



A Unique Learning Adventure



St. Nicholas





Mission Statement





To ignite a passion for learning,
from our hearts, to others,
for the world

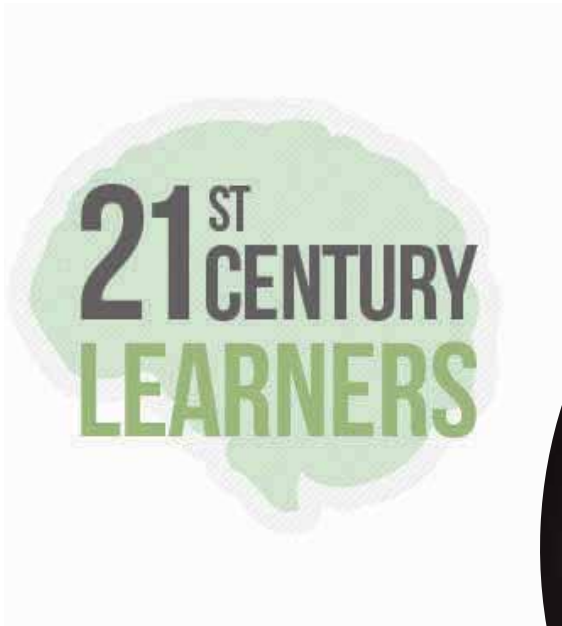


St. Nicholas
SA
São Paulo



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.

A continuum of international education St. Nicholas Pinheiros offers two of the programmes in the continuum: PYP and Diploma. In the PYP, students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes of global significance. In the Diploma Programme, students encounter a range of subjects, and through the Creativity, Activity and Service (CAS) component of the DP core they continue their own explorations of physical activity and the creative process. Our 7-10 programme for 12 to 16 years old students draws from IBO philosophy and practice whilst keeping the academic challenge of IGCSE Programmes to prepare students for the IB Diploma.

An ***interdisciplinary, integrated curriculum*** which, as far as possible, is relevant, rigorous and based in the real-world with a focus on higher order thinking skills, multiple intelligences, technology and multimedia.

The Global Context Learning to communicate in a variety of ways in more than one language is fundamental to develop intercultural understanding. At St. Nicholas over 90% of students achieve the bilingual diploma. First languages taught at St. Nicholas School include English, French, Hebrew, Japanese, Korean, Portuguese and Spanish.





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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 Diploma Programme, licensed by the IBO, the Early Years Programme and the 7 to 10 Programme developed by our educators.

St. Nicholas School aims to educate the whole child with a focus on developing international mindedness and personal values. These programmes (Early Years, Primary Years, 7 to 10 and IB Diploma) 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.



7 to 10 Programme

It is offered for students aged 12 to 16

An academically rigorous, inquiry based and interdisciplinary programme taught by inspiring and talented teachers from around the globe and blending IBO philosophy with the best of British practice and Cambridge University IGCSE qualifications.

Dynamic teachers from Brazil and around the world Committed teachers love working at St. Nicholas School. We invest in Professional Learning Communities and networks because we believe learning starts with us and that we learn for others.

Academic rigour and international qualifications A rich and balanced curriculum with added choice in Years 9 and 10. Cambridge IGCSE is the world's most popular international qualification for 14 to 16 years old. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. Developed over years ago, it is tried, tested and trusted by schools worldwide. Pupils typically sit Cambridge University IGCSE courses in English, Portuguese, Spanish, Geography, History, Maths and Sciences.

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 Meeting the 21st century needs of international and Brazilian students. A core based around an inquiry lead, interdisciplinary course of Global Perspectives. First Language courses in English, Korean, Japanese, French, Portuguese and Spanish.

Science and Maths Inquiry based and located in real world practical experiences to embed understanding and application. Six purpose built technology rich science labs with 8 specialist





teachers and two lab technicians aid practical labs and experiments and allow access to the best science teaching in the world. Maths and Science teachers have adopted an international curriculum to provide an exciting pupil catered experience that focuses on academic rigour, external qualification 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 all well represented in the curriculum and valued by the school. There is an emphasis in the curriculum and in performance in the teams and clubs.

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 allows learners access to the best in modern technology.


Making a difference and exploring personal interests and talents with Life Skills, teams, CAS, electronics, Student Council, ECAs and a range of student lead activities.

Working together to develop student voice Vertical 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.

IB Diploma Programme

It is offered students aged 16 to 18





There are more than 120,000 DP students all over the world who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

Dynamic teachers from Brazil and around the world Committed teachers love working at St. Nicholas School. We invest in ***Professional Learning Communities*** and networks because we believe learning starts with us and that we learn for others.

Inclusive and challenging for all students As all our students have talents and are capable, all students at St. Nicholas take the full Diploma.

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.

The DP curriculum is made up of six subject groups. St. Nicholas offers a wide range of courses within each subject group. All students at St. Nicholas School sit the full Diploma. Each year, students achieve over 40 points and the average score is 32 to 33 points – this is above the world average.

The DP Subjects offered at St. Nicholas

» Studies in language and literature (English, Hebrew, Japanese, Korean, Portuguese and Spanish)

- » Language acquisition (English, French, Portuguese and Spanish)
- » Individuals and societies (Business Studies, Economics, History and Geography)
- » Sciences (Biology, Chemistry and Physics)
- » Mathematics (Higher, Standard and Studies)
- » The Arts (Visual Arts)

Through the ***DP Core***, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service. The DP Core comprises Theory of Knowledge (TOK), Creativity, Activity and Service (CAS) and the Extended Essay.

Life Beyond School At St. Nicholas we prepare students for successful study beyond school. Comprehensive and personalised university guidance for Brazilian and international universities has resulted in St. Nicholas students gaining acceptance at top universities around the world. Students who have the confidence and the ability to chart the modern life and work environments require rigorous attention to developing life and career skills. Students from St. Nicholas not only go to the universities of their choice but they are successful, earning excellent degrees.



Life at St. Nicholas

Living in a global society of immense choice and diversity, the school endeavors to empower children to make decisions that are anchored on firm and positive values. These values enable our pupils to live effectively as well-informed citizens who are motivated to take action.





The Student Council is made up of pupil representatives from each class, from Grade 1 to Year 12, 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 publicising and educating the school community about issues, and then taking positive action. Social projects have included the collection of money, food, medicine or clothing. Peace Day and Earth Day projects have highlighted the need to tackle fundamental questions related to sharing the planet. Locally the Student Council gives 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.

ECAs - Extra Curricular Activities at St. Nicholas School, we are proud to offer a large variety of Extra Curricular Activities in the areas of sports, arts and recreational activities. ECAs take place at lunchtime and after school, and are led by teachers, parents, outside agencies and Senior School students. We encourage our students to take part of these activities, as a chance to meet new friends, develop existing interests and discover new ones. ECAs are also a great opportunity for children to develop the attributes and attitudes that define our school: be risk-takers, inquirers, cooperative, open minded and caring people.



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**

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.

To 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 encourage 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 Secondary Schools, whose job it is to rally fellow house-members and to organise individuals for team events. In the Secondary School, house captains organise and run House assemblies, where they talk about forthcoming events and events that have just taken place.

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

On entering the school from Year 3, all pupils are placed in one of the three houses, ensuring a balance of pupils and pupil gender in each of the houses.

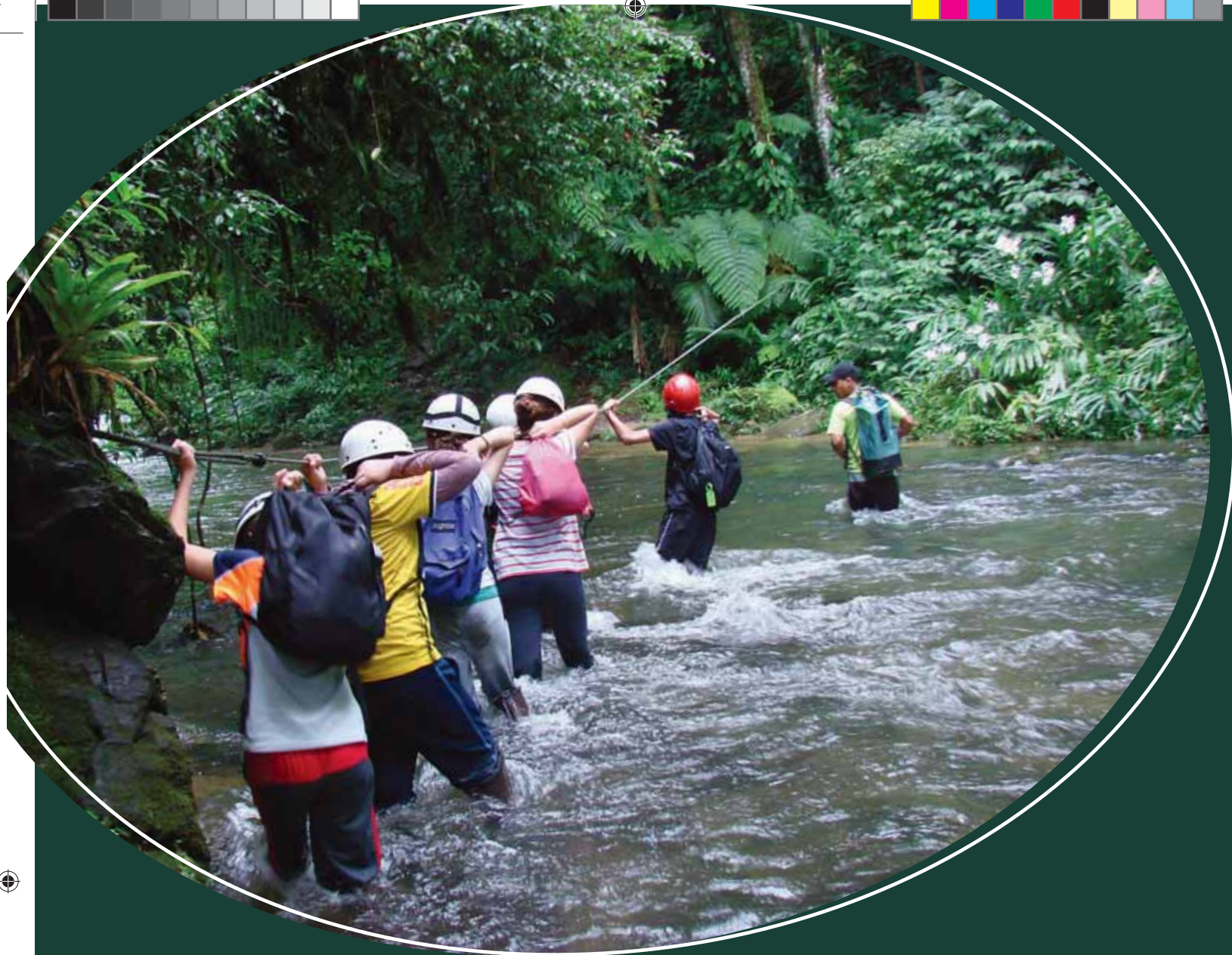
Immediate (siblings and cousins) family members are placed in the same house.

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 Year 4 to Year 10 participate in one residential Life Skills trip every year. The major purpose of the trip is to develop the students's 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. Accompanying tutors and guides from a leading company in outdoor activities, assess the students on commitment, cooperation, respect, independence and the speaking of English. Students are awarded points for having done exceptionally well. All students receive a Life Skills certificate. Activities range from exploring underground cave systems in PETAR – Parque Estadual Turístico do Alto Ribeira (Year 7), hiking and rappelling in Itatiaia (Year 8), hiking and canoeing in Saco do Mamanguá, Paraty and to rock climbing and rappelling in Pedra do Baú, Campos do Jordão (Year 9). Prior to the trip students have an introductory session and organise tent, cooking and cleaning groups. The trip places an emphasis on a healthy diet and also on students living in an outdoor environment without the additions of electrical equipment. Overall students return from the trip with a great sense of achievement as well as having had the opportunity to strengthen relationships within their tutor group.

Sports are highly valued at St. Nicholas School. Students are taught the generic and basic skills within the curriculum and of their chosen sporting extra-curricular activity. They are given the opportunity to train for school teams and represent their school in tournaments and fixtures with other schools. Pupils are also encouraged to participate in non-representative sports that offer recreational and competitive opportunities.





» **Aims and objectives**

To develop each student's interpersonal skills, attitudes and attributes in relation to the IB learner profile. The system will also enable us to proactively develop students' leadership skills. To 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 encourage teamwork and sportsmanship and foster respect for each other in the process.

» **Events**

Events organised by the Physical Education (PE) Department are a key feature of the school calendar. The primary purpose is to contribute towards the mission of school by providing a range of sporting experiences to develop potential, increase participation and success for all students while strengthening our sense of community through collaboration of all ages.

» **Teams**

Both Primary and Secondary pupils are encouraged to enjoy the school's excellent sporting extra-curricular programme to continually develop their game under the guidance of teachers and experienced coaches. Secondary pupils can choose futsal, football and basketball as a team option, while Primary may select futsal.

Teams evolve to enable pupils to fulfil their potential. The school enters a number of fixtures and tournaments each year, ranging from playing numerous friendly matches, competing in interschool tournaments and local leagues. We have boys and girls Futsal, Football, Basketball & Volleyball.

Community Action

Community engagement and service learning. Young people learning to empathise and show compassion for others and make a difference. Understand the needs of individuals, the local community and the world through direct links to the curriculum.





The Action Team The Action Team aims to achieve sustainable growth in our community, teaching pupils to be a responsible global citizen who make a difference now and in their future.

Our mission is to implement the philosophy and practices of St. Nicholas School in and beyond the curriculum through action. To this end, Action Team members must prepare the community to an engaging and responsive environment where changes can happen.

The Action Team is about facilitating, promoting, modelling and celebrating action throughout the whole school community. It recognizes action is how we choose to act every day to make a positive difference for others and the environment, consequently learning about ourselves. Through action we embody empathy, respect, compassion, integrity and care in being change-makers in an ever-changing world.

Internationalism St. Nicholas has a community of more than 50 nationalities, more than 27 home languages and a spirit of internationalism that celebrates diversity through global awareness and world education. Through celebration of cultures and traditions from around the world we aim to raise awareness in our global community.

Service Learning The school provides opportunities for children to experience community engagement and service learning throughout their time at St. Nicholas. The school endeavours to teach children to understand the needs of individuals, the local community and the world through direct links to the curriculum. They are led to empathise and feel compassion for others. They are encouraged to then take action and make a difference. There are a variety of projects to guide the school community in this process which are either direct, hands-on experiences with organisations, indirect opportunities such as fundraising and research or advocacy through campaigns.

» **Class-based projects** Individual classes often reach a plan of action with direct curricular links.

» **Student Council lead projects** to organise campaigns and opportunities for students to engage in and support a variety of different projects.

» **Visits to creches and other organisations** As part of the International Baccalaureate Diploma Programme, students make regular visits to *creches*, hospitals and others; as well as actions within the school community. More service learning opportunities are being developed throughout the school curriculum as an opportunity to develop students leadership.

» **Whole school campaigns** The school has partnerships with various organisations such as GRAAC, AACD, Creche Nova Esperança, Projeto Semente do Amanhã, to provide on-going support and opportunities for our students to become more socially responsible. Links between pupils and the organisation are made also to allow self-initiated projects.

MaDD - Make a Difference Day Make a Difference Day is held on the last Friday of each month. This gives the school community a chance to reflect and celebrate learning and community action regarding specific local or global issues. Family and staff financial contributions made on this day support a specific project or organisation previously selected by both students and those involved in the Action Team.

PTA - Parents and Teachers Association Parents, teachers and head teacher are part of a team who work side by side to promote a wider liaison between families, the school and the community. The PTA's role is to ease this dialogue, better the inter-personal relations, promote the communication of the schools educational projects, support the work of our children and bring social and environmental institutions into the school.

The funds collected on events such as International Day and Festa Junina are used to support charity projects created and led by students as well as lectures organized for the school community with the objective of raising awareness of a variety of topics.



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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