

Anton Bruckner International School

PYP Student & Parent
Handbook

2025-2026



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1. Welcome

1.1. Message from the Principal

Dear Parents,

Welcome to ABIS

The purpose of this handbook is to provide an overview for parents of our Primary Years Programme for students aged 6 to 11. It will answer many of the questions you may have about how Anton Bruckner International School PYP works.

We are proud of our excellent home/school partnership and look forward to enjoyable years together. Reading and discussing the contents of this handbook will help your family better understand our school expectations.

I hope that the following pages are useful. Please do not hesitate to contact us if you need assistance with anything concerning our school.

Sincerely,

Gabriele Untersperger
School Principal

Sandra Stadlhofer
PYP Coordinator

1.2. About ABIS

ABIS was established in 2008 (as LISA-JUNIOR International School) to provide an international education for children of globally mobile families and for children of the international community in Linz.

ABIS has been an IB-World School since May 2014 and became a private, confessional school in September 2015, governed by the Association of Anton Bruckner International School and is supported by the Kreuzschwestern, a catholic order.

1.3. Mission, Vision and Values

Our mission is to nurture and inspire, to provide the opportunity for each learner to achieve their full potential, within a local and global community.

At ABIS, the IB Learner Profile guides our actions and choices. We aim for our students to be inquirers, caring, principled, open-minded and reflective, and we invite families to join us in nurturing these attributes.

ABIS is a caring, cosmopolitan community of vibrant learners striving for excellence in the achievement of knowledge and personal development. We offer a high-quality international education following the principles of the International Baccalaureate.

- We foster empathy, tolerance, understanding and appreciation of diversity of all kinds.
- We empower students to have courage and confidence to be creative collaborators and inquirers, so that they may leave their footprints in an increasingly complex, fast-paced technological world.
- We provide the opportunity for each learner to achieve their full potential within their local and global communities.
- We use state-of-the-art resources and technology to educate the students of the future, and to ensure a successful transition into higher education, and life.
- We teach – we nurture – we inspire.

When Anton Bruckner International School was first established in 2008, faculty members and students reflected on what kind of school they wanted. They decided that the last place they wanted to be was in a school with a "don't" culture, as in, "don't do this" and "you are not allowed to do that". Anton Bruckner International community members wanted a school embedded with a culture of positive language and values so they outlined the following

1.4. The Five Values of Respect

At ABIS, respect means ...

- Respect for Self and Others
- Respect for Learning
- Respect for the Planet and its Environment
- Respect for Leadership
- Respect for Other Cultures and Languages

2. Learning at ABIS

2.1. The IB PYP: What it means for your child

The PYP empowers children to be active participants in their own learning, developing skills and dispositions that go beyond the classroom.

2.2. The IB Learner Profiles and ATL Skills

At the heart of the PYP are the IB Learner Profile attributes. These are ten qualities that guide our students to grow not only as learners but also as people. We want our students to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced, and reflective. These attributes help children see themselves as active citizens who can make a positive difference in the world.

Alongside the Learner Profile, the PYP emphasises the development of Approaches to Learning (ATL) skills. These are transferable skills that students use across all subjects and situations:

- Thinking skills: asking questions, solving problems, making decisions
- Communication skills: expressing ideas confidently and listening to others
- Research skills: finding, recording, and evaluating information
- Self-management skills: being organised, setting goals, showing perseverance
- Social skills: working well with others, showing respect, building relationships

Together, the Learner Profile and ATL skills help your child become a confident, independent, and lifelong learner. They are not add-ons to the curriculum, but the foundation of everything we do at ABIS.

2.3. Timetable

When reading your child's timetable, it is important to know that the PYP uses a transdisciplinary approach. This means that many subjects are taught within Units of Inquiry, part of the POI (Programme of Inquiry), where learning is connected across disciplines. For example, literacy or maths skills may be developed through a science or social studies context.

However, some lessons are taught as stand-alone subjects (such as mathematics, English, German, music, or PE) to ensure essential skills are explicitly developed. This balance ensures that your child experiences both integrated learning that makes real-world connections and authentic subject learning to build strong foundations.

2.4. Outcomes of Education

At the end of PYP, students should:

- have a lively curiosity about the world around them
- be able to build friendships with others
- be able to think for and express themselves
- have developed critical thinking
- have developed an understanding of the need for physical and mental balance and personal welfare

- have developed a sense of caring for others in need of help
- have developed a sense of honesty, fairness and justice
- have developed respect for different views, traditions and cultures
- be able to work in teams
- believe in their abilities.

2.5. Assessment and Reporting

We believe that:

- Assessment is a powerful tool to promote learning.
- At ABIS, assessment employs a wide range and variety of assessment strategies, which reflect different learning styles.
- Assessment is an integral part of the curriculum, to be considered when the curriculum is planned, and not as something which only takes place at the end of a teaching unit.
- The results are important indicators for the deployment of school resources.

Please check our assessment policy for more details.

Conferences

Two Parent Conference days are scheduled during the year. These conferences are pre-scheduled. The first conference will be a Parent-Teacher Conference, the second one a Student-Led conference where students share their learning with their families.

Since children are at the center of all reporting, it follows that they should also be part of the reporting procedure. Students are partners in assessment: they reflect, set goals, and share their learning journeys with families. These conferences are formal reporting occasions where children are involved in discussing their work and their progress with their parents. Students throughout the school, from Early Years up, prepare work to talk about in advance with the support and guidance of their class teacher.

Parents should attend the conferences ready to listen to their child and to ask questions, to show their concern and interest, and to understand that the value of these conferences is that children reflect on and consolidate their progress through sharing the responsibility of informing their parents.

In addition to this, if a parent requires some time during the year to discuss a student, we ask that you schedule an appointment at a time agreeable to both you and the teacher. This allows the teacher sufficient time to prepare for the meeting and gather the papers necessary.

Morning conferences must be finished by 7.30 am so they do not interfere with the beginning of the school day.

Reports

Report cards for all grades will be uploaded on Toddle twice a year, in February and early July. Students must be enrolled in school for more than half of the semester in order to receive a semester report card otherwise they will receive a school attendance confirmation.

Rubric assessment is used for feedback on student work and in the written reports.

The written report gives a picture of the student's progress and achievements during the semester.

All grade levels receive the international report card, which have subject checklists and in-depth subject comment.

The Austrian report cards will only be distributed to students of PYP 4. If your child attends **PYP 3 and PYP 5**, and you would like to additionally receive the **Austrian report card, please inform your child's homeroom teacher four weeks in advance.**

Subject Area Checklists

Each subject area has a checklist of grade-specific and subject-specific objectives. These objectives relate to academic performance

Checklist Criteria Definitions for PYP	
Excelling	This describes work that exceeds grade level expectations. Such work reflects accuracy, care, insight, creativity and/or attention to detail.
Achieving	This describes work that clearly meets grade level expectations. Such work is mostly detailed and accurate.
Developing	This describes work that begins to meet grade level expectations, often with support. Such work demonstrates student progress that reflects challenges with the concept and/or skill.
Area of Concern	This describes work that does not meet grade level expectations. Such work indicates significant challenges with the concept and/or skill.
No Mark	This indicates the item has not been assessed.

Number Grades

Students in PYP 4 also receive number grades in accordance with Austrian law.

Grade Definition	
1 Sehr gut Excellent	Performance consistently exceeds grade level expectations

2	Gut Good	Performance fully meets grade level expectations
3	Befriedigend Satisfactory	Performance generally meets grade level expectations.
4	Genügend Partially satisfactory	Performance demonstrates areas of weakness and meets only some of the grade level expectations.
5	Nicht genügend Fail	Progress is not demonstrated and performance is of an unacceptable standard.

Please note:

We do not teach and mark in accordance to the Austrian system, but to the IB system. Therefore, the Austrian report card and the international progress report cannot be compared to each other.

Portfolios

Student portfolios comprise a collection of student work demonstrating progress throughout the year. They provide the opportunity for students to critique and reflect upon work, and for students to demonstrate pride in their work. The work samples:

- Are mostly selected by the student.
- Show the process that has taken place to reach the final products, e.g. graphic organizers, writing drafts, trial and error experiences, journal entries.
- Include student and/or teacher reflections on work samples, either in free form or through the generic reflection sheet.
- Demonstrate the degree to which students have accomplished some of the attributes of the PYP Student Profile.

2.6. Homework Philosophy

Homework at ABIS is seen as a way to reinforce, enrich and extend classroom learning. It allows students to self-assess their understanding of the work covered in class, fosters independence, and encourages ownership of work. We see homework as a strategy to develop study skills at all levels and encourage students to complete tasks **on their own** to not distort the feedback for the teachers. Homework will vary according to individual student needs and grade levels.

The following standards of homework have been established:

	Approximate duration per grade level
PYP 1	<ul style="list-style-type: none"> • Reading aloud – English and German/ 10 minutes per day • Up to 15 minutes of assignments per day

PYP 2	<ul style="list-style-type: none"> • Reading aloud – English and German/ 10 minutes per day • Up to 15 minutes of assignments per day
PYP 3	<ul style="list-style-type: none"> • Daily reading – English and German • 20-30 minutes of assignments per day
PYP 4	<ul style="list-style-type: none"> • Daily reading – English and German • 30-40 minutes of assignments per day
PYP 5	<ul style="list-style-type: none"> • Daily reading – English and German • 40-50 minutes of assignments per day

This time does not include any additional preparation for summative assessments. The teachers are aware that the mentioned times are not suitable for every child's work pace. Therefore, they ask the parents to keep track of the time taken and contact the teaching staff if the specified time is continuously exceeded.

Language is fundamental to help children become better learners. To support language acquisition, we ask parents to read with their children on a regular basis. We also encourage parents to talk with their children and to ask questions about what they have done in school as this reinforces learning and is invaluable time to connect with your child's school experiences.

3. Wellbeing and Community

3.1. Our Learning Community

ABIS is more than a school. It is a community of learners that includes students, staff, and families. We believe that education is most powerful when it is built on partnerships, trust, and shared values.

Together, we strive to create an environment where every child feels safe, respected, and supported to take risks in their learning. Families play a vital role in this process by modelling curiosity, open-mindedness, and respect at home, while staff provide the structure, guidance, and care children need at school.

We celebrate the diversity of our community and see it as a strength that enriches our learning. By working together, we live out the IB mission and Learner Profile attributes, nurturing internationally minded young people who are ready to make a positive difference in the world.

3.2. Respect and Relationships

At ABIS, we believe that learning happens best in a community built on respect, care, and trust. Behaviour is not simply managed but guided through the lens of the **IB Learner Profile attributes**. Students are encouraged to be **caring**, **principled**, and **open-minded** in the way they interact, and to be **reflective** about the impact of their choices on themselves and others.

We use the “**4R’s**” common school language—**Rights, Responsibilities, Rules, and Routines**—to help students understand that their actions shape the well-being of the whole community:

- **Rights:** Every learner has the right to be safe, respected, and supported in their learning.
- **Responsibilities:** With these rights comes the responsibility to act with integrity, respect our environment, and contribute positively to our community.
- **Rules:** Agreements are co-constructed with students to ensure that classrooms and shared spaces reflect the values of the IB Learner Profile—for example, listening with respect, collaborating thoughtfully, and moving safely through the school.
- **Routines:** Daily routines help students develop **self-management skills** and ensure that learning can flow smoothly.

Families are partners in reinforcing these values. By encouraging active listening, respectful communication, and empathy at home, parents help strengthen the same culture of international-mindedness and care that students experience at school.

When conflicts or challenges arise, students are supported to reflect, take responsibility, and make better choices moving forward. Any consequences are designed to be **restorative and constructive**, helping learners grow rather than simply correcting behaviour.

Please check our detailed [Behavior Policy](#). It gives a clear summary of appropriate or inappropriate behavior and its consequences.

3.3. Reflection and Growth

At ABIS, we believe that reflection is a vital part of learning and personal growth. Students are regularly encouraged to pause, think about their actions, and consider how their choices affect themselves and others. This process helps them develop self-awareness, responsibility, and resilience.

Reflection is embedded across school life:

- **In learning** – Students reflect on their progress, set goals, and consider next steps, often through portfolios, conferences, and self-assessment.
- **In behaviour** – When conflicts or challenges arise, students are guided to reflect on what happened, what impact it had, and how they can make better choices in the future.
- **In wellbeing** – Students learn to notice and reflect on their feelings, relationships, and balance between different aspects of their lives.

Through reflection, children practise and embody the IB Learner Profile attributes, such as being reflective, principled, and caring. Parents are encouraged to support this process at home by asking reflective questions and celebrating growth, not only outcomes.

3.4. Health and Safety

Annual Check-Up

Each year, students receive a health check-up with our school doctor, as required by Austrian regulations. For PYP 1 and all new students, we recommend that parents attend the appointment with their child. For all other grades, parent attendance is voluntary. Families will be informed of their child's scheduled appointment in advance.

First Aid procedure at ABIS

During the course of the school day there are sometimes accidents of differing degrees of severity. To make sure that students and staff remain safe, we will follow the following procedure.

Injuries will be classified according to the following criteria. Staff discretion and communication between staff will inform our decision about the severity of an incident. We will err on the side of caution with this.

Injury level	Examples	Procedure
Green - very minor	<ul style="list-style-type: none"> Minor bump on the arm or leg Minor cut on the hand or arm 	<ul style="list-style-type: none"> Quick first aid given in school, for example a cool pack or plaster/band-aid is applied
Yellow - minor	<ul style="list-style-type: none"> Minor bump on the head Cut which results in a little bleeding 	<ul style="list-style-type: none"> Quick first aid given in school, for example a cool pack or plaster/band-aid is applied. Student is observed by staff member Parent is informed of the incident via toddler
Orange - serious	<ul style="list-style-type: none"> Bigger bump to the head Minor burn Deeper cut on the hand 	<ul style="list-style-type: none"> First aid given, for example applying a simple dressing. The Parents are called and asked to pick up the child immediately and take them to the accident and emergency department of the hospital. School leadership are informed. Incident is recorded on our records.
	<ul style="list-style-type: none"> Major injury to any part of the 	<ul style="list-style-type: none"> First aid applied to the best of our ability

Red - dangerous	body	<ul style="list-style-type: none"> • Ambulance immediately called • Parents immediately called. • School leadership are informed. • Incident is recorded on our records.
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Special Health Considerations

Please let your child's teacher know about any allergies, medical conditions, disabilities, fears, or other circumstances that may affect your child's health, wellbeing, or participation in school life. This helps us provide the right support and ensure your child feels safe, happy, and included.

Excuse from certain activities

If your child is unable to take part in activities such as physical education or outdoor play, we kindly ask for a written note from a doctor stating the reason and duration. **Without a doctor's note, we expect all children to participate, as active engagement supports health and learning.**

Illness

If your child is unwell, please notify us via **Toddle by 7:35 a.m.** Children who have a fever, severe cold, or any contagious illness must stay at home until they are fully recovered. Your child must be fever-free for at least 24 hours before returning to school.

For illnesses lasting three or more days, a doctor's note is required. In the case of contagious conditions (e.g. chickenpox, measles, strep throat), a doctor's statement confirming your child is fit to return is necessary.

If the student does not attend school for 3 (or more) days, a doctor's note must be brought to the homeroom teacher upon their first day back at school. (e.g. a student is sick Monday and Tuesday, but comes back Wednesday = no doctor's note needed BUT a student is sick Monday, Tuesday, AND Wednesday = doctor's note needed)

If your child requires a doctor's visit or hospitalization (especially when having a contagious infection), please submit a doctor's statement indicating your child is now fit to come back to school.

Sending a child home

If a child becomes unwell during the school day, we will contact parents or the designated emergency contact so that arrangements can be made for the child to be collected.

For safety reasons, no student will be permitted to leave school without parental consent. A child who is sent home due to sickness must be picked up by a parent or designated caregiver; only in rare cases can exceptions be made.

Medication

Medication cannot be given to students without written instructions from parents and/or a doctor. This applies to both prescription and over-the-counter medication (e.g. cough syrup, aspirin).

Parents should provide clear instructions including dosage, time of day, and duration of treatment. Please also inform the **school doctor at abis.health@abis.school**

All medication must be in its original container, clearly labelled, and handed to staff. Students should not keep medication in their bags or classrooms.

Allergies

Please inform us of any allergies your child has. To protect students with severe nut allergies, ABIS is a nut-aware school. Families are asked not to send food (especially for celebrations) containing nuts. This helps us maintain a safe and supportive environment for all children.

Head Lice

Parents must inform the school immediately if their child has head lice. Children should remain at home until treatment is complete and all nits (eggs) have been removed. **A doctor's note confirming your child is lice-free is required before they return.**

3.5. Student Support Services

At ABIS, we recognise that every child is unique and may need different kinds of support at different times.

- Homeroom Teachers and Teaching Assistants: Each class is led by a homeroom teacher, supported by a teaching assistant. Together, they provide daily academic and emotional support, creating a caring and structured environment where every child feels known and valued.
- Language Support (ESOL): Additional help is provided for students who are developing their English language skills, so they can access the curriculum with confidence.
- Learning Support and Differentiation: Teachers adapt learning experiences to meet the needs of all students. Targeted support may be offered where necessary, always with a focus on inclusion and growth.
- Counselling and Social-Emotional Support: In some cases, children may need additional guidance beyond classroom support. Our school counsellor is available primarily for significant or ongoing concerns, and works closely with the PYP staff when referrals are appropriate.

This layered approach ensures that support begins with the people who know your child best, their homeroom teacher and TA, and extends to specialised services when needed.

4. Daily Life and Routines

4.1. Attendance and Absences

Regular and timely attendance is an important part of your child's learning and wellbeing. Being present at school helps children to fully engage in inquiry, develop friendships, and take part in the shared experiences of our community. Many of these moments, collaborating with peers, exploring new ideas together, and building routines, cannot be recreated outside the classroom.

Absences

We expect all students to attend school regularly, arriving by 7:50 a.m. and remaining until the end of their scheduled lessons. Consistent attendance is vital, as frequent or extended absences can interrupt both academic progress and social development.

Learning at ABIS is collaborative, interactive, and inquiry-driven. Classroom experiences, especially discussions, group work, and shared explorations — cannot always be replicated at home. When a child is absent, valuable opportunities to connect with peers and teachers are lost.

If your child is absent for one day, please inform the classroom teacher of the reason. Requests for extended absences outside of school holidays must be submitted in writing to the principal at least four weeks in advance. Please note that absences without approval are not covered by school insurance, will be reported to the education authority, and may lead to a fine.

We kindly ask parents not to request work in advance for extended family holidays or trips during term time. While attendance is ultimately a family decision, please be aware that Austrian law does not permit extended absences for holidays during the school year.

In case of absence such as sickness, please notify the school office or the classroom teacher no later than 7:35 am or via Toddle. To ensure that each child is safe, someone from the school will phone home if no notification of absence is received. **A physician's certificate is required after 3 days of illness.**

If the student does not attend school for 3 (or more) days, a doctor's note must be brought to the homeroom teacher upon their first day back at school. (e.g. a student is sick Monday and Tuesday, but comes back Wednesday = no doctor's note needed BUT a student is sick Monday, Tuesday, AND Wednesday = doctor's note needed)

Late Arriving

Teachers are expected to record attendance in their classes between 7:50 and 8:00 a.m. each day. Students are marked as Present, Absent (excused or unexcused), Late, or Left Early.

If students arrive late, they must first **sign in at the school office** before going to class. Likewise, if a student leaves school early, they must **sign out at the office**.

Following an excused absence, teachers will provide students with the resources and materials needed to complete missed work. Teachers are not expected to re-teach lessons to individual students. In the case of unexpected absences,

teachers are not required to prepare or provide make-up work in advance or afterwards.

Early Dismissal, Appointments and Tardiness

Parents who need to pick up their children during the school day or before school dismissal **should inform the class teacher via Toddle the morning of the day in question**. The time and reason for dismissal should be stated. The child must be collected from the school office. No parent should remove a child from school premises during the school day without informing the class teacher first.

Please note that partial absences (including tardiness) from school will be recorded.

Consistent lateness is regarded as discourtesy. Parents will be informed about repeated tardiness.

Withdrawals

Parents are asked **to notify the School Office in writing four weeks prior to the family's departure from Linz**. Student withdrawal and clearance forms will be issued and must be completed prior to the release of school records.

4.2. Daily Schedule

Students should arrive at school **no later** than five to ten minutes before the lesson begins. Late entries disrupt the beginning of the day and should be avoided.

Children who are not remaining for an After School Activity **or join the After School Care** should be picked up from the school grounds promptly at dismissal time. Please make arrangements to pick up your child immediately after any After-School Activities. **In case your child is not picked up or does not know where to go, they will be sent to the After School Care.**

If your child uses public transportation or travels home independently, please inform the classroom teacher. Please inform the school of any changes to your child's normal routine.

Please note: For younger children in grades 1, 2 and 3, the teacher who has their last lesson will bring children down to the door, if they are not going to After School care or an After School Activity. Children who have the permission of their parents can go home alone, otherwise a member of staff will wait to see the parents or other designated pick-up person. If no-one comes to pick the children up after 10 minutes they will be taken to After School Care on additional costs.

It is strictly prohibited that students wander around unsupervised on the school premises (inside or outside the building) to wait for their parents.

Here is an overview of the PYP Schedule:

Lesson	Time
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1	7:50 – 8:40
2	8:40 – 9:30
3	9:50 – 10:40
4	10:40 – 11:30
5	11:30 – 12:30 Lunch
6	12:30 – 13:15
7	13:15 – 14:00
8	14:00 – 14:45
9	14:45 – 15:30

4.3. Recess and Lunchtime

ABIS encourages students to bring a healthy, easy to eat snack for recess. A piece of fruit/ vegetable or small sandwich is ideal.

The school's hot lunch is provided by "Gourmet", a catering company.

The importance of healthy eating habits and a balanced diet are emphasized in the school. Teachers on duty, the Lunch Managers, try to encourage students to try the daily meal even if they do not know it. **Sweets and sugary drinks are not permitted during the school day.** Two options exist for lunch. Students either bring

- a healthy lunch from home or
- eat hot lunch which can be ordered in advance by the parents and will be paid via direct debit order.

Please do not bring or send in fast food lunches for students.

It is our intention that lunchtime should be a part of the day when children have the opportunity to eat and talk with their classmates in a calm, pleasant atmosphere. For that reason, and to maintain safety, the following standards of behaviour have been established:

Lunchtime Essential Agreements:

- We walk calmly in the lunchroom and use the furniture appropriately.
- We speak respectfully, using a restaurant voice so everyone can enjoy their meal.
- We eat with the cutlery provided and practise good table manners.
- We treat food with respect and do not play with it.
- We tidy our place when we are finished eating.
- Any unfinished packed lunches are taken home again.
- We show respect to the adults on duty and follow their guidance to keep everyone safe.
- After finishing lunch, we remain seated until the teacher in charge invites us to line up for going outside.

Courtyard and Park Essential Agreements:

- We listen respectfully to the lunch managers and teachers and follow their instructions to keep everyone safe.
- When conflicts arise, we:
 - Decide if it is small enough to ignore and walk away.
 - Use kind and clear words to explain if someone's behaviour is bothering us.
 - Ask an adult for support if the problem continues.
- We keep the playground safe by avoiding rough or dangerous play.
- We use respectful language at all times.
- Physical aggression (hitting, punching, kicking, biting) is not allowed.
- We line up calmly and quietly when it is time to return to class.
- We care for our environment by putting all rubbish in the bins and using recycling bins where available.
- We may use school equipment during playtime. Personal equipment from home can only be used with permission from the teacher on duty.
- If a ball goes into the road, we immediately inform the teacher in charge.
- During indoor recess, we remain in our classrooms. iPads and mobile phones are switched off and not to be used.

4.4. Personal and School Property

Lost and Found

Personal property such as clothing, toys and school materials are the responsibility of the student and his/her family. At the end of each school year all items left in the 'Lost and Lonely Table' will be donated to charity. Be sure to check the lost and found table regularly.

ABIS accepts no responsibility for money or valuables brought to school.

Please label all of your child's garments as well as personal items such as drinking bottles and lunch boxes, PE clothes, school t-shirt and hoodie, and slippers.

Personal Property

Students must assume responsibility for personal property, sports equipment, and other items brought to school. These should be appropriately labelled. We strongly advise that parents refrain from sending large amounts of money or valuable personal items with their children.

At no time are knives, toy guns, or other weapon-like objects allowed at school.

If there is a question as to whether an item is defined as a weapon, the principal will have the final say in determining its appropriateness at school.

There are days your child's class will have sharing days and teachers will notify parents as to what is appropriate (toys or other items) to bring for sharing.

If your child brings in a toy to play with during break times, we cannot be responsible for it. **Guns, water pistols, electronic and war toys and other toys of destruction are not acceptable at ABIS.** The school will accept no responsibility for the loss of 'Trading Cards' etc. and strongly discourage children from bringing these to school. Toys which are used during lessons and distract a child will be

taken away by the classroom teacher. The child can ask to get it back the next morning only.

School Property

The school loans “Leveled Readers” and library books on the understanding that students will return them in good condition. It is the responsibility of the student to make sure that these books are not stolen or damaged beyond reasonable wear and tear.

Students who are unable to return a book in reasonable condition, loaned to them by the school will be required to pay the replacement costs, including the cost of shipping.

Students are also responsible for appropriate use of other school property: the building, furniture, computers, in-class library, science equipment, and PE equipment. **Any loss or damage to school property, whether accidental or deliberate, may require reimbursement for the cost of replacement or repair.**

4.5. Dress Code and School Wear

Please send your child to school in appropriate clothing. Keep in mind that children will have outdoor recess in all but extreme weather.

Please consider:

- Your child’s comfort – choose simple clothing that is free of complicated fasteners.
- Clothing suitable for active play – sturdy and washable, as children will work with art materials and use the playground daily.
- Respectful choices – offensive or inappropriate messages on clothing are not permitted.
- Weather – dress your child according to the changeable conditions in Austria.
- Labelling – please label all outer garments, including hats and boots, as unlabelled items are difficult to return and may end up on our Lost and Found table.

ABIS School Wear

- Students are expected to wear the ABIS school T-shirt or hoodie on **Mondays and Tuesdays**, and on **field trip days**.
- Please visit our website ‘ABIS Shop’. There you can see all the items you can purchase. Additionally you can find an order form. Please **fill in the order form and send it, together with the proof of payment, to the school office**. Orders will be sent off monthly, every 15th of the month. It will take approximately two to three weeks to process your order.
- Please read our Dress Code Policy (on the school website) for more details.

House Shoes

All students and teachers wear house shoes (slippers) while in the building. Please provide your child with a pair of house shoes to keep at school. Students should also have shoes they can put on independently.

Please read our [dress code policy](#) for more details.

4.6. Field Trips

Field trips are an important part of learning at ABIS. They give students the chance to connect classroom learning with the real world, extend their inquiries, and see concepts in action. Trips are planned to enrich units of inquiry, support subject learning, and help students develop a deeper understanding of their local and global community.

Your child's teacher will occasionally arrange class field trips, which are generally mandatory. There may also be school-wide field trips for all students. You will always be notified through Toddle at least one week in advance with details about the trip (destination, purpose, and transportation).

For safety, we use local bus companies or public transportation, and all procedures are carefully explained to the children. Students are expected to wear their green ABIS school shirt and hoodie on field trips so that they can be easily identified as part of our school community.

Overnight Trips

In PYP 4 and PYP 5, students take part in an overnight field trip each year. These experiences are designed to extend classroom learning, foster independence, and strengthen friendships through shared experiences outside of school. Overnight trips are carefully planned to ensure student safety and wellbeing, while also providing opportunities for inquiry, collaboration, and reflection.

Parents will be informed well in advance about the destination, programme, costs, and any special requirements.

4.7. Celebrations

Birthdays are a very exciting event for children. If you choose to celebrate a child's birthday in school with snacks please consult your child's teacher first to decide upon an appropriate arrangement that will not disrupt the class routine.

Some children have serious allergies which may limit the types of foods they can eat safely. Individual treats are more desirable (cupcakes, cookies, brownies, etc.) as they can be passed out without taking additional class time for cutting and serving.

To avoid hurt feelings and awkward situations for children, the school has a policy that forbids handing out party invitations at school, unless all students of the classroom are invited. It is appropriate for invitations to be mailed to the students' homes.

At ABIS, we also value the diverse cultural and religious backgrounds of our families. When possible, we recognise and honour different cultural or religious celebrations in a respectful way, fostering open-mindedness and international-mindedness within our community.

4.8. After School Care and Activities

After School Care

The school day finishes at 2 pm for all students from PYP 1 to PYP 4; from PYP 5 on, however, classes have slightly different teaching hours.

After School Care is available **Monday - Thursday** until 5.30 pm, on **Friday** until 4 pm.

After School Care Service is limited for those families who, through work or professional commitments, are unable to pick up their children at the school finishing times.

If children need to stay at school, parents need to enroll them in the After School Care Programme.

Children who need to stay in After School Care must be enrolled beforehand (except for cases of emergency). You may register your child for After School Care:

On a regular basis, either for 1 to 3 days, or for the complete service of 5 days, with direct debit authorization payment.

In case of an emergency your child will be placed in After School Care, with a cash payment at the end of each month (8 Euros per hour).

Deregistration from the ASC is only possible at the end of each term.

After School Activities

The school runs a very active after-school extracurricular activities programme.

Activities are available in the arts, sports, languages, and music. Details of the activities are sent home prior to each term so that students can sign up on Toddle.

After School Activities are offered at additional cost by qualified teachers and/or parents and change every semester, places in some activities are limited.

4.9. Technology Use

Use of Technology at ABIS

At ABIS, technology is seen as a **tool for inquiry, creativity, and collaboration**. All PYP students are required to bring their own educational iPad, which is managed and configured by the school to ensure safe and effective use for learning. The school may access devices during the school day for educational support and to ensure proper use.

ABIS IT support is available from Monday to Wednesday 8:00-11:30 am via toddle. The reports of issues are done from ABIS staff members and students.

Digital Citizenship and Balance

We expect students to embody the IB Learner Profile when using technology by being principled, caring, and balanced. This means:

- Using iPads as tools for learning, not toys.
- Communicating respectfully online and in person.
- Protecting personal information and respecting the privacy of others.
- Knowing when to disconnect and engage with peers face-to-face.

We also encourage parents to support these values at home by modelling balanced and mindful use of technology.

Use of Cell Phones and Smartwatches

Students may request use of school telephones only in case of emergency.

We are aware that mobile phones have become an important and invaluable part of our modern lifestyle. The school understands there are times when possession of a mobile phone can provide a sense of safety and security while traveling to and from school, as well as enabling urgent calls or contact for parents. However, we request your support in implementing the following:

- Upon entering the school building, mobile phones **MUST** be switched off.
- During school hours, the use of mobile phones is not permitted on school grounds.
- Any student found using a mobile phone in an inappropriate manner (bullying, harassing, intimidating) will have the **phone confiscated and returned to the parent**. The student would also be subject to the appropriate discipline code.
- Students bring mobile phones to school at their own risk.
- Parents should not call their children on their mobile phones during school hours.
- Parents should not call the school to talk with their child unless it is an emergency.
- Parents are also asked to turn phones off when volunteering in classrooms and attending assemblies and meetings so that there is no disruption to the school's programmes.
- Cell phones which will be used during school hours will be confiscated and returned only before leaving the school.

5. Home-School Partnership

5.1. Communication

The school communicates with parents primarily through **Toddle**, as well as letters from teachers, messages from the principal, formal and informal conferences, and special meetings. Parents are encouraged to contact their child's homeroom or subject teacher as the first point of contact for any questions or concerns.

We recognise that during the year, questions or challenges may arise. In such cases, we encourage open and respectful dialogue:

- Class-related matters (learning progress, classroom routines, day-to-day concerns) should always be addressed with the teacher first.
- Programme-related questions (curriculum, assessment practices, PYP philosophy) may be discussed with the PYP Coordinator.

- School-wide matters (policies, operations, or broader concerns) can be brought to the Principal after discussion with the teacher and/or coordinator.

For the wellbeing of both staff and families, please note that:

- Teachers cannot respond during the school day, as their focus is on the students.
- Communication outside of school hours, in the evenings or at weekends, will not be answered until the next working day.

This approach models respect and balance, and ensures communication is timely, relevant, and collaborative, while reinforcing the close partnership between families and teachers.

5.2. Family Engagement

Parent volunteers are a valued part of our learning community. Your presence enriches the students' experiences and strengthens the connection between home and school.

When volunteering, we ask parents to:

- Sign in at the school office before going to a classroom.
- Remember that, in the role of a volunteer, you are part of our professional team for that time.

To maintain a safe and respectful environment for all learners, we ask that you treat everything you observe in the classroom with confidentiality. Each child learns and develops at their own pace, and it is not appropriate to share observations about other students outside of school. Protecting student privacy builds trust and allows all children to learn confidently.

The classroom teacher will guide how volunteers can best support learning. The decision to use parent volunteers rests with the teacher, based on the needs of the students and the class.

If you would like to offer your support, please contact your child's teacher. We warmly welcome your partnership in nurturing our community of learners.

5.3. Open House

Twice a year, in November and March/April, parents will have the opportunity to join their child's classes during the Open House Day. Notification about the dates will be sent via Toddle and will be posted on our website.

6. Closing Notes

When you entrust your child to ABIS, we commit to supporting their unique strengths, needs, and potential. Our role is to nurture each child as a whole

learner, intellectually, socially, emotionally, and physically, within a safe and caring environment.

Together with families, we strive to model and cultivate the attributes of the IB Learner Profile, helping our students grow as curious inquirers, caring community members, and principled global citizens.

We thank you for partnering with us in this journey of learning and growth. At ABIS, school and home work hand in hand to create a vibrant, respectful, and internationally minded learning community.



Last updated: November 24th, 2025