

"An International  
community of learners striving  
for excellence and  
celebrating success"

# Newton International Academy

## Barwa City



## School Prospectus

Committed to Quality Education

edexcel  
advancing learning, changing lives

وزارة التربية والتعليم العالي  
Ministry of Education and Higher Education  
State of Qatar - دولة قطر



CIS  
COUNCIL OF  
INTERNATIONAL  
SCHOOLS

SAPERE  
Silver  
Philosophy for Children School Award

COBIS  
ACCREDITED  
MEMBER

British School Overseas  
BSO  
Inspected

CAMBRIDGE  
International Examinations

BSME  
ACCREDITED  
MEMBER

## Our Vision & Mission



We aim to provide the highest quality of education possible for students for all our students. In doing so, we aim to positively encourage each student to achieve academic excellence, celebrate diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we provide a diverse education in a safe, supportive environment that promotes positive discipline and self-motivation. We provide and maintain a trusting and caring atmosphere where teaching and learning are meaningful and developed. We shall work in partnership with our staff, students. Parents and the wider community to achieve our vision.



# Our Values

## RESPECT

Self-respect, respect for students/staff/parents and cultures. Respect for personal and community property

## HONESTY

Honesty in all actions.

## TRANSPARENT COMMUNICATION

Open and effective communication among students, staff and parents.

## EMPATHY

Understanding and appreciation of the feelings of others.

## SUPPORT

Support for the development of each individual to his/her full potential.

## DIVERSITY

Appreciation of all languages, traditions, religions and cultures.

## SOCIAL RESPONSIBILITY

Development of responsible citizens through community service.

## PERSONAL ACCOUNTABILITY

Highest personal commitment to taking responsibility for our actions.

## ENVIRONMENT

Advise environmental literacy to create a more sustainable future



## Senior Management Message

Welcome to Newton International Academy, Barwa (NIA), a vibrant and truly international community with over 60 nationalities represented. At NIA, we are dedicated to striving for excellence and celebrating our collective successes, as outlined in our Vision. Our commitment to quality education has been recognized through a series of prestigious accreditations: we achieved a 5-year Qatar National School Accreditation (QNSA) in both 2017 and 2022. We were awarded British Schools Overseas (BSO) accreditation in 2018 and 2023. Additionally, we hold accredited membership with Council of British International Schools (COBIS), British Schools Middle East (BSME), and Council of International Schools (CIS) further reflecting our dedication to maintaining high educational standards. At NIA, we continue to deliver exceptional education and innovative programs, while continuously aiming for excellence in all aspects of school life holistically developing our students into being well rounded global citizens. Safeguarding protocols are strictly implemented to ensure the safety and wellbeing of all students, making safety a fundamental part of our daily operations and ensuring a secure learning environment for the entire school community.

We are proud to offer a comprehensive educational experience for students from Foundation 1 through to Year 13, with two campuses dedicated to Early Years and another serving our Primary and Secondary students. This allows us to cater effectively to the diverse needs of our students at every stage of their educational journey. NIA provides a nurturing and supportive environment where students are encouraged to reach their full potential, both academically and creatively. Our aim is to develop life-long learners who are equipped to work collaboratively, solve problems, and contribute positively to the world around them. Through initiatives such as Philosophy for Children (P4C), we promote the 4C's - Caring, Collaborative thinking, Creative thinking, and Critical thinking which guide the development of thoughtful and reflective students.

Our curriculum follows the National Curriculum of England, and students take iGCSE, IAS, and IAL examinations. We are proud of the continuous improvement in our exam results each year, a testament to our commitment to high academic standards. At NIA, we believe that the education of a child is a partnership between the school and the parent community. Research has consistently shown that parental involvement is a key factor in academic

# Introduction to NIA



success, and we are fortunate to have a warm and supportive community at NIA. Our Parent-Teacher Association (PTA) plays an active role in collaborating with the Senior Management Team to ensure a strong connection between home and school.

We encourage parents to be active participants in their child's education by maintaining open lines of communication. NIA provides various platforms for communication, including Class Dojo, Renweb, school emails, and direct phone lines (both landline and mobile). Parents are kept informed through handbooks, prospectus, termly newsletters, curriculum outlines, and workshops. We also welcome parents to visit the school and engage in their child's educational journey. Once again, welcome to NIA Barwa, where together we build a strong, supportive, and successful learning community. For most up-to-date information follow us on: [www.instagram.com/nia\\_barwa\\_city](https://www.instagram.com/nia_barwa_city).

Regards,  
**Senior Management**

## CLASS SIZE and ADULT-To-STUDENT Ratio

F1	Maximum of <b>22 students</b> per class	<b>1 Teacher</b>
F2	Maximum of <b>25 students</b> per class	<b>1 Teacher</b>
Y1 to Y13	Maximum of <b>25 students</b> per class	<b>1 Teacher</b>



# NIA FACILITIES

## EYFS - Early Years Foundation Stage

At Newton International Academy EYFS, we aim to provide a broad, balanced, purposeful curriculum, which is in line with our school Mission and Vision, in order for all children to flourish and succeed. We strongly believe a child centred approach is key to enabling each individual child to realise his/her full potential. It is the child's individual needs, preferred learning styles and interests that enable us to plan a relevant, stimulating and exciting curriculum.

### To meet the needs of all our children we aim to:

- Plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Use a wide range of teaching strategies based on children's learning needs.
- Provide a safe and supportive learning environment in which the contributions of children are valued.
- Use resources which reflect diversity and are free from discrimination and stereotyping.
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitor children's progress and take action to provide support as necessary.

### We incorporate the following principles into our good practice

- High expectations sit at the core of all we believe. Through precision assessment, planning and teaching every child will excel.
- We believe that learning is a partnership between children, families and school. Therefore, at NIA, we actively encourage parental involvement to promote shared understanding and experience between home and school.
- Every child is unique and special. Therefore, observation, assessment and evaluation of children's individual needs, ability and preferences are key - this enables teachers to plan precisely, enabling each child to make progress in all aspects of their learning and development.
- Children grow and develop at different rates. We assess and observe children regularly in order to identify and promote children's individual abilities and strengths, offering them opportunities and challenges to experiment and succeed.
- Children learn most effectively through active participation within a familiar context; in a safe, secure and stimulating environment, where they are motivated and interested and where they feel confident in themselves and their own abilities. The environment and learning tools we provide, both indoors and out, will enable children to learn, flourish, grow and so fulfil their potential.
- Exploration gives children the opportunity to learn about themselves and the world they live in. Children learn by doing, rather than being told. Active learning is a fundamental principle that underpins the curriculum throughout primary school.
- Children need time and space to produce learning of quality and depth. Appropriate planning, evaluation, resourcing, organisation and management enables them to have this time and space.
- Children need to be encouraged to be independent and autonomous in their learning, to think in a positive way about themselves so that they feel respected as individuals, whose cultures and language are valued.
- All adults are positive role models; giving confidence and offering choices, aware of when to support learning and when to teach, in ensuring quality learning experiences for all children.

Arabic language and Islamic knowledge are taught separately.



Outdoor Playground

British National Curriculum



Outdoor Playground



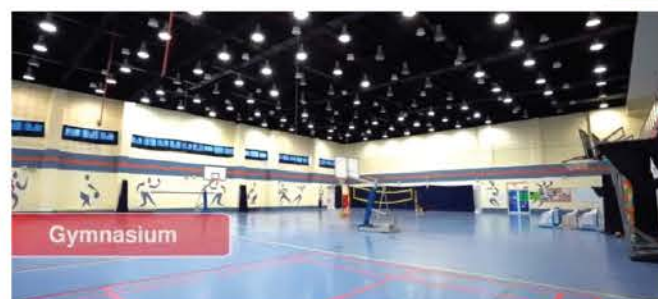
Outdoor Playground



Science Lab



Swimming Pool



Gymnasium



Library





# EYFS - Early Years Foundation Stage

Four guiding principles of the EYFS as well as the seven areas of learning shape our curriculum.



## Guiding Principles:

1

### A Unique Child

At NIA, we recognise that each child is an individual learner and that children develop in their own ways and at varying rates. We encourage children to become capable, resilient, confident and self-assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage. We use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

2

### Positive Relationships

Teachers and Teaching Assistants respectfully acknowledge and support children's learning, needs and feelings, and those of their family. Through the formation of secure, warm and trusting relationships with each child and their family, children learn to be strong and independent. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

3

### Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. We believe that stimulating and safe indoor and outdoor learning environments which encourage children's independence, are central to their learning. We observe children in order to tune into their interests, needs and abilities and use these to underpin our planning. A rich and varied environment is carefully planned to ensure all children learn and develop well, are engaged and make progress at their own pace. Children develop the confidence to explore in the safe, yet challenging environment that we offer.

4

### Development and Learning

The EYFS curriculum is made up of seven areas of learning and development. At NIA, we plan for each of the seven areas and are committed to supporting each individual child, including children with special educational needs and disabilities, when possible, to learn through play and exploration as well as by setting appropriate tasks within all of the seven areas. We encourage creative and critical thinking by making sure a wide range of resources is available to the children and that links are made between the areas of learning so children are able to transfer and generalise their knowledge and skills.

## The Seven Areas of Learning:

### The Seven Areas of Learning:

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement in both gross and fine motor skills. We help children to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development consists of helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



### The Four Specific Areas:

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



# ECAs - Extra Curricular Activities - EYFS

- Wall Pilates & Yoga
- Construction Club
- Arts & Craft
- Music Club
- Gymnastics
- Football
- Book Club
- Ballet
- Puppet making



# Primary

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Although the majority of the students' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address a number of cross-curricular dimensions.

## The Primary Curriculum

Key Stage 1 consists of Years 1 and 2.

Key Stage 2 consists of Year 3, Year 4, Year 5 and Year 6

The courses for KS1 and KS2 are designed to meet the requirements of the National Curriculum for England and all teaching and learning here at NIA is based on this curriculum. The students are assessed through a variety of formative and summative assessments, which includes ongoing assessments, weekly, end of unit and termly tests as well as diagnostic testing. All assessments used are up to date with current research and trends and in line with the expectations of the National Curriculum. Teachers also make use of peer and self-assessment techniques.

### Subjects

English	Mathematics
Science	Geography
History	Art & Design & Technology
French(KS2)	ICT
Arabic	Music
Islamic Studies Citizenship	P.E.
Philosophy for Children	History of Qatar

In addition to the National Curriculum criteria, students receive instruction in Arabic and Muslim students receive instruction in Islamic Studies. The history of Qatar is taught in both Arabic and English. All instruction is delivered in compliance with Ministry of Education (MOE) regulations.





# ECAs - Extra Curricular Activities - Primary

At Newton International Academy, we believe in providing a well-rounded education that extends beyond the classroom. Our extensive range of extracurricular activities changes termly, selected based on what we believe the students will find exciting and are enthusiastic about. This ensures that our offerings remain fresh and engaging, catering to the diverse interests and talents of our students. Below is a glimpse into the vibrant array of activities we offered during the 2023-2024 academic year:

## Academic Enrichment

- .Mathematics Booster: Extra support to sharpen mathematical skills -
- .English Booster: Focused sessions to improve English proficiency -
- .Arabic Booster (Arabic): Dedicated classes for enhancing Arabic -  
language skills
- .French: Learning about the French language and culture -
- .Quran Club (Arabic): Study and memorization of the Quran -
- .Homework Club: Supervised time for completing assignments -
- P4C (Philosophy for Children): Encourages critical thinking and -  
philosophical discussion
- .Book Club: Engaging sessions that foster a love for reading -
- .Poetry Slamming: Expressing creativity through poetry -
- Fine Motor Skills: developing fine motor skills in our young learners -

## Cultural and Traditional Activities

- Arabic Traditional Games (Arabic): Enjoying traditional Arabic games.
  - Arabic Cooking (Arabic): Cooking traditional Arabic dishes.
  - Stories About Prophets: Learning through storytelling about prophets.
  - Quran Memorisation: Dedicated time for memorizing the Quran.
- Our extracurricular program is constantly evolving to meet the interests and needs of our students.  
We encourage all students to participate and discover new passions and talents through these enriching activities.

## Arts and Creativity

- .Jewellery Making: Crafting unique pieces of jewellery -
- .Clay Modelling: Creating sculptures and models with clay -
- .Puppet Making: Designing and creating puppets -
- .Arts and Crafts (Arabic): Artistic projects with an Arabic cultural focus -
- .Scratch Art: Developing artworks using scratch techniques -
- .Drawing Club: Enhancing drawing skills -
- .Hand Embroidery (Arabic): Learning the art of embroidery -
- .Bead Painting (Arabic): Creating art using beads -
- .Henna: Exploring the art of henna designs -
- .Arabic Hand Craft: Traditional Arabic crafting techniques -
- .Comic Book Club: Creating and sharing comic books -
- .School Newspaper: Writing and producing the school newspaper -
- .Drama Club: Acting, improvisation, and theatre production -
- .D&T Challenges: Design and technology challenges -
- .Xylophone Club: Playing the xylophone -



## Wellbeing, Sports and Fitness

- Fitness Club: Various activities to promote physical fitness.
- Zumba: Dance-based fitness program.
- Table Tennis: Learning and playing table tennis.
- Tennis: Skills development in tennis.
- Cricket: Skills development in cricket.
- Swimming: Swimming lessons and practice.
- Karate: Martial arts training.
- Ballet: Classical dance training.
- Football: Skills training and team play.
- Wellbeing Club: Activities promoting mental and physical well-being.
- Chess Club: Learning and playing chess.

# Secondary

## The Secondary Curriculum

Key Stage 3 consists of Year 7, Year 8 and Year 9; Key Stage 4 consists of Year 10 and Year 11; Key Stage 5 consists of Year 12 and Year 13

### Key Stage 3

The curriculum followed throughout the Secondary School is based upon the National Curriculum of England; with each subject curriculum being drawn from the British QCA approved National Strategy. Each individual curriculum is then evaluated as to its appropriateness and importance to the school community that we have and balanced with the needs of the Supreme Education Council. We constantly evaluate the school plans to assure that we offer the best possible curriculum that we can and are always seeking to improve upon this. In order to tailor our curriculum to the needs of our students, we segregate students into English 1st and English 2nd language right from Year 7 where students are developing the skills required in KS4. Also Arabic is split into Hard and Easy (1st and 2nd language); Islamic and Qatar History is taught either in Arabic or in English and students with a greater need of English support do not study French as a third language but study EAL instead. Philosophy for Children is embedded in KS3 English curriculum. Although the school does not provide Music and Drama classes, these subjects are covered as extracurricular activities such as student choir and Secondary school dramatic production working towards our annual end of year play. PSHE is delivered on a weekly basis to all students in KS3-5 however there is no formal assessment.



### Key Stage 3

The KS4 curriculum is essentially drawn from this same curriculum and the examination boards we use, Edexcel and CIE, are both respected British Examination boards. The IGCSE and International A levels share international renown as one of the best middle level examinations in the world. In KS4 students typically study Mathematics and English (either first or second language) and select 7 further subjects for their final exams at the end of Year 11. Some students study more than 9 in total whilst others drop some of the subjects they do not wish to continue with and complete only 7 iGCSE exams at the end. Gifted and talented students may fast track and sit their iGCSE examinations at the end of Year 10.

Block A	Block B	Block C	Block D	Block E	Block F	Block G
Biology	Art	Biology	Physics	Chemistry	ICT	Environmental Management
Design & Technology	Geography	Arabic	ICT	Design & Technology	Business	Economics
Business	Chemistry	Global Citizenship	Computer Science	Human Biology	Physics	History
IGCSE PE			Arabic	Statistics	French/Sing le Science	



# Secondary

## ECAs - Extra Curricular Activities - Secondary

### The Secondary Curriculum

#### Key Stage 5

Sixth Form is the final section of Secondary Education where students are being prepared for their future academic development at universities and their future career. There are chances to be innovative, exercise leadership and role modelling within our Prefect System and to take part in the wide variety of extra-curricular activities that are on offer. Sixth Form subjects were carefully selected in order to provide a balanced curriculum for our students. Our Sixth Form Programme is based around the first and second year of A-levels which we believe promote the best basis for higher education. Courses for Year 12 are known as AS (Advanced Subsidiary) or IAS (International Advanced Subsidiary) and Year 13 as A2.

In Year 12 students study FOUR subjects at AS Level. These will be completed in the Summer of Year 12. Each AS will count as being equivalent to half of a full A Level.

In Year 13 students study TWO to THREE subjects at A2 Level (you may only select a subject which you studied and passed at AS Level. A2 Level will count as the other half of a full A level.

#### Block A

Biology  
Arabic First Language  
(A5 and A2)  
Mathematics  
History

#### Block C

Business  
Environmental  
Management  
Physics  
French

#### Block B

Global perspectives  
Chemistry  
IT  
Computer Science

#### Block D

Mathematics  
Geography/Art  
Economics/T&T  
English Language



At NIA Secondary, we pride ourselves with having a rich extra-curricular activities program every term. Parents are emailed the schedule every term and students are encouraged to participate in as many ECAs as possible at no extra cost. All students can choose from a variety of activities.

We intend to offer a variety of different activities and targeted revision sessions as well at NIA in order to give each child a chance to take part in something they enjoy and need. Team practices are organised separately and directly by our Sports teachers (please see our past Newsletters for a full range of activities and details about the sports, MUN, D of E, Debating, TEDx talk and others offered at NIA Secondary).





# ECAs

## Extra Curricular Activities

### Secondary



# STUDENT LEADERSHIP

## in PRIMARY

At NIA, we are committed to nurturing leadership qualities in our students, encouraging them to take on responsibilities, and fostering a sense of community and service. Our student leadership program provides numerous opportunities for students to develop their leadership skills, contribute to school life, and serve as role models for their peers. Below are the various student leadership roles available:

### Year 6 Leadership Roles

- 2 Ambassadors
- 12 Prefects
- House Leaders:
- Head of Curie House
- Head of Edison House
- Head of Wright House

### Year 5 and 6 Leadership Roles

- 10 Library Prefects

### Student Council (Years 3-6)

- 2 Representatives from Each Year Group

### Foundation 2 - Year 2 Leadership Roles

- 17 Young Leaders



Our student leadership team is instrumental in creating a positive and inclusive school environment. We believe that by empowering our students to take on these roles, we are preparing them to become confident, responsible, and proactive members of society. We encourage all students to aspire to these positions and take advantage of the opportunities to develop their leadership potential.



# STUDENT LEADERSHIP in SECONDARY

The student leadership team is integral to maintaining a positive and productive school environment. We aim to empower our student leaders to excel in their duties and contribute meaningfully to school life.

Students select Student Council Representative from every class from Year 7-13 – together then they form Students Council. This council will act as role models, support school initiatives, and ensure effective communication of student ideas and concerns to the school administration. Each class also has a Class captain. Selected Senior students from Year 11-13 form Prefect body which serves the school community. The general responsibilities include:

- **Role Modeling:** Maintain high standards of behavior and appearance. Always arrive on time, wear a smart uniform, and ensure you collect stamps for positive behavior.
- **Professional Conduct:** Behave in a professional manner with peers and students. Ensure that friendships do not interfere with your judgment or duties.
- **Collaboration:** Work effectively with the Heads and Deputies to complete all assigned duties and any additional tasks requested by teachers.
- **Punctuality and Coverage:** Arrive on time for all duties and ensure they are covered if you are unable to attend. Always wear a Hi-Vis jacket during duties.
- **Initiative:** Present new ideas or suggestions to the committees or leadership team to improve the school environment.

## Secondary PREFECTS

Head boy and Head girl

Deputy head boys and girls

Head of House - Wright

Head of House - Curie

Head of House - Edison

Deputy Head of Houses

Head of student council- boy and girl

Deputy student council- boy and girl

Environmental Prefects

Prefects for all individual subjects and general prefects

# University & Careers Secondary

Each year our graduates receive offers from a wide range of universities world wide – from USA and Canada, the UK, Europe, MENA region, Australia and Asia.

Some of the recent top university placements of our students include

**Imperial College of London, King's College London, Harvard University, Weill Cornell Medicine, Carnegie Mellon University, North-western University, Georgetown University, University of Michigan, Toronto University, Texas A&M University, Cardiff University, Maastricht University** and many more.

At NIA Secondary we run a strong pre-medical program which includes iGCSE Biology, Chemistry, Human Biology and GCSE PE and AS/A level Biology, Chemistry and Maths, as well as pre-engineering program which includes iGCSE Physics, Chemistry/Computer Science, and Design technology and AS/ Alevel Physics, Maths, Chemistry/CS preparing our students for their future studies.





# University Placements & Careers Secondary

Newton International Academy is committed to providing students with quality impartial careers advice. The staff at NIA is working towards the Gatsby Benchmark's Framework in order to provide the best possible assistance to students. What do we offer?

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education including:
  - Delivery of "Which subject to choose?" presentation as well as an introduction to Unifrog.
  - University checklist workshop during which students are informed on deadlines, university requirements; and information session on IELTS/Toefl & SAT/ACT.
  - Early-bird application process.
  - University application survey.
  - University EXPO and ongoing support to students applying through UCAS
  - Careers' week – opportunity for students to engage with employers and for them to understand the labour market information and the different career pathways
  - Employability and time management presentation



- INJAZ programme (INJAZ Qatar is a member of Junior Achievement Worldwide (JA), the world's largest organization dedicated to educating students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs.)
- Scholarships nominations

# Whole School Well Being



NIA promotes emotional wellbeing and mental health across our school. We strive to make our school a place of emotional wellbeing and support by improving mental health provision for all pupils, staff and parents.

NIA participates in the Wellbeing Award for Schools. This award focuses on changing the long-term culture of the whole school. Using an evidence-based framework to drive change, it will help you deliver staff and pupil wellbeing, review your staff training, and revise your policies. This award will ensure that mental health and wellbeing sit at the heart of your school life.

## Wellbeing Award for Schools framework

Staff wellbeing  
Positive culture  
Training for staff  
Stakeholder participation  
Vision and strategy  
Supportive networks





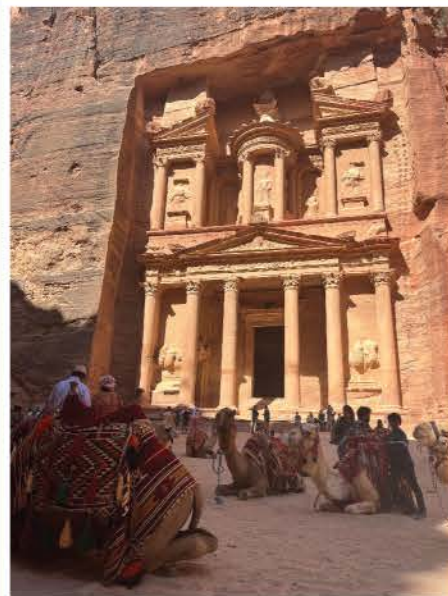
# OVERSEAS TRIPS



Do not miss out on a wonderful opportunity to enrich and develop your child beyond the classroom! Countries NIA has visited so far:

**UK**  
**USA**  
**Germany**  
**Canada**  
**Italy**  
**Jordan**  
**Netherland**  
**Turkey**

**Japan**  
**Iceland**  
**Georgia**  
**Armenia**  
**France**  
**Sri Lanka**  
**Thailand**  
**Singapore**  
**Saudi Arabia**  
**UAE**  
**Oman**  
**Spain**





# PTA

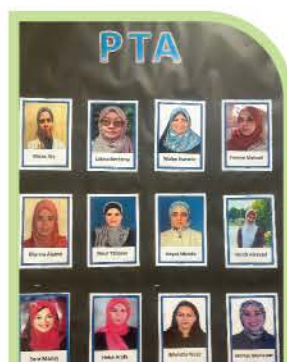
## Parent Teacher Association

### Parents as Partners

We encourage all parents to become involved in their child's learning. Educational research shows that children, whose parents are involved in any form or manner at their school, are more motivated and committed to their studies. It is also important to note that older children are just as reliant on their parents' support as younger children.

We are continuing with the Parent's as Partners Programme to further develop a close partnership with parents, draw ideas, receive feedback and attract more parents to join each NIA respective community. Each section of the school will approach the parents in that section in an effort to meet their specific needs and promote involvement.

We have our regular contact in PTA meetings, Parent Information Evenings and Parent Teacher nights. We look forward to a new academic year with ongoing engaged sessions and workshops



## Follow US on Social Media!

### NIA Barwa City

### Meet the Senior Management Team



[https://www.instagram.com/nia\\_barwa\\_city/](https://www.instagram.com/nia_barwa_city/)

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any queries related to student registration, please contact**

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