seamlessly to support personalized learning and student inquiry.

Technology is not treated as a separate subject as it is in a traditional setting. Our philosophy and structure, of how technology is incorporated in the curriculum, is aligned with that of the IB. Technology is integrated into all subject areas with our Technology Integrator/Coach co-planning and co-teaching with all subject teachers to transform the learning process and develop more engaging lessons that extend students' knowledge and skills.

We follow the AID framework for our teaching and learning with Technology. AID uses three simple principles:

- Agency - ways of being: How technology extends us and other disciplines. e.g. digital citizenship, responsible content creation and reuse, academic honesty.
- Information - ways of knowing: How you find and understand with technology. e.g. resources, collect, manipulate and present data.
- Design - ways of doing: How you design and make with technology. e.g. gamification, programming, robotics, design thinking.

INTERNATIONALISM AND INCLUSION

In an IB school the inclusion of all students, both Greek and foreign, is of great importance. Every year our students come into contact, either in person or online, with students from other IB schools. They also carry out activities, as part of their educational programme, which relate to issues of local and/or global interest.

GREEK AS AN ADDITIONAL OR SECOND LANGUAGE (GAL) PROGRAMME*

One of the school's main objectives is to assist students, whose primary language is not Greek, to acquire the social

and academic language needed to integrate successfully into all mainstream classes and school life with their peers as soon as possible.

In the primary years (Grades 1-6) , GAL is offered at the beginner level, at least three hours per week, during core Greek lessons. Once the children have acquired a sufficient level of Greek to be able to function socially, they will be integrated into their class during Greek lessons.

**More details on the Language Policy and Inclusion/SEN Policy.*

ABSENCES AND LATENESS (EARLY YEARS)

- ✓ Arrival – Departure times (with parents): arrival 7:30 – 9:00 a.m. / departure 1:45 or 2:45 (KG1 and KG2) / departure 2:45 (KG3).
- ✓ All students of KG2 - KG3 who come to school with their parents must be consistent and be at school at the beginning of the school day, until 9:00 a.m. The school keeps a record of the daily presence of each child. The limit of absences is up to 100 absences.** For absences due to trips or other family reasons, the parent needs to provide a declaration with the exact dates and the reason for the child's absence from school. The declaration must be submitted on the day the child returns.
- ✓ Please do not bring your child to the Early Years before 7:30 a.m. Also, please be punctual when collecting your child up at the end of the day. Parents should telephone the school if they are going to be late.

***Possible change due to law amendment.*

ABSENCES AND LATENESS (PRIMARY)

All students are required to be punctual and be at school at the start of the school day at 8:20 a.m. The school keeps a record of each child's daily attendance and tardiness. The limit on absences is up to 100 absences.** In the Primary School all absences are excused.

If a student is tardy more than 3 times in a term without a health reason, an email is sent to parents. If tardiness continues, the teacher contacts the parents by telephone and informs them that the next few times the student will need to remain out of the classroom for the 1st period. If a student is to be absent, the school must be notified by phone no later than 8:00 a.m.

For absences due to trips or other family reasons, the parent needs to provide a declaration with the exact dates and the reason for the child's absence from school. The declaration must be submitted on the day the child returns.

***Possible change due to law amendment.*

SCHOOL HOLIDAYS

Within the school year there are separate holiday weeks. These breaks give everyone the opportunity to rest. It also gives our students, who come from foreign countries, the opportunity to return to their home country. We suggest that you think very seriously before extending your holidays as students may miss important lessons. Students who are absent for more than the suggested vacation time should make up their time immediately. School teachers are not responsible for any gaps that may occur.

We would also like to inform you that for a long period of absence, special permission must be requested from the

administration with the agreement of the class teacher. No more than 5 days of leave can be granted. Furthermore, in addition to the predetermined holidays of each school year, each IB school may designate specific dates when the school will be closed in order to hold educational seminars.

PRIVATE LESSONS POLICY

We would like to advise you that students at ISP do not require private lessons at home. Our school offers high quality education, according to the IB educational system, in an encouraging supportive environment, where through a comprehensive, inquiry based and student-centered approach to teaching and learning, our students achieve excellence, reach their full potential and relate school experiences to real life. We promote high academic standards and intellectual rigor, but also develop various skills and positive attitudes towards learning.

Furthermore, many students who receive support at home often make less effort in their class, since they either believe they are already familiar with the subject matter or know that they will cover the matter at home with their teacher.

Please also keep in mind that some private teachers might use the opportunity they have to generate a need for further work and secure future income, by trying to denigrate the school teacher's style and competence, appearing more capable by contrast. This is called the exploitation of asymmetric knowledge, and the private teacher manipulates the position of superiority in order to create a scenario where the pupil is dependent on the teacher. Besides, in an IB school, a subject is supposed to be challenging and many activities require thought and time. The educators who have not been properly trained as IB teachers cannot appreciate, evaluate, assess and support a student's needs correctly. The students should feel comfortable to ask questions, seek answers, identify their own weaknesses, and seek strategies from their teachers as to how progress can be made instead of believing that hiring a tutor is the answer to their difficulties.

Of course, there are rare exceptions where the student might benefit from tutoring. Children who join school late in the school year or have been absent due to illness etc. often face difficulties and ask for extra support. In this case, the school teachers will help them as much as possible and try to make them feel more secure and comfortable. Furthermore, a foreign student who isn't familiar with the languages of instruction (Greek and English in the case of our school), may need the extra help and support provided by additional lessons. Finally, in the case where children are facing learning difficulties private lessons are indeed beneficial, since they often need the one-on-one approach.

During the school year and through the school's program, all the learning objectives are entirely covered. Therefore, any home interventions that are not in sync with the school's educational process have negative outcomes on the students' progress. It is important to note that both activities which take place in the classroom and homework are aimed to meet the students' needs and further develop their skills.

If a child's behavior endangers or insults others while continuously holding back the lessons, then that student will have to leave the school. After being informed by the school's management, the parents must pick up their child from school.

Facing problems, overcoming fears, communication and self-confidence are important factors for a healthy development. Our school is proud that it helps all students achieve these goals, in a safe environment in which real and lasting learning takes place.

HOW CAN PARENTS HELP THEIR CHILDREN?

1. **Set up a homework area.** Free from distraction, well lit, all necessary supplies handy.
2. **Set up a homework routine.** When and where it gets done. Same time every day.
3. **Set homework priorities.** Actually, just make the point that homework *is* the priority – before TV, before going out to play.
4. **Make reading a habit** – for them, certainly, but also for yourselves. Kids will inevitably do what you *do*, not what you *say*.
5. **Turn off the TV.** Or, at least, severely limit when and how much TV- watching is appropriate. This may be the toughest one.
6. **Talk to the teachers.** Find out what your kids are learning. If you don't, you can't really supervise. You might even be teaching them things at odds with what the teacher's trying to do.
7. **Encourage and motivate**, but don't nag them to do their homework. It doesn't work.
8. **Supervise their work**, but don't *do* their homework.
9. **Praise them to succeed**, but don't over praise them for mediocre work. Kids know when you're slinging it.
10. **Check your kids' notebooks regularly** to make sure that they are organised and neat.
11. **Make sure your kids are well equipped** with school materials.

PROGRESS & ASSESSMENT

Good communication between teachers, parents and students ensures that students get the maximum support and encouragement during their time at school. Information about a student's progress and success is regularly shared with parents by:

A) REPORTS (Grade 6)

Reports are sent home, via the students, at the end of each term; parents have to sign the reports, which will be brought back to school by their child(ren) during the next days.

B) DESCRIPTIVE ASSESSMENT (Grades 1-6)

Primary Years students beyond the reports, they are assessed on the basis of their achievements and working skills. The parents receive the descriptive assessment at the end of each term using the school's platform.

C) DIFFERENTIATED ASSESSMENT (Grades 1-6)

Each student is individually assessed by the teacher based on their cognitive and emotional needs as well as their skills. The teacher analyzes in a detailed report his needs, the way they are covered and sets new goals. Parents at the end of each semester receive through the school platform the differentiated assessment of their child. Grade 1 students

receive a differentiated assessment from the second semester onwards.

D) ASSESSMENT REPORTS (Early Years)

Early Years report cards are given twice a year and assess the knowledge, attitudes, skills and IB profiles developed by students during the units of inquiry

E) Student Led Conferences

The ISP applies the "Student-led conference" form of assessment which is student-led. Parents attend the school and watch their children's presentation. This process helps parents learn more about their child's progress in school.

F) Portfolio Day

In Student Led Portfolio Conferences, students, using their personal portfolios, show parents some of their work and explain any difficulties they have encountered and their progress. Students conduct the meeting themselves and are responsible for the meeting. If needed, teachers are available for clarification, positive reinforcement and help.

ADVANCEMENT TO THE NEXT ACADEMIC YEAR

Generally, students are automatically advanced to the next academic year. If, however, they have a great deficiency in their knowledge or skills, and therefore have major difficulties in the next academic year, the administration, teachers and parents come to a common agreement whether or not the student can be advanced.

ADMISSION GUIDELINES

AGE REQUIREMENTS

The guidelines below will be strictly adhered to as a means of placing students in their appropriate grade level. After a trial period of 2 weeks to 1 month, the placement can be reviewed after thorough consultation with all parties concerned.

CLASS	AGE	YEAR OF BIRTH
NURSERY Cute Kittens	2,5	2022
EARLY YEARS (KG1) Fuzzy Bears, Teddy Bears	3	2021
EARLY YEARS(KG2) Busy Bees, Cupcakes	4	2020
KINDERGARTEN (KG3)	5	2019

Eager Monkeys, Eager Tigers		
GRADE 1	6	2018
GRADE 2	7	2017
GRADE 3	8	2016
GRADE 4	9	2015
GRADE 5	10	2014
GRADE 6	11	2013

SCHOOL TUITIONS - METHOD OF PAYMENT

The tuition fee and extras (homework club – lunch – school bus – uniform etc.) are paid every month, for 10 months for Primary/KG3/KG2 students and 11 months for KG1/Nursery students, in equal parts.

For Grade 1 the additional fees include: the outdoor classroom (once a week) and the differentiated assessment that takes place once after the end of the first trimester and assesses the student in cognitive, emotional goals and skills.

For new students the additional fees include: the differentiated assessment that takes place once and assesses the student in cognitive, emotional goals and skills.

Since the number of the students in a class is limited, their tuition is taken into account for all the school year regardless of the duration of the attendance at school.

Following you can see the charges according to the starting period or in the case of early withdrawal.

ENTRANCE PERIOD	PERCENTAGE OF TUITION PAID
SEPTEMBER	100%
OCTOBER	100%
NOVEMBER	90%
DECEMBER	80%
JANUARY	70%
FEBRUARY	60%
MARCH	50%
APRIL	40%

Only when there is a serious reason (e.g. medical reason, relocation of the family) could they withdraw their schooling mid-year and parents must notify the administration at least a month prior to departure. In this case they will not be

charged for the full year tuition. The charging will occur based on the month of the departure:

MID-YEAR WITHDRAWAL PERIOD	PERCENTAGE OF TUITION PAID
SEPTEMBER	40%
OCTOBER	50%
NOVEMBER	60%
DECEMBER	70%
JANUARY	80%
FEBRUARY	90%
MARCH	100%
APRIL	100%

COUNCELLING***

Our school has a full team of Special Educational Needs specialists: Mrs Varvara Rousou (SEN Coordinator), Mr Charalampos Gagaras (EY SEN Speech Therapist), Mrs Panagiota Karabetsou (Phycologist) and Mrs Katerina Tsimila (Play Therapist).

Students starting their studies at the International School of Piraeus as well as students of KG3 undergo a screening test (identification of difficulties in language, learning and cognitive level) conducted by the SEN Coordinator. If, after the results, the child needs to follow some specialized courses or/and the parents need some form of counselling, this procedure must be followed within a period of time set by the school's management. In case parents do not agree with the school's suggestions, the school has the right to inform the parent about the possible termination of the student's attendance, either during the school year or at the end of it.

In case that a student, already attending the school, has a behavior that concerns us, we will arrange a meeting with the parents to discuss. However, school leadership team may suggest a counselling intervention, if necessary, which should be followed. If the parent does not agree with the school's recommendations, the school may inform the parent of the possible termination of the student's attendance either during the school year or at the end of it.

****Details you can find in 1. Admission Policy & Procedures 2. Inclusion & SEN Policy*

SCHOOL WEEK

The school will start on Mondays and finished on Fridays every week.

DAILY SCHEDULES & TIMETABLES

For Primary the school day begins at 08.20 and concludes at 14:20 for all grades.

Early Years students begin their school day at 7:30-9:00 the latest and concludes at 13:45 or 14:45 if a parent picks up their child. If the student take the school bus they leave at 14:30.

An afternoon program for students is available till 16.50 at an extra cost as well as extracurricular activities.

Early Years students can participate in the afternoon "aftercare" program or extracurricular activities until 16:40 at an additional cost.

Please be informed that children who remain at school and are not part of the afternoon program will be unsupervised, therefore parents should make provision to have their child leave the school grounds after their school day is over, **until 14:40.**

MORNING SCHOOL DROP-OFF AND AFTERNOON PICK-UP

In the morning, for those parents, who will not use the school bus service, should not drop their children off, before 07:30 unless otherwise specified by the school.

We ask that these parents be punctual when picking their children up at the end of the school day. If their parents are late (more than 10 minutes), students should report to the office. Parents should telephone the school if they are going to be late.

Students are not allowed to go home on their own.

If somebody else picks-up a child (ren), parents must inform the Secretary and the homeroom teacher in advance in written form.

PARENTS IN THE SCHOOL BUILDING

Parents are not allowed to be on the school premises during lessons. If you have a meeting with the administration, you must head to the office. In all other cases such as, Student-led Conferences, parents must be at a specific and pre-determined activity area with the child. At the end of the presentations, parents must leave the school building immediately.

IMPORTANT DATES AT INTERNATIONAL SCHOOL OF PIRAEUS

School begins on September 11 and ends on June 15th for KG2, KG3 and Primary.

School begins on September 7 and ends on July 31st for Nursery and KG1.

From September 1 to September 6 our Nursery and KG1 staff will participate in educational workshops and will prepare the classrooms and other school areas.

From September 1 to September 8 our KG2, KG3 and Primary staff will participate in educational workshops and will prepare the classrooms and other school areas.

During the school year, 1-2 days are dedicated for staff training in the periods October - November and January - May, as is done in all international IB schools. In those days the school will be closed as the training lasts several

hours and takes place either on the school premises or at a distance. Relevant updates will be sent one month in advance. Please note that each year, the day of the Three Holy Hierarchs (30th January) will be dedicated on this purpose.

First Term: 11 September 2024 - 10 December 2024

Friday 6 September	Welcome Party (Nursery, KG1)
Monday 9 September	Beginning of the school year (Nursery, KG1)
Wednesday 11 September	Beginning of the school year/Holy blessing (KG2, KG3, Primary)
Friday 25 October	28 th October celebration (early departure)
Monday 28 October	National Holiday (school closed)

Second Term: 11 December 2024 - 10 March 2025

Thursday 12 December	Religious Holiday (St. Spyridonos day) (school closed)
Tuesday 24 December – Friday 3 January	Christmas break (Nursery, KG1 closed)
Tuesday 24 December – Tuesday 7 January	Christmas break (KG2, KG3, Primary closed)
Monday 6 January	Religious Holiday (school closed)
Tuesday 7 January	First day after Christmas Holidays (Nursery, KG1)
Wednesday 8 January	First day after Christmas Holidays (KG2, KG3, Primary)
Thursday 30 January	Trion Ierarxon (school closed)

Third Term: 11 March 2025 - 15 June 2025

Monday 3 March	Lent Monday (school closed)
Monday 24 March	25 th March celebration (early departure)
Tuesday 25 March	National Holiday (school closed)

Monday 14 April – Friday 25 April	Easter break (KG2, KG3, Primary closed)
Thursday 17 April – Wednesday 23 April	Easter break (Nursery, KG1 closed)
Thursday 24 April	First day after Easter break (Nursery, KG1)
Monday 28 April	First day after Easter break (KG2, KG3, Primary)
Thursday 1 May	First Day of May (school closed)
Monday 9 June	Holy Spirit (school closed)
Friday 13 June	End of school year (KG2, KG3, Primary)
Thursday 31 July	End of school year (Nursery, KG1)

Please note that at the beginning of each school year all current and new parents will be required to attend a group meeting with the teachers and the PYP Coordinator about the program and the learning objectives. Your presence is required.

Please do not hesitate to contact us if you have any questions or fears regarding your child's schoolwork and progress.

YOUR PARTNERS IN LEARNING

ISP