

For school's purposes only



Spojená škola Novohradská, Bratislava
ZŠ Košická a Gymnázium Jura Hronca

Parents' handbook



school year 2024/2025

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11. Foundation Novohradská

Account name: NADACIA NOVOHRADSKA

Account number: 6322 05012/0900

IBAN: SK84 0900 0000 0006 3220 5012

KS: 0308

V. symbol: DDMMYYYY (Day, month and the year when your child was born)

Message for the receiver of your payment:

Surname of your child and classroom

Summer	27th June 2025 (Friday)	30th June – 28th Aug 2025	2nd Sep 2025 (Tuesday)
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10. Holidays & IB Events at GJH for 2024/2025

Holidays		Last day of school before the holiday	Holiday duration	Students return to school
Autumn		29th Oct 2024 (Tuesday)	30th Oct – 31st Oct 2024	4th Nov 2024 (Monday)
Christmas		20th Dec 2024 (Friday)	23rd Dec 2024 – 7th Jan 2025	8th Jan 2025 (Wednesday)
Spring	Košice region, Prešov region	14th Feb 2025 (Friday)	17th Feb – 21th Feb 2025	24th Feb 2025 (Monday)
	Bratislava region, Nitra region, Trnava region	21st Feb 2025 (Friday)	24th Feb – 28th Feb 2025	3rd March 2024 (Monday)
	Banská Bystrica region, Žilina region, Trenčín region	28th Feb 2025 (Friday)	3rd March – 7th March 2025	10th March 2025 (Monday)
Easter		16th April 2025 (Wednesday)	17th April – 22nd April 2025	23rd April 2024 (Wednesday)

1. IB department at GJH

The Head of the International School:

Ms. Alena Faixová

Tel: 02/210 28 305

E-mail: faixova@gjh.sk

available during working days according to teaching schedule and by appointment

Secretary: Ms. Monika Koňanová

Tel: 02/210 28 303 / konanova@gjh.sk

School's Reception: Slovak Language only

Tel: 02/210 28 300

IB psychologist: Mrs. Renáta Nemčoková

Tel: 02/210 28 333 / nemcokova@gjh.sk

School's Support Team: Mrs. Renáta Nemčoková, Mrs. Andrea Čapuchová, Mrs. Alena Bučková, Mrs. Kornélia Brhlovičová

PYP coordinator: Mrs. Michaela Sviteková

Tel: 02/210 28 323

E-mail: svitekova@gjh.sk

available: Thursdays 8.00 - 9.35

MYP coordinator: Mrs. Sonja Miller
Tel: 02/210 28 337
E-mail: miller@gjh.sk
available by appointment

DP coordinator: Mr. Matej Gonda
Tel: 02/210 28 338
E-mail: ibdcoordinator@gjh.sk
available by appointment

PYP 5 homeroom teacher - Mr. Travis Seitsinger / pypfive@gmail.com

Mrs. Hana Oreničová - orenicova@gjh.sk
Ms. Marquerite Repasky - repasky@gjh.sk
Mrs. Gabriela Ľuptáková - olosova@gjh.sk
Mr. Milan Haško - hasko@gjh.sk
Mr. Vladimír Crmoman - crmoman@gjh.sk
Mrs. Dana Štefániková - stefanikova@gjh.sk

(supervisor of all ASC teachers)

PYP 1 homeroom teacher - Mrs. Michaela Sviteková / svitekova@gjh.sk

PYP 1 ASC teacher - Ms. Tatiana Lukačovičová /
lukacovicova@gjh.sk

PYP 1 phone number: 0949 683 750

PYP 2 homeroom teacher - Ms. Filipa Pelica / pelica@gjh.sk

PYP 2 ASC teacher - Mrs. Hana Krafcík-Kráľová /
hana.krafcik@gmail.com

PYP 2 phone number: 0915 377 661

PYP 3 homeroom teacher - Ms. Mária Jančovičová /

jancovicova@gjh.sk

PYP 3 ASC teacher - Ms. Veronika Smolová / smolova@gjh.sk

PYP 3 phone number: 0940 124 230

PYP 4 homeroom teacher - Mrs. Payal Rajput / rajput@gjh.sk

PYP 4 ASC teacher - Ms. Katarína Gunišová / gunisovak@gjh.sk

PYP 4 phone number: 0949 370 315

Money and Valuables

The students should not bring large sums of money or other valuables to school. The school does not take responsibility for any stolen personal property. You can insure your child with an insurance company. For specific details ask your child's classroom teacher.

Mobile phones

The students are not allowed to use mobile phones or smart watches for calling at school at all. If the child has a mobile phone, it has to be switched off and placed in their lockers. If students need to make an urgent phone call, they must contact their teacher or their after-school teacher to do so.

Physical and Health Education

It is compulsory for all students to participate in all PHE lessons. For students who can't participate, we require a special certificate from their doctor in order for them to be excused from the regular PHE lesson. In the case of illness, a child shouldn't attend school and he/she should stay at home.

Parents – School Communication

Email communication is used, but teachers use Edupage to share information and communicate with parents, as well as any essential

information about the child (sickness, information about absence, etc.).

Parents' Meetings

Parents will be informed of the date and content of the meetings during the school year. Student-led conferences will also happen during the year.

Visiting the School

Parents who wish to visit the school to see the teacher or a member of staff need to contact the teacher via email/phone and come during the teacher's office hours.

hours. If this happens, the student must be assessed from all the subjects in order to successfully pass the school year.

Please note that the students must follow the school rules during breaks and when they are on the school premises.

Late Arrival

The students are expected to be in the classroom on time. Three late arrivals represent one unexcused lesson. Repeated behaviour of unexcused lessons will be reflected in the report card.

9. Rules and day-to-day agenda

- The first lesson begins at 8:00, we ask the children to come to the classroom at 7:55 the latest.
- The children have breaks after each lesson during their school day except for the ART, MUSIC and IT double lessons. There is always a teacher on duty during every break.
- First three lessons can be taught in blocks and therefore the schedule of breaks may be altered, but not the duration of them.
- In the case of a student's illness, the parent should inform the **homeroom teacher immediately via Edupage** or call him/her.
- In case of a **child's illness**, the homeroom teacher excuses the child for 5 school days in a row.
- If the child is absent **for more than 5 days in a row due to his/her illness**, the parent should submit **an official document from a child's doctor**.
- Please note that **special permission has to be requested from the headmistress** in order for a student to be granted **extra holiday beyond the normal holiday time**.
- Also, a student cannot miss more than 30% of the schooling

2. IB structure

The International Baccalaureate® (IB) Primary Years Programme (PYP) was introduced in 1997.

The goal was to produce a common curriculum framework, for students in the 3-12 age range, which would provide continuity of learning within each school and support the development of international-mindedness on the part of learners.

The PYP followed the introduction of the Middle Years Programme (MYP) and the Diploma Programme (DP)—established respectively in 1994 and 1968. ¹

The International Programme at our school was founded in 1994 to facilitate the life of foreign and Slovak families coming from diplomatic missions abroad.

We implement three International Baccalaureate Programmes, the Primary Years Programme (PYP), the Middle Years Program (MYP) and the IB Diploma Programme. We focus on complete social and intellectual growth and children's development following the

principles and values of the IB.

The Primary Years Programme at our school was established in **2005**. It was authorized by the International Baccalaureate in February 2009.



How we divide grades in comparison to grades in Slovak national schools:

<i>Elementary schools:</i>	<i>Secondary Grammar schools:</i>
1. grade = PYP 1	1.grade = MYP 4
2. grade = PYP 2	<u>2.grade = MYP 5</u>
3. grade = PYP 3	3.grade = IB DP III
4. grade = PYP 4	4.grade = IB DP IV
<u>5. grade = PYP 5</u>	
6. grade = Pre-MYP	
7. grade = MYP 1	
8. grade = MYP 2	
9. grade = MYP 3	

For safety reasons, the parents are kindly asked to pick their children up in person from in front of the school building.

*In order for your child to leave school unattended, the ASC teacher as well as the classroom teacher need to have a **signed permission from the parent**. Please note that in these cases, the parents are responsible for the children as soon as the children leave their teacher or their ASC teacher.*

For any additional person to pick up the children, the parents must inform the school, both the classroom teacher as well as the ASC teacher in writing.

*Please be informed that children who remain at school and are not part of the after school programme will be unsupervised. **Therefore the parents should make provision to have their children leave the***

school grounds after their school day is over.

Please note that if a child from the PYP finishes school earlier than a sibling from the same programme, this child is permitted to join the after-school club and wait for his sibling, there at no extra cost.

group and stay with one ASC teacher in the playroom downstairs (during a non-pandemic regime).

The ASC teachers will also inform the parents how to pick up their children after school. We ask the parents to be punctual when picking up their children. The parents should inform the school if they are going to be late. Each ASC teacher has their mobile phone for their class. If the parent is 3 times late, the parent is informed about the situation by the ASC supervisor, Ms. Dana Štefániková and if the parent happens to be late again, despite our warning, the child might lose the privilege to be in the ASC.

8. After-school Club (ASC)

The ASC is available at an extra cost. Parents fill in an application form called Zápisný lístok. All the necessary documents to be filled out for the ASC will be handed over to our parents by the ASC teacher in person on the first day of school.

The ASC starts with the morning club from 7:00-7:30. Parents bring their children into the playroom from the side of the school's playground. At 7:30, the children are guided upstairs into their classrooms by their ASC teacher. For lunch, the ASC teacher takes the class downstairs into the canteen and assists them with lunch, if necessary. The ASC continues after lunch until 5 p.m., unless the children have another lesson after lunch - in that case the teacher and not the ASC teacher takes the responsibility for them.

At 4.00 pm all the children from the ASC are mixed together into one

In what way is the PYP similar to the MYP, DP? All the IB programmes include four foundational and interrelated elements: *international mindedness, the IB learner profile, a broad, balanced, conceptual and connected curriculum and approaches to teaching and learning (ATL).*

How is the PYP different from the MYP, DP and CP? While the curriculum models for the MYP and DP are interdisciplinary and multidisciplinary in nature, the PYP is transdisciplinary. Recognizing how young children learn, the PYP model moves learning across, between and beyond disciplines.

How has the PYP changed through the years? In response to the challenges and opportunities found in our rapidly changing complex world, and in line with movements in global education to develop lifelong learners, a future-focused PYP has evolved. The PYP curriculum framework emphasises the central principle of agency that

is threaded throughout three pillars of the curriculum: 1. *the learner*, 2. *learning and teaching* and 3. *the learning community*. Through this evolution, the PYP provides a framework which continues to meet the initial aims of developing internationally-minded people who recognise their common humanity and shared guardianship of the planet.²

3. IB learner profile

The **IB learner profile** describes a **list of 10 attributes** that promote academic rigour and the establishment of a personal value system. The programme encourages and guides the students to become:

- **Inquirers** — Their natural curiosity will be nurtured, and they will actively enjoy learning.
- **Thinkers** — They will exercise the initiative in applying thinking skills critically and creatively to solve complex problems.
- **Communicators** — They will receive and express ideas and information confidently in different languages.
- **Risk-Takers/ Courageous** — They will approach unfamiliar situations without anxiety and have the confidence to explore new ideas.

- **Knowledgeable** — They will explore themes that have global significance and they will acquire a critical mass of knowledge.
- **Principled** — They will have a sound grasp of the principles of moral reasoning and they will acquire integrity, honesty and a sense of justice.
- **Caring** — They will show sensitivity towards the needs and feelings of others
- **Open-minded** — They will respect the values of other individuals and cultures and seek to consider a range of points of view.
- **Well-balanced** — They will understand the importance of physical and mental balance and personal well-being.
- **Reflective** — They will give thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses.³

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



COMMUNICATION SKILLS

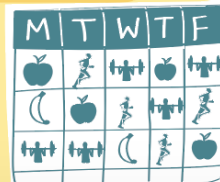
- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind

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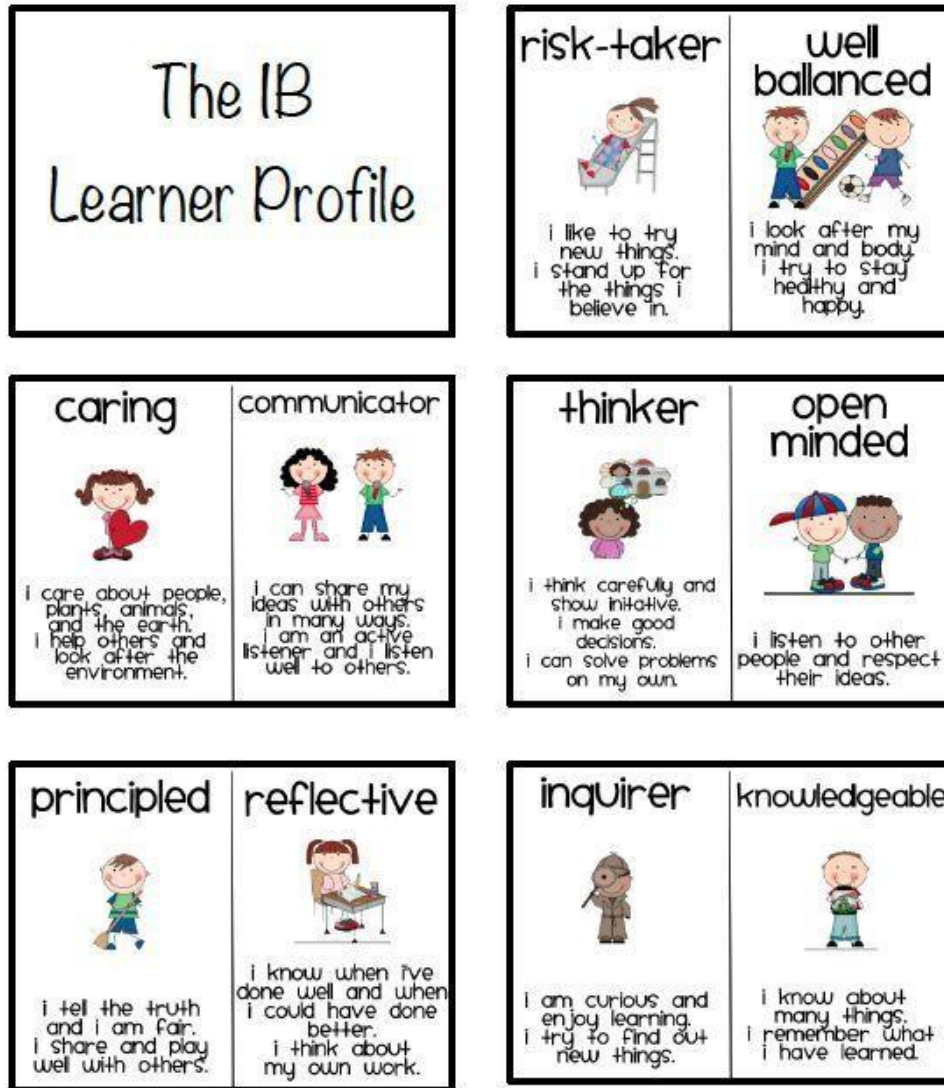


ATL (Approaches to learning)	Sub-skills
Thinking skills	<ul style="list-style-type: none"> • Critical-thinking skills (analysing and evaluating issues and ideas) • Creative-thinking skills (generating novel ideas and considering new perspectives) • Transfer skills (using skills and knowledge in multiple contexts) • Reflection/metacognitive skills (re)considering the process of learning)
Research skills	<ul style="list-style-type: none"> • Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating) • Media-literacy skills (interacting with media to use and create ideas and information) • Ethical use of media/information (understanding and applying social and ethical technology)
Communication skills	<ul style="list-style-type: none"> • Exchanging-information skills (listening, interpreting, speaking) • Literacy skills (reading, writing and using language to gather and communicate information) • ICT skills (using technology to gather, investigate and communicate information)
Social skills	<ul style="list-style-type: none"> • Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) • Developing social-emotional intelligence
Self-management skills	<ul style="list-style-type: none"> • Organization skills (managing time and tasks effectively) • States of mind (mindfulness, perseverance, emotional management, self-motivation,

resilience)

<https://www.pinterest.fr/pin/52002570690563154/>

chart 2 *The five interrelated skills and sample sub-skills* from Learning and Teaching, IBO, updated February 2019



4. IB Mission statement

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 organisation 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.

5. Curriculum framework

At the heart of the programme's philosophy there is a commitment to a structured, purposeful **inquiry** as the leading vehicle for learning. The learner is always in the centre, celebrating the voice, the choice and the ownership - so called **ACTION CYCLE**.

Successful Inquiry may lead to **Action**, initiated by the student as a result of the learning process. It may be an extension of students' learning or it may have a wider social impact.

Student Agency








The PYP action model allows students the opportunity to choose to act, decide on their actions, and then reflect, in order to make a difference.

“Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership...” IBO November 2017

THE KEY CONCEPTS

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THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

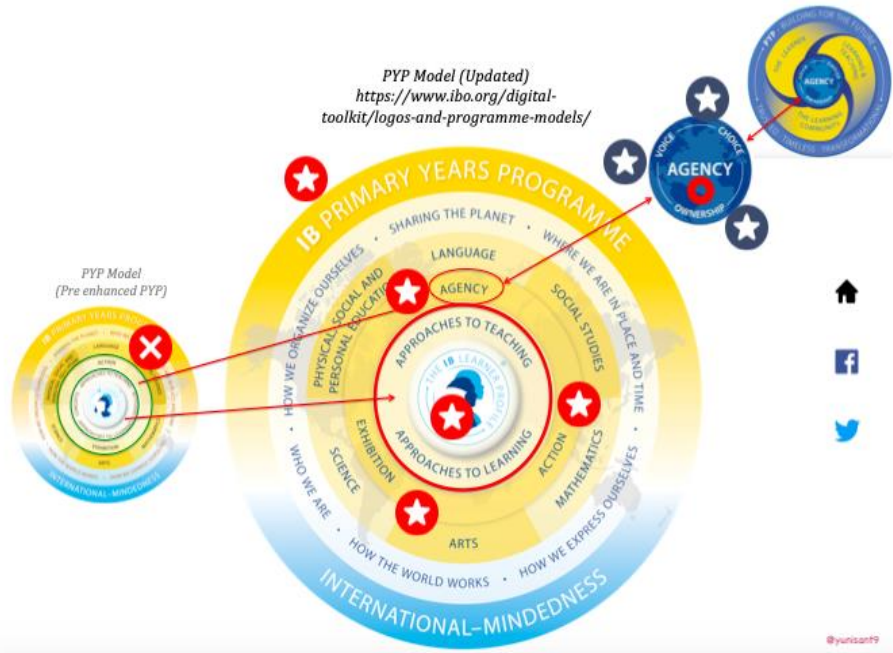
- FORM**
What is it like? 
- FUNCTION**
How does it work? 
- CAUSATION**
Why is it as it is? 
- CHANGE**
How is it transforming? 
- CONNECTION**
How is it linked to other things? 
- PERSPECTIVE**
What are the points of view? 
- RESPONSIBILITY**


Key concepts	Key questions	Definition
Form	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it as it is?	The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.
Change	How is it transforming?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it linked to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of view?	The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.

Responsibility What are our The understanding that people make

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- How We Express Ourselves
- How the World Works
- How we Organize Ourselves
- Sharing The Planet

The teachers are guided by these six transdisciplinary themes as they design **Units of Inquiry**. One Unit of Inquiry is taught throughout 6 weeks. And there is an option of one Unit of Inquiry running for the whole year.

The programme can be illustrated by a circle with the six transdisciplinary themes surrounding six subject areas:

- Language
- Social Studies
- Mathematics
- Arts
- Science

• Personal, Social and Physical Education

7. Key concepts and Approaches to learning

The PYP identifies **seven key concepts** that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. Together, these key concepts form the component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

Approaches to learning (ATL) are an integral part of an IB education and complement the IB learner profile, knowledge, conceptual understanding and inquiry. In PYP, formerly known as “transdisciplinary skills”.

When learning about and through the subjects, students acquire skills that best help them to learn those subjects. For example, in language, the students become literate, and in mathematics they become numerate. The acquisition of literacy and numeracy skills, in their broadest sense, is essential, as these skills provide students with the tools to inquire.

Beyond the skills of literacy and numeracy, there is a range of interrelated approaches to learning that are transferable across contexts. **These skills support purposeful inquiry and set the foundations for lifelong learning.** The development of these skills is frequently identified in education literature as crucial in supporting students to effectively learn and succeed inside and outside of school, (Trilling and Fadel 2009; Wagner 2014).