

ADMISSION PROCEDURE & CRITERIA



ST ANDREW'S

INTERNATIONAL SCHOOL

Admission Procedure

All inquiries should be directed to the Director of Admissions, either by e-mailing admissions@st-andrews.com or by calling the school. An informal visit to the school may also be arranged.

Before a child may be considered for admission, the school must be provided with the following:

- ▶ A completed application form
- ▶ A non-refundable admissions fee of \$500.00. This fee ensures the processing of the application for admission of a new student or of a student returning after an absence from St Andrew's School of one year or longer.
- ▶ All school records for the preceding three years, where the child has attended, as well as the results of any formal assessments, such as standardized testing results and the findings of any psycho-educational assessments that may have been undertaken by the prospective student. The school operates on the basis of transparency and it is the responsibility of the parents/guardians to bring to the school's attention at this stage all pertinent information relating to the child's prior educational history.
- ▶ A birth certificate or passport verifying the child's date of birth and nationality.

All prospective students are screened for entrance into St Andrew's School. A mutually convenient date is arranged. Individual or small group screening is conducted.

In addition, the school will take into consideration the following when determining whether or not to offer a place at the school:

- ▶ The results of an interview with the child's parents/guardians
- ▶ The results of an interview with the prospective student
- ▶ The results of the school's entrance screening assessments, which are designed to indicate the student's current academic standing in a number of core areas as well as her/his academic potential

The school reserves the right, at its sole discretion, either to accept or to reject any application for admission. In those cases where an application is rejected, the school is under no obligation to show cause for the non-acceptance of the child concerned.

Children who are accepted for admission are entered into the school immediately if a place is available. An offer of admission must be taken up within 30 days by the payment of a \$2,000.00 non-refundable capital levy.

The doctor's report and student health record together with the first term's fees must be received before the child attends school. Admission is dependent on there being no undisclosed conditions that might seriously impair the child's learning.

If a place is not immediately available, the incoming student's name is placed on the waiting list for the grade level. The school will then offer places to children on the waiting list as they become available. When a place in a grade level becomes available, the school selects from the waiting list that child who, in the sole judgment of the school's administration, is the most appropriate child for the place on offer, taking into account all relevant information and the school's desire to maintain a range and balance of children at each grade level.

Primary School Screening

Students entering Preschool and PK1 are screened in a group setting with their peers, where they are observed performing age appropriate activities.

Students entering Kindergarten, Grade 1 and 2 are screened on the following:

- ▶ Phonic knowledge, sight vocabulary, standard reading test (if applicable), visual perception, visual memory
- ▶ Developmentally appropriate mathematical knowledge and skill application

Students entering Grades 2 to 5 are screened on the following:

- ▶ Developmentally appropriate mathematical knowledge and skill application
- ▶ A standardised vocabulary and comprehension assessment
- ▶ A sample of writing

Secondary School Testing

Students entering Grade 6 to 11 are screened on the following:

- ▶ A standardised mathematics assessment
- ▶ A standardised vocabulary and comprehension assessment
- ▶ A sample of writing

It should be noted that the school does not usually accept students into Grade 10.

PRIMARY SCHOOL PROFILE



ST ANDREW'S

INTERNATIONAL SCHOOL

Profile

St Andrew's International School is an independent, coeducational and nondenominational day school with an enrolment of about 600 students from Preschool (ages 2 ½) through Grade 12. The campus, comprising over 35 acres on the outskirts of Nassau, the capital of The Bahamas, offers excellent facilities and a wide range of extracurricular activities and summer programmes. The culturally diverse student body reflects the mixed ethnic backgrounds of the 350,000 people who live on the island of New Providence.

Academic excellence has been one of the foremost goals of the school since its inception in 1948. This objective is reflected in its low student - faculty ratio. In the Primary School, students receive a comprehensive education that focuses on academics but also supports the physical, social and emotional well being of the child, enabling them to realise their full potential within the scope of available resources and facilities.

Faculty

All faculty members are fully-trained primary school teachers. Most faculty members have previous teaching experience outside of The Bahamas or in international schools. The primary school is divided into two sections, the Infants (Preschool through Grade 1) and Juniors (Grade 2 to 5). Each section has a Director of Teaching and Learning and there is a curriculum coordinator who works with all teachers to implement curriculum development in the Primary Years Programme.

Accreditation

St Andrew's International School is accredited by the New England Association of Schools and Colleges and by the Council of International Schools.

Admission

Children are accepted into Preschool if they are two years old by March 31st. To be accepted for PK1 they must be three years old by August 31st in the year of entry. All students are screened before admission and the school will admit only those for whom there is a genuine prospect of benefitting from the programme offered.

Special Teachers

Performing Arts, Physical Education, Visual Arts and Spanish are taught by fully-qualified specialist teachers from

Preschool through Grade 5. There are three support teachers, who work closely with classroom teachers to ensure that all students receive the support necessary to achieve their true potential.

Our learning support program includes both in class inclusion support and small group direct instruction pull out support.

Library & Information Technology

A modern library is equipped with a wide selection of fiction and nonfiction books, computers and online library. Primary school students visit the library to borrow books, conduct research, and participate in story time each week. The primary school uses laptops + iPads to support our digital literacy program. Classrooms are equipped with projectors and/or smartboards. Digital literacy is incorporated into lessons throughout the week and is supported by additional specialists.

We have two School within a School resource rooms that help to meet the needs of our students with learning differences.

Reports

Two reports are written for parents each year (in January and June) and there are several parent-teacher-student consultations, informative meetings and conference days.

First Aid

There is a full-time qualified nurse and a Wellness Centre to meet the health needs of students and faculty.

Civic Involvement

Students are encouraged to take part in a variety of community projects and field trips. There are interschool competitions in sports, art, and performing arts. In addition, House projects, Action projects (with unit connections) and CAS are also undertaken regularly.

Testing

Students are tested regularly throughout the year. Tests are based on the following procedures:

- Nelson Graded Word Reading Test
- Gates-MacGinitie Reading Test

Teachers use a variety of formative + summative assessments throughout the year to measure student progress. Additionally, internationally benchmarked assessments are completed at the beginning and end of the year. Please see our assessment policy for more information.

Curriculum

St Andrew's Primary School is authorised to offer the Primary Years Programme (PYP) of the International Baccalaureate. The PYP is designed for students between the ages of 3 and 11 years. The curriculum framework provides for the total growth and development of the whole child. The programme combines the best research and practise from a range of international schools and national education systems.

At the heart of the philosophy of the PYP is a commitment to structured inquiry as an ideal vehicle for learning. Students explore subject disciplines through six organising themes, which provide the framework for the exploration of knowledge. These themes are: who we are; where we are in place and time; how we express ourselves; how the world works; how we organise ourselves; and sharing the planet. In the process of exploring knowledge, the students also develop an understanding of important concepts, acquire essential skills, develop positive attitudes and learn to act responsibly.

The philosophy of the PYP, as it directly affects the child, is expressed in a series of desired attributes and traits that characterise students with an international perspective. The following student profile is central to the PYP.

Students should be:

- Inquirers
- Principled
- Thinkers
- Caring
- Communicators
- Open-minded
- Risk-takers
- Balanced
- Knowledgeable
- Reflective

Within each year group, the students work through four to six units under the organising themes outlined above. These units of inquiry are structured around the conceptual understanding and key areas of inquiry suggested by both the teacher and the students. The delivery of these units focuses upon facilitating inquiry in the classroom and beyond. The units involve standards based mathematics and language as well as two or more of the following disciplines: visual and performing arts, science, social studies, personal and social education; and physical education. The standards focus on core concepts and are research and evidence based. Students work towards applying acquired knowledge through higher-level thinking skills. Our language curriculum aims to prepare students for life outside the classroom through critical thinking skills and the ability to access and understand complex text.

Language – English and Spanish

A variety of resources and teaching methods is used to enable students to understand, use and explore all the areas of communication: oral, written (reading and writing) and visual. The curriculum places an emphasis on the acquisition and then application of the “basics” within a real world context.

As students progress through the primary school they move from learning to read to reading to learn. Students use the skills acquired to research, synthesize, and present a formal written research project during their exhibition in Grade 5.

Students are introduced to Spanish in Preschool, for two 30-minute lessons per 6 day cycle. This time extends to two hour long classes and one thirty minute conversational class per 6 day cycle by the time the students are in Grade 5. The programme is mainly oral, involving stories, songs, information about Spanish-speaking countries and games. The written aspect is developed within the later primary years.

Mathematics

A range of mathematical materials, manipulatives and texts is used to facilitate the delivery of our mathematics curriculum. The aim of the curriculum is to develop students who are fluent in the language of mathematics and are able to apply the mathematical knowledge and skills to a continually evolving technological world. Students are taught using a variety of teaching styles and differentiated strategies, with a focus on the workshop approach to challenge and extend each individual child.

Science

Our inquiry-based approach focuses equally on the process of learning and the development of scientific skills. The content of the science curriculum has been divided into four major areas: living things, earth and space, materials and matter, and forces and energy. Science concepts are fully integrated and thought our programme of inquiry. We believe that, owing to the investigative and practical nature of the content, teachers should use a variety of resources to facilitate this programme. Students regularly visit the science labs and work with secondary science teachers.

Social Studies

Social Studies includes the concepts, skills and knowledge of what are traditionally known as history, geography and the social sciences. Through our curriculum, students experience what it is like to think and act like an historian, a geographer and a social scientist.

In the PYP, Social Studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. The Social Studies component of the curriculum is characterized by concepts and skills rather than content.

The five Social Studies strands are human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment.

Visual and Performing Arts

Students are encouraged to develop an appreciation, a creative interest and enjoyment in art, music, dance and drama. The curriculum also develops a social, cultural and historical awareness of the visual and performing arts.

There is an Infant School production in December, and a Junior School production in the spring. Many students compete in the National Arts Festival as well.



Personal and Social Education

Within personal education, students inquire into issues of self-concept, health, safety and how they organise themselves for learning. In social education, students inquire into ways to interact effectively with others, cultural values and environmental issues and concerns. These elements permeate the school and are presented through units of inquiry, subject disciplines, assemblies, and daily classroom routines.



Physical Education

Physical Education is centrally focused on the body. We educate our students through movement, coordination, balance and teamwork. Our students from Preschool through Grade 5 experience a variety of sports including swimming, basketball, t-ball, and track events. Students compete in both local and national events.



Extracurricular Activities

Activities and clubs are offered during lunchtime recess and afterschool throughout the school year. Students can choose to participate in activities involving crafts, sports, academics or performance. Some of the clubs and activities also incorporate Community Action Service.



School Rules

A comprehensive parent/student handbook outlines the code of conduct and uniform requirements for all primary students.



Summer School

A paid summer school programme is offered each year for all age groups. Students may enroll in mixed activity groups, speciality courses, or supplementary courses in maths and reading. Daily swimming and/or sports activities are included.

PRIMARY UNIFORM REGULATIONS



ST ANDREW'S INTERNATIONAL SCHOOL

Primary Uniform

PLEASE MAKE SURE THAT EVERYTHING IS LABELLED WITH STUDENT'S NAME!

Students' appearance makes an impression on others. When students are properly groomed and attired, they contribute to an atmosphere which shows respect for personal standards and consideration for the school environment. The school determines what is and what is not appropriate dress and appearance.

Pre-school and PK1

- Students wear the white PE shirt and navy blue PE shorts, both with the imprinted school logo.
- House Shirts are worn on Day 2 and for House Events.
- White socks (not ankle socks).
- Appropriate, predominantly white or grey sports/athletic shoes – (No hi-tops. White laces only. No heelies, lights, studs, gems, graphics).

Girls PK2 - Grade 5

- Blue and white striped St Andrew's dress, with the school crest sewn centrally on the dress 5cm or 2 inches below the neckline. The hem must fall no shorter than 1 inch above the knee.
- Plain navy socks that come above the shoe (not ankle socks).
- Plain black low heeled shoes (not sports shoes, hi-tops or heels).
- Girls are encouraged to wear blue, white or black 'bike shorts' under their dresses.

► Cold weather options

Dress Option

- A white, turtle neck, long-sleeved knit top or plain white, long-sleeved blouse under the dress, navy or white tights.
- Hurricanes jacket

Pants Option

- Navy blue trousers (not denim or corduroy; not faded; not tight fitting or overly baggy).
- A plain, navy blue cardigan or V-neck sweater or the school's V-neck sweater.
- A white, turtle neck, long-sleeved knit top or plain white, long-sleeved blouse or buttoned front blouse.

Boys PK2 - Grade 5

- A plain white, short sleeved shirt with monogrammed pocket.
- A plain white T-shirt or vest underneath the monogrammed shirt (optional).
- Plain unpatterned navy blue knee length short trousers (not denim, cargo or corduroy; not faded or baggy).
- Plain black belt.
- Navy blue socks (not ankle socks).
- Plain black shoes (not sports shoes).

▶ Cold weather options

- Plain unpatterned navy blue long trousers (not denim, cargo or corduroy; not faded; not overly baggy; not tight fitting).
- A plain, navy blue cardigan or V-neck sweater.
- A white, turtle neck, long-sleeved knit top or plain white, long-sleeved buttoned front shirt.
- Hurricanes jacket

PE and sports uniform for boys and girls

- A navy blue hat or the school cap (available at the school shop).
 - White PE Shirt or House Shirt for Day 2 and House Events.
 - St Andrew's navy PE shorts, with crest.
 - White athletic socks.
 - Appropriate predominantly white or grey athletic shoes - (no hi-tops, white laces only, no heels, lights, studs, gems or graphics).
 - A solid navy swimsuit, towel, rash guard, and navy swim cap for swimming.
 - St Andrew's sweatshirt, jacket, and/or sweatpants (optional for cold weather).
- NB: Jewellery is not to be worn on PE days.**

Jewellery

The wearing of jewellery is not encouraged and worn at the owner's risk. No ornate or heavy jewellery may be worn. The following is acceptable:

- Jewellery is not encouraged and worn at the owner's risk. No ornate or heavy jewelry may be worn. No jewellery should be worn on PE days either.
ELC students may wear one pair of simple gold or silver stud earrings.
Kindergarten through Grade 5 students may wear a wristwatch, one pair of simple gold/silver stud or sleeper earrings, and a simple gold or silver neck chain.

NB: Jewellery is not to be worn on PE days.

Hair styles

Girls

- Girls' hair must be neatly groomed and free of any ornamentation except for a plain navy blue, black or white band or clip.
- Beaded hair styles are not allowed.
- Permanent highlights or hair colour are not allowed.
- Braids or extensions must match the natural colour of the hair.

Boys

- Boys' hair must be neatly groomed and not extend below the collar, except for documented religious reasons.
- Trendy, styles, cuts and designs are not allowed.
- Permanent highlights or hair colour are not allowed.

PRIMARY SCHOOL SUPPLIES



ST ANDREW'S

INTERNATIONAL SCHOOL

Infant School

Most pencils, notebooks, art and craft supplies and other classroom materials are provided by the School for children in the Infant and School within a School classes.

ELC students are asked to supply the following:

- 2 boxes of tissues
- Lysol wipes
- baby wipes
- A change of clothes in a labelled ziploc bag

School within a School students are asked to supply the following:

- 2 boxes of tissues
- Facial wipes
- Baby wipes
- 1 extra PE kit in a labelled ziploc bag
- 2 containers of Lysol or Clorox wipes
- 3 erasers
- 1 large homework bag (school shop)
- 3 large glue sticks

Kindergarten and Grade 1 students are asked to supply the following:

- 1 large homework bag (school shop)
- 1 box of 50 sheet protectors
- 1 box of tissues
- 5 erasers
- 8 large glue sticks
- 3-ring binder (1 1/2 inches) black, white or navy with a clear front pocket
- Hand Sanitizer

Junior School

The following supplies will be needed throughout the year by all students in **Grades 2 to 5**:

- Large zipper homework bag, except Grade 5 (school shop)
- 1 Pencil case
- #2 Pencils (24)

- Erasers (6)
- Colored pencils (1 set of 8 or more)
- 2 covered pencil sharpeners – metal, not electric
- 30cm/12in non-bendable transparent ruler
- 8 large glue sticks
- 1 white school glue
- Markers (1 set of 8 or more)
- 2 Highlighters
- 1 permanent marker
- 2 dry erase markers
- 3 composition notebooks - wide ruled
- 1 pack wide ruled loose leaf paper
- 1 pack of construction paper
- 1 pair of scissors
- 1 pack of 2x2 inch sticky post it notes
- 1 black/white (or navy) 3 ring binder, 2-inch spine with a clear front pocket (For Portfolio)
- 100 clear sheet protectors
- 1 age appropriate dictionary/thesaurus (not required for Grade 2)
- 1 box of Kleenex or other brand tissue
- Hand Sanitizer (for personal use, refilled throughout the year)

► IN ADDITION:

For Grade 2

- Regular sized crayons (1 pack of 16)

For Grade 3

- 1 small flower pot (4 inch diameter)
- 1 pack of flowering seeds
- 2" 3-Ring Binder

For Grade 5

- 1 Laptop Computer

Laptop Minimum Specifications:

Operating Systems Microsoft Windows 7
 Mac OS X 10.5
 Chrome OS

Memory/Ram 2GB

Hard Drive Size 16 GB

Display and Video Screen Size: 11"
 Built in Webcam

For Grades 4 and 5

- 1 box Black/Blue handwriting pens (rollerball or ballpoint)
- Basic calculator with % function (not scientific)
- Geometry set
- Mini stapler and staples
- For Art: Sketchbook, 9" x 12", preferably not spiral bound (*Students will use the same book throughout 4th and 5th Grade...so if they have one from 4th grade this year, they do not need to buy another*)

Ports USB 2.0
 VGA or HDMI
 Audio: Headphone/MIC combo

Wireless WLAN: 802.11ac
 Bluetooth: Bluetooth 4.0

Power Battery Life: Up to 7 Hours

Keyboard & Trackpad Full size keyboard
 Trackpad

Please ensure that everything is labelled with your student's name, including uniform pieces.



SECONDARY SCHOOL PROFILE



ST ANDREW'S

INTERNATIONAL SCHOOL

Profile

St Andrew's International School is an independent, co-educational and non-denominational day school with an enrollment of approximately 600 students from preschool to grade 12. The school is located on a 35 acre campus on the outskirts of Nassau, the capital of The Bahamas with a population of over 350,000 and offers an inclusive educational programme with excellent facilities, a wide range of extracurricular and summer programmes.

The school motto "Ethics and Excellence" supports a rigorous academic programme that has been a focus of the school since its inception in 1948. The school pledges to strive for educational excellence with a focus on learning. A low student teacher ratio and a curriculum designed to meet the needs of all learners, including the requirements for university admissions, nationally and internationally. The majority of graduates pursue post secondary study in the United States, Canada and the UK.

Students

St Andrew's International School has a diverse mixture of different cultures and nationalities, comprising 35% international and 65% Bahamian students. Our school is inclusive of all learners and supported by an excellent whole school learning needs team and the Pathways classroom.

To support academic achievement St Andrew's recognizes the need for individualized support and all students in grade 6 to 12 benefit from a One to One Tutoring programme. One to One supports each student in reaching their potential in academics, CAS and wellbeing (social and emotional needs of the student).

Faculty

Our faculty are fully qualified educators and many hold advanced degrees. Many have previous international school experience and bring a wide range of professional expertise to the school. All faculty are contributors to our CAS and extracurricular programmes and are committed to meeting the learning needs of all students.

Accreditation

St Andrew's International School is accredited by the New England Association of Schools and Colleges (NEASC), Council of International School (CIS) and the International Baccalaureate Organization for the Primary Years Programme (PYP) and the International Baccalaureate Diploma Programme.

Curriculum

All students in grade 6 to 12 follow a rigorous course of study leading to graduation. The Middle Years Diploma (MYD) grades 6 to 10 follow a wide variety of academic courses which lead to the IGCSE (International General Certificate of Secondary Education) examinations at the end of grade 10. In grade 11 and 12 students follow academic courses for the International Baccalaureate Diploma (IB) or the Alternative Pathway programme.

Middle Years Diploma

The MYD programme at St Andrew's International School is based on the unique needs and characteristics of the young adolescent learner. The curriculum is rigorous through to the end of grade 10 when students sit the IGCSE examinations. The curriculum also supports Approaches to Learning (AtL) skill development across the curriculum continuum: thinking, self regulation, social, communication and research.

The International Baccalaureate

The International Baccalaureate Diploma Programme, recognized globally as "The Gold Standard of University Prep Programmes" was introduced at St Andrew's in 2003.

The first St Andrew's IB class graduated in 2005 with an "International Baccalaureate Seal" and the programme continues to grow and experience greater success every year.

Grading and Reporting

The Secondary School has two semesters and reports are issued twice during the academic year, in January and June. Parents and students have access to real time grades, teacher comments and other important information through Schoology.

College Placement

Over the last five years St Andrew's students have been accepted at and/or are attending the following universities and colleges:

Acadia University
Amherst College
Auburn University
Beloit College
Boston University
Brown University
Dalhousie University
Dartmouth College
Emory University
Elon University
Florida Institute of Technology
Florida International University
Florida State University
Georgetown University
Gordon College
Hartwick College
Harvard University
Haverford College
King's College
Lehigh University

Lynn University
McGill University
Messiah College
Mount Allison University
Penn State University
Princeton University
Queen's University
Rollins College
Ryerson University
St John's University
St Thomas University
Savannah College of Art & Design
Tufts University
Tulane University
Towson University
University of British Columbia
University of Central Florida
University of Chicago
University of Florida
University of Georgia

University of Guelph
University of Illinois
University of Kent
University of Miami
University of New Brunswick
University of Pennsylvania
University of Richmond
University of Sussex
University of The Bahamas
U of Southern California
University of Tampa
University of Toronto
University of the West Indies
University of Western Ontario
Villanova University
Washington University
Wake Forest
Wingate University
Yale University
York University

SECONDARY SCHOOL UNIFORM AND APPEARANCE REGULATIONS



ST ANDREW'S

INTERNATIONAL SCHOOL

The St Andrew's Community is conscious of and sensitive to the diversity of nationalities, religions and political ideologies represented in the student body. Dress and ornamentation have symbolic meaning in many cultures. Our students' appearance makes an impression on others. When students are properly groomed and attired, they contribute to an atmosphere which shows respect for personal standards and consideration for the school environment. We want all parents and visitors, as well as fellow students, to sense this concern for school pride as it is demonstrated by the neatness and good taste of our appearance.

Precise dress and grooming standards are not a part of policy due to the subjective nature of this issue. Interpretation of what constitutes proper appearance is reserved for the Head of Secondary or Principal. Nevertheless the following guidelines are presented.

Secondary School Uniform (Grades 6-11)

All students are strongly advised to wear a simple navy blue school hat whenever they are outside in the sun for an extended period of time between Easter and St Andrew's Day. The hat may also be worn outside at any other time. Students are also strongly encouraged to wear sun cream and sunglasses when exposed to the sun.

Girls

- Plain white, short-sleeved blouse with monogrammed pocket (Grade 11: blue)
- Simple navy blue, A-line skirt of knee length
- White socks to over the ankle
- Black, low-heeled enclosed shoes

► Cold Weather Option

- Navy blue or white tights
- Navy blue trousers (not denim, corduroy or faded – no tight fitting or overly baggy)
- The school sweatshirt or the school's navy blue V-necked sweater with crest or a plain navy blue V-necked sweater or cardigan
- Hurricanes jacket

Boys

- A plain white, short-sleeved shirt with monogrammed pocket (Grade 11: blue)
- A plain white T-shirt or vest underneath the monogrammed shirt (Optional)
- Plain, un-pattered navy blue trousers (no denim, corduroy or faded)
- Plain black belt
- Plain navy blue socks
- Plain black shoes – not sports' shoes
- A school tie (from St Andrew's Day until the Easter vacation)

► Cold Weather Option

- The school sweatshirt or the school's navy blue V-necked sweater with crest or a plain navy blue V-necked sweater or cardigan
- Hurricanes jacket

Sports

- A white shirt with the St Andrew's logo (House shirt for house matches) obtainable from the school shop
- St Andrew's navy blue PE shorts with logo – obtainable from the school shop
- White socks
- Appropriate sports/athletic shoes (No hi-tops)
- A towel – should also be brought to all sports lessons

Swimwear

- A navy blue swimsuit

Inter-School Sports

The approved St Andrew's team uniform must be worn during all inter-school events.

Hair & Jewellery

Hair must always be neatly groomed and free of any ornamentation except for a plain navy blue and/or white band or clip. Beaded hairstyles are not allowed and boys' hair may not extend below the top of the shirt collar, except when this is for documented religious or cultural reasons.

Any child may wear a wristwatch. Any student may also wear a maximum of a pair of simple stud or sleeper earrings. No ornate or heavy jewellery may be worn, although any child may wear a single simple bracelet, a simple ring or a simple gold or silver neck chain. All jewellery is worn to school at the child's own risk. The school takes no responsibility for the loss of any item of jewellery.

- Shirts and blouses must be tucked in at all times when on campus
- Girls may wear only non-coloured nail polish
- Girls' skirts and dresses must be of an appropriate and modest length
- Overly baggy trousers worn low on the hips or trousers that are washed out in colour are not allowed
- Braided belts and long belts hanging down are also not allowed

Secondary School Uniform (Grade 12)

Grade 12 students wear a white or navy polo shirt with jeans, khaki pants or skirt. Polo shirts with the school crest can be purchased from the school shop.

SECONDARY SCHOOL SUPPLIES



ST ANDREW'S INTERNATIONAL SCHOOL

These are very basic lists to get students started for the next school year. Don't send everything to school on the first day. For example, you need to buy a packet of pencils, but only bring 2 or 3 to school and keep the rest at home.

Grade 6-8

- 1 Packet HB lead pencils
- 1 Spiral Notebook for Mathematics Strategy notes
- 6 Blue or black ball point pens
- 3 Red pens
- 1 Package highlighters (variety of colors)
- 2 Black fine liners
- 1 Packet of pencil crayons, 24's
- 1 Packet of felt tips
- 1 Ruler marked in centimeters and inches (30cm/12ins)
- 1 Geometry set
- 2 Good quality erasers
- 1 Pencil sharpener
- 2 Glue sticks

- 1 Pair scissors
- 1 Calculator (scientific) TI 30XB or TI 30XS
- 1 Pencil case/box/space maker
- 1 Good quality backpack
- 1 Small 3 ring binder with 6 different colour pocket folders to be stored in the binder for loose papers
- 1 Sturdy file folder for loose papers – to be kept in backpack at all times
- 1 Pocket Spanish or French dictionary (depending on the language taken)
- 1 Pocket English dictionary and thesaurus
- 1 Pack of index cards, 4 X 6 and 5 x 8 for MFL

Music – Students will be required to purchase an instrument mouthpiece and band book in Trimester 1. Cost to be determined after grade 6 students have made their instrument choice.

Minimum laptop requirements for all students:

Operating Systems Microsoft Windows 7
Mac OS X 10.5
Chrome OS

Memory/Ram 2GB

Hard Drive Size 16 GB

Display and Video Screen Size: 11"
Built in Webcam

Ports USB 2.0
VGA or HDMI
Audio: Headphone/MIC combo

Wireless WLAN: 802.11ac
Bluetooth: Bluetooth 4.0

Power Battery Life: Up to 7 Hours

Keyboard & Trackpad Full size keyboard
Trackpad

Grade 9-10

Art

- 1 Set of Coloured pencils
- 1 Set of sketching pencils
- At least 2 rulers
- 3 – 5 erasers

English Language/Literature

- 1 Pack file paper
- 2 Dozen black or blue pens (to last for the year)
Summer reading material (information is on Edline)
- 1 Dictionary

Food & Nutrition

- 1 Bib apron
- 1 Head cover for cooking e.g. bandana
- 1 Cookbook – preferably with pictures and one that contains all types of recipes
- 2 Packs of pens (2 dozen)
- 1 Box of 24 pencils
- 1 Ruler
- 1 Set of markers
- 1 Pair of scissors

Music

- Instrument (if you have your own)
- Writing utensils (1 pack blue or black pens and 1 box of 24 pencils)
- Theory workbook (this will be provided)

Sciences (Physics, Biology, Chemistry)

- 1 Geometry set
- 1 Scientific calculator
- 12 inch ruler
- 3 Ring hard binder for notes (one for each subject)
- 1 Duo tang file for practical work (one for each subject)

Math

- 1 Calculator (scientific)
- 2" binder for notes
- 1 Box of 24 pencils
- 2 Packs of blue or black pens (2 dozen)
- 1 Geometry set
- 1 Ruler

Individuals and Society

- 2" binder for notes and hand-outs
- 1 Pack of blue or black pens
- 1 Box of pencils
- 1 Ruler
- 1 Calculator
- 1 Pack of file paper
- 1 Set of Highlighters

MFL (Spanish and French)

- 2" binder for notes and hand-outs
- 1 Pack of 2x3 cue cards
- 1 French/Spanish or Spanish/English dictionary (not pocket size)

Grade 11 & 12

- 1 Packet HB lead pencils
- 6 Blue or black ball point pens
- 3 Red pens
- 1 Pack highlighters (variety of colors)
- 2 Black fine liners
- 1 Packet pencil crayons, 24's
- 1 Ruler marked in centimeters and inches (30cm/12ins)
- 1 Good quality erasers
- 2 Pencil sharpeners
- 1 Glue stick
- 2 Pairs of scissors
- 1 Graphing Calculator Texas TI-84

- 1 Pencil case/box/space maker
- 1 Good quality backpack
- 2 Small 3 ring binders with 6 different coloured pocket folders to be stored in the binder and loose leaf paper
- 1 Sturdy file folder for loose paper – to be kept in backpack at all times
- 1 Pocket Spanish or French dictionary (depending on the language taken)
- 1 USB drive (flash drive)
- 1 Pocket dictionary and thesaurus
- 1 Pack of index cards, 4 x 6 5 x 8 for MFL

Organization is one of the biggest challenges for middle school students.

Keeping supplies in good working order and bringing them to class is the responsibility of each student.

SCHOOL STRUCTURE



ST ANDREW'S INTERNATIONAL SCHOOL

Board of Directors

St Andrew's School was formed in 1948. A Board of Directors is elected at the annual general meeting. The directors are responsible for the governance of the school. There is also a St Andrew's School Foundation, which serves as a support engine for the school.

Administration

The school is administered by a Principal, who reports directly to the Board of Directors at regular meetings. The Principal is supported in the overall administration of the school by heads of the Secondary and the Primary Schools, as well as Adcon (Administrative Council).

Accreditation

St Andrew's International School earned its initial international accreditation in 1994, from both The New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS) – then known as the European Council of International Schools (ECIS). In so doing, St Andrew's became the first school in The Bahamas to be internationally accredited. Reaccreditation was granted for a further 10 years in 2014. Both NEASC and CIS are highly respected accrediting associations.

Parent Teacher Association

The Parent-Teacher Association has a committee, which is elected annually and is responsible for organising meetings and events of general educational interests, fund raising and enhancing communication between parents and the school. It is also responsible for supporting school functions and organising school photographs.

Internal Organisation

The Secondary School consists of the Middle Years Diploma (MYD) Grades 6-10 and the IB Diploma Programme (IB) Grades 11-12. Both MYD and IB are coordinated by a Director of Teaching and Learning who is responsible for supervising the academic progress and general pastoral direction of students. The Head of Faculties is responsible for recommending and implementing curriculum and organizational development, together with the MYB coordinator and IB coordinator. The Guidance Counselor is available for personal and academic counseling to all students in the Secondary School. The guidance counselor also assists with college placement and scholarship applications, as well

as administering PSAT, SAT and ACT examinations. The Primary School is divided into an Infant School (Preschool - Grade 1) and a Junior School (Grade 2-5). Curriculum coordinators oversee development and implementation of the curriculum. There are four learning support teachers who provide different levels of support across the whole school.

Curriculum

The curriculum in the primary school is based on the Primary Years Programme of the International Baccalaureate Organization, which the school is authorised to teach, as an IB World School. This is an inquiry based, concept driven curriculum, which seeks to balance the search for meaning and understanding with the acquisition of basic skills and knowledge. It seeks to develop certain traits and attitudes in the students, which will enable them to become contributing citizens of both their own countries and the global community.

The curriculum in the Secondary School Middle Years Diploma program is similarly inquiry driven and conceptual in nature. In February 2003, the school was authorized to teach the International Baccalaureate Diploma. After completing their BGCSE/IGCSE examinations in Grades 9 and 10, students are able to study the IB Diploma in Grade 11 -12.

Class Size

In order to reinforce the school philosophy that all children should be educated as individuals, the school does everything possible to ensure a student : teacher ratio, which is in the best interests of all concerned, taking into account both educational and financial considerations.

Parents are asked to appreciate the complexities underlying target figures: the needs of a changing student population, the exigencies of a total school programme and the uncertainties inherent in the operation of private, independent, internationally-oriented school.

The House System

The current house system has developed from early days of St Andrew's School when students were divided into groups or teams. The houses were named after native Caribbean tribes and the structure plays an important role in school life. The system broadly encourages participation in a wide range of activities and provides an excellent vehicle for integrating pastoral care and staff: student interaction. There is always a strong spirit shown through house activities and this has proven over the years to encourage an involved and active student body at all levels. The competitions and general ethos are constantly monitored and adjusted.

There are four houses: Arawak (green), Carib (blue), Lucayan (red) and Taino (yellow). New students are placed in houses in a way, which keeps the totals in each group balanced. Each student remains in the same house throughout his or her school career. Each house has a housemaster/mistress who organises and supports the house competitions. New students who have a clear family connection with a particular house are placed in that house. The house system is closely linked with the school's CAS program.

I.B. Authorisation

In July 2003, St Andrew's International School became the first school in the country to be authorised to offer any of the programmes of the International Baccalaureate Organisation. It currently holds authorisation to teach both the Primary Years Programme (PYP) and the IB Diploma Programme (DP).

St Andrew's School was also the first PS - Grade 12 School in The Bahamas to be awarded the prestigious green flag for being an Eco School.

THE PHILOSOPHY OF ST ANDREW'S INTERNATIONAL SCHOOL



ST ANDREW'S INTERNATIONAL SCHOOL

Our Educational Mission

- To encourage our students to develop self-worth and responsibility through a process of life long learning
- To develop a sense of community, an appreciation for diversity and love of learning
- To provide a curriculum that is balanced and challenging, that develops students to their fullest potential and that serves the whole student through ethnics and excellence

Our Philosophy

We believe that St Andrew's International School is a community of national and international learners, which is committed to the success of each individual child, according to that child's age, aptitudes and abilities.

We further believe that all children should be offered the opportunity at our school to learn in an atmosphere of trust, security and high educational standards, which will enable them to be well educated in all disciplines offered by the school, whether curricular or extra-curricular.

Our Aims

- **Relating to governance, administration and strategic management**
To have a balanced relationship between the school's governing body and the school's administration, which leads to strong, well-rounded educational programmes being offered on a carefully planned basis within the context of a balanced budget.
- **Relating to school programmes**
To offer educational programmes, which are based on the solid research and best practice, are taught by well-qualified, caring teachers and enable the school to maintain its internationally accredited status.
- **Relating to educational process**
To foster in all the school's students a love of learning; to ensure that students have understanding and knowledge of all areas of the curriculum; to assist students in developing lively, inquiring minds; and to develop the mental and physical skills needed to fulfill their role as effective learners.
- **Relating to personal development**
To encourage students to live energetic, wholesome, productive lives and to provide them with pastoral care to aid in the development of positive attitudes and personal maturity.

- **Relating to values**

To foster in all students a strong sense of personal responsibility and sensitivity to those less fortunate; to encourage respect for religious and moral values; and to foster tolerance of all races, religions, opinions and ways of life, whilst maintaining an awareness of their own cultural heritages.

- **Relating to life**

To help all students understand the world in which they live and the ever increasing importance of the interdependence of individuals, groups and nations in preparing for adult life and employment in an ever-changing world.

- **Relating to the environment**

To encourage community members to interact positively and sensitively with the environment.

- **Relating to equal opportunities**

To promote equal opportunities in all aspects of the school's operations.

Statement on Unity and Diversity

St Andrew's International School views diversity as a positive aspect of our lives and an essential aspect of education.

The school community recognizes and respects the fact that diversity exists – in the language we speak, in the colours of our skins, in our genders and ages, in the traditions we observe, in the structures of our families, in our financial and educational resources and in the special needs we may have. It also believes that the things that unite us as human beings are greater than the things that divide us and, therefore, seeks to foster unity in diversity.

We believe that our separate heritages, beliefs and choices of expression help to define us as individuals, and that our commitment to learning about one another and the larger world unites us as a community. Differences of all kinds are acknowledged and explored with enthusiasm and respect, recognizing the commonalities of our humanity.

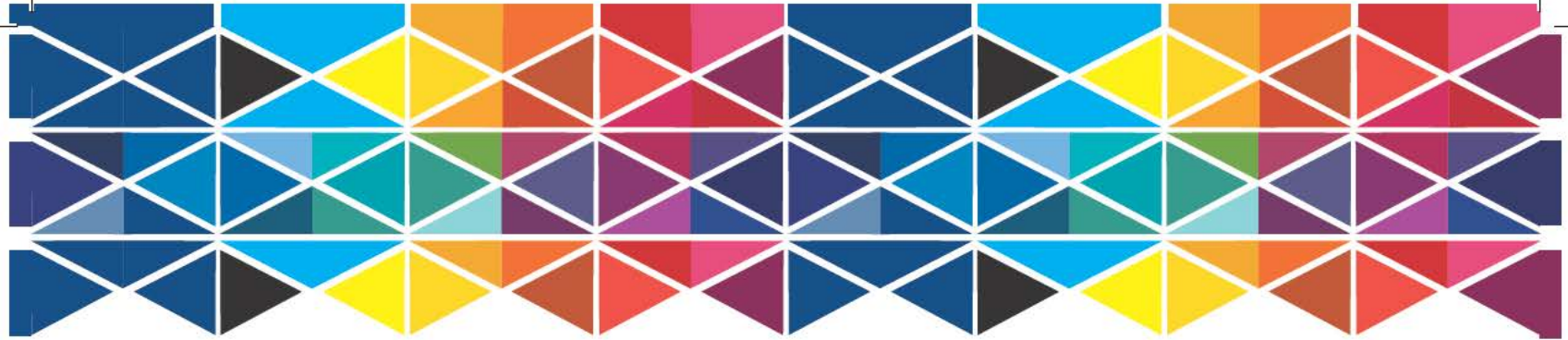
We accept an ongoing responsibility to act as part of a wider community. In our recruitment practices for both families and faculty we strive to reflect the diversity inherent in our society and in the world at large.

Our curriculum introduces topics of race, ethnicity, family structure, gender, religion, physical attributes, sexual orientation and economic differences in ways that are developmentally appropriate. In our assemblies, special events, guest lectures and extra-curricular activities we work to further our commitment to unity in diversity.

We believe that the family is the primary source of traditions, celebrations and values for children. The school's role is to affirm that each individual has a distinct identity and to help children appreciate their own identities and those of others.

An education at St Andrew's International School enables children to value themselves while preparing them to take part with pride and confidence in a rich and complex society. We recognize that working to provide such an experience requires dedication and an ongoing commitment of time, energy and resources.

Founded on the principle of respect, St Andrew's is a place where children can listen, question, challenge, probe and make sense of their world. Upon graduation, we hope they will carry with them a strong sense of their identity, a willingness to see common threads, which run through all our lives, and a high regard for the value and breadth of our differences.



together
we learn



ST ANDREW'S

INTERNATIONAL SCHOOL



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