

GEMS

International School

PEARL CITY, PENANG



A PARENT GUIDE

Welcome to
GEMS International School
Pearl City, Penang

ACADEMIC YEAR 2017-18

A GEMS Education School





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Section 1:

GIP Vision and Mission statement

GEMS International School of Pearl City, Penang (GIP) provides an excellent Foundation Stage to Year 11 (eventually to Year 13) curriculum programme in the English language to students from Malaysia through an enriched Cambridge Primary/English National Curriculum.

Our staff will teach and inspire excellence in both academic and 21st century skills by continually reviewing and developing a curriculum promoting student success, modelling integrity and mutual respect, while nurturing a desire for a life-long love of learning. Success will not only be measured by academic achievement, but also by the impact that each student makes on the lives of others.

Our vision is supported by placing great importance on a GEMS values-driven education expressed through our four core values. Through our values our students become confident, tolerant, resilient people of integrity, capable of both leadership and compassion. Through our own initiatives, GEMS students also develop a social conscience. They are taught the values and responsibilities needed to become active members of the community.

Our teachers and students are encouraged to work hard, to give of their best at whatever they undertake and to behave in a way that shows mutual respect for all members of the school community. GIP expects the highest professional standards and we are ambitious for continued success.

Our Vision

To be the British International School of choice for families of Penang who seek an academically balanced, demanding and rigorous education with strong core values

Our Mission

To put a quality education within the reach of every child

Our Values

We aim to be good citizens who are:

1. Respectful and inclusive, celebrating diversity
2. Aspirational and inspirational in pursuit of excellence
3. Committed to the well-being of people and of the environment
4. Open-minded, creative, resilient and reflective
5. Passionate and determined in embracing and driving positive change
6. Ethical in our actions and accountable for them

These values define who we are – the beliefs that guide our actions and behaviours. They influence the way the whole GEMS community works with each other and they are the foundation of the quality of a GEMS education.

Educational Purpose

GEMS is committed to the highest standards of academic excellence and dedicated to providing the best possible education for our students by developing the knowledge, understanding, skills and values essential for self-directed, life-long learning. We will develop in intellectually capable young people the creative minds, healthy bodies and ethical spirit needed to contribute wisdom, compassion and leadership to a global society.

Expected Learner Outcomes

In achieving our educational purpose, the teaching, curricula and learning environments in GEMS schools will produce successful learners who, by the time they graduate:

1. are able to play an active role in their learning as life-long learners
2. are literate and numerate
3. are creative and productive users of technology
4. can think deeply and logically, and obtain and evaluate evidence in a disciplined way
5. are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and discipline
6. have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being
7. exhibit the personal values and attributes of honesty, resilience, empathy and respect for others
8. can work independently and can accept responsibility for their actions as individuals; while also being able to collaborate with others and contribute to work in teams, accepting shared responsibility as a team member
9. can relate to all fellow humans openly, generously and peacefully and act with moral and ethical integrity
10. can act responsibly and contribute to the values and practices of their community

GEMS Core Values

We know academic performance is important because academic qualifications are the passport to accessing a good university but we believe a values-based education is of equal importance. GEMS' values-driven education is expressed through our four core values which are woven into every curricula offered by GEMS Schools and are at the core of our DNA. They are not symbolic- we live and breathe them. They are:

Global Citizenship, Growing by Learning, Pursuing Excellence and Leading Through Innovation.

Through our values we encourage independent learning, empowering students to take on responsibility. Students learn to celebrate diversity in a spirit of understanding and tolerance and develop a positive regard and awareness of other people.



Section 2:

Education and school highlights

Curriculum

The National Curriculum for England is commonly known as the 'British' curriculum. International schools around the world extensively use it and it is a detailed, planned and integrated scheme covering a student's whole school experience, from the age of 3 to the age of 18.

It is a skills and knowledge-based curriculum, served by many excellent textbooks and media resources, with its own assessment mechanisms. In GIP, we will seek to deliver an enriched British International Curriculum where Malaysia features as a context or case of interest wherever and whenever appropriate.

This curriculum fits into the English public examination system that is accepted by universities throughout the world. The intention is that GIP will offer IGCSE and Advanced Level (A/AS) courses in the secondary school preparing students for entry into Malaysian and international universities around the globe. The GIP curriculum is based on the structure of the National Curriculum for England, which is organised into key stages as shown below.

Structure of the National Curriculum for England

The curriculum, organised into five key stages, provides a seamless programme from Early Years to Key Stage 5. There are subjects classified as 'core' and 'other foundation' subjects. The school adopts this framework; it endorses the three core subjects of English, Mathematics and Science and incorporates foundation subjects to enrich this British curriculum.

The GIP curriculum structure is outlined in the following diagram and explained in each section below.

Little Gems	3-4 years
English NC KS1-KS2 Cambridge Primary Checkpoint	5-11 years
English NC KS3 Cambridge Secondary 1 Checkpoint	11-14 years
English NC KS4 Cambridge Secondary 2 IGCSE	14-16 years
English NC KS5 Cambridge Advanced Level	16-18 years

Enrichment Studies

All learning whether academic or applied in nature and whether formally or informally assessed, develops skills and competencies, which collectively prepare our students to be successful prosperous citizens in the 21st century. In GEMS schools, we refer to them as personal learning and thinking skills. They fall into six categories which we intend to focus on not only in the curriculum but also through our enrichment activities:

- Creative thinkers
- Independent enquirers
- Effective participators
- Team members
- Self-managers
- Reflective learners

In our school, enrichment activities or co-curriculum transcend the curriculum of the school and reflect themes that are relevant to the school community and environment.

For a full breakdown of our curriculum see our 'GIP Curriculum Handbook'



Our learning spaces and facilities

Our facilities are excellent and inspirational. The total learning experience at GIP is supported by superior facilities which include air-conditioned classrooms, art rooms, black box theatre/drama room, dance studio, design technology workshop, ICT/digital learning spaces, libraries, music rooms, science laboratories, sports halls and outdoor sporting facilities – basketball courts, futsal court, netball court, soccer pitch, swimming pool and learner pool. In addition, a counselling room, health clinic and prayer room are available. A well-connected (fully Wi-Fi enabled) environment will be provided and all classrooms are well resourced and have iLED screens/interactive whiteboards and ICT systems to help provide the visual stimulus that assists students in learning. The school has both shared and individual indoor and outdoor learning spaces that are accessible to all students.

Technology

Technology items are key resources to support enhanced teaching and learning opportunities. They do not replace interactive classroom environments, but do allow for instant access to a great variety of suitable information. All hardware and key curriculum applications are provided by the school. GIP also supports a GEMS global Bring Your Own Device (BOYD) policy for secondary students and this will be phased in over the academic year. There will be some restrictive measures on the use of mobile phone devices. Parents and students will be expected to sign a Digital Device Acceptable Use Agreement (DDAUA).

Parental engagement programme



GIP offers parents many opportunities to get involved in school life. Involvement is important to help people feel connected to the school, and it is an excellent way to build a sense of community among parents, teachers and students. Different from involvement, however, and with more direct impact on student achievement is parent's engagement in their son or daughter's learning at home. International research shows that parents who are actively and consistently engaged in their children's learning can add the equivalent of two to three years of formal education to that student over their school career. The children of engaged parents do better at school, have better social skills and behaviour, and make better life choices. To be 'engaged' means to support and encourage learning beyond the school walls – at home, anywhere, anytime. Engaged parents are strong role models of learning and send the message that they value education. They demonstrate respect for education by making time for home learning, and believing that their child can learn.

Regardless of culture, language or experience, every parent has something to offer their child, and conversation is at the heart of this positive parental engagement. As partners in the education process, parents can reinforce learning by discussing a variety of topics, asking clever questions, listening, doing activities or reading together, and perhaps most importantly, encouraging their children with praise and direction.

Parents can leave everything to school, but their children would miss out on thousands of hours of potential learning that could be going on at home. This is especially true when you take into account evenings, weekends and holidays spent outside of class, that amount to as much as 85 per cent of students' waking hours.

GIP believes very passionately in helping all our students reach their full potential. We see our parents as central to that aspiration, and seek to give them the information, tools and resources to help their children be the best they can be.

Each GEMS school is unique and develops parental engagement activities tailored to meet the needs of their community, but certain elements are expected from every school. These may include:

- recognition of parents as central to the teaching and learning process
- 2-way communication informing parents of the study programmes in advance so they can support, and opportunities to report feedback or concerns
- tools, resources and guidance to support their children's learning
- consultation or face to face contact opportunities for teachers, students and parents to discuss progress, set targets and explore how parents can support further progress
- a parent's association which will help promote the '3-a-day' approach and best home learning practices to other parents
- opportunities for parents to attend school events including sports, prize days, assemblies and cultural fairs, to interact with the staff, students and community
- expert speakers to help parents understand learning and child development
- Parent Focus Group events, workshops or meetings (coffee hours, info sessions etc.) on helping children to learn and succeed
- guidance for students to engage their parents in learning at home and in the community through 'talk, share, encourage'

Parent Support Group (PSG)

Most schools have a Parent Support Group (PSG) or Parent Teacher Association, which is an organisation of parents and staff. Its role is to encourage closer links between home and school. PSGs are best known for their fundraising work, but they have a useful social function too. Fundraising events provide an opportunity for parents, staff and students to get together. Last year, we had a tremendously successful fund raising 'Food and Fun Fair' in the third term of 2016-17. The PSG will hold an annual general meeting in September or October, at the start of the school year. At this meeting a parent committee is elected to run the PSG – usually consisting of a chair, a vice-chair, a treasurer, a secretary and ordinary committee members. These ordinary members can include at least one, and often two, parents from each class as 'class representatives'. Their job is to pass on information from the PSG to other parents in their child's class. There are many different ways parents can help with the PSG, whether you have lots of time to offer or not. Some of the roles are time-consuming, although also rewarding. If you cannot commit to a big job, look out for things you can do less frequently and you can always support PSG events by simply turning up.

After School Activities (ASA)

After School Activities are an important part of our enriched curriculum. GIP staff and outside providers will combine to deliver a range of clubs that extend, develop and enrich the student's experiences. Activities may be chosen from across the arts, sports and academics as well as further cultural and community opportunities. Those activities provided by third party providers are at a cost to parents. They will mainly take place on Mondays and Wednesdays when GIP staff have meetings and training time.

Learning community

GEMS International School of Pearl City, Penang is an education community that works together to uphold the school's high standards by:

- inviting support for the school's Mission, Vision and Values
- hiring and retaining the highest calibre staff
- providing opportunities for professional growth
- maintaining an efficient and effective organisational structure
- ensuring clear communication
- maintaining a school spirit characterised by open, positive and respectful relationships and a sense of belonging
- helping an active parent support group that encourages new families to feel welcome, arranges social events, and funds and supports school initiatives
- working with academic organisations to ensure quality education



Section 3: GIP regular school times



School timing

Morning staff supervision for primary/secondary students 7.45 a.m. – 8.00 a.m. (in designated areas)	Buses arrive on campus 7.45 a.m. – 8.00 a.m.	Primary/ Secondary school 8.00 a.m. – 3.15 p.m.	Little GEMS staff supervision 8.45 a.m. – 9 a.m.	Little GEMS 9.00 a.m. – 3 p.m.
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Time is allocated for breaks during the school day:
Primary between **8.00 a.m. – 8.45 a.m.** Registration / Breakfast and **9.55 a.m. –10.15 a.m.** break, and lunch between **11.55 a.m. –12.45 p.m.**
Secondary between break/snack at **10.45 a.m. – 11.05 a.m.** and lunch between **12.45 p.m. –1.35 p.m.**

Buses will leave at 3.30 p.m. or 4.30 p.m. (after ASAs). It is very important that if your child is not using school transport that they are picked up at 3.15 p.m. or 4.15 p.m. (when ASAs are running). Please inform the school office in advance if someone different is collecting your child or if you are going to be late. We will not release any child to an unknown adult unless they have authorisation. If we do not know the person collecting, we will have to telephone you before allowing your child to leave with this person.
**Please note that we can only allow your child to be taken home by an adult (18 years and over).*

Note the Friday session ends at 2.25 p.m. for all GIP students.

The regular school week is Monday through to Friday, with occasional weekend special events, focused upon continued enrichment learning.
ASAs will usually be held from 3.15 p.m. – 4.15 p.m. To increase the choice and expertise of ASA offerings to our community, GIP may use private vendors to provide additional activities. These vendors will charge parents a service fee.

A schedule of school events will be included in our newsletters, which are also emailed on a regular basis. We will post reminder signs throughout the school to announce events such as PSG meetings, parental engagement concerts, exhibitions or parent coffee mornings. A parent information board will be located in the main reception along with an iLED screen.

The school year normally begins in September and finishes in July and consists of three terms. The calendar for the academic year detailing the terms and school holidays can be downloaded from the school website.

Section 4: GIP school services

Transportation

For parents who will be bringing their child(ren) to school in private vehicles there will be designated points, depending on which section of the school (Little GEMS or Primary/Secondary) they should be dropped off and these will be made clear before the school opens.

In order for parents to enter through the security gates their vehicle must have a **smart card** for their vehicle and this simply enables them to fast track the gate barrier. The cards will be issued from August.

GIP offers bus services to the school covering specified routes. Information including cost is available from the Parent Engagement Executive team.

Catering Services

Our aim is to provide our students the opportunity to learn independence as well as confidence in making good and healthy decisions. We do believe that food is an integral part of the total educational programme and care is given to promote good eating choices and habits. A monthly menu with a meal plan will be provided online for parents to preview and they are designed to be healthy, appetising and culturally varied. Sodexo, our caterers, organise regular parent 'food tastings' in order that parents get an idea of the food on offer for their children at breakfast, snack and lunch times. There is also a regular meeting between the Parent Support Group representatives and Sodexo to discuss any food related issues.

Please note that Sodexo run a strict 'Halal policy' and that no food brought to the school by students for lunch or snack should be non-halal and cannot contain any nuts or nut based products, as there are children who have allergic reactions to them. The school also does not permit deliveries of food or snacks from 'takeaway food' or third party providers.

The children have access to water fountains and are able to refill their own bottles when necessary.

School Supplies

The school provides a list of required texts, exercise books and stationery for each year group in the school. Students are required to have these before the school academic year begins. They can be purchased at the Tek Distributors shop located close to the 'parent area' shop at school.

Student Identification Cards

A GEMS student ID card is the single means of identifying each student and contains information such as the student's name, photograph, year group, class, transportation and meal plan details, as well as parent contact information. The card also contains a barcode unique to each student, which can be used to access school facilities such as transport, catering and the library (where applicable).

GIP Health Clinic

A registered School Nurse will be present and available during school days in the health clinic. The nurse is responsible for providing first aid and dealing with any accidents that may occur during a school day. Students are encouraged to visit the Nurse for minor complaints e.g. headache, upset tummy, scratches and scrapes and 'mystery aches' during their own time at break and lunchtimes and not during lesson times. If your child has an injury at school or is involved in an incident during the day we will always attempt to speak with a parent in person. The decision to send a student home or to hospital will be taken by the health clinic and the Principal/Head of primary or secondary who will inform parents. The clinic also organises immunisation for children if required by the Ministry of Health.

If your child is ill, please do not send him/her to school. If your child is sick, he/she should remain away from school for 48 hours from the last bout of sickness or diarrhoea. This is very important to prevent the illness from being passed on to other students or teachers.

Please inform the school before 9 a.m. if your child is going to be absent from school. You can call the office during office hours (8.00 a.m. – 4.30 p.m.) or send an email if you need to provide information regarding your child's attendance.



Section 5:

GIP expectations

Student Care

We are committed to the total development and growth of your child, and do not see a divide between his/her intellectual progression and development as a caring member of the school community.

The school places a very high value on the partnerships developed between staff, parents and students to ensure that progress is as successful as possible. Success is based upon the premise of creating a well-ordered environment in which learning can flourish and where responsibility for one's own actions and having respect for each other is clearly understood. We strive to ensure that our students develop good morals and are self-reflective members of the school community.

We believe in the right balance of control and freedom by the use of a firm but fair reinforcement system, which emphasises good behaviour. We set high standards for student work, behaviour and attendance in an atmosphere which is warm, friendly and caring. Classroom relationships, communication systems, after school activities and the many forms of discussion between teacher and teacher, and teacher and students are as much a part of our pastoral care as the formal teacher to student contact.

On entry to school each student is placed in a class under the care of Home Room Teachers (HRT). They will be in weekly contact with parents via email to communicate class activities and events happening in school that involve their child.

There is a clear line of responsibility to ensure student progress and care are maintained. All staff will be responsible for ensuring students are appropriately dressed and behave as expected. If there is an issue regarding behaviour or progress, the Home Room Teacher (HRT) may contact you, the parent, to help deal with the problem.

In secondary, parents are encouraged to contact the subject teacher first regarding a curriculum issue or the Home Room Teacher regarding a pastoral care issue. All HRTs will monitor the progress of their group through weekly mentoring sessions built in to their timetable.

What do we expect from a student?

GIP has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our students and guide them in ways to manage their behaviour appropriately. We give students choices and make it clear that there are consequences to the choices they make. We believe that students have a voice and responsibilities, the right to be safe, treated politely and to learn without disruption. Students are responsible for caring for themselves, other people and their school:

1. Show respect for yourself, other students and adults.
2. Be prepared by wearing your uniform correctly, having your materials and having your homework completed.
3. Be courteous, polite and listen to your teacher and other students.
4. Give your best effort in each class.
5. Take pride in your school and participate in extracurricular activities.

Dress code and uniform

All students are expected to present themselves in a manner that is mature, responsible and maintains the good name of GIP both within the school campus and in the local community. Below are our expectations of students on uniform, sports kit and personal appearance:

Primary

Girls: School light chequered skirt and white polo shirt with school logo, white ankle socks and plain black shoes with a low heel and black sole.

Boys: School beige shorts and white polo shirt with school logo. Grey, black or white ankle socks and plain black shoes with a black sole.

Secondary

Girls: School grey skirt and white shirt with school logo, black or white ankle socks and plain black shoes with a low heel and black sole.

Boys: School grey trousers/bermuda shorts and white shirt with school logo. Grey, black or white ankle socks and plain black shoes with a black sole.

Note: No trainers with a visible or prominent logo.

Sports kit

GEMS school house coloured T-shirts (red, blue, yellow, green) with school logo and black shorts. GEMS baseball caps for outdoor activities.

Mainly white trainers with light, non-marking soles and white sports socks.

Personal appearance

Hair Style:

Hair for both boys and girls should be neat, tidy and of natural colour. Neither shaved nor extremes of fashion are acceptable.

Boys' hair should be of reasonable length (above the collar). Girls with long hair must keep it tied back whilst at school.

Jewellery:

In general, jewellery should not be worn at school for reasons of safety and to prevent loss. The only exception is that students may wear one pair of simple studs or sleepers in their ears.

No other jewellery should be worn. Students will be asked to remove anything in excess of the above, and the item(s) may be confiscated.

Make-up and nail varnish:

Make up and nail varnish should not be worn in school. Fingernails must be kept clean, neat and short. Body piercing and tattoos are not allowed.

Student Planners

Students from primary Year 1 upwards are issued with a professionally produced student diary at the start of the year. Secondary students receive a student planner. Home Room Teachers must check and sign these weekly. There are pages for staff and parents to communicate with each other e.g. parents can report if a child is struggling with his/her homework, or a teacher could indicate that a detention is given for not doing homework or that the child has visited the Nurse. It is therefore expected that parents will sign these books once a week.

Students who lose their diary/planner must pay to replace them.



Home learning

Homework is set in order to reinforce learning from the classroom, practise new skills, inspire new ideas, find information, develop independent study and enhance learning. It is not set for its own sake and its purpose will always be made clear to students. A homework timetable is published to identify evenings when the particular homework should be done or details of longer pieces of work. Students will also be given guidance on timings appropriate for each year group.

Students are provided with a student diary (primary) or planner (secondary) and will be guided to ensure homework is written down accurately into this book.

It is a school expectation that:

- where appropriate, homework will be given during the lesson
- when appropriate, homework is written on the board for students to copy with an appropriate amount of time given to write it down
- a homework schedule shall be provided for all primary and secondary students
- teachers check that students have written the homework in their planners or have the details pasted in their communication books

Such a record is helpful to students, to their parents and to staff in checking whether and when homework was set, what is expected and the date by which it is to be completed.

Feedback from homework tasks is important in order to help the students value their work and to provide information of the steps required for future progress.

The following is a general guide for homework. A variation in this schedule may be made at the discretion of the classroom teachers.

Year Level Suggested Time Allotment for Homework Assignments

LG	Learning extensions on occasion
Year 1	10-20 minutes – 3 days per week
Year 2	10-20 minutes – 4 days per week
Year 3	20-30 minutes – 4 days per week
Year 4	30-40 minutes – 4 days per week
Year 5	40-60 minutes – 4 days per week
Year 6	60-80 minutes – daily as assigned
KS3 (Years 7-9)	90-120 minutes – daily as assigned
KS4 (Years 10-11)	120 minutes – as assigned

Projects and portfolios may carry over weekends and extended days/weeks. This becomes the personal responsibility of the learner.

The teacher will write messages to parents, who in turn are requested to respond to the teacher. Parents should feel free to voice queries or write messages to the teacher. Comments about how a child has managed to complete his/her homework are also helpful to the teacher.

Parents are requested to check your child's homework diary/planner each day/week and sign within.



Library

The purpose of our primary and secondary libraries is to support students' learning, especially independent learning. The libraries are a platform for reading and researching in English. The librarians are responsible for all the books and will use the student's ID code to register a book with them. In order to encourage the children to experience a wider range of books they are asked to choose a book from the library on a weekly basis and for young students, to take home to share and read with parents and family. This gives them the opportunity to extend the variety of books they read and to be able to offer reviews of stories back in class or to contribute to discussion. Please encourage your child to take care of library books and to return them to school each week on the designated day. GIP will charge parents for lost or damaged books.

Physical Education (PE) arrangements

Students have PE sessions each week. On PE days students should arrive in school in uniform but have their GIP PE kit to change into. No earrings, bracelets or watches should be worn. Should students have PE outdoors they are required to bring water and sun protection, including GEMS baseball caps.

Students are expected to participate in all PE activities, including swimming – this is part of the compulsory school curriculum. Children who are not well enough to participate in PE should not be in school, but if there are exceptional circumstances that require them to be at school, please write a note in the diaries/planners or inform the Nurse. While the sick child will be present at the games, he/she will sit and read, or watch or be involved in activities in other ways e.g. refereeing, scoring etc.

Trips and Visits

Continuing a child's education outside the school environment is often one of the most productive forms of education. Hence we actively encourage trips and visits in the local community and beyond. Residential trips will be sanctioned either totally within holiday time or for a maximum of three school days. The secondary school has an 'Active Zone' usually in the third term, for students to experience residential trips, which are paid for by parents. The school will also monitor which students go on trips throughout the year to prevent examination students losing too much time.

The trips will be placed on the school calendar and parents will be contacted in advance to inform them of any additional cost. Payments for trips are to be made at the business and administration office.

House System

The house system encourages healthy competition in a variety of activities. Each house is led by a house captain. All staff and students are allocated to one of the four houses. Siblings will be assigned to the same house. The houses are named: Tigers (Yellow), Lionfish (Red), Turtles (Green) and Hammerhead Sharks (Blue). House colour T-shirts will be available as part of the uniform. Our house points reward system supports achievement in the widest sense – academic, sporting and pastoral.

Student Voice (Student Council)

Our core values are supportive of students exercising leadership and team work skills which enable them to become engaged in driving the school forward as well as being active in creating a forum for student issues. Each class has one representative (peer selected) and each year has one student council representative (selected through an interview process) and a journalist (to help promote and celebrate student achievements). The structure will change when the school gets larger.

Student Rewards

Achievement certificates (star of the week in primary) will be awarded by classroom and subject teachers for achievement or positive behaviour (these will be awarded at assembly). **House Points** - are also awarded for exceptional work, homework achievement or for positive behaviour. Each week house points will be counted and a tally chart updated. These points will go towards the final House Trophy at the end of the year.

English Only Policy

Apart from Mandarin and Bahasa Malaysia or modern foreign language classes we run a strictly 'English only' speaking policy in the school. Students are encouraged and expected to communicate in English in every school situation either on the campus, on day and residential trips, or on the school buses.

Absences and Holidays

If your child is going to be away from school or has been away, it is important that you notify the registrar and your child's class teacher by calling the office. You should provide the following information:

- Your child's full name and class;
- The date(s) your child was or will be away;
- The reason for your child's absence;
- Any other important information.

Please note that if you wish to take your child out of school on a planned absence lasting more than two days you must seek permission in advance from the school in writing. A special leave form for students is available from homeroom teachers. The school reserves the right to refuse transfer to the next year group in cases of more than 20 days of absenteeism in an academic year, regardless of the reason.





Section 6:

Parent contact information

SCHOOL ADDRESS

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