



MYP Student handbook



2021/2022

What do they all mean?

IB: _____

MYP: _____

Spojená škola: _____

IB MYP @ Spojená škola

Why Spojená škola chose IB and why you should too:

IB learning is not confined within the walls of the school. As students in an IB MYP school, you are encouraged to take what you learn in the classroom and use it in your home, community, and world.

IB learning is great because it allows you to use your knowledge in your communities. You don't just get information and take a test. You can make and encourage change!

At Spojená škola you are encouraged to creatively express yourself through your studies and endeavors.

When you leave our school we hope that you will take with you the ability to empathize with others, the ability to think carefully and critically, and a desire to learn for the rest of your life.

Your journey begins!

Myp Coordinator
PaedDr. Silvia Dadajová

Spojená škola - Mission statement

We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multi-lingual lifelong learners who help to create peaceful and better world.

Break it down!

Try writing the Spojená škola Mission statement in your own words!

Spojená škola – The Academic Integrity policy

At Spojená škola, Pankúchova 6, Bratislava we have a document “Academic Integrity Policy “ in place, available for all members of the community.

Students: learn and practice academic honesty as part of their ATL skill development; understand that no assignment is excluded from this policy; receive a student version of this policy.

At our school we have zero tolerance policy towards academic dishonesty. This document is developed across the curriculum as part of the school’s Approaches to learning development. In all our actions at school we encourage students toward a life governed by the values of honesty and personal integrity. We use **MLA** (Modern Language Association) Style across all subjects and grade levels.

Whenever we use someone else’s ideas or words, it is important we give credit to the source (whether internet, book, etc.) using MLA style. Students will learn how to use MLA to properly reference sources using this method which includes both in-text citations as well as a works cited page. Students will use process journals in some MYP subject groups as well as the MYP personal project as a tool for promoting academic honesty.

IB learners are honest learners!

What are the consequences of being academically dishonest?

Honest:

- Using technology as a resource- i.e. using a dictionary to look up a word.
- Letting your teacher know of dishonesty.
- Working in a group- each person doing their fair share.
- Using text evidence and citing your sources

Dishonest:

- Copying and or/ asking for answers
- Using technology to give you answers.
- Plagiarism- using someone else's words/research as your own.
- Not reporting dishonesty if you see it.
- Being a mooch for credit (collusion).
- Letting your friends do the groupwork and taking the credit.

Spojená škola – The Assessment policy

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At Spojená škola, MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise. MYP assessment criteria are discussed in advance with all MYP teachers and then at the beginning of the academic year with the students.

All MYP subject groups have four assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

What if I score....

a 1 or 2 (limited)?

You still have a lot of learning to do before you're there. Lots of opportunity to grow!

a 3 or 4 (adequate)

You kind of get it but you have space to grow and gain more understanding. Not there yet- keep trying!

a 5 or 6 (substantial)

You've got this! You clearly understand what you're doing and can show it when asked. Great job!

a 7 or 8 (excellent)

You're practically an expert! You could teach your friends, and your mum, and your friend's mum, and her sister!

It is important to note that the 0-8 scale does not align with the mathematically calculated percentage grade. For example, a Level 4 is NOT equivalent to a 50%.

MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "what good looks like" (Further Guidance for Developing MYP Assessed Curriculum). Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. The student will receive zero for non-authentic or plagiarized work as a grade and he/she will be obliged to do the work again with the rules of Academic integrity in mind.

Subjects	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Speaking	Reading	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiry analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Learning	Disciplinary grounding	Synthesizing	Communicating	Reflecting

General grade descriptors:

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Spojená škola – The Language policy

At Spojená škola, Pankúchova in Bratislava we create a challenging and motivating multilingual environment. The language is viewed as a tool for making the world in which every student is a unique person with a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. The main aim of the school language policy is to enable students to study in the language of instruction along with the regional and national language to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners.

How many world languages can you list?

What is a Global context?

During your time participating in IB MYP you will be learning about yourself, your academics, and your role in the global community through explorations of:



The Topic: Chinese New Year

Identities and relationships

Students will explore Chinese New Year's values, customs and beliefs.

Personal and cultural expressions

Students will explore creative techniques used in Chinese New Year and campaigns.

Orientation in space and time

Students will explore Chinese New Year cultural and heritage celebration around the world.

Scientific and technical innovation

Students will investigate how technology is changing the Chinese New Year.

Fairness and development

Students will explore ways to share Chinese New Year celebrations with underprivileged and homeless.

Globalization and sustainability

Students will explore ways to reduce carbon footprint for an eco-friendly Chinese New Year.

What if a topic is ...?



What will be the possible goals for each of the contexts?

<i>Identities and relationships</i>	
<i>Fairness and development</i>	
<i>Scientific and technical innovation</i>	
<i>Globalization and sustainability</i>	
<i>Cultural and personal expression</i>	
<i>Orientation in space and time</i>	

Develop your Learner Profile



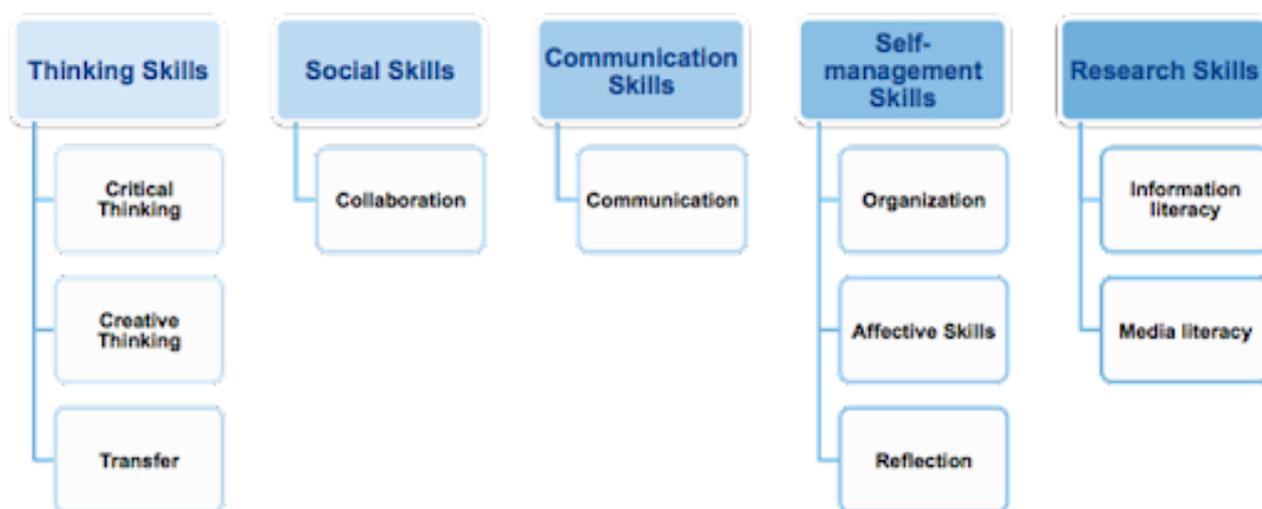
Which is your strongest profile?

Which profile presents the greatest challenge for you?

Why is learning more than just academic skills important at school?

Approches to learning

To help you not only excel at academic skills, but also at becoming a well-rounded community member, your teachers will use what IB calls: "Approaches to Learning"!



Spojená škola uses report cards in which all teachers contribute assessment data from their subject, and attachments in which ATL skills are assessed.

The following terms are used for students and teachers to describe competence in the ATL strategies:

<i>ME</i> <i>Meeting all expectations</i>	<i>AE</i> <i>Approaching expectations</i>	<i>PE</i> <i>Partially meeting expectations</i>	<i>NE</i> <i>Not meeting expectations</i>	<i>NA</i> <i>Not assessed</i>
The student regularly demonstrates proficiency in the majority of the expectations for his/her grade.	The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade.	The student's learning is partially at the expected level and there are more areas that require attention and support. The student has difficulties to grasp and apply key concepts, processes and skills for his/her grade.	The student is not meeting the expectations for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade.	Not reported this term.

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MYP Curriculum

Language and Literature

At Spojená škola, Pankúchova 6, Bratislava most of the students within IB MYP are native Slovaks, but there is also a smaller group of students of other nationalities. The students are required to study their mother tongue (either Slovak or English) or the language in which they are most proficient, or the language of instruction of the school as Language and Literature.

We believe that we encourage and enable students to use language as a vehicle for thought, creativity, reflection, learning, self expression, analysis and social interaction.

Language Acquisition

We believe that learning a second language is vital due to the fact that language impacts the daily lives of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us. Additionally, the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community. The language acquisition course offers the opportunity to develop academic knowledge and language skills and language learning includes the ability to communicate with new people in various dialects.

MYP students at Spojená škola, Pankúchova take English, German and French as their language acquisition courses. If students have no prior knowledge or experience of the French or German language, the language acquisition courses are provided from phase 1. Students who have a prior knowledge and experience of the English language, will begin with the appropriate phase in order to develop their knowledge, skills and attitudes. We believe that from the academic year 2021/2022 we will be able to offer our students Spanish Language acquisition.

Individuals and societies

The aim of MYP Individuals and Societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Sciences

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP sciences aim to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments. At Spojená škola, students study integrated sciences from PreMYP-MYP2. In MYP3-MYP5, they learn Biology, Chemistry and Physics as individual subjects. This prepares them adequately for these courses at the Diploma.

Mathematics

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Students will develop the following skills over their period of study in mathematics:

- **Knowledge-acquisition skills:** An understanding of mathematical concepts and ideas, as defined in the framework;
- **Problem-solving skills:** Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts;
- **Communication skills:** Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables);
- **Thinking skills:** Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy;
- **Information-literacy skills:** The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism; **Information and communication technology skills:** Confident use of computer applications and calculators when analysing problems, expressing a clear line of mathematical reasoning by use of technology;
- **Collaborative skills:** The ability to work as a team member, listening and interacting with others, respecting and considering different points of view;
- **Reflection skills:** Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning.

The Arts

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

At Spojená škola students are exposed to Visual Arts but our ambition is to open drama and music classes.

Design

MYP Design covers two areas: digital design and product design. Students complete full design projects as well as some shorter, focused tasks.

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Physical and Health Education

IB MYP offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with some sports of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material. Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

Service and Action



Here are some key definitions from the IB:

Action: learning by doing and experiencing.

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Service: as a subset or particular kind of action. In doing this, you strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment (CARING).

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Service as action: you, through doing service as a form of action, working toward meeting the learning outcomes to develop the skills and attributes of an IB learner. At our school, we call this Service as Action.

Service as Action activities and projects:

These are unpaid and voluntary exchanges that support the local, national or global community and have learning benefits for you.

	Servis as Action activity	Service as Action project
Organization and planning	Often by a teacher or other adult	Fully initiated and organised by the student(s)
Participation	Passive participation.	Active participation.
Commitment	Could be short-term.	Requires long-term commitment.
Acquisition of skills	Few new skills acquired.	Student acquires and develops new skills.
Challenge	Attendance required.	Pushes student to previous limits.
Reflexion and evidence	For one-off activities, you should write one reflection prior to the event and one after the event. For ongoing activities, you should write one reflection every two weeks. Activities require 2 supporting evidence documents.	For projects, you should be reflecting regularly for the duration of the project (at least five reflections in total). Projects require 5 supporting evidence documents.

SA Activity Ideas

In School	Local	National/International
<ul style="list-style-type: none"> Organise a celebration or school event (UN Day, Mother tongue day, trivia night) • Peer Tutoring • Student Council • Organize a school dugnad • Helping at school events • SFO assistants • Organize or participate in a student organization • Run an after-school club (sport or language etc.) • Become a sports convenor for the Middle School (table tennis, foosball, football) • Library assistant • School improvement projects (Art Club) • Start an environmental initiative at school • Anti-bullying campaigns 	<ul style="list-style-type: none"> • Volunteer locally • Become an assistant coach for younger players in a sports club • Helping neighbours • Visit nursing homes • Church projects • Silver Surfers • Organize a food or clothing drive • Teach a language • Organize a Loppemarked • Natur og Ungdom • Animal rescue • Local library 	<ul style="list-style-type: none"> • Fundraise for an organization: • Mercy Ships • Doctors without Borders • Kreftforeningen • FAVL • Organize an event for an international day-e.g. Earth Day • Movember fundraising (to support male health) • Create a global campaign • Participate in an international organization (Red Cross, Amnesty International, Care, Oxfam, Norwegian Refugee Council, etc.) • MUN • Organize garbage / beach clean-ups • Recycling programs • Volunteer at cultural events

MYP projects



The **community project** and the **personal project** are known together as MYP projects.

MYP projects help students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners.

All students in MYP year 5 must complete the personal project. In schools that complete the programme in MYP years 3 or 4, students must complete the community project. In programmes that include MYP years 4 or 5, schools may offer students the opportunity to engage in the community project and the personal project.

The **community project** focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community.

The personal project encourages students to practice and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students. Schools must ensure that all staff, parents and students understand the central importance of the community or personal project, its aims, objectives and assessment criteria.

Parent -Teacher Conferences

Parents are informed about their student's achievement and progress through the school website aScEdupage (IŽK- internetová žiacka knižka) and at a regular parent meetings, followed by consultations with the teachers, which are held at least three times a school year.

On request, individual meetings can be arranged at any time throughout the school year. Every teacher can be reached online at surname@gympaba.sk .

The parent-teacher conferences schedule for school year 2020/2021 will be published on the school website and classroom teachers will send emails with an invitation to attend. Please note that every class' parents should appoint one representative to the Parents' Council of the school.

Code of Contact

One of the basic elements of education is self-discipline. You learn to control your own mind, so you do the things you should do, not the things you want to do.

A high standard of self-discipline is required from all students.

Take care of your property and respect other people's property.

Please move about the school in a quiet and orderly manner. Keep to the left and do not run.

Students must not enter laboratories, gymnasiums and workshops until directed so by a teacher.

Always pay careful attention during lessons and do not allow your mind to wander – Learn to Listen and Listen to Learn.

Lesson-change bells are a signal to staff; do not pack up your books until the lesson is concluded by your teacher.

You are expected to obey all members of staff without argument. If you feel that you have been unfairly treated, you may appeal to the school Psychologist and/or the Head of IB Department.

As per the instruction of the Classroom teachers, the rules of the schools' Školský poriadok are obligatory to all students.

Consequences of Breaching the Code of Conduct

Step 1: Classroom teacher reprimand

Step 2: Head of School reprimand

Step3: Conditional expulsion

Step 4: Expulsion

Classroom teacher's reprimand is given for:

- ➔ repeated late arrivals
- ➔ unexcused absence at 1-3 teaching hours
- ➔ a discipline related entry in the class register (IŽK)
- ➔ a minor misdemeanour/breach of the Code of Conduct

Headmistress' reprimand is given for:

- ➔ unexcused absence at 4 - 15 teaching hours
- ➔ repeated minor misdemeanour
- ➔ a serious misdemeanour/breach of the Code of Conduct
- ➔ smoking, using alcohol and drugs at school

A Conditional expulsion is given for:

- ➔ a serious breach of the Code of Conduct; the student will be given a trial period (maximum one school year)

A Expulsion is given for:

- ➔ a breach of the Code of Conduct during the trial period, a very serious breach of the Code of Conduct,

Tardiness and Absences

Tardiness

Students who are late disrupt the start of the school day. If a student is persistently late without a good reason, then the MYP Coordinator or the Head of IB will need to discuss the situation with you.

Absences

If your child is sick, please report their absence ASAP to the classroom teacher before 7:45 am. The way of informing may be via e-mail, sms, phone call or aScEdupage.

If your child does not arrive at school and no absence report has been received, then the school will contact the parent or guardian as soon as possible.

Student leave

If you need to take your child out of school for any reason then you must deliver a note to their classroom teacher or MYP Coordinator Mrs. Dadajová.

If you need to take your child out of school for longer time for any reason then you must deliver an Application for release from school fourteen days in advance of the requested leave to the classroom teacher or MYP Coordinator. Approval of leave depends on the individual circumstances and the stage in the academic year.

Parents and students must note that students are responsible for catching up on any work, assignments or tests that they miss, through special arrangements with the relevant teacher. Failure to do so will result in the missed assignments or tests not being assessed.

School Canteen / School Cafeteria Information

- **Children with dietary restrictions**

Since there has been an increase in the number of children with food intolerances and dietary restrictions, we would like to offer the opportunity to bring your own food for your child to school. We ask you to bring the food in a closed container to the school cafeteria no later than 7:55 am. The food will be heated and served to your child during the lunch break. For more information, contact the school cafeteria manager.

We would like to ask the parents of such students to bring the **doctor's note** confirming the condition. The parents are also required to submit a **Declaration of Honour** that the food containers are hygienically clean and the food was prepared in accordance with the hygienic standards. We cannot accept the food without the two above mentioned documents.

Thank you for your understanding.

- **Payment**

The payment for school lunch has to be made in advance by the end of the month. If you want to pay for February, you must make a payment by the end of January.

If you use INTERNET BANKING, make sure you use the **correct variable symbol**. If you fail to use the correct variable symbol, we cannot match your payment.

The students of elementary school (PreMyp-Myp3) will pay a deposit of 30,- € until September -20th, 2020 to the school cafeteria bank account. If your child is not at school and you forget to cancel their lunch, your child is not entitled to a free lunch and the sum for lunch will be subtracted from the deposit (this information may be updated).

The students of elementary school (**PreMyp-Myp3**) must buy an electronic chip for school lunch. You can buy it on the following days in the school cafeteria office. For further information check the school website: www.gympaba.sk

The students of **MYP 4** and **MYP 5** class will use their **ISIC cards** instead of an electronic chip.

- **Cancelling the school cafeteria meals**

You can cancel your meals in the following ways:

1. **by phone** - If your child is ill and cannot attend school that day, please, telephone **+421262312902** by **8:00 a.m.**. After 8:00 cancellation is no longer possible. You can leave the message on the answer phone any time.

2. **by using a school lunch kiosk** – you can cancel your meals one day or several days in advance when the kiosk is on.

3. **in writing** - write the child's name, date(s) and class and put the message into the post box at the front door of the school cafeteria.

4. **via internet** – after you activate your lunch account at www.strava.cz you can cancel your lunch one day or several days in advance.

Cancelling by mistake

If you cancel your lunch by mistake, you can get the meal only **after 2 p.m.**

- **Checks / Emails**

Emails informing you about the sum to be paid for school lunch will regularly be sent to your email account approximately one week before the end of the month. If you cancel the lunch before the

emails are sent, your account will already be credited and the sum for the following month will be lower. If you cancel the lunch after the emails are sent, your account will be credited the month later.

- **Sickness**

If your child is ill and cannot attend school that day you must cancel the meal. The lunch **cannot** be taken home in a lunch box.

- **Meal options**

Usually, there are 2 meal options. The second option is available only if there are over 50 orders. If there are fewer than 40 orders, only one meal option served.

- **September 2 & June 30 (The first and the last school day)**

We do not cook and serve lunch on the first and the last school day.

- **The school leavers**

The students in their final year are supposed to give the bank account number where the unused credit will be sent. This must be done no later than 3 months after you leave school.

- **How to contact the school canteen manager**

Please, contact the manager on +421262312902. If the answer phone is on, leave your phone number and we will contact you as soon as we can.

School Holidays in the school year 2021/2022

	Last day of school	From-until	Returning to school
Autumn break	October 27 th , 2021 (Wednesday)	October 28 th , 2021 - October 29 th , 2021	November 2 nd , 2021 (Tuesday)
Christmas break	December 22 nd , 2021 (Wednesday)	December 23 rd , 2021 - January 7 th , 2022	January 10 th , 2022 (Monday)
Half term break	February 3 rd , 2022 (Thursday)	February 4 th , 2022 (Friday)	February 7 th , 2022 (Monday)
Spring break	February 25 th , 2021 (Friday)	February 28 th , 2022 - March 5 th , 2022	March 7 th , 2022 (Monday)
Easter break	April 13 th , 2022 (Wednesday)	April 14 th , 2022 - April 19 th , 2022	April 20 th , 2022 (Wednesday)
Summer break	June 30 th , 2022 (Thursday)	July 1 st , 2022 – Aug 31 st , 2022	September 5 th , 2022 (Monday)

Contact details

School address:	Pankúchova 6, Bratislava 851 04, Slovakia
School website:	www.gympaba.sk
Main telephone number of the school:	+421 262 312 706
Head of school:	PaedDr. Zuzana Butler butler@gympaba.sk
Deputy Head of Gymnázium:	Mgr. Róbert Mezei mezei@gympaba.sk Mgr. Ján Antal antal@gympaba.sk
Deputy Head of International Section / PYP Coordinator:	PaedDr.Katarína Patúcová patucova@gympaba.sk
MYP Coordinator:	PaedDr. Silvia Dadajová dadajova@gympaba.sk
DP Coordinator:	Mgr. Jana Sláviková slavikova@gympaba.sk
Project Coordinator:	Mgr.Ľubica Nechvátalová nechvatalova@gympaba.sk
Guidance Councillor:	Mgr. Katarína Hlavnová hlavnova@gympaba.sk
School Administrator:	Ing. Lenka Peschlová peschlova@gympaba.sk
PreMYP Classroom Teacher:	Mgr. Katarína Hlavnová hlavnova@gympaba.sk
MYP1 Classroom Teacher:	Mgr.Martin Sabo sabo@gympaba.sk
MYP3 Classroom Teacher:	PGDE. Monika Saganová saganova@gympaba.sk
MYP4 Classroom Teacher:	Mgr. Jana Sláviková slavikova@gympaba.sk
School Psychologist:	Mgr.Michaela Artemiou artemiou@gympaba.sk

*We wish you a wonderful
school year here at our*

*Spojená škola, Pankúchova 6,
Bratislava.*