

PHILOSOPHY

LBIS is committed to providing, in English, a high quality international secondary education that challenges students to realise their full potential in a caring and supportive environment.

Our school:

- **Emphasises creative thinking, critical reasoning and effective communication.**
- **Values and encourages behaviour that is ethical, responsible and respectful of the rights of others.**
- **Seeks to foster a positive partnership between student, parents and the school.**
- **Appreciates cultural diversity, as well as promoting pride and a sense of belonging to the school and Mauritius.**
- **Prepares students to be community-spirited and successful citizens of a changing world.**
- **Encourages awareness of global and environmental issues.**
- **Strives for continuous learning and improvement.**

(The school's philosophy and objectives statements were revised in August 2002)

OBJECTIVES

LBIS aims to realise its philosophy by pursuing the following objectives:

CURRICULUM

1. Operate and maintain an entrance process that admits only students who meet the admission criteria.
2. Ensure that accepted students understand how they can benefit from the programmes offered.
3. Use a broad range of teaching and learning techniques to accommodate different student learning styles and needs.
4. Employ a variety of assessment methods and appropriate feedback to enhance student learning.
5. Enable students to become bilingual by offering challenging and attainable first and second language programmes throughout the school.
6. Promote development of academic and social relationships through cross-curricular activities.
7. Ensure the holistic development of the child by promoting creative, sporting and service opportunities through the Extra-curricular programme and other activities.
8. Develop an appropriate programme that supports those students with identified special educational needs.
9. Maximise the appropriate use of information technology by students and teachers in all areas of the curriculum.
10. Review the educational programme periodically to achieve the highest international standards.

PASTORAL CARE

11. Ensure the personal, moral and social development of students through the delivery of a formal Life Skills programme in Forms 1 to 3.
12. Continue the personal, moral and social development of students in Forms 4 to 7 through activities organised by the pastoral and guidance teams.
13. Provide psychological and emotional support for students through Guidance Counselling services.
14. Provide a Careers Guidance service to ensure that each school-leaver will make informed life choices when entering tertiary education or the world of work.
15. Ensure, where applicable, that information relating to unsatisfactory student progress in school is communicated sufficiently early to parents.

STUDENTS

16. Encourage students to take an active and positive role in school life.
17. Encourage students to be involved in Community Service.
18. Encourage each student to take responsibility and pleasure for lifelong independent learning and research.
19. Encourage students to share knowledge and appreciate the value of teamwork.
20. Ensure, through the Student Representative Council, that student opinion is considered in decision-making processes.

TEACHERS

21. Develop staff skills and commitment through a structured programme of appraisal, in-service training and professional development opportunities.
22. Endeavour to employ and retain suitably qualified and experienced teachers who are committed and dedicated to realising our philosophy.

PARENTS

23. Develop a positive working partnership with parents to emphasise the importance of parents' involvement in their children's education through regular interaction between parents, students and the school.
24. Ensure, through the Parent-Teacher Association, that parental opinion is considered in decision-making processes.

COMMUNITY

25. Provide accurate information on the school regularly to all members of the community and prospective families.
26. Use English as the principal means of communication in the school.
27. Operate a system of periodic evaluation of policy and practice, and use the results of the evaluation to improve and develop learning in the school.
28. Establish respectful and ethical standards of behaviour for all relationships within the school community.
29. Motivate students, academic, administrative and support staff and parents to strive for continuous improvement.

FACILITIES

30. Provide and maintain a safe and healthy environment through regular review of procedures and infrastructure.
31. Continue to improve the facilities to maintain an effective learning and working environment.

BACKGROUND INFORMATION

MAURITIUS

Mauritius is an island republic 550 km east of Madagascar in the middle of the Indian Ocean. It is known for its beautiful beaches and luxurious accommodation for the tourist and traveller and for its unique flora and fauna. The island is a multicultural democracy, the population being a harmonious mixture of immigrants from Africa, Europe, the Indian subcontinent and China. Mauritius boasts a pleasant 16 to 30°C climate all year round, and owing to its maritime situation there is a constant breeze to ward off high humidity.

OVERVIEW - LE BOCAGE INTERNATIONAL SCHOOL

Le Bocage International School (LBIS) offers an international secondary school education to boys and girls aged between 11 and 19. It officially opened its doors in January 1990. In the years since its inception, the school has grown rapidly and has achieved an international character providing a well-balanced education responsive to the needs of more than 650 students. LBIS offers International GCSE and International Baccalaureate examinations (see ACADEMIC CURRICULUM). There are several private English medium primary schools in Mauritius: a list can be obtained from the School Office or from our website: <http://www.lebocage.net>

ACCREDITATION

LBIS is accredited by the Mauritian Ministry of Education and is a member of the Association of International Schools in Africa (AISA) and the Near East/ South Asian Council of Overseas Schools (NESA). LBIS is a member of the Council of International Schools (CIS) and is now engaged in the process of accreditation by CIS. This rigorous programme of self-study has been completed and accreditation by CIS is expected in 2005.

GOVERNANCE

Le Bocage is operated by PROGOS, a non-profit making company that exists solely for the purpose of offering an English medium international education. The Board of Directors is the ultimate authority and delegates management of the school to the Headmaster. The Board and Head meet regularly to discuss all aspects of school operation and management.

STUDENT BODY

Students are enrolled in Forms 1-7 (UK years 7-13, US grades 6-12) that comprise approximately twenty-seven nationalities. 80% of the student body is Mauritian, many of whom have lived overseas. Students come from a wide variety of social and cultural backgrounds. Most are bilingual. The student-teacher ratio stands at 10:1 and the maximum class size is normally 25 students. From Form 4 onwards, many classes contain 20 or fewer students depending on student option choices. Not only does small class size ensure that each student receives more personal attention but that the teaching faculty can more closely monitor progress.

TEACHING STAFF AND POSTS OF RESPONSIBILITY

LBIS employs more than seventy qualified full-time teachers. Most teachers are graduates, with many holding postgraduate teaching qualifications. Two Principals (High School and Middle School) oversee all aspects of the academic and pastoral curriculum in each section of the school. Specialist staff includes three librarians, a careers counsellor, a guidance counsellor, a Special Educational Needs coordinator and a nurse. Alongside their classroom duties, many teachers fulfil other roles. These posts of responsibility include Heads of

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Department, Form Coordinators, Life Skills Coordinator, Events Coordinator, Student Representative Council Coordinator and Model United Nations Coordinator.

SCHOOL SITE AND FACILITIES

LBIS is located on the slopes of Mount Ory, just off the motorway between Plaines Wilhems and the capital, Port Louis. From there it commands a panoramic view of the surrounding mountains and plains leading down to the Indian Ocean. There are more than forty teaching rooms including three experimental science laboratories, two computer rooms, three art and design studios, a home economics laboratory and a large purpose-built library. There is a playing field and outdoor hard court surfaces. The multi-purpose sports hall, completed in 2001, functions also as an auditorium for the many special events held each year.

LIBRARY

The school library is open to members of the school whenever school is in session, and operates on a reduced timetable during school holidays. It is managed by a staff of three trained librarians, and has a growing collection of approximately 10,500 resources. DSTV is available and educational programmes can be recorded for use in the curriculum. All students and staff are members of the library and may borrow books, journals, DVDs, videos and other materials. Other members of the school community may become temporary members by arrangement. Library users are bound by the library rules at all times. Library and information skills sessions are held by the librarians at regular intervals to teach students study skills and search strategies. The library, lecture theatre and meeting rooms may also be booked by staff and students for various meetings and small events.

COMMUNICATION

Le Bocage tries hard to keep members of the community informed of its events and practices. Regular communications are sent home via students or email and the website (<http://www.lebocage.net>) is frequently updated with news of coming events, reports and photographs of recent happenings. Fortnightly newsletters inform the community of recent and forthcoming events. The "Orycle" newsletter contains information on larger school events and is mailed home once a term and appears on the school website. Daily announcements for staff and students are issued in a daily bulletin.

NOTIFICATION OF CHANGES

The school makes every effort to keep its database of students accurate. Parents are requested to notify, in writing, the School Office any changes of address, telephone or personal circumstances.

INFORMATION FOR PROSPECTIVE PARENTS

ADMISSIONS

Le Bocage International School is one of mixed ability students. Most of our students enter from feeder primary schools, namely, Clavis Primary, Alexandra House and International Preparatory School. Many others enter from schools overseas and from other schools in Mauritius.

FEEDER SCHOOL CRITERIA - FORM 1

There is close collaboration between LBIS and its feeder schools to ensure the school's standards at entry into Form 1. Heads of the English, French and Mathematics Departments, accompanied by subject teachers, visit the feeder schools and meet with their counterparts. The discussion is usually focused on individual student academic attainment and potential. This facilitates the placing of students in appropriate classes with respect to their academic ability.

The Guidance Counsellor, the Special Education Needs Coordinator and the Form 1 Coordinator meet with teachers of the main feeder schools to discuss and share information regarding students' behaviour and learning difficulties. Additionally, either the Guidance Counsellor, the SEN Coordinator or the Form 1 Coordinator meet the parents of every child from the feeder schools to establish personal contact with parents and to share information about the student that is of a more social and non-academic nature.

Entrance to LBIS depends on students having satisfactory academic and behavioural progress while at the feeder school.

Towards the end of the first term, there is an evaluation of all Form 1 students in English, French and Mathematics to ensure that students are appropriately placed according to their academic ability in these subjects.

NON-FEEDER SCHOOL CRITERIA - FORMS 1-7

Students are admitted to the school only after careful assessment. In cases of doubt, LBIS will interview students and parents. Entrance for students not attending feeder schools depends upon:

Providing copies of previous academic and behavioural school reports relating to the last 2 years of study;

Successful completion of LBIS entrance examinations in English and Mathematics and in other subjects as required;

Student interview and any other information if the school deems relevant and necessary;

Availability of space at the proposed time of entry;

A prior requirement for non-Mauritians is to ensure that work and study permits are obtained according to Mauritian law.

Special consideration is given at entry to siblings and expatriates.

PLEASE NOTE

- The Capital Levy that is paid on acceptance of the place is not refunded for students who do not join.
- All students admitted to LBIS are expected to meet our standards of behaviour and of work throughout their school career.

SOUTHERN HEMISPHERE

Most schools in Mauritius, including LBIS, operate a Southern Hemisphere school year like South Africa and Australia. The academic year runs from January to November. Parents and students from the Northern Hemisphere must consider carefully the consequences of transferring to Mauritius. The most usual solution is for the student to repeat a term, which is often very convenient for academic and personal acclimatisation in any case. When the student transfers from LBIS to the Northern Hemisphere, forward planning will enable us to coordinate with the receiving school and to make the transition as smooth as possible.

WAITING LIST

Due to unprecedented demand, the school often has waiting lists for several year groups.

- Parents applying from overseas are strongly advised to wait for confirmation of their child's admission before finalising their plans to move to Mauritius.
- Entrance tests can be administered, by arrangement, at the student's present school. For security and swiftness, express postal delivery (such as DHL) is used and the cost passed on to the family of the student.

FEES

School fees consist of a monthly instalment (payable for 11 months of the year), textbook rental fees and subscription to the PTA. The capital levy is a one-time payment made before a student enters the school. Fees for Mauritian students are lower than for non-Mauritians. The schedule of current fees is available from the School Office.

- To qualify for Mauritian fees, a student must be in possession of either a Mauritian birth certificate or passport, or be registered in a parent's Mauritian passport.
- School fees are payable in advance and only by banker's standing order.
- There is a 15% discount on the monthly school fees for a second and all subsequent children.
- **One full term's notice (four months) must be given in writing to LBIS when withdrawing a student, or four months fees will be charged in lieu.**
- No refund will be given in the case of student expulsion.

When fees are outstanding, the school reserves the right to send home or suspend a student.

INSURANCE

All students are covered by personal accident insurance up to Rs 8,000 during school hours while on campus and on study trips.

PARENT-TEACHERS' ASSOCIATION (PTA)

All parents are required to be members of the PTA and should make every effort to participate in its functions. The PTA's objectives are to:

- foster communication among members of the LBIS community
- provide volunteers for school approved programmes
- promote an esprit de corps through social functions
- organise fund-raising projects for specific purposes
- assist in improving the services offered by LBIS.

ACADEMIC CURRICULUM

At LBIS the different subjects offered ensures continuity in our International curriculum and fosters a continuity towards life long learning. Thus, a combination of two languages, mathematics and a science subject is a feature of the academic programme. Details of the other subjects offered are available on the school website and from the School Office.

LANGUAGE POLICY

LBIS is an English medium school. Other than in foreign language classes, English is the language of communication with academic staff. The use of English by all students outside the classroom is also encouraged. Whilst both English and French are taught to some students as a second language, the school aims to ensure that each student studies at least one of these languages at first language and literature level.

PRE-INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (PRE-IGCSE)

(Forms 1, 2 and 3)

Students in Forms 1, 2 and 3 study a wide variety of academic and practical subjects: English, Mathematics, French, History, Geography, Integrated Science, Music, Food Technology, Information Technology, Art, Design and Technology, and Physical Education. In addition to these subjects, students in Form 3 study Physics, Chemistry and Biology (instead of Science). The first three years at LBIS introduce students to a wide range of subject areas delivered through a Contents-Standards curriculum framework. This provides a balanced, benchmarked and success oriented curriculum. In the final term of Form 3, students choose the eight or nine subjects, which they will study at IGCSE level in Forms 4 and Form 5.

INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

(Forms 4 and 5)

The University of Cambridge Local Examinations Syndicate (UCLES) offers the IGCSE. This culminates in a series of external examinations usually taken at the end of Form 5. Exams are graded on a scale from A* (highest) to G (lowest passing grade) and examine not only what a student knows but also how knowledge can be applied. The IGCSE is equivalent to GCSE (formerly GCE 'O' level) in the UK and the School Certificate in Mauritius. IGCSE assessment rewards positive achievement from both public examinations and internally assessed coursework. Details of the subjects taught are available from the School Office and from the school website. Occasionally, the students are allowed to re-sit to improve their results during the May/June session.

Further information is also available on the Cambridge IGCSE website: www.ucles.org.uk/int/igcse/index.htm

INTERNATIONAL BACCALAUREATE (IB)

(Forms 6 and 7)

Students sit the IB examinations in the final term of Form 7. The IB Diploma is an internationally recognized qualification which permits entrance to most universities around the world, including Oxford, Cambridge, Harvard and the Sorbonne. It is the equivalent of the Mauritian HSC, GCE 'A' level in the UK or the French Baccalaureate. IB assessment is both by formal public examination and school-assessed, externally moderated coursework.

Details of the subjects taught are available from the School Office and from the school website. Further information is also available on the IB Organisation website: www.ibo.org

SPECIAL EDUCATIONAL NEEDS (SEN)

Students are accepted at Le Bocage if they fall within the 'normal range of ability' for a child of their age; this is determined by completion of a test in both English and Mathematics, however support for learning is provided for a small number of students with specific learning difficulties, such as dyslexia, attention deficit disorder, dyspraxia and dyscalculia. It is provided through collaboration of teachers within the Special Needs Department and the mainstream curriculum teachers.

The aims of this department are to help students to overcome the specific learning difficulties that they face; this aim is met through differentiation in lessons, support in mainstream classes, withdrawal from a subject on a short-term basis or, in very few cases, a reduced curriculum.

HOMEWORK

An important and essential part of the educational process is the carry-over of learning into activities outside the school setting. Completing a variety of homework activities complements student learning. For each subject and year group there is a recommended minimum amount of homework. Heads of Departments or Form Coordinators will provide the specific details upon request.

All students are issued with a homework diary at the beginning of the year. In it, the student records the homework assignments, tests, etc. on the day that they are assigned, and according to the homework timetable for Form 1-3. Parents and Form Tutors sign the book each week and may use it to communicate with one another. If the homework diary is lost, the student is expected to pay for a replacement, which is available from the school.

Students in Forms 4 to 7 are expected to be more independent and do not have a homework timetable. Different courses of study entail differing amounts of homework. If students regularly fail to complete their assigned homework or coursework/internal assessment tasks, the subject teacher will contact parents to discuss the matter.

ASSESSMENT

OVERVIEW

Forms 1 to 5 students are graded A* to G and thereafter U (ungraded) and Not Applicable (N/A) in cases where a student has only recently arrived at school. Forms 6 and 7 the final grade on a report will be 7-1 and Not Applicable (N/A).

Assessment grades are related to published criteria/descriptors showing what a student needs to achieve to obtain a particular grade. They cover a range of activities so as to reflect the balance of skills identified for the syllabus being covered. Formal tests also form a part of the assessment process during each term and each department decides on the number and frequency of these common tests.

FINAL IGCSE and IB grade descriptors are:

FORMS 4 AND 5 (IGCSE)	FORMS 6 AND 7 (IB)
A*= Outstanding Achievement	7 = Excellent
A = Very High level of Achievement	6 = Very Good
B = High level of Achievement	5 = Good
C = Very Good	4 = Satisfactory
D = Good	3 = Mediocre
E = Satisfactory	2 = Poor
F = Fair	1 = Very Poor
G = Minimum performance level	
U = Ungraded = Fail	

CONTINUOUS ASSESSMENT

A student's grades are derived from work performed in class and from homework as well as from formal written tests. From Form 1 through to the official IGCSE and IB examinations in Forms 5 and 7, school-based assessment by the teacher are integral elements in measuring student achievement. The proportions of continuous and formal examination assessments vary among forms. Please consult the appropriate Form Coordinator or HOD for precise details.

EXAMINATIONS

Examinations play an important role in LBIS academic programmes and students are prepared accordingly with appropriate examination practice. For all students, school-based progress examinations are held under examination conditions in November. Mock examinations for IGCSE and IB take place in July. The school enters Form 5 and Form 7 candidates in the November sessions of the public IGCSE and IB examinations respectively.

REPORTS AND PARENT CONFERENCES

Reports are sent home at various stages during the school year according to the Reporting calendar. Different reports serve different functions. An Attitude to Learning report is completed by teachers early on in the school year, and for Forms 4 and 6 a second time in Term 3. This aims to highlight any problems the student is encountering with regard to work habits. In addition to work habits, the report also contains an academic achievement grade and targets set by the Form Tutor for future improvement. A Full Report contains an

achievement grade, effort grade and two targets for improvement set for each subject. Full reports are issued twice each year. An Examination Report is issued after the November examination session for Forms 1-3, with a grade based on the examination alone, an effort grade and two targets for improvement in future exams.

Parent-Teacher-Student conferences take place at different time of the school year and are an opportunity for all parties concerned to discuss progress and targets for future improvement. Parents who have questions about their child's progress may contact the Form Coordinator, Form Tutor, Head of Department or subject teacher at any time during the school year.

PROMOTION

All students at LBIS must fulfil academic, personal and social objectives each year in order to be unconditionally promoted to the following year. On occasions, students who do not meet these objectives are:

Promoted to the next academic year, on probation

Required to repeat an academic year

Advised to withdraw from school.

For all students: Attendance: A minimum of 80% attendance is required in Forms 1-5 and 100% in Forms 6 and 7 (except in the case of documented medical evidence/circumstance). Any absence from school must be documented and parents are expected to inform the school in writing of student absence. School policy discourages students from going on holiday during term time and any such absence will be classed as unexcused.

Students must successfully show that they deserve to be promoted to the next academic year by satisfactorily fulfilling certain academic and pastoral objectives. These can be obtained from the School Office.

In both the Middle and High School, in all cases of concern, the Form Coordinator and subject teachers, will make recommendations to the Middle School and High School Principals for final decisions concerning promotion..

In cases of doubt the Headmaster will be consulted.

PRIVATE TUITION

Implicit in the decision to choose LBIS is a parental undertaking not to arrange private tuition of any sort for students without prior consultation with, and specific authorisation from, the Headmaster.

The LBIS programme is unique in Mauritius and it is probable that a private tutor will not appreciate its requirements. The great majority of academic problems can be solved after discussion between the student, the school and the parents. If a student is experiencing academic difficulties in a subject parents should consult the subject teacher, Head of Department or Form Coordinator. In partnership with the parents, they will ascertain whether the student is taking full advantage of the class and homework and propose internal solutions. If the problem persists despite the student working hard, then, external solutions may be discussed. If you are in any doubt about this matter, then, please contact the school.

PASTORAL CARE

It is the role of the Principal of the Middle School and High School to coordinate the team of Form Coordinators. Form Co-ordinators then manage their team of Form Tutors. Weekly Child Study Team Meetings take place between the Principal, the Guidance Counsellor and the team of Form Co-ordinators in each section of the school. Where necessary, students are referred to the Special Needs department.

LIFE SKILLS

Students in Forms 1 to 3 take part in a Life Skills programme through a weekly lesson, the daily form/registration period, assemblies and other activities outside the regular lesson timetable. The programme includes discussion of issues such as personal relationships, social education, health education, careers education and study skills. For Forms 4 to 7 Life Skills are effected via the daily form/registration period, assemblies and other activities outside the regular lesson timetable such as yearly retreats and inviting specialists or guest speakers to the school.

FORM CO-ORDINATOR

Each year group is assigned a staff member who supervises the personal and social welfare of the students in that year. The Form Co-ordinator should be consulted about matters concerning student welfare, behaviour and academic progress.

FORM TUTOR

The Form Tutor works very closely with the Form Co-ordinator but is concerned with a specific form class. The Form Tutor is responsible for monitoring student attendance, personal and social progress, general and behavioural matters, interaction with parents, overall academic development and the completion of reports. Students should consult with the Form Tutor whenever an absence has occurred or is expected. There is a fifteen minute form/registration period at the beginning of each day to register, meet with students and facilitate the administration of the Form Tutor's work.

COUNSELLING

LBIS is concerned not only with a child's academic progress but also with moral, spiritual and social development. Through counselling, by the school's full time guidance counsellor, students are helped in an effective way, in a safe and confidential manner. Team effort is especially important for counselling to be effective, thus the student, counsellor, teachers, Form Co-ordinator and parents may all be involved in the process. Students are, therefore, encouraged to approach any member of staff at Le Bocage with questions or concerns, which will be referred on to the Guidance Counsellor. The counsellor also acts as Human Rights Officer.

CAREERS EDUCATION AND GUIDANCE

A full-time Careers Guidance Officer ascertains that every student is encouraged to learn about and make decisions pertaining to subject choices, skills and requirements for higher education, vocational training and employment. The main aims are for students to understand themselves and develop their abilities, investigate study opportunities and career pathways and implement a career plan. The Careers Guidance Officer also supervises the career aspect of the Life Skills programme.

STUDENT LIFE

STUDENT POSITIONS OF RESPONSIBILITY

There are several positions of responsibility to which students can aspire. These include Head Boy and Head Girl, who are appointed by the Headmaster after consultation with staff and students; President of the Student Representative Council; Class Representative; Delegate to the Model United Nations.

STUDENT REPRESENTATIVE COUNCIL (SRC)

Every year, each form chooses male and female class representatives. Their duties are to:

- represent their class on the SRC;
- be a form role model of honesty, good manners, responsibility, hard work and care of school property;
- work as an assistant to the Form Tutor in taking care of form rooms and in supervising class discipline;
- assume the responsibility of reporting any problems with the above to the Form Tutor.

The SRC is charged with the improvement and enhancement of student life on campus. There is a staff member appointed to act as advisor. An Executive Committee is elected from amongst the class representatives to manage the SRC's affairs.

COMMUNITY SERVICE

An important aim of the school is to encourage our students to be community-spirited by becoming involved in Community Service projects in school and with communities outside LBIS. The Community Service Department regularly organises events to give students and staff the experience of helping others. This is also effected via the Extra-curricular Activities programme, as well as through compulsory involvement in the IB Creativity, Action and Service (CAS) programme in Forms 6 and 7. The IB guidelines on CAS are available from the CAS Coordinator.

HOUSE SYSTEM

On admission to the school, students are assigned to a House (Blue, Red or Yellow). The House system encourages competition at sports events and high achievement in academic and cultural activities.

STUDY TRIPS

These form an integral part of each student's studies and are organised by the various departments throughout the school year. They are compulsory for all students, and all school rules including school uniform apply. Charges for these trips may be levied but efforts are made to keep costs to a minimum. Written parental permission is required for participation in each study trip.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are an important part of a student's life at LBIS. Students choose an activity they wish to follow for a full term from a published list. Their attendance is recorded. More details can be obtained from the Activities Coordinator or by consulting our website.

EXPECTATIONS, RESPONSIBILITIES AND SANCTIONS

ATTENDANCE

Regular attendance is expected of all students if full benefit is to be gained from the LBIS programme. The school publishes a yearly calendar so as to enable the community to plan in advance. We expect that parents will not plan additional holidays or family events as time missed may not always be successfully made up and can seriously hinder student progress.

Excessive absence from school can have serious consequences and could be a reason for the school to refuse to promote or to allow a student to graduate.

A note written by the parent or guardian must explain all absences. This note must be presented to the Form Tutor, prior to, or on the day immediately after the event. If a student has to leave school during the day, then, a note from parents is required and an accompanying adult must sign out the student. In the case of long-term illness or other exceptional circumstances, please contact the school through the Form Tutor as soon as the issue arises.

BEHAVIOUR

LBIS is proud of its student body and requires that all students actively strive to realise their full academic and social potential. Students are expected to behave, both in and out of school, in a manner that will bring respect and honour to their country of origin and to the school.

Positive reinforcement should accompany appropriate actions, behaviour and work. The staff always seeks to identify and recognize students who are responsible, cooperative and considerate of others, work independently, use materials and equipment correctly, follow teacher instructions and care for their community. Students will be praised accordingly. Parents and students often receive communications about their student positive progress.

When students disobey school rules or behave in an inappropriate manner, they are given the opportunity to explain their actions and are counselled about appropriate solutions. They may also receive a sanction. If a student does not positively respond to advice or counselling to modify his or her behaviour, then, the student can expect to receive further sanctions.

When students seriously misbehave, parents will be contacted. A discipline record describing the problem and the action taken will be on file in the Administrative offices.

ENVIRONMENT

Mauritius is a beautiful country and LBIS is fortunate to occupy one of the most attractive sites on the island. Each member of the school community has the right to enjoy its beauty. All members of the LBIS community are expected to fulfil their collective responsibility and ensure that the school campus and surrounding areas are kept in a clean, attractive and litter-free condition at all times. There are many rubbish bins on campus and "litterbugs" can expect to spend their free time restoring the campus to its original beauty.

FORBIDDEN AND VALUABLE ITEMS

Dangerous items (such as pocket knives/cutters) are not allowed on campus. The use of electronic equipment (such as personal stereos and mobile telephones) is forbidden during the working school day. Correction fluid is not allowed on campus. The use of chewing gum is also forbidden. There is no need to bring a large amount of money to school. The school advises that students should bring only enough to spend in the canteen. There are no secure

facilities available other than the student lockers. Similarly, valuables such as jewellery are discouraged. Students are responsible for the upkeep, welfare and location of personal bags and belongings. It is recommended that a student's property be clearly labelled with the student's name.

The school declines all responsibility in the case of theft, loss or damage of personal property.

LATENESS

LBIS staff and students are required to be punctual for school and for lessons or appointments. The school sanctions students who are regularly late.

SMOKING, ALCOHOL AND SUBSTANCE ABUSE

LBIS provides a non-smoking environment and, as such, students and staff are not permitted to smoke during the school day or during school organized student activities on campus or outside. The use of alcohol or chemically harmful substances during the school day or on organized student activities whether on campus or outside is also prohibited. The school responds very firmly to any reported contravention of these well-established school rules.

In addition, the Headmaster determines the appropriate rules for official Parental/Social occasions such as PTA functions, IGCSE Awards, graduation ceremonies and other evening events.

ANTI-HARRASSMENT POLICY

The school operates an Anti-harrassment policy. Any sort of attack against the person whether physical or verbal (actual or suggested) is an offence against LBIS's philosophy of ethical values which encourages behaviour that is responsible and respectful of the rights of others. Any incident, which is reported, is duly investigated and appropriately dealt with within the guidelines of the Anti-harrassment policy.

THE SCHOOL WEEK

TIMES

Students must arrive by	7.50
Registration and Form Tutor time	8.00
Lesson 1	8.15
Lesson 2	9.20
Break	10.25
Lesson 3	10.50
Lesson 4	11.55
Lunch	1.00
Lesson 5	1.50
School ends	2.55

ASSEMBLIES

Whole school assemblies and Middle or High School assemblies are held throughout each term at varying times in the week. Form assemblies are also held periodically. Assembly programmes include the following activities: moral and social guidance, community awareness, presentation of awards or certificates, short artistic performances and administrative announcements. Attendance at assembly is compulsory for all staff and students.

UNIFORM

SCHOOL UNIFORM

The school uniform is compulsory for all students. Parents are expected to ensure that the student comes to school with the correct uniform as described below:

- White school shirt with emblem.
- School grey trousers or shorts.
- Plain shoes or trainers.
- Girls may wear a grey school skirt.
- Optional - official school sweater or 'official LBIS winter' fleece.

The above uniform items are available at school only and may be bought during break and lunchtime on Monday and Wednesday. A list of uniform prices can be obtained from the School Office.

- Optional - official school sweater or jacket.

These items are not available at school and may be bought from "The School Shop", Candos Shopping Centre, Quatre-Bornes (Tel 230 425 1771)

Students are not permitted to wear privately tailored items of school uniform. All items of uniform must be clean, neat and appropriately sized. A plain white T-shirt may be worn under the school shirt.

PE UNIFORM

The PE uniform consists of:

- Plain black training shorts.
- Plain white T-shirt.
- Training shoes.
- Sports socks.
- Optional - plain black Lycra (Extensible Special Bain) shorts for girls.
- Optional - official LBIS teams' training uniforms.

In winter, students may wear plain black tracksuit trousers.

For swimming lessons, students must wear a plain black swimming suit or trunks and a swimming cap.

GENERAL INFORMATION

DISPENSARY

The LBIS dispensary is stocked to handle minor medical emergencies. A qualified nurse is on duty whenever school is in session. In more severe cases, LBIS students will receive prompt attention at the nearby Clinique Mauricienne in Reduit. When this occurs, parents will be contacted.

CANTEEN

A privately operated school canteen sells sandwiches, snacks and soft drink refreshments. A cooked lunch can also be purchased, subject to demand, if ordered at morning break. It is expected of students to form orderly waiting lines, display good manners and show respect for others when using the canteen facilities. Opening times are:

Early Morning from 07.30 – 07.55

Morning Break

Lunch

After school hours until 15.30

At the end of morning break and lunch, the bell rings to indicate immediate student movement to classes, which begin promptly five minutes later.

When an adjusted timetable is in operation, e.g. during examinations, canteen times are modified accordingly.

TRANSPORT

Several private bus companies offer transport services for students, to and from LBIS, for most destinations on the island. In the morning, buses and private transport must arrive by 07.50. At the end of the school day the buses depart immediately after the last lesson.

Students are expected to show exemplary standards of behaviour when using school buses - the same as are expected in school. Although the school does not operate the bus service, it holds students responsible for their actions and responds firmly to reports of misbehaviour.

Smoking is not permitted on school buses. Please consult the bus operators or the Bus Coordinator, who is at school every day, for further details.

A student may only travel to school by motorbike after the Headmaster has granted written permission. Permission depends on successful submission to the Headmaster of a valid driver's licence, a document showing insurance coverage and a letter giving parental permission requesting from the school that authorisation be granted.

Owing to lack of parking space, no student may bring a car to school.

SCHOLARSHIPS

A limited number of grants and scholarships are available to LBIS students while in attendance at the school and also for subsequent tertiary education. Please contact the School Office for further information.

TEXTBOOKS

The textbooks that are required for the academic courses are rented to students. The books remain the property of the school and must be returned at the end of each school year (except for Forms 4 and 6 who retain their books for the duration of their two year course). Books should be kept in the state in which they are received. Parents will be charged for lost and damaged books at the replacement cost.

MATERIALS AND STATIONERY

At the beginning of each school year, each student in Forms 1, 2 and 3 receives an exercise book for each academic subject. Each IGCSE and IB each student receives a school file and pack of file paper. The student must purchase replacements and further supplies. Students are required to keep exercise books covered, neat and presentable. Students are also provided with a homework diary.

Students are expected to come equipped for lessons with the appropriate materials. These include pens, pencils, eraser, ruler, glue, scissors, a highlighter pen and coloured pencils. Subject teachers will inform students of particular materials and other requirements for their lessons.

LOCKERS AND SCHOOL BAGS

Lockers are available for all students in Forms 1-3. Some lockers are offered to students in Forms 4 to 7 on the basis of availability (first come first served). Students who have been assigned lockers must provide a stout padlock. Otherwise, students are expected to carry their materials and books in a strong bag. All students are expected to understand and practise the skills of self-organisation in ensuring that they bring the correct materials to classes on time.

CALENDAR

The school's calendar is prepared by the administration and ratified by the Board of Directors during the third term for the following school year. There are more than 180 student learning days including examinations and approximately 13 weeks of vacation each year. This does not include the statutory public and religious holidays in Mauritius. School vacations are coordinated with other schools in Mauritius whenever possible. There are three thirteen-week terms as follows:

- Term 1:** Early January to early April.
- Term 2:** Late April to End of July.
- Term 3:** End of August to mid-November.

The yearly calendar is available from the School Office each year from January onwards and on the school website.

EMERGENCY PROCEDURES

In the event of a class 2-cyclone warning, school will close immediately. When a cyclone is approaching parents should consult the local media and keep their children at home if a class 2 warning is in force. School will resume as soon as the site is safe and usable. Information about resumption of school will be on the radio and website if circumstances permit. The school also has evacuation procedures during an emergency that are regularly practised with staff and students.

YEARBOOK

At the end of each year, the school publishes the official school yearbook, a copy of which is given to each family in the LBIS community. This provides a valuable record of each school year and contains graphics, written commentary/articles and photographs.

SCHOOL MAGAZINE

‘Censored’ is the school student magazine, which is published several times each year. The organisation of the magazine is delegated completely to the student body, with guidance/consultation available from a few teachers. ‘Censored’ incorporates many items of interest to students.