



SPH
KEMANG VILLAGE

2025–2026 JUNIOR SCHOOL

Handbook



TRUE KNOWLEDGE | FAITH IN CHRIST | GODLY CHARACTER

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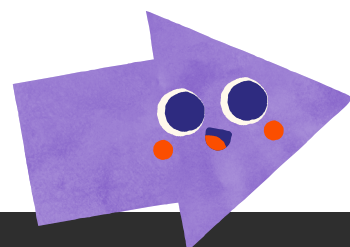
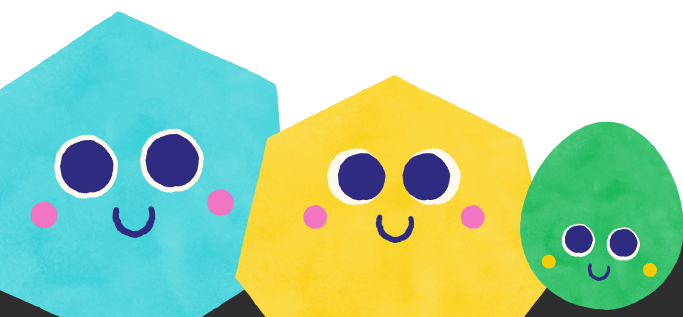
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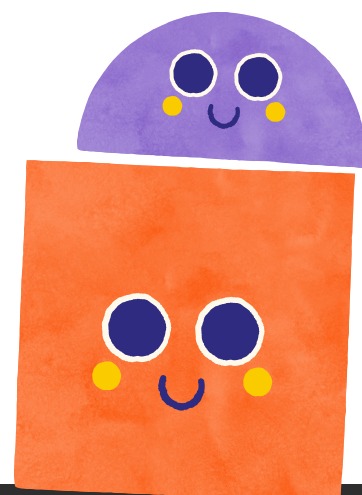
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Welcome to Junior School!

Welcome to SPH Kemang Village, where we are dedicated to providing an exceptional Christian education that nurtures the hearts and minds of our students. We do believe in holistic education that through our engaging curriculum, devoted staff, and supportive community, we strive to empower our students to become compassionate, resilient, and responsible individuals who are ready to positively impact the world. With parents' partnership, let us embark on a journey of growth, discovery, and faith as we work together in shaping the future of our young learners.

With warm regards,

Hana Tjong
Junior School Principal



Vision & Mission

Vision

- True Knowledge
- Faith in Christ
- Godly Character

Mission

Proclaiming the pre-eminence of Christ, and engaging in the redemptive restoration of all things in Him, through holistic education.

Relational Context

A second home for your children.

We are committed to creating an environment where values can be expressed through values.

Expected Student Outcomes

Sekolah Pelita Harapan provides an environment and an educational experience in which students flourish as they are equipped “to take hold of the life that is truly life” (1 Tim. 6:19).

SPH’s six overall school-wide learner outcomes identify what this flourishing looks like. These Expected Student Outcomes (ESO’s) arise directly from the Mission and Vision, and they operationalize the school’s core purposes. They identify the target that SPH is seeking to hit.

Truth-Seekers

We are thoughtful inquirers engaged in the lifelong pursuit of truth.

Faithful Disciples

We grow as disciples of Jesus Christ as we understand our world with a biblical Christian worldview.

Servant Leaders

We seek to have the character of Christ, treating all people as God's image- bearers.

Confident Communicators

We communicate truth boldly and humbly.

World-Changers

We are people of influence engaged in redemptive restoration in the world.

Flourishing Learners

We live flourishing and resilient lives.

Code of Conduct

3c's

At SPH KV and as a Christian School, we uphold a culture of respect for all individuals, including students, staff, parents, and visitors.

We expect every member of our school community to demonstrate mutual respect in their interactions. This is reflected in our emphasis on the 3 C's.

By embracing these principles, we cultivate a respectful environment that promotes positive relationships and a sense of belonging

Courtesy:

We value treating everyone with kindness, politeness, and consideration.

Cooperation:

We encourage working together harmoniously, fostering teamwork and collaboration.

Consideration:

We prioritize empathy and thoughtfulness towards others, recognizing their needs and feelings.

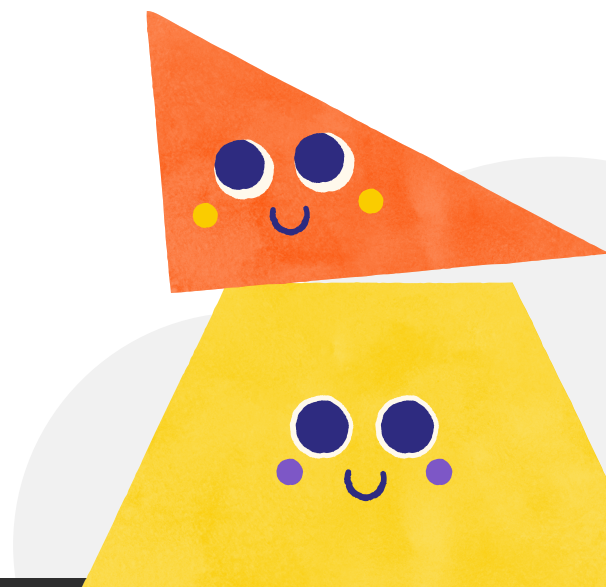
Academic Honesty

At SPH KV academic honesty is a fundamental value that promotes integrity and ethical practices in teaching, learning, and assessment. To maintain academic integrity, the following malpractices are strictly prohibited:

Plagiarism: Presenting someone else's ideas or work as one's own without proper attribution.

Collusion: Allowing another student to copy or submit one's own work for assessment, thereby supporting academic dishonesty.

Cheating: Engaging in dishonest practices or unauthorized assistance during exams or assignments.



Rationale:

- Recognizing our fallen nature, a commitment to academic honesty aligns with our role in redemptive restoration under the Lordship of Christ. Clear expectations and guidelines are necessary for both students and teachers to cultivate attitudes of honesty and authenticity in their work.

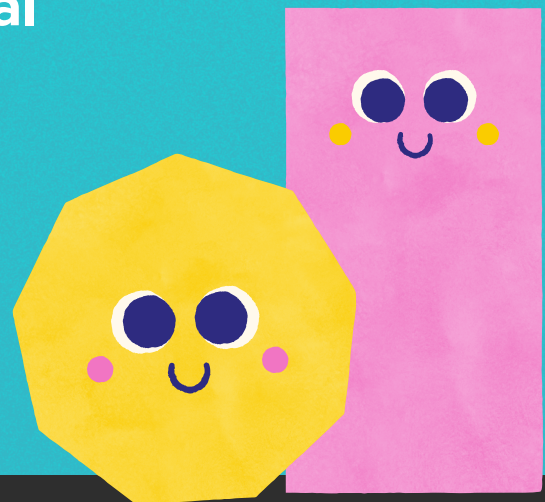
Students' Role and Responsibilities:

- It is the responsibility of students to ensure that the work they submit is their own original work.
- Students should appropriately acknowledge and cite any sources used in their work, in accordance with the grade level's expectations.

Parents' Role and Responsibilities:

- Parents are encouraged to assist their children in practicing academic honesty.
- Parents play a supportive role in promoting academic honesty by collaborating with teachers in the teaching and learning process.

By upholding the principles of academic honesty, we foster an environment that values personal integrity, fosters genuine learning, and prepares students to be ethical and responsible contributors to society.





Digital Citizenship

At SPH KV, we prioritize responsible and ethical digital citizenship to create a safe and positive online environment. It is essential for students to understand and adhere to the following expectations. Failure to meet these expectations may result in a behavioral review and appropriate consequences.

Responsible Internet Usage:

We expect students to use the Internet responsibly, following the school's guidelines. Online resources should be used solely for school-related purposes, and any misuse or inappropriate behavior online is strictly prohibited.

Ethical Conduct:

Students must demonstrate ethical conduct when utilizing digital resources. Plagiarism, copyright infringement, and any form of dishonesty are not tolerated. It is important to give proper credit to sources and use information in an honest and responsible manner.

Respectful Communication:

Respectful and kind communication is crucial when engaging with others online. Students must treat their peers, teachers, and online communities with respect, refraining from any form of bullying, harassment, or disrespectful behavior. Violations of these expectations will be thoroughly reviewed.

Protection of Personal Information:

Students must prioritize the protection of personal information. Obtaining permission before sharing any personal details online is imperative. Students should be aware of the risks associated with disclosing personal information and maintain a secure digital presence.

Responsible Device Usage:

Students are accountable for using school-provided devices and technology responsibly. Misuse or engaging in unauthorized activities on these devices may result in a behavioral review and consequences. It is essential to adhere to the school's guidelines and use the devices solely for educational purposes.

Please note that any failure to adhere to these expectations will lead to a behavioral review. The consequences will be determined based on the severity and frequency of the violation. We encourage all students at SPH KV to embrace digital citizenship, contributing to a positive and respectful online community. Together, we can create a safe and enriching digital learning environment.

AI Usage & Policy

A photograph of three children in a classroom setting. Two boys in the foreground are looking at a shadow puppet show inside a cardboard box. A girl is visible behind them, also looking at the show. The box is lit from within, casting shadows of the puppets onto the inside of the box.

Responsible Internet and AI Usage:

We expect students to use the Internet and AI tools responsibly, following the school's guidelines. Online resources and AI tools should be utilized solely for school-related purposes. Any misuse, inappropriate behavior online, or irresponsible AI use is strictly prohibited.

Ethical Conduct in Digital and AI Interaction:

Students must demonstrate ethical conduct when utilizing digital resources and AI technologies. Plagiarism, copyright infringement, AI misuse, and any form of dishonesty are not tolerated. It is essential to give proper credit to sources, respect intellectual property, and use information and AI tools in an honest and responsible manner.

Digital and AI Privacy and Security:

Students are expected to protect their personal information and respect the privacy of others while using digital and AI tools. Sharing personal details, passwords, or accessing unauthorized information is strictly prohibited. Cybersecurity practices must be observed to maintain a safe digital and AI environment.

Respectful Digital and AI Communication:

All digital and AI-assisted communications must reflect respect, kindness, and thoughtfulness. Students are encouraged to consider how messages may be perceived and to use digital and AI tools to communicate thoughtfully and responsibly. Abusive or disrespectful language or behavior in any digital form is unacceptable.

Protection of Personal Information in Digital and AI Interactions:

Students must prioritize the protection of personal information when using digital and AI tools. Obtaining permission before sharing any personal details online or with AI platforms is imperative. Students should be aware of the risks associated with disclosing personal information and strive to maintain a secure and responsible digital presence.

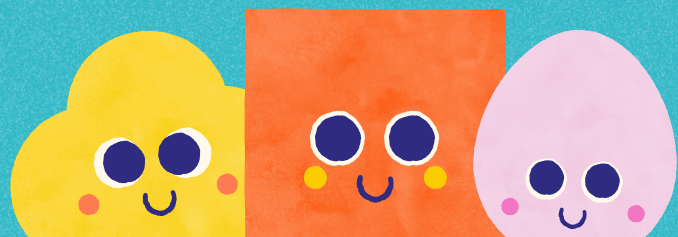
Responsible Internet and AI Usage:

Students are accountable for using school-provided devices and AI tools responsibly. Misuse, unauthorized activities, or irresponsible AI usage may result in a behavioral review and consequences. It is essential to adhere to the school's guidelines and to use both devices and AI tools solely for educational purposes.

Respectful Communication in Digital and AI Platforms:

Respectful and kind communication is crucial when engaging with others, whether online or through AI-assisted interactions. Students must treat their peers, teachers, and online communities with respect, refraining from any form of bullying, harassment, or disrespectful behavior. Violations of these expectations will be thoroughly reviewed.

Attendance & Punctuality



School Hours

Grade Levels	Mon-Tue-Thu-Fri	Wednesdays
K1	7.15 am-11.30 am	7.15 am-11.30 am
K2	7.15 am-12.30 pm	7.15 am-12.30 pm
K3	7.15 am-1.30 pm	7:15 am-12:30pm
Grade 1	7.15 am-1.45 pm	7.15 am-12.30 pm
Grade 2-3-4-5	7.15 am-2.45 pm	7.15 am-12.30 pm

It is **mandatory for students to participate in all school activities**, including Christmas celebrations, field trips, retreats, home concerts, chapels, swimming, assemblies, sports events, national culture celebrations, and other such activities.

Upon completion of classroom lessons, students must leave the school premises unless they are participating in after-school activities. If students need to stay on school grounds after regular hours for any reason, they must be supervised by an adult. No exceptions will be permitted unless written permission is obtained from the principal.

Please note that adhering to these guidelines ensures a consistent learning environment for all students and helps them maintain academic progress

Absence Due to Illness:

If a student is absent from school for two or more consecutive days due to illness, a note from a licensed physician or dentist is required to excuse the student's absence.

Non-Illness-Related Absences:

For absences not related to illness, parents are requested to notify the school in advance. These absences include appointments or other non-illness-related reasons. It is essential for parents to be mindful of this policy when scheduling appointments or planning family trips.

Excused Absences:

Students will not be excused for vacations or family trips. Therefore, parents should consider this when scheduling appointments or arranging vacations. All records for attendance will be included in the report card.

Regardless of whether an absence is excused or unexcused, it is the student's responsibility to make up for any missed classwork or homework.

Excused Absences

Absences related to visits to immigration, hospitalization, appointments for Educational Psychological evaluations, and physician documented illnesses will be excused if the administration is notified in advance. Other absences may also be considered if written notification is provided to the school administration in advance. However, any unreported absences will be classified as 'unexcused absences'.

Excessive Absences

While SPH KV aims to show kindness to our school community, parents should understand that excessive absences can compromise the school's educational standards and its ability to provide a high-quality Christian education. To identify excessive absences, SPH KV will take the following steps:

- Periodic letters will be sent to parents regarding their child's absences.
- Students with a high number of absences will be invited to a meeting with the administration, and parents will be notified of this meeting.
- Possible outcomes of this meeting may include, but are not limited to, lunch detention, in-school/out-of-school suspension, probation status, or discontinuation of enrollment at SPH KV.

Extended Vacation

Extended vacations or delayed returns following holidays can lead to students missing out on valuable learning opportunities and tests. Except in cases of verified illness, teachers are not obligated to provide individualized instruction or make-up work for students who miss class due to non-essential travel. Students are responsible for any missed learning, including assessments, and will be held accountable for demonstrating the required competencies upon their return.

Every school day holds importance and contributes to a student's overall academic advancement. Consequently, students should face the repercussions of missed learning and tests, as they serve as chances for them to showcase their abilities. We strongly advise parents to reconsider scheduling vacations during the academic year and to prevent students from leaving early or returning late.

Tardiness

To ensure that students have sufficient learning time, it is essential that they are present in their respective classrooms by 7:15 am. If a student enters the classroom after the 7:15 am bell, they will be marked tardy. A five-minute warning bell is set for 7:10 am to help students be punctual.

In cases of excessive tardiness, parents will be informed. If a student continues to be tardy even after the initial notification, they will be expected to meet with the administration to discuss the issue.

Early Pickups and Checkout

Written permission from the parents is mandatory for a child to leave the school premises before the official end of the school day. Parents are requested to send a written note to the class teacher and TU office (audrey.widjaja@sph.ac.id and arsiyana.kusumarani@sph.ac.id) in the morning, indicating the time their child will be picked up.

Parents or a designated adult must visit the Administrative Office (TU office) on the first floor to obtain a hall pass signed by the administration.

Late Pick-up Procedure

In the event that parents provide advance notice to the school (classroom teachers and TU) regarding their intention to pick up their child late, the administrative staff will adhere to the following procedure:

The classroom teacher will accompany the child to the TU Office and complete the sign-in process, furnishing comprehensive information such as the student's name, grade level, teacher's name, and anticipated pick-up time.

The TU Staff will verify the sign-in details and assume responsibility for supervising the child during the waiting period.

If necessary, the TU Staff will contact the parent to notify them that their child is currently awaiting pick-up at the TU Office.

Upon the arrival of the parent or guardian to collect the child, they must confirm their identity and sign the child out, indicating the time of departure.

If the child has not been picked up by 3:45 pm or when the TU staff conclude their working hours, a second phone call will be made to the parents to inform them that the office is closing. Subsequently, the child will be taken to the security area on SL.

The TU staff will accompany the child to the security area on SL, bringing along the sign-in/out clipboard. At this location, they will instruct the security personnel to ensure that a parent or guardian signs the clipboard before allowing the child to depart.

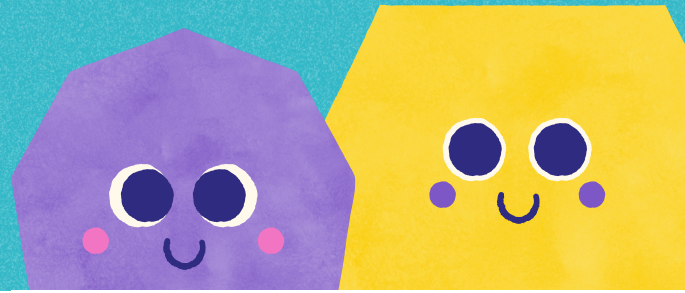
Attendance and After School Activities

Students who have been absent for a half day or longer will be ineligible to participate in after-school activities and programs, including play rehearsals or sports unless prior written authorization has been obtained from the administration.

It is mandatory for students to depart from school promptly upon the completion of classroom lessons, apart from those engaged in authorized after-school activities. In the event that students need to remain on campus beyond regular school hours, they must be under adult supervision. No exceptions will be granted without written permission from the Principal.

In cases where students use an alternative mode of transportation, a note from their parents must be provided. Alternatively, parents must contact the Principal's office in advance. No students will be released into the custody of individuals without proper authorization.

Dress Code & Uniform



Hair/Makeup

The school enforces a uniform policy that all students must comply with. Students are prohibited from wearing make-up, nail polish, body or face piercings, tattoos (including temporary ones), or excessive jewelry. Hair must be maintained in its natural color without any dye. In cases where students violate the dress code policy, teachers may provide guidance to the students, and if required, implement mandatory expectations to ensure compliance with the policy.

Uniform

Standard Uniform

Monday, Tuesday, and Thursday

Standard school uniforms must be purchased through the bookstore.



Kindergarten Boy



Kindergarten Girl



Junior School Girl



Junior School Boy

For **girls** in Kindergarten to Grade 5 the following uniform is required:

Hair	Girls with hair longer than shoulder length are required to tie their hair during science labs and PE classes. Hair color must be kept in its natural state.
Blouse	All girls in Grade 1 through Grade 5 must wear a white SPH blouse as part of their uniform. Kindergarten girls wear SPH white Polo-shirt.
Dress or Skorts	All girls can wear dresses or skorts during the transition period. The length of dresses must extend below the knee.
Shoes	Girls must wear black shoes with closed toes and heels, featuring laces or velcro enclosures. Heeled shoes are not permitted. Shoes with some white accents on the midsole and logo are acceptable. No rubber closed toes shoes/sandals are allowed to be worn by students.
Socks	White SPH socks
Jewelry	Girls are allowed to wear only a watch and limited jewelry, such as a thin bracelet, simple ring, small necklace, or one pair of small earrings.
Jackets	During the school day (Monday to Friday), only SPH jackets and jackets provided by the Student Council of SPH KV are approved for students in Kindergarten through Grade 5.
Bags	Bags with trolley are not permitted for safety reason.



For **boys** in Kindergarten to Grade 5 the following uniform is required:

Hair	Boys are expected to maintain a conservative business style haircut, ensuring that hair is trimmed above the collar, eyebrows, and ears. Facial hair is strictly prohibited. Additionally, hair color must be kept in its natural shade.
Shirt	For boys in Grade 1-5, a white SPH shirt must be worn. Kindergarten boys wear SPH white polo-shirt.
Shorts	Boys must wear blue SPH short pants that fit properly and are worn at the waist.
Shoes	Black closed-toed and closed-heeled shoes, featuring laces or velcro enclosures, are mandatory. Some white accents on the midsole and logo are acceptable. No rubber closed toes shoes/sandals are allowed to be worn by students.
Socks	White SPH socks
Jewelry	Only a watch is permitted as jewelry. Earrings, bracelets, and necklaces are strictly prohibited.
Jackets	During the school day (Monday to Friday), only SPH jackets and jackets provided by the Student Council of SPH KV are approved for students in Kindergarten through Grade 5.
Bags	Bags with trolley are not permitted for safety reason.



Wednesday : SPH Polo Shirt

On Wednesdays, all students are required to wear the SPH Polo Shirt. Boys are expected to wear full-length pants or shorts with closed-toe shoes, while girls are allowed to wear pants, shorts, or skirts with closed-toe shoes. However, skirts or shorts for girls must be at or below the knee. Additionally, all pants, shorts, or skirts worn by students must be tidy and exhibit a professional or business casual appearance. Athletic pants, pants with tattered ends or rips, leggings, and similar pants are not permitted. The school has the authority to determine whether the pants or skirts worn are appropriate or not.

Friday: Batik

Every Friday, students have the choice to wear batik clothing, given that it adheres to the dress code regulations established by the school and is worn appropriately. Alternatively, students who prefer not to wear batik may adhere to the standard student uniform.

PE Uniform (Grade 1-5)

- All students must wear the complete SPH PE uniform during Physical Education classes, with the exception of swimming classes where wearing a modest one-piece bathing suit for girls and boxer-style trunks for boys is mandatory.
- PE uniform to be worn only during PE lessons.
- The administration and teachers retain the authority to evaluate the appropriateness of students' appearance in all areas, and students may be instructed to make necessary adjustments. Failure to comply with these expectations may result in a warning or disciplinary action, and students may be prohibited from remaining on campus.

Homework

At our school, we strive to instill the value of lifelong learning in our students. We believe that education is an ongoing process that extends beyond the boundaries of the school grounds. In line with this goal, we emphasize the importance of purposeful and relevant homework assignments. Our aim is to foster an understanding that learning does not cease once students leave the classroom but continues as an integral part of their daily lives.

To ensure **a productive school year**, parents are advised to take note of the following guidelines:

- Establish a consistent study routine by setting a specific time and designated area for homework completion.

- Incorporate homework into the afterschool routine, emphasizing its significance as an integral part of the child's academic development.

- Avoid distractions such as television or electronic games that may disrupt the completion of homework or hinder the child's rest.

- Provide encouragement and support but refrain from completing the work on behalf of the child. Encourage independent problem-solving and critical thinking.

- Assist the child by offering thought-provoking questions and ideas without providing direct answers, fostering their analytical and problem-solving skills.

- Engage in discussions with the child about the concepts and ideas presented in the classroom, promoting a deeper understanding and application of the lessons learned.

To **foster independence and responsibility in students**, parents are encouraged to follow these guidelines:

Encourage the child to take ownership of their homework responsibilities by unpacking and repacking their own school bag.

Have the child show parents their agenda and homework assignments to ensure they understand what needs to be completed.

Support the child in developing organizational skills by having them repack their school bag for the following day after completing their homework.

Allow the child to experience the consequences of their actions, including mistakes, poor handwriting, and incomplete work, as this promotes accountability and learning from their own experiences.

Collaborate with the teacher to identify specific areas where the child may need assistance. Communicate with the teacher if the child is struggling to understand concepts and assignments. It is important to remember that parents are not responsible for teaching new material but rather for supporting and supervising the child's learning.

Encourage independent reading when students do not have other assigned homework. This will help fill their homework time and enhance their overall literacy skills.

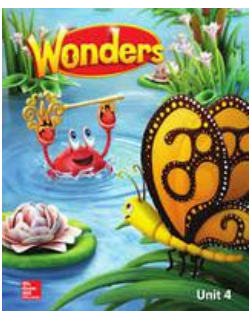
During exam periods, teachers will strive to be considerate and adjust the homework schedule accordingly. However, certain projects may require extended time, so it is necessary to allocate dedicated hours for their completion. If individual students encounter challenges with the given timeline, parents are urged to engage in a dialogue with the child's teacher to address the issue effectively.

Homework is a normal part of school life, and it is also part of the assessment of each student. Additional work on the weekend must be done whenever the weekly requirement for independent reading and work has not been done within the weekly homework cycle.

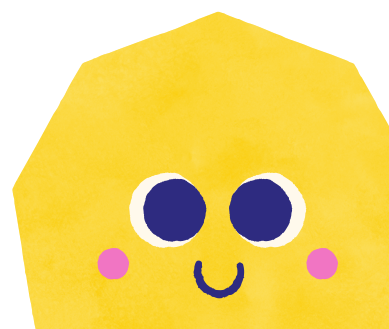


Home Reading Program

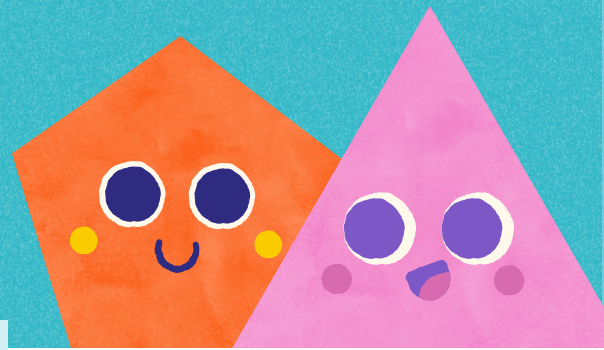
Teachers will actively oversee and guide students in choosing reading materials that are suitable for their age and reading level. It is expected that students engage in reading activities at home, and parents are strongly encouraged to actively participate in discussions about the reading material with their child. Teachers will incorporate the reading at home with the Wonders Program. At the beginning of the program, teachers will provide detailed information regarding classroom accountability requirements and expectations.



Access for Wonders will be sent by homeroom teachers.



Assessments



Report Cards and Parent-teacher Conferences (PTC)

At SPH KV, we prioritize effective communication and collaboration between parents and teachers to promote the academic growth and success of our students. To achieve this, we have established practices that facilitate regular reporting and meaningful engagement between parents and teachers.

Progress Reports and Report Cards

Parents will receive progress reports at mid-semester and final report cards at the end of Semester 1 and Semester 2. These reports provide important information about the child's academic progress and overall performance.

Parent-Teacher Conferences

Parent-teacher conferences will be scheduled after the publishing of progress reports in each of the first three terms. The purpose of these conferences is to facilitate communication between parents and teachers regarding the child's learning progress. During the conference, parents will have the opportunity to discuss any concerns they may have and explore strategies to support the child's learning.

Enhancing Support for Learning:

The parent-teacher conferences serve as a platform for parents and teachers to collaborate on approaches to enhance support for the child's learning. By addressing concerns and sharing insights, parents and teachers can work together to create a conducive learning environment for the child.

These practices ensure effective communication and collaboration between parents and teachers, promoting the child's academic growth and success.

Grading Scale

SPH KV uses the following grading scale for all academic assessments in Junior School:

- 4 Exceeding Expectations
- 3 Meeting Expectations
- 2 Approaching Expectations
- 1 Not Meeting Expectations

Grading Criteria for Written Work

At SPH KV, we have established grading criteria that serve multiple purposes: holding students accountable, providing an accurate representation of their level of achievement, and offering feedback on meeting grade-level expectations. These criteria are designed to align with the Cambridge International Education standards program, ensuring consistency and quality in our assessment practices.

Our grading system is intended to promote student growth and provide a clear understanding of their progress. It encompasses various factors, such as assessments, assignments, projects, and class participation, which collectively contribute to the overall evaluation of student performance.

By using criteria aligned with the Cambridge International Education standards program, we ensure that our grading accurately reflects the knowledge and skills expected at each grade level. This approach helps students and parents understand the specific requirements and areas of focus for their academic development.

At SPH KV, we believe that transparent and consistent grading practices benefit students, parents, and teachers alike. By adhering to our established grading criteria, we create a fair and supportive learning environment that encourages students to strive for excellence and continuously improve their academic abilities.

Reporting

All reports are published **electronically** and sent through Managebac. This will take place 4 times a year.

Mid Semester 1

Progress report sent home electronic copy through Managebac before PTC.

Mid Semester 2

Progress report sent home electronic copy through Managebac before optional PTC.

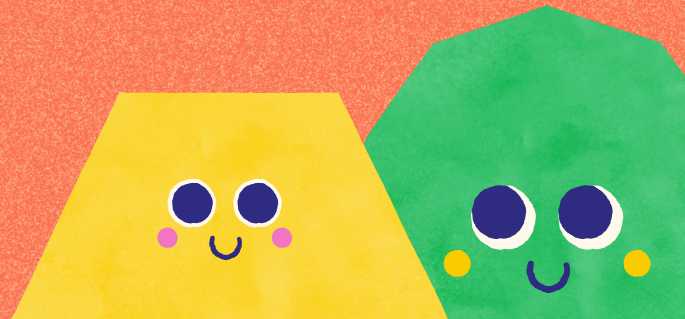
Semester 1

Semester 1 report sent home electronic copy through Managebac before optional PTC.

Semester 2

Semester 2 report is sent home electronic copy through ManageBac.

School Rules



Behavior Expectations and Consequences

At SPH KV, we prioritize effective communication and collaboration between parents and teachers to promote the academic growth and success of our students. To achieve this, we have established practices that facilitate regular reporting and meaningful engagement between parents and teachers.

Courtesy:	We value treating everyone with kindness, politeness, and consideration.
Cooperation:	We encourage working together harmoniously, fostering teamwork and collaboration.
Consideration:	We prioritize empathy and thoughtfulness towards others, recognizing their needs and feelings.
Conscientiousness:	We emphasize conscientiousness by maintaining a clean and orderly school environment. Chewing gum is not allowed at school. Cleaning up after lunch/break is expected.

By embracing these principles, we cultivate a respectful environment that promotes positive relationships and a sense of belonging

Harassment Policy

At our school, we have a steadfast commitment to creating a safe and inclusive environment for all individuals. We firmly believe that reporting harassment, whether it is experienced personally or witnessed happening to others, is the responsible and necessary course of action. We uphold the principle that everyone within our school community deserves to feel safe, respected, and free from any form of harassment. By encouraging prompt reporting and taking appropriate actions, we aim to address incidents of harassment effectively and promote a culture of accountability, support, and well-being for all

Definition of Harassment: Harassment refers to repeated verbal, non-verbal, or physical attacks inflicted on an individual by another person or group. Its purpose is to cause harm, fear, or embarrassment.

Harassment can be intentional, but it may also occur due to thoughtlessness or carelessness.

Harassment includes, but is not limited to, the following actions:

- Physical aggression, such as hitting, punching, jostling, pushing, or spitting
- Verbal Threats
- Concealing, damaging, or destroying property
- Usage of offensive names or abusive language
- Sexual abuse, including making suggestive comments, touching, or grabbing
- Making derogatory remarks about a person's culture, gender, religion, or social background
- Insulting or belittling comments about one's body, face, abilities, or achievements
- Engaging in graffiti targeting others, including writing rude notes or creating offensive drawings
- Spreading rumors or insulting individuals and their families
- Deliberate exclusion to cause harm
- Offensive gestures, sounds, or sarcastic laughter

School Policy: As a Christian school, we adhere to the principles outlined in Romans 12:9-21, which guide us in treating one another with respect and love.

Respect is expected from all members of our school community, including students, staff, parents, and visitors. Regardless of age, everyone is expected to give and receive respect.

Harassment harms the unity and well-being of our school community. It evokes anger, humiliation, embarrassment, or fear, and can lead to retaliatory actions that perpetuate the cycle of hurt.

In light of these considerations, our school community declares:

**There must be NO Harassment.
Repeated unwelcome actions and words
will not be tolerated at our school.**

Parents play a crucial role in ensuring the well-being and safety of their children. If parents suspect that their child is being harassed, it is vital to notify school personnel without delay. Timely reporting allows us to promptly address the situation, provide necessary support, and take appropriate actions to protect the child and uphold a safe learning environment. We encourage open communication between parents and school personnel to foster a collaborative approach in addressing and resolving any instances of suspected harassment. Together, we can work towards maintaining a secure and nurturing environment for all students.

When parents report their concerns about suspected harassment involving their child at school, we are committed to taking immediate action and ensuring a thorough response. The following steps will be taken:

- The appropriate adult will reach out to the reporting parent to provide reassurance and gather additional details regarding the incident.

- All reported incidents will be thoroughly investigated, involving necessary consultations with parents, teachers/counsellors, and the Principal/Head of School.

- The consequences for engaging in harassing behavior will be applied consistently and may include warnings, counselling, formal behavior monitoring, disciplinary actions in accordance with our Discipline Policies, and potential suspension. In cases of repeated offenses, the offender may be required to reassess their continued involvement with the school.

- The school is committed to providing appropriate follow-up support to ensure the well-being and safety of all parties involved.

- Retaliation against those who report incidents will be treated with utmost seriousness and will not be tolerated.

Our ultimate goal is to foster a school community where every individual feels safe, valued, and respected. By promptly addressing parent reports of suspected harassment, we uphold our commitment to maintaining a secure and inclusive learning environment for all students.

Bullying

SPH KV believes that every student is entitled to an environment that is safe, healthy, secure, and conducive to learning. We are committed to an atmosphere of mutual respect among students and refuse to allow bullying of any kind at our school. Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. SPH KV defines bullying by three primary characteristics: It is aggressive behavior that is usually repeated over time, occurs in a relationship where there is a perceived imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the target. The behavior can be social, psychological, verbal, digital, or physical in nature. It can be carried out in the forms of, but is not limited to:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way, or name calling
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Spreading malicious rumors or untruths about someone
- Leaving someone out on purpose, or trying to get other kids not to play with someone
- Threatening, intimidating, stalking, harassment
- Game or form of play that hurts, harms, or humiliates another person
- Any of the above behavior using electronic devices

Our school's consequences for bullying apply when bullying happens:

- On school grounds, immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group
- Off school grounds at a school activity, function, or event
- When traveling to or from school or a school activity, function, or event
- When using property or equipment provided by the school
- On or off school grounds when the behavior has caused significant disruption to the school environment or interferes with an individual's ability to learn

Students and parents who witness or experience bullying behavior according to the definition above, are expected to report it to a school staff member. Bullying behavior is considered a serious offense that will not be tolerated, and appropriate discipline will be prescribed according to our hierarchy of consequences.

Vandalism

At SPH KV, we promote a culture of respect and responsibility towards school property. To maintain a safe and well-maintained learning environment, the following policy is in place:

Respect for School Property:

Students are expected to treat all school property with respect and care.

This includes but is not limited to classrooms, furniture, equipment, textbooks, library resources, technology devices, and common areas.

Financial Responsibility:

Students will be held financially responsible for any damage caused to school property or resources due to negligence, intentional actions, or misuse.

The cost of repairing or replacing damaged property will be assessed to the responsible student or their parents/guardians.

By reinforcing the importance of respecting school property, we foster a sense of ownership and accountability among our students. Let us work together to ensure the longevity and optimal use of our school resources

Physical Violence/Fighting

Students are expected to treat one another with respect. Physical violence of any kind will not be tolerated, and appropriate discipline will be prescribed up to and including out of school suspension. Students and teachers are encouraged to report cases of physical violence to the principal.

Student Discipline

All students have the right to a safe, positive, and orderly environment. All students are expected to show respect for staff, classmates, and school property. Each classroom teacher develops his or her own policy on discipline that is consistent with school standards and expectations.

- The classroom teacher is the primary disciplinarian.
- If undesirable behavior persists after warnings from a teacher, the student is sent to the principal.

If students do not adhere to their responsibilities, one or more of the following consequences may occur:

Warning

Verbal or written communication to the student(s) and parents regarding responsibilities not met. Teachers may also initiate their own consequence such as after-school detention, in-class discipline, and/or sending the student to the principal's office.

In-School Detention

Teachers have the authority to initiate their own discipline plan (i.e., loss of privileges) in the event of first offense student misconduct.

- If there is a second offense where the misconduct occurs again, parents will be emailed, and the student will face further disciplinary action by their respective teacher.
- On the third offense, the teacher will schedule a conference with the student's parents.
- On the fourth offense, the student will be referred to the principal for discipline which may include loss of privileges or in/out of school suspension.

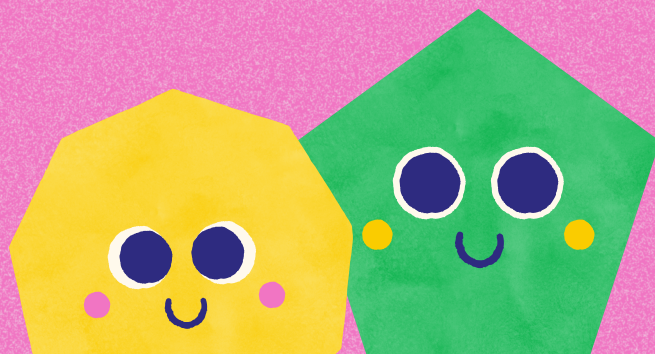
Out-of-School Suspension

In certain exceptional cases where a student's behavior becomes repetitive and the consequences escalate to a level requiring intervention from the principal's office, the following measures may be implemented:

- Out-of-School Suspension
- The student is prohibited from attending classes or visiting the SPH KV campus for a specific duration of time.
- The availability of make-up work during the suspension period may vary. This information will be clearly communicated when disciplinary action is imposed.
- During the suspension period, any student who has been suspended will be ineligible to participate in extracurricular activities.

The conditions for reinstatement and continuation of regular attendance and participation will be explicitly communicated at the time the disciplinary action is administered.

Curriculum Overview



Kindy 1 and Kindy 2

At SPH KV our Pre-Kindergarten (K1 and K2) program is designed for children aged 3 and 4, providing a nurturing environment that prepares them for kindergarten. We focus on developmentally appropriate learning through hands-on activities and play-based experiences. Our program emphasizes pre-reading and pre-writing skills, as well as social-emotional development. Our experienced teachers create a supportive environment where children feel safe to explore and express themselves drawing from multiple quality curriculum resources. We value parent-teacher partnerships and encourage open communication. Our goal is to holistically develop children and equip them with essential skills for a successful transition to kindergarten.

Kindy 3 - Grade 5

Our Kindergarten to Grade 5 program at SPH KV follows the internationally recognized Cambridge International Primary Framework, which encompasses Stages 1 to 6. We are committed to providing a high-quality education that aligns with the framework outcomes, ensuring our students receive a well-rounded education.

In our English Language Arts program, we utilize a range of carefully selected curriculum resources to enhance students' language skills, including reading, writing, speaking, and listening. Through engaging activities and a comprehensive curriculum, we foster a love for literature, develop strong communication skills, and encourage critical thinking.

Mathematics is another key focus area, where we aim to develop students' mathematical thinking, problem-solving abilities, and numerical fluency. By utilizing high-quality curriculum resources, we provide a structured and progressive approach to mathematical concepts and skills, ensuring students develop a strong foundation in this subject.



Science education at SPH KV is centered around inquiry-based learning and hands-on experiences. Through the use of the Cambridge International Primary Science curriculum, we encourage students to explore and investigate scientific concepts. Our goal is to develop their scientific knowledge, promote curiosity, and nurture a deeper understanding of the world around them.

Throughout the Kindergarten to Grade 5 program, our teachers facilitate learning experiences that are engaging, interactive, and student-centered. We prioritize the individual needs and learning styles of our students, ensuring they receive personalized attention and support.

At SPH KV, we understand the importance of a holistic education. In addition to the core subjects, our program includes a Biblical Studies program to engage students in knowing and understanding their Christian faith. A wide range of co-curricular learning, such as physical education, arts, music, and language studies complement the core academic curriculum and provide students with opportunities to explore their interests, develop talents, and foster a well-rounded skill set.

Digital Technology

Integration of Computer Technology in the Curriculum:

The utilization of computers at SPH KV is an integral component of the curriculum for students in grades three through five. These students will be introduced to age-appropriate skills and programs, equipping them with practical knowledge of word processing, presentations, and internet research. This instruction is seamlessly integrated into classroom learning across various subject areas. Students in grades one to two are not required to possess their own devices, as school-provided devices will be accessible for their use. Unless the teachers in grades 2-4 ask the students to bring their own devices when necessary. Grade 5 students will be required to have their own device for their learning.

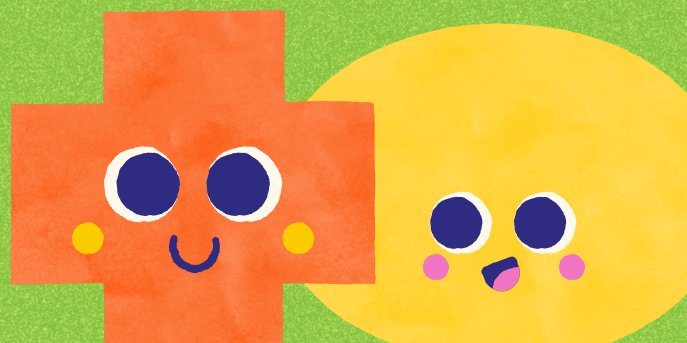
Internet Use for School-Related Work:	Students are authorized to access the Internet exclusively under staff supervision for school-related tasks.
Curriculum-Related Research:	<ul style="list-style-type: none"> • The Internet serves as a tool solely for curriculum-related research. • Personal browsing is strictly prohibited.
Email Usage:	<ul style="list-style-type: none"> • Students may only use email as directed by teachers, including teacher-initiated pen-pal projects, communication with teachers, or submitting approved assignments. • Engaging in chat rooms, random surfing, accessing objectionable sites (e.g., terrorism, pornography), inputting personal data (e.g., name, address, credit card numbers), or making purchases is strictly prohibited.
Teacher Permission:	<ul style="list-style-type: none"> • Internet usage requires permission from the teacher. • Guidance will be provided by the classroom teacher on accessing Internet Explorer, Chrome, Firefox, or Safari browsers.
Consequences of Internet Abuse:	Misuse or abuse of Internet privileges will lead to loss of access.
Printing Limitations:	Direct printing from the Internet is restricted to a maximum of two pages.
Bibliographic References for Internet Research:	Students must provide bibliographic references, including the Internet address and access date, for all Internet content used in their research, such as text, graphics, sound, movies, and source code.
USB Storage Device:	<ul style="list-style-type: none"> • Student personal USB devices are designated for school-related storage purposes only. • Prohibited items for storage or exchange include games, music downloads, and non-academic materials. • Regular random checks will be conducted to ensure compliance.
Other Facilities for Storage or Transferring Data:	<ul style="list-style-type: none"> • Usage of data transfer facilities requires teacher permission. • Supervision by teachers is mandatory for utilizing other data storage facilities, such as iCloud or Microsoft 365, for academic purposes.

After School Programs

At SPH KV, we offer a diverse range of After School Programs (ASPs) for students in Junior School (JS). These activities provide an opportunity for students to explore their interests, develop new skills, and engage in enriching experiences outside of regular school hours. ASPs are available for different age groups, ensuring that each student can find activities suited to their preferences and abilities. From arts and crafts to painting and sports like badminton, our ASP caters to a variety of interests. Parents have the option to sign up their children for these activities for an additional fee, allowing students to further enhance their learning and personal growth in a fun and supportive environment.



Student Support



SPH is implementing a framework across the whole school to address the academic, behavioral, and social-emotional needs of all students. The Multi-Tiered System of Supports (MTSS) is an educational framework that involves a tiered approach that provides increasingly intensive levels of intervention and support to students based on their individual needs. The MTSS framework emphasizes early identification and intervention, data-driven decision-making, and a collaborative approach involving teachers, administrators, support staff, and families. By addressing the diverse needs of students through targeted interventions, MTSS aims to improve student outcomes, reduce achievement gaps, and create a positive and inclusive learning environment for all.

CARE Process

The CARE (Collaborative Assessment, Observation, and Responsive Engagement) process is a collaborative approach designed to address students' social-emotional well-being and behavior in schools. It involves teacher observation and documentation of students' social-emotional states and behaviors, followed by collaboration with relevant stakeholders. Additional observations and insights from parents are gathered to gain a comprehensive understanding of the student's challenges. A team analyzes the data and develops an individualized plan for support, which is implemented and regularly reviewed. Ongoing support and interventions are provided to ensure the student's success. The CARE process promotes a holistic and collaborative approach to meet students' social-emotional needs in the school environment.



Learning Support Program

In an MTSS (Multi-Tiered System of Supports) framework, the Learning Support Program is designed to provide targeted interventions and assistance to students who require additional help in their academic journey. The program operates within a tiered system, offering multiple levels of support based on students' individual needs.

The Learning Support Program is staffed by specially trained teachers uniquely qualified to support a range of academic needs. Collaboration between Learning Support (LS) teachers, Social-Emotional Learning (SEL) counselors, and general education teachers is a core element of the MTSS approach. These professionals work together to align academic, behavioral, and emotional interventions with classroom instruction, share valuable insights, and use progress monitoring data to support student growth. This multidisciplinary collaboration fosters a cohesive and inclusive learning environment where all students can flourish.

To enhance the quality of support provided within the MTSS framework, the school is transitioning from the use of "shadow teachers" to the role of Learning Support Assistant Teachers (LSATs). LSATs are trained educators who work under the direct supervision of a qualified Learning Support teacher. Their role is to help implement targeted interventions, provide small-group or individualized academic support (1:1 former shadow role), and reinforce classroom strategies aligned with student goals. LSATs play a vital role in supporting students in Tiers 2 and 3 of MTSS, working in close collaboration with classroom teachers and the LS team to promote inclusive practices and improve student outcomes.

To further support students with specific related service needs, the Learning Support Program partners with Breakthrough For Life (BFL), a trusted third-party provider offering on-campus services such as speech and language therapy, occupational therapy, and behavior therapy. These services are arranged on a case-by-case basis through collaboration with the Support Services team and are offered at an additional cost to families. BFL also serves as the school's preferred provider for psychoeducational evaluations, offering high-quality assessments that are essential for understanding student learning profiles and designing effective support plans.

To ensure the accuracy and usefulness of evaluations, the school maintains a list of recommended and approved clinics whose psychoeducational reports meet the standards necessary for effective support planning. These include:

- Breakthrough For Life (BFL) ([link](#)) – English and Bahasa Indonesia
- Chrysalis Pediatric Facility ([link](#)) – English and Bahasa Indonesia
- International Wellbeing Center (IWC) ([link](#)) – English, Korean, and Bahasa Indonesia

While the school accepts reports from other qualified agencies, we strongly recommend using one of the approved clinics to ensure quality, clarity, and consistency. If a submitted report lacks essential components, families may be asked to seek further testing or clarification to help the school better understand and support the student's needs.

All psychoeducational reports must be submitted in English, even if testing was conducted in another language. Translations must be provided to ensure the school can accurately interpret and implement the findings.

If you are considering a psychoeducational evaluation for your child, please consult with a Learning Support teacher or SEL counselor. They can help determine whether testing is appropriate, guide next steps, and connect you with trusted providers who understand our school's support framework.

These comprehensive evaluations enable the Support Services team to provide informed, individualized interventions aligned with each student's strengths and needs.

EAL

Within the MTSS framework, an English as an Additional Language (EAL) program is designed to provide targeted support and interventions to students who are acquiring English as an additional language. The program operates within a tiered system, offering differentiated instruction based on the unique needs of EAL students. It begins with universal screening to identify students who require language support, followed by ongoing progress monitoring to track their language proficiency growth. The EAL program provides specialized instruction that focuses on language development, vocabulary acquisition, and academic language skills. EAL students receive support in small group settings or through individualized instruction, allowing for personalized attention and tailored interventions. Collaboration between EAL teachers, general education teachers, and other stakeholders ensures a cohesive and integrated approach to language instruction, while also addressing the academic and social-emotional needs of EAL students. By providing targeted language support within the MTSS framework, the EAL program aims to empower English Language Learners to achieve academic success and fully participate in the school community.

SEL Counselors

SEL Counselors play a crucial role in supporting students within the Multi-Tiered System of Supports (MTSS) model. They provide comprehensive services that address students' academic, social-emotional, and behavioral needs. In the MTSS framework, SEL counselors collaborate with teachers, administrators, and other stakeholders to identify and intervene early when students require additional support. They contribute to the universal screening and data collection process, using their expertise to assess students' social-emotional well-being, behavior, and academic progress. SEL counselors provide individual and group counseling. They also collaborate with the LS team to develop and implement individualized interventions and support plans for students at different tiers. By supporting the overall well-being and success of students within the MTSS model, SEL counselors help create a positive and inclusive school environment.

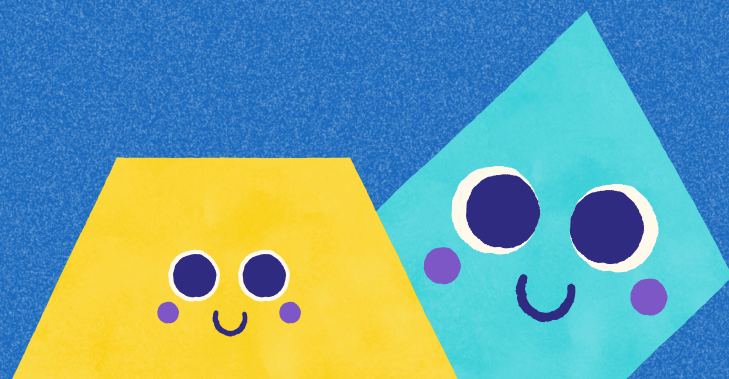
Probationary Acceptance

Conditional letters of acceptance for admissions are offered to prospective students with certain requirements or conditions that must be met during their first year enrolled in SPH. These conditions could include receiving support from the EAL or LS program, achieving a minimum grade point average, or submitting necessary documentation.

Conditional acceptance provides an opportunity for students who demonstrate potential but may need to fulfill certain criteria to meet the institution's standards. It serves as a provisional acceptance, indicating that the student has met initial requirements but must satisfy additional conditions before fully securing their admission. Conditional letters of acceptance allow educational institutions to offer opportunities to promising candidates while ensuring that they meet specific expectations prior to enrollment.



Health and Safety



Student Illness

At SPH KV we aim to maintain a healthy and safe learning environment for all students, promote their well-being, and minimize the spread of contagious illnesses within our school community. The following policy outlines the guidelines for student attendance when they are sick:

Parent/Guardian Responsibility:

It is the responsibility of the parent or guardian to notify the school if their child is unable to attend school due to illness.

Parents/Guardians should inform the school as soon as possible, preferably before the start of the school day, if their child will be absent due to illness.

Reporting Absences:

Parents/Guardians can report student absences by contacting the school office through the designated communication channels (e.g., phone call, email, online attendance system).

When reporting the absence, parents/guardians should provide specific details regarding the illness or symptoms their child is experiencing.

Sick Student Attendance:

If a student is feeling unwell or displaying symptoms of illness, it is advisable for them to stay home and rest until they recover.

Students should not attend school if they have a fever, are vomiting, have diarrhea, or exhibit contagious conditions that may put other students and staff at risk. Especially if the symptoms happen in the morning prior to school days.

It is important for parents not to medicate children who are ill and send the sick child to school.

It is important for parents/guardians to closely monitor their child's health and follow the guidance of healthcare professionals in determining when it is safe for them to return to school.

Return to School:	<ul style="list-style-type: none"> When a student is ready to return to school after being sick, parents/guardians should notify the school office of their child's recovery and the date they will be returning. In some cases, a medical clearance note may be required, especially for certain contagious conditions, to ensure the well-being of all students and staff.
Make-up Work:	<ul style="list-style-type: none"> Students who have been absent due to illness are encouraged to make up missed work and assignments in a timely manner. Teachers will provide necessary materials and support to help students catch up on any missed lessons or coursework.
Support and Communication:	<ul style="list-style-type: none"> The school administration and staff are committed to supporting students' well-being and academic progress during their absence. Regular communication between parents/guardians and the school is essential to keep everyone informed about the student's health and progress.
Exceptions and Special Circumstances:	In exceptional cases or for students with chronic health conditions, individualized plans may be developed in consultation with parents/guardians, healthcare professionals, and the school administration to ensure appropriate attendance and support.

Medications and Vitamins

To ensure the safety and well-being of all students, the school has implemented the following policy regarding medication:

Medication Restrictions:

Students are not permitted to bring any medication or purported "vitamins" to school without a note from their parents.

Any medication brought to school must be surrendered to the Health Center's doctor with a written advise on how and when to administer the medicine

Medication Administration:

The Health Center's doctor are solely responsible for administering all medication to students.

Parents will be informed accordingly regarding the administration of medication.

By adhering to this policy, we prioritize the proper administration and monitoring of medication, ensuring the health and safety of our students

Accidents on School Premises

The policy is in place to ensure we prioritize the well-being and efficient management of accidents, ensuring appropriate care is provided to our students. To ensure the safety and appropriate response in the event of an accident during school hours within the Junior School area, the following protocol is established:

Health Center Assessment:

The Health Center's doctor will promptly assess the student's condition.

The doctor will determine if further medical attention is necessary based on the assessment.

The parents of the student will be informed.

Transport to Hospital:

If the student requires additional treatment beyond the capabilities of the Health Center, the school will arrange transportation to the nearest hospital.

The student will be accompanied by the doctor, as well as other designated school staff members.

Coverage of First Aid Cost:

The school will cover the cost of first aid treatment, up to a maximum limit of 10 million rupiahs.

Any subsequent treatment required beyond first aid will not be the responsibility of the school.

School Emergency

Our school prioritizes the safety and well-being of our students. The following emergency policy procedures outline the steps to be taken in various emergency situations:

Emergency Preparedness

The school regularly reviews emergency response plans in collaboration with relevant authorities, taking into account potential risks and hazards.

Emergency drills, such as fire drills, lockdown drills, and evacuation drills, will be conducted periodically to familiarize students and staff with proper procedures.

Communication and Notification:

In the event of an emergency, the school administration will promptly notify students, staff, and parents/guardians through appropriate communication channels (e.g., PA system, text messages, email, website).

Clear instructions and information will be provided regarding the nature of the emergency, the actions to be taken, and any designated meeting points or assembly areas.

Evacuation Procedures:

In the case of a fire, earthquake, or other immediate threats to the safety of students and staff, evacuation procedures will be implemented.

Teachers and staff will guide students to designated safe zones or evacuation points following predetermined routes, while maintaining calm and orderly conduct.

Attendance will be taken to ensure that all students are accounted for.

Lockdown Procedures:

In the event of an intruder or external threat to the school, lockdown procedures will be activated to ensure the safety of students and staff within the building.

Teachers and staff will secure classrooms or designated safe areas, follow established lockdown protocols, and maintain silence until further instructions are given.

No one will be allowed to enter or leave the building during a lockdown, except for authorized emergency personnel.

Reunification Procedures:

In situations where an evacuation or lockdown requires students to be relocated to an alternative site, designated reunification procedures will be followed to ensure the safe release of students to authorized individuals.

Parents/guardians will be informed about the designated reunification site and procedures through established communication channels.

Ongoing Communication:

The school administration will maintain open and transparent communication with parents/guardians during and after an emergency, providing regular updates and instructions.

Information about any counselling or support services available to students and staff following an emergency will be communicated as needed.

By implementing these emergency policy procedures, we aim to ensure the safety and well-being of our students and staff during various emergency situations. Regular drills, clear communication, and ongoing evaluation will help us maintain a secure environment conducive to learning and growth.

Student Use of Telephone

To maintain a structured learning environment within the Junior School, the following guidelines for telephone use are established:

Authorized Phone and Usage

- Students are only permitted to use the telephone located in the TU/Administration Office.
 - The use of the phone is at the discretion of the classroom teacher, who will determine the appropriate circumstances for usage.
-

Hall Pass Requirement:

- Students may use the phone in the TU/Administration Office only when accompanied by a signed hall pass from the teacher.
 - The hall pass serves as permission to use the phone and should be obtained from the teacher before accessing the telephone.
-

**Handphone
Policy:**

- Handphones (mobile phones) are strictly prohibited from use within the Junior School during school hours.
 - Any student found using a handphone without proper permission may have the device confiscated.
 - Handphones may only be used in the Junior School with explicit permission from the classroom teachers
-

Visitor Policy Security

To ensure the safety and security of our students and staff, the following visitor policy is strictly enforced at SPH KV Junior School:

Parents

To ensure a safe and secure environment for everyone, we kindly ask all parents to wear their identification tag, marked with a red ribbon, whenever they visit the school.

For those who have not yet retrieved their identification tags from the last academic year, kindly pick them up from the TU office

Restricted Access:

All visitors are not permitted to enter the Junior School area unannounced during school hours.

For security reasons, anyone who is not a teacher, staff member, or parent of an SPH student must report to the Security personnel at the Street Level Lobby.

Check-In Process:

Upon arrival, visitors must report to the Security personnel and provide appropriate identification.

Visitors will receive a visitor's badge, which must be always worn visibly while on school premises.

**Notification to Junior
School Administration/TU
Office:**

The Security personnel will notify the Junior School Administration/TU Office of the arrival of any visitors.

Visitors must proceed to the Junior School Administration/TU Office to check-in and receive further instructions.

Photo and Video taking

To maintain security and privacy, visitors may not take photos or videos of classes or transition periods without school permission

Dress code and appearance

We strive to maintain a focused and respectful teaching and learning environment.

To support this, we kindly request that visitors dress appropriately, showing consideration for the school setting

By strictly enforcing this visitor policy, we prioritize the safety and security of our students and staff. We appreciate your cooperation in adhering to these guidelines and helping us maintain a secure learning environment.

NOTE:

To ensure productive meetings, please make an appointment in advance by contacting the Junior School secretary (audrey.widjaja@sph.ac.id). Kindly provide the reason for the meeting so we can prepare and allocate dedicated time to address your concerns and discuss your child's progress. Your cooperation helps create a focused and supportive environment. Thank you for your understanding and collaboration in supporting your family's needs.

School Facilities



Library

Our school library is a valuable resource that promotes literacy and lifelong learning within our entire school community. The following policy outlines important details regarding library operations and encourages regular utilization of library collections:

Library Hours

Monday - Friday

7:00 AM to 3:15 PM

Wednesday

7:00 AM to 12:30 PM

Saturday/Holiday

Closed

Borrowing Policies

Students, teachers, and staff are encouraged to borrow books from the library on a regular basis. Borrowing privileges are extended to all members of the school community, allowing them to take books home or use them within the school premises. Loan durations and limits may be in place to ensure fair access to library resources for everyone.

Responsible Use and Care

Library materials should be handled with care and respect. This includes proper handling of books, avoiding damage, and returning borrowed items on time. Any lost or damaged books should be reported to the library staff, and appropriate measures, such as replacement or payment for the damaged item, may be required.

Summer Library Hours

During the summer holidays, separate communication will be provided closer to the summer holidays to inform the school community about the library's operating hours. This ensures that students and families can access library resources during the summer break.

Technology tools

With the aim of promoting educational opportunities and responsible technology use, our primary school provides access to the computer lab or iPads. To ensure a safe and productive environment, the following guidelines must be followed:

Teacher Permission:	Prior permission from a teacher or staff member is required before a student can use the computer lab or iPads. This helps in managing the lab's and iPads availability and ensures appropriate supervision.
Accompanied by a Responsible Adult:	Students using the computer lab or iPads must be accompanied by a responsible adult, such as a parent, guardian, or approved caregiver. The adult is responsible for ensuring the student's behavior, safety, and adherence to the lab and iPads usage rules.
School Policies in Full Force:	All regular school policies, including acceptable use policies, code of conduct, and internet safety rules, remain in full force during computer lab or iPads use sessions. Students and adults must adhere to these policies at all times.
Care and Respect for Equipment:	Students are expected to handle the computer equipment, iPads and peripherals with care, following any instructions or guidelines provided. Respectful behavior towards the equipment, such as avoiding rough handling, eating or drinking near the computers or iPads, or tampering with settings, is essential to maintain the lab's and iPads' functionality and longevity.



Playground

Our primary school values the importance of physical activity and play for students. We are pleased to offer access to our playground facilities after school lunch hours. However, as our ground floor is a shared space, we have established the following guidelines for the use of playground equipment:

Access Time:

The playground equipment will be available for use after school from 1:30 PM onwards. This allows time for the school day to conclude and for any necessary maintenance or preparations to be completed.

Adult Supervision:

Students using the playground equipment must be supervised at all times by a responsible adult. This ensures the safety and well-being of the students, as well as proper use of the equipment.

Careful Use:

Students are expected to use the playground equipment with care and respect for both the equipment and other users. Rough or reckless behavior that may cause harm to oneself or others is strictly prohibited.



Sport Facilities

The SPH School is pleased to share the use of our gymnasium, fitness center, swimming pool, and outdoor field with the SPH parent community outside of school hours. We believe in fostering a sense of community and promoting healthy lifestyles. To ensure smooth operation and respect for all users, we have established the following guidelines:

Permission:

Prior permission must be obtained from the school administration for the use of these facilities outside of school hours. Requests should be made in a timely manner, allowing for proper scheduling and coordination.

Non-Profit Use:

The facilities should not be used for profit-making ventures without prior agreement from the school administrative leadership. Any commercial use should align with the school's mission and values.

Adherence to School Policies:

All users are expected to adhere to the regular and appropriate school policies during the use of these facilities. This includes following safety guidelines, treating equipment with care, and respecting the facility and its surroundings.

Priority for Student Events:

Student-related events and activities organized by the school will always take priority in the scheduling of these facilities. Parent community usage should be coordinated accordingly to avoid conflicts.

Maintenance Fees:

Additional service fees may apply for the use of these facilities to cover maintenance costs. These fees will be communicated and agreed upon in advance.

Parties

At our school, we value and celebrate the birthdays of our students. To ensure a consistent and organized approach to birthday parties, the following policy is in effect:

Preapproval by Classroom Teacher:	<ul style="list-style-type: none">• Prior to organizing a birthday party at school, parents must seek preapproval from the classroom teacher• The request for a birthday celebration should be submitted to the classroom teacher in advance, indicating the desired date and time.
Cake and Candle Blow Out:	<ul style="list-style-type: none">• Parents are requested to send in cupcakes for the class, one of the cupcakes with a candle for the birthday song, and the candle blowout.• Teachers will not be responsible for cutting a large cake into individual portions for sharing with classmates. To facilitate easy distribution, it is recommended for parents to send in pre-portioned cupcakes.
Serving Plates and Cutlery:	<ul style="list-style-type: none">• The responsibility for providing serving plates and cutlery lies with the parent organizing the birthday celebration.• Please ensure that all necessary serving utensils are included.
Prohibition of Party Favors:	<ul style="list-style-type: none">• To maintain a focused learning environment and to ensure fairness among students, party favors are strictly prohibited.• If any party favors are brought to school, they will be returned to the student and sent home at the end of the school day.
Class Party Celebrations:	<ul style="list-style-type: none">• Class party celebrations organized by the classroom teacher, or the school are subject to the discretion of the Head of School or Principal.• The parameters for such celebrations will be determined by the Head of School or Principal.

By adhering to these guidelines, we aim to create a harmonious and inclusive environment where every student can enjoy their birthday celebration while maintaining a productive learning atmosphere.

Personal Belongings

To ensure a safe and focused learning environment, the school has established the following policy regarding student belongings:

Permitted Items:	<ul style="list-style-type: none">• Students are allowed to bring necessary items to class, such as school-related books, notebooks, lunches, water bottles, PE clothes, musical instruments, and sports equipment.
Prohibited Materials:	<ul style="list-style-type: none">• The following items are prohibited at school, unless specifically requested by classroom teachers: toys, electronic items (e.g., handheld electronic gadgets, games consoles), play guns, knives, etc.• Smartwatches capable of recording videos or taking pictures are also prohibited.• Mobile phones must be stored in a secure place and should not be used during the school day.
Money Policy for K1 - Grade 2:	<ul style="list-style-type: none">• Students in K1 - Grade 2 are not permitted to bring money to school, unless written notification is given to teachers.
Laptop/tablet Policy for Grades 2-5:	<ul style="list-style-type: none">• Grades 2- 5 students are allowed to bring laptops or tablets to school only with the request, permission, and supervision of the classroom teacher.
Money Limit and Reporting:	<ul style="list-style-type: none">• The maximum amount of money allowed for grades 3-5 students is Rp 100.000,-.• Any money brought to school for various purposes (e.g., uniforms, books, donations) must be reported to the classroom teachers.• All money and wallets should be kept by the students at all times or given to teachers for safekeeping. Money should not be left in unsecured lockers or desks.

Labeling and Responsibility:

- All items belonging to students should be labeled with their name. The school is not responsible for any materials brought to school by students that are lost or damaged.
-

By adhering to these guidelines, we aim to create a secure and organized environment where students can focus on their learning and personal development.



Lost and Found

In the event your child has lost an item, please inquire about their last known location. Items found in the school public space (gym, playground, hallways) are collected at the end of each day and taken to the Lost and Found Cabinet.

Items are stored in the cabinet at the TU Office for one month. Unclaimed items will be donated after this period.

Communication



At SPH KV, we prioritize effective communication between the school and parents to support our students' educational journey. We provide multiple channels for information sharing and collaboration. By implementing these communication paths, we aim to foster a strong partnership with parents, ensuring important information is shared, inquiries are addressed, and parents are actively involved in their child's education. We encourage parents to utilize these platforms and engage in open and collaborative communication with our school community.

Weekly Highlight :

Our school offers a weekly video and online newsletter called the "Weekly Highlight." This platform keeps parents informed about the latest news, events, and updates from the school community. It serves as a valuable resource for staying connected and engaged with the happenings at SPH KV.

Parent Portal :

SPH KV maintains a dedicated Parent Portal on our website. This portal serves as a centralized hub where parents can easily access important school information, including calendars, policies, curriculum details, and other relevant resources. The Parent Portal ensures convenient and timely access to information that is essential for parents to stay informed and involved. You can access the parent portal at the following:

www.kvparent.sph.edu

Classroom Parents WA Group

At the beginning of each academic year, a designated Classroom Parent Representative creates a group chat on WhatsApp called the "Classroom Parents WA Group." This group facilitates efficient and streamlined communication between the classroom teacher and the parents of the class. It serves as a platform for sharing updates, important announcements, and organizing class-related activities.

Emails and Parent-Teacher Conferences (PTC)

Parents have the option to communicate directly with their child's teacher through emails. This avenue enables parents to ask questions, seek clarification, and maintain ongoing communication with the teacher regarding their child's academic progress and well-being.

Additionally, regular Parent-Teacher Conferences (PTC) are scheduled to provide an opportunity for face-to-face meetings between parents and teachers. These conferences allow for in-depth discussions about the learning progress, goals, and any concerns related to students.



Parent Involvement



At SPH KV, we highly value and encourage parent involvement in the classroom to enhance our students' learning environment. Parents can actively engage by volunteering, participating in events, and collaborating with teachers. This partnership strengthens communication, understanding, and support for students. We recognize the unique talents and perspectives parents bring, allowing us to tailor instruction to meet individual needs. We encourage you to reach out to your child's teacher if you would like to volunteer in the classroom. Together, we can provide an enriching and supportive educational experience at SPH KV.

SPH also has parent groups that are organized ways in which to get involved:

PAG:

The SPH KV Parent Advisory Group is a vital and inclusive community of parents who actively support our teachers, leaders, and the school community. Members of the PAG contribute by organizing programs and activities, fostering communication, and providing guidance to fellow parents. The PAG also play a role in assisting the school leadership in strategic planning and advocating for the school to the greater school community. Members of the PAG make a meaningful impact and enhance the educational experience for our students at SPH KV.

CPR:

The Class Parent Representative supports teachers to build community among parents, and serve as a valuable school resource. They facilitate effective communication between parents and teachers, ensuring important information is shared. CPRs participate in activities like praying for the school community, welcoming new families, and organizing events that foster relationships among parents and also assist teachers with school programs such as field trips and class parties. CPRs also guide parents to register constructive input, questions, and concerns with teachers to promote a respectful and collaborative environment for parent-teacher communication.

School Calendar



Important Dates or School Events for Academic Year 2025-2026

30 July 2025	First Day of School for K3-G5
4 August 2025	First Day of school for K1-K2
11 June 2026	Last Day of School

Reports Published

3 October 2025	Progress Report Card
12 December 2025	Semester 1 Report Card
30 March 2026	Progress Report Card
11 June 2026	Semester 2 Report Card

Parent Teacher Conferences

14-17 October 2025	Required PTC for all parents to meet with teachers
14 January 2026	Required and strongly recommended PTC, requested by parent or by teacher.
6 - 10 April 2026	Strongly recommended PTC, requested by parent or by teacher.

Scheduled School Holidays

17 August 2025	Independence Day
5 September 2025	Maulid Nabi SAW
6-10 October 2025	Term Break
3 November 2025	Academic Holiday
24-25 November 2025	Teacher PD Days

15 December - 2 January	Christmas Holiday
16 January 2026	Isra Mi'raj
16 February 2026	Teacher PD Day
17 February 2026	Lunar New Year
16 -25 March 2026	Term Break/Eid holiday
3 April 2026	Good Friday
17 April 2026	Teacher PD Day
1 May 2026	Labor Day
14 May 2026	Ascension Day
27 May 2026	Idul Adha
1 June 2026	Pancasila Day

Special Events

Dates and times will be announced

- Welcome Back to School & Theme Launch Assembly: 30 July 2025
- Christmas Assembly: early December
- Easter Assembly: early April
- K3 End of Year Celebration: early June
- G5 Moving up ceremony: early June
- G8 End of Year: early June
- G12 Graduation mid to late May

View School Calendar

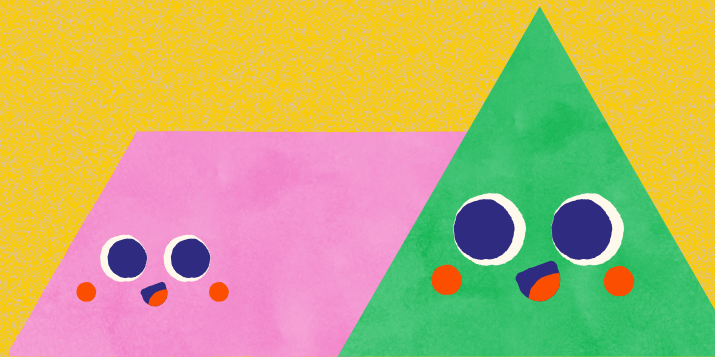
2025-2026 Academic Calendar



Add Events to Your Calendar

[View Calendar on Parent Portal](#)

Appendix



NURTURE AND DISCIPLINE POLICY

Our Nurture and Discipline policy is firmly grounded in biblical principles that guide us in our approach to raising and educating children

First and foremost, we acknowledge that God is the supreme authority. As stated in Romans 13:1, "Everyone must submit himself to the governing authorities, for there is no authority except that which God has established." This recognition of God's authority extends to the family unit, where parents are given the responsibility to train their children in a Christian manner, as outlined in Deuteronomy 6:6-7. God instructs parents to impress His commandments upon their hearts and teach them diligently to their children in all aspects of life.

In this delegation of authority, parents further entrust teachers with the responsibility of educating their children. Ephesians 4:11-12 affirms this, stating, "It was He who gave some to be apostles, some to be prophets, some to be evangelists, some to be pastors and teachers, to prepare God's people for works of service, so that the body of Christ may be built up." Teachers are called to train children to respect and obey authority, aligning with Ephesians 6:1, which urges children to obey their parents in the Lord, for it is right.

Titus 3:1 reinforces the importance of obedience to authority, extending beyond the family unit to rulers and authorities in society. It states, "Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good." Teaching children to respect and obey authority figures is vital for their growth and development.

Furthermore, Scripture emphasizes the value of self-discipline. Proverbs 22:6 advises, "Train up a child in the way he should go, and when he is old, he will not depart from it." Teaching children self-discipline equips them to make wise choices and develop moral character.

It is essential to understand that discipline is not meant to be punitive but beneficial for the child. Hebrews 12:6-8 reminds us that the Lord disciplines those He loves, and discipline is a sign of acceptance as His children. Restoration is an integral part of discipline, as highlighted in 2 Corinthians 2:7, where we are encouraged to provide comfort and support to prevent overwhelming sorrow.

Finally, pastoral care plays a significant role in our approach to discipline. As teachers, we are called to tend to the flock of God that is under our care, not by constraint but willingly, and to be examples to the flock, as stated in 1 Peter 5:2-3. Nurturing and caring for the well-being of children is a fundamental aspect of our role as educators.

By aligning our Nurture and Discipline policy with these scriptural principles, we aim to create a nurturing and supportive environment where children can grow in their faith, develop godly character, and become responsible members of society.



AIMS

The Bible asserts in Proverb 22:6 “Train up a child in the way he should go and when he is old he will not turn from it.” Understanding that man is fallen, and that each person is a sinner in constant need of the saving grace of Jesus Christ underscores the importance of discipline as an important part in leading the child towards recognition of his/her own sinfulness and need for repentance and salvation.

The aim of our Nurture and Discipline policy is for each child to grow in spiritual maturity, become an effective member of the body of Christ, and progressively become more Christ-like. These aims align with our school vision which is for our students to have True Knowledge, Faith in Christ, and Godly Character. It also incorporates our school mission to proclaim the pre-eminence of Christ and engage in the redemptive restoration of all things in Him through holistic education. All to work towards our students having self-discipline and obedience to the authority of God in all things.

PRINCIPLES OF DISCIPLINE

Discipline is an essential aspect of raising and educating children, and it should always be carried out in love, reflecting the principles outlined in Scripture.

First and foremost, discipline must be rooted in love. It should never be driven by the teacher's or parent's emotional outbursts or frustrations. Proverbs 22:15, 23:13, and 24 emphasize that discipline is for the good of the child, not a means to vent anger. Love should guide every disciplinary action, ensuring that it is in the best interest of the child.

Moreover, discipline should be just and fair in the eyes of the child. Teachers and parents administering discipline should be mindful of the need for forgiveness, as highlighted in Matthew 18:21-35, and the importance of showing mercy, as stated in Matthew 5:7. Understanding the concept of forgiveness and extending mercy allows the child to perceive discipline as fair and just, promoting a healthy disciplinary environment.

Discipline should never be hasty or driven by anger. When administering discipline, ample time should be given for the child to express their thoughts and feelings. It is crucial to fully understand the facts before proceeding with discipline. Ideally, the child should feel comfortable confessing any wrongdoing and even repenting when discipline is necessary. Encouraging open communication and genuine remorse fosters a healthy disciplinary process.

Wherever possible, the child should comprehend and accept the necessity of discipline. Educating the child about the reasons behind the discipline helps them understand the importance of consequences and promotes a sense of responsibility for their actions

Counselling and prayer are often appropriate components of discipline. By engaging in counselling and prayer with a disciplined child, a loving relationship can be nurtured and strengthened through the discipline process. This approach acknowledges the child's emotional and spiritual well-being, reinforcing the foundation of love.

By adhering to these scriptural principles, we strive to ensure that discipline is carried out with love, fairness, and understanding. Our goal is to guide children towards growth, repentance, and ultimately, a deeper relationship with God and others.

PURPOSE OF DISCIPLINE

Discipline plays a crucial role in shaping and correcting a child's attitudes, values, and behavior. It should always be carried out in love and for the child's ultimate good, as discussed earlier.

In the process of discipline, confession and repentance should accompany the acknowledgment of the child's misbehaviour. While there are scriptural references to the removal of a member in certain cases, such as Matthew 18:17 and 1 Corinthians 5:5, the primary goal of discipline is to gently restore the wayward person to fellowship and good works.

Discipline encompasses the training in wisdom and righteousness. Although it may not be pleasant or comfortable at the time, Hebrews 12:11 assures us that discipline produces a harvest of righteousness and peace for those who are trained by it.

Consequences for wrongdoing are an integral part of discipline. The Old Testament law and Romans 13:1-5, while referring to government authorities, support the role of those in authority in administering consequences for wrongful actions

Discipline fosters self-discipline and self-control in individuals. It helps them learn to govern their own actions and impulses.

Discipline brings order and peace, which are vital for effective learning and growth.

Discipline promotes cooperation and builds up both the individual and the community, as mentioned in Ephesians 4.

Ultimately, discipline leads to blessings, as highlighted in Proverbs 29:17 and Hebrews 13:17.

By understanding and implementing these scriptural principles, we can ensure that discipline serves its purpose in moulding and guiding children towards righteousness, self-control, and blessings.

ROLE OF OBEDIENCE

The importance of obedience is firmly grounded in scripture, particularly in Ephesians 6:1-4:

"Children, obey your parents in the Lord, for this is right. Honor your father and mother" (which is the first commandment with a promise), "so that it may go well with you and that you may enjoy long life on the earth." Fathers, do not exasperate your children; instead, bring them up in the discipline and instruction of the Lord. This passage highlights several key points regarding obedience and its significance in our school's discipline policy.

Discipline fosters self-discipline and self-control in individuals. It helps them learn to govern their own actions and impulses. Firstly, the command to obey is directed specifically to children. It is not the parents who are instructed to make their children obey, but rather, it is the children who have a God-given responsibility to obey their parents. By extension, this responsibility extends to obeying their teachers as well, as teachers are delegated authority by parents.

Moreover, obedience is not conditional upon the personality, experience, or imperfections of the teachers or parents. Children are called to obey simply because it is the right thing to do.

Obedience brings blessings, as indicated by the promise accompanying the command to honor father and mother in Deuteronomy 5:16. It states that by honoring parents, children may experience long life and prosperity in the land the Lord has provided.

Furthermore, obedience to parents and teachers establishes a pattern for obedience to God. Proverbs 22:6 emphasizes the significance of training children in the right path, with the assurance that they will remain steadfast in it as they grow older.

However, parents and teachers are also reminded not to exasperate their children. It is important to avoid actions or approaches that may frustrate or provoke children unnecessarily. Exasperation can hinder the nurturing and disciplining process and may yield counterproductive results.

By recognizing and applying these scriptural principles, we affirm the central role of obedience in our school's discipline policy. Obedience is grounded in righteousness, brings blessings, and serves as a foundation for a lifelong pattern of obedience to God.

IMPLEMENTATION AND PRACTICE

To ensure appropriate discipline within our school, the following disciplinary measures will be implemented and practiced. It is important to note that these measures are not listed in order of priority.

A Sequence of Disciplinary Measures: A structured approach will be followed, as outlined in this document, to address disciplinary issues. This includes a progression of disciplinary actions based on the severity and repetition of the misconduct.

Counselling, Prayer, and Instruction: These measures are effective tools throughout the disciplinary process. They aim to guide and redirect students towards positive behavior by offering guidance, support, and spiritual guidance.

Notice of Concern to Parents: When a student's behavior becomes a cause for concern, a notice will be sent to the parents or guardians. This communication serves as an opportunity for parents to be aware of the situation and collaborate with the school in addressing the issue.

Involvement of Grade Team Leader, Principal, and Head of School: Depending on the seriousness of the disciplinary matter, the Grade Team Leader, Principal, and Head of School may become involved. Their expertise and guidance are instrumental in resolving disciplinary issues effectively.

Suspension: In certain cases, suspension may be necessary. The decision to impose suspension rests with the Head of School. There are two types of suspension:

In-School Suspension: The student is suspended from classroom activities and is closely supervised within the school premises for a period of up to two days.

Out-of-School Suspension: The student is suspended from attending school and remains at home under parental supervision for up to three days.

Involvement of Family's Pastor: The student's family pastor may be involved in the disciplinary process, offering spiritual support and guidance during challenging times.



FORMS OF DISCIPLINE

In our school, various forms of discipline will be implemented based on the progressive nature of the misconduct and the individual circumstances. These include:

Expectations of Behavior: Students are expected to adhere to certain standards of behavior, such as displaying appropriate manners, speech, punctuality, deportment, and tidiness. These expectations contribute to creating a conducive learning environment.

Prayer and Counselling: These interventions are effective tools at any stage of the discipline process. They aim to redirect students towards positive behavior by addressing underlying issues and fostering spiritual growth.

Restitution: When a student's misdeed involves another person or their property, appropriate restitution will be required. This may include replacing or compensating for damages and offering a sincere apology. Additionally, redoing unsatisfactory work may be required as a form of restitution.

Withdrawal of Privileges: In situations where a student fails to exercise appropriate self-control, privileges such as participating in excursions or certain class activities may be temporarily withdrawn to encourage reflection and behavior improvement.

Referral to Grade Team Leader, Principal, and Head of School: When necessary, the disciplinary matter may be escalated to involve the Grade Team Leader, Principal, and Head of School. A detailed account of the incident should be provided, and efforts should be made to resolve the issue within the classroom context whenever possible.

Detention: Detentions, which may occur during break times and under supervision, serve as a consequence for inappropriate behavior. It is important to distinguish detentions from instances where teachers offer additional assistance to students with their academic work.

SERIOUS AND/OR REPEATED MISBEHAVIOR

In cases of serious offenses, such as physical or verbal abuse (including both in-person and online) of a student or staff member, stealing, or possession/consumption of illegal substances or weapons, immediate disciplinary action will be taken. The following actions may be implemented:

First offense: One-day in-school suspension, and a discipline letter will be sent to the parent.

Second offense: Two-day out-of-school suspension, and a discipline letter will be sent to the parent.

Third offense: Long-term suspension, including support for students in finding another school to further their education.

In serious situations, the above process may be shortened as deemed necessary by the Principal or Head of School.

JUNIOR SCHOOL INTERNET POLICY

Students are only allowed to use the Internet for school-related work under staff supervision. At all times, Internet resources must be used efficiently and ethically.

Curriculum Related Research	Only research relating to schoolwork is allowed. There are too few computers for Internet access to allow random casual browsing. Students interested in surfing for personal interest must do so outside of school.
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Absolutely Forbidden	Students are forbidden to send or receive email (except for class activities) as instructed by the teachers, enter chat rooms, surf randomly, access objectionable sites (terrorist activity, pornographic, etc.), and change folder's names. At all times, students are not to provide personal information other than the first name to any person or site, including email contacts such as pen pals, etc.
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Instruction	All students who are using Microsoft 365 for the first time must work through the Internet Explorer instructions or receive instructions in class. No excuse will be accepted for accessing an objectionable site. Students must act responsibly and ethically. Students who violate this rule will lose access privileges and may receive disciplinary action, including suspension and conditional removal as a member of SPH. Head of School and Principal are the final arbitrators of issues.
USB storage device	Student personal USB devices are for school-related storage only. No games, music downloads, etc. are to be saved or exchanged at school. Random checking will take place regularly.
Other facilities for storage or transferring data	Students may not use any data transfer facilities unless with the teacher's permission. Any other data storage (iCloud, Microsoft365, etc.) facility will be under the teacher's supervision for use.
Limited Printing	Students may not print more than two pages directly from the Internet. Larger volumes of information must be saved in a file or on a storage device and edited before printing.
Cite Bibliographic References	Students must cite bibliographic references to all information used from the Internet, including text, graphics, sound, movies, source code, etc.

Using the internet at SPH is a privilege, not a right. Students who do not abide by these guidelines will be denied Internet access.

Academic Program



CURRICULUM

SPH Kemang Village (SPH KV) uses the Cambridge curriculum for English, Mathematics and Science for grades one through six. It should be noted that the language of instruction for our school in these subjects is English. English is not a foreign language subject and is not taught as a foreign or second language; it is taught in the same manner that it would be taught to a native English speaker. SPH KV is accredited by the Cambridge Program in its international curriculum.

Other curriculum subjects such as Bahasa Indonesia, Mandarin, Physical Education, Music, Art, Motor Lab, and Biblical Studies come from a variety of internationally recognized sources.





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