

# STRUBEN HOUSE HANDBOOK



INTERNATIONAL  
SCHOOL  
OF **CAPE TOWN**





INTERNATIONAL  
SCHOOL  
OF CAPE TOWN

## OUR VISION

“Empowering students to shape a brighter future.”

### We aim to be:



A centre of academic excellence.



A talent incubator for teachers and students.



A learning environment that is distinctive and nurturing.

*Impacting the future, together.*

## OUR VALUES

“At home in the world.”

### We believe:



That contemporary learning takes place within a challenging, nurturing and supportive environment.



That we are enriched by our diverse community, and are committed to creating a space in which everyone is respected.



That we have a shared humanity, inspiring a commitment to ethical responsibility as local and global citizens.

## OUR MISSION

“Equipping students with the skills needed for an ever-changing world and a passion for a lifetime of learning.”

### To do this, we:

1

Apply global best practices to provide a balanced programme of academic, social, emotional and physical input.

2

Provide a nurturing and supportive environment that is safe and fosters positive relationships.

3

Provide a dynamic environment where children enjoy learning and develop 21st-century skills.

4

Celebrate our diversity by respecting all faiths and cultures.

5

Provide opportunities for students to make positive contributions to their local and global communities.

6

Address challenges faced by students and families by partnering with them to reach a solution.

*Equipping Students to Change the World.*



# WELCOME

Welcome to the Struben House campus of the International School of Cape Town.

The purpose of this handbook is designed to give you an overview of what to expect at Struben House. We are delighted that you are part of our school community and hope that you will be very happy at the International School of Cape Town. We strive to be a home away from home for our children.

The class teachers will communicate with you on a regular basis throughout the year. Although this guide will give you an overview of our expectations and curriculum, we realise that you may have further questions. Please do not hesitate to contact your child's teacher if you have any need for clarification or further information.

We aim to make learning fun and interactive, with the knowledge that children learn best when they are happy and engaged.

Our children learn that no matter how small you are, you can make a BIG difference!



# GENERAL INFORMATION

## SCHOOL YEAR

Our school year runs from January to December. The year is divided into 4 terms and we try to align our terms broadly with those of the Western Cape Education Department but also take into consideration our Cambridge exam dates and the needs of our international families. Although our school year runs from January to December the ages of our children are aligned with the United Kingdom schools and run from August to July. This requires a child starting Nursery to be between 3.6 and 4.6 years of age by the 31 January of the year they begin at Struben House. We endeavour to keep the children within 1 calendar year of each other.

## SCHOOL DAY

**Nursery:** Monday to Friday: 07h50 to 12h30

**Reception:** Monday to Friday: 07h50 to 13h30

**Year 1:** Monday to Friday 08h15 to 13h45

**Year 2:** Monday to Friday 08h15 to 14h00

At Struben House, the Stop and Drop system is used at the start of the day and after school.

After extra murals the children are collected from the veranda of the building.

Students can be dropped off from 07h30, where staff members will be on duty in the playground. There is no supervision provided for children who arrive earlier than 07h30.



# COMMUNICATION



## Edadmin Parent Portal

You will receive a link to our management system. Here you will be able to view your child's extra murals, reports as well as the school calendar etc.



## Tapestry

In the Early Years whenever your child's teacher uploads an observation you will be notified and this will help you to stay informed about your child's learning journey.



## Seesaw

You will receive a learning code to this platform from your child's teacher at the start of the year. You will need to download the App to log into your child's portfolio. All your child's homework will be shared with you here.



## Newsletters

Struben House news is emailed to you every Thursday and linked to the whole-school newsletter. This letter includes news about upcoming events, awards the children have received. Some of the learning that has taken place during the week is also highlighted in Struben House news.



## Parent Interviews and Reports

These interviews between teachers and parents take place twice a year, in the first and third terms. Should the need arise for parents to see the teachers any other time, please contact Reception ([receptions@isct.co.za](mailto:receptions@isct.co.za)) to make an appointment with the appropriate teacher. Reports are written at the end of Term 2 and Term 4.



## Class representatives

At the beginning of each year, we call for volunteer class representatives. One parent from each class takes on the responsibility of coordinating the rest of the parents regarding various outings and fundraising events. The class representative acts as the link between the teachers and the parents.



## Parent and Teachers Association (PTA)

The PTA are responsible for encouraging parents to become involved and engaged in various school activities.

## TOYS

In Nursery and Reception the children may bring a toy to school for Show-and-Tell but it needs to remain in their bag for the duration of the day. Children are encouraged to bring Show-and-Tell items that relate to the topic that they are learning about in class.

---

## BIRTHDAYS

We love to celebrate your child's birthday by singing to them on the morning of their special day as well as on a Friday during assembly. We are happy for you to provide something small to eat (e.g. a cupcake) for each child in the class. If your child has any special dietary requirements, please notify the teacher. We also ask parents of children with specific dietary requirements to provide a special snack pack for their children to keep in class, so that they may also have an appropriate treat to eat when the other children are eating cupcakes. When inviting children to parties, feel free to send invitations out in class, provided that all the children are invited. If only a few children are invited then please send the invitations outside of school. This avoids any heartache from those who haven't been invited.

---

## A WHOLESOME LUNCH

Please send a healthy lunch to school or you can order from the tuckshop at Woodland Heights. Your child's food will then be delivered to the Struben House campus.

### Ideas for lunches:

Fruit, whole wheat sandwiches, raisins, bran muffins and fruit juice are encouraged. No sweets or fizzy cool drinks are allowed. We are an allergy aware school so we encourage parents to please refrain from placing nuts into their children's lunch boxes.



## LOST PROPERTY

All items that the children bring to school must be clearly marked. Unclaimed school clothing goes to the Nearly New Shop or given to charity if not claimed within 2 weeks.

---

## STATIONERY

The school provides all the academic stationery, all exercise books and A4 exam pads at the beginning of the year, excluding personal stationery such as pencils, pens etc. your child may require for their lessons.

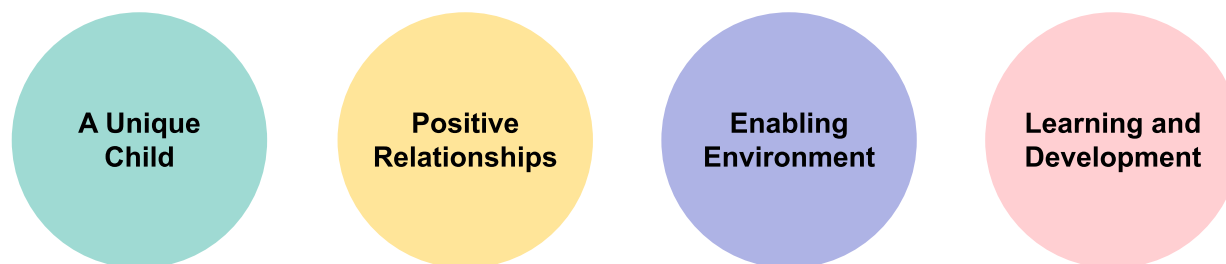
A stationery list for each year can be obtained from the school website under the [parent information section](#).

---

## NO HAT NO PLAY

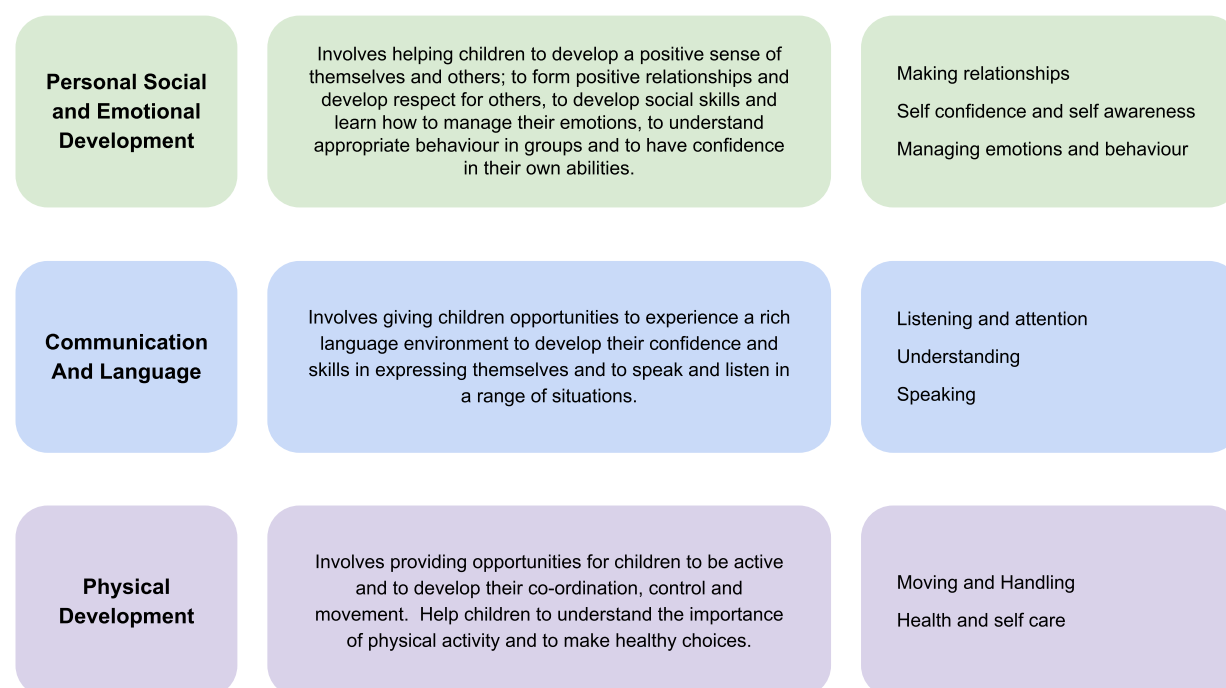
The African sun is incredibly harsh particularly during the summer months. We want to encourage good habits in our children so please ensure that they apply sunscreen before school each day. While our playground is shaded we have a strict *No hat - No play* rule. Please ensure that your child has a school hat to wear and that it remains at school.

# WHAT IS THE EARLY YEARS FOUNDATION STAGE PROFILE



## There are 3 prime areas of learning:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development





## There are 4 focus areas of learning:

1. Literacy
2. Mathematics
3. Expressive Arts and Design
4. Understanding the World

<b>Literacy</b>	Involves encouraging children to link sounds and letters and to begin to read and write. Children are exposed to a wide range of reading materials to ignite their interest.	Reading Writing
<b>Mathematics</b>	Involves providing children with the opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe and explore shape, space and measures.	Numbers Shape, space and measures
<b>Understanding The World</b>	Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	People and communities The world Technology
<b>Expressive Arts And Design</b>	Involves enabling children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, design and technology.	Exploring and using media and materials Being imaginative

## What does effective learning look like in the Early Years?

<b>Playing and exploring (engagement)</b>	Finding out and exploring Playing with what they know Being willing to try new things
<b>Active learning (motivation)</b>	Being engaged and concentrating Perseverance Enjoying achieving what they set out to do
<b>Creating and thinking critically (thinking)</b>	Having their own ideas Making links Choosing ways to do things

# TAPESTRY ONLINE LEARNING JOURNAL FOR EARLY YEARS

**Tapestry is an easy-to-use and secure online learning journal which helps staff and families celebrate their children's learning and development.**

Tapestry builds a very special record of a child's experiences, development and learning journey through their early years. Using photos, videos and diary entries, a teacher 'weaves' the story of the child and how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child's unique journey. All information held in the platform is stored securely, and can be downloaded and shared as required. Parents are able to view their child's engagement and progress online as soon as the teacher uploads an observation.

The communication between staff and parents that Tapestry enables, helps build a shared understanding of how every child can reach their full potential, through the Early Years.

## Conferences

We schedule parent teacher meetings at the end of Term 1 and Term 3. In these meetings you get to discuss your child's strengths and areas for improvement and support. These conferences provide an important opportunity to share in your child's learning.



# OUR VALUES

We encourage our children to navigate the world with empathy and kindness. To think out of the box and to be creative in their solutions to problems. We see every child every day and have a holistic view of their development.

## Academic needs:

Class sizes are small, lessons are differentiated, support is available for those children who need it. Our reading programme is individualized and allows children to learn at their own pace.

## Emotional needs:

We believe that developing a child's EQ is as important as their academic progress. Kindness and respect underpin all our interactions with one another. We teach our children how to deal with big emotions and navigate the world with sensitivity.

## Physical needs:

We have a well-rounded programme which meets the gross motor and fine motor needs of our children. We have a well-resourced playground which challenges our children to climb, jump, run and problem solve. We have toys which stimulate our children's imaginations and encourage cooperative play. Balance toys such as stilts, wobble boards and balance beams are encouraged. Our children's hand eye co-ordination is stimulated through games such as: Handball and swingball. Our children's Motor Planning is stimulated through: Obstacle course play. We also have an extensive extracurricular programme.

**'ISCT is TERRIFIC!' underpins all that we do:**

Trustworthy

Effort

Respect

Responsibility

Integrity

Fair

Independent

Caring

# A TYPICAL DAY IN NURSERY

- **Arrival time**

Children arrive at school and are greeted as they exit their car. They move onto the playground where they can engage with the equipment and their friends before line up time.

- **Line up time**

Teachers will clap their hands to indicate to the children that it's line up time. At line up time children greet each other and teachers and decide what kind of day they would like to have. Perhaps they would like to have a Talkative Tuesday or a Willing Wednesday.

- **Class time**

Children enter the building and are encouraged to place all their belongings in their lockers independently. They then enter the classroom for registration.

- **Morning Ring**

Children sing their good morning song and tell their teacher how they are feeling. We encourage our children to develop an emotional vocabulary which allows the teacher to see which children may need extra support that day. During Morning Ring, the children also go through their visual timetable for the day so that they know what their schedule and routine for the day will be.

- **Art**

Children are encouraged to engage in a range of art activities. They are exposed to different media and creative ideas which in turn involve decision making, planning, organising, perseverance, task completion and following instructions. Your child will learn to hold and use a pair of scissors correctly when cutting and pasting, which helps to develop hand-eye coordination and dexterity.

- **Child Initiated Play**

Children can engage with any of the play areas in the classroom.

- **Discussion Ring**

Discussion Ring includes a discussion of the weekly theme. The weekly theme is designed to ignite children's interest in the world around them. It is also a time where the children get to share their own life experiences with the class and are encouraged to learn from one another.



- **Snack time**

We encourage healthy snacks every day. Children are encouraged to sit and eat in a social setting. (Please no sugary snacks, drinks or chips)

- **Outside Play**

We have a wide range of outdoor equipment, areas and space for the children to explore. Children can choose the area in which they wish to play. The outdoor equipment challenges children physically and this helps them to develop coordination, muscular strength, balance, agility and control as they run, jump, climb and swing. Most importantly, however, they are making friends and learning valuable social skills. Children also expand their imagination through fantasy play areas and equipment, learning to express their feelings and explore the boundaries between fantasy and reality.

- **Specialist Ring Time**

This time could include a Numeracy Ring, Literacy Ring, Music Ring, Drama Ring, PE Ring, Library or Life Orientation Ring. All of these activities are rotated throughout the week.

- **Quiet Play**

Building and construction toys, threading and lacing activities, and other fun educational games and puzzles will help your child develop perceptual skills as well as their fine motor coordination. Your child will be encouraged to use new language learnt in their play such as big and small, tall, taller, tallest. Completing puzzles will also encourage your child to plan ahead and think things through while increasing their concentration and problem solving skills.

- **Story Time**

At ISCT we place great value in fostering a love of reading and is something we actively work towards. Storytime plays an important role in introducing children to different authors and genres. Your child's language, listening and concentration skills will develop, and their imagination will also be stimulated. Your child will be given the opportunity to answer questions, anticipate what will happen next, express their ideas and listen to and value the opinions of others. Story time usually takes place at the end of the day providing a quiet time for children to unwind before going home.

# A TYPICAL DAY IN YEAR 1

- **Arrival time**

Children arrive at school and are greeted as they exit their car. They move onto the playground where they can engage with the equipment and their friends before line up time.

- **Line up time**

Teachers will clap their hands to indicate to the children that it's line up time. At line up time children greet each other and teachers and decide what kind of day they would like to have. Perhaps they would like to have a talkative Tuesday or a willing Wednesday.

- **Class time**

Children enter the building and are encouraged to place all their belongings in their lockers independently. They then enter the classroom for registration.

- **Morning Greeting**

Children sing their good morning song and tell their teacher how they are feeling. We encourage our children to develop an emotional vocabulary which allows the teacher to see which children may need extra support that day. During this period, the children also go through their visual timetable for the day so that they know what their schedule and routine for the day will be.

- **Literacy**

Literacy encompasses different aspects of language such as: reading, creative writing, comprehension, grammar and phonetics. The children will engage with different aspects of Literacy each day.

- **Outside Play**

Children spend half an hour in the playground engaging socially with their friends. We have a wide range of apparatus available. They could choose to play on the jungle gym, in the fantasy play area, ride a bike or kick a ball around.

- **Specialist lesson**

These include lessons like Music, Drama, Physical Education, Art, STEAM and Library.

- **Numeracy**

Children engage with different aspects of Numeracy each day.

- **Integrated Studies**

Integrated Studies is our History and Geography programme.

- **Outside Play time**

Children spend half an hour in the playground engaging socially with their friends. We have a wide range of apparatus available. They could choose to play on the jungle gym, in the fantasy play area, ride a bike or kick a ball around.

- **Science or Life Orientation**

Each term the class will focus on a different theme. These themes are decided based on our Science focus for the term, for example, minibeasts is one of the Year 1 themes. All the science explorations that happen will be around minibeasts for that term.

In Life Orientation we follow the Marvellous Me programme. Each term we unpack different values with the children. We believe that developing a child's emotional intelligence is critically important to helping them navigate the world around them with kindness.

- **Story time**

Story time usually takes place at the end of the day providing a quiet time for children to unwind before going home. In Year 1 we are beginning to introduce the children to chapter books and we are encouraging them to listen carefully to the stories without the need to see illustrations but rather to use their imaginations.



# LEARNING SUPPORT

At Struben House we aim to help children access the curriculum with an inclusive approach which differentiates tasks and scaffolds learning, helping every child to reach their potential physically, emotionally and academically. These include whole class, small group and individual strategies.

## Whole class interventions include:

<b>Clamber Club</b> Nursery	Perceptual skills covering body awareness, eye hand and eye foot coordination, special skills, motor planning and coordination of both sides of the body.
<b>Gross Motor Skills</b> Reception, Year 1 and Year 2	Physical skills encouraging whole body movement through developing core muscle skills, hand eye coordination and ball skills.
<b>Happy Handwriter</b> Reception	The Happy Handwriter programme encourages a complete multi-sensory graded system that addresses the foundations for both fine motor skills, pre-handwriting and handwriting.
<b>Marvellous Me</b> Nursery, Reception, Year 1 and Year 2	This is an approach to our 'ISCT is Terrific!' school values through books, conversation and activities covering thematic topics of respect, responsibility, effort, trust, kindness, independence and initiative.





Struben House has various learning support professionals working in house to provide specialist intervention where necessary. Children are closely monitored in terms of reaching curriculum outcomes, and where appropriate, are referred for support intervention based on individual needs. Teachers, specialists and parents are encouraged to take a teamwork approach to best support children's progress.

## Specialist small group intervention includes:

<b>Fine Motor Enrichment Groups</b> Nursery and Year 1	This programme is designed and run by an Occupational Therapist and is aimed at helping children who have been identified by their teacher as having general fine-motor challenges. The objective is to improve their fine motor skills so that the children are able to cope more easily with the challenge of handwriting. Areas that are addressed in the programme include core muscle strengthening, shoulder girdle, forearm, wrist and finger muscle strengthening, preparation activities for the development of a mature pencil grip, copying skills (visual-motor integration) in preparation for number and letter formation, cutting skills, basic drawing and colouring in skills and fine motor manipulative skills.
---	--

## Specialist one-on-one interventions include:

<b>Occupational Therapy*</b> Nursery, Reception, Year 1 and Year 2	This support includes gross motor skills, fine motor skills, visual perception, sensory processing, concentration, social integration and behaviour.
<b>Speech Therapy*</b> Nursery, Reception, Year 1 and Year 2	This support is most often targeted to articulation, phonological awareness and auditory processing as well as literacy and language difficulties.
<b>Remedial Therapy*</b> Nursery, Reception, Year 1 and Year 2	This support is most often targeted to literacy and numeracy with the intention of improving reading, writing and maths skills.
<b>Counselling</b> Nursery, Reception, Year 1 and Year 2	This support provides academic, social and emotional care. Close communication and teamwork between child, parents, teacher and counsellor is encouraged.

*\* Identified children have an initial assessment with the specialist to ascertain areas of strengths and challenges, after which a programme is designed to support their progress*

While Struben House staff endeavour to provide much of the support that our children need, there are times where we need to refer out to support in an area which we cannot provide.

### Learning Support Professionals we refer out to include:

- Audiologists
- Optometrists
- Physiotherapists
- Family Therapists
- Play Therapists
- Educational Psychologists
- Paediatric Neurologists
- Psychiatrists
- Social Skills Groups
- The Reading Language Gym

Research shows that early identification is always beneficial for a child's overall scholastic progress. We at Struben House believe in this and thereby observe and promote early screeners to enable the best possible education for our children.

### Screeners include:

- Vision (Reception)
- Speech and Language (Year 1)
- Hearing (Year 1)



# COMMUNITY OUTREACH

## Recycling

ISCT is thinking green! Our children are encouraged to be recycling superheroes. Each class has their own recycling mascot.

We have partnered with Mpact. Mpact is one of the leading paper and plastics packaging manufacturing businesses in southern Africa as well as the leading recycler of recovered paper and plastic. We have a Mpact paper recycling igloo.

We also recycle plastic and cans, in the various labelled bins in the parking area of our school. We also collect plastic bread tags which go towards the donation of a wheelchair.



## Food Forward

We have also partnered with Food Forward. Food Forward SA is the largest food redistribution organisation in South Africa. They implement a model called food banking. Retailers, manufacturers, wholesalers, farmers and growers partner with them to recover their edible surplus food and distribute it responsibly to provide greater access to food for vulnerable groups across South Africa. Our children are encouraged to bring in non-perishable food stuff each week.

We believe that no matter how young you are you can make a big difference. Our children are encouraged to show initiative and work with their communities on these projects.

# EXTRA CURRICULAR PROGRAMME

We have a well balanced extra curricular programme. We ensure that there is a balance between global fitness activities, sports activities, martial arts, cultural activities and technology activities.

In the Early Years all extra curricular activities are privately run. Here we focus mainly on developing the children's gross motor skills. Currently we offer:

Game changes: Cross fit

Dance Mouse: Hip Hop, Modern and Jazz Dance

Ballet

Monkeynastix: gymnastics

Playball: Sports

In Key Stage 1 our extra curricular programme is a mixture of privately run and school run activities. Currently we offer:

Lego explorers: Design and Technology, STEAM Club: Design and Technology

Book Club, Art Club, Environment Club, French for fun and Spanish for fun

Drumming, Percussion Band and Choir

Fitness Club, Little Kickers (soccer), Judo, Dance Mouse and Ballet

At the beginning of Term 1 and Term 3 you will need to sign your child up for your choice of programme via the EdAdmin parent portal. Your child is allowed to participate in no more than one extra curricular activity a day. We run our programme for a 6 month period. Activities do change within a year depending on demand so the above mentioned activities are a guideline only.

