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WELCOME

I am delighted to have joined the KTJ Primary School and I am extremely pleased to welcome you. I am sure that your child will be very happy and thoroughly enjoy their learning whilst they are with us. We pride ourselves on being a vibrant learning community where the individual is valued and achievement in its widest sense is treasured.

Our curriculum is broad and balanced with an added emphasis on sport and the arts. We try at all times to ensure that it is relevant to 21st Century society and, therefore, meaningful and useful to the children. Your child will learn through a variety of ways and will have opportunities to develop group and independent learning. The skills they will acquire and develop will be essential to them as they progress beyond the Primary School and help them face the demands of living in this rapidly changing World.

We believe that learning should be enjoyable and that fun is a necessary part of life at KTJ Primary. We want all our pupils to leave with very motivated, confident and enthusiastic about the future.

We have very strong home / school partnerships and welcome the support that parents can offer, not only to their own children but also to the wider school community. Parental support helps to enhance the activities on offer to the children and we value highly offers to assist in any capacity.

I look forward to working in partnership with you and the wonderful staff we have here at KTJ Primary and should you have any issues, concerns or ideas for improvement, please feel free to share these with me.

Miss Annette Harvey

Head of Primary
VISION
To be the school of choice in Malaysia, empowering students to be the global leaders of a sustainable world.

MISSION
To provide an outstanding, British-style, holistic education in a boarding environment for Malaysian and international students. Our close knit community reflects the highest moral standards, recognising the diversity of students drawn from a number of different faiths and races.

BOARD OF TRUSTEES
YAM Tunku Naquiyuddin ibni Almarhum Tuanku Ja'afar, Tunku Laxmana Negeri Sembilan - Chairman
YAM Tunku Tan Sri Imran ibni Almarhum Tuanku Ja'afar
YAM Tunku Dara Tunku Tan Sri Naquiaht bt. Almarhum Tuanku Ja'afar
Y. Bhg Dato' Richard Small
En. Zulkifli Zainal Abidin
Cik Lily Rozita Khairi

BOARD OF GOVERNORS
YAM Tunku Naquiyuddin ibni Almarhum Tuanku Ja'afar, Tunku Laxmana Negeri Sembilan - Chairman
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YAM Tunku Dara Tunku Tan Sri Naquiaht bt. Almarhum Tuanku Ja'afar
En Nizar Idris
Y. Bhg Tan Sri Dato' Arshad Ayub
Y. Bhg Tan Sri Datuk Dr. Wan Mohd Zahid b. Mohd Noordin
Y. Bhg Dato' Richard Small
En. Zulkifli Zainal Abidin
Cik Lily Rozita Khairi
TEACHING AND LEARNING

THE CURRICULUM
At KTJ we follow an integrated curriculum which places emphasis on academic rigor and focuses on the development of the whole child addressing social, physical, emotional, cultural and academic needs for learners in the 3 - 12 age range. Our curriculum model combines the best research and practices from the National Curriculum for England and Wales with the International Primary Curriculum to create a transdisciplinary curriculum that is relevant, significant, challenging and engaging.

The focus at KTJ is on student learning and developing an internationally minded person. Our curriculum framework offers a comprehensive, inquiry-based approach to teaching and learning.

Our programme provides an opportunity for learners to construct meaning, principally through concept-driven inquiry. At our school we focus on the development of the skills and attitudes we would hope to find in a balanced, self-motivated, caring and principled individual.

KTJ PRIMARY STUDENT PROFILE
This vision is the KTJ Primary Student Profile and is expressed in the following attributes:

At KTJ Primary we aim to be:

Moral: We make good ethical choices, and think about how their choices and actions affect others.

Resilient: We never quit, even after meeting with failure. We always strive to be better.

Community-Oriented: We have a sense of personal commitment to their own community and are committed to action and service.

Communicators: We receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

Adaptable: We approach unfamiliar situations without anxiety and have the confidence of spirit to explore new roles ideas and strategies.

Thoughtful: We exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

Respectful: We show respect for ourselves and others, as well as the school, the environment, and things that others value (both material and spiritual).

Cooperative: We are able to accomplish tasks as a team. They show sensitivity towards the needs and feelings of others.

Internationally-Minded: We respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Enquirers: We give thoughtful consideration to their own learning and ask questions to gain deeper insights. We then critically analyse the answers we find.
The National Curriculum
The National Curriculum is designed to give teachers, pupils, parents, and the community a clear understanding of the skills and knowledge that young people will gain at school. Focus in the early years will be on the essential literacy and numeracy skills that pupils need to learn to provide them with a guaranteed, full and rounded entitlement to learning.

At KTJ Primary we follow the recommended ages for each year level as defined by the National Curriculum framework.

- Early years 3 - 5 year olds
- Reception 4 - 5 year olds
- Year 1 5 - 6 year olds
- Year 2 6 - 7 year olds
- Year 3 7 - 8 year olds
- Year 4 8 - 9 year olds
- Year 5 9 - 10 year olds
- Year 6 10 - 11 year olds

The International Primary Curriculum
Great Learning, Great Teaching, Great Fun
The International Primary Curriculum (IPC) will be used at all levels throughout the Primary School, the IPC is used by 1550 schools in 80 different countries, it is a comprehensive, enquiry based, creative curriculum with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.

At KTJ, we believe that learning is more successful when learners are actively involved in gathering and processing information, interacting and cooperating with others. The International Primary Curriculum programme that we follow has been designed for innovation, and to engage and inspire children of all abilities through stimulating, child-centered, cross-curricular units of work. Using up-to-date tried and tested approaches to learning, including multiple intelligences.

The curriculum is a thematic one, teaching history, language, art, PE, music, geography and more through themes such as 'Chocolate', 'The Circus' and 'Earth-Movers!'

Additionally, all units have a strong international theme and incorporate modern technology. Each theme starts with a 'WOW' day in order to introduce the theme to children and ensure all children have a good base knowledge before starting their studies, and each unit ends with a celebration event.

The IPC is the cornerstone of our learning-focused school. It provides the children with great excitement, challenge and diversity within a structured and supportive framework.

10 things parents should know about the International Primary Curriculum

- The International Primary Curriculum is a curriculum that is being used in over 1000 schools in 65 countries around the world. It was launched in 2000 having taken three years to create by a group of leading experts in children’s learning from around the world.

- The goal of the IPC is for children to focus on a combination of academic, personal and international learning. We want children to enjoy their learning as well as develop enquiring minds and the personal qualities they need to be good citizens of the world. In addition, sense of their own nationality and culture, alongside a profound respect for the nationalities and cultures of others. Most of all, we want children to develop all the skills they will need in order to confidently face the world of tomorrow.
- Children learn through a series of IPC units of work. Each unit of work has a theme that today's children find interesting and relevant. Examples of these themes include: Toys and Games, Rainforest, Festivals and Beyond and Fit for Life. Each unit of work lasts on average between four and eight weeks and children learn many of their subjects through this one common theme so that their learning has meaning to them. Linking subjects means that children can make lots of connections with their learning. We now know that the more connections that the brain can make, the better a child can learn.

- The development of skills is a very big part of the IPC and learning activities have been designed so that children can develop these skills.

- This development of skills even applies to the personal learning goals which emphasise adaptability, resilience, thoughtfulness, cooperation and respect and which, as a result of progressive skill development, help children to become able and inspired learners.

- The IPC is not just topic learning. Although the learning is based around a theme, the learning that the children do within that theme has very distinct outcomes to ensure that children are learning exactly what they need to learn.

- It has been designed for children of all abilities and all learning styles, and encourages learning in groups as well as individual learning.

- In order that parents know what their child is learning, they are sent a letter at the beginning of each IPC unit which outlines what learning will be covered and how parents can help continue that learning at home if they choose.

- The continued development of the IPC today ensures that children are learning a current and highly relevant curriculum based on the very latest research into the brain and how children learn.

- The IPC focuses children's learning on a combination of knowledge, skills and understanding. No one can properly predict the nature of work and life opportunities that will be available for today's primary age children by the time they are adults. Many of the jobs they will have don't yet exist; especially in the fields of ICT, and science and technology. So the IPC focuses on a skills-based approach, developing adaptable and resilient globally-minded learners, prepared for the fast-changing world that they'll be living and working in.

**Homework**

The main aims of setting homework are to reinforce learning, establish positive study habits, promote independent learning and give parents further information about their child’s learning at any particular time. The nature of homework based tasks is left to the discretion of the teacher but may consist of a piece of reading, spelling, mathematics, some personal research or a short extension or reinforcement of learning previously undertaken. Time spent on homework will vary according to the age of the child. Please ensure that your child undertakes their homework tasks in an appropriate environment away from distractions.

The guidelines for homework time throughout the school are as follows:

**Early years** - N/A

**Year 1:** - 10 minutes per night
**Year 2:** - 15 minutes per night
**Year 3:** - 20 minutes per night
**Year 4:** - 25 minutes per night
**Year 5:** - 30 minutes per night
**Year 6:** - 35 minutes per night
ASSESSMENT OF STUDENTS
Essentially there are three types of assessment taking place in the Primary School:

PRE-ASSESSMENT (smaller)
This form of assessment provides teachers with information concerning the prior knowledge held by students before the start of a new topic. This form of assessment is usually measured informally and can take several forms such as a class discussion, a think-aloud exercise or through graphic organisers (a visual representation of thoughts or knowledge). This form of assessment is essential during the initial stages of the learning process since it provides teachers with the information necessary to determine the entry level into the new topic.

FORMATIVE ASSESSMENT
This is an integral part of daily teaching and learning. Teachers continually monitor and assess the students to determine what knowledge has been acquired at a given point in the learning process in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively and purposefully without the other.

SUMMATIVE ASSESSMENT (BIG)
This happens at the end of a teaching and learning unit and provides students with opportunities to demonstrate what they have learned. There are a great variety of summative assessments that are offered within school including traditional quizzes, projects, reports, rubrics, peer and self-reviews, presentations and performances that allow students to demonstrate the cognitive, physical, artistic, social or ethical skill acquired.

EXTERNAL ASSESSMENT
Assessment is an on-going and important part of school life and is carried out by both teachers and students throughout the year. Progress is monitored and reported in different ways; through student led conferences, written progress reports, portfolios and formal and informal meetings. (Please refer to the section on Reporting Student Progress) Year 6 will undertake the CAT4 test. The CATA assesses a pupil’s ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provides us with a comprehensive profile of our pupil’s reasoning abilities, and such as the core abilities related to learning. The resulting data can then be used to identify a pupil’s strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. This will give the Secondary staff more information about our pupils, putting them in a better position to offer a learning environment and ways of teaching and learning that allows our pupils to maximise their potential.

REPORTING ON STUDENT PROGRESS

REPORTS
Formal written reports and Learning Journals are sent home twice a year. Informal communication and feedback is also provided through the homework diaries, which parents are requested to check regularly.

GRADES
Grades are not given on the reports in the Primary School. Instead, grading is done on a scale. Teaching objectives (goals for the year) are listed and the children are marked according to the following: A tick is placed in the column marking the level at which each individual is working.

The rubric used for assessment across the whole school at KTJ Primary is outlined below, students are familiar with this rubric and work with these criteria for assessment throughout the year during both formative and summative models of assessment.
RUBRIC FOR STUDENT PROGRESSION AT KTJ PRIMARY SCHOOL

Not applicable  This item has not been assessed this term
Beginning  Beginning to access the appropriate level objectives for their year group
Developing  Currently meeting the appropriate level objectives for their year group
Mastering  Extending beyond the expected level objectives for their year group

PARENT-STUDENT-TEACHER CONFERENCES
Student-led conferences take place twice a year. These conferences will be held between the teacher, the parents and the student as a way of involving everyone responsible for the learning process. The conferences provide an opportunity to learn more about the strengths and areas in need of improvement and what each one of the three participants can do, in partnership, to best support the learning process. The conferences, particularly the first one of the year, will also provide the parents with an opportunity to share any particular information they may wish to provide about the child that may support or hinder the learning as well as an opportunity to share any particular interests that the student might have.

You can expect to receive a personal invitation from your child with a scheduled time to share and discuss his / her work for each of the two Parent-Student-Teacher Conferences. Please be aware that additional meetings can be scheduled with teachers, at any time of the year, by request.
SCHOOL GUIDELINES

PRIMARY SCHOOL SCHEDULE
The KTJ Primary School consists of classes from Nursery to Year 6, with children ranging in age from 3 - 11. The school day begins at 8:30 am and finishes at 2.30 pm. After school activities run 3 times a week for children aged 4, and 5 times a week for those in KS1 and KS2, from 2:45 pm to 3:45 pm. Additional after school care is available, at an extra cost, from 3:45 pm-5:00 pm.

There are two breaks during the school day; a 20-minute morning snack break, an hour lunch break.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Classes start for all children</td>
</tr>
<tr>
<td>9.30 - 10.00 am</td>
<td>Morning snack for EY</td>
</tr>
<tr>
<td>10.20 am - 10:40 am</td>
<td>Morning snack break</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Optional end for Nursery and Reception</td>
</tr>
<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:45 pm</td>
<td>Extra Curricula Activities (ECA'S) start for Years 1-6</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Extra Curricula Activities (ECA'S) finish</td>
</tr>
<tr>
<td>3:45 pm - 5:00 pm</td>
<td>Extra Afterschool Supervision (ASS)</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Final pick up time for students</td>
</tr>
</tbody>
</table>

EXTRA CURRICULA ACTIVITIES (ECA’S)
Pupils are encouraged to take part in extracurricular activities. These after school clubs are largely led by school staff but can, at times, be organised by specialist tutors. There is an extensive range of activities offered at KTJ Primary and parents will receive full details outlining the activities on offer during the first week of each term.

Most of the ECA’S are free, some are paid.

ADDITIONAL AFTER SCHOOL CARE
ASS Supervision will be available for students from 3:45 pm to 5:00 pm, Monday to Friday.
There is an additional cost for this service.

Attendance and Punctuality
Timely and regular attendance is required. Whenever a student is absent for any reason a written note or email is required. Parents must call the School Office on each morning of a child’s absence due to illness.

If a child does not arrive at school and there has been no communication from the family, the parents will be contacted by the school office. This is to ensure the safety of your child. You are asked not to send your child to school if he / she is unwell (e.g. fever, vomiting).

Notification - If for a legitimate reason your child will be absent from school notification must be sent to the school in writing.

Late Arrival - Students who arrive in their classroom after 8:30 a.m. will be marked on the register as late.

Leaving School Early - Students leaving school early must bring a note prior to the beginning of class on that day. The note should specify the name of the person who will come for them. Parents must report to the school office and then proceed to the classroom to pick up their child.

Medication
If your child has to take medication during school time, you must bring the medication with a clear dosage note to the school office. It must be in the original package and needs a valid expiration date.
Injections will only be administered in case of a life-threatening situation (i.e.: allergic reactions or insulin dependent diabetics). If your child needs an asthma inhaler, please bring it to the office with an appropriate dosage note.

At school, the nurse can also give students non-prescriptive medication, but she alone will decide if it is really necessary, and will not do so without your permission.

Assembly
Weekly assemblies are held for Year 1 to Year 6. These gatherings are a chance for us to learn about common interest, to celebrate success, reward achievement in a range of areas, and share and showcase talents. The assemblies are run by a class or a teacher and consist of contributions from classes and individuals.

Sharing assemblies will be held each year where you will get the opportunity to come into school and watch your child's class present an assembly about an aspect of their recent learning.

THE BEHAVIOUR MANAGEMENT POLICY (A SUMMARY)
In short, the Behaviour Policy aims to facilitate the attainment of the following Core Objectives:

1. To create a safe and stimulating learning environment in which our students can discover and develop their intellectual, physical, social and creative potential.
2. To help our students to be happy, well-balanced, ethical individuals who work effectively and willingly with others.
3. To uphold the principles of equality of opportunity and fair treatment of all individuals.

STUDENT RIGHTS
To feel safe at school
To learn to the best of their ability
To be treated with dignity and respect

Student responsibilities
To act in accordance with the Golden Rules

THE GOLDEN RULES
We are gentle
(We don't hurt others)

We are kind and helpful
(We don't hurt anybody's feelings)

We listen
(We don't interrupt)

We are honest
(We don't cover up the truth)

We work hard
(We don't waste our own or other's time)

We look after property
(We don't waste or damage things)

Every Primary classroom has a poster displaying the Golden Rules (developed by Jenny Mosley a leading author and educational consultant in the area of behaviour management). The teachers and children review the rules at regular intervals and they form the basis of our expectations of how we treat each other and the choices we make.
COMMUNICATING IN PERSON
Should you have comments, questions, or concerns, please contact the staff member who is directly responsible first, usually your child’s teacher. If you have further questions or issues of a general nature, it is also possible to set up an appointment with the Head of Primary. Contact can be made directly, via email or through the school office.

COMMUNICATING A CHANGE IN ROUTINE
If there is going to be a change in your child’s routine, please inform the class teacher. Notes are required if your child will be picked up from school by someone different.

COMMUNITY EVENTS
Throughout the year students at KTJ Primary will take part in a range of community events, this is a crucial part of ensuring that KTJ students are an actively involved part of the community in which they are located, and are aware of their role and responsibilities as good citizens both within Malaysia and globally.

THE HOUSE SYSTEM
The school operates a student house system. Each student and member of staff is allocated membership to one of four houses. The houses have their own name and colour and house points will be given out during the week by school staff. Each week at assembly the winning house will be announced. At the end of each term the house trophy will be given to the house that has been allocated the most points throughout the term.

The school calendar incorporates several inter-house sporting events, such as the Inter-House Swimming Gala, at which houses may accumulate further points. For inter-house events, children are expected to wear a T-shirt in their own house colour.

Whenever possible, siblings are allocated membership to the same house. Each house has a Year 6 representative who act as Captains in their houses. They also act as the house representative on special occasions, such as whole school assemblies and the announcements of house point scores.

COMMUNICATION
- **Home-School Communication Folder (Early, Years and Year 1)**
  Allows parent and teacher to communicate in writing regarding the child’s needs and progress.

- **Homework Diary (Year 2-6)**
  Parents and teachers use the homework diary to communicate in writing regarding the child’s needs and progress.

- **Teacher’s Letters**
  At the start of each IPC unit individual classroom teachers will send home class newsletters outlining the upcoming unit of learning and how you as a parent can support this.

- **KTJ Primary Newsletter**
  The newsletter will update you on Primary and whole school issues and the dates of upcoming events.

- **Bi-Annual Reports**
  These are detailed report on your child’s progress.

- **Parent-Student-Teacher Conferences and Curriculum evenings**
  You will have an opportunity to meet with your child and teacher twice a year.

- **SMS and WhatsApp**
  For certain one to one or small group and more urgent communication, staff may use email, SMS, or WhatsApp communication tools.

During School trips, especially residential trips, the lead teacher will establish a WhatsApp group to update parents about the children’s activities. Please refer to the SMS and WhatsApp policy.
STUDENT COUNCIL
The Primary Student Council works to promote the students’ voice in the school’s decision-making process and empowers students through democratic procedures while inspiring its members to make a difference by taking action themselves. The Council is composed of two student representatives from each class in Years 1 through 6. The Primary School Head serves as the mentor and coordinator.

Year Six Student Council representatives will represent the Primary School in liaising with the Secondary Student Council to ensure there is consistency of process and outcome across both the Primary and Secondary school.

Additionally, the Student Council will identify worthwhile community programmes and raise funds for community and school based projects.

MOTHER TONGUE
Because of the proven cognitive and emotional benefits of developing a strong mother tongue, KTJ celebrates and aims to foster growth in all our students’ languages. English language learners are therefore encouraged to develop their mother tongue while improving their English proficiency.

We highly encourage parents to help support the development of their child’s cognitive and language skills by communicating and reading with their children at home both in English and their mother tongue.

We are happy to meet with parents to discuss ways to help your child’s language development. At KTJ, we strive to expand our mother tongue resources and are happy to receive any volunteers, book donations or suggestions.

READING (TO AND WITH YOUR CHILD)
Children are encouraged to take a book home regularly from the classroom for reading. Parent participation is strongly encouraged and can include.

• listening to your child read
• taking turns reading
• asking questions about the story, such as:
• what was the child's favourite part and why
• characteristics or distinguishing features of the main characters
• explaining an event in one of the illustrations
• asking the student to summarize the story
• relating the story to real-life experiences, if applicable

Reading should be done on a daily basis and reading logs filled in as and when required. Reading journals can be used to record ideas, questions and personal reflections on the books read.

Studies have proven that reading not only helps develop cognitive skills, but also supports students whose mother tongue is not English.

HEALTH CENTRE
The school Health Centre is located adjacent to the Secondary School and provides first aid services to students. If a child is sick or has been hurt, they are admitted to the Health Centre and the parents are duly informed by telephone. Notes are sent to both the teacher and guardians informing them of what has happened and whether there is the need to see a doctor. It is therefore imperative that we have up to date guardians and multiple contact information for all parents.
PLAYGROUND
There is a daily morning and lunchtime outdoor break for all classes during the school day. Teachers, educators and/or teacher assistants provide supervision during these break times. Playtime is viewed as a time when children should be able to play freely and safely without adult intervention.

Staff members on recess duty are always close at hand should they be needed as well as Peer Mediators and Playground Buddies.

PEER MEDIATION
At KTJ, we often seek ways to increase students' direct involvement and ownership of their school. We aim to encourage students to feel a higher sense of responsibility, leadership, and empathy for their fellow students.

Prefects from Year 6 will be trained to help their peers to solve issues that may have arisen between other students and the mediators attempt to do so with little to no intervention by adults. The mediators work in pairs and, during each mediation, set the tone of the meeting by explaining their role and the rules of mediation, allowing each disputant to say their side of the story, identifying the emotions of the individuals and facilitating the brainstorming of solutions to the problem.

The types of situations peer mediators will address include disputes between friends, disagreements and other such issues that teachers deem appropriate for the mediators to help solve. If a teacher feels the issue is too serious for the mediators, the teacher will handle it him/herself.

CLASS PARENTS
At the beginning of the school year, a parent volunteer will be sought to take on the role of class parent for each class from Early Years through Year 6. The class parent lends support and assistance to the classroom teacher in organising class events. Parents who are interested in lending a little of their time should let the teacher know within the first two weeks of the academic year.

The Class Parent may establish WhatsApp group. Please refer to the SMS and WhatsApp policy.

PARENT TEACHER COMMITTEE
KTJ Primary School operates an open door policy and welcomes parental involvement throughout the Primary School. The parent teacher committee allows parent and teacher representatives to work together to introduce new initiatives, offer suggestions and take a role in planning and organising school and community events. Representatives from the PTC will meet with the Head of Primary on a monthly basis to share dialogue and ideas.

Representatives for the PTC will be called for early in each academic year.

SNACKS AND LUNCH
Snacks and lunch will be provided on the Primary School site. Snacks will include fruit, a hot dish and a drink and lunches will offer a daily option including Western, Asian and vegetarian cuisine. Water will be available throughout the day from the hygienic water dispensers located around campus, we encourage your child to bring their own named water bottle with them to school every day.

UNIFORM
The KTJ Primary School uniform is designed to be comfortable, attractive and practical, a full selection of uniforms including Physical Education kit and house t-shirts are available from the school uniform store.

TRANSPORT
KTJ will provide morning and afternoon buses from surrounding districts. Please refer to the Primary School admin office for specific information regarding routes and drop off/pick up times.
SAFETY
The School has three different alarm bells according to the hazard.

<table>
<thead>
<tr>
<th></th>
<th>Main siren</th>
<th>Mini siren</th>
<th>Beacon / light</th>
<th>LED sign (at Primary only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lightning</td>
<td>3 x short</td>
<td>nil</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Evacuation (fire)</td>
<td>continuous</td>
<td>continuous</td>
<td>nil</td>
<td>yes</td>
</tr>
<tr>
<td>Lock down</td>
<td>3 x short</td>
<td>pulse</td>
<td>yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

FIRE PREVENTION, FIRE DRILL
In a community like KTJ, we must place fire prevention as a priority. We have taken various preventative steps to ensure a fire does not start at this school, and should it happen, we have appropriate responses in place. All buildings at KTJ are equipped with fire-fighting equipment. There is also an emergency response team, comprising staff who have been trained to handle fire. The fire-extinguishers are checked for their functionality and inspected by external professional companies. Fire escape route layout maps are posted in every room and or lockdown building in the school.

School-wide fire drills are conducted at least once a term. The local fire-brigade comes to inspect fire drills and makes recommendations.

As responsible citizen of KTJ, it is paramount that everyone ensures they have read and understood the fire response procedural document as well as the escape route layout from wherever they are.

LIGHTNING SAFETY
Lightning safety is of paramount important at KTJ. Awareness of its dangers and knowledge of safety measures are necessary in order to minimise the risk. All students, parents, members of staff and visitors must take note of the following guidelines.

When you hear:
Three long burst of the siren : evacuate open areas immediately
One short burst of the siren : it is safe to be outdoors
In between the two siren sounds : if the School’s flashing lights are switched on, it is not safe to be outdoors

Notes:
* It is advisable to seek shelter as soon as dark thunderclouds are observed. Lightning can strike up to 20 kms from the edge of a thundercloud.
* As soon as thunder is heard, seek shelter immediately
* Do not wait under a tree or inside a small unprotected wooden building.
* Go inside a concrete building or a metal-roofed vehicle. Keep well inside tall buildings at ground level.
* If a safe shelter is not available, stay away from high or open ground. Find a safe drain and get into it to avoid being the highest object around. Squat with your feet close together and hands on knees.
* Do not lie down on the ground or touch anyone nearby.
* Do not touch metal objects.
* Wet clothes increase the chances of survival in case of a lightning strike.
* The danger period continues for about 30 minutes after the last thunder is heard.

LOCKDOWN
A lockdown is necessary when students need to remain in their rooms due to any incident or threat such as:
* Dangerous person (s) on the premises
* Dangerous animal (s) on the premises
* Missing child and the need to contain all students and staff
* Major incident on our or at nearby premises
The principle of a lockdown is:
ALICE — alert, lockdown, inform, counter, evacuate

Should a parent be in school when a lockdown is initiated, they should immediately go to the nearest lockable room, lock the door, turn off the lights, stay out of sight, and remain in there in absolute silence until a known member of staff has come to communicate the all — clear. Hand phones must be put on silence or switched off. Staff members will direct visitors to the nearest lockable room.

If the lockdown begins when the parent is in the car park, they will be directed by the guards to remain in their locked car.

SECURITY
The safety of the students is top priority for the school. The school has guard houses situated at the main entrances to both the Primary and Secondary Schools where the school-employed guards monitor the movements of everyone passing through. The guards also patrol the campus on a regular basis day and night.

SMS AND WHATSAPP POLICY
Rationale
SMS and WhatsApp groups can be a quick and inclusive form of communication, but it is important to the health of whole school community that they are used effectively and efficiently without being intrusive, inappropriate or unprofessional.

SMS and WhatsApp communication groups can be created by KTJ staff members and include parents, teachers and students to be used for the
* Communication of logistical information during KTJ events and trips, such as start times, venues etc.
* Communication of useful updates during KTJ events and trips, such as arriving safely at a destination.
* Sharing of pictures and news during KTJ events and trip, such as significant achievements. Any other appropriate and official school information.

SMS and WhatsApp communication groups are not appropriate for
* Communicating information or comments about specific people or events that is likely to cause offence to a member of the school community.
* Personal communication about and information on a specific child, where a teacher to single parent communication should be used instead.
* Any communication between 9 p.m. and 9 a.m. unless essential, such confirming arrival at a destination.
* Events and trips that have finished, after which the WhatsApp should be closed.

SCHOOL TRIPS - RESIDENTIAL AND DAY
The Primary School believes that school trips are an integrated part of the child’s learning and they allow children to develop in independence, confidence and world outlook, as well as increasing knowledge and skills in an area that is under focus in a current study topic. Generally, there will be at least one day trip per year that is linked to the IPC topic. In addition, older students will go on residential trips.

**Year 3** — sleepover in the school
**Year 4** — 3 nights away
**Year 5** — 4 nights away
**Year 6** — 4 - 5 nights away
All trips are organised and run with safety, learning, and fun in mind.

CONTACT
If you have any queries whatsoever please feel free to contact the Head of Primary directly at headofprimary@ktj.edu.my or make an appointment by contacting the Primary School office.

Visitors are required to register at the guard house and wear a visitor security tag throughout their visit. Parents are required to display a parent car sticker, which can be obtained from the Primary School admin office.