

SCHOOL HANDBOOK



TOGETHER WE ARE STRONG, TOGETHER WE ARE ONE

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WELCOME TO SEKOLAH NUSA ALAM

1.1 INTRODUCTION

Sekolah Nusa Alam offers a high standard of international education for both expatriate and Indonesian children from the ages of three to eighteen.

Sekolah Nusa Alam is a bilingual school providing an integrated international (Cambridge) and Indonesian education. We are licensed under Indonesian law as a private school, and a Satuan Pendidikan Kerjasama (SPK), meaning a government-accredited school that teaches an international curriculum. Our school provides the only genuine international standard and style of education available in Mataram. Sekolah Nusa Alam is the only University of Cambridge International Examinations Centre in Lombok.

The school is conveniently located in Perumahan Grand Natura, Karang Baru, on the outskirts of Mataram City. It is only a short drive from Ampenan and Senggigi to the northwest, close to the city centre, Cakranegara and Sweta, and only one hour from Kuta in the south.

At Sekolah Nusa Alam, teaching is matched to the needs of the individual. Children receive the support necessary to develop in keeping with their age and ability, so that they may achieve their fullest potential. Small class sizes and bright, attractive classrooms provide an ideal environment for successful learning.

Sekolah Nusa Alam is a founding member of the Association of National and Private Schools (ANPS - formerly the Association of National Plus Schools) and is well-established within the Indonesian educational community. It is often used as a showcase to demonstrate international best practice to teachers, administrators and visitors.

Graduates and children from Sekolah Nusa Alam whose families have relocated from Lombok, have been confidently accepted into international and national school systems and universities in Jakarta, the Philippines, Singapore, England, Malaysia, Australia, USA, Switzerland and across Indonesia.

The success of our school is due to the hard work of many individuals, including the founders, parents and staff, who have given their time and support to enable the school to become so well-established.





1.2 CONTACT DETAILS

Sekolah Nusa Alam School
Perumahan Grand Natura, Jl. Terusan Bang Hatta
Karang Baru, Mataram
Lombok, Nusa Tenggara Barat, Indonesia
Tel. +62-370-647-514
E-mail : info@nusaalam.net

1.3 SCHOOL VISION AND MISSION

Vision

Nusa Alam's school vision is to be a school where students from different backgrounds (religious, cultural, ethnic, linguistic) national, local and international - work, play, and pray together in harmony.

“

We come together to learn and to play, we come together to work and to pray, because together we are strong, and together we are one, together we are Nusa Alam.

(excerpt from the School Song).

”

Our vision is a school where we can grow together, in a multicultural, multi-religious, and multi-ethnic community.

Mission

Sekolah Nusa Alam strives to be a 'lighthouse' school that delivers a high-quality international standard of education, in Bahasa Indonesia and English, to cater for the educational needs of children of the Indonesian and expatriate families of Lombok.

Sekolah Nusa Alam's overriding mission is to provide quality education to the children of Indonesian and expatriate families in Lombok and facilitate the development of education in Indonesia, especially in Lombok.

Strategic priorities

To achieve this mission, the school:

- Adopts quality methods, international standards, and a combined national-international system
- Employs curriculum and teaching methodologies based on ‘world’s best practice’ integrated with Indonesian cultures and values
- Prepares children for the future with high competency in literacy, numeracy and information communication technology, with
 - strong language skills in Bahasa Indonesia and in English
 - well-developed skills in creativity, thinking and problem-solving
 - personal and social skills and appropriate levels of independence
 - balanced values of life
- Conducts supportive educational activities to enhance the quality of Indonesian schools in general and schools in the surrounding area in particular

1.4 SCHOOL ACCREDITATION

Sekolah Nusa Alam is fully licensed under Indonesian law as a playgroup and kindergarten (PAUD & TK), Primary school (SD), junior Secondary school (SMP) and senior Secondary school (SMA). Sekolah Nusa Alam is accredited by the Indonesian government as an SPK school at all levels.

Sekolah Nusa Alam is a fully accredited Cambridge International Examinations Centre. This means the school is licensed to run the Cambridge Early Years Programme, Primary and the International General Certificate for Secondary Education (IGCSE), and GCSE AS and A-Level Courses from Cambridge - and is permitted to host students from other schools for their examinations. Sekolah Nusa Alam is the only school in Lombok offering Checkpoint, IGCSE, AS/A Level Examinations. Sekolah Nusa Alam also carries out Cambridge Baseline assessments in Early Years and Primary, and the Cambridge Wellbeing Check in years 1 to 12.

WHY CHOOSE SEKOLAH NUSA ALAM?

- Small classes with a maximum of 24 students
- International, qualified, native-speaking English teachers
- Well-qualified Indonesian teachers
- Team-teaching using international best practice
- Focus on English language proficiency
- Teacher assistants and support staff
- Holistic learning experiences designed to meet individual student's needs
- Equal opportunities for achievement and success

2. ACADEMIC PROGRAMS

2.1 OUR CURRICULUM

The Sekolah Nusa Alam curriculum embraces the current Indonesian competency-based curriculum and the highly regarded Cambridge curriculum. Within a framework of common objectives from both sources, each child's education is structured to take into account his or her future pathway in the Indonesian or international system.

Classes are conducted primarily in English. Children also learn Bahasa Indonesia and native speakers of Indonesian will continue to grow as Indonesian speakers. Academic development is enhanced by the emphasis placed on wide-reaching principles that help to prepare the children for their future as global citizens.

With both international and Indonesian teachers in our classrooms we create a unique learning environment where students are encouraged to develop the characteristics of a global citizen.

SEKOLAH NUSA ALAM SCHOOL SONG

Our school is an island in a beautiful sea
Our school is a garden where we can grow free
Our school is a friendship between you and me
All our voices combining in rich harmony

We come from many cultures, we speak many tongues
We follow many paths, but together we are one
Indonesia is growing, this nation is young
But there's strength in our difference and together we are one

We come together to learn and to play
We come together to work and to pray
Because together we are strong and together we are one
Together we are Nusa Alam

Nusa Alam di pulau samudra menawan
Di sana tunas muda bebas beragam
Tumbuhlah persahabatan di kita
Bergandeng tangan dalam tangis dan tawa

Kita datang dari bangsa, bahasa beragam
Kita tetap bersatu dalam perbedaan
Negeri kita tumbuh dalam pembangunan
Berbeda kita kuat dipersatukan

Kita belajar, bermain bersama
Kita bekerja serta berdoa
Bersatu kita jaya, berbeda kita kaya
Bersama kita di Nusa Alam



GLOBAL CITIZENSHIP AT SEKOLAH NUSA ALAM

KEWARGANEGARAAN GLOBAL DI SEKOLAH NUSA ALAM

SKILLS <i>KETERAMPILAN</i>	VALUES <i>NILAI</i>	KNOWLEDGE & UNDERSTANDINGS <i>PENGETAHUAN & PEMAHAMAN</i>
Literacy <i>Keaksaraan</i> Numeracy <i>Berhitung</i> Communication <i>Komunikasi</i> Critical and creative thinking <i>Pemikiran kritis dan kreatif</i> ICT <i>TIK</i> Inquiring <i>Bertanya</i>	Respect <i>Menghormati</i> Independence <i>Mandiri</i> Responsibility <i>Bertanggung Jawab</i> Honesty & Integrity <i>Kejujuran & Integritas</i> Care & Compassion <i>Peduli & Memiliki belas kasih</i> Persistence <i>Tekun</i> Tolerance & Understanding <i>Toleransi & Pengertian</i> Courage <i>Keberanian</i>	Social Justice <i>Keadilan Sosial</i> Identity and Cultural diversity <i>Keragaman identitas & budaya</i> Rights and Responsibilities <i>Hak-hak dan tanggung jawab</i> Interdependence <i>Keragaman ; Keanekaragaman</i> Sustainable futures <i>Masa depan yg dapat dipertahankan</i> Innovation <i>Inovasi</i>

Lessons are designed to elicit high interest and students are encouraged to:

- love learning for its own sake
- develop self-confidence, creativity and a caring attitude
- work both independently and cooperatively
- develop problem-solving and critical thinking skills
- take pride in their cultural roots
- develop an understanding and appreciation of other cultures

At Sekolah Nusa Alam our curriculum is designed to allow smooth and appropriate transitions between each stage in our students' lives. Our staffing and curriculum are organised around four stages in the development of children from preschool to early adulthood.

We offer:

Early Childhood Education - Early Years 1 to 3 (PAUD & TK)

Primary Education - Year 1 to Year 6 SD

Lower Secondary - Year 7 to Year 9 SMP

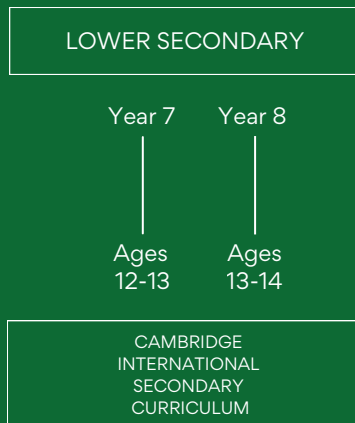
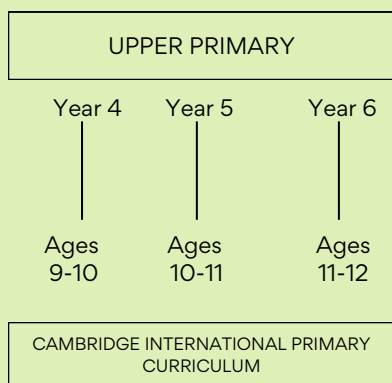
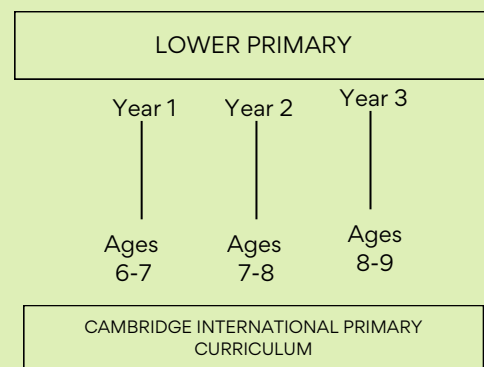
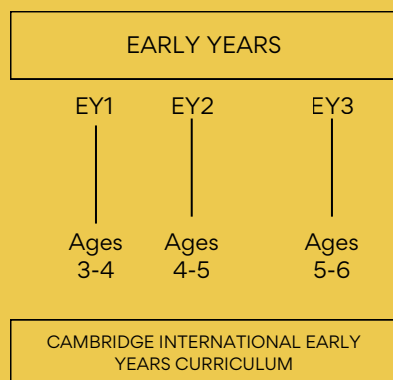
Upper Secondary - Year 10 to Year 12 SMA

In Year 9, students begin Cambridge IGCSE subjects and finish with the IGCSE exams at the end of Year 10. In Years 11 and 12 students complete the AS and A Level courses.

Our aim is to care for, protect and educate children during their schooling. We get to know them personally and to deeply understand their needs, interests and talents. We aim to cater for each young person individually, building their capacity to be lifelong learners and adapt to life after Sekolah Nusa Alam.

2.2 GUIDE TO AGES FOR DIFFERENT GRADE LEVELS

Children are placed in grades according to age and ability. Our system is based on the standard Indonesian system, which is consistent with standard age groupings throughout the world. Note that the ages in the following table are indicative only – students from other systems may be assessed prior to entry to determine equivalent year groups with the other system. (Korean students should subtract 1 year from their stated age to determine their 'Western' age.)





2.3 CAMBRIDGE EARLY YEARS (AGE 3-6)

Overview

Sekolah Nusa Alam is an essential choice for parents who want to give their child the best possible start to their education. Our school is an accredited Cambridge Early Learning Centre and implements the Cambridge Early Years curriculum. An enthusiastic team of fully qualified teachers strives to build a sense of belonging to a class and school community. Classrooms are modern and well-equipped, offering students a highly engaging and interesting learning environment.

Students develop strong study habits and academic knowledge and skills, while also building an understanding of classroom values and practices, which helps them make connections between school and home. Your children will be encouraged to develop positive behaviours that support their ability to learn and to be the best they can be.

TEACHING AND LEARNING

Students will participate in and explore the following learning areas:

- Language and communication development
- Cognitive development
- Social and emotional development
- Physical development,



LEARNING EXPERIENCES INCLUDE:

- Communication, language and literacy
- Mathematics
- Creative expression
- Physical development
- Understanding the world
- Personal, social & emotional development
- Bahasa Indonesia
- Religious studies
- Integrated studies



2.4 THE PRIMARY SCHOOL (YEARS 1 - 6)

Overview

During the Primary years at Sekolah Nusa Alam, the Early Years' foundation skills are developed further, consolidated and applied to increasingly more complex tasks and ideas. Children explore a wider range of ideas that connect them to their world, starting from the local environment leading to a more global perspective.

Children strive for academic achievement and develop self-confidence, self-awareness, and interpersonal and communication skills that prepare them for life as responsible Indonesian and global citizens. The English language is prioritised as the students are undertaking the international Cambridge programme. All children also learn Bahasa Indonesia, according to their language background and ability

TEACHING AND LEARNING

The Sekolah Nusa Alam curriculum brings together the best aspects of international and Indonesian curricula to deliver the best quality education, delivered in a bilingual environment. Students develop a depth and breadth of knowledge in the following learning areas:

- English
- Bahasa Indonesia
- Mathematics
- Science
- Global Perspectives
- Music
- Computer Science
- Visual Art
- Sports
- PPKn (Civics)
- Religion
- Drama

*Subjects may change

LEARNING EXPERIENCES INCLUDE:

- Open-ended problem-solving tasks
- Hands-on learning, including excursions
- Role playing and drama performances
- Independent responsibilities
- Small group and whole class activities
- Student-centred activities and work stations
- Research projects and investigations
- Outdoor education

*Subjects may change



2.5 HIGH SCHOOL (YEARS 7 TO 12)

The Secondary school has three levels:

- Years 7-8: Lower Secondary
- Years 9- 10: Upper Secondary
- Years 11-12: AS and A Level

A curriculum designed to challenge

Classes are small and the core subjects in Years 7 to 12 are taught by international and Indonesian specialist teachers working as a team. This ensures that your child gets the attention that he or she needs to achieve his or her full potential. Often classes will be organised into appropriate learning groups to ensure that students receive the challenge and support they need.

The curriculum is designed to challenge students to think independently and to apply knowledge to real life situations. Students are expected to develop a high level of English fluency and literacy, as well as develop sound computer skills in order to support their study in all subjects.

The A-Level courses prepare the students for university and the working world. Students select from a maximum of four subjects, which focuses on developing their skills and preparing them for university. The A-level course is internationally recognised by all universities.

YEAR 7 / YEAR 8

In the lower Secondary school, the students in Year 7 and Year 8 undertake the Cambridge International Lower Secondary program that includes:

- | | | |
|--------------------------------|-----------------------|-----------------|
| • English | • Science | • Religion |
| • English as a second language | • Humanities (Year 6) | • Sports |
| • Bahasa Indonesia | • Visual Art | • PPKn (Civics) |
| • Mathematics | • Computer Science | • Wellbeing |

*Subjects may change

At the end of Year 7 and also at the end of Year 8, the students sit the Cambridge progression tests. The students also undertake subjects in the Indonesian curriculum such as Maths, Science, Bahasa Indonesia and Civics.

YEAR 9 / YEAR 10

In the upper Secondary, Year 9 and Year 10, the students undertake the Cambridge IGCSE programme. These subjects are:

- English
- English as a second language
- Bahasa Indonesia
- Mathematics
- Science
- Business
- Geography
- Humanities (Year 6)
- Visual Art
- Computer Science
- Religion
- Sports
- PPKN (Civics)
- Wellbeing

*Subjects may change

At the end of Year 10, the students will undertake examinations and will receive a certificate for their IGCSE subjects. In the following IGCSE years, the students will be offered core subjects in English, Maths and Science - alongside optional subjects. These are taught by subject experts and allow students to narrow down their future career paths. The Cambridge IGCSE is the world's largest international qualification and is recognised globally. It offers a well-balanced curriculum that enables inquiry-based learning.

In Year 9 and Year 10, Indonesian students also study the Indonesian curriculum and may undertake the Indonesian National Exams depending on national graduation requirements.

YEAR 11/ YEAR 12

In Year 11 and Year 12 the students will study for their A-Levels, which will be their access to university. In Year 11, students can sit their AS-Level examinations, which is the equivalent of half an A-Level. In Year 12, the students sit their A-Level examinations and receive a certificate in the subjects they have selected. The school endeavours to offer as many subjects as possible and works closely with Wolsey Hall in providing any online subjects students request to take.

- English
- Pure Mathematics (Mechanics, Statistics)
- Biology
- Marine Science
- Science
- Business
- Global Perspectives and Research
- Chemistry
- Religion
- Sports
- PPKn (Civics)
- Wellbeing

*Subjects may change

Our students also use Unifrog and PSHE, which work together to support students' personal growth and future readiness. Through Unifrog, students become reflective and engaged learners, exploring global universities, careers, and pathways to make informed, responsible decisions about their futures. Through PSHE (Personal, Social, Health and Economic Education), they develop as confident, responsible, and resilient individuals, gaining the knowledge, skills, and values to lead healthy lives and contribute positively to their communities.



Pastoral care and global citizenship

At Sekolah Nusa Alam, we believe in promoting positive mental health, holistic education, and wellbeing. As such, pastoral care is extended to all students. The Cambridge Wellbeing curriculum is used to specifically develop socio-emotional concepts and skills, giving students the tools to self-regulate and maximize their potential. A school counsellor is available on campus to provide support and guidance to students who need it.

In addition to promoting wellbeing, the school aims to access the benefits of global education and global citizenship, fostering global education perspectives. To this end, each student:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works economically, politically, socially, culturally, technologically, and environmentally
- Recognizes and supports social justice
- Participates in and contributes to the local community
- Is willing to act to make the world a more sustainable place
- Takes responsibility for their own actions

Our students are also encouraged to develop the Cambridge learner attributes, which complement their journey as global citizens.

We aim for our students to be:

- Confident – Students develop the self-assurance to tackle challenges and communicate effectively.
- Responsible – Students learn to take ownership of their learning, behavior, and actions.
- Reflective – Students become thoughtful about their experiences and continually seek to improve.
- Innovative – Students are encouraged to be creative and think critically to solve problems.
- Engaged – Students take an active interest in their studies, participate actively in class, and embrace opportunities for learning.

By fostering these qualities, we ensure that our students are well-prepared to take responsibility for their own learning and actions, contribute meaningfully to their communities, and approach the world with a mindset that is both thoughtful and proactive in creating positive change.



2.6 SPORT & EXTRA-CURRICULAR ACTIVITIES (ECA)

Extra-curricular activities are offered to our students after school. These include a variety of activities. We are always keen to hear of new ideas for activities children may wish to undertake. We invite parents, sports bodies and other organisations to offer ECAs as well. For those that are paid they need to be paid directly to coaches, the school office can help pass on communication, but it is the parent's and coach's responsibility to organise. ECAs vary in availability year by year and have included

- Photography club
- Chess club
- Arts and crafts
- Traditional dance
- Taekwondo
- Scouts
- Gymnastics
- Basketball
- Table-tennis
- Touch rugby
- Digital art
- Ballet
- Tennis

*Subject to change



3 SCHOOL POLICIES

3.1 VISITORS TO THE SCHOOL

Visitors to our school are welcome at any time. If you would like an appointment with a member of the school faculty or administration, please contact the school 24 hours in advance. In emergency situations, meetings can be arranged at shorter notice.

For safeguarding measures, visitors are required to sign in at the front office, deposit a form of ID with photograph and to wear a visitor's badge while in the school. Visitors are requested to remain on the first floor unless accompanied by a staff member to another part of the school. There is a waiting area behind the front office. Visitors are not permitted to enter a classroom except when they have an appointment with a teacher or staff member. Visitors must sign out when leaving the school.

In these ways Sekolah Nusa Alam can assure all parents that there are no unauthorised people in the school. It is also an essential tool for tracing should the need arise.

The school car and motorbike park is across the road from the front gate. No vehicles may enter the school ground itself except during heavy rain. No responsibility is taken by the school for your motorbike or car or its contents whilst it is parked in the school car park.

3.2 STUDENT ADMISSION, ATTENDANCE & WITHDRAWAL

Enrolment procedures

The following procedures should be followed for entry to Sekolah Nusa Alam. Note that students may need to be waitlisted.

1. Meet the Principal or Kepala Sekolah.
2. Fill out the Enrolment Form available on our website or at the front office.
3. Present documents:
 - Students and parents' KTP or passports including valid visa /KITAS
 - Child's current school documentation and health records.
 - Child's school report for the previous two years (with English translation if necessary)
 - Four passport-size photographs
4. Take a placement test.
5. Sign waiver form for Field Trip Permissions and use of photographs in school publications, including on the website, in social media channels and in brochures.
6. Fill in the Emergency Care Form for health records.
7. Familiarise yourself with the Parent and Student Handbook.
8. Make arrangements to pay your school fees at the Accounting Department.
9. Pay the enrolment fee to secure a place in school.
10. Purchase school uniforms.
11. Arrange a starting date with the Principal.



3.3 TUITION & FEE PAYMENT

Fees fall into three categories: tuition, a technology levy (for grades 1-10) and a development fee. A registration fee is also charged for new enrolments. The current tuition fees and schedule of payments are available from the front office.

Tuition fees cover the operational costs of the school and include photocopies of books, stationery, teaching aids and equipment. If more than one child is enrolled, the tuition fee for the second child is reduced by 10% and for subsequent children by 20% and so on.

The technology levy covers the purchase, upgrade and servicing of computers and other technology in the school.

The development fee is used for general school development, including facility and building extension. It is accepted as an annual payment only.

School fees are billed for the entire school year or on quarterly payment plans. Payment is due before the first day of the school year, or at the beginning of each term on the dates advertised. Billing is in Indonesian rupiah. The preferred method of payment is by bank transfer to the account nominated on the invoice. Proof of payment must be submitted to the front office. Cash will be accepted only in special cases with the permission of the business manager.

Temporary Enrolments: A student in attendance for less than a full term may be charged on a pro-rata basis. Temporary enrolments can be negotiated up to six months only. After six months, a student is considered a full-time enrolment.

Late fee payment attracts a surcharge of 2.5% per month, effective from the day following the due date. Should fees be three months overdue, students will not be able to attend school until the overdue amount is paid in full, including the late payment surcharge. No school reports will be issued for students whose school fees have not been paid up to date.

Tuition fees are set by the School Board. They are the school's only source of income, and must cover the costs of operation and developing the school. Tuition fees are set at a level comparable with other SPK (international) schools in Indonesia as our benchmark.

3.4 SCHOOL CALENDAR & EVENTS

The school year usually commences in July. The school year is made up of two semesters of two terms each. The calendar is published on the school website:

<https://nusaalam.sch.id/about/calendar/> You will be notified about any updates to the calendar, which will be published on the school website.

3.5 PARENT-TEACHER COMMUNICATION

Good communication is an important tool in developing an effective, cooperative teacher/parent/student team. Your child's teacher will communicate with you on a regular basis via email or other pre-arranged medium. You are invited and encouraged to contact a teacher when you are concerned about your child's progress. You may make an appointment through the school reception or with the teacher directly. Parents are welcome to meet with a teacher after school provided an appointment has been made in advance.

Please note that all external school communication with teachers is via email, except where alternative arrangements have been made. The use of WhatsApp groups is not required by the school nor encouraged. Teachers are not available over the weekend or in the evenings.

Class teacher's introductory letter

Your child's teacher will introduce him/herself at the beginning of the academic year. Particular routines and ways in which you might like to help your child will also be discussed.

Reporting to parents

Sekolah Nusa Alam will provide reports of student progress in the following formats:

Term 1: parents/teacher/student conferences and progress report

Term 2: semester 1 report card

Term 3: parents/teacher/student conferences

Term 4: semester 2 end-of-year report card

If, at any time, you wish to have an additional conference with your child's teacher(s) please contact the class teacher. Likewise, teachers will contact parents for meetings, if warranted.

Private tutoring

Sekolah Nusa Alam teachers and teacher assistants are not permitted to provide private tutoring to any students that are part of their classes. We endeavour to provide a comprehensive and complete education for your child in school. However, should you or your child feel the need to engage a private tutor, please submit your request to the front office.

Grievance procedure

Parent-teacher confidentiality is of prime importance at Sekolah Nusa Alam. Any classroom-related complaints and grievances should be first discussed with the appropriate teacher. If you cannot reach a consensus, the coordinator/Deputy Principal/Principal may become involved. If your concern relates to school policy issues, you should directly contact the Principal. If, after talking to both the teacher and/or Principal you are not yet satisfied, you may refer your concern to the Board.

The school will endeavour to ensure that all complaints and concerns are handled sensitively and appropriately. From time-to-time disagreements and disputes arise. This is normal and healthy. Please be assured that our teachers will always act as they believe is in the best interests of your child. We similarly expect that parents and carers will act always in a spirit of cooperation and in the best interests of the child. It is rarely, if ever, in the interests of the child for parents to blame teachers or the school for problems that arise. It is far more effective if we cooperate in a spirit of goodwill to resolve problems that arise.

3.6 ATTENDANCE & ABSENCES

Good attendance is the first requirement for academic success. Parents should ensure that their child is in school unless absence is absolutely necessary. This includes coming to school on time and remaining for the entire day (note the 'Medical Absences' section below). Students should have an attendance record of at least 85%. If a student's attendance record is lower than 85%, the school is under no obligation to provide official school reports or certificates.

School hours

Early Years 1	Monday - Friday	8.30-12.00
Early Years 2	Monday - Friday	8.30 - 13.30
Early Years 3/Primary	Monday - Friday	8.30 - 15.00
Secondary	Monday - Friday	8.30 - 15.40
Snack Time	Monday - Friday	10.30 - 10.50
Lunch Time	Monday - Friday	11.50 - 12.30

New students

If your child joins us at the beginning of the academic year, your family will be invited, prior to the start of the term, to come in to meet us and get accustomed to the layout of the building. Children starting Early Years at school sometimes experience separation anxiety when a parent leaves them. Some children are best served by the parents quickly leaving; others may require a parent to attend school with them for a day or two. This is normal and we request that you consult with the teacher on how to deal with it so we can best cater for individual differences.

Early dismissals

Students may not leave school during the academic day without parental permission. A note signed by the parents must be cleared through the school office. This should be done before 8.00, if possible. In order to take a child out of school during the school day the parent/guardian must present themselves at the school office, unless prior arrangements with the school have been made. (See Appendix 1.2)



Medical conditions and absences

If a child is hurt or unwell at school, the school nurse will attend to the student. If the nurse is absent, students will be attended to by the school secretary. In more serious cases, students will be taken to the nearest hospital and the parents will be informed.

Students with communicable conditions such as chicken pox, measles, mumps, gastro diseases, head lice, conjunctivitis, covid, cold sores, and impetigo will be sent home and must remain home until the condition has been treated and is no longer contagious. Parents are asked to remember that their sick child may infect other students at school. If he/she is sick, please keep him/her at home. Please notify the office if your child is unable to come to school due to illness. If your child has been sick with a contagious illness, such as, but not limited to, those mentioned above, a doctor's note confirming the absence of sickness is required for your child to resume school.

Sports Classes

If your child is unable to attend a sports class for health reasons, please inform the front office or the homeroom teacher directly. If no notification is received before the class begins, the student will be evaluated by the school nurse. If no sickness is apparent, the student will be expected to join the class.

Planned absences

Your child's teacher and the Principal should be notified in advance of an extended absence from school. When you voluntarily take your child out of school for an extended period, the class teacher or the school is under no obligation to arrange work for your child. Also, keep in mind the national minimum attendance requirement of 85%.

Late arrivals

School begins at 8.30. Therefore, all students are to be in their classes, seated, and ready to work promptly at that time. Late arrivals will be recorded in their report. (See Appendix 1: Tardiness)

Temporary withdrawals

Sekolah Nusa Alam recognises that circumstances may arise which force students to temporarily withdraw from school. Students may apply for a temporary leave of absence, thus reserving space in the school for their eventual return. Requests for withdrawals must be submitted in written form to the Principal in advance of the departure.

Withdrawal

Should a student withdraw from the school, including at the end of the school year, the school should be informed in writing three months in advance. Should this notice not be given, a fine of one instalment of the tuition fee will be imposed. Exit reports and transcripts will be denied to those who fail to follow exit/withdrawal procedures, which includes taking care of all pending accounts at the school's business office.

3.7 SAFEGUARDING

At Sekolah Nusa Alam we believe that children and young people should never experience abuse of any kind; we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them. We also have a responsibility to ensure a respectful workplace for teachers, staff, parents and volunteers in the school.

There are three main aims of our Safeguarding Policy:

1. Prevention: by creating a positive school atmosphere and providing high quality teaching and pastoral care to pupils;
2. Protection: by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to safeguarding concerns;
3. Support: by providing support for pupils and school staff and for children who may have been or are being abused

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take;
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- all children, young people and adults, regardless of age, disability, gender, race, religion or belief, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

Types of abuse

Abuse can include bullying, sexual harassment, teasing, physical abuse or punishment, online abuse, or neglect.

Child abuse is physical, sexual, emotional and/or psychological maltreatment or neglect of a child. This may include any act or failure to act by an adult that results in wrongful harm to a child. It can occur in the child's home, school, or community.

Abuse can also occur between children, such as bullying or teasing - either online or offline. Abuse can also occur between adults in the school, such as sexual harassment or intimidation. It is important to note that assertive behaviour, such as reprimanding a student for misbehaviour, or firmly directing a teacher to comply with school policy does not constitute bullying, harassment or abuse.

Responsibilities of staff, parents and volunteers

Staff, parents and volunteers at Sekolah Nusa Alam are expected to behave with professional standards in working with children and young people in the school. This means acting with integrity, respect, and professionalism at all times. This also applies to behaviour between adults in the school.

Adults at Sekolah Nusa Alam must at all times maintain appropriate boundaries with students, adhere to the school's policies and procedures, treating all students fairly and respectfully, and ensuring a safe and supportive environment for learning. Staff and volunteers are also expected to avoid any behaviour that could be construed as inappropriate or harmful to students or other adults. As part of the recruitment process, all new staff are vetted. Each year, training is provided in safeguarding to all staff as part of routine professional development and induction for new staff. A member of the senior staff is nominated as Child Protection Lead each year. All staff are responsible to immediately report any suspected cases of abuse to the Principal and the Child Protection Lead. Adults in the school should never agree to keep confidential information regarding abuse disclosed by a child or young person. Instead, they should commit to report the abuse and to help find a way to keep the person safe.

Responsibilities of children and young people

Our expectations for the conduct of young people and children in the school community include respect for others, personal responsibility, and positive engagement in the learning environment. We promote acceptable behaviour, such as showing respect for peers and staff, being kind, listening carefully, and adhering to school rules. Our behaviour management policy provides clear consequences for disruptive or harmful behaviour, with a focus on restorative practices to help students understand the impact of their actions and improve future behaviour. (See Appendix 1) Children and young people at Sekolah Nusa Alam are taught to treat one another with respect, to respect boundaries, and not engage in bullying, teasing or abusive behaviour. Students are expected to report any cases of abuse, bullying or harassment immediately to their teacher.

Photography and sharing images

All images taken of children and young people are done so in a safe, respectful, and lawful manner. At the beginning of each year and as part of enrolment procedures, parents are asked to sign a form giving informed consent for their child's photograph to be used in school promotional or educational materials. Photographs should only be taken and shared with this consent, and for educational or legitimate school-related purposes, with consent from parents and students (where appropriate). (See School policies: 3.2)

Procedures

We seek to keep children, young people and adults in our school safe in the following ways:

- We will strive to create and maintain a positive, open, and supportive school culture. At the same time, we recognise that abuse can happen anytime, anywhere.
- We will value, listen to, and respect one another.
- We will appoint a nominated Child Protection Lead for children and young people.
- We will provide effective management for staff and volunteers through supervision, support, training and quality assurance measures.
- The Child Protection Lead and the Principal will handle any reported cases of abuse as a top priority. The first priority will always be to ensure the safety of the child or young person – while the case is investigated. As with all cases of misbehaviour, written records will be kept, parents will be informed, and consequences may occur in line with the school's behaviour management policy.
- Any cases of abuse between adults in the school will be handled in a similar way, with the first priority being to ensure the safety of everyone in our school community.

3.8 LANGUAGE & LITERACY POLICY

At Sekolah Nusa Alam, we believe that language is integral in the development of personal identity and in the development of cultural understanding. Language underpins the foundation of thinking and the development of rich, clear self-expression. It enables people to examine their own and others' experiences, feelings and ideas, giving them order and meaning; it is the process by which meaning and knowledge are negotiated and constructed. Language is essential for communication and cognitive growth; therefore, language proficiency is seen as a vital component for the development of children's intellectual, social and emotional development. Competence in language enables people to function in society and to fulfil their potential as individuals and as life-long learners. With this in mind, Sekolah Nusa Alam aims to produce literate children capable of a wide variety of useful and meaningful methods of communication.

An English language environment

Sekolah Nusa Alam exists in a bilingual/multilingual context. The language of community and government is Bahasa Indonesia. Our teachers generally speak either English or Indonesian as a first language. Most of our students enter the school speaking English as a second or third language. In recognising this reality, this policy prioritises the use of English language in the school environment. In line with current Indonesian regulations, the expressed wishes of our parent community, and the requirements of an international curriculum (Cambridge), all subjects are taught in English, with the exception of Bahasa Indonesia, Religion and Indonesian civics education. This policy is based on current understandings of best practice in bilingual education. The approach to language education at Sekolah Nusa Alam is thus an 'English immersion' approach.

In order to realise this expectation:

Students are expected to:

- speak English on the school grounds and in all areas of the school community
- speak English as the language of social interaction with other students because it is the only language on campus that can be understood by all
- speak English while at school to improve their own English communication skills and better prepare them to cope with the rigorous demands of the Cambridge program
- speak English at school in order to positively represent their school and to support the goals of Sekolah Nusa Alam as a school that offers an international standard of education

Parents are expected to:

- consistently remind and encourage their children to speak English while at school
- maintain an ongoing dialogue with their children emphasising the importance of practising English at school (particularly if another language is spoken at home)
- encourage, model and enrich the use of the child's native language in the home and in the community
- support the school's policy guidelines with respect to the language policy
- speak English (to the extent possible) whilst at school

Teachers are expected to:

- model and encourage students to speak in English
- provide a safe and supportive learning environment
- explicitly teach the language conventions of their subject
- differentiate between the language needs of students in planning and teaching
- provide timely and effective feedback on language development to the students and parents
- understand their role that all teachers are teachers of language

English language support

All new students entering Sekolah Nusa Alam will be given an English language proficiency test. If students have limited English, a remedial plan will be put into place.

This plan will involve support from the classroom teacher, the use of interactive resources and support from the home. Students may be withdrawn from the classroom for more specialised attention during this initial phase. Ideally this will only be for a very limited time until the child is able to cope with the demands of the mainstream class.

Library & home reading

Literacy (reading, writing, listening, speaking) is at the heart of a good school – especially in the Early Years, but throughout the school. Children are encouraged to read at home and at school. This may include whole-school silent reading time, class-based home-reading schemes, reading aloud to adults (or reading buddies) in the classroom, optional use of the library at lunchtime, and borrowing of library books.

To ensure our library collection is well-cared for and books are available for all, students are expected to return books and educational games in the same condition as when they borrowed them. Educational games may only be taken out of the library area with permission from the Librarian. The cost of replacing lost or damaged items will be borne by the parents of the borrower.

3.9 LEARNING DISABILITIES & PHYSICAL DISABILITIES

Every child is unique and different. Sekolah Nusa Alam is an inclusive school. We are committed to improving the learning outcomes of all students by acknowledging their diverse needs and catering for different learning styles. A key element of this commitment is an emphasis on improving the learning outcomes for students with learning difficulties, physical disabilities and additional learning needs. This includes ensuring that inclusive practices are in place in our school.

Where children with physical disabilities require special equipment, or children with severe learning difficulties require special assistance or support, parents may be either (1) asked to provide the required assistance/equipment, or (2) charged a levy to cover the costs of the assistance.

Who has learning difficulties?

Children's needs will be determined by the school, based on information collected from parents, guardians and carers, teachers and other sources. As Lombok has limited accessibility to professional diagnostic services it is largely the responsibility of parents to seek appropriate access to these services if required to identify and/or clarify explicitly the nature of the special support required to meet the specific needs of individual students.

Objectives for children with learning difficulties

The overriding aims of our program for students with diverse learning needs are (1) to maximise the potential for each child, and (2) to ensure that students with learning needs are valued and participate in all aspects of school life.

Parents, teachers and school leaders work together to support all students to achieve their potential and focus on the teaching-learning relationship to meet the individual needs of all students. The educational needs and progress of each student are closely monitored and reviewed, and meaningful goals are set and met.

There are three specific objectives which together achieve this goal:

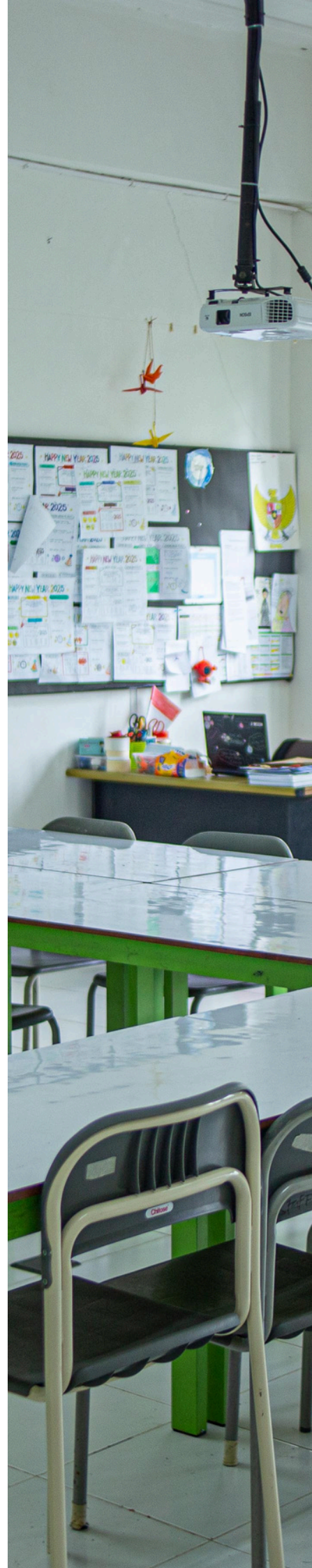
- Student learning – Student potential for growth and development in academic, personal and interpersonal learning, and independence in learning, is maximised and is consistent with their goals and aspirations.
- Student engagement and wellbeing – Students are motivated and are able to participate fully in their education and wider school life, consistent with relevant goals and aspirations.
- Student pathways and transitions – Students successfully transition to, throughout, and from school, and the pathways selected maximise their potential for growth and development while they attend school and after they leave school.

Making reasonable adjustment for students with physical disabilities

The school endeavours to make ‘reasonable adjustments’ to accommodate students with a physical disability. This is done within the constraints of the school budget, parent contributions for special assistance, and ability to access appropriate resources.

An adjustment is a measure or action taken to assist a student with a disability to participate in education on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the school, staff and other students.

Note that the school building has no disabled access to higher floors.



3.10 ASSESSMENT AND GRADING POLICY

Introduction:

At Nusa Alam, we believe that effective assessment and grading practices are vital to foster student learning, growth, and achievement. This Assessment and Grading Policy aims to provide students with a clear understanding of our assessment methods, grading criteria, and the principles we follow to ensure fairness and accuracy in evaluating their academic progress.

Assessment Methods:

- **Formative Assessment:** Teachers will use formative assessments, such as observation, quizzes, class discussions, projects, and homework, to gauge students' understanding and provide feedback on their progress throughout the learning process.
- **Summative Assessment:** Students will be assessed through summative evaluations, including examinations, tests, presentations, and major assignments, which measure their understanding of the learning objectives at the end of a unit or course.

Grading Criteria:

- **Grading Scale:** Our school follows the Cambridge IGCSE grading scale, which aligns with international standards. The scale is as follows:
 - A*: 90-100%
 - A: 80-89%
 - B: 70-79%
 - C: 60-69%
 - D: 50-59%
 - E: 40-49%

**Subject to change*

- **Assessment Weighting:** The weightage of each assessment component (such as exams, projects, homework) will be communicated to students at the beginning of the course, allowing them to understand the importance of each component in determining their overall grade.
- **Clear Rubrics:** Teachers will provide students with clear grading rubrics or marking schemes that outline the specific criteria by which their work will be evaluated. These rubrics will be made available before the assessments to ensure transparency and fairness in grading.
- **Consistency and Standardisation:** Teachers will strive for consistency and standardisation in grading practices within and across subject areas, adhering to the Cambridge IGCSE guidelines and established criteria.
- **Assessment Authenticity:** Students are expected to submit their own original work, free from plagiarism or cheating. Any form of academic dishonesty will be subject to disciplinary action, as outlined in the school's academic integrity policy.
- **Timely Feedback:** Teachers will provide timely and constructive feedback on assessments, allowing students to understand their strengths, areas for improvement, and how to further develop their skills and knowledge.
- **Reassessment Opportunities:** In certain cases, students may be provided with opportunities for reassessment or re-evaluation to demonstrate their understanding and growth. The guidelines for reassessment will be communicated by the teacher and will be subject to specific conditions and timelines.

3.11 HOMEWORK

Homework should be a positive and worthwhile activity that supports in-school learning. It should have sound educational value and not be ‘busy work’ which wastes children’s time.

Homework is most beneficial when:

- It reinforces and extends class work and consolidates basic skills and knowledge.
- It is challenging and purposeful, but not so demanding that it has adverse effects on the student’s motivation.
- Students take responsibility for their homework, supported by their parents or caregivers.
- It is well coordinated, and teacher expectations are well communicated.
- It is set on a regular basis and establishes a routine of home study.
- Teachers set suitable amounts of homework, which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students.
- It takes into account students’ home responsibilities and extra-curricular activities such as clubs and sport.
- Feedback and follow-up are provided regularly to students.

Students can help by

- Being aware of the importance of homework
- Being aware of the school’s homework policy
- Recording homework into a diary or communications book when it is given
- Completing homework within the given time frame
- Seeking assistance from teachers and parents or caregivers when difficulties arise
- Showing their homework to their parents or caregivers
- Ensuring homework is of a high standard
- Organising their time to ensure that sufficient time is given to quality homework within set deadlines
- Alerting teachers to any domestic or extracurricular activities that may need to be taken into consideration when homework is being set or corrected

Parents and caregivers can help by

- Taking an active interest in homework
- Ensuring that there is time set aside for homework
- Encouraging and supporting students to complete homework
- Providing, where possible, a dedicated place and desk for homework and study
- Encouraging their children to read and take an interest in current events
- Communicating with teachers.
- Ensuring their children get adequate sleep.

Teachers will help by:

- Taking an active interest in homework
- Setting homework routinely and collecting it at a regular time
- Setting relevant homework appropriate for the learning stage and individual; making sure that it is understood
- Communicating with parents on the pattern of homework completion
- Incentivising homework completion
- Returning homework promptly with feedback
- Consistently follow-up on patterns of non-completion of homework
- Keeping accurate records of homework completion
- Using communication books / homework diary regularly

3.12 EXCURSIONS, ASSEMBLIES AND FUNCTIONS

Excursions, visits and events

Excursions and visits are usually directly related to the curriculum, are planned well in advance and approved by the Principal. Parents will need to pay for the cost of excursions. Parents are required to sign a waiver form for Field Trip Permissions at the start of each year.

Musicians, authors, poets, storytellers and sports people are invited to the school periodically according to their availability. We are always open to suggestions for workshops, and if any parents have a story to tell, or a particular interest, we would love to hear from you.

The Principal and Kepala Sekolah work with parent representatives on parent-led school events.
School functions and performances

The children have many opportunities to participate in performances, festivals and other events. Please support school functions as your presence means a great deal to your children regardless of their individual contribution.

Flag-raising ceremony

A short Indonesian flag-raising ceremony with the Indonesian National Anthem takes place every second Monday morning at 8.30. International students may be involved. All Indonesian students are expected to sing their National Anthem and salute their flag.



3.13 RELIGIOUS EDUCATION

Sekolah Nusa Alam is a non-denominational international school. The school aims to prepare children for the future through a balanced curriculum, which includes the development of balanced values of life (Sekolah Nusa Alam Mission Statement, 1999). The school accepts children of all cultures, faiths and nationalities. The Government of Indonesia requires schools to provide religious instruction.

In order to achieve the school's mission and to meet these requirements, the school currently provides classes in Islam, Buddhism, Hinduism and Christianity (including Catholicism) to children of these faiths. The school also provides opportunities for children to learn about other religions and to celebrate multiculturalism and religious diversity.

At Sekolah Nusa Alam we believe the following:

- Everyone has the right to freedom of thought, conscience and religion; this right includes ... the freedom, either alone or in community with others and in public or private, to manifest his [or her] religion or belief in teaching, practice, worship and observance. (The United Nations Universal Declaration of Human Rights, Article 19)
- Children should learn the basics of their own religion, and this can be provided at school as well as at home, places of worship and elsewhere in the community.
- Children, staff and parents have the right to practice their religion in ways that do not interfere with the rights of others.
- Education about religious belief and practice is an important component in a balanced curriculum.
- Religious and cultural diversity is good, making our school and our world a richer place. Children should be given the opportunity to learn about other religions and celebrate this diversity.
- No one should suffer discrimination, teasing or any form of abuse as a result of their religious belief or practice.
- No one should attempt to convert or persuade another person to change their religion.
- Parents have the right to withdraw their children from specific religious education or practice if they wish – in this case, the child will be included in a general, comparative religion class.
- These beliefs accord with the basic tenets of all religions including Islam, Christianity, Hinduism and Buddhism as we understand these to be.

In accordance with these basic principles and beliefs, at Sekolah Nusa Alam we:

- Ensure that this education reinforces the beliefs set out above and encourages interfaith respect, dialogue and understanding.
- Celebrate religious diversity. Provide regular opportunities for children of each religion to learn about the religions of others. This may include special activities such as 'Harmony Day', assemblies, class projects, and learning about the celebrations and special events of each religion when these occur throughout the year.
- Provide opportunities to staff and children to practice their religion according to individual and family wishes.

This includes Friday prayers for Islamic students and occasional events and festivals for Christians, Buddhists and Hindus.

3.14 SUSTAINABILITY

At Sekolah Nusa Alam, we are committed to fostering a sustainable future for our students, staff, and the wider community. Our Sustainability policy aims to promote environmental stewardship, reduce our ecological footprint, and integrate sustainable practices into every aspect of school life. We are committed to educating our students to be conscientious global citizens who understand the value of protecting our planet. Through collective efforts, we aim to create a more sustainable, resilient, and environmentally responsible school community.

Scope

This policy applies to all students, staff, faculty, and visitors at Sekolah Nusa Alam and covers areas including energy use, waste management, resource conservation, curriculum integration, and community engagement.

1. Energy Conservation

We actively work to reduce energy consumption across the campus through the following actions:

- Equipment and technology: Turn off electronic devices and equipment when not in use, and encourage the use of energy-saving modes on computers and other devices.

2. Waste Management

We are dedicated to reducing, reusing, and recycling materials across the school to minimise our environmental impact:

- Encourage the use of personal water bottles in school and at events on or off campus.
- Discourage the use of single-use, disposable plastic bottles and packaging in our school building and at events on or off campus.
- Recycling stations: Clearly marked recycling bins are placed throughout the school for paper, plastic, and other recyclable materials. We will encourage our community to use our plastic collection stations and we will work with local companies to ensure as much of our plastic waste is recycled/up-cycled.
- Paper reduction: We aim to reduce paper usage by encouraging digital submissions, promoting double-sided printing and using scrap paper where possible.
- Composting: We will implement composting programs for food waste from the cafeteria.

3. Water Conservation

Water is a precious resource, and we strive to reduce consumption across the campus:

- Awareness campaigns: Educate students, parents and staff on water-saving practices, such as turning off taps when not in use and reducing water usage in daily activities.

4. Sustainable Transportation

We encourage environmentally friendly transportation options:

- Carpooling: Promote carpooling programs.
- Discourage car-owners from letting their cars idle in the car park.

5. Sustainable Procurement

We will make sustainability a priority in our purchasing decisions:

- Local sourcing: Whenever possible, we support local vendors and suppliers who share our commitment to sustainability.
- School supplies: Purchase items in bulk; do not buy single-use, disposable items, such as plastic cutlery, cups, straws, bags. Wherever possible, avoid items with excessive/unnecessary plastic packaging.
- Work with caterers to avoid single-use, disposable packaging, straws and other items.

6. Curriculum and Education

We will build sustainability into our curriculum to ensure that students understand the importance of environmental stewardship:

- Curriculum integration: Sustainability topics, such as climate change, biodiversity, and conservation, are integrated into various subject areas across all grade levels.
- Experiential learning: Encourage hands-on activities, such as gardening, recycling projects, beach clean-ups, and field trips to local environmental centres, to reinforce sustainability lessons.

7. Sustainable Grounds

We care for our school's outdoor environment in a way that promotes sustainability and biodiversity:

- Eco-friendly gardening: Promote organic gardening practices in school gardens and reduce the use of chemical fertilisers and pesticides.
- Outdoor classrooms: Create spaces for students to learn about nature and sustainability, such as outdoor classrooms or gardens.

8. Community Engagement

We recognise that sustainability extends beyond the school grounds, and we encourage and support broader community involvement:

- Collaborations and partnerships: Partner with local environmental organisations, government bodies, and community groups to advance sustainability initiatives.
- Student involvement: Students are encouraged to take leadership roles in sustainability efforts, including organising recycling drives, climate awareness campaigns, and clean-up activities.
- Family engagement: We will share sustainability resources and tips with families and encourage them to adopt sustainable practices at home.

9. Monitoring and Reporting

We will regularly monitor and assess our sustainability efforts:

- Sustainability committee: A sustainability committee, consisting of staff, students, and community members, oversees the implementation of this policy and track progress, meeting quarterly.
- Annual review: The sustainability policy is reviewed annually to assess its effectiveness and to set new goals for continuous improvement.
- Public reporting: Key sustainability achievements and challenges are shared with the school community through newsletters, assemblies, and the school website.

4 SECURITY & EMERGENCIES

Sekolah Nusa Alam aims to provide education to our students in a physically and psychologically safe, supportive and healthy environment. We periodically conduct emergency evacuation procedures in preparation for the possible threat of a natural disaster and/or a situation that may endanger students.

4.1 SECURITY

A uniformed guard is on duty throughout the school day. The guard's primary role is to provide general security for all students, parents, and staff and to monitor visitors to the school. It is the responsibility of parents and caregivers to ensure safe passage of their children between the car park and the school.

Teachers (or teacher assistants) of Early Years classes accompany the children to the front of school at home time, where they are collected by parents or caregivers. When children are to be collected by someone who is not their regular caregiver, for example, another parent, parents are asked to provide a note to the teacher.

4.2 EARTHQUAKE

A seismic wave travels from the epicentre of an earthquake faster than the shear (destructive) wave. The nearer you are to the epicentre of the earthquake and the higher its force, the shorter the warning time. Nevertheless, a short but valuable time, measured in seconds, is allowed for all in the school buildings to take action.

Students are regularly drilled in the Drop, Cover and Hold procedure as well as the fastest and safest way to leave the building from each room. The assembly point is on the sports field. If this location is unavailable, the evacuation point is the parking area outside the front of the school.

4.3 TSUNAMI

Tsunamis are possible after prolonged earthquakes (over 15 seconds) in fault lines to the north of Lombok. Students will respond to the earthquake as above and if the tsunami alarm is sounded or the Principal decides there is a risk of tsunami, the students and staff will assemble in the upstairs classrooms. Parents are advised that several tsunamis are possible within a short period of time and they should wait in safety until the danger has passed and the school contacts them to collect their children.





4.4 FIRE

In case of fire, the alarm will be sounded continuously. Children should leave the building in pairs and walk to the sports field with their teachers. If this location is unavailable, the evacuation point is the parking area outside the front of the school. They should not take anything with them.

Members of the support staff will:

- check the buildings and close doors and windows
- phone the emergency services
- bring class registers to the evacuation point\

Staff will call the registers, inform the support staff of any children or adults missing and wait for the all clear before returning in pairs to the school building. Should students need to be collected from school, parents will be contacted.

4.5 CIVIL UNREST

We aim to anticipate potential civil unrest that creates risk for our children and school community, through maintaining active social networks. The principal will decide on the severity of such risks on a case-by-case basis, in consultation with other staff and community. Usually this results in advice to the school community to avoid areas in the city which are likely to pose a risk. In the rare case of widespread unrest, the school will be closed, and classes will go online until the emergency is over.

In the case of a national emergency, parents should follow recommendations issued by their national embassies. The school needs to be notified of intended departures and future contact information.

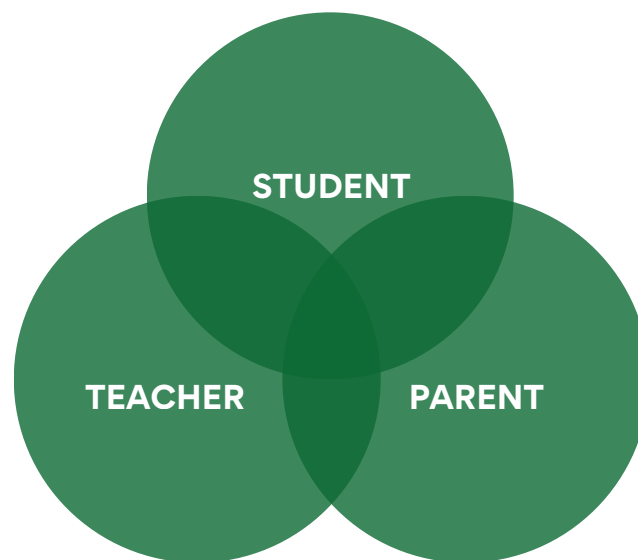
5. BEHAVIOUR MANAGEMENT

There are two important reasons for managing behaviour in our school.

We need to ensure that our school is a safe, supportive learning environment for everyone. Children learn positive values, habits, skills and understandings through guidance and correction.

This is why we have school rules, classroom rules, and sometimes individual behaviour contracts. Children and young people learn positive behaviours through a system of positive reinforcement, and consequences.

Responsibility for learning and behaviour is shared three ways: teachers, parents and students all share responsibility. We share in success, and together we share responsibility and act together to fix problems when they arise. As they grow up, children assume greater responsibility for their own behaviour: a Senior Secondary student has far greater responsibility than a child in the Early Years programme.



Together we are strong, together we are one

5.1 GENERAL BEHAVIOUR - WHAT IS EXPECTED OF OUR STUDENTS?

Our school is a community, a family. All students are expected to be friendly, sociable and respectful. Our student body takes pride in the fact that, not only is there a high level of positive social interaction between class members, but also between different year levels. Sekolah Nusa Alam students are taught to demonstrate this behaviour at all times.

Behaviour such as bullying, name-calling, use of inappropriate language, rudeness, physical assault, harassment, taking of others' property and disrespect carry with them disciplinary consequences.

Positive discipline

All students have the right to learn, and teachers have a right to teach. Therefore, the goal of our school discipline policy is to promote and ensure a positive learning environment. Students learn to act responsibly in order to make positive life choices. Rules are few and are for the benefit of all. Children are taught that courtesy costs nothing and is simply consideration for the feelings and needs of others.

Acquiring social and emotional skills is a crucial part of education: it is about learning to become a responsible, respectful and successful adult. Ultimately, children learn by example and our teachers provide a role model for students to emulate. Parent support is vital to our success.

Our approach to discipline rests on the idea that children need to understand the underlying reasons for good behaviour. Teaching is therefore aimed at developing the underlying system of beliefs and values that underpins how students regard themselves and others. All children are learners, and they will learn positive behaviour through guidance and reinforcement. We recognise several key aspects in our approach to discipline:

- Identifying the belief behind the behaviour - effective discipline recognises the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behaviour.
- Effective communication and problem-solving skills.
- Discipline that teaches (neither permissive nor purely punitive).
- Focusing on solutions instead of punishment.
- Encouragement (instead of only praise) - encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

Misbehaviour

As students grow older their learning capacity and individual responsibility increases. Therefore, although the guiding principle of positive discipline remains the same, appropriate consequences will change as students pass through Early Years to Primary and through to Secondary. All students are expected to demonstrate a level of responsibility appropriate for their age.

Where students violate school rules, the circumstances surrounding the infraction will be considered on a case-by-case basis and an appropriate consequence will be applied based on the recommended actions below (see Appendix 1). Every effort will be made by the school to guide students toward acceptable behaviour.

If correction by the classroom teacher fails to bring an improvement in the student's behaviour, or if a single incident is serious enough, a student may be referred to the Principal for disciplinary action. Repeated disciplinary infractions will certainly lead to more serious consequences. These may include suspension from classes, placement on probationary conduct status and, in the most serious cases, a recommendation for expulsion.

Rules and consequences

A set of rules and consequences for violations is included as an annex to this handbook (**see Appendix 1**). These apply mainly to secondary students, but may also apply as appropriate to children in primary school. These are updated as necessary. Rules and consequences for Early Years and Primary classes are negotiated each year by class teachers with their class based on the principles outlined above.

House system

At Sekolah Nusa Alam, students are grouped into four houses: Dragon, Cobra, Lion, and Phoenix. Our house system promotes teamwork, friendly competition, and positive behaviour throughout the school year. Students earn or lose house points based on their actions and contributions.

- **Green chips (1 point):** Awarded by any staff member for being a model student and setting a positive example for classmates.
- **Blue chips (20 points):** Awarded by the Principal for participating in school-wide competitions or for exceptional conduct that benefits the entire school community.
- **Gold chips (100 points):** Awarded by the Principal for winning external competitions or positively representing Nusa Alam in the wider community.
- **Red chips (-1 point):** Given for minor rule violations such as being late, failing to complete homework, or not wearing the correct uniform.

House points are tallied at the end of each term, and the house with the most points at the end of the year wins the House Trophy and a special reward planned by the winning house and their teachers.





5.2 SCHOOL DRESS CODE & UNIFORMS

Sekolah Nusa Alam has a dress code and we expect all students to adhere to it at all times: School shirt and brown pants, shorts, or knee length brown skirts. Sports uniforms are green school sports shirts and tops. (Uniforms and material may be purchased in the school office.) A school hat should be worn for any outside activities, including lunch and recess break. During House competitions students should wear plain T-shirts of their house colours or other assigned wearables.

Uniform rules at a glance:

- Students should arrive at school in school uniform.
- Students should change into their sports uniform for sports class and then back into regular school uniform immediately afterward for their other classes. Students may come to school in their sports uniform if their first class is sports.
- Permitted jewellery includes wrist watches and stud earrings only.
- No henna tattoos, make-up, nail polish or unnaturally coloured, dyed hair.
- Students with long hair are expected to tie it back with hair ties.
- Skirts, skorts and shorts should be no shorter than knee length.
- Students' names should be permanently attached on each item of clothing.

Shoes

For safety reasons, children should always wear appropriate footwear in school. Appropriate footwear means shoes with backs (not sandals) such as runners or walking shoes.

Shoes must not contain bright colours (pink, green etc) or detract from the school uniform. Acceptable colours are dark blue, brown, black, white or grey.

Children in Early Years are asked to remove their shoes when entering their classrooms as lessons take place on the mat.

During sports lessons, students should wear sports shoes.

Students using chemicals or heating water in the science lab must wear covered shoes.

School Hats

All Sekolah Nusa Alam students and staff should wear school hats when in the sun during outdoor lessons, excursions or break times. Students without school hats should stay in the covered areas. School hats must be worn during the flag-raising ceremony. (Note: Recent research in Australia has found the incidence of juvenile melanoma cancers has dropped more than 50% since the wearing of hats became compulsory for school students.)



5.3 TECHNOLOGY AND INTERNET USE

While the teachers will make reasonable efforts to supervise student use of network and Internet access, we must have student cooperation in exercising and promoting responsible use of this access. Listed below are the conditions for using the computer network and for Internet use. Any user who violates this policy access will be stopped, and disciplinary action may be taken.

The school provides access to its computer networks and the Internet for educational purposes only.

Among the uses that are considered unacceptable are:

- Uses that violate the law or encourage others to break the law. It is not permitted to transmit offensive or harassing messages or images, offer for sale or use of any unlawful substances.
- View, transmit or download pornographic materials or materials that encourage others to violate the law, intrude into the networks or computers of others, and download or transmit confidential information, the private and sensitive information of others, or copyrighted materials.
- All forms of online gambling.
- Uses that cause harm to others or damage to their property. For example, to engage in defamation (harming another's reputation by lies), employ another's password or knowingly upload a worm, virus, "Trojan horse," "time bomb" or other harmful forms of programming or vandalism.
- "Hacking" activities or any form of unauthorised access to other computers, networks, or information systems.
- Uses that jeopardise the security of student access and of the computer network or other networks on the Internet. For example, to disclose or share your password with others or others' passwords, or impersonate another user.
- Users may not sell or buy anything over the Internet.
- You should not give others private and personal information about you or others, including credit card numbers and social security numbers.



Netiquette

- All users must abide by rules of network etiquette, which include the following:
- Be polite. Use appropriate language. No swearing or threatening language. Avoid language and uses that may be offensive to other users.
- Do not use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
- Do not assume that a sender of email is giving his or her permission for you to forward or redistribute the message to others or to give his/her email address to others. This should only be done with permission.
- Be considerate when sending attachments with email (where this is permitted). Be sure that the file is not too large and is in a format that the recipient can open.

Internet safety

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from inappropriate sites. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to a teacher.

Privacy

Network and Internet access is provided as a tool for education. The school reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files remain the property of the school and no user shall have any expectation of privacy regarding such materials.

Failure to follow policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated. The school may also take other disciplinary action in such circumstances.

6. SCHOOL GOVERNANCE & MANAGEMENT

6.1 SCHOOL BOARD

Sekolah Nusa Alam is governed under Indonesian law by a legally constituted yayasan (a non-profit foundation) referred to in English as the School Board. Yayasan Pendidikan Nusa Alam was formed in July 1999 with the following membership:

FOUNDING BOARD

Founders (Pendiri): Hj. Ace Robin Gemah Ripah Ningsih, Sopantini M.Ed., Ed.D
Members: Peter Cranfield, Mark Heyward.

The Yayasan was reformed in November 2014 as Yayasan Nusa Alam, to comply with changes in government regulations.

The School Board consists of the Badan Pembina (Board of Trustees), Badan Pengurus (Board of Management) and Badan Pengawas (Board of Supervisor).

The three together comprise the Board with the following current membership:

BOARD OF TRUSTEES (BADAN PEMBINA):

Chair (Ketua): Mark Heyward, PhD.
Member (Anggota): Rifki Husein

The role of the School Board is to act as the governing body of the school, and specifically to:

- Appoint the Head Teacher (Principal), the Kepala Sekolah (Indonesian Principal), the Business Manager, and (if required) Assistant Principal, and review the appointments annually
- Approve policy and school plans

BADAN PENGAWAS (BOARD OF SUPERVISORS)

Chair (Ketua): Sri Widuri, M.Ed

- Oversee the financial management of the school
- Oversee the general direction and development of the school
- Ensure that the mission of the yayasan is carried out

BADAN PENGAWAS (BOARD OF SUPERVISORS)

Board of Management (Badan Pengurus)
Chair (Ketua): Sopantini, M.Ed. Ed.D.
Secretary (Sekretaris): Kusmir, S.Sos
Treasurer (Bendahara): Marwan Abbas, SE.

- Meetings are held quarterly or as required. Representatives of the school management, teachers and parents may be invited to attend.

6.2 SCHOOL MANAGEMENT

The role of the Principal is to:

- Implement policies and plans approved by the Board
- Appoint and manage staff
- Provide educational and professional leadership
- Facilitate curriculum development and professional development of the school staff
- Run the day-to-day operations of the school including: school facility management, educational resources management, administration and office management, student supervision and management, communication management and assisting the School Board.

The role of the Indonesian Kepala Sekolah (School Head) is to:

- Act as advisor to the Principal
- Assist in the administration and leadership roles
- Assist in liaising with the Indonesian community and Indonesian government bodies
- Provide educational and professional leadership – particularly to the Indonesian teaching staff
- Facilitate curriculum development and professional development – particularly for the Indonesian teaching staff

The role of the Deputy Principal is to:

- Support the Principal with school management
- Assist in the administration and leadership roles
- Represent the Principal when required
- Coordinate with Cambridge and administer Cambridge exams
- Coordinate the Secondary learning section

ESCO



APPENDICES

Appendix 1: Secondary School Discipline Policies

Students are expected to demonstrate an age-appropriate level of responsibility toward and respect for school policies as they progress through the different year levels of school. It is understood that the type of misbehaviour and consequences for students who misbehave will differ as the students grow older. Thus, some school disciplinary policies are particular to certain year levels, whereas others are school-wide. The following policies are considered more relevant, but not exclusive, to students in Year 5 and above. Any disciplinary record is not carried over to the following school year.

1.1 Academic integrity

At Nusa Alam, we value academic integrity as a fundamental principle in fostering a community of learners who demonstrate honesty, integrity, and ethical conduct. This policy outlines the expectations and guidelines regarding academic integrity that all students are expected to uphold.

1. Plagiarism and Cheating

- a) Plagiarism: Plagiarism involves presenting someone else's work, ideas, or words as your own without proper citation or acknowledgment. It is strictly prohibited and includes copying and pasting from sources without appropriate attribution.
- b) Cheating: Cheating refers to any form of dishonest behaviour, including but not limited to, unauthorised collaboration, using unauthorised materials during assessments, copying from others, or obtaining answers through dishonest means.

2. Original Work

- a) All work submitted by students must be their own original creation, unless otherwise specified by the teacher.
- b) Any contributions from external sources must be properly cited, including text, images, graphs, statistics, and ideas obtained from books, websites, journals, or other individuals.
- c) When collaborating on group projects, students must follow the guidelines set by the teacher and give credit to all contributors.

3. Assessments and Examinations

- a) Students must follow the instructions and guidelines provided for all assessments and examinations.
- b) During examinations, students must not communicate with other students or use unauthorised materials, unless explicitly permitted by the teacher.
- c) The use of electronic devices, including smartphones and smartwatches, is strictly prohibited, unless expressly permitted by the teacher.

4. Personal Integrity

- a) Students must maintain their personal integrity by refraining from engaging in any form of academic dishonesty, including providing unauthorised assistance to others.
- b) Any attempt to tamper with or falsify academic records or documents, including grade reports, will be considered a violation of academic integrity.

5. Reporting

Students are encouraged to report suspected violations of academic integrity.

6. Consequences

Consequences will depend on the severity of the offence and the student's past record.

- 1st Offence - Parent conference; loss of marks; resubmission of work
- 2nd Offence - Parent conference; loss of marks; resubmission of work; 1-day in-school suspension
- 3rd Offence - Parent conference; loss of marks; resubmission of work; 3-day in-school suspension; behaviour contract
- 4th Offence - Parent conference; possible expulsion

1.2 Early departure

This policy ensures a systematic process for early departures, involving communication between parents, homeroom teachers, the head of Secondary, and school office. It ensures proper documentation and accountability for students leaving school before regular dismissal time.

1. Procedure:

- Students must obtain an Early Departure Slip from their homeroom teacher.
- Students must fill out their name and reason for early departure.
- The homeroom teacher will check for an email from the student's parents/guardian granting permission.
- Upon verification, the homeroom teacher will sign the Early Departure Slip and tick the box indicating they received an email from a parents/guardian.
- The student will then take the signed slip to the Head of Secondary for further verification and signature.
- On their way out of the school, the student must submit the signed slip to the school office.

2. Consequences

- 1st offence - parent conference; detention
- 2nd offence - parent conference; 1-day in-school suspension
- 3rd offence - parent conference; probationary letter; 3-day out-of-school suspension; behaviour contract
- 4th offence - parent conference; possible expulsion

1.3 Tardiness

Students are expected to arrive on time, settle and prepare to learn. Students who arrive more than 15 minutes late for a lesson without permission or good reason are considered tardy. Unexcused tardiness is noted by the homeroom teacher and reported to the the appropriate school leader. Repeated unexcused tardiness within each one month period will result in an investigation and the following escalation.

Consequences

- 1st offence - teacher-parent notification; verbal warning
- 2nd offence - parent conference; behaviour contract
- 3rd offence - parent conference; 1-day in-school suspension
- 4th offence - parent conference; 3-day in-school suspension
- 5th offence - parent conference; 1-day out of school suspension
- 6th offence - parent conference; possible expulsion

1.4 Cutting classes

Cutting classes, considered a form of truancy, carries sanctions to discourage students from committing repeat offences. Aside from the missed classes and the obvious effect on academic achievement, cutting classes may be associated with other problems like juvenile delinquency.

Consequences

- 1st offence - parent-teacher conference; student-written apology to the subject teacher
- 2nd offence - parent conference/ 1-day in-school suspension; behaviour contract
- 3rd offence - parent conference; 2-day in-school suspension
- 4th offence - parent conference; 3-day out of school suspension
- 5th offence - parent conference; possible expulsion

1.5 Bullying

At Nusa Alam, we are committed to providing a safe, respectful, and inclusive learning environment for all students. Bullying and harassment as they undermine the wellbeing, safety, and emotional health of individuals. As soon as incidents of bullying or harassment are reported they will be investigated thoroughly and appropriate action will be taken. It is understood that the consequences for students in Early Years, Primary, and Secondary may differ in line with developmental needs.

1. Definition of Bullying and Harassment

a) Bullying: Bullying is defined as repeated and deliberate aggressive behaviour, either physical, verbal, social, or psychological, intended to harm, intimidate, or dominate another person or group of individuals who have difficulty defending themselves. A single severe incident may also be considered bullying if it causes significant harm.

b) Harassment: Harassment refers to unwanted and persistent behaviour that offends, humiliates, or intimidates an individual or group based on protected characteristics such as race, colour, national or ethnic origin, religion, disability, gender, sexual orientation, or any other characteristic.

2. Types of Bullying and Harassment

- a) Physical Bullying: Physical acts of aggression such as hitting, pushing, tripping, or causing harm to another person's body or belongings.
- b) Verbal Bullying: Using words, insults, threats, name-calling, or spreading rumours to demean, humiliate, shame or intimidate others.
- c) Cyberbullying: The use of electronic devices, including smartphones, social media, or online platforms, to harass, intimidate, or harm others, e.g., posting derogatory comments, spreading rumours, or sharing embarrassing content.
- d) Social Bullying: Behaviours that deliberately exclude, isolate, or manipulate others, such as damaging reputations or encouraging exclusion from groups.
- e) Indirect Bullying: Non-confrontational actions such as deliberate ignoring, influencing others to mistreat a peer, or covert gestures designed to cause distress.

3. Prevention and Education

- a) All students will engage in regular discussions, class circles, and wellbeing lessons that promote kindness, empathy, and respectful relationships.
- b) The school will implement a whole-school anti-bullying programme, including posters, assemblies, and awareness campaigns.
- c) Staff will receive ongoing training to identify, respond to, and prevent bullying behaviours.
- d) Students will be encouraged to act as upstanders, supporting peers who are targeted and reporting incidents promptly.

4. Reporting Bullying and Harassment

- a) Students who experience or witness bullying or harassment are encouraged to report incidents to a trusted adult, family member, teacher, counsellor, or any staff member.
- b) Reports may be made verbally, or in writing. Confidentiality in reporting will be maintained except where there is a safeguarding risk.
- c) All reports will be acknowledged, and students will be kept informed of the steps being taken.

5. Investigation and Response

- a) All reports of bullying and harassment will be taken seriously and investigated promptly by designated staff.
- b) Investigations will involve hearing from all parties, including the alleged target, the alleged perpetrator, and any witnesses.
- c) Outcomes may include counselling, restorative practices, parental involvement, and disciplinary consequences.
- d) Records of incidents and actions taken will be maintained by the school to ensure accountability and follow-up.

6. Partnership with Parents

Parents will be informed promptly if their child is involved in bullying as a target, perpetrator, or witness. The school will work collaboratively with parents to support behaviour change and promote reconciliation where appropriate. Guidance will be offered to parents on supporting their child at home, including strategies for online safety and emotional regulation.

7. Consequences

Consequences will vary according to the age of the student, the severity of the behaviour, and whether incidents are repeated:

- 1st offence: Email parent/parent conference; restorative conversation; loss of privileges; letter of apology; counselling
- 2nd offence: Parent conference; extended loss of privileges and/or 1-day in-school suspension; behaviour contract
- 3rd offence: Parent conference; extended loss of privileges and/or 2-day out-of-school suspension/possible expulsion

1.6 Social Media Policy

At Nusa Alam, we recognise the importance of responsible and respectful use of social media and other communication platforms. This policy provides guidelines for students to ensure a positive and safe online environment within our Cambridge secondary school community.

1. Responsible Digital Citizenship

- a) Students are expected to exhibit responsible digital citizenship, which includes using social media and other online platforms in a manner that reflects positively on themselves, their peers, and the school.
- b) Students should refrain from posting or sharing content that is offensive, discriminatory, defamatory, or inappropriate in any way, including but not limited to, content that is sexist, racist, homophobic, or that promotes violence or illegal activities.

2. Privacy and Confidentiality

- a) Students must respect the privacy and confidentiality of others. They should not share personal or sensitive information about themselves, fellow students, staff members, or any other individuals without their explicit consent.
- b) Students should also refrain from posting or sharing any content that could compromise their own privacy or safety.

3. Respectful Communication

- a) Students should engage in respectful and considerate communication when using social media or any other online platform, both within and outside the school community.
- b) Cyberbullying, harassment, or any form of disrespectful behavior is strictly prohibited and will not be tolerated.

4. Use of School Name and Logo

- a) Students should not use the school name, logo, or any other official school symbols inappropriately or in a manner that could bring disrepute to the school.
- b) The use of the school's name, logo, or other official symbols for personal or unauthorised purposes is prohibited.

5. Academic Honesty

- a) Students must not use social media or online platforms to engage in academic dishonesty, including but not limited to, sharing or requesting answers to assessments, tests, or examinations.
- b) Posting or sharing content that violates copyright laws or infringes upon intellectual property rights is also strictly prohibited.

6. Consequences

- a) Violations of this Social Media and Communication Policy may result in disciplinary actions, including but not limited to, counselling, loss of privileges, parental notification, or other consequences deemed appropriate by the school administration.
- b) Repeated or severe violations may lead to more significant disciplinary measures.

7. Reporting

- a) Students are encouraged to report any instances of cyberbullying, harassment, or inappropriate use of social media or online platforms to a trusted adult or staff member.
- b) Students who become aware of violations of this policy should report them to a teacher, counselor, or school administrator.

8. Review and Amendments

- a) This Social Media and Communication Policy will be periodically reviewed and updated by the school administration to ensure its effectiveness and relevance.
- b) Any proposed amendments will be communicated to the school community and implemented after due process.

1.7 Tobacco, Vaping, Alcohol and Narcotics

Sekolah Nusa Alam is a no-smoking zone. Parents and other visitors are requested not to smoke or vape on school grounds or in sight of the children. The possession, use of, or sharing of, illegal drugs will not be tolerated under any circumstances.

- For students, smoking, vaping or being in possession of cigarettes, tobacco products or vapes either on campus or during off-campus school activities is prohibited at all times.
- Students may not possess, consume or be under the influence of alcohol or prohibited drugs on campus at any time or during off-campus school activities.

The use of narcotics is prohibited to preserve the welfare of the students and to recognise the laws of the Republic of Indonesia. The school may deem it necessary to refer the matter to the Police.

Consequences

Tobacco and Vaping

- 1st offence – parent conference; 3-day in-school suspension
- 2nd offence – parent conference; 5-day in-school suspension; behaviour contract
- 3rd offence – parent conference; 5-day out of school suspension; possible expulsion

Alcohol

- 1st offence – parent conference; 1-day in-school suspension
- 2nd offence – parent conference; 3-day in-school suspension; behaviour contract
- 3rd offence – parent conference; 5-day out of school suspension; possible expulsion

Narcotics

- 1st offence – parent conference; 3-day out of school suspension; behaviour contract
- 2nd offence – parent conference; 5-day out of school suspension
- 3rd offence – parent conference; possible expulsion

1.8 Theft

Theft of school or individual property is unacceptable and cannot be condoned by the school.

- 1st offence – parent-teacher conference; 1-hour detention after school; behaviour contract
- 2nd offence – parent-teacher conference; 1-day in-school suspension
- 3rd offence – parent-teacher conference; 3 days out of school suspension; possible expulsion

1.9 Vandalism

Students are expected to treat our buildings and school grounds with respect. This applies to the property of others too. Vandalism is a serious offence; consequence is not meant to infringe the freedom of expression but to harness

creative talent to a more value-oriented and productive use and teach respect for others' property.

Students present at the time of the incident, although not physically participating in the act, are expected to show strength of character and immediately report the act to a teacher or member of staff. Failure to do so may result in sanctions.

Students found guilty of vandalism or graffiti-writing will be subject to detention or possible suspension. Serious, or repeated, offences may result in immediate expulsion from the school. Damaged property must be cleaned, repaired or replaced by the student.

- 1st offence – parent-teacher conference; 1-hour detention after school
- 2nd offence – parent-teacher conference; 1-day in-school suspension; mandatory counselling; behaviour contract
- 3rd offence – parent-teacher conference; 2 days in-school suspension
- 4th offence – parent-teacher conference; 3 days out of school suspension; possible expulsion

2.0 Students Driving

All members of the Sekolah Nusa Alam community are expected to adhere to Indonesian laws. Students who drive/ride a vehicle to school are expected to have a valid driving licence, which they must present to the school office and homeroom teacher. Students without a valid driving licence are not permitted to drive in the school car park without a valid licence.