

A Unique Educational Adventure



St. Nicholas





Mission Statement





Through an inquiry based international education,
St. Nicholas School develops responsible, confident and
caring citizens of an ever-changing world.

By setting high academic standards and celebrating cultural
diversity, we nurture individual talents and embrace a
shared passion for learning.



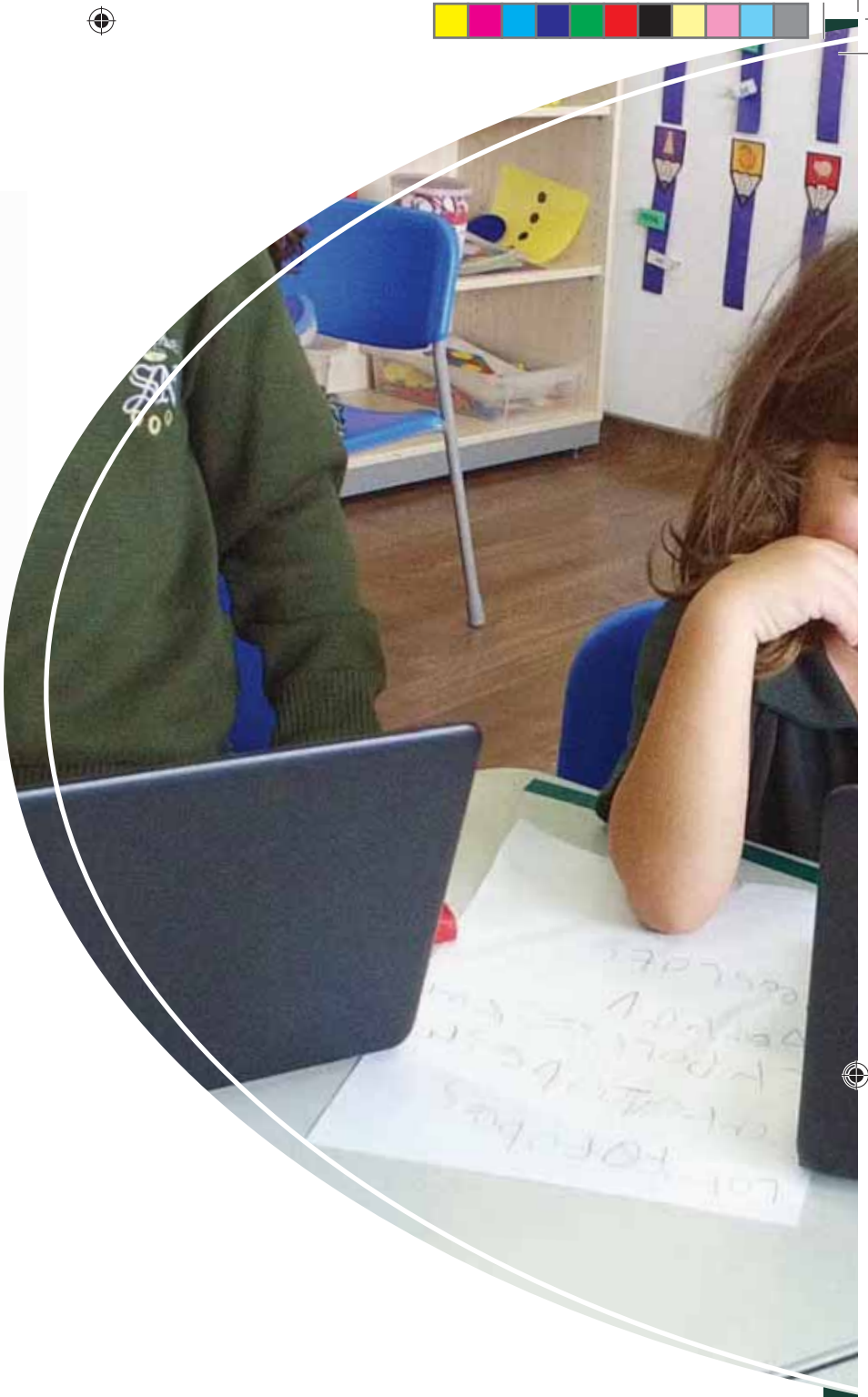


An International School

Our beliefs and values as an international school are defined by the nature of student learning: we aim to graduate students we would proudly call internationalists, students who hold an international perspective as a result of becoming inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective. We believe this International Baccalaureate Organisation's (IBO) learner profile is central to the definition of an international education. It is value-laden but it is the embodiment of what international education is all about. This profile is central to our work - it represents our aims and drives the curriculum framework. At St. Nicholas School we are proud to send out into the adult world students who exemplify the qualities expressed in this profile.



The 21st Century poses fantastic new problems as well as exciting new possibilities where a new definition of the educated person will focus on the multiple literacies of the era.



Communication Students who can communicate confidently and effectively to a range of audiences in multiple languages. Students who make use of modern technology to enhance the effectiveness and broaden the range of their audience. They collaborate with others and listen to a range of perspectives.

Creative Thinking Students who can look at problems in new ways and generate original ideas. Students who are able to express ideas and opinions in a wide variety of formats as well as create new perspectives to existing understandings. They can design and manage projects using a variety of digital tools and resources.

Critical thinking and Problem Solving Students who question and challenge current beliefs and understandings in different situations and make effective judgements and thoughtful, reasoned decisions to solve complex problems.

Making a Difference and Service Learning Students who are able to effectively empathise and who feel passionately about others and the world. Students who take initiative and have a proactive approach to leading change and facing challenges. They are knowledgeable about global issues and can identify local ways to make a difference.



Collaboration Students who work together to reach a goal by putting talent, expertise and enthusiasm to work. Students who work in teams, learn from and contribute to the learning of others. They learn to solve problems diplomatically and arrive at and make decisions in both small and large groups.

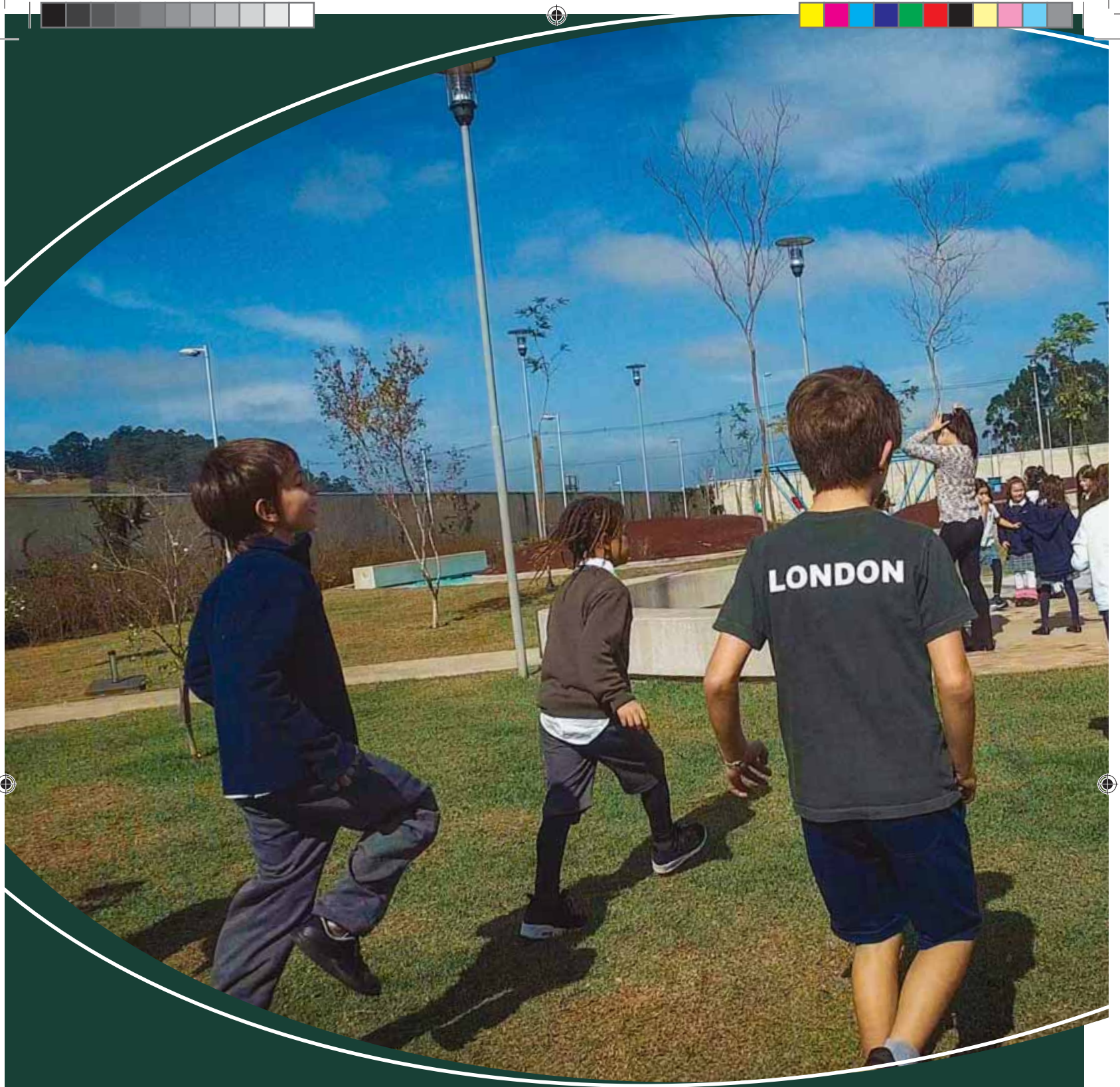
Character Students who have positive personal attributes and courageously defend their beliefs for themselves and others. Students who work towards developing the attitudes of tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.

Effective Oral and Written Communication

Students who can write clearly, succinctly and in a manner that communicates effectively to a wide audience. The ability to carefully listen and, when speaking, to develop a rapport with an audience.

Accessing and Analysing Information Students who can use appropriate technology, to search and locate relevant information and determine its credibility and accuracy.

Curiosity and Imagination Students who listen to each other and see Issues from multiple perspectives so they can solve problems in new and unique ways.



The Learner Profile lies at the heart of becoming an internationally minded person. By striving to develop these attributes, we value qualities that bind us together, across culture, language and experience. The attributes of the Learner Profile – *reflective, inquirer, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective* – equip us with the abilities to understand ourselves and connect with others in the spirit of peace and understanding.

Multilingualism Students experience authentic and effective language learning of more than one language. Moreover, students are exposed to an even wider range of languages, both inside and outside the classroom experience, resulting in the celebration of language diversity and multilingualism.



INTERNATIONAL MINDEDNESS

St. Nicholas develops a community of lifelong learners who are internationally minded and true global citizens. Students who learn that through collaboration, they can work together to make the world a better place.

Intercultural understanding The school fosters understanding of students' own culture as well as the perspectives of others. The curriculum provides opportunities to develop deeper understanding of different perspectives of belief systems, experiences, and ways of being. Through friendship and peer collaborations, students actively develop the interpersonal skills to understand, collaborate and communicate effectively with people from other cultures, countries or beliefs.

Making a difference Young children develop an appreciation for others, their own community and the world around them. As they continue through the school, they are exposed to issues of both local and global significance. Their appreciation turns to passion and they develop the attitudes and skills necessary to take action. St. Nicholas students become citizens who have a global perspective and are prepared to make a difference in the world.



Inquirer We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Encouraging students across the world to become active, compassionate lifelong

learners who understand that other people, with their differences, can also be right. A broad and balanced, conceptual and connected curriculum which address students' cognitive development and social, emotional and physical well-being.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

An IB education is holistic in nature – it is concerned with educating the whole person.

Inquiry, principled action and critical reflection underpin the work in all IB Schools and this is the case at St. Nicholas School.

The school offers **interdisciplinary, integrated curriculum** which is relevant, rigorous and anchored in the real-world with a focus on higher order thinking skills, multiple intelligences, technology and multimedia.

Inquiry, principled action and critical reflection underpin the work at all academic levels at St. Nicholas.

Student-led Inquiries The PYP Exhibition in Grade 5 serves as collaborative, transdisciplinary inquiry

processes led by the students. Students identify, investigate and offer solutions to real-life issues or problems that are meaningful to them and engage in meaningful action as a result.

Learner Agency Students develop responsible dispositions, the skills to regulate their own learning and the understanding of real world situations. Furthermore, students are provided opportunities to take part in service learning experiences and take action. They become passionate citizens, ready to make the world a better place.






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Learning at St. Nicholas



St. Nicholas School has been an IB World School since 2003, offering in addition to the Primary Years Programme and the Diploma Programme, licensed by the IBO, the Early Years Programme and the Middle School Programme developed by our educators.

St. Nicholas School's aim is to educate the whole child with a focus on developing international mindedness and personal values. These programmes help St. Nicholas prepare students for independent learning so that they can become global citizens who are academically well-prepared, compassionate and able to solve problems. We do this by engaging children as inquirers and thinkers. Children are challenged to work collaboratively and make meaning of the world around them while building skills and confidence.

Children experience authentic English language learning in the context of play and learning. In the Early Years, English is the language of instruction, creating an immersion experience for most children. The literacy process is initiated in English and subsequently Portuguese is introduced as a written language. An effective phonics and reading programme ensure that the literacy process is culturally sensitive and exciting.

Students are seen as unique individuals with their own learning styles and needs; the learning experience is differentiated to be meaningful and meet the needs of each student. When necessary, the Personalized Learning Department, with a team of professionals, support students' learning.

Early Years Programme

It is offered for pupils aged 18 months to 3 years

The Early Years programme offers a dynamic curriculum based on developing social, physical, creative and academic skills.

First steps in school Tiny Tots is a stimulating and secure environment where children are expertly and safely cared for and allowed to explore the world around them. They develop positive and trusting relationships with their teachers.

Exploration and inquiry The learning experience promotes curiosity, autonomy and sense of wonder, the foundations of inquiry. Children are invited to use all their senses to investigate, question and discover.

Maximizing optimal learning phases Children are provided exciting and challenging learning activities that encourage cognitive, physical and emotional growth.

Language rich learning Children experience authentic English language learning in the context of play and learning. Children's language learning is modelled by culturally sensitive and fluent English speakers.

Play There is a balance of experiences encouraging creativity, motor development and positive social interaction conducted primarily through play. Play is a powerful tool to gain essential skills and attitudes required of a lifelong and creative learner.



IB Primary Years Programme • PYP

It is offered for pupils aged 3 to 11

Primary Years Programme provides a framework for an engaging, inquiry-based programme aimed at preparing children to become passionate, lifelong learners in a global society.

In the PYP, learning aims to transcend boundaries between subject areas.

Curriculum Dynamic engaging international curriculum based on relevant and globally significant areas of transdisciplinary study which promotes inquiry, conceptual understanding, critical thinking and high academic standards.

Inquiry/understanding Students actively inquire and learn through exploration, investigation and research; they are active agents of their own learning and develop enduring understandings about the world.

21st century skills Pupils are equipped with skills to excel in a changing world, ready to identify and solve problems, think critically, create, collaborate, communicate in multiple languages and make use of new technologies in authentic contexts.

Attitudes Students engage in learning experiences that promote the development of attitudes such as commitment, compassion and independence, fostering a belief that they can take action and make a positive difference in the world.

Talents Students participate in a broad range of both curricular and extra-curricular activities, providing them with the opportunity to discover and pursue interests and gain confidence in their own talents.

Individualised Students are seen as unique individuals with their own learning styles and needs; the learning experience is differentiated to be meaningful and meet the needs of each student. When necessary, the Personalized Learning Department, with a full-time team of professionals, support students' learning.





Middle School Programme

It is offered for students aged 12 to 16

Our Middle School Programme is an academically rigorous, inquiry based and interdisciplinary programme.

Dynamic teachers from Brazil and around the world

We invest in **professional development** because we believe learning starts with ourselves and that learning is a collaborative process for both teachers and students. Our teachers are multilingual, globally and locally minded, and work together towards improving their professional practices and contributing to an environment and community that is conducive to learning for all students

Academic rigour and international qualifications

A rich and balanced curriculum with added choice in Grades 8 and 9. St Nicholas Alphaville offer an academically rigorous middle school programme that places the learners at the center of their education, from which point they are encouraged to make connections between both their subjects as well as the world outside the classroom. Students will engage in challenging and engaging learning experiences through eight subject groups which include Mathematics, English, Portuguese, Sciences, Humanities, the Arts, Physical and Health education, and Design, as well as expand their horizons and acquire important life skills through the community service curriculum and the PSHE programme.

Understanding how students learn best

Differentiated classrooms where difference is celebrated and active learners are encouraged to take learning beyond academic study “learning how to learn”, by asking challenging questions, thinking critically and developing research skills.

A language rich Curriculum St. Nicholas is cognizant of, and embraces its role as a leader in language education and preparation for the 21st century skills and challenges. The students in the middle years section will thus benefit from a balanced and inquiry-led curriculum in both English and Portuguese, with additional courses available in English and Spanish as an Additional Language based on the needs and capabilities of our students.

Our ***Sciences and Maths*** curricula are inquiry-based and located in real world practical experiences to embed understanding and application. A purpose built technology rich science lab allow access to an outstanding and rewarding science education. Our Maths and Science teachers have adopted an international curriculum to provide an exciting pupil-catered experience that focuses on academic rigour and produces confident learners with a sense of achievement and a love of Maths and Science.

Holistic and broad Physical Education, Music, Art and Drama, Design Technology are all well represented in the curriculum and valued by the school. There is an emphasis on self-expression and reflection in the curriculum and on performance,





sportsmanship, and teamwork in our various teams and clubs. Furthermore, students will be given the opportunity to learn more about themselves and their rights and responsibilities through a comprehensive PSHE program, and regular community service sessions.

A child centred, ***personalized curriculum recognising a range of talents, competencies, interests skills and abilities*** and where the needs of the individual student are put first.

Great Teaching Spaces All teaching spaces are purpose designed and have access to a full range of technology. High quality wireless coverage to all areas, a range of hand-held devices such as Chromebooks and iPads, and a focus on digital citizenship and information literacy allows learners access to the best in modern technology.

Making a difference and exploring personal interests and talents Our students are encouraged to continually seek to develop and enhance their skills set and awareness of the world around them through life skills activities and excursions, participation in sports teams, Student Council, ECAs, community service, and a range of student-led activities over the course of the school year.

Working together to develop student voice Tutor Groups facilitate responsibility and develop shared 21st century leadership. The Student Council and the house system allow students to take action and make a difference in their world by gradually assuming responsibility and leadership through sustainable and sensible action in their community.



Life at St. Nicholas

St. Nicholas is a community that works towards fostering lifelong learning habits among all its members, not just through academic study, but also through participation in a range of activities and experiences designed to develop leadership skills, teamwork and good interpersonal relationships as well as encourage reflection, responsibility, and service learning.



The Student Council The Student Council is made up of pupil representatives from each class, from Grade 2 up, who are responsible for contributing towards the improvement of the school as well as local, national, and global communities. The Student Council aims to develop leadership qualities in our students by giving them the opportunity to take part in real-life situations of their own choosing. The council works towards educating the school community about issues, and then encouraging its members to take positive action through leading by example.

Social projects have included the collection of money, food, medicine or clothing, and Peace Day and Earth Day projects have highlighted the need to tackle fundamental questions related to sharing the planet. On a local level, the Student Council provides practical support to groups working with less fortunate members of society. Environmental projects around the school have highlighted the need for the school to be more sustainable, and the Council continues to press for change.



It gives them the opportunity to take part in real life situations of their own choosing.

House System The primary purpose of the St. Nicholas house system is to further the mission of the school by providing a range of experiences to develop potential and success for all students while strengthening our sense of community through collaboration across all ages.

» **Aims and objectives**

Active participation in the various house activities and competitions serves to strengthen each student's interpersonal relationship skills, learner profile, attitudes and attributes.

The system will also enable us to proactively develop students' leadership skills.

It provides a safe and guided structure for children to learn to manage their emotions in a range of situations, including sporting, academic, and creative arts competitions.

It encourages teamwork and sportsmanship and foster respect for each other in the process.

One notable feature of the house system is the appointment of house captains for the Primary and Middle School, whose job it is to rally fellow house-members and to organise individuals for team events. In the Middle School, house captains organise and run House meetings, where they discuss upcoming events and events that have just

taken place with the assistance of their respective Head of House.

The three Houses at St. Nicholas School are **Cambridge, Oxford and London.**

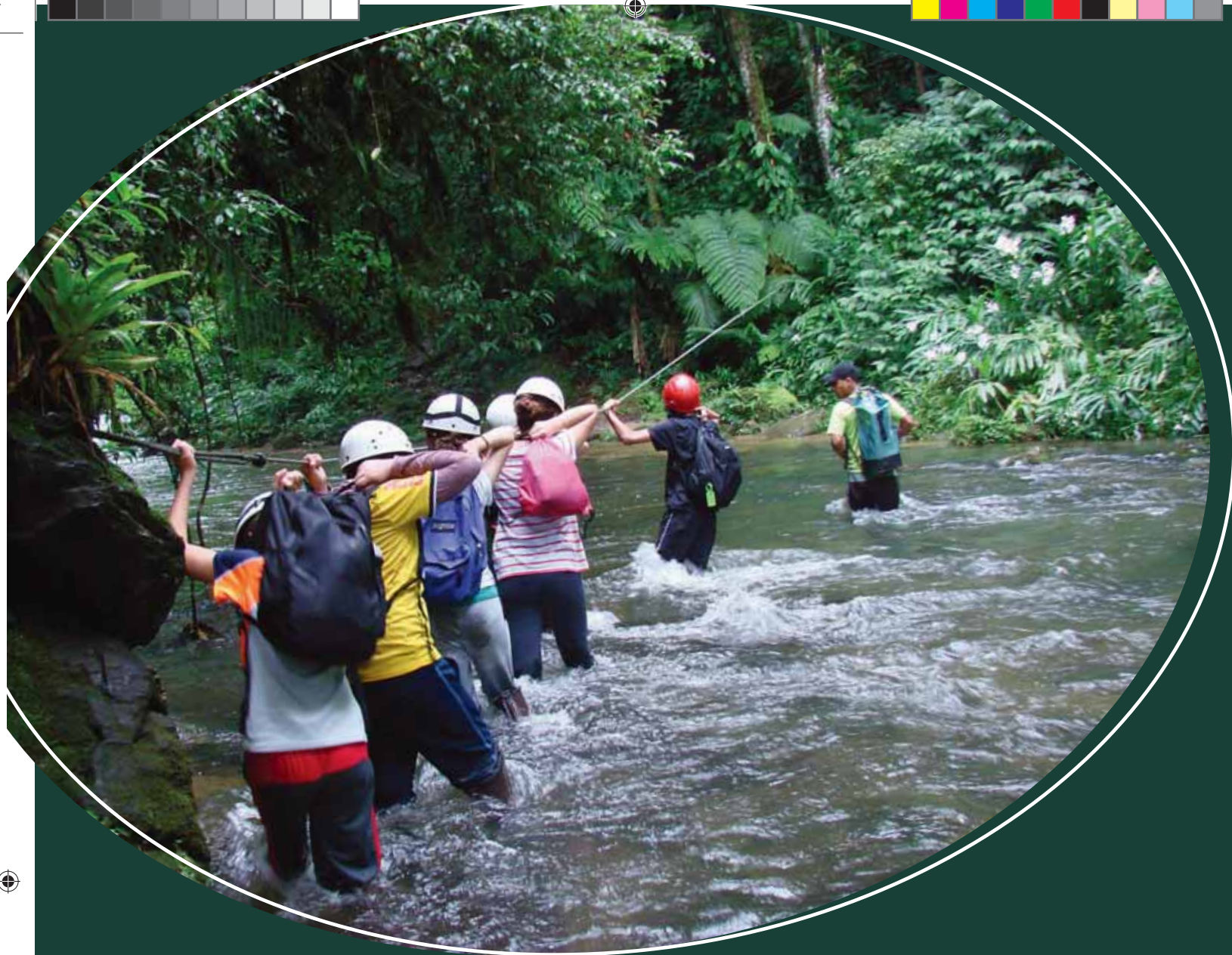
On entering the school from Grade 2 up, all pupils are placed in one of the three houses, ensuring a balance of pupils and pupil gender in each of the houses.

Immediate (siblings and cousins) family members are placed in the same house.

Each house is led by a Head of House (teacher), a House Captain and a House Vice-Captain (pupils).

Residential & Life Skills Trips Students from Grade 2 on participate in one residential Life Skills trip every year. The major purpose of the trip is to develop the students' life and social skills. Students have the opportunity to approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles and challenges. Accompanying tutors and guides from a leading company in outdoor activities assess the students on commitment, cooperation, respect and independence. Overall, students return from each trip with a great sense of achievement as well as having had the opportunity to strengthen relationships within their class.





ECAs - Extra Curricular Activities At St. Nicholas School, we are proud to offer a large variety of extracurricular activities in the areas of sports, arts and recreational activities. ECAs take place during lunchtime and after school, and are led by teachers as well as outside agencies. We encourage our students to take part in these activities, as they are a unique opportunity to meet new friends, develop existing interests and discover hidden strengths. ECAs are also a great opportunity for children to develop the attributes and attitudes that define our school, and become skilled risk-takers, inquirers,

cooperative, open-minded and caring people. Students are taught the basic skills, values, and principles of sportsmanship and respect within the physical education curriculum and as part of a chosen sporting extracurricular activity. ECAs and other sporting activities also provide a safe and guided structure for children to learn to manage their emotions in a range of situations, including sporting, academic and creative arts competitions, to handle failure, and to reflect on their successes and development.

Parents and the school work closely together in order to ensure that our young people are able to be confident, knowledgeable, responsible, caring and capable citizens.



Additional Information

School hours Tiny Tots 1 to Nursery: 8:00 to 12:00 (optional Afternoon Programme). Beginning in Kindergarten: 8:00-15:15.

Lunch is provided for all full-time children and is catered by Sodexo.

Uniforms can be purchased at Na Rua da Escola (www.naruadaescola.com.br) and at Lúcia Uniformes (www.luciauniformes.com.br).

Nurse is available during school hours.

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