

PARENTS' HANDBOOK

Primary Years Programme
School Year 2025/2026

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IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MG MISSION STATEMENT

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment preparing them to be confident, caring, respectful and internationally minded lifelong learners and global citizens ready to change the world for the better.

MG PHILOSOPHY

There are several components that contribute to a student's becoming a fulfilled person: teaching and learning, community and communication, respect, responsibility, and reflection. We tend to promote good manners, putting forth the student's best effort, inclusive behavior and respect for oneself and others.

Above all, we teach and reinforce the skill of learning to learn, which enables every student to distinguish between relevant and irrelevant pieces within the information pool they are exposed to on a daily basis. Furthermore, it is natural to make mistakes and errors so that one gains skills to struggle if one wants to reach the top. They are the essential ingredients of authentic learning and creating valuable experiences.

In order to boost our students' efforts, the staff, being a teaching community, is engaged in reflection, lifelong learning and individual paths toward being effective educators. Therefore, in order to meet the student's needs, we keep seeking practices that assure viable and dynamic learning for them.

PROGRAMME OF INQUIRY

The Primary Years Programme (PYP) is a transdisciplinary curriculum framework that offers authentic learning experiences.

The PYP encourages students to learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole.

Each school collaboratively develops a Programme of Inquiry to reflect the unique aspects of that school's community. The Programme of Inquiry is organized and framed by six transdisciplinary themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Together, these transdisciplinary themes provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, PYP learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.

SCHOOL LANGUAGE AND COMMUNICATION

Matija Gubec International School, in line with the IB, offers an international education that promotes intercultural understanding and "the ability to communicate in a variety of modes in more than one language." The rich development of language and literacy for all learners is an essential element of the PYP. Language is an important factor in sustaining the student's cultural identity and intercultural understanding and therefore, MG promotes foreign language and mother tongue learning in addition to English and host language learning.

All subjects in MG International School are taught in English and it is the school's language of instruction. All school documentation, communication and interaction with parents and students is conducted in English. We understand that all students analyze, comprehend and progress in language at a different pace but developing fluency in the language of instruction is the end goal for all students. The students are encouraged to speak English in all types of communication throughout the school day - during their lessons as well as during their free time (lunchtime, breaks, etc.) The school is committed to supporting students who are not proficient in the language of instruction by ensuring sufficient time for their learning process and pedagogical expertise.

Although the language of instruction is English, the school aims to enable students to retain a positive attitude toward their mother tongue by showing acceptance of cultural identity and encouraging students to continue developing their own knowledge and fluency in their mother tongue. Whenever possible, students share their cultures and mother tongues during class. Every year, the school celebrates International Mother Language Day by allowing the students to present their mother language and their culture. Furthermore, MG annually commemorates International Community Day by inviting students and parents to introduce parts of their culture (clothing, food, etc.) to other members of the school community.

PYP LEARNER

Being an IB world school means that it is our aim to educate for life. Our ambition is to create internationally minded and knowledgeable citizens.

IB learner profile is a set of characteristics that the students develop during the PYP Programme. It is essential that the staff and all other members of the school community help model these attributes in order to instill these values within the students. Our aim is to nurture globally minded citizens who model the IB Learner Profile and strive to be:

Inquirers: I ask questions to learn and know more.

Thinkers: I use my mind to consider ideas and make judgments.

Communicators: I can express myself in many ways.

Risk-takers: I am willing to take chances for greater success.

Knowledgeable: I know a lot about many different things.

Principle: I understand the difference between right and wrong and make good choices.

Caring: I am compassionate and show concern for others.

Open-Minded: I am willing to listen and consider everyone's point of view.

Balanced: I have many interests; I work hard, but I also play.

Reflective: I think deeply about myself, my learning, and others.

PYP IB learner Profile is one of the main PYP elements. If you wish to inquire more about the PYP in general, the PYP Elements or PYP Educational resources, go to <https://www.ibo.org/>.

PYP POLICIES

Schools that offer the PYP programme are regulated by the IB organization. All PYP schools are expected to develop fair and equitable policies that will both benefit the school enrollment and the students interested in attending the chosen institution.

Matija Gubec International School policies and documents are transparent on the school's website and can be viewed by parents and students:

- Admission Policy
- Mission and Philosophy Statement
- Academic Honesty Policy
- Language Policy
- Assessment Policy
- Inclusion Policy



PYP ENVIRONMENT

ARRIVAL

Matija Gubec International School has three entrances, the Main School Entrance, B School Entrance and the C school entrance. PYP students use the **C Entrance** for drop off and pick up. The C Entrance is open for students to enter at 7:30 in the morning where there is always a teacher on duty. The official arrival time for all students is **7:45**. If the students are late, they have to go to the main school entrance and wait for their teacher to be informed by the receptionist about their late arrival.

PICK-UP RULES

At the beginning of the school year, all parents fill out and sign two consent forms: Pick-up list and Pick-up time. In the Pick-up list, parents name four individuals who are allowed to pick up their child from school if the parents are not able to. Parents must submit the person(s) personal information: name, last name and phone number. Only parents and the individuals noted on the list are allowed to pick up the child.

Parents choose the time when they will usually pick up their child from school:

Regular pick-up starts from 15:00 according to the class schedule

Later pick-up is from 16:00 to 17:00.

IMPORTANT: It is expected of parents to show respect for the staff by arriving by the time school closes (17:00). If they are late, they will be contacted immediately. If the parents are not able to pick up their child at the chosen time, they have to inform the homeroom and the afternoon teacher by e-mail.



ATTENDANCE AND ABSENCE

School starts at 8:00 with the first lesson. Parents must ensure that their child arrives at school on time. If a student is late, they will need to go to the Main Entrance, and the parent must wait with the child until the teacher is contacted. Only after the teacher is informed will the child be allowed to enter the classroom. The parents are required to provide a written excuse with a valid reason for the tardiness. Parents of students who are regularly late will be contacted.

In case of absence, parents are obliged to write an excuse note in a timely manner if the absence is up to **three days**. If the child is absent from school, parents have to notify the homeroom teacher within **24 hours** about the reasons for absence and how long it is expected to be. Parents are allowed to excuse their child's absence with an e-mail, containing the subject, excuse note and stating the reason for the student's absence. Parents should make sure to submit a valid excuse note to the homeroom teacher prior to the day of the child's return to school. Leave requests must always go through the designated member of staff for permission. The school will carefully consider the parents' request and take into account the child's current educational needs and attendance record. If the parents require up to three days of absence for personal matters, the homeroom teacher needs an official parental request in writing to approve it.

For longer absences (up to 7 days) the official request in writing must be sent to the principal. In case the parents ask for an **absence of up to 15 days**, an official request in writing must be addressed to the General Teachers' Council. While we understand that there is occasionally a need for families to travel outside of the school holidays, we encourage the parents to plan their trips in alignment with the holiday calendar as much as possible, for the sake of their child's academic and social development.

If a student needs to leave school early for a doctor's appointment or administrative issues, the homeroom teacher and the PYP coordinator must be notified a day in advance.

CAFETERIA AND MEALS

Matija Gubec International School promotes a healthy lifestyle by offering healthy food at the school cafeteria (breakfast, lunch, and snack). There are several menus offered to our students, including vegetarian, vegan and Halal (on request).

All diet preferences (whether lifestyle or allergies) must be noted on the application form and parents have to notify the homeroom teacher in advance regarding the menu option for their child, prior to the meal consumption. The parents can check the weekly menu on the school web page. All meals (breakfast, lunch and snack) are prepared in our kitchen daily using fresh groceries. Since the students have several opportunities to eat during the school day, bringing food or snacks from home is not allowed.



CAFETERIA

- The students are not allowed to bring outside food.
- The students should wash their hands before the meal.
- During the meals, students have to sit while eating at the designated areas and use appropriate table manners and cutlery.
- The students should talk using indoor voices.
- The students are expected to finish their meals in the cafeteria and not eat in the halls or during the classes.
- The students have to leave everything in order.
- The students have to wait to leave the cafeteria with their group and their teacher.

SCHOOL LIFE AND ENVIRONMENT

- The students must wear slippers or tennis shoes at school.
- The students are expected to come to school on time.
- The students are not allowed to bring any gadgets (mobile phones, tablets, etc.) to school unless instructed by the teacher for a specific reason.
- The students are expected to take care of the school property and other belongings. They must not write on the desks or on the walls. They are expected to keep the school tidy and pick up litter at all times, whether they dropped it or not.
- The students are expected to respect all fellow students, teachers and school personnel. They have to display a positive attitude towards school life and contribute to a friendly class atmosphere.
- The students are expected to obey the classroom agreements (Essential agreement).
- The students are expected to greet the teachers and elders whenever they meet them.
- The students must never use inappropriate language.
- The students are expected to be polite, kind, positive and silent during classes.
- The students must never bring dangerous items or any object likely to cause harm (such as knives, aerosols, or lighters) to school.
- The students must not take anything that does not belong to them.
- The students have to store personal items in assigned cubbies in a tidy manner.
- The students must not run in the hallways or up and down the stairs.
- The students have to walk in an orderly, quiet line in the hallways and stairs, keeping to the right side.
- The students should try their best at all times and treat others the way they want to be treated!

CODE OF CONDUCT

The school strives to ensure that the building and playground are safe environments for children to work and play. For this reason, students are always supervised by their teachers. Students are expected to conduct themselves in a manner that reflects respect and honor toward their parents and the school. Awards may be given by the homeroom teacher, the Class Teachers' Council, or the General Teachers' Council to recognize students' achievements and positive behavior.

IN CASE OF MISCONDUCT

For unsatisfactory behaviour or unsatisfactory classroom attitude, the school has a system of penalties according to the Croatian Education Law (Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi) and the School Statute.

STUDENT APPRECIATION

During and at the end of the school year, awards will be given to students for:

- excellent and outstanding academic performance,
- creative participation in curricular and extra-curricular activities,
- participation in school competitions,
- exercising polite, well-mannered behavior which serves as a role model to other students.

MONEY AND VALUABLES

Students must not bring large sums of money or other valuables to school. The school does not take any responsibility for lost or stolen personal property.

CONSENT FORMS

Before the beginning of the school year, parents need to sign several Consent forms regarding their child. The forms are sent by e-mail by the homeroom teacher and can be found on the school website (under School Documents).

The forms need to be signed by both parents and should be given to the homeroom teachers by the end of the first week of the school year. Consent forms that need to be signed are the Pick-up list, Pick-up Time, Media Consent & GDPR, Extracurricular and Optional Subject list and Field Trip Consent.

CLASS LESSONS

At the start of the school year, each class works together to create a class code of conduct, known as the Essential Agreement. The content of these essential agreements differs from class to class, but all are based on the values of respect, honesty, integrity, and responsibility. Essential agreements are not a set of rules and directions, instead, essential agreements state what the shared norms and expectations are. It is a collaborative action by all those involved in the classroom to outline the environment that will help everyone learn and achieve their best.

- The students have to raise their hands to answer a question and wait to be permitted to speak.
- The students have to follow the instructions given by each teacher concerning classroom tidiness, school materials or classroom equipment.
- Equipment in the classroom (i.e. musical instruments, scientific instruments, computers, etc.) should only be used under the teacher's supervision.
- The students must not leave the classroom without the teacher's permission.
- The students have to straighten their desks and chairs before leaving the classroom.

SCHOOL SUPPLIES

Students get their books from the school for the current school year. The books must be wrapped and kept neat since they need to be returned at the end of each school year. Students can keep their workbooks at the end of the year, but they must be neat and tidy, just like the students' notebooks. All the books need to be taken care of and protected by plastic wrappers (please, try not to glue the wrapper on the book, as the books will be reused).

Parents get a form (two copies) with a list of books their child has received. They have to sign the form and return a signed copy to the homeroom teacher. If a book is damaged or lost, parents are obliged to buy a new one.

Other supplies are provided by parents according to individual teacher's advice (art boxes, gym clothes, notebooks, pencils, etc.). It is very important for the student to sharpen their pencils at home, prior to the lessons. Otherwise, precious class time is lost and the learning process is distracted on things that can be prepared well in advance. Parents will get a detailed list of supplies at the first parents-teacher meeting in September.

Students must wear slippers inside the school building. Any comfortable indoor footwear can represent slippers. Students must also have gym shoes for their PE lessons. One pair of shoes can be used as both. (In that case, they would have to be sneakers.)

On the days they have PE in the schedule, we recommend the child be already dressed in appropriate sports clothes (tracksuit, leggings, comfortable cotton T-shirt). A spare T-shirt should be in a bag together with the indoor sneakers (if not used as slippers already).

NON-GADGET POLICY

At Matija Gubec International School we are aware that technology provides instant accessibility to information, which is why its presence in the classroom is so vital. With smartphones, computers, and tablets already being an element of everyday life for students and teachers, it's only natural that the use of technological devices in the classroom are used to create meaningful learning experiences for students. This is why teachers integrate technology into education to enhance the students' learning experience and to create learners who are actively engaged with learning.

On the other hand, taking into consideration that the abundance of gadgets in our students' lives harms their social and emotional well-being and academic performance, we have decided to introduce a Non-Gadget Policy at our school, meaning that students cannot bring their mobile phones or tablets to school. Tablets are only to be used in the classroom when directed by the teacher for educational purposes. Non-Gadget Policy aims to help our students achieve a healthy academic balance, break excessive online and video game habits, improve their communication with the teachers, and create an environment for informal verbal communication among the students.



LIBRARY

The school library seeks to promote information literacy and encourages lifelong learning among teaching staff and students. The library staff accomplishes the mission by helping users to define their information needs and then select, access, interpret and use information and ideas from a variety of sources, which reflect the multicultural nature of our school community. Helping our students develop a love of reading and an appreciation of literature is central to our philosophy.

The library offers a selection of resources to support and enhance the school curriculum. Students can borrow books from the school library or use resources in the reading section daily. The library is equipped with computers and internet access.

LIBRARY POLICY :

- All students and teachers have the right to use the school library free of charge.
- The library's visitors can use books, magazines, newspapers and reference books.
- Two books can be borrowed for a period of 15 days.
- Encyclopedias, lexicons, dictionaries, biography dictionaries, atlases, bibliographies and other reference books cannot be borrowed and take out.
- Damaged or lost books must be compensated for. The compensation is set by the librarian together with the homeroom teacher.
- The members are expected to protect the books and all other library resources from any damage which includes highlighting, tearing out the pages, cutting out illustrations, staining, and so on.
- The student who borrows the book is also responsible for it.
- No students can leave school until they have returned everything borrowed.
- There should be peace and quiet in the library at all times.
- Everybody has free access to all the books.
- Students are allowed to use the computers and internet only if the librarian gives permission and only if the work is connected with the school tasks and program.



EDNEVNIK

EDnevnik (or eClassbook) is an application in English that enables the parents to have an insight into the student's academic achievement (grades and teachers' comments) at any time.

eDnevnik is used by the teachers to monitor students' formative and summative assessments, and parents can track descriptive grades and teacher's notes about their child's academic achievements. The login details will be sent to parents by the homeroom teacher.

DRESS CODE

Students do not wear uniforms at Matija Gubec International School. However, clothing worn to school must be safe, practical, and appropriate for the weather and the range of activities students take part in during the school day. Clothing is expected to be clean, in good repair and be of respectable and safe appropriate length. No students will be allowed to wear clothing or jewelry that displays inappropriate language.

We do require that all students keep a pair of indoor shoes at school that are easy to put on and take off, and are not slippery. Since the students are at the age when their shoe size is still changing, it is important that they wear comfortable shoes, not too small or too big. All clothing items should be taken home on Fridays so their lockers can be cleaned during the weekend. Additionally, class-specific information about clothing is sent out by class teachers.

EMERGENCY EVACUATION DRILLS

Because we live in an earthquake-prone area, it is essential to discuss disaster readiness both at school and at home. To enhance our students' safety and well-being, we are expanding our school's efforts to prepare for emergencies, whether they involve fire, earthquakes, or other situations. Students participate in evacuation drills to ensure they know how to react appropriately during and after an emergency.

The school regularly organizes emergency evacuation drills for all students, conducted at the highest standards according to Work Safety Regulations. These drills are mandatory for all students, as well as teaching and non-teaching staff.



FIELD TRIPS

Each school year has an annual project that our field trips are based on and that enables different subject groups to interact. There are also numerous integrated days/lessons to allow students to participate in different activities such as community and service events, project presentations and cultural events. Field trips are invaluable experiences, and the students should make every effort to take part. Since the field trips are an extension of our classes, all school policies, rules and regulations are in effect during the field trips.

CODE OF BEHAVIOUR FOR SCHOOL FIELD TRIPS:

Students should be always aware that they are also judged according to their behavior. This is of particular importance on field trips. Therefore, students must:

- be polite.
- obey the set of school rules.
- respond positively to commands.
- not litter.
- not disturb others.
- not shout.
- voice their opinion respectfully.
- be respectful of others.
- be kind, generous and helpful.
- think of their and their friends' safety.

The class teacher always informs the parents of any upcoming field trips. Students may sometimes be asked to bring lunch and/or snacks from home on these days. As a part of the school application, parents grant permission for the school to take children on trips using public transport or hired vehicles. For any additional field trips during the school year, parents sign a consent form which they get from the class teacher prior to the trip.



PARENTS' INVOLVEMENT

Research shows that the more intensively parents are involved in their child's learning, the more a child achieves and works to his/her potential.

How can parents help their children (source: "Improve Your Memory", 3rd edition, by Ron Fry, Career Press, 1996)

- Set up a homework area free from distraction, well lit, with all necessary supplies handy
- Set up a homework routine when and where it gets done.
- Set homework priorities, actually, just make the point that homework is a priority - before any other free time activity.
- Make reading a habit. Children will inevitably do what their parents do, not what their parents say.
- Turn off the TV or, at least, severely limit when and how much TV-watching is appropriate. (social media, or video game time)
- Talk to the teachers. Find out what your children are supposed to be learning. If you do not, you cannot supervise. You might even be teaching them things at odds with what the teachers trying to do.
- Encourage and motivate but don't nag them to do their homework. It doesn't work.
- Supervise their work but don't fall into the trap of doing their homework or projects.
- Praise them to succeed but don't over-praise them for mediocre work. May we add to this list:
- Check your children's notebooks regularly to make sure that they are organised and neat.
- Make sure your kids are well equipped with school necessities, such as pencils, erasers, glue, rulers, markers, colour pencils, etc.

PARENT-TEACHER COMMUNICATION AND PARENT-TEACHER MEETINGS

The school administration and teaching staff feel that close communication between the school and parents is vital to the effective operation of the school. If a problem occurs or you need additional information, please contact your homeroom teacher immediately. All concerns should be attended to when they start. Constructive collaboration between parents and the school is of great importance.

For that reason, we would like to point out that letting us know about any changes in the information you have provided in the Application Form or Re-application Form for the upcoming school year (such as parents' phone numbers, e-mail addresses, home addresses, etc.) is crucial.

In the event of an emergency, we need to be in touch with the parents or designated guardian as quickly as possible. If parent contact information changes, including home telephone, home address, parents' emails, office, and mobile phone numbers, please contact the school at once, so we can update our family contact database.

Four parent meetings are planned for each school year. The first meeting, at the beginning of the school year, consists of presenting the IB PYP program model, school curriculum, attendance rules, and school policies.

Parents can also meet with the teachers at a specific weekly conference hour, according to the Parents' Hourslist that is posted on the School website during the first three weeks of the school year. It is advised to meet with the student's homeroom teacher according to the regulations.

DAILY ROUTINE OF A PYP LEARNER

PYP IN MATIJA GUBEC INTERNATIONAL SCHOOL

Matija Gubec International School is an authorized institution offering the Primary Years Programme (PYP) of the International Baccalaureate (IB). This curriculum is designed to help students develop the knowledge, attitudes, and skills needed to participate effectively in life, focusing on common subject areas.

The programme encourages the use of various teaching and learning methodologies to create an environment where students discover how they learn best in different contexts. The fundamental concepts of the PYP are holistic learning, intercultural awareness, and communication. The PYP is a challenging framework that adopts a constructivist, inquiry-based approach to teaching, learning, and assessment. Through the PYP, students make practical connections between their studies and the real world, ensuring they are well-prepared for the IB Middle Years Programme.

The daily routine at Matija Gubec International School is divided into two parts: morning lessons (before lunch) and afternoon lessons (after lunch), also known as Boravak. Morning lessons consist of core subjects that are obligatory and graded for all students. These core subjects include English Language, Croatian Language, Mathematics, Science and Social Studies, Arts (Visual Arts and Music), and PSPE (Personal, Social, and Physical Education).

As an IB school, Matija Gubec International School places a strong emphasis on the Units of Inquiry (UOI). This transdisciplinary programme of inquiry provides students with a broad, balanced, conceptual, and connected learning experience. A well-designed programme of inquiry ensures that students acquire a balance of subject-specific knowledge, conceptual understanding, and skills, along with opportunities to develop the attributes of the IB learner profile and to take action. Units of inquiry are collaboratively planned, developed, and continually modified based on student reflection.

Optional subjects can be chosen at the beginning of the school year and are also graded. Extracurricular activities, which are also chosen at the beginning of each school year, are not graded. All subjects (core, optional, and extracurricular) are interrelated and connected through the PYP Curriculum Framework.

The After-school Programme aims to provide a safe, educationally enriching, fun, and rewarding experience for PYP0 - PYP4 students at Matija Gubec International School. We offer careful supervision and friendly interaction. The After-school Programme (referred to as Boravak) starts daily at 12:00 and ends at 17:00.

Afternoon lessons focus on differentiated learning and teaching, supporting both advanced learners and those who need additional help. Students can choose from a variety of language, sports, and craft activities, all of which begin after lunchtime.

Extracurricular activities include language clubs (Italian, French, and German), sports clubs (Extra Sport), drama, dance, music and art activities, robotics, and computer lab sessions. These activities provide opportunities for active, child-centered learning both indoors and outdoors.

Optional subjects include Religion (Catholic and Islamic) and one of the chosen languages (Italian, French, or German).

Many activities take place as part of our daily routine. The most common daily activities include:

- Homework activities: Students work with teachers to complete their daily homework and review what they have learned throughout the day. The primary aim is to solidify their knowledge and complete their daily responsibilities. This is a priority in all classes.

- **Outdoor Activities and Sports:** These are great for students of all ages. Not only do children learn by exploring their surroundings, but they also engage in much-needed physical activity. The most common sports include football, dodgeball, basketball, volleyball, table tennis, and badminton. During rainy or snowy days, we find ways to exercise indoors, such as using the cinema hall, climbing wall, or even the classroom.
- **Reading Activities:** These usually take place in the school library, encouraging younger readers to enjoy reading in a friendly, informal setting. After-school reading time provides an opportunity for children to build and improve their reading skills and enrich their vocabulary. They can also read in the classroom, using books from classroom libraries or their own when they have free time.
- **Music and Dance Activities:** These activities incorporate singing and dancing workshops that culminate in performances at the end of the day, week, month, or school year. The workshops feature a variety of music from different cultures and aim to help students learn, adopt, and reproduce the melody, rhythm, and lyrics of the songs they will perform. Additionally, music and dance activities help students build social skills while increasing their confidence and creativity.
- **Arts and Crafts Activities:** The main goal of Arts and Crafts is to give students the chance to explore a range of different styles and skills through individual and group work. These activities also foster creativity in various artistic areas, including writing, painting, drawing, designing, cooking, playing instruments, singing, and acting.
- **Lego Robotics:** In Lego Robotics, students have the opportunity to build and program their own robots. This hands-on activity encourages critical thinking and problem-solving as students work through the challenges of designing, constructing, and coding their robotic creations. The process of building and programming helps develop their understanding of engineering concepts, enhances their teamwork skills, and nurtures their creativity.

We always find time for fun! There is plenty of time for relaxing, playing popular board games, listening to music, drawing, resting, reading comics, and spending time with classmates.

While revising old topics and exploring new ones, developing fine motor skills, and enjoying sports and other fun activities, we always prioritize safety.

MISSED SCHOOLWORK AND HOMEWORK

Students who have been absent for any reason are expected to make up all missed schoolwork or tests. Homeroom and subject teachers will ensure that these students receive all necessary information promptly upon their return and will also send the assignments via email so they can catch up on the missed work.

At MG, teachers generally do not assign regular homework tasks. However, short, individualized, and purposeful home learning tasks may be assigned when they can be used to enrich classroom learning or help develop students' responsibility and independence. Teachers may provide materials for home practice before an upcoming test or assign individual/group projects that allow students to demonstrate their knowledge and creativity. These tasks are carefully designed to be completed within a reasonable time frame and with minimal adult assistance. If a more structured task, such as an inquiry assignment or a science project, is to be assigned, students will receive advance notice, detailed instructions, and a clear due date for its completion.

HEALTH GUIDLINES

INFLUENZA (THE FLU)

Flu viruses spread mainly from person to person through droplets made when people with flu cough, sneeze, or talk. Flu viruses also may spread when people touch a surface or object that has the flu virus on it and then touch their mouth, eyes or nose. Many other viruses spread in these ways too. People infected with flu may be able to infect others beginning 1 day before symptoms develop and up to 5 - 7 days after becoming sick. This means you may be able to spread the flu before you know you are sick as well as while you are sick.

What can you do?

- Wash your hands with soap and water: especially before eating and after touching germ hotspots (such as keyboards, and doorknobs...), scrub all over including the back of your hands, between fingers, and around nails, for about 20 seconds, about the time it takes to sing the Happy Birthday song twice, then rinse well in warm water, dry with a paper towel, and use the towel to turn off the water,
- If soap and water are not available use a hand sanitizer.
- Carry tissues and hand sanitizers.
- Cover your nose and mouth with a tissue when you cough or sneeze: sneeze into a tissue and throw it in the trash right after, then wash your hands, otherwise, cough or sneeze into the crook of your elbow, not your hands.
- Avoid touching your eyes, nose and mouth because germs spread this way.
- Avoid close contact with people who are sick.
- Stay home when you are sick.
- Routinely clean frequently touched objects and surfaces, including doorknobs, keyboards, and phones, to help remove germs.
- Keep backpacks clean.
- Build your immunity: get plenty of sleep, be physically active, and manage your stress.
- Drink plenty of water, and eat nutritious food.
- Parents must not send their child to school if they have shown symptoms of an illness during the night or early morning hours and is allowed to return to school once they have fully recovered.

HEAD LICE

Head lice are very common in childcare centers and schools. When detected, a letter containing the following information is sent home to all children in the class. The instructions given must be followed carefully and diligently. Head lice are tiny insects that live on the scalp, laying eggs, called nits, which stick to hair very close to the scalp. Head lice do not spread disease. Having head lice does not mean children are not clean. Head lice spread via direct contact or indirectly on items such as hats, combs, hairbrushes and headphones. Head lice may or may not make the scalp itchy.

There are several very effective treatments for lice. All treatments contain an insecticide that kills the lice. If your child has head lice, use the treatment immediately and according to the instructions. If you are unsure what to do, ask at the pharmacy or the school office. Please also inform the school immediately.

Where to look:

- close to the scalp
- behind the ears
- the back of the neck
- top of the head

What to look for:

- one of the first signs may be itching and scratching the head
- adult lice (1 mm 1/8" long) are hard to see, while nits (or eggs) are easier to see
- nits are firmly attached to the hair close to the scalp and are greyish-white in colour and oval in shape
- nits may look like dandruff but they cannot be flicked off

How to check:

- Spend a few minutes checking your child's head. Good lighting is important. Use a magnifying glass.
- Look for nits by parting the hair in small sections going from one side of the head to the other. Check carefully, looking closely at the scalp.

Check your child's hair for nits immediately, after one week and then again after two weeks. If your child has head lice, treatment must be given before they return to school. Do not treat your child with a head lice product unless you find lice or nits in their hair. All family members must be checked if one member has head lice. Use the product according to its instructions. It is important to check for living lice the day after the treatment.

If live lice are found, the treatment must be carried out again. After treatment, use a fine-tooth (nit) comb to remove the eggs. Put the nits in a bag, tie it up and throw it out. Do this daily until no more eggs are found. Wash bedding, recently worn clothing, combs, brushes, hats and hair bands in hot water and dry, if possible, in a hot dryer. Place anything non-washable in an airtight bag and either place it out of reach for two weeks or in the freezer overnight.

The student must return to school lice-free and with the doctor's approval.



PYP SCHOOL CALENDAR

SCHOOL YEAR 2025/2026

FIRST TERM

8th September 2025 - 23th December 2025

WINTER BREAK

24th December 2025 - 9th January 2026

SECOND TERM

12th January 2026 - 12th June 2026

SPRING BREAK

30th March 2026 - 6th April 2026

Zagreb, September 2025

Parents are kindly asked and advised to refer to the school website on regular basis for all the school information.

<https://os-mgubec.eu/en>

In case the parents have not found the relevant information on the school website, they should contact the PYP coordinator.