

School Handbook 2025



TRIDENT
PREPARATORY
SOLWEZI



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Welcome

Trident Preparatory Solwezi is an international primary school with a diverse student and staff body, offering the Cambridge and IPC curriculums. Situated within the Kansanshi Golf Estate in Solwezi, Zambia, the school has access to quality sporting facilities in a secure environment. The Trident group of schools consists of three prep schools and one secondary school. Trident Prep Solwezi offers quality education across academics, sport, arts and culture.



Message from the Head

It is my privilege to welcome you to the TPS community.

Trident Prep Solwezi is a school where we actively aim to create a positive learning environment for each student. This takes place when the school and home partner together and work in the best interest of the child. This also includes the wider community. TPS therefore looks to create increased interaction and collaboration between students, teachers, parents and guardians, community members, external contacts, and our main client – FQM.

This collaborative approach results in our students being able to access greater opportunities and experiences. These subsequently foster enquiry for the world around them and develop a variety of skills within them.

It is my hope that your child enjoys and grows in their educational experience here at TPS. I invite each parent and guardian to fully immerse yourself as a partner in your child's learning.

Welcome to TPS!

Mr Wikus Botha
Head Teacher



Our Values

Integrity

Trident pupils will honour their commitment to live by the values of Trident.

Respect

Respect is at the core of who we are. We respect our environment, property and, above all, the people with whom we live and our Creator. We embrace multiple faiths, beliefs, and cultures as we celebrate our diversity and common humanity.

Reflection

We take time to reflect on our achievements and challenges by thoughtfully considering our experiences and what we have learned. We are resilient as we build on our strengths and use our mistakes as opportunities to learn and improve.

Responsibility

We are accountable for our actions to each other, to our stakeholders and to our Creator.

We are committed to leading a positive lifestyle with a healthy balance between work, family, enjoyment and personal needs. We are trustworthy, empathetic, truthful, loyal and just.

Innovation

The world is changing exponentially. Individuals who succeed into the future will have a world view; they will be creative, collaborative and have an entrepreneurial attitude to life. At Trident we engender a sense of independent enquiry in an atmosphere where pupils are encouraged to solve problems, resolve conflict and confront challenges as they arise.



School Rules

Be on time for the activity you are going to; have respect for those around you and do not have people waiting for you.

Show respect and courtesy to those around you; be mindful of the feelings of others, and make visitors feel welcome. Have respect for the cultural differences in the school.

Speak English as the common language within school, being mindful that if you are conversing in a different language, others may not be able to understand you.

Student conduct is monitored and addressed according to the Trident Values.

The school focuses on positive reinforcement as the main motivation for students according to the structure below.

Frequency	Award
Daily	ClassDojo Points
Weekly	Star of the Week in assembly
Ad Hoc	External Sport Certificates
Monthly	ClassDojo Prizes
Termly	Interhouse Competitions (Sport and Culture)
Yearly	Head Teacher Commendations
Yearly	Speech Day Awards

Students earn daily ClassDojo points, that are the school 'currency'. Depending on the class, students can purchase items, or redeem them for a privilege.

Weekly school assemblies celebrate effort, progress and attainment and students are presented a Star of the Week certificate.

For students who compete in external competitions, the school recognizes these achievements and awards additional certificates in school assemblies.

Interhouse competitions in sporting or cultural events such as interhouse football, netball, hockey and singing also provide additional opportunities for students to succeed as a group.

Our end of year Speech Day Awards Assembly is the highlight of our awards process.

Students have multiple categories and awards that they can be considered for.

Student Behaviour

We expect positive behaviour from all students at all times.

This begins in class with daily routine and timetable structure.

Positive values are reinforced throughout all activities and interactions at school.

From the beginning of the day until CCAs end, staff are on duty to supervise and monitor students.

This means that any situation requiring staff intervention can be addressed immediately.

Student Reporting Structure

The philosophy Trident embraces is that we are a “telling school”.

Students are encouraged to report any matters to any adult they trust.

Where appropriate, the school may contact parents to ensure the student is supported.

Please see the communication flow diagram for students and parents below:

Student > Parent OR Class Teacher > Head Teacher > Executive Head > CEO

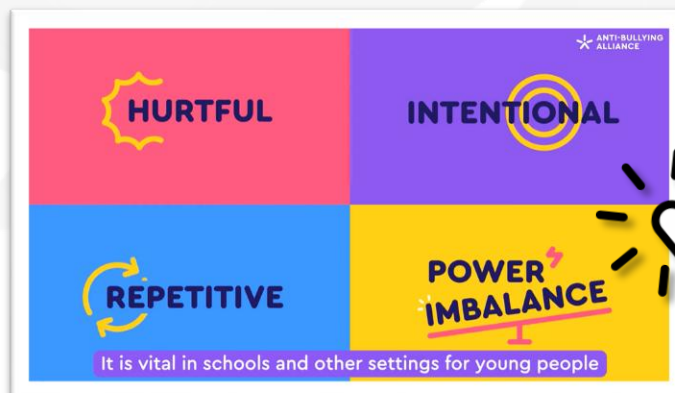
All contact details are available from the Front Office.

What Is Bullying?

The Anti-Bullying Alliance defines bullying as meeting four criteria as highlighted below:

“The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”

Occasionally, children can act out in ways that cause harm to others. If this takes place, the role of adults and children is to identify the reason, discuss the action and take an appropriate way forward to address the conflict resolution. This is not necessarily bullying.



Awards

Our end of year awards are split into two main categories:

Head Teacher Commendations and School Awards.

Head Teacher Commendations are certificates awarded to students from each class for highest attainment in Maths, English and Science; Progress and Behaviour. There are also commendations for Art and Music across the school.

Whole school awards are given according to the ten categories below. Students receive a replica trophy with their name engraved, and their name plaque is placed on the award board in the school hall, as a testament to their achievement.

The Banda Cambridge Attributes Award for exhibiting the Cambridge Learner Attributes

The Katete Citizenship Award for positively representing TPS values

The Roomer Victor Ludorum for excellence in sport (boys)

The Lee-Clausing Victrix Ludorum for excellence in sport (girls)

The Goatley Progress Award for striving to improve in all academic areas

The Karim Audere Discere for determination exerted in all academic areas

The Muyelu Achievement Award for attainment of outstanding academic results

The Otto Achievement Award for attainment of outstanding academic results

The Williams Visual Arts Award for exceptional display of creativity in Art

The Manuel-Morgan Performing Arts Award for excellence in the Performing Arts



Houses

We have two houses that students are placed in when they join the school. Normally, siblings will be allocated the same house. The two houses are Mpungu and Kibimbe. These are both local names for Zambian birds of prey: the fish eagle and yellow-billed kite.

House	Mpungu	Kibimbe
Colour		



These two houses compete in academic, cultural and sporting events.



Student Wellbeing

Student wellbeing is a priority at TPS. Each student's first contact point is their class teacher. All students are encouraged to report any matters to their teacher, or any teacher or at the school, or their parents.

The Safeguarding Lead at TPS is the staff member responsible for ensuring all student safety concerns are effectively addressed. This includes physical, emotional and psychological wellbeing.

In the case of emergencies, the school will contact parents immediately and provide immediate medical care as necessary.

The Safeguarding Lead at TPS is Mr. Wikus Botha.



Learning Support

Learning Support encompasses the learning progress of all students within the school. We have a dedicated in-house Learning Support Coordinator who supports all teachers and students within the classroom. Students who benefit from learning support are both students who are working towards meeting their academic expectations, as well as students who consistently exceed expectations.

Our philosophy of Learning Support includes specific timed interventions within each learning stage. Students from Trident Schools who are referred for specialist assessments have access to local and international Educational Psychologists. All decisions regarding these assessments are made in conjunction between the school and parents.

Students may receive additional lessons, based on the data from our ongoing in-class assessment provided by Cambridge and other assessments linked to the curriculum learning objectives.

The Learning Support Coordinator at TPS is Mrs. Ausra Linkiene.

Communication



ClassDojo

ClassDojo is our main form of weekly communication with parents. You can expect to receive updates on timetable requirements, school events, fundraising activities and assembly notifications.

All parents are encouraged to download the free app and stay up to date with the latest school information.



Emails are a formal method of communication. These usually deliver the bi-termly Letter from the Head, staffing updates, any financial statements, or other formal communication regarding operational matters.

We try to minimize the quantity and length of emails sent to parents. When you receive an email, please take the time to read the information, as it is probably important.



EdAdmin is the platform that manages all our academic and enrolment administration. All end of term academic reports are published to this platform. Parents are advised to install the app in order to receive all end of term academic reports.



The Front Office phone may be called for queries between 07:00 – 15:30 from Monday to Friday.

Phone calls to teachers are reserved strictly for emergency or immediate contact situations only. Where students are at school, parents are requested to contact the Front Office first.



Teachers invite parents to an Orientation Meeting at the beginning of the year to discuss expectations, rules, curriculum objectives and other relevant class information.

Teachers also invite parents to end of term Parent-Teacher Meetings to discuss the progress of each child.

Uniform List

All compulsory school uniform items are available for purchase from the school.
Combination of home clothes and school uniform is not permitted.

Parents may purchase matching uniform items from outside the school, providing that the items match the current uniform.

Quantity	Boys	Girls
3	Golf shirt	Golf Shirt
3	Shorts	Skort
3	Pair of grey socks	Pair of grey socks
1	Waterproof jacket	Waterproof jacket
1	Grey pants	Grey pants
1	Cap	Cap
1	School swimming costume	School swimming costume
1	School swimming cap	School swimming cap
1	House t-shirt	House t-shirt



Uniform Guidelines

The proper wearing of and caring for our uniform is expected at all times, as it reflects on the individual as well as the school.

SWIMMING

The school maroon swimming costume, school swimming cap and race goggles are required to all school swim sessions. Hair **MUST** be able to fit into the swim cap.

NAILS

Nails should be neatly clipped and clean. No coloured nail varnish.

JEWELLERY

Permitted items of personal jewellery include: wristwatch, medical bangle or medical necklace. Any necklaces for religious reasons should not be visible and worn under the shirt. Girls may wear plain sleeper or stud earrings.

HAIR

Girls' hair must be tied back for lessons and activities in a ponytail. Girls may wear braids or extensions. All hairstyles should be above the belt line, without dyed accents or highlights.

All hair accessories should be neutral colours and plain in design: grey, black, brown, white, silver, gold, maroon.

Boys' hair must be short, not touching the collar or going above 2cm if worn in an 'afro' style. Boys with 'attention seeking' hairstyles will be asked to cut their hair; this includes styles where the hair has very short or shaved areas on the sides and then much longer hair on the top.

SHOES

All shoes should be good quality trainers, sport-appropriate and in neutral colours.

HOME CLOTHES (CIVVIES)

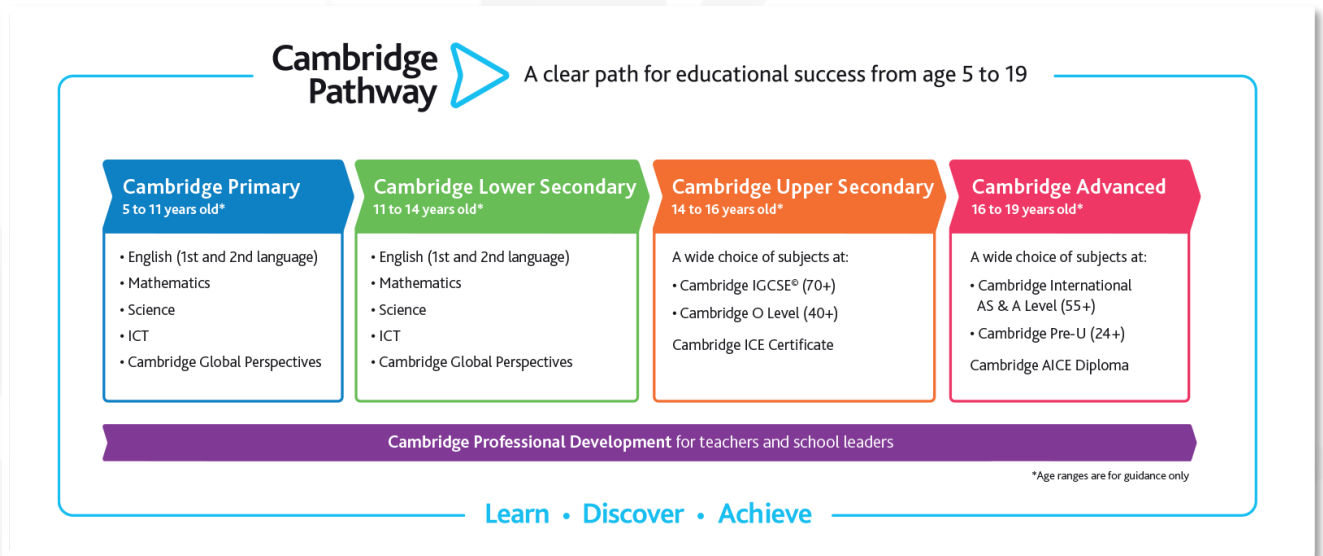
All clothing should be appropriate for school. Students must be modest, neat and presentable at all times. Long pants and shorts should not be very tight. Shorts, skirts or dresses should not be inappropriately short. No crop tops to be worn. The length of blouses/t-shirts must be comfortably below the waist band of pants or skirt. The blouse or t-shirt neckline should not be too low or revealing of the chest area.



Curriculum – Cambridge

TPS runs a dual curriculum of Cambridge Primary and the International Primary Curriculum (IPC).

Cambridge Primary offers a learning pathway from Early Years to Year Six.



Cambridge Primary places an emphasis on critical thinking and problem-solving. Students are given continuous opportunities to master content and use their knowledge and skills independently across all subjects.

Students write the Cambridge Primary Checkpoints at the end of Year Six for the three core subjects of Maths, English and Science. These are written as Paper One and Paper Two.

CAMBRIDGE FACTS

There are nearly a million students in over 10,000 Cambridge schools across 160 countries.

CAIE is part of the University of Cambridge and the only exam board that is wholly owned by a world-leading university.

There is a 150-year history of providing international exams.



**Cambridge Assessment
International Education**

Cambridge International School

Curriculum – IPC

The International Primary Curriculum (IPC) complements our three core Cambridge Primary subjects of Maths, English and Science, through the subjects of the humanities, arts, sciences and technology.

The IPC provides teachers and students open-ended research activities linked to relevant and current units. Each unit is built on a theme across nine subjects, with links across subjects. Students are given opportunities to create and think for themselves.



Homework

Research suggests that the most beneficial activity in improving post-test scores is verbal discussion of concepts that require a student to retell in their own words. The parent may act as a scribe or interviewer to the child, who should explain concepts in their own words.

Homework should be viewed as a way to review the day's learning. It should not be onerous or emotionally taxing. The school encourages parents to monitor the time and energy spent on homework by the child. We advise not extending the time spent on written work as outlined below.

The amount of time allocated for home learning will vary for each year group and/or according to the individual needs of the child. The following guidelines are recommended:

Class	Reading	Maths	English	Project	Total
	Time in minutes per day				
Nursery	Occasional				
Reception	10		5		15
Year 1	10		10		20
Year 2	10		10		20
Year 3	15		15		30
Year 4	15		15-20		30-35
Year 5	20		15-20		35-40
Year 6	20		20		40

Academic Information

The progression of learning is as below. This is a guide and variations may occur.

Key Stage	Class	Age
Early Years Foundation Stage (EYFS)	Little Ants Play School	0 – 3
	Nursery	3 – 4
	Reception	4 – 5
Key Stage One (KS1)	Year One	5 – 6
	Year Two	6 – 7
Key Stage Two (KS2)	Year Three	7 – 8
	Year Four	8 – 9
	Year Five	9 – 10
	Year Six	10 – 11

Staffing Structure

Each class has its own dedicated Class Teacher. Where deemed operationally necessary, the class may also have a Teaching Assistant.

We also have specialist teachers for Art, Music & Drama, PE, as well as an in-house Learning Support Co-Ordinator.

Most classes are between 15-20 students in size. This means that TPS is able to provide meaningful individual attention to student progress.

The Class Teacher should generally be the first point of contact for all parental and student requests or concerns, as they deal with students for the majority of each day.

The Head Teacher provides a second level of communication where needed. Thereafter the Executive Head of Trident Schools, and subsequently the CEO of Educare may handle any matters that require further escalation.

Please see the communication flow diagram below:

Teacher > Head Teacher > Executive Head > CEO

All contact details are available on the [Contacts](#) page in this document.

School Day

TPS runs on 30-minute single lessons and 60-minute double lessons. All academic lessons take place from 07:20 – 13:00.

CCAs run from lunch until 14:30, at which time students may go home. Extra KS2 team practice runs until 15:30.

Time	Activity	Friday
07:00	Students Arrive	
07:20	Academic Lessons	
09:20	Break	
09:40	Academic Lessons	
11:40	Break	
12:00	Academic Lessons	
12:30	Academic Lessons	Assembly (Parents welcome)
13:00	Lunch	End of School Day
13:20	CCAs	
14:30	Extra Team Practice	
15:30	End of Day	

Afternoon CCAs are offered as per the days below:

Key Stage	Mon	Tues	Wed	Thurs	Fri
KS1	Clubs	<i>Optional Clubs</i>	<i>Optional Clubs</i>	Sport	
KS2	Sport	<i>Optional Clubs</i>	Sport	Clubs	<i>Optional Dance</i>

Co-Curricular Activities

Our Co-Curricular Activities aim to provide opportunities for students to develop confidence and skills across various sport and cultural disciplines.

Parents are requested to formally communicate with the school if they take part in any external CCAs that the school does not offer.

Term	One	Two	Three
TPS Sports	Swimming Football Netball Cross Country	Hockey Tag Rugby Athletics	Swimming Football Netball Tennis
External Optional Sports	Tennis Golf Cycling		



Cultural clubs run throughout the year. Below is a list of current and previous clubs, though this usually changes from time to time, to allow for interest, creativity and exposure to new ideas and skills.

Key Stage	KS1	KS2
TPS Clubs	Art Wildlife Warriors Construction Club Pop Band Traditional Games	STEM Gardening Cooking Chess Art Debate Outreach Pop Band Fishing Coding
External Optional Clubs	Dance Horse Riding	



Stationery

Each classroom has stock of shared stationery with the basics needed to complete written work and projects. However, parents are encouraged to provide personal stationery for each student. Please refer to the stationery list below.

Quantity	Item
5	HB pencils
1	eraser
1	sharpener
1	pair of scissors
2	glue sticks
1	set of crayons
1	set of markers
1	30cm ruler
1	pencil case
3	Black / blue pen (for students with pen licence)



Food

Students need to bring enough packed food for the duration of their day at school. This includes x2 break times, and x1 lunch time snack (for KS1 and KS2).

All food items need to be nutritious and substantial to fill children's stomachs and provide the necessary energy for thinking and physical activity.

HEALTHY PLATE

Vegetables
&
Fruit

$\frac{1}{2}$



Water



$\frac{1}{4}$

Wholegrains
&
Cereal

$\frac{1}{4}$

Protein
&
Dairy

Research indicates that refined foods and sugars lead to reduced concentration, impaired memory, irritability, fatigue, difficulty with emotional regulation, and energy crashes.

Please avoid or minimize the foods and drinks below.

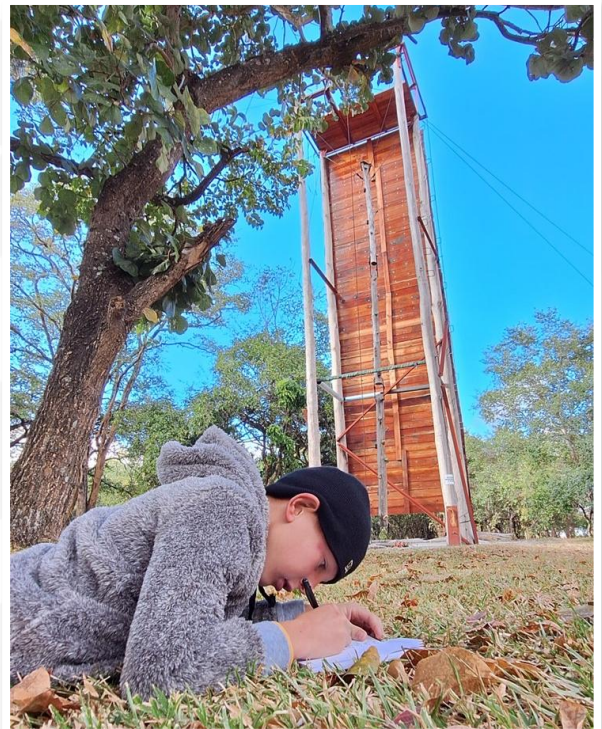


Camps

The concepts of confidence and independence are developed through experiences where students need to problem-solve challenges by themselves and with different adult figures.

Year Three, Four and Five begin exploring this through a short 1-2 night campout or sleepover. This has taken place in different venues over past years. This introduces students to the idea of time away from home, while completing various teambuilding and individual challenges.

In Year Six, students travel to Ndubaluba Outdoor Centre in Mkushi. The step up in challenge is definitely felt by students, as the camp program requires significant independence and responsibility around the campsite through chores, and advanced teambuilding exercises. This is an exciting and much anticipated camp every year – with fears being faced and conquered. Students almost always come back with an improved sense of achievement and self-confidence.



Parent Engagement

Parents are invited to play an active role in the school. Parents are welcome to volunteer at any time to support the school in field trips, sport trips or class presentations. There are three formal structures that parents can participate in:



Parent Committee

The Parent Committee (PC) is a formal committee that supports the Head Teacher with operational matters such as staffing, academics, uniform, facilities and other current matters. Parents may serve two-year terms and meet at least once a term to raise and review agenda items.

The PC structure is as follows: Chairperson, Secretary, General Members, Head Teacher, Trident Schools Executive Head.

PC positions are voted for and confirmed each year in the school's Annual General Meeting.

Parents are welcome to volunteer to join the PC.

Parent-Teacher Association

The Parent Teacher Association (PTA) coordinates the fun and fundraising events within the school. Any funds raised go towards the purchase of resources deemed necessary by the PTA in conjunction with the school.

The PTA structure is as follows: Chairperson, Secretary, Treasurer, General Members, Teacher Representative, Head Teacher.

PTA positions are confirmed on an annual basis, and there is no limit to the number of general members permitted within the PTA.

Parents are welcome to volunteer to join the PTA.

Class Representatives

Class Reps are parents who provide the link between parents in a class with school activities. Class Reps play a vital role in ensuring information and participation is coordinated effectively among parents, leading to well-organised and managed events and activities at the school.

Parents are welcome to volunteer as a Class Rep.

Parent Committee

We are here to:

- listen.
- promote initiatives that support the holistic development and wellbeing of the children
- foster a nurturing and positive learning environment.
- strengthen communication and engagement with parents to build a collaborative school community.
- encourage solution-based action points ensuring a healthy environment is achieved for all children.
- be more involved in the school guidance with the school at a more path-defining level.



Chairperson
Mazila Mwinga
0971235637

Mazila.Mwinga@fqml.com



KS2 Rep
Rees Magrath
0968491050

Rees.Magrath@fqml.com



KS2 Rep
Mike Otto
0966992452

Mike.Otto@fqml.com



Early Years & KS1 Rep
Adri Landman
0969458368

Adri.Landman@fqml.com



Early Years & KS1 Rep
Axel Kottgen
0965004360

Axel.Kottgen@fqml.com



Little Ants Rep
Elma J.V. Rensburg
0760159228

ellenmaryjvr@gmail.com

Contacts

Below is a list of email contacts for all staff and school-related activities.

Class	Staff	Contact
Front Office	Sheila Mulenga	tridentprepsol@educoreservices.com
Head Teacher	Wikus Botha	wikus.botha@educoreservices.com
Little Ants Play School	Sherrin Roomer	sherrin.roomer@educoreservices.com
Nursery	Claire Chabateni	claire.chabateni@educoreservices.com
Reception	Estella M'hango	estella.m'hango@educoreservices.com
Year 1	Bwalya Mfula	bwalya.mfula@educoreservices.com
Year 2	Lauren Goatley	lauren.goatley@educoreservices.com
Year 3	Heather Botha	heather.botha@educoreservices.com
Year 4	Juven Manyungu	juven.manyungu@educoreservices.com
Year 5	Bridget Saint	bridget.saint@educoreservices.com
Year 6	Sarah Katete	sarah.katete@trident-college.com
Learning Support	Ausra Linkiene	ausra.linkiene@educoreservices.com
Art	Amanda Ludick	amanda.ludick@educoreservices.com
Performing Arts	Joseph Muyunda	joseph.muyunda@educoreservices.com
Sports Coach	Stewart Saint	stewart.saint@educoreservices.com
Dance	Desiree Karim	tridentdezdance@gmail.com
Tennis	Justin Mutale	+260 977 693 168

Staff



Sherrin Roomer
Little Ants Teacher



Claire Chabateni
Nursery Teacher



Estella M'hango
Reception Teacher



Bwalya Mfula
Year 1 Teacher



Lauren Goatley
Year 2 Teacher



Heather Botha
Year 3 Teacher



Juven Manyungu
Year 4 Teacher



Bridget Saint
Year 5 Teacher



Sarah Katete
Year 6 Teacher

Staff



Wikus Botha
Head Teacher



Amanda Ludick
Art Teacher



Joseph Muyunda
Music Teacher



Sheila Mulenga
Administrator



Stewart Saint
Sports Coach



Grace Phiri
EYFS Assistant



Syllen Kombe
Teaching Assistant



Ausra Linkiene
LS Coordinator



Judith Mpondamali
Little Ants Assistant

Support Staff



John Kaumba • Catherine Kibunga • Rose Shawa • Peggy Musanya • Davy Kasoka

[Click here
to view our
website](#)

