



Braeburn International  
School Arusha



# Secondary HANDBOOK



Confident Individuals



Responsible Citizens



Learners Enjoying Success



# Our Guiding Statements

**Vision:** Every student a successful learner, a confident individual, a responsible citizen.

**Mission:** The Braeburn Group of International Schools is a group of co-educational international schools offering British/International curricula in Kenya and Tanzania. Our schools actively value and celebrate diversity, nurturing personal growth by providing a friendly and supportive environment.

Each **individual is confident** as we provide a safe and stimulating environment with a 'family feel'. We recognise and celebrate everyone's achievements and provide them with the opportunities they need, to become assertive and respectful communicators.



That all our **citizens are responsible** as we cultivate holistic learning that enhances global citizenship and promotes intercultural and international understanding and respect.

Our **learners are successful** as we offer a wide range of academic, extra-curricular and sporting activities so that all our students can find their strengths and excel. We empower students so they can make the transition into world-wide university education successfully.





# Karibu

Welcome to Braeburn International School Arusha. We hope that you find this handbook useful in explaining what you can expect from the School and what the school will expect from you.

## Our Philosophy and Objectives

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## Braeburn International School Arusha aims to ensure:

our learners are successful through offering a wide range of academic, extra-curricular and sporting activities so that all our students can find their strengths and excel. We empower students so they can make the transition into world-wide university education successfully.

Each individual is confident by providing a safe and stimulating environment with a 'family feel'. We recognise and celebrate everyone's achievements and provide them with the opportunities they need, to become assertive and respectful communicators. All our citizens are responsible by cultivating holistic learning that enhances global citizenship and promotes intercultural and international understanding and respect.

## Our Guiding Statements

I have worked in many schools over the last 30 years, but I can safely say that Braeburn Arusha is different. It is not its stunning setting that makes it so special, nor is it the imaginative curriculum and dedicated teachers, it is the children who make the school such a fantastic place to be. Our children are confident, caring and diverse. They are open-minded, welcoming and inspirational. Working with them is deeply fulfilling.

In all our brochures and leaflets, we describe ourselves as a school with a family feel. Everyone who visits us comments on it – whether they be representatives from the Council of International Schools, teachers or students. Newcomers consistently tell us they find the school warm and welcoming and quickly 'feel at home', wherever they come from! Our small class size, intimate campus and dedicated teachers all help to create this safe environment for learning, but it is the students' willing acceptance of each other, their kindness and consideration, that really makes the place feel like a family. Wherever you come from, you will be welcomed and cared for. Don't just take my word for it, come and see for yourself! Pop in unannounced to the school at any time and a student will gladly show you around and tell you quite openly what they love about the school.

As a result of this 'family feel' our students blossom into immensely confident individuals, a trait commented on by many of our visitors. Everyone in the school performs in assembly, has a say in the running of the school through the school council or prefect meetings and feels comfortable talking to each other about their work. They are encouraged to reflect on their experiences and grow through their mistakes. Not surprisingly they go on to be very successful when they leave us.

Their diversity ensures that they are well prepared to be global citizens. Thirty different nationalities, languages and ways of seeing things ensure that our students celebrate difference. Studying in a truly international setting inspires them and broadens

their horizons. At present our students are studying at universities in 18 different countries around the world, proving that our school really is a springboard to individual and global success.

In a recent anonymous questionnaire, conducted on the internet 100% of the students that answered, confirmed that they enjoy school and feel good about themselves. This was flagged up by the data collectors as being very unusual and at odds with the results in other schools. But it is true! Our children enjoy learning, they want to do well and they are confident in themselves and in their own ability. We promise to work with you and your child to discover their gifts and their talents. We recognize not all individuals are the same and we will work hard to optimize the learning opportunities for your child, as an individual. We will equip them to make a difference to the world in which they live. Our school motto is Summum Appeto, which is Latin for 'Reach for the Top!' This is the aspiration we plant in each individual's mind once they join us. We will strive with you and your child to enable them to be 'the best that they can be'.

Alison Rogers





# What facilities do we have?

Braeburn International School Arusha is a popular choice for parents and students. Renowned for its warm family feel, students from all over the world soon feel valued and at home. Difference is celebrated and respected and individuals are set their own targets for improvement. This means that students are seen as individuals and not as one member of a class. Our small class sizes, along with the care that each student receives from their form tutor, makes this approach possible.

The Secondary School is housed along with the Primary on the Kisongo Campus, 12km outside the centre of town and it boasts excellent facilities: one well-equipped ICT suite with internet; a modern 'Food and Nutrition' room with 12 mini-kitchens; a 25m pool and an additional trainer pool; a hall; a shaded tennis and basketball court; a full sized football pitch; an Amphitheatre, drama suite and a well-stocked art room. Classrooms are small and intimate and encourage group learning and independent investigation.

The staff in the secondary school all have degrees and additional teaching certificates and they all come to us with British educational experience or international school teaching experience. Our staff reflect the international

ethos of the school as they come from different places around the world and as a result our students benefit from a wide range of educational backgrounds and teaching styles.

We pride ourselves in developing the 'whole' person, so that students leave Braeburn International School Arusha as well-rounded individuals who have no problem finding places in universities worldwide. Our wide range of extra-curricular and sporting activities enable students to balance work and play and our impressive fleet of Braeburn buses make educational and extracurricular trips easy to organise.

Parents are given many opportunities to share in the activities and events at school: Bonfire Night with fireworks and delicious BBQ; Open Day showcasing a wide range of work and activities; school performances in our Amphitheatre; cross country races and welcome evenings make for a full and active calendar for the whole family.

Students who have joined Braeburn School Arusha quickly settle into the school, feel safe, happy and comfortable and enjoy learning. We hope that your experience of the school will be as positive as everybody else's.

# Are Braeburn Students Successful?

Yes our students are VERY successful! Many students who leave us with the view that the 'grass is greener' elsewhere, return a few years later to let us know that they miss us and many choose to return.

Our students are successful academically.

100% of our sixth form students gain offers to universities around the world.

Our students are studying in over 18 countries of the world.

All of our students pass their IGCSEs and A level exams.

Every year a minimum of 75% of our students gain five C grades or above at IGCSE.

All our students are entered for First Language IGCSE – even though for most of them English is not their first language.

## MUSIC

100% of our students pass their ABRSM music exams with the London Board of Music. Anyone who has done this exam will know that this is no mean feat. Students sit for exams from grade 1 – grade 8 in piano, violin and singing and a couple of them gain the highest grade boundary of a distinction.

## MUN

Every year our students attend the MUN and we always get most of our resolutions passed.

## LAMDA

A third of the secondary students prepare for their LAMDA exams and 100% of them pass, and the majority gain merits or distinctions. Like the music exams this is a big achievement. The examiner comes from London to assess our students in different categories: 'Speaking Verse and Prose', 'Public Speaking' and 'Acting'.









# What facilities do we have?

Braeburn International School Arusha is based on the British system of education. When you start the Secondary School you will be placed in a year group according to your age and previous schooling. The first year in secondary is called Year 7 because it is the seventh year of schooling according to the British System.

In the UK, learning is divided into five Key Stages. These Key Stages form part of the National Curriculum of England and Wales and are shown in the table. The shaded area shows the stages and years in secondary school:

At Braeburn we try to follow, as closely as we can, the expected ages of pupils in each Key Stage. We do, however, understand that some flexibility is required to take into account different educational experiences. The system is progressive. Each stage builds on the knowledge and skills that have been taught earlier.

In addition to the ongoing internal assessment that is carried out by the school, external assessment is carried out at the end of each Key Stage. Examinations that we set the students at Braeburn are at the same standard as those taken by students in the UK.

Further information about the National Curriculum can be found on the National Curriculum website at [www.nc.uk.net](http://www.nc.uk.net)

Description	Approximate pupils' age on 1st September	Exams sat
Year 1	5	
Year 2	6	Key Stage 1 (KS1) National Tests
Year 3	7	
Year 4	8	
Year 5	9	
Year 6	10	Key Stage 2 (KS2) National Tests
Year 7	11	
Year 8	12	
Year 9	13	Key Stage 3 (KS3) National Tests in English, Maths and Science
Year 10	14	
Year 11	15	Cambridge International General Certificate of Secondary Education (IGCSEs)
Year 12	16	
Year 13	17	Cambridge Advanced Level Exams (A level) or Edexcel BTEC Vocational assessments

## What's the advantage of being part of the Braeburn Group?

Braeburn International School Arusha is part of the Braeburn group of schools, which are situated in East Africa. All of the schools offer the British system of education, but in addition, Braeburn Garden Estate in Nairobi also offers the IB. All the Braeburn schools share the same approach to education.

There are real advantages of being part of a wider group for both the teaching staff and for our students. These include:

- access to training and inset so all our staff are kept up-to-date on the latest educational thinking
- inter-school sporting events
- inter-school events like gifted and talented weeks
- sharing of good practice
- sharing of knowledge and expertise in areas such as IT or in applications to universities
- greater choice of subjects within the group for year 12 and 13 students eg. A level; IB or the more vocational courses of BTEC





## What subjects are on offer?

Key Stage 3 Years 7,8,& 9	Key Stage 4 Years 10 & 11	Key Stage 5 Years 12 & 13
<p><i>Students study ALL of the following:</i></p> <p>English Language and Literature Maths Science Computer Science History Geography French Kiswahili Art &amp; Design Music PE Drama Enrichment</p>	<p><i>Students study 9 of the following to exam level:</i></p> <p>English Language English Literature Maths Biology Chemistry Physics Computer Science Business History Geography Sociology Statistics French Kiswahili Spanish Art &amp; Design Music PE Drama Food &amp; Nutrition</p>	<p><i>Students study 3-5 of the following A Levels and/or BTEC subjects to exam level:</i></p> <p><b>A Levels:</b> English Language English Literature Maths Biology Chemistry Physics Computer Science History Geography Sociology Psychology French Art &amp; Design</p> <p><b>BTEC:</b> Business Marketing Management Creative Media Art &amp; Design Performing Arts Music Sport Hospitality Environment &amp; Sustainability</p>

## How is our curriculum adapted for East Africa?

At Braeburn we follow the National Curriculum of England and Wales which is suitable for students of all nationalities and a wide range of levels of ability. This means that any students moving to a British curriculum school either overseas or in the UK should be generally working at a similar level and covering the same work. This makes it easier for students to move between British Curriculum schools.

However, although we teach the skills necessary for each year and although we teach many of the suggested topics, we do not teach all of them. This is because we are an international school and not all of the topics are relevant for an international audience. For example, focusing only on British history when we live in Tanzania would not inspire and interest all our students, so instead we ensure that we teach the necessary skills e.g. how to analyse primary and secondary sources but we occasionally adapt the topics e.g. Our students work through a unit on East African History, which is not on the British National Curriculum.

As a result of the adaptations that we make, we feel sure that the curriculum we offer our students will help them to move between British Curriculum Schools with ease whilst our topics remain relevant and interesting to an international student body.

We encourage interactive learning in the class room followed up by independent individual learning in the home. We try to encompass all the learning styles: visual, auditory and kinesthetic in our lessons plans. If you would like any more information about how we teach, please do not hesitate to ask.

At the end of Key Stage 3, students sit for their CAT4 assessment. This helps us to track their performance and achievement in school.

Further details of the curriculum for Key Stage 4 and 5 are included in separate handbooks available from the school.





## What do the Year 7s love about the secondary?

Starting a new school can be scary and many of you will be worried about your first day. Worries about bullying, getting confused by the timetable and whether you will manage the work are all natural worries to have, as going anywhere new can be a little stressful. The more you know about your new place, before you start, the better prepared you will be and this will help reduce your anxiety. As a result, we work very hard with Braeburn Primary school to offer taster days, information evenings and some joint school events.

If you are joining us from another school, we will be happy to show you around and we will encourage you to try out a couple of taster days, to meet your classmates and teachers before making your final decision. We want you to feel positive and excited about your new school. Once you try it out, you usually find that your worries are not reality! This will help you to feel more positive and excited about starting a new school.

This is what our Year 7s say after their first term in secondary: "I love the people and I love DT too because you get to cook."

"I love football because it is more challenging than in the Primary school. I was scared I wouldn't be able to play as everyone else is older – but that's no problem anymore."

"I love the academic work. It is more challenging – so be prepared!"

"I love the different activities that we do and working with lots of different teachers."

"I love the teaching and learning in class. The academics in Braeburn are much better than any school I have ever attended."

"I enjoyed the disco the prefects organised as I had fun with my friends."

"I was worried that the subjects were going to be very hard and I wouldn't manage, but they are fine!"

"I didn't know anyone and thought that people would be mean – but everyone has been kind and welcoming. And I love the lessons as they are fun and interesting."





## Our former students say...

### I hardly spoke any English when I arrived



Doriane Djoke sat for her AS exams in Maths, Economics, IT and Physics and gained grades B, B, B, C. This was particularly impressive bearing in mind that she joined our school six years before gaining these results as a French speaker, unable to speak any English at all.

Doriane's story is typical of many who join Braeburn Arusha. She writes: 'Braeburn Arusha helped me to realise that everything is possible, you just have to believe in yourself.'

### Coming from the NECTA system



Braeburn International School Arusha welcomes students from the NECTA system. Peter Assenga, is one of many who joined the school in January, after getting his NECTA results. He enjoyed an individually tailored programme to help him to adjust to a different way of learning and to introduce him to new subjects. The six month foundation course

enabled him to join the sixth form programme of his choice in August, being fully prepared. Peter graduated from Braeburn with three distinctions in the Extended Business course (equivalent to three A grades at A level). This is what he writes about his experience:

'During my stay in Braeburn, I have really enjoyed the practical and creative work that forms the base of the BTEC course. I was able to link a number of my work experience placements and assignments to my interests. My teachers know my goals and as a result I was given the chance to meet Jane Goodall and have become instrumental in setting up a 'Roots and Shoots' club in the school. I was also given the opportunity to reach the top of Kili, go white water rafting down the Tana river and I discovered I am a natural rock climber! I had never had the opportunity to do such things in my school before. Studying in an international environment has made me comfortable to live, relate, and work in a cross-cultural context. This, along with the great teaching and the warmth of my classmates, has made me feel I am prepared for the wider world out there.'

Peter went onto study design in South Africa and has returned to Arusha to set up his own very successful business.

## A Flexible Programme of Study



Addison Merryman joined Braeburn from the USA. This is what he said about the transition into Braeburn:

"I chose Braeburn because it was flexible. It supported me in making the transition from one system to another. Differences between the two systems were patiently explained and I was able to design my own 'mix and

match' curriculum that worked for me. I was allowed to continue to study for my APs in on-line classes, whilst also choosing two A levels in Math and Physics. The school was great as it allowed me to start A levels without my IGCSEs. They based this decision on my previous reports. After some internal assessments, they also allowed me to start on an A level course in Physics, although I had never studied Physics before at any stage. I was also interested in learning Swahili and they arranged lessons for me to pick up the basics of this language. Although it took me a little while to adjust to a different culture and a different system, I enjoyed the classes and found the teachers awesome. I felt that Braeburn has worked for me as I have got the best from both worlds."

Having never studied Physics before, Addison went on to gain a grade A in both his Physics and his Maths A levels. He has recently graduated from Duke University in the States.

### I wanted to become a Doctor



Kakuru Karegyesa studied at BISA from the primary school. After a set of stunning IGCSE grades, Kakuru went on to get three A grades in A level Biology, Chemistry and Maths. He says: "I have always enjoyed learning and had been particularly interested in science. Braeburn encouraged this interest by organizing science fairs and in using physics to help

solve practical problems such as creating a pulley system for the set. After a lot of careers and university advice I decided that I definitely wanted to become a doctor. The school supported me in organizing the additional BMAT and IELTS tests that I had to sit and they gave me a lot of interview practice before my skype interview. I was really excited when I was offered a place to study Medicine at Newcastle University in Malaysia. I feel I am getting the best of all worlds: I am continuing with the British system – which I know and understand – in a warmer and cheaper climate. I will have some UK experience whilst being able to study tropical diseases too. I felt well prepared by Braeburn to get onto this course and would encourage anyone else interested in medicine to consider Newcastle University in Malaysia.



## Preparing Students for a Career in the Performing Arts



Although Braeburn Arusha is only a small school, in a small town, the music, dance and performing arts programmes are truly international. Not only has the school won international Awards from Pearson for their Performing Arts and Media courses, but I can definitely say I was properly prepared for the very competitive world of auditions for top drama schools in London. Believe it or not, these are harder to get into than Oxford or Cambridge. Thousands of students audition for just 20 places on Acting or Musical Theatre courses. Preparation for the LAMDA acting exams at school and being involved in the travelling theatre productions of musical theatre or Shakespeare plays laid a real foundation of what to expect. I could clearly see I was more prepared than many of the students from the UK who auditioned with me. I was offered a place at Arts Ed and later moved on to the Institute of the Arts in Barcelona – where I appreciate the sunshine, after many grey cold and windy days in London. I am working hard to become an actress and plan to specialize in acting for screen. So if you are planning to move onto a drama school – you are in the right place.

## How Will My Child Be Supported So They Can Be The Best That They Can Be?

### Vocational Learning

If you are a kinesthetic learner who learns through doing then the practical and hands on BTEC courses that are offered in the sixth form may offer you the best pathway for success. The school and our students have won a number of prestigious awards on the international stage, over the years for our outstanding delivery of the BTEC programme. **We have won more awards than any other International School, anywhere in East Africa.**

### Our students have won:

- 2019 Pearson's Bronze Award for Dance.
- 2019 Pearson's Silver Award for Sport.
- 2019 Pearson's Silver Award for Music.
- 2019 Pearson's Gold Award for Business and Enterprise for the best student in the world.
- 2019 Pearson's Gold Award for the best overall BTEC student in the world.
- 2020 Pearson's Gold Award for Performing Arts for the best student in the world.
- 2021 Pearson's Bronze Award for Business and Enterprise
- 2021 Pearson's Silver Award for Art and Design.
- 2021 Pearson's Gold Award for Performing Arts for the best student in the world.

### Our school has won:

- 2019 Pearson's Silver Award for the best BTEC teacher of the year. (Miranda Rashid.)
- 2019 Pearson's Bronze Award for the Best BTEC Centre in the World: Braeburn International School Arusha.
- 2021 Pearson's Silver Award for the best BTEC teacher of the year. (Emma Morton)

Considering that the Level 3 BTEC qualification is offered in thousands of schools across the world, this is an incredible achievement.

### Business and Enterprise

In addition, our students have won \$1000 for the last couple of years with our Young Enterprise Group's social enterprise projects working alongside people in our community to make and sell local produce.





# Special Educational Needs and Difficulties (SEND)

The Special Educational Needs and Difficulties programme is available to everyone in the Secondary School. The aim of the department is to support anyone who finds studying difficult, either through specific learning difficulties or through problems with attention and concentration. You may be referred to the department in a number of ways:

- a teacher may be concerned that you are having problems in his or her subject
- difficulties may become apparent through routine assessments or through our CAT4 or reading tests.
- your parent or guardian may be concerned about your progress and request extra support
- you may request extra support and help in a subject or an area of your learning

If you have been identified as needing help, the department can help you in a number of ways:

- You could be withdrawn from some agreed lessons to concentrate on your specific difficulties
- you could be offered general in-class support
- you could be partnered up with a buddy who could support and help you
- you may be given additional exercises or activities to help you to grasp an area you are having particular difficulty with
- you may be encouraged to participate in a specific programme such as 'Fast Forward' – which comes with an additional cost of \$400 for the year and which recommends you spend 30 mins a day for 5 days a week to make a real impact.

If you or your parents are concerned about any aspect of your progress in school we would encourage you to contact the Inclusion Co-ordinator.

## What is Fast ForWord?

Fast ForWord is an evidence-based, adaptive reading and language program that delivers 1-2 years gain in 40-60 hours of use for any struggling learner. The unique brain-based approach targets the root causes of reading difficulty to deliver lasting results that make better readers and lifelong learners.

Different learner types and intervention levels have different needs. Fast ForWord offers a personalized and differentiated pathway for each learner to maximize achievement potential. Students with the following learning needs can be supported by the program:

- Dyslexia
- EAL
- Struggling readers
- ADD/ADHD

Fast ForWord works because it starts with the brain. It uses the science of learning to help students develop their reading brain for lasting goals.

The cost of this individual intervention is \$400 for the year. Students can sign up to use the program at home or at school. They should aim to do **at least** 30 mins practice at home or at school for 5 days of the week, every week, to see the best possible results. After the CAT4 assessments, or in our initial admission meeting we may suggest that this is a good programme for your child to do. We will then meet with you to work out when and where the practice should take place.

If you sign your child up for our 'Fast Forward' programme, they will be assessed. After the assessment they will either be placed on the Foundation 1 OR Foundation 2 stage and the Reading Assistant. When your child has completed the 4th stage of the Reading Assistant program they will be given the chance to leave or continue with the program.

Fast Forward comprises of different sections each of which helps to embed different skills in the learner. In **Foundation 1**:

**ELE-BOT, WHALIEN MATCH** and **HOOP NUT** build up the skills of **memory** and **focus**. If this is your child's weakest area please encourage them to take up an instrument or a game like table tennis to help them further develop these skills.

**MOON RANCH** builds up the **skill** and **speed** of **processing information**. If this is your child's weakest area, please encourage them to play games like jigsaw puzzles, crosswords and board games.

**SKY GYM** and **SPACE COMMANDER** build up the skills of **focus** and **sequencing**. If this is your child's weakest point please encourage them to play sequence games like Jumbo. Activities that involve following step by step instructions like baking could also help.

**ROBO DOG** builds **comprehension** and **vocabulary**. This is key to the success in all subjects. To continue to improve your child should read every day for at least 20 minutes. They could choose a book from the Reading Assistant section of the application.

In **Foundation 2**:

**JUMPER GYM** builds up the skills of **focus** and **sequencing**. If this is your child's weakest point please encourage them to play sequence games like Jumbo. Activities that involve following step by step instructions like baking could also help.

**PAINT MATCH, POLAR PLANET** and **TOMB TREK** build up the skills of **focus** and **memory**. If this is your child's weakest area please encourage them to take up an instrument or a game like table tennis to help them further develop these skills.

**COSMIC READER** builds up the **skills** and **speed of**





**processing information.** If this is one of your child's weakest areas please encourage them to play games like jigsaw puzzles, crosswords and board games.

## Reading Assistant

Reading Assistant enables your child to read aloud and will identify the words that s/he has mispronounced. It also supports students to understand difficult new words. The program notes individual areas of difficulty and creates further activities to embed learning. Furthermore, students get to read a range of books at their own level which enables them to build up their confidence. Student's comprehension is improved through practising implicit and explicit questions.

Your child will get a Fast Forward report every term so you can follow their progress.

## English as an Additional Language (EAL)

We recognise that some students don't always find it easy to access the curriculum as English is not their first language. Our EAL teachers are part of the Inclusion department and they help train staff in ways they can support all students to access work in class. Methods such as providing key subject words and definitions; by using diagrams and visual images and by identifying the meaning of key exam language all help students to achieve their best in the final exam. In addition, students whose English Language skills are very limited are supported in the class room and have additional help in small intensive language groups too. The majority of our students who arrive with little or no English Language are able to speak confidently after one year and communicate clearly in their written work in two years.

## Gifted and Talented

Many of our students are particularly gifted and talented in a particular area of the school or outside the school curriculum. This may be on the sport's field, in a particular academic subject or in one of the Creative Arts. We are constantly up-dating our gifted and talented register by talking to parents, teachers and students.

Once we have identified which students have a gift in a particular area, we monitor them carefully to ensure that they are being extended in class and that they have the best opportunity to develop their gift. Similarly, we take an interest in the activities that they are involved in outside of school.

## What are Enrichment Days?

Braeburn International School Arusha organises enrichment days once a term where students are given the opportunity to learn outside the classroom in a cross curricular style. Subjects covered on these days are subjects not normally covered by the formal curriculum e.g. looking at French food and menus; looking at the history of a particular dance form and then creating a performance; creating a short film clip; or designing and testing a rocket. Each day combines the skills and knowledge of a number of subjects and teachers and many involve the expertise of an outside expert. Some of the enrichment days are organised off site. But all of them are fun and encourage students to think outside the box and link their learning from different subject areas.





## How will my child be assessed?

We encourage students to take ownership of their own progress and learning. Each student has a student planner in which they need to identify targets for improvement. They then discuss these with their tutors and work out what they have to do to achieve their aims. These targets are reviewed on a regular basis and are up-dated. You should be able to ask your son or daughter at any time, exactly what they need to do to improve their grade or level in a certain subject and they should be able to tell you. We encourage them to set S.M.A.R.T. targets in consultation with their subject teachers and form tutors. This is an abbreviation for targets that are: Specific; Manageable; Attainable; Realistic and Time-related (achievable in a set time.)

Every student will be given a minimum grade (Year 10 – 13) or a minimum level (Year 7-9) at the beginning of the year. This is the minimum grade or level that we expect them to get in their end of Key Stage exams. (SATS – Year 9s; IGCSEs – Year 11s and A levels or BTEC – Year 13). The minimum grade or level is worked out from the CAT4 assessments and their previous teacher assessments. We remind students that it is a MINIMUM grade or level and that they should set their sights higher than the minimum,

but that they should try never to fall below this grade.

The minimum grade or level is really useful for us as it helps us to monitor the performance of each student in the school as an individual. A formal assessment is arranged every six weeks. From the results we are able to see if each student is performing as we expect them to or better than we expect or if they are underachieving. Students who are underachieving are identified and regular mentoring meetings with a member of the Senior Management Team are set up to help them to work out a realistic action plan to get back on track. Students who are performing better than expected are congratulated and given merits.

Attainment tests in Key Stage 3 are based on the National Curriculum Attainment Targets, whereas exams and coursework assessments in Key Stage 4 and 5 are based on the different subject examination syllabuses and the examiner's mark schemes.

Year 11 and Year 13 Mocks are held in January. This gives students enough time to learn from their mistakes and make improvements in their performance. The formal examinations of IGCSEs and A levels are held in May/ June. BTEC units are assessed continuously over the two year course. The results for the KS4 and 5 subjects are released in August. The Year 9 students start their chosen IGCSE options in May.

## What is the House system?

The Secondary School is divided into four 'Houses.'

There are students from each year group in each House. Houses compete in sporting and academic competitions on a regular basis. We try to put brothers and sisters in the same House so that parents are not torn in two on Sports Day!

Merits are awarded for good work, high levels of effort, and service to the school community. These are added towards the overall House competition as well as being rewarded on an individual basis with certificates and badges.







Confident Individuals



Responsible Citizens



Learners Enjoying Success



# What Say Does My Child Have In The School?

At Braeburn International School Arusha we value student opinion and student views. As a result, we make lots of opportunities to give students a voice to express themselves and to play key roles within the school.

## Prefects

Each year, Key Stage 4 and 5 students apply for positions within the prefect body. The following roles are available:

- Head Boy
- Head Girl
- Deputy Head Boy
- Deputy Head Girl
- Transition Prefects
- Social Activity Prefects
- Mentoring Prefects
- Environmental Prefects
- Boarding Prefects
- Music Prefects
- Media Prefects
- Social Media Prefects
- Sport Prefects
- House Prefects – for each of the 4 houses

The applicants need to have attended the lunch time leadership workshops in the term leading up to the applications. They then have to submit their application in writing

explaining why they want the position and what projects they would like to develop over the year. Applicants are then invited for an interview with the senior management team. Form tutors and subject teachers are asked for references.

The leadership roles of the Head Boy/Girl and Deputy Head Girl/Boy and Student Council President are given through an election process. All staff and students vote after listening to campaign speeches. Through this experience, students learn about the importance of free and fair elections and about the power of democracy.

Once selected, the prefects attend a one day team building workshop where they have time to discuss their vision together for the following year. They are also given a prefect handbook with more detailed information in it about their responsibilities, roles and duties.

The prefect body help to form a bridge between the students and the teachers and they organise activities and provide support and help that other students in the school want. In addition, they support staff in monitoring behaviour round and about the school at break and at lunch times.

## Student Council

The Student Council consists of one representative from each tutor group. These members are elected by the form group to represent their views. The student council meets approximately every two weeks to discuss student concerns and to try to solve problems as they arise. The student council looks for solutions and does not create problems.

The student council president then meets with the head teacher on a half termly basis to feedback issues that have been debated and the solutions that have been proposed. A lot of positive changes have been made as a result of the student council.

## House Prefects

Students are also elected into the position of House Prefect for their individual houses. Students, in this role encourage students across the key stages to represent their houses in a variety of sporting and non-sporting events.

## Assemblies

Another way that students can be heard is through their assemblies. Each term every form group has to lead an assembly as well as the boarders, the school council and the prefect body. This ensures that a wide range of voices, concerns and issues are dealt with regularly.



Student council organises Colourfest



## Reporting To Parents

We report to parents in a number of different ways:

Parents are invited into school to discuss progress with form tutors, subject teachers and if necessary, members of the Senior Leadership Team. This parent, teacher consultation happens twice a year, in the middle of the first and third term.

Formal written reports are issued each term giving information about the student's efforts and attainment. One of these three written reports will contain more detailed information.

Parents are invited in at different stages of the school for information evenings eg. year 9 parents are invited in for options' interviews; year 11, and 13 parents are invited in to discuss the mocks and Y12 parents are invited in to learn more about the university application process.

Parents and form tutors are encouraged to maintain a dialogue through the student's planner. Each week parents and tutors sign a page to indicate that the home learning has been done or to discuss any particular problems or to alert parents or teachers of particular issues.

General information about school events and trips are communicated through the electronic weekly news letters or through class letters.

Concerns about individual students are communicated either by telephone or e-mail usually in the first instance by the form tutor.

If you have any concerns about your child's progress or welfare you are welcome to come into school and discuss the matter with the appropriate teacher. Please make an appointment first so that we can ensure that the member of staff is available.

## How can I express any concerns or views I may have ?

Braeburn International School Arusha also welcomes the parent voice. We know parents have another perspective on issues and this is a perspective we always appreciate hearing.

We encourage parents to pick up the phone and call about any specific issue or concern that they have. No issue is too small for us to discuss and most concerns are easily solved once we know about them. Please feel free to make an appointment through the secretary at the front office. It can be frustrating if you turn up and find that a particular teacher or a member of the senior management team are in class and are not free to see you for another hour or so.

In addition, we organise two parent teacher consultations a year, for you to discuss your child's progress in each

individual subject. This is an ideal time to raise any questions or concerns you may have.

Braeburn International School Arusha organises half termly parent forums where we invite in a selection of parents representing students from all three key stages. Over a school lunch we discuss perceptions of the school and possible solutions to problems that may have arisen during the discussion. If you would like to be included on the next parent forum please give your name to the school secretary.

Through regular meetings with our parents we know that they are happy with the care and the learning opportunities that their children get at our school.





# What sanctions may my child receive if they misbehave?

The following chart is a guideline of how we deal with misbehaviour. It is up to the teacher to choose the most appropriate level for a certain type of misbehaviour and to choose the most appropriate sanction from the list.

Level	Examples of poor behaviour	Sanction
<b>1. Low level disruption</b>	Talking out of turn Inappropriate uniform Forgetting homework Answering back Chewing gum	Verbal warning Written warning in the student planner If the behaviour is repeated the form tutor could be informed to talk to the student and find out if the behaviour is being repeated anywhere else
<b>2. Disobedience Obstructive Behaviour</b>	Refusing to follow instructions Not working and preventing others from working Physical behaviour – relationships OR pushing and shoving Aggressive language Continuation of level 1	Kept in during break to complete the missing work Missing one of the student's favourite activities E-mail sent to the parents/guardians and letter sent home
<b>3. Continued Disruption  Destructive Behaviour  Aggressive Behaviour</b>	Continued disruption of lessons and learning Damaging property and equipment including graffiti Damaging other students' work Bullying Rudeness and insolence Aggressive and abusive language Continuation of level 2	Being kept in during part of lunch time Put on a form tutor report card Replace the damaged property and pay a fine Be involved in fixing the property e.g. sanding down tables E-mail sent to the parents/guardians and letter sent home
<b>4. Repetition of level 3 and extreme behaviour</b>	Threatening and abusive language direct to staff Fighting and bullying, including cyber bullying Continued defiance Continuation of level 3	Referred to the Deputy Heads Parents invited to school Friday afternoon community service run by a senior member of staff Put on a senior member of staff report card Internal Suspension Suspension
<b>5. Dangerous behaviour</b>	Alcohol Drugs including cigarettes Repeated fighting or bullying including cyber bullying Theft Bringing weapons to school Inappropriate relationships Continuation of level 4	At the Head's Discretion Expulsion





## What are the school rules in the Secondary?

At Braeburn we expect everyone to:

- Be polite and considerate to everyone
- Wear the prescribed uniform in the correct manner
- Listen to, support and encourage each other
- Celebrate our differences
- Tell the truth
- Feel safe
- Be punctual to all lessons and activities
- Be part of the solution and not part of the problem
- Take care of the school equipment and the possessions of others
- Take care of our environment
- Focus on learning
- Do our best at all times
- Live within the law

## How will my child be expected to behave?

At Braeburn we believe that every student has the entitlement to:

- Learning and the acquisition of the skills needed to learn throughout life.
- Achieve their potential.
- The support and guidance they need to overcome blocks to learning whatever they may be.
- Extend their experience and aspire to achieve.
- Develop ambition for themselves and others as contributing members of a thriving community.
- Intellectual development and creativity.



## We seek to create a climate in which:

- Students are calm, confident and composed for learning.
- Students are encouraged to be active participators in their own education and to achieve to the very best of their ability.
- Students are encouraged and supported in becoming capable, effective and self-confident learners and contributors to the community, both within and outside of the school.
- Students are supported and supportive of each other.
- Parents and carers are welcomed as crucial contributors to their children's education.
- Respect, tolerance and understanding are actively fostered and where failure to demonstrate these is addressed quickly and directly.
- Human diversity is valued and celebrated.
- Aspiration and achievement are desirable and valued.
- Underachievement is identified and addressed.





## How will my child be rewarded in school?

Students can earn merits for success in the following areas:

**Achievement** – 1 merit is given for each piece of 'exceptional' class work.

**Home Learning** – 1 merit is given for each piece of good home work. A merit could also be given for every student who has not missed a deadline in a month.

**Extra-curricular** – 1 merit is awarded for good performance or for giving up a Saturday to represent the school.

**Community Service** – 1 merit is given for evidence of the following:

- Respect for others
- Politeness to others
- Helpfulness
- Volunteering
- Charity involvement
- Exceptional behaviour

**Leadership** – 1 merit is awarded for evidence of the following:

- Teamwork
- Leading initiative
- Communication/listening
- Leading an activity
- Role model behaviour
- Students collect their merits in their planners. Once they have filled a page they should take their planner to their tutor to sign to ensure that they get the relevant certificate and reward.

No. of Merits	Certificate	Reward
20	Tutor Certificate	Free Juice
40	Bronze Certificate	1000 TSH to spend at the tuck shop
60	Silver Certificate	2000 TSH to spend at the tuck shop
80	Gold Certificate	Pens, pencils, sharpeners, gel pens, notepads, sticker
100	Tanzanite Certificate	5000 Phone voucher
120	Platinum Certificate	15,000TSH voucher from a local book shop





## What does the school say about electronic equipment and mobile phones?

Electronic equipment such as iPods or PSPs which are used solely for entertainment should not be used at any time in school, unless permission to do so has been granted by a member of the teaching staff. If any such items are brought to school they should be deposited with the secretary at the beginning of the day and collected at the end of the day. If any student is found in possession of these items during the school day the items will, in the first instance, be confiscated until the following Monday. If there is a recurrence of this the equipment will be confiscated for two weeks (including two weekends). Any subsequent recurrences will lead to equipment being confiscated for a half term and parents will be asked to pick them up.

Mobile telephones are not necessary in school as the school has its own telephone which can be used in cases of emergency. If students do wish to bring mobile telephones to school they should be deposited with the secretary before going to registration, in the morning and collected at the end of the day. Under no circumstances

should students' personal mobile telephones be used on the school premises without permission from a member of the teaching or administration staff. If any student is found using, or in possession of, a mobile telephone during the school day the telephone will, in the first instance, be confiscated until the following Monday. If there is a recurrence of this the telephone will be confiscated for two weeks (including two weekends). Any subsequent recurrences will lead to the telephone being confiscated for eight school weeks.

Sixth formers sometimes like to work on their lap tops. The school cannot take responsibility for student's own lap tops and if brought into school they should be deposited with the secretary when not in use. They should never be left unattended in a classroom, the library or the common room.

The school will not take responsibility for the loss or damage to any electronic equipment brought in to the school by a student and left unattended.

## What Equipment Do I Need To Bring?

In addition to the textbooks and exercise books required for the day's classes, students should always bring:-

- 2 pens
- Pencil
- Pencil sharpener
- Highlighter pen (any colour)
- Rubber
- 30cm Ruler
- Compass
- Protractor/angle measure
- Calculator
- Coloured pencils
- Glue stick
- The student planner
- Reading Book
- English Dictionary
- French/English Dictionary
- Kiswahili/English Dictionary
- Re-usable Water Bottle

### The Student Planner

The student planner is an essential part of each student's equipment. They are expected to bring it to school every day and to get it out at the start of every lesson. It is the main source of communication between home and the school as the tutor, subject teacher, parent and student can all write notes or information in it. It also helps students to plan their time properly and to review and evaluate their learning on a regular basis.

The entire home learning that is set needs to be recorded in the planner. Each weekend parents or guardians

are asked to check the planners and sign them to acknowledge that they have been checked. Tutors will also check and sign them at least once each week and ensure that the home learning is being completed properly.

Other information that you can find in the planner is a list of useful revision websites; absence forms; late to lesson slips; and merit pages. It is useful to check these other sheets to get an overall impression of how your son/daughter is doing in school. If any student loses their planner then they will be charged 20,000Tsh to replace it.









# What Will Be Expected From Me At Home?

## Home Learning

Research has shown a strong link between good Home Learning patterns and achievement and as a result home learning is seen as very important at Braeburn International School Arusha. All students are given a home learning timetable on their first day back at school after the summer holidays and this ensures that their home learning is fairly distributed throughout the week.

Students can expect to be given at least one piece of home learning per subject, per week. The form the learning takes may vary according to the unit and the activities done in lessons. The purpose of the home learning is to improve pupil achievement by:

- extending, complementing, reinforcing class work
- improving the organisation and time management of students

Extended home learning is differentiated. It is expected that students will spend approximately 45 minutes to one hour on each subject. It is also expected that students will read independently on a daily basis. Students are expected to do their home learning to the best of their ability, as this will develop skills to help them work independently and enable them to build a deeper understanding of their different subjects.

Home learning should always be written in the student planner along with the date the work is due.

Home learning will be marked in these ways:

- peer and self-assessment
- teacher comment based on strengths and targets
- oral feedback during lessons

All students are expected to attempt Home Learning. Failure to make an effort will result in the following sanctions:

### First Offence

Written warning in the student planner to inform parent and form tutor. Home learning to be submitted to the subject teacher the next morning during registration period. Failure to submit means the student would immediately move to the second stage.

### Second Offence

Written warning in the student planner to inform parent and form tutor. The student would be kept in at break in order to complete the exercise.

### Third Offence

The student will be kept in at break and a letter will be sent home.

If any student persistently fails to submit home learning in a few subjects, their parents will be called into school for a meeting to look for joint solutions and they will be placed on report where their progress can be monitored over a period of time.





# What is the school uniform?

## Girls' and Boy's Uniform

- White open next polo shirt with Braeburn logo
- Navy blue trousers (No sagging trousers) OR skirt (knee length or half way down the calf)
- Navy blue jumper
- Braeburn fleece jacket (optional)
- Black leather shoes (no trainers)
- No make-up or nail varnish
- No hoodies are allowed
- Short grey, blue or black socks
- No head garments (except those worn for religious or cultural reasons). Headscarves should be navy blue or black.

Items of uniform exclusive to Braeburn are available from the School uniform shop or as in the case of the fleece jacket, from Braeburn in Nairobi.

To protect their uniform, students are advised to bring an old shirt or overall for Art lessons.

Certain alterations may be made to the school uniform to conform to religious requirements but please seek approval first from the school office.

Most items of uniform can be obtained from the Uniform Shop next door to Fifi's cafe, near TANESCO. Tel: 0754925092 or 0787183808

## Jewellery

- Small studs (only one in each) are acceptable. No hoops.
- A chain or necklace may be worn under clothing but should not be visible.
- One plain bracelet, silver or gold with one stone maximum.
- Plain ring, silver or gold with one stone maximum.
- Watch
- No nail varnish.
- No jewellery made of beads, strings or leather should be worn.
- No make-up is to be worn.

## P.E. Uniform

- Blue Braeburn polo shirts
- Navy Shorts or tracksuit trousers
- White sports' socks
- Trainers
- Blue or black swimming costume or trunks and towel (no long shorts)

**House T-shirts** should be worn for Inter-house competitions:

- Meru – Yellow
- Mawenzi – Green
- Kilimanjaro – Red
- Lengai - Blue

## Coaching Sessions

We ask that you supply the shin pads and mouth guards for your child and ensure that they bring them to the relevant sport's coaching sessions. If your child does not bring the protective item to wear, they will not be allowed to participate.

Reminder: Please label your equipment and kit with your name but NOT on the Braeburn logo.

**Jewellery of any description CANNOT be worn during Physical Education lessons. Teachers will not take responsibility for the safe-keeping of any such items.**

## PE Lessons

There's 75 mins PE lesson scheduled on everyone's timetable and in addition students need to select one 'Active Learning' as a period 5 activity. The PE lessons prepare students for the inter-school sports competitions. In our sports lessons we tend to follow the NTAA (Northern Tanzanian Athletics Association) programme.

**Term 1:** Athletics

**Term 2:** Swimming, Basketball, Netball and Football

**Term 3:** Cross country and rugby





## How does reading make a difference to my results?

At Braeburn International School Arusha we see a student's ability to read as key to his/her success. Students who struggle with their reading, struggle to write and find understanding the questions in exam papers difficult. Confident readers are much more likely to do well in their exams. As a result, we focus on students' reading skills as soon as they arrive.

In year 7 all students sit the NGRT Reading Test and this gives us a reading age for each student. Students who gain a result which is one whole year lower than expected would be put onto a reading scheme which is monitored by the inclusion department and they would also be recommended to start the Fast Forward Scheme which has an additional cost of \$400 per year.

Ideally we recommend that all students build 20 minutes of reading into their home learning time every day. Please encourage them to bring books home from the library and to talk about what they are reading. Reading regularly for the years leading up to the final exams can make a whole grade's difference to their results.

To encourage all our students to read, the library organises an annual competition. Each year it is slightly different, but the intention is the same: to encourage the students to read widely, independently and regularly. The annual reading competition is featured in the student planner and so parents can see what their children are reading.

## How is the school day structured?

The school day begins with registration in form rooms at 8:00 am. The classes for the rest of the day are as follows:-

Monday to Friday	Time
Registration	8.00
Lesson 1	8.20
Break	9.35
Lesson 2	9.55
Break	11.10
Lesson 3	11.30
Lunch	12.45
Lesson 4	13.35
Break	14.50
Flexible Learning OR home time	15.05
After school sports training OR home time	16.05
Home time	17.00

### The School Calendar

The Term Dates and annual holidays for each calendar year are available at the start of the academic year. This means that all families can book their family trips during the holidays.

In addition, a detailed print out of the school calendar with all the planned events, sporting fixtures and trips will be given out at the start of each term.





## Big Events

Each month there's a number of events that the whole school looks forward to and which enables the school community to come together:

Month	Event
September	<b>Welcome Evening:</b> A chance to meet the new teachers and other parents around some snacks and refreshments.
October	<b>Parent/Teacher Consultation Afternoon:</b> A chance to meet all your child's teachers and catch up on their progress.
November	<b>Bonfire Night:</b> (Friday close to 5th November) with live performances from our BTEC band and with our Business students running one aspect of it.
December	<b>Carols by Candlelight:</b> (an evening towards the end of the first term) where families come together to sing carols from around the world and to enjoy mince pies and mulled wine.
January	<b>Work Experience:</b> (towards the end of the month) students in Y10 and Y12 look for work experience placements in Arusha and Nairobi for one week. Please let us know if you think our students would benefit from a placement with your company.
February	<b>Whole School Performance:</b> (the weekend before half term) Our secondary performances are well-worth watching. They are always cleverly and professionally put together and we promise you are in for a treat!
March	<b>World Book Day:</b> Early in this month we celebrate the world of books with a range of interactive workshops, performances and visiting speakers. Parents are welcome to come and visit and see what we are doing. <b>Colour Fest:</b> Towards the end of the month the student council always organise an exciting afternoon of colourful family fun to celebrate Holi, the Indian festival of colour. All proceeds go towards the scholarship fund.
April	<b>Music Keys Recital:</b> Our year 4-8 students showcase their musical talent through ensemble performances accompanied by tea and cakes and certificates of achievement.
May	<b>Class Trips:</b> Whilst the Year 11s and 13s sit for their exams the rest of the school go on their class trips. <b>Prize Giving Assembly:</b> The results of the end of Year exams are celebrated in this special Prize Giving Assembly.
June	<b>KS3 Performance:</b> This magical performance allowing our Key Stage 3 students to shine is always a real treat. <b>Y11 and Y13 Graduations:</b> For the parents and family groups of our graduating students, this weekend in the middle of June allows us to come together over a 3 course dinner to celebrate their achievements and reflect on their journey.
July	<b>Celebration Evening:</b> This uplifting evening at the end of term revisits and celebrates the remarkable achievements of our students over the year in all parts of the school. It is an evening not to be missed!



BTEC Performance  
at Bonfire Night



Trip to Mt. Meru



# What is the school's expectation of punctuality and attendance?

## Punctuality

Punctuality is an important part of self-discipline and is essential to good time management.

We insist that students always arrive to lessons on time. If they are late then they will make up the time missed during lunch or break.

If a student arrives to school late but before registration has finished they should go to their form room and explain to their tutor why they were late. If a student arrives after 8:20am they should go to the office to register and then go straight to their lesson. During break they should find their form tutor and explain why they were late.

## Attendance

We expect all students to be in school on a school day. A student's work will be affected if they miss lessons. Students will be expected to make up missed work when they return to school. If they are not at school then they need to have a justifiable reason. On the day of return from their absence, the parent/guardian must complete the absence form in the student planner.

They should also complete an absence form if they know in advance that their son/daughter is going to be absent e.g. A medical appointment or a religious ceremony.

Parents are requested not to arrange family holidays during term time. Any requests for leave of absence for exceptional circumstances should be made in writing to the Head teacher well in advance of the date.

## Illness

If students are unable to take part in any school activity because they are sick, they must bring a note from their parent or guardian to explain otherwise they will not be exempted from the activity.

If students feel ill during the day they should go to the school nurse. If the nurse recommends that a student takes some medicine e.g. paracetamol, we will phone home to check that the student has not just been given some medicine before coming to school and to ensure that the parent or guardian is happy for the school to administer the suggested medicine. Occasionally the nurse will suggest a student should be taken to the doctor's. If this is the case the Head or Deputy need to be informed and permission to leave the campus must be gained.

# What flexible learning activities are on offer?

At Braeburn International School Arusha, all children follow a core curriculum for periods 1 - 4. But we encourage each student to take more ownership of their own learning and their own interests through our Flexible Learning programme that we offer during period 5. This enables each individual to take control of their own learning and build on their successes or areas of interest. Students can choose to specialize in the areas of their interest or can use the flexible learning sessions to add further breadth to their curriculum. If a student prefers to leave early one or two days of the week they are also free to build this into their timetables. All students need to opt for ONE Active learning session to supplement their compulsory PE class.

The option blocks encourage vertical learning and are divided into different curriculum areas:

Active Learning	Creative Learning	Academic Learning	Community Service & Leadership
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Once students have chosen an option, they need to be committed to their chosen classes for the next 6 months. The flexible learning options are published in a timetable from:

- September – February half term
- February half term - July

Like any subject, students can only drop a class if they bring a letter from their parents.

## Active Learning

Our Active learning activities are indicated in blue and encourage students to add to their fitness. The sessions that are offered are often different from the sessions offered in PE. Participating in these sessions on a regular weekly basis allows students to collect evidence for the physical part of the International or Dragon Awards.





The following sessions are frequently offered:

- Dance
- Circus Skills
- Tai Kwando
- Weights
- Yoga
- Basketball
- Football
- Swimming
- Cricket
- Hockey

### **Creative Learning**

Creativity is a key skill required by employees in the 21st century and many of our students are amazing creative thinkers. We know these skills have served them well when they leave us to go onto university and later when they move into the work place. We offer a lot of creative flexible learning options to enable students to build on their skills.

In the first half of the year we offer:

### **The Production**

Our school productions have been widely recognised as innovative and inspirational across East Africa. We organize our productions on a two year cycle:

- A Musical
- A Play

All our students gain a realistic experience of the hours involved in working for a travelling theatre company. We take our shows on tour to Nairobi and Dar es Salaam, as well as performing to our home audience in Arusha. This gives all our students the chance to perform on a proscenium arch stage, an Amphitheatre and an outdoor

space, and to recognize first hand, the different challenges and opportunities of each space. They learn to work hard as a team, to think outside the box, and to be flexible. Furthermore, they learn the importance of consistent hard work, even when they don't feel like it, to success. And all of our performances are incredibly successful and our students feel a great sense of pride in what they achieve.

In the second half of the year we offer:

### **LAMDA**

LAMDA is an abbreviation for the London Academy of Music and Dramatic Arts. It is over one hundred years old. LAMDA promotes clear communication and public speaking. The examinations are accredited and carry the same kudos as graded music examinations. Our students can prepare to sit an exam in the following:

- Poetry and Prose
- Public Speaking
- Acting

Examiners come out from the UK in May/June to examine our students and the majority of them gain merit or distinction grades. The certificates of grade 6 and above are recognised and valued by universities around the world.

Throughout the year we run additional creative classes in a variety of subjects as seen in the examples below:

- Art and Craft
- Photography
- Film Making
- Fashion Design
- Woodwork
- Cooking
- Working on the Year Book



**Cross fit**



**Mechanics**



## Academic Learning

Some of our students wish to dig deeper into their academic subjects, or have the opportunity to learn a new language. As a result, there are a variety of classes they can sign up for. The most popular of these are:

### EAMUN

EAMUN is an abbreviation for the East African Model United Nations and this is also a class that runs for first session. In it, students in Key Stage 4 and 5 prepare for a week-long conference held in Nairobi's United Nations campus at Gigiri. Representatives from each of the participant schools take on the role of delegates from a particular country and have to debate motions. This club is a must for all our history students who have to study the role of the UN, but it is also popular with students wanting to embark on careers in politics or development. Universities are always impressed by the experience the MUN gives to students.

### Young Enterprise

For this class, students work in groups to set up a social enterprise and enter it into an exciting International Competition. For the last couple of years we have won Awards of \$1000 which we have been able to spend on charities of our choice, through our innovative projects of using scrap material to make bags and in collecting, bottling and labelling locally produced honey. For more information, visit: [www.schoolenterprisechallenge.org](http://www.schoolenterprisechallenge.org).

Throughout the year we run additional academic classes in a variety of subjects as seen in the examples below:

- Fun with Science (Practical Science Experiments)
- Making a Buggy (Mechanics)
- Conversational Arabic
- Conversational Spanish
- Conversational Chinese
- ACT classes
- Revision Classes

### Community Service and Leadership

Students at Braeburn International School Arusha are encouraged to consider others less fortunate than themselves and to do something positive to make a difference. This is an area of the school that most of our students excel at. It brings out the best in them as they busy themselves in making a difference.

### Canaan Children's Home

This children's home is a short distance from the school. Once a week we go to play games, help with homework and organize a variety of activities.

### Fund Raising for the Scholarship Fund

Cake baking, sponsored walks, discos, quizzes, Colour Fest and organizing raffles are some of the ways our students have raised funds for our scholarship students to go onto university. We are constantly surprised with the initiative, creativity and determination that our students show to ensure that their peers are able to progress with their higher learning.





### **Making Re-Useable Pads**

As part of our 'Sisterhood' day, our students give out reusable pads so that more girls can stay in school. They volunteer to spend a number of their lunch times making them.

### **Sisterhood Day**

Sisterhood is a special day in term 2 dedicated to celebrating women and raising

the aspirations of the girls in our community. Our students organize a range of inspirational workshops and invite in a range of speakers. Girls get to learn about careers and colleges available to them as well as discussing topics concerned with health and relationships. Girls are given re-usable pads along with general health care products.

### **Organising the Christmas Party**

The Community Christmas Party is a highlight of our school year. Students come together to organize games, activities and food for the children in our community. Children from as young as 2 years – 18 years come to enjoy the day. Our students cook a special meal and serve it. They also collect money/gifts so that each child leaves with something special.

### **Mateves Partnership**

We partner with our neighbouring secondary school to carry out a variety of different projects. In the past these have included: sharing resources; planting trees and painting classrooms.

### **Saturday School**

Every Saturday morning from 10am – 12pm students from our local community come to our school to use the facilities, and get some help with their English and Maths.

At the end of their session, they enjoy learning to swim in the pool. Students give up their Saturday mornings to help support the Maths and English lessons as well as the swimming sessions.

### **Primary Support**

Many of the sixth formers encourage and motivate students in the primary school with their reading or their playing of a musical instrument with one-to-one support.

### **Roots and Shoots**

Lots of our students care deeply for the environment and want to make a positive difference to our area. They have set up this organization after a motivational talk from Jane Goodall: Tree planting projects, making bird boxes, labelling the trees on our site, caring for our wetlands and coming up with creative ways to recycle have all formed the foundation of this very active group.

### **Leadership Training**

Leadership training is provided in the first term for Y10 and Y12 students who are interested in taking on leadership positions during the election process at the end of the first term. It is compulsory to attend the leadership training in order to stand for a responsibility role. Further leadership training is provided after the elections by a corporate team building centre.

### **Leadership Positions**

There are many student leadership positions at Braeburn International School Arusha and with each of them comes a lot of responsibility. Our student leaders need to accept weekly meetings, duties and the ability to organize and lead on a range of events. All of our leaders are great role models who are able to lead through example.





# After School Sports Coaching Sessions

After school sports coaching sessions for members of school teams runs from 16.15 – 17.15 on Tuesday – Thursday and on Saturday mornings. The sports vary depending on the time of year and fixtures coming up. Sports that are coached in these sessions include athletics; cross country; football; netball; basketball swimming and rugby. These sessions are for those students who are likely to represent the school in sports fixtures. If students choose to attend an after school coaching session, they must commit to taking part in school matches, as part of the team, if they are selected. If students are not willing to give up occasional weekends, they should not opt for the extra coaching sessions, as these sessions are designed to enable the coach to work intensively on improving performance of those students who wish to represent the school in a team. Please note that this does not guarantee students a place on the school team, but if chosen they will be expected to go. Parents will be notified in advance if their son/daughter has been selected to attend a fixture.

Students who let the school and their team down, by not attending a match that they were chosen for, without an acceptable reason, or without acceptable notice, will have their place at sport's coaching withdrawn for the rest of the term.

Early morning swimming training and lunch time sessions enable keen swimmers to prepare for the National and International galas that the school attends.

## ADDITIONAL ACTIVITIES

### Instrumental Lessons

Individual lessons are offered to students wishing to learn how to play musical instruments subject to a visiting instrumental teacher being available. Students are usually required to provide instruments, other than the piano, themselves. The additional charge for private music lessons is payable directly to the visiting music teacher

involved. At the moment the piano, recorder, violin and guitar are all available. The school organises the ABRSM graded exams for all interested students. Letters are sent out at the beginning of each term for students to sign up.

### The International Award

The International Award is about challenge and opportunity and is very popular within the school. It is the international version of the Duke of Edinburgh Award. Students have to complete four key areas to gain the award:

- **Skills:** Students are encouraged to either take up a new hobby or to improve their skills relating to an existing hobby or skill. The emphasis is on positive participation and effort eg. Learning a new language or being involved in the school production. They need to spend one hour a week on improving their skill.
- **Physical Recreation:** Students are encouraged either to develop their skills in an existing sport or learn the skills of a new sport. Students are expected to reach a level in line with their ability. Once again they need to show commitment by spending one hour a week on improving their chosen area of physical recreation.
- **Service:** This develops a commitment to serving others as students need to commit to one hour a week of community service.
- **Expedition:** All students need to go on a training trip in order to prepare for a final expedition. All the expeditions require the students to hike and to camp. All the expeditions are physically demanding.

In addition, the **Gold Award**, requires students to do a **residential trip**. Some of our students use the MUN or the team building trip or a language trip to the home of someone in France or in Spain, as part of this. Universities around the world value this award, both at Bronze, Silver and Gold level.





## Special Activities for Key Stage 3

### The Music Keys Programme

Researchers tell us that the benefits of playing music help your brain more than any other activity. Regular practice of a musical instrument over 5 or 6 years can help in the following areas:

- Better academic achievement
- Memory skills
- Co-ordination skills
- Maths
- Reading and comprehension skills
- Responsibility
- Culture and history
- Creativity
- Social Skills
- Self-expression
- Empathy
- Auditory attention
- Relaxation
- Discipline
- Teamwork
- Risk taking

- Confidence
- Management skills
- Performance skills
- Fun

This is the reason that we make learning a musical instrument compulsory from year 4 to year 8. We can back up what the researchers tell us. We have seen great progress in our students since we started this scheme.

All students choose one instrument to learn from: the keyboard; violin; guitar; recorder; clarinet and trumpet. They are given 20 minutes of practice time 4 days a week. In addition, they are also given one 20 mins individual lesson each week to review progress and set individual targets for improvement. Of course, to get the most from this scheme and to see even more progress, it is important to encourage your child to practice at home too. A little often really does make a huge difference in the outcome. Students keep a record of their practice at home and once they

reach 100 hours of practice, they get a certificate. The students also learn to play together in ensemble groups.

Music lessons in the secondary school support the student's learning of music by offering ABRSM Theory classes. Students are encouraged to sit exams at their level both in the practical and in the theory. Our students do very well in the exams that they sit.

In April, the students work together in ensemble groups to present some of what they have done in a very special musical recital, accompanied by cakes and tea. It is truly incredible to see the progress made by our children over the years.

By Year 9, students are able to choose whether to continue with their musical instrument. Bands, choirs, school musicals, talent shows and individual lessons continue to ensure that most students find ways to continue their own individual interest in music.





# Special Activities for Key Stage 3

## The Dragon Award

The Junior Dragon Award is started in the Primary School. Students move onto the Senior Dragon Award in Year 7 and they continue with this until the end of Year 8. Each year it becomes a little harder as it prepares students to continue with the International Award once they reach year 9.

Award	Skills	Physical	Community Service	Expedition
Y7 Diamond	12 hrs +	12 hrs +	12 hrs +	15 km over 2 days
Y8 Tanzanite	16 hrs +	16 hrs +	16 hrs +	20 kms over 2 days

## Key Stage 3 Performance

Being involved in the KS3 production allows students to develop hugely valuable skills which they will continue to use throughout their life. It builds creativity, confidence, communication skills, compassion and critical thinking. The important life skills that the students build up by being in the KS3 production:

- **It teaches real-world professionalism**

For many students, drama is their first exposure to behaving professionally. You have to make a good impression, show enthusiasm, work hard, compromise, keep your emotions in check, support your peers, and treat your superiors with respect.

- **It improves your communication and public speaking skills**

Forcing yourself to speak in front of people will help you get better at it! You will be taught how to speak confidently in front of others, and learn how to recover when you've messed up.

- **You learn the value of teamwork**

In theatre and drama, you learn to compromise and collaborate with many different kinds of people, or there's no show. Students involved in the production know that every individual is valuable, not just the stars.

- **It teaches you empathy**

Empathy is a really important life skill. When you immerse yourself in a story the way you do in theatre and drama, you walk away with a deeper understanding of people who can be very different from you.

- **You become a master of stress management**

If you can learn how to put on a great show when seemingly everything goes wrong, you'll be able to handle university pressures and work presentations. You'll be way more collected because you already know the payoff is worth the stress. However, it is also a release. Like sport, the practical nature of being in a production helps you have a creative or physical outlet.

- **You'll gain confidence**

The environment of the drama classroom is unique in that it supports and encourages participants to push their comfort zone and try new things. Even if it all goes wrong it is part of the creating process to explore and experiment. You will find more success when you are conditioned to take risks, step outside your comfort zone and give it a go

- **You'll also learn some humility**

The atmosphere in a rehearsal and practical lesson is supportive, but you will also get some honest, critical feedback that you must meet with an open mind. You'll learn how to have your weaknesses pointed out to you and how to work on them without taking it personally, in addition to looking at things from a critical point of view. You will learn to offer supportive constructive feedback to your peers.



KS 3 Production





## Key Stage 3 Enrichment Classes

Our year 7 and 8 classes study one enrichment class every week. This enables them to continue with cross curricular learning and encourages them to make the links between different subjects and different ways of learning. Previously in the past, our students have explored disability, solutions to local environmental problems and ..... as part of these classes.

### Understanding how our TRIPS work.

Class trips are organised just before the October half term and before the May half term. International trips usually take place in the first week of the Easter break, with the exception of one sport's trip every second year – which takes place during the summer break in July. Class trips are important in helping the students to bond and these trips are spoken about very fondly by students when they leave, at their graduations. So if you can only afford one trip, we suggest that you prioritise the class trip.

We work very hard to keep the costs of the Dragon/ International Award trips as low as possible so that everyone who wants to gain these Awards can do so. Students camp, hike and cook for themselves and so the cost of these trips is kept low.

CLASS TRIPS		
Year Group	Trip	Dates
7	Class trip to Sagana	May
8	Class trip to Zanzibar	May
9	Class trip to Mount Meru	May
10/12	Class trip to Kilimanjaro	May
11	Class trip to Migombani	October
12	Class trip to Lukenya	October
13	Class trip to Sagana	October
INTERNATIONAL/DRAGON AWARD TRIPS		
7	History/Geography Dragon Expedition to Kondoa Caves	October
8	Dragon Expedition	October

## Environmentally Friendly School

Braeburn School Arusha is committed to using our resources responsibly and doing as much as we can to conserve what we have. Students have learnt how to recycle paper to make brickettes which can be used to cut down the charcoal we use to cook in the kitchen. We have also made a compost heap to add nutrients to the soil. Waste food is given to the animals at the farm next door and water is harvested in the rain storms and used. Our carbon footprint, left by our buses is covered by planting an equivalent number of trees and our waste water is used to form the wetlands opposite the school. This is looked after by the prefects and it encourages a whole range of bird and insect life. We hope that by these simple methods students will leave us, valuing the environment too.

## Work Experience

The Year 10s and 12s get a chance to experience the world of work through one week's work. After a career's interview to discover each individual's aspirations we try to find them a relevant placement. In the past, students have benefitted from work at the Arusha Times, the UN, Abercrombie and Kent, at an architect's and in a hospital, just to name a few. Many year 12 students opt to do their work experience placements in Nairobi, to gain experience from multi-national companies. Students return from these placements more focused on their futures and the subjects they need to get to gain their dream job. The placements are an important part of university applications.





## What are the expectations on our Braeburn Buses?

There are many school buses that travel to the Kisongo campus from different parts of the town every day. Students on the school bus are supervised by teaching assistants.

If students are late for the bus, parents are responsible for transport to the Kisongo Campus. Payment for the school bus is done on a termly basis, in advance, at the school office, where the current rates are also available.

## School Bus Rules

We are very concerned about student safety on the bus. As a result, students are expected to conduct themselves in a manner that shows respect and concern for others whilst on the bus:

- If you miss the bus, go to a later stop or make your own way to school.
- Remain seated while on the bus and conduct yourself in a considerate, mature manner.
- A student may occupy one seat only. Saving of seats is not permitted.
- Communicate with other students quietly avoiding wild, unruly or rude gestures and words.
- The driver needs to concentrate on driving and the safety of everyone. He should be spoken to only in an emergency.
- Emergency doors are to be used only in times of emergency.
- Place your bags on the luggage racks or near your feet but not in the aisle where they are a hazard.
- Place litter in litter bins.
- Wait till the bus has come to a full stop before you alight or get on.
- Avoid traffic delays by alighting promptly.
- The radio and cassette player will be controlled by the driver only.
- Inappropriate relationships are not allowed.
- Students must follow the instructions of the member of staff or prefect on duty.
- Students needing late transport must sign up at the beginning of each half term. Only if they have done so will they be allowed to use late transport. Parents will be required to collect students who have not signed.

**Misbehaviour will be reported immediately to the Deputy Head of Pastoral. Misbehaviour may warrant suspension from the buses for a period of time, or if necessary, permanently.**

There are a number of private buses that pick up students from their homes. School staff do not supervise these buses and the school does not accept any responsibility for the service they provide. Details of some of the companies are available at the school office but parents are advised to check the bus and driver carefully.



International Award Expedition





## What should I do if ....

### I have lost something?

By the time you arrive in secondary we expect you to be responsible for looking after your own belongings and the school cannot be held responsible if they are lost, damaged or stolen. You will be given a locker and so you can keep items in there and you should leave expensive or electronic items with the secretary. If you have lost something, please let your form tutor know and ask at the office if it has been handed in. After a couple of days if lost property has not been claimed it will be sent to the primary school to be put into lost property. You may ask the nurse to check if your misplaced item is there. If an item of clothing or equipment is labelled with the owner's name it can be returned immediately and so please help us to help you by putting your name on it!

### I am feeling unhappy about something?

If you have a problem with work in class or in any other activity you should try to discuss the issue with the teacher concerned. However, if you feel uncomfortable about doing this your tutor may be able to help. There is no problem too great that we cannot find a solution.

If you are feeling unhappy about a personal issue, rather than a work issue, then you could talk to any member of staff that you feel comfortable with and they may be able to help you find a solution. If you don't feel comfortable about this you could see the school counselor who comes

to school 3 times a week and has helped many students in finding strategies to deal with certain issues. More serious problems may be referred on. The Pastoral Deputy Head can arrange an appointment for you to see someone.

### I need to take medication at school?

Please make sure it is clearly labelled with your name and get your doctor, pharmacist or parent/guardian to write down clear instructions for its use. On arrival at school the medication should be given to the School Nurse. She will ensure that you remember to take it at the right time.

There is a qualified nurse at school who is able to deal with emergencies, but for safety reasons she will not administer any oral medicines other than paracetamol, without parental permission. If you are taken ill at school, the office will contact your parent or guardian to come and take you home. Your parents will have filled in a form for who to contact in an emergency. If parents are unable to collect you, we will arrange transport for which there will be a charge.

### I don't like the food?

School lunches are nutritious and tasty. Students are offered a vegetarian or a meat option, and most students opt for school lunch. However, if you prefer home cooking you could bring a packed lunch and eat it with your friends at the lunch hall. Year 11 run a tuck shop for break time.

## Why are our sixth formers so successful?

Getting into university is not just a matter of getting good grades in your A levels. This is certainly useful but it will not get you into the University of your choice. Sadly many students all over East Africa fail to get the information that they need at the time that they need it to get into the University of their Choice. At Braeburn International School Arusha we pride ourselves in the individual support we give to all our students in making informed and realistic choices.

All our sixth formers are taken to university fairs where they pick up information from a range of universities around the world. All our students gain a personal UCAS number which enables them to apply on line to a British University, if they so wish. In addition, we have collected together relevant websites and information to support students in making applications to universities in Canada, the USA, India, Malaysia,

South Africa and Australia. We also make a point of keeping in touch with our students who have been accepted into universities around the world so we get information from them about the process they went through. We give out sample personal statements and advice on how to write an application and we proof read all applications. We also write the page long references for each student.

The sixth form tutor is an expert in

the university application process and is able to advise each individual in her tutor group. Every year 12 and 13 student is given a helpful booklet to guide them through the process and all our students have finished their applications by the end of November, for entry in September or after of the following year. As a result, it is no accident that all our students get offers of places in universities around the world.

**BTEC AWARDS 2020**

**Charis Pulei**  
BTEC Performing Arts  
Learner of the Year  
2020

Presented by actress  
Kellie Shirley

Pearson  
BTEC



## Boarding Facilities

Many of our students stay in our boarding accommodation which is fondly referred to as 'home away from home'. Boasting DSTV, home cooked meals, and beautiful ensuite rooms, it is not surprising why. Located just above the Kisongo school site, the boys' and girls' houses are conveniently close, ensuring that a number of joint activities can be organised over the weekend.

Ten hours of silent prep time is organised every week ensuring that

the students remain focused and are able to achieve their full potential. Teachers attend many of these sessions to help with home learning, if the need should arise. In addition, revision workshops are organised by school staff in the build up to exams. The prep room is equipped with computers and internet access so students are able to research and revise. Printers are available so that work can be printed out. In addition, the sixth form have their own private prep room so should they need more

quiet time to study; they can always find a quiet space.

I'm sure you've heard the saying 'All work and no play makes Jack a dull boy' and as a result there's a full programme of activities every weekend: trips to the cinema; museums; sporting fixtures; BBQs; games; picnics; quizzes and art and craft sessions are regular features of the boarding programme and are enjoyed by all.





## Questions You May Want To Ask

### What can I expect on my first day?

We know your first day in a new school can be a bit scary and so we will try to help you settle in. When you arrive please come to the front office. Your new form tutor will pick you up and take you to meet the rest of the tutor group. S/he will 'buddy' you up with a friend who will look after you and take you to each subject class and check you don't get lost. Your buddy will also be with you at break and lunch time to ensure that you are not on your own and to make sure that you meet lots of new people.

### I come from a different country and am worried I may not do well in a new system?

Many of our students come from different countries and different systems and so we are familiar with the difficulties that you may face. If English is not your first language, this may be a further worry for you. Wherever possible we will try to 'buddy' you up with someone who can speak a little of your first language so that they can check that you understand what is being discussed. We will provide you with additional teacher support and use a number of strategies to help you to understand what we are discussing. Please

don't be shy! Ask if you are unsure of how the British system works. We are familiar with many educational systems around the world and can draw parallels that will help you to see the similarities. We find that students from all over the world do not take long to adapt to a new system and they find that when they return 'home' Cambridge and Edexcel exams are recognised and accepted. As a result students from all over the world find that they are able to 'gain' from a new experience without falling behind in their home country. The fact that our students are successfully studying in 18 countries around the world, proves this!

## I can't speak any English, How can you help me?

It's scary arriving in a new school with little or none of the language of instruction. But many have arrived just like that! And have gone on to be very successful. We will support you:

- By providing you with a 'buddy' who speaks your language, if at all possible.
- By placing you in your class for most subjects and encouraging you to learn through 'listening' and 'interacting' with others. You are likely to speak English quite fluently in one year's time through this method.
- By suggesting you sign up with the 'Fast Forward' scheme.
- We will withdraw you from some lessons for one-to-one or small group language support.
- We will encourage you to make notes in your first language initially, whilst you are learning English.
- We will encourage you to bring an electronic dictionary to class and will give you specially made worksheets with more pictures and key words highlighted.
- At the beginning we will give you 'simpler' home work to help you learn key words.





# How can I register my child for Secondary?

## From Braeburn Arusha Primary

It is assumed that students from Braeburn Arusha Primary will move onto the Secondary School. Taster days, open days and information evenings all help to make this an easy transition.

If, however, your family is being re-located and you will not be able to stay at Braeburn please ensure that you give a term's written notice to the Head of School, in line with our admissions contract. You will be missed and we want to say goodbye properly and support you by sending references and information on to your next school.

## Students from other schools

While we aim to cater for as wide an ability range as possible, entry into the Secondary School and/or the boarding will be based on the following criteria:-

- There is room in the correct year group.
- The school can provide an appropriate education from which the student will benefit.
- The entry of the student will not hinder the education of other students in that year group.
- The student's age is appropriate to the year group that they are entering.
- On acceptance into the secondary school, students will be asked for their last two reports; any externally marked exam results; your leaving certificate and a copy of your birth certificate and passport.

Once you arrive at our school we will organize a CAT4 assessment to help us to see your ability and a NGRT reading test. This helps us to set a minimum grade to work towards. If you are seeking entry into the sixth form we will want to see your IGCSE results, or the equivalent. This will help us to monitor your progress properly from the moment you arrive.



## So what do I do now?

### Don't just take our word for it!

- Visit the school and see it for yourself.
- Fill in the application form.
- You will be given the date and time for an interview with the Head or one of the deputies.
- The parent or guardian and student come for an interview.
- Students wanting to board will be given a further meeting with the Head of Boarding.
- You will be formally accepted, given a start date and sent an invoice.
- Pay the fees into the bank and bring the slip to school on the start day.





# Home School Agreement

We believe that we need to work in partnership with both the parent and each individual student in order for them to reach their full potential. As a result we will ask both parents or guardians and students to sign the following agreement on entry to the school.

Name of Student .....

Form .....

The student is expected to:

Attend school every day on time and in correct uniform.

Complete classwork and home learning promptly and to the best of his/her ability.

Follow the school rules.

Take part enthusiastically in all school events.

Be a good member of the School community.

Signature of Student: .....Date.....

The Parent/Guardian is expected to:

See that their child goes to school regularly, on time, in correct school uniform and properly equipped.

Support the school's policies and guidelines for behaviour.

Support their child's opportunities for Home Learning.

Attend Parent Teacher consultations about their child's progress.

Monitor and sign their child's planner.

Signature of Parent/Guardian:..... Date.....

**The school is expected to:**

Care for your child's safety and well being.

Encourage your child to achieve his/her full potential.

Provide the very best teaching possible.

Promote high standards of individual work and behaviour.

Develop good relationships and a sense of responsibility.

Keep you informed about general School matters and about your child's progress in particular.

Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the School.

Signature of Head teacher:.....Date.....



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