



# **Australian International School** **Elementary Handbook**

Preschool – Year 5



# Content

Welcome from Head of Elementary School	2	Handphones	20
Brief history of AIS	3	Home learning / Homework	20
Mission, Vision and Values	4	Houses	20
Introduction to AIS	6	Learning Enrichment	21
- <i>School Governance and School Board</i>	6	Library / Inquiry Centre	22
- <i>Population</i>	6	Lockers	22
- <i>School Year</i>	6	Lost Property	22
Structure of the Elementary School	6	Medical Services and Student Health	23
- <i>Leadership Team</i>	6	- <i>Medical Information</i>	23
- <i>Preschool and Lower Elementary School Facilities</i>	7	- <i>Medications at School</i>	23
- <i>Upper Elementary School Facilities</i>	7	- <i>Emergency Contacts</i>	23
- <i>Daily Routine</i>	8	- <i>Students with Specific Health Needs</i>	24
Curriculum	9	- <i>Asthma and Allergy Needs</i>	24
- <i>Primary Years Programme</i>	9	- <i>Dehydration</i>	24
General Information:	10	- <i>Foot Protection</i>	24
Absences / Attendance	10	- <i>Head Lice</i>	25
Access to the School	10	- <i>Immunisations, Hearing and Sight Testing</i>	25
Air Conditioning	10	- <i>Nut Policy at AIS</i>	25
AIS Parents' Association	10	- <i>Sleep Deprivation</i>	25
Assemblies	11	- <i>Sun Protection</i>	25
Buddy System for New Students	11	- <i>Threadworms/Pinworms</i>	26
Camps	11	Money and Toys	26
Canteen	12	No Smoking Policy	26
Celebrating Diversity	12	Notice of Withdrawal	26
Class Parties	13	Parent Education	26
- <i>Birthdays</i>	13	Parent Teacher Interviews and Student Led Conferences	26
- <i>Farewells</i>	13	Pre-Loved Uniform Shop	28
Classroom Materials	13	Reports	28
Co-curricular Activities and Extra Subjects	13	School Needs	28
Communication with Parents	14	School Yearbook	28
Communication Tools	15	Smart Card	28
Counselling	17	Security	29
Dress Code	17	Travel to and from School	29
Dogs and pets on school grounds	18	- <i>Bikes, scooters and skateboards</i>	29
Duty of Care	18	- <i>Preschool Drop-off and Pick-up Zones</i>	29
EAL (English as an Additional Language)	18	- <i>Preschool and Lower Elementary School Drop-off and Pick-up Zones</i>	29
Electronic Equipment	19	- <i>Upper Elementary Drop-off and Pick-up Zones</i>	29
Emergency Evacuation Procedures	19	Visitor Pass	30
Excursions and Visiting Performances	19	Welfare	30
Exit Forms	19	Contact Details	32
Fee Payment	19		
Food and Nutrition	19		





## Message from the Head of Elementary School



**As an International Baccalaureate World school, AIS is committed to your child becoming an active, compassionate and lifelong learner!**

Your child will become a part of a dynamic learning environment where they can actively inquire, continually build on their understanding of the world and take responsibility for their learning.

AIS is authorised to implement the International Baccalaureate Primary Years Programme (PYP) which provides the curriculum framework for all learning at the School. The PYP recognises that development and learning are interrelated. Therefore your child will develop knowledge, skills, concepts, and attitudes which are relevant, engaging and challenging across subject areas. As Boyer says: "To be truly educated a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life". It is also an expectation that action will be a result of the learning process.

The heart of learning at AIS is the development of the attributes of the IB learner profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These capacities and responsibilities go beyond intellectual development and academic success. They imply a commitment to help all members of the School community learn to respect themselves, others and the world around them.

The Elementary School at AIS comprises students from Preschool to Year 5. The Preschool caters for 3 and 4 year old children in resource rich, purpose built learning environments. Children progress into Lower Elementary which comprises three year levels - Preparatory, Year 1 and Year 2. Upper Elementary offers a wide range of learning opportunities within the final three years of the PYP for children in Years 3, 4 and 5. The Elementary School structure allows for continuity of the learning program across these important foundational years of schooling.

The Elementary School celebrates community. Parents play an active role in assisting classroom learning in a variety of ways. Volunteer training programs allow parents to understand the classroom environment and develop the necessary skills to contribute meaningfully to learning, both inside and outside the classroom. Parent education and social events are also organised to help promote the spirit of community within the School.

AIS is a thriving and vibrant learning community. As learners we constantly reflect on our practices and of those within the network of IB schools globally. Our goal is to ensure that we provide quality resources, effective, relevant and inspiring teaching and learning, and an enriching, supportive environment for your child.

Welcome to the Elementary School and the AIS community.

A handwritten signature in black ink that reads "Mignon Weckert". The signature is written in a cursive style.

**Mignon Weckert**  
Head of Elementary School





# Brief History of AIS

The Australian International School opened on 1 February 1993 at its first campus on Mount Sophia, an area behind Plaza Singapura and the Cathay Building reconstruction. The School started under the leadership of Miss Coral Dixon with 32 students and 7 teachers, with no air-conditioning, uniform or facilities that are now taken for granted. By the end of 1993, there were over two hundred students.

The School experienced rapid growth and by the end of 1994, with numbers just over 400, the students moved to Emerald Hill, directly behind Orchard Road. Although the School was bigger and could accommodate more students it still did not have a full-sized gym, pool, theatre and other much needed facilities.

As the School continued to expand it was clear that space was running out at Emerald Hill and by the end of 1997, AIS had moved to Ulu Pandan, near Clementi, the site of the old Singapore American School, which had recently moved to a new site at Woodlands.

The School enjoyed five and a half years at Ulu Pandan during which time it finally secured land to construct a purpose built school at Lorong Chuan, with first class facilities. In February 2002, Mr Peter Bond began as Principal of AIS.

The School moved from Ulu Pandan to its final “home” at Lorong Chuan over the holidays in July 2003, with 1100 students enrolled.

In October 2007, the School was purchased by the Cognita Group of Schools and in July 2008, a Junior School and Preschool wing were built to house children from Preschool to Year 2 at a purpose-built facility. The campus is a bright, airy and modern building with large pod spaces for group work.

In 2010, a new Senior School building was opened to accommodate Year 10, 11 and 12 students. This wing incorporates private study spaces, 35 classrooms and a new Science and Technology area.

In January 2012, Dr Nick Miller took over as Principal of AIS, and the School moved to a new school structure with two sub-schools: Elementary School and Secondary School.

# School Guiding Statements

## Vision

AIS strives to be a globally recognised centre of educational excellence whose students consistently exceed expectations and are committed to addressing the needs of our world.

## Mission

To enable our students to realise their potential through exceptional opportunities, within a nurturing community which equips them to flourish in life and to make a difference for good.

## Values

**RESPECT - OPPORTUNITY - ACHIEVEMENT**

## Respect

We Value:

- Integrity and responsibility
- Acceptance and appreciation of differences
- Care for self, each other, the community and the environment

Therefore we will:

- Develop positive attitudes and a sense of personal and social responsibility
- Build relationships within communities based on mutual respect, trust, acceptance and care
- Foster a community of learners who take responsibility for their choices and actions
- Maximise the learning opportunities for all students through the differentiation of programs and practices
- Embrace and celebrate diversity

## Opportunity

We Value:

- Confidence
- Creativity and innovation
- Leadership and initiative
- A balanced and well-rounded education

Therefore we will:

- Provide a broad range of opportunities for the development of well-rounded learners who can make links across curricula, across cultures and across languages
- Develop individuals who have the capacity and aspiration to make a positive contribution to the local and international community
- Provide opportunities for all members of the community to exercise initiative and leadership
- Capitalise on innovation to enrich our programs and practices
- Motivate our students in all endeavours and encourage curiosity in their learning

## Achievement

We Value:

- The pursuit of individual interests and passions
- Commitment to learning
- Personal Excellence
- Perseverance and resilience

Therefore we will:

- Encourage a passion for learning and a spirit of inquiry
- Celebrate success and achievement across all endeavours
- Support and challenge the members of our community to reach their full potential
- Encourage a culture which rewards initiative, continuous learning and teamwork
- Nurture the capabilities of each individual to strive for personal excellence



## Introduction to AIS

### The School Governance and Board Members

AIS is owned by the Cognita Group of Schools, a UK based company. For further information, see [www.cognitaschools.co.uk](http://www.cognitaschools.co.uk). The School receives no government funding and is funded by school fees and the investment of shareholders. The School has an advisory board which meets quarterly.

### Population

AIS is a co-educational school for students from Preschool (age 3) to Pre University (Year 12, age 18+). There are over 50 nationalities represented at the School; however, more than two thirds of the students across the School are citizens of Australia and New Zealand. Around 4% of students at AIS are learning English as their second language.

Section of school	Program	Age
Preschool	3 and 4 year olds program	Children can commence the day they turn 3 years old
Elementary School	Prep to Year 2 (5-8 year olds)	Children commence Prep if turning 5 by 30 April of that year
	Years 3 to 5 (8-11 year olds)	
Secondary School	Years 6 to 12 (12-18 year olds)	Students usually complete High School at age 18

### School Year

The School follows the Australian school holidays as closely as possible, but commences in mid-January and takes a four-week break mid-year. This is to coordinate with other international schools in Singapore who have a long break in the middle of the year. Singaporean rather than Australian public holidays are celebrated. An annual and term calendar can be viewed on the School's website.

### Structure of the Elementary School

#### Elementary School Leadership Team

The Elementary School Leadership Team exists to advise and assist the Head of Elementary and the School Principal in the daily management of the Elementary School. The Assistant Head of Elementary supports the Head of Elementary and is responsible for all matters relating to Welfare and Administration in the Elementary School.

The Preschool is led by the Head of Preschool who is supported by the Assistant Head of Preschool/Curriculum. The Lower Elementary is led by the Assistant Head of Lower Elementary (Welfare and Administration) and Assistant Head of Lower Elementary (Curriculum). Upper Elementary is led by the Assistant Head of Upper Elementary (Welfare and Administration) and Assistant Head of Upper Elementary (Curriculum).

The Preschool consists of a younger and older class structure catering to three – four year olds.

The Lower and Upper Elementary consist of classes from Preparatory (Prep) to Year 5, with each class being un-streamed and of mixed ability.

Class allocations are made each year on the basis of a variety of criteria including gender, ability, learning style, learning needs, and personality.



In Lower and Upper Elementary, each Year level is guided by two Heads of Year one who is responsible for curriculum and one who is responsible for welfare and administration of that year level. In Preschool each class has a teacher and two teacher assistants. Each class in Lower Elementary has a full-time class teacher and a full-time teacher's assistant. In the Upper Elementary, teacher's assistants are shared amongst the classes.

In addition in Lower and Upper Elementary, we have specialist staff members that have responsibility for the areas of Learning Enrichment, EAL (English as an Additional Language), Additional Languages (Chinese), ICT (Information and Computer Technology), Physical Education, Music, Visual Arts and Library. Two Counsellors also work within the School to provide children and families with counselling support. In Preschool there is a full time Mandarin teacher.

### Preschool Facilities

The Preschool classrooms are arranged to provide an opportunity for small group work and whole class activities. Each classroom contains learning centres, which can be adjusted for a variety of classroom activities. In 2014 a new Inquiry Centre/Library will be located in the Preschool.

The AIS Preschool enjoys a large outdoor playground, completely separate from the Lower Elementary School, and is a space for children to climb, run, ride, dig and enjoy. Also, the Multi-Purpose Hall (MPH) and gymnasium is available for gross motor skills development and each class will have time in the MPH every week (4 and 5 day classes) or every fortnight (3 day classes).

### Lower Elementary Facilities

Lower Elementary is housed in a purpose built, complex that is well resourced and designed for the needs of learners in the early years of formal schooling. General teaching classrooms are clustered to provide for a team approach to learning, with each year being together on their own level of the building.

Each year level can be accessed directly from the underground car park by an internal lift. Each year level also has its own toilet facilities and staff work areas, as well as centralised pod areas that allow for additional small group work and whole year-level activities to take place. A large, centrally located well-stocked library with print and electronic resources serves the Lower Elementary community. This is housed on Level 3 of the Lower Elementary building.

Lower Elementary boasts excellent computer resources with one to one ipads and access to computers within each classroom.

Specialist rooms are provided for Visual Art and Music. Small group teaching spaces provide for instrumental music, EAL and Learning Enrichment lessons. A multi-purpose gymnasium is acoustically designed not only to provide for physical education and gymnastics but to also be utilised for assemblies, drama and musical productions as well as parent information sessions and other events.

Lower Elementary also has direct access to the School's 25-metre, 8-lane swimming pool as well as having its own multi-purpose playing field.

The canteen is located on Level 1, directly behind the main Reception area. This allows students to order their lunch should parents wish them to do so. Parents are also welcome to make use of the canteen facilities.

### Upper Elementary Facilities

Upper Elementary is housed in the main school building along with part of the Secondary School. The location of all Upper Elementary classes is central within this building in an area known as Block C.

General teaching classrooms are clustered to provide for a team approach to learning, with each year being together on their own level of the building.

Each year level is housed around centralised pod areas that allow for additional small group work and whole year-level activities to take place. A large, centrally located and well-stocked library with print and electronic resources serves the Upper Elementary community. It is located on Level 4.

Each class has access to one to one ipads and computers which are used as an integrated part of teaching and learning. Specialist rooms for Visual Art and Music are housed on Level 1 of the building. Classes move to these areas during their scheduled specialist lessons.

Small group teaching spaces provide for instrumental music, EAL and Learning Support lessons. PE and sports sessions make use of a number of facilities. There are two air conditioned gymnasiums, a 25 metre swimming pool and a large oval that are utilised throughout the year for our sports program.

Upper Elementary students use canteen facilities, shared with Secondary School, which are located next to the large oval.

### Elementary School Daily Routine

School commences at 8.30am for Lower and Upper Elementary students and 8.45 am for Preschool students. Playground supervision begins at 8.00am.

Lower and Upper Elementary children should arrive at school with time to spare so that they can organise their belongings and prepare themselves for the morning session. Children should be encouraged to become independent as soon as possible after they begin school. They should carry their own bags and be responsible for organising their own belongings e.g. homework folder, notes for the teacher, student diary, lunch order etc. If they arrive prior to the bell, children are encouraged to seek out their friends and to play in the playground area. When the bell rings at 8.30am, Lower Elementary School children make their way to their classrooms so that the first lessons can begin.

For Upper Elementary the warning bell rings at 8.25am to indicate that all children should now assemble in their designated class lines. Year 5 students meet on the CTE playground area. Year 4 students line up near the stairs outside the music rooms. Year 3 place their bags near the external door to their classrooms.

The Elementary School week is divided into 5 nine period days, each period being 35 minutes in length. There are also two break periods. Children have an opportunity to eat and play during both break periods. Teachers are on duty at all times in the playground during these times.

School finishes for all Lower and Upper Elementary students at 3.15pm and Preschool at 3.00pm. Those children catching the bus home will be escorted to the bus bay area by teachers' assistants in Preschool and Lower Elementary. All other Lower Elementary children are to be collected from the undercroft area adjacent to the Lower Elementary Reception or directly from the pick-up zone in front of the Lower Elementary Reception area. No Lower Elementary children are will be permitted to leave the area to be collected at an alternative point in the School. Upper Elementary children are picked up from the front car park area near the Main Reception area at Gate 1. Upper Elementary children may only be permitted to be picked up at the Lower Elementary turning circle if they are joining with a younger sibling from the Lower Elementary.

At the beginning of each school year, class teachers will provide you with a timetable outlining the days and times of specialist lessons. This will assist you to ensure that your child has the correct equipment required for each day.

## Curriculum

The Elementary School is authorised to offer the IB Primary Years Programme (PYP) for students aged 3 years to 12 years. AIS has developed a curriculum that maximises the use of PYP scope and sequences documents, aligned with the Australian Curriculum and also draws on other international resources to provide for further detail and rigour. Detailed information about the PYP can be accessed at [www.ibo.org/pyp/](http://www.ibo.org/pyp/). We provide a broad, balanced, contemporary curriculum that seeks to provide for all students an enriching school experience that is significant, challenging, meaningful and relevant to the needs of each child. The curriculum is based upon a continuum of learning which recognises that, at any one time, children of the same age are not always at the same point in their learning.

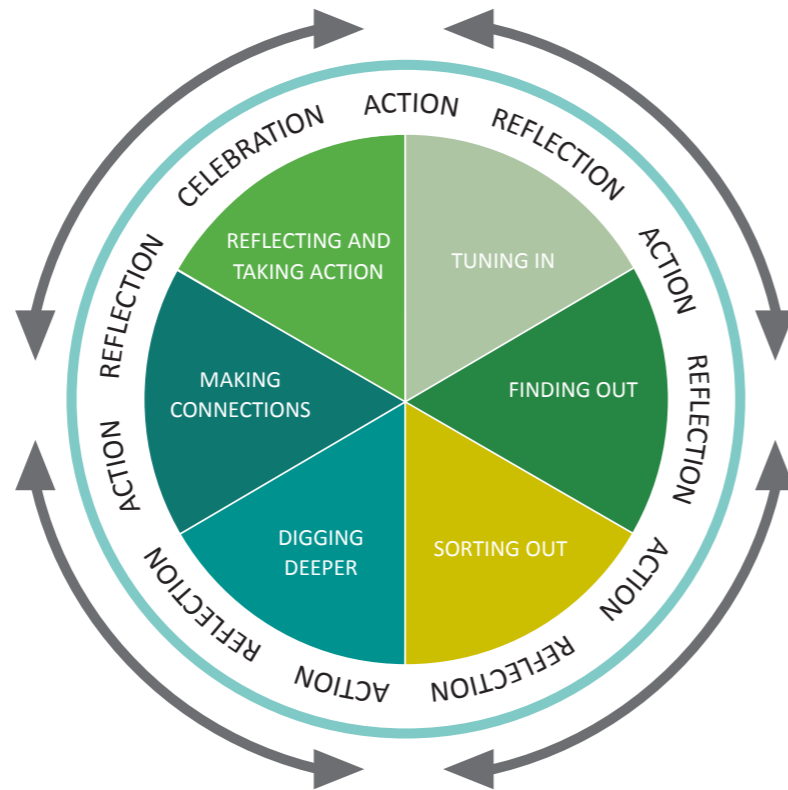
Inquiry is the leading pedagogy of the PYP, and allows students to be actively involved in and take ownership of their learning, although a variety of other teaching methodologies are also utilised. Teachers and students at AIS develop and use key questions that are concept-based to structure learning. Student-initiated inquiry is planned for and fostered, and this approach nurtures independence and results in building enduring understandings.

An explicit expectation is that successful inquiry will lead to action, initiated by the student as a result of the learning process. This action may extend the student's own learning, or it may have a wider social impact, and will clearly look different within each age range, and from one age range to the next.

### The PYP Programme of Inquiry

AIS has developed a comprehensive Programme of Inquiry including all aspects of Social Studies and Science and many of the other learning areas. In many of the units of inquiry, Literacy and Mathematics also form part of the inquiry process as part of meaningful, transdisciplinary learning. Each year level from Prep – Year 5 works on six Units of Inquiry each year, and Preschool undertakes four units. There are six Transdisciplinary themes that are covered each year.

For further information on the IB Primary Years Programme and how it is integrated into the classroom please consult AIS' Curriculum Guides which are available on the School website.



# General School Information

## Absences / Attendance

All Elementary School students are required to attend school on each day that instruction is provided and it is the responsibility of parents to ensure regular attendance. Regular attendance at school is essential to ensure progress and a student should not be absent without an appropriate reason. Punctuality is crucial as important information is provided at the beginning of the school day and classes are interrupted by students arriving late.

Student rolls are marked each day in Elementary School. Parents should email the class teacher and relevant school secretary directly before 9am to advise the School of a student's absence that day.

Upon return to school, students must produce a note or evidence concerning their absence. This note is to be handed to or emailed to the class teacher. Such notes should specify the date/s of absence/s and reason.

Frequent absences from school can interrupt the child's learning and the development of good working habits and social relationships. Parents should always endeavour to make medical, dental and other appointments out of school hours. Family holidays should coincide with school vacations and only in extraordinary circumstances should holidays be arranged during school terms. Permission for any child to be absent for any reason for more than five days must be requested in advance in writing from the Assistant Head of School or Head of Preschool. This is best done by email.

The School is obliged to submit to the Singaporean government records of attendance for students. Students who have repeated or long term absences may be in breach of Singaporean immigration laws. Such breaches can lead to the cancellation of student passes.

If a student is late to school, the class teacher will note this for roll recording purposes. Where practical, parents should send a note or call the School to explain the late arrival.

## Access to the School

The School is open to parents during school hours, in the afternoon for co-curricular activities and in the evenings for school events. The School is closed during school holidays and on weekends unless a pre-arranged appointment has been made with a member of staff. Parents may enter the School during the school holidays to purchase uniforms.

## Air-conditioning

The School is fully air-conditioned using a clean, efficient and environmentally friendly system. In line with the needs of children with specific dust allergies, the School has put into place specific policies and procedures to assist in reducing the level of dust to which children may be exposed.

## AIS Parents' Association

The Australian International School Parents Association (AISPA) represents a community that brings together parents and guardians of children attending AIS. As a group, AISPA strives to fulfil four objectives:

- To promote community spirit in the Australian International School and to encourage parents to be active in the school community
- To support the fund-raising activities of AIS students and assist general in matters concerning the welfare of students at AIS

- To provide a forum for the free exchange of views and ideas between parents and the Leadership Team; and
- To act as a link between the business community and the School

These objectives are only made possible with the support of Parents, the school and community members.

AISPA is striving to create a sense of belonging for all AIS Parents in Singapore. They aim to provide information, assistance and friendship for newcomers as they transition into the AIS community. They have an active Class Representative program to welcome all newcomers and to establish a contact person on a yearly basis between each class and our children’s home. AISPA events are a focal point throughout the year to draw families together at the School for fantastic fun. AISPA pinpoint areas of special needs and interests within their community and groups are growing to support these. AISPA have a thriving second hand uniform shop that not only provides good quality second hand uniforms but takes all donations and sends them to charity organisations within Asia.

## Assemblies

### Lower Elementary

All children in the Junior School attend a Year-level Assembly once a week. At weekly Assemblies, individual children are recognised for their achievements, awards are presented, children discuss individual work that they have prepared and issues of current concern, and they are invited to volunteer to present performance items and new songs are learned. These assemblies encourage in the children the development of public speaking and performance skills, as well as confidence and self-esteem. Student leadership of Assemblies is encouraged, particularly in Years 1 and 2. Parents of children leading or performing in a Lower Elementary Assembly are invited to attend. Notice of such is always provided in advance by the class teacher.

### Upper Elementary

All children in Upper Elementary attend an assembly once a week. To cater for the size of our school, classes have been split into two Year 3-5 groups so that the theatre may be utilised for assemblies. At weekly assemblies, individual children are recognised for their achievements, awards are presented, classes share work that they have prepared, issues of current concern are discussed, children are invited to present musical performance items and information is shared about various fundraising and other initiatives. These assemblies encourage in the children the development of public speaking and performance skills, as well as confidence and self-esteem. Assemblies are led by the student leaders of the Upper Elementary. Parents of children leading or performing in an Upper Elementary Assembly are invited to attend. Each year level may also have a year-level communication meeting, on a regular basis. These are conducted by the Heads of Year.

## Buddy System for New Students

In the first week, new students will be assigned to “buddies” whose job is to help new students settle in, find their way, and introduce them to the School. This process of induction is managed by the class teacher. The School Counsellors support the buddy process and are ready to assist with any children who may have any transitional issues. If new students have any questions or concerns, they should see their Class Teacher.

## Camps

All Upper Elementary students attend annual school camps. Year 3 attend an overnight camp to the Singapore Zoo. The camps for Year 4 and Year 5 are held in different locations in Johor Bahru, and Malaka Malaysia. The students look forward to the camps each year where they learn a range of skills including: different environments and ecosystems, community service, leadership and teamwork.

## Canteen

There are two canteens on the School grounds. These are operated by an external provider. Parents may also purchase items from the canteen during its hours of operation. Students are, of course, also able to bring their own meals from home if preferred.

A canteen menu is supplied on the school website. Orders can be taken manually through a paper bag system or online via the School Smartcard System on the School website.

### Preschool

Preschool students are able to order for lunch only, which is delivered to their classrooms.

### Lower Elementary

The Lower Elementary canteen is open from 8.00am to 3.30pm each week day. Each Lower Elementary class has its own routine for ordering snacks and meals. Children need to bring their orders to school in paper bags clearly marked with the child’s name, class and items that are required. Money should be enclosed in the bag. These bags should be handed to the class teacher or teachers’ assistant when school commences.

Alternatively, ordering of Lower Elementary lunches is also available online. Please note that Lower Elementary children are not eligible to be issued with a school smartcard. Each family will, however, be issued with a Smartcard account upon commencement. This enables parents to order lunches through the School’s website.

Children in Lower Elementary are asked to order all requirements from the canteen before school (including ice blocks). Over-the-counter sales are not allowed for Lower Elementary children at break periods, nor are students permitted to have money in their pockets or school bags. This is to prevent children from buying food for friends who should not be eating certain foods for dietary or health reasons. It also helps to overcome the problem that has occurred of children having too much money to spend or of losing their money.

### Upper Elementary

The Upper Elementary shares a canteen with the Secondary School. It is open from 8.00am to 5.00pm each week day. Lunches can be ordered online, using the Smartcard system through the School website or manually, by writing the child’s name, class and items that are required on a canteen bag and enclosing the correct money. These bags should be handed in at the canteen on arrival at school.

## Celebrating Diversity

AIS recognises the diversity of cultures in Singapore and even in each child’s own class and provides opportunities for all children to learn about and to respect other cultures.

This is implemented in the Elementary School program by using a large variety of books, music, cooking, crafts, clothing, singing, posters, assembly activities, excursions and by the celebration of special days and festivals (e.g. Chinese New Year, Hari Raya, and Deepavali). AIS parents and staff are from a variety of backgrounds with diverse cultural experiences, and are encouraged to contribute their knowledge and culture to enhance the overall program.



## Class Parties

### Birthdays

Children who would like to celebrate their birthday at school may bring cupcakes or another similar item that they may share with their classmates during a break period.

Parents who plan to deliver such items to school need to negotiate a suitable time and date with the classroom teacher so that food can be shared during a break period and not during class time.

**Please remember that AIS operates a 'Nut Minimisation' policy which means that no nuts, nut-based products, or products containing traces of nuts are allowed anywhere on school grounds or buses. For more information you can contact the AIS Health Centre nurse@ais.com.sg**

### Farewells

Children who are leaving the School often wish to say farewell to their classmates by hosting a small class party.

Guidelines for all class parties are as follows:

- Class parties are usually held only in the last hour of the day or just prior to a break period. The actual timing must be negotiated with the class teacher
- It is the responsibility of the parent(s) of the departing child/ren to make all the arrangements for the party. Should more than one child be leaving a class, a combined farewell will be held. The Class Contact will be able to help to coordinate between parents in this case.
- Food items / treats should be discussed in advance with the Class Teacher. All food supplied must meet the School's anaphylaxis policy guidelines i.e. no nut products
- Under the teacher's direction, parents and students are responsible for cleaning up the classroom at the conclusion of the party
- Geckoes are an AIS tradition; a stuffed calico lizard is available from the Uniform Shop for the class to sign. However, it is not mandatory. It is the responsibility of each departing family to purchase the gecko for their child.
- Children are not permitted to have the uniform that they are wearing signed by their friends

## Classroom Materials

All stationery and textbook items required by students are supplied by the School at the commencement of the school year, or at the point during the year when the student joins the School. Some stationery items may need to be purchased by families during the course of the Semester to supplement this allocation. For further inquiries about your child's needs, please refer to your child's class teacher.

## Co-curricular Activities

### Preschool and Lower Elementary

A selection of co-curricular activities is made available to children of the Preschool and Lower Elementary.

### Upper Elementary

Upper Elementary students also enjoy a great range of co-curricular activities. These activities occur either at lunch times or after school. There are opportunities for involvement in a range of sports, music, enrichment and community service activities.

There is a charge for some of these activities, for special materials required and for specialist coaching, tuition or for the use of venues. A choice of activities and times is issued each Semester. Students are expected to commit to the activity once enrolled, and attend each week.

### Music

Elementary School students may also elect to take private music lessons in an instrument of their choice. These lessons are generally conducted during the school day and tutors collect students from their class and take them back when the lesson concludes. Enrolment forms for Music Tuition are available from the School Reception or Music Office.

## Communication with Parents

The relationship between home and the School plays a very important part in a child's education. We cannot overestimate the critical role that parents play in successful learning: they contribute much to their child's development and are among the most important influences on the way in which the child approaches learning.

Teachers are responsible for the more formal aspects of children's learning, and successful teaching builds on the home experiences of the child. This is most effective where there is an active partnership with parents.

Two-way communication is a critical factor in the partnership between parents and the School. Where a partnership exists, it is easier for parents to solve problems and to feel confident about the teaching and learning taking place in the classroom.

The School expects parents to accept and to support the shared responsibility for the welfare and education of the students. This includes notifying the School of any changes in routine that may have an effect on the behaviour of their children, supporting the School Management policies and staff in the implementation of these policies, and ensuring consistency of expectations between school and home.

In order to maintain a professional relationship between staff and parents at all times, we would ask all parents to be aware of and to follow the protocols below in communicating with School staff:

- Parents are encouraged to address all questions, comments, complaints or concerns regarding any aspect of their child's education or experience at school directly to the child's teacher in the first instance. This can be done either in person, by telephone or in writing (either handwritten or via email). Parents are also requested to choose an appropriate time and place to discuss the concern. If an extended discussion is needed, parents are asked to make an appointment with the teacher at a time that is mutually convenient
- In the event that the situation is not adequately resolved, either the parent or the teacher (or both) may choose to take the matter to a more senior member of the School's staff. This would initially be the Heads of Year followed by the Assistant Heads of Lower/Upper Elementary, then the Assistant Head of Elementary for welfare issues or the Head of Elementary School for curriculum and learning issues and ultimately the School Principal. Appointments are required for all such discussions. The Principal, as appointed by the School's Governing Body, has the final responsibility for resolving the situation. It may also be wise for other staff members who have particular expertise in the area under discussion (e.g. the School Counsellor, the Learning Enrichment staff, the Head of Learning Enrichment) to be invited to become involved at this point. Parents are requested not to make an appointment with a senior member of staff prior to discussing the problem directly with the class teacher and to follow the accepted protocols in the appropriate order should further clarification or resolution be considered necessary.

Here are some tips for parents to help in maintaining positive relationships with the School community. Acting on these tips will ensure a positive relationship with the School and, more importantly, allow your children to flourish.

- All children have strengths and weaknesses, all have their own personalities and individual 'quirky' habits, all have their own developmental timeframe, and all have the capacity to do the wrong thing at certain times. Please

be supportive of the School whenever recommendations are made regarding your child, don't become overly competitive with other parents and their children, and don't feel that you have failed as a parent if your child is not perfect in every way!

- Please don't be afraid to seek the advice of school staff if you are having difficulty with your child, or have any concerns about your child's development. Along with the joys, parenting can also be very stressful and challenging at times. We understand this and are only too happy to offer advice and support
- Be active in supporting the School. Try wherever possible (business travel requirements of parents notwithstanding) to attend all functions that involve your child (a parent's absence can be devastating for a young child, particularly if everyone else has their parent present) and offer your help in any way that you can
- Make an effort to form a positive relationship with your child's teacher and keep in contact. This means that, if there is a problem, you already have a rapport and it makes it much easier to express a concern or to seek advice
- Show an interest in your child's learning and in the classroom teaching program. If you are confused about any aspect of the program or question its value or purpose, ask for an explanation. Schools have changed enormously over the past 20 years. The way in which teaching and learning experiences are presented and the types of activities engaged in by the children will not necessarily be as they were when you were at school. All programs are based on best practice principles in education today and on sound research into how children learn best
- Read the information we send you. Put dates in your diary and note all the details of each event. This will save you and your child any embarrassment that may occur when children perhaps come dressed in the wrong clothes, do not bring the necessary equipment or even turn up for the start of school a day early!
- Don't believe everything you hear. No matter how honest your children are, do not accept unquestioningly everything that they say. They may have misunderstood or misheard something they have been told. They may have heard something from an unreliable source or drawn an incorrect conclusion from insufficient evidence. Many children have vivid imaginations and most are always willing to tell you their own side of the story only! It is important to check the facts directly with the teacher before drawing conclusions. Direct contact is necessary to define the problem accurately and to develop an agreement about how best to proceed
- Trust in the professionalism of the teaching staff employed in the School. When you have a concern, express it directly to school staff, not in the playground with other parents. Avoid discussing your concerns or criticising teachers in front of your children. By seeking first to understand, you will set an important example for your children to follow
- If your child is having difficulties with another child during school time or you are concerned about the actions of another child or parent, please speak with your child's class teacher, not directly with the other child's parent, or with the other child. It is not your role to discipline another parent's child or to alert another parent to their child's behaviour at school. This often only serves to inflame the situation further. These situations are always best handled confidentially with school staff
- Say thank you. There will be times when things go wrong (just like people, no school is perfect), but don't forget to express gratitude when things go well. For teachers, a thank you note can mean so much, out of all proportion to the time and effort it takes you to put pen to paper. As do children, we also respond well to positive reinforcement.

## Communication Tools used at AIS

- Written reports on student progress issued in the last week of Semesters 1 and 2
- Regular information about the School through letters and the School's weekly Newsletter, online learning pages, class and year-level digital communication media.
- Parent-teacher interviews held formally in Term 1 each year
- Student-led conferences held in Term 3 each year
- Notes
- Surveys
- Displays of children's work





- Assemblies
- Special events and celebrations
- Specialised learning programs
- Parent information booklets
- Parent information sessions
- Learning journals
- Email

You are more than welcome to talk to your child's teacher whenever you feel there is a need. Appointments ensure that a mutually suitable time can be set aside, as well as allowing time for the teacher to gather any additional information that may be useful in your discussions.

Notice boards for Lower Elementary are located in and around Lower Elementary reception. For the Upper Elementary, notice boards can be found in each cluster for students and parents. Noticeboards for co-curricular announcements can be found in the Main School Building, past the Art classrooms, just outside the glass doors.

The School Newsletter is distributed by email at the end of the day each Friday. It is a vital source of information for parents and it is important that you read this each week as all dates and relevant information relating to the current week and the week ahead can be found in there. The Newsletter can also be read on the AIS website at [www.ais.com.sg](http://www.ais.com.sg), by selecting the Need to Know section. Notes about special events for Elementary School students will be sent home to the children involved.

A School Diary is issued to all Upper Elementary students and is used by teachers and parents to communicate between home and school. Students should carry their diaries with them at all times. The Diary has a section detailing school rules, history, daily routine, as well as pages for writing homework. It also allows parents to monitor homework and to send messages to teachers concerning issues or absences.

## Counselling

AIS believes that sound education involves the development of the whole student. This includes the social, emotional, intellectual, and physical aspects of a student's life. Counselling services are accessible to all students and their families.

School Counsellors provide support to students, teachers, and parents through both individual contacts and group meetings. They facilitate the development of social and emotional competencies through classroom lessons, as well as meeting with students individually and in small groups to enhance social skills, and self-esteem, or to deal with issues such as behaviour management, anxiety and family relocation.

Parenting workshops are also offered throughout the school year and the Counsellors are available to meet with parents on an individual basis.

## Dress Code

All children are expected to wear full school uniform at all times. Only garments purchased through the AIS Uniform shop are regulation uniform.

The school sunhat is to be worn at all times when students are playing outside, attending PE lessons and on excursions. In Upper and Lower Elementary shoes must be black leather and kept clean and polished. No T-shirt is to be worn under the school shirt. Should children be cold inside the classroom, a school jumper may be purchased from the Uniform Shop.

Students may wear a watch and girls may wear a single stud or sleeper in each ear. Clear plastic sterilised earrings are available from the Uniform Shop if needed.

In Upper and Lower Elementary PE Uniform is to be worn during PE lessons and students may wear their PE uniform to and from school on PE and sports days or on special sports carnival dates. Details will be advised to parents at the beginning of each new year or term.

Boys are to adopt a neat hair-cut, with hair being above the collar. A minimum Blade 2 hair cut is allowed. Girls are to wear their hair in a bunch, bunches, ponytail or plaits, or tied with a ribbon.

AIS School Bags are to be brought to school each day. Bags for sport and library are sold separately through the Uniform Shop. Upper Elementary students are advised to choose a bag which is suitable to the size of the student.

## Dogs and pets on School grounds

Dogs are not permitted to enter school grounds. Parents are advised not to bring pets into the School grounds.

## Duty of Care

AIS staff are required to take care to ensure that the School ensures the safety of students within their care. Parents can assist by ensuring that the School is informed about their child's medical history. Consent forms for excursions and specialist programs must be returned before students are allowed to leave the School.

## English as an Additional Language (EAL)

English as an Additional Language, or EAL, assists the English language development needs of children who arrive from non-English speaking backgrounds. It plays a valuable role in supporting these children's first experiences of life in a new school where English is the medium of instruction and is the main means of communication generally.

Usually the EAL Coordinator will meet the families and children when they come to the School for their initial enrolment interviews. Apart from sharing contact details, parents will also be asked to complete a language profile. This can be very informative for us in understanding the language learning background and needs of the child upon entry into the School. The child is then assessed through questioning and the formal MAC II Screener, to ascertain how easily they will be able to participate in the classroom when they commence.

If it is apparent from the screening results that a child will require further assistance, then the EAL teacher assigned to the child's year level is notified of their commencement date. The EAL teacher will set aside time for face-to-face teaching, resourcing and meeting with the child's class teacher, in order to address the needs of the child as efficiently as possible. Assessment for EAL needs will occur in Preschool during Term 4.

EAL assists in the development of oral, written and visual communication in keeping with literacy learning in the PYP. This is also in the context of the theories that underpin additional language learning. A particular focus is the everyday language of school, home and friendships - the language of their present life experience. The Unit of Inquiry is one of the main ways that children engage in learning about the world. Being able to talk about the content using simplified vocabulary, and then building on this vocabulary with new language structures, can be immensely useful in helping the child to cope in a new learning environment. At the same time they are keeping abreast of the intellectual rigour appropriate to their age.

Reading and writing also form an important part of formalising the new language with which the child is becoming familiar. This is done in the context of the child's needs and the text types being studied in the classroom. The children are encouraged to select work samples that demonstrate what they can do and the development that takes place over time.

Staff formally report at the end of every term and are present during parent/teacher interview times. EAL staff also play a prominent role in the pastoral care of children and their families from non-English speaking backgrounds. We actively seek ways to promote respect and connectedness in our school and community.

## Electronic Equipment

The School discourages students from bringing electronic equipment such as hand held computer games, iPods or other MP3 players to school. If they are brought to school, it is advisable that they are handed to class teachers who will lock them away for the day.

## Emergency Evacuation Procedures

Students and staff carry out evacuation, lock-down and lockout drills at regular intervals throughout the year. Any parent who is on-site during an emergency evacuation is requested to follow the directions of staff, not to collect children and leave.

## Excursions and Visiting Performances

These are an integral part of the educational program and provide experiences not possible in the normal classroom environment. Excursions are planned to stimulate, support and extend the classroom learning. Children are expected to participate. Supervision is always well organised and costs are kept to a minimum. Details of excursions and permission forms are sent to parents well in advance.

The Elementary School also regularly invites artists to perform or children's authors to visit. Performances can include drama, puppetry, and mime, cultural activities from other countries, music and dance.

## Exit Forms

Upon withdrawal from the School, all families are issued with an Exit Form. This form must be completed by various departments and returned to the Accounts Department. Parents will be billed for any items borrowed from the School such as sporting or musical equipment, library books, audio visual equipment or text books that are not returned to the School.

## Fee Payment

Tuition Fees include all books, stationery, and Parents Association membership. Payment of fees is organised through the Accounts Department within the School Reception area in the main building. Accounts are billed on a Semester basis and payment of fees is expected by the due date. Tuition fees are payable on receipt of the first bill and then prior to the start of each Semester. Tuition Fees are pro-rated if the student begins tuition after the semester has commenced. Failure to pay fees may result in the termination of enrolment.

## Food and Nutrition

All children in the Elementary School are required to be supplied from home with food for two break periods (lunch and afternoon recess). Teachers may also incorporate a munch and crunch opportunity within the classroom during which times students are encouraged to consume a healthy snack whilst participating in classroom activity – this normally occurs between 9.00am and 9.45am. These should be sent to school in your child's bag and should be contained within

a sturdy lunch bag or box that will protect the food until it is eaten. Alternatively, arrangements can be made for food to be ordered through the School's canteen.

We actively encourage the children to develop healthy eating habits. Parents are encouraged to discuss ideas about food with their children so that food for school can be both healthy and fun.

Please note that, owing to the risks to children who have a severe allergy to peanuts or other forms or nuts, no nut-based products (e.g. peanut butter, Nutella) are permitted in the School. AIS is a nut-minimisation zone. You can contact the AIS Health Centre for more information on this policy, nurse@ais.com.sg.

When you prepare school lunches, consider how well the food will last. Special insulated lunch containers available for sale in the School's Uniform shop are recommended to keep food cool and fresh.

## Handphones

Students in the **Lower Elementary** are not permitted to bring handphones to school. If students need to contact parents for any reason during the day, the Lower Elementary Secretary can call parents on their behalf. Students may also ask staff at Preschool and Lower Elementary Reception to contact parents should this be necessary.

Handphones in **Upper Elementary** may be used for the purpose of contacting parents in emergency situations. Phones must be left inside school bags in a locker or handed in to the teacher for safe keeping and may not be used during school hours. If students need to contact parents for any reason during the day, the Upper Elementary secretary can call parents on their behalf. Students may also use the phone at Main Reception to contact parents or transport.

## Home Learning / Homework

Homework provided to students reaffirms the role of parents and caregivers as partners in education and provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children. We neither expect nor wish you to do your child's homework for them. However, there are some things that you can do to make it easier for them.

1. Take an interest in their reading each night and talk about possible ideas for related activities
2. Help them to plan and organise their time
3. Encourage them to work reasonably quickly and efficiently. There is no point in continuing if they are frustrated or tired
4. Encourage them, and express approval and satisfaction
5. Be supportive of all attempts by your child to research topics of interest and to devise their own "homework" tasks. Self-devised and initiated projects can be of far greater benefit to children than those imposed by the classroom teacher. Further details regarding Home Learning will occur via your child's class teacher.

## Houses (Lower and Upper Elementary)

There are four houses across the school:



Derwent  
– also known as Storms (Blue)



Fitzroy  
– also known as Dragons (Green)



Lachlan  
– also known as Devils (Red)



Murray  
– also known as Lions (Yellow)



Various House competitions are held throughout the year in the Elementary School:

Lower and Upper Athletics Carnivals  
Lower and Upper Swimming Carnivals  
Upper Elementary Cross Country Carnival  
Upper Elementary Biathlon

The weekly Gross Motor Program, conducted in the Junior School each Friday, also operates as a House Competition and children are encouraged to wear their House T-shirt each Friday.

Once each student is allocated a House, parents are expected to purchase a House T-shirt from the Uniform Shop or AISPA.

House competitions look to celebrate excellence in the wide range of experiences and activities on offer. Children can earn points for their House through excellence in academics, music, art, representative events like the Friday School sports program and performance at the annual sports carnivals. Merit awards and learner profile certificates also gain points for the House Competition. At Presentation Day, at the end of the year, the House Cup is awarded to the winning house for their achievements throughout the year.

## Learning Enrichment

Students at AIS are part of an inclusive, rich and dynamic learning environment where the expectations are high and individual learning styles are identified and programed for. This occurs within a framework of partnership between the School and family based on open communication and collaboration.

Capacity within the classroom to successfully identify and manage student diversity is achieved through collaboration with a variety of support staff across the Elementary School including personnel from the Learning Enrichment Department. This department is led by the Head of Learning Enrichment and comprises 5 Learning Enrichment Teachers, 2 Counselors and 2 Learning Enrichment Teaching Assistants.

Teachers across the Elementary School are responsible for supporting students with a wide range of abilities and needs within their classrooms. Any one classroom has a range of abilities and in order to cater for these differences, a differentiated curriculum is required. Differentiation at AIS is seen as a process that creates the conditions which enable and extend the personalised high performance learning of all students.

Staff within the Learning Enrichment Department at AIS, partner with class teachers and specialist staff, to enable students to realise their potential through exceptional opportunities. This occurs within the context of a nurturing community that operates from an acceptance and appreciation of differences. AIS is an inclusive community and the Learning Enrichment Department assists in the provision of a differentiated learning program that aims to meet the needs of the individual and reflect students' abilities and learning styles.

In collaboration with class teachers and specialist staff, the Learning Enrichment Department offer a continuum of services to support positive learning outcomes for all students. The use of this flexible learning and teaching model, allows for the provision of support in accordance with currently identified student needs. The educational experiences offered through the Learning Enrichment Department are informed by our high expectations, our knowledge of the students, their readiness to learn and their backgrounds, as well as their needs and interests as individuals. We aim to provide educational frameworks which honour and maximise the aspirations and achievements of our students in relation to developing their holistic development.

## Library/Inquiry Centre

There are three libraries on the School campus; the Lower Elementary Library, the Central Library and the Senior Library. Parents are welcome to become members of the Library and borrow books. Parents are also able to use the photocopiers at a cost and daily newspapers and many magazines are available for use within the library. All parent fiction, non-fiction, newspapers and magazines are housed in the Central Library. Information pamphlets are available at the circulation desk to assist you with any enquires you may have. We have a great network of parent-volunteers in the library, and all parents are welcome to join the team. Please speak with the Library staff if you would like to volunteer your time.

### Lower Elementary Library

The Lower Elementary library is located on Level 3 of the Lower Elementary building and is open from 8.00am until 4.00pm from Monday to Thursday and from 8.00am until 3.30pm on Fridays.

Children have access to over 10,000 books in the library, including a substantial picture book collection, non-fiction, fiction and access to online databases. The Internet is available for use by students for educational purposes, along with access to the library's search system.

Parents are free to utilise the library from 8:00 - 8:30am weekdays and from 3:00 - 4:00pm (except on Fridays). Students in Lower Elementary visit the library once a week, with all students being expected to bring their library bag to their lessons. Prep and Year 1 students are able to borrow one book per week; Year 2 students may borrow two books per week.

### Upper Elementary Library

The Upper Elementary utilises the Central Library, on level 4 of the Main Building. This is open from 8.15am until 4.30pm from Monday to Thursday and from 8.15am until 3.40pm on Friday. The library also opens for various periods during school holidays from 9.00am until 3.00pm. Parents need to contact the School to clarify specific opening times during holiday periods.

Students in Upper Elementary visit the library once a week. The children are required to bring a library bag and their ID card. They are able to borrow two books per week.

## Lockers

Lockers are provided for all students in the Elementary School. These are located in a recessed area outside each classroom. All lockers are clearly labelled with the child's name and it is expected that children will keep their belongings tidy within their lockers at all times. As these lockers are open and have no locking mechanism, students should not keep any valuable items in their school bags.

## Lost Property

Young children are remarkably casual and trust implicitly in adults to produce required items when needed. At AIS we seek to help the children to become responsible for their personal belongings.

Please ensure that all clothing is clearly marked with your child's name and current class so it can be easily returned when found. When unnamed lost property is found it is generally removed to one of the designated collection points around the School. Students should check these areas for their lost item. Valuable items will be kept by a member of staff and logged on the School's Lost and Found database, which is accessible by students, staff and parents via the School intranet.

## Medical Services and Student Health

The Health Centre is open from 8.00am until 4.30pm school days. Preschool and Lower Elementary students can access the centre adjacent to the playground area of the Lower Elementary building, beside the Lower Elementary undercroft. Upper Elementary students can access this same centre and also the one located at the front of the School building near Main Reception.

Nurses are on duty to attend to first aid and to assess students who become unwell at school, and to provide support to parents and students.

Parents are encouraged to keep unwell children away from school. If a child attends school and is not well enough to participate or is at risk of spreading infection, the nurses will contact parents to collect the child. Parents should have arrangements in place to collect unwell students.

### Medical Information

All families new to the School are issued with a Medical Information and Consent form. These should be completed and returned to the School Reception as soon as possible (and certainly prior to the student's commencement at the School). This information is recorded and used as a reference when your child attends the nurse. Separate medical forms accompany camps and must be completed prior to students attending camp. Teaching staff will be informed of special health needs.

If there are any changes in a child's health status, it is the responsibility of parents to inform the School.

### Medications at School

No child is to self-medicate at school. Exceptions are older children with allergies, asthma or diabetes that are known to the School.

Parents whose children require occasional or regular medication at school need to deliver the medication and the Request to Administer Medication form to the nurse. This form is available from the Health Centre, the Nurses Room or from the School website.

If a child presents to the nurse and has been assessed to need pain relief, with your consent, nurses can administer Paracetamol. Consent is given on Medical Information and Consent forms; however, a nurse will always try to contact parents prior to administering Paracetamol.

### Emergency Contacts

Accidents do occur. In any emergency the injured student will be the primary consideration. Parents will be contacted as soon as possible. If a parent cannot be contacted, the School acts in loco parentis. To avoid delay in contacting parents it is essential that the School be notified of any changes of address or telephone numbers. This information needs to be forwarded to the Records Department via email to [records@ais.com.sg](mailto:records@ais.com.sg). Please also inform the class teacher.

It is of critical importance that we have reliable up-to-date information. If both parents are away from Singapore for any length of time (even as little as overnight), and the children are under the care of a temporary guardian please notify your child's class teacher, the nurses and the Elementary School Secretaries of the emergency contact details during your period of absence.

### Students with Specific Health Needs

The School is not responsible for the management of medical conditions; it gives support to students and families so that children with specific health needs achieve the same educational opportunities as their peers.

If a specific health need is identified on the Medical Information Form you will need to meet with the nursing staff for a Health Needs Assessment. It is best to have all health needs attended prior to their commencement date at the School. Relevant information will be forwarded to teaching staff.

### Asthma and Allergy Needs

Parents of children who suffer from severe asthma or known allergies are required to arrange to see the nurses. A Health Needs Assessment will give the information that will assist in compiling a school specific Emergency Response Plan (ERP).

These assessments provide us with detailed information relating to the child's current treatment, symptoms, triggers, maintenance treatment, and emergency treatment. With parents' permission, plans will be displayed in areas according to need. Parents may be asked to provide the School with medication. All medication should be clearly labelled and in original containers and it is the parent's responsibility to maintain in-date supplies. The School requires each child prescribed with an EpiPen to have two pens for use at school.

Parents need to collect medication at the end of each academic year and return it on or before the first day of school the following year. At this point, the ERP is reviewed and medication is up-dated.

The Allergy & Anaphylaxis Support Group is a voluntary parent group who provide support not only to parents but who also provide education for staff and students in the AIS community. For further details, please visit the School's website under Parents' Association.

### Dehydration

Dehydration is a preventable problem but unfortunately is often an issue with our students, especially our new students and again when returning from our extended breaks. Adjustment to the weather takes weeks. It is crucial that children are encouraged to drink water. Water bottles are encouraged in classrooms, and children can refill them from the water coolers.

Signs and symptoms of dehydration:

- Poor concentration
- Tiredness
- Lack of coordination
- Late signs are: thirst and headache

Such symptoms can have a profound impact on safety, health and learning.

### Foot Protection

Please send your child to school in adequate foot protection. This includes on mufti days. Children often suffer injury as a result of inadequate protection. An injured foot is likely to be injured further without the protection of a shoe. For more information about school uniforms and appropriate footwear, please consult the AIS Uniform Guidelines document available on the School's online portal.



## Head Lice

Head lice are transmitted from person to person by direct contact. Parents need to remember that transmission is not always at school. Research shows that transmission is greatest at gatherings with family and friends (this includes sleepovers). If your child has been discovered to have nits (head lice eggs) or head lice, treatment is to be provided and assessed as effective before bringing them back to school. It is advisable that you continue to check for the eggs or lice every other day; eggs are not killed by treatments. If left unchecked, the cycle will continue.

If your child has been found to have head lice whilst attending school, parents will be notified and asked to collect them. The School recommends using the conditioner method regularly to reduce the spread of lice. Head lice control treatment options are:

1. Mechanical removal
2. Chemical and mechanical removal

If you have any questions, please contact the school Nurses or visit this reliable website:

[www.health.vic.gov.au/headlice/](http://www.health.vic.gov.au/headlice/)

Please notify the Nurses and/or your child's class teacher if you discover that your child has head lice. Such information is invaluable; it helps us to identify outbreaks and to address areas of need.

## Immunisations, Hearing and Sight Testing

The School does not provide these services. Parents are encouraged to ensure that immunisations are done according to their home country requirements. It is the parent's responsibility to maintain up-to-date immunisation records and to notify the nursing staff when immunisations are updated. They are also encouraged to conduct hearing and sight testing before formal education commences (Preparatory year) and are advised to have an updated test during their Primary years. Please refer to your local doctor for advice.

## Nut Policy at AIS

Please note that, owing to the risks to children who have a severe allergy to peanuts or other forms or nuts, no nuts, nut-based products or products that contain traces of nuts, are permitted on School grounds or on School transport. This includes peanut butter and Nutella. For more information please contact the AIS Health Centre, [nurse@ais.com.sg](mailto:nurse@ais.com.sg).

## Sleep Deprivation

Please be mindful of your child's need to gain sleep. This is especially relevant when travelling through different time zones. It is believed that sleep deprivation may harm neurological development and can contribute to behavioural problems including attention deficit hyperactivity disorder (ADHD). Recent studies conducted by scientists in Israel showed that even losing an hour of sleep a night can have a noticeable effect on a child's mental performance. It is also proven that children, unlike adults, become more active when sleep deprived. Recommended hours of sleep for Elementary School students are at least 10 hours each night.

## Sun Protection

Sunhats are a compulsory part of the School uniform. 'No Hat, No Play' means that children without a hat must stay in shaded areas during outdoor breaks. The wearing of sunscreen is actively encouraged and parents are advised to apply sunscreen to their child before school each day.

## Thread Worms/Pinworms

From time to time, this can become an issue in younger children. Worms can cause anaemia and can reduce a child's immunity. Prophylactic treatment is encouraged. The World Health Organisation (WHO) promotes 6 monthly deworming. Regular deworming contributes to good health and nutrition for children of school age. Treatment, available from the chemist, is regarded as safe by the WHO. It is important that all family members need to be treated at the same time and all bedding changed and toilets cleaned.

## Money and Toys

Owing to the fact that they may be easily lost or broken, children are asked to be self-responsible when bringing toys to school. Children can become very upset when their belongings are missing or damaged and must factor this in to the choices they make. In general, it is better for toys and precious items to stay at home. Money for excursions, collections or charity should be sent to school in a sealed envelope, clearly marked with the child's name and class.

## No Smoking

AIS has a strict 'No Smoking' policy. Parents, staff and visitors are not permitted to smoke within the School grounds or directly outside the School gates.

## Notice of Withdrawal

The School requires that at least one school term's notice of withdrawal (prior to the last date of attendance) of the student is given. If the required notice is not given, fees paid for the remainder of that Semester will be forfeited.

## Parent Education

Many information sessions are held at the School throughout the year. These may include sessions on the philosophy and curriculum of the School and its daily operation, transition from one year level to the next and information evenings or mornings on various topics of interest, such as helping children learn to read or supporting the development of children's emotional and social skills.

Parents are encouraged to take part in the education sessions that the School presents. These sessions are advertised in the Newsletter as well as in notes sent home with students.

## Parent Teacher Interviews and Student Led Conferences

A scheduled Parent Teacher interview is conducted in Term 1 and arranged through the class teacher. It is an opportunity for parents and class teachers to discuss progress, concerns, individualised learning needs and to determine appropriate action or follow-up that is required in order to maximise student learning and growth.

The second interview, held in Term 3, is a student-led conference attended by the teacher, parents and the child. In these, the students demonstrate and articulate their learning and progress to date. This also provides them with an opportunity to identify goals and to set manageable steps for further learning.

Should parents have any concerns at other times throughout the year, they should contact their class teacher directly. Class teachers will also contact parents as and when required.



## Pre-Loved Uniform Shop

The Pre-Loved Uniform Shop accepts school uniforms and sportswear, including external provider sportswear, footwear and equipment for sale. All items offered for sale must be clean, pressed and in good condition. When you are leaving the School, should you wish to donate items to the shop for sale, these will be readily accepted. All funds raised are allocated to the AIS Parents' Association funds and distributed accordingly at the end of the year.

## Reports

Written School reports are distributed twice yearly: a mid-year report in June and an end of year report in December. For students who have attended school for less than a term, families will be offered a parent/ teacher interview or interim written report.

Students leaving during Term 2 or Term 4 will have an end of Semester Report written and sent to them at the close of the Semester.

Students leaving in Term 3 should use the Semester 1 report as their final written report alongside any discussions that take place as part of the Student Led Conference.

In Upper and Lower Elementary all reports are accompanied by each student's learning journal – a collection of student and teacher chosen samples of learning experiences that demonstrate progress and celebrate the learning journey throughout the year.

## School Needs

All clothing and belongings should be clearly marked with the child's name. This includes items such as school bags, hats, jumpers, shoes, socks, raincoats, lunch bags and/or boxes (and lids), drink bottles (and lids), and all items of the P.E. uniform.

## School Yearbook, The Endeavour

A school yearbook, called The Endeavour, is produced and distributed at the end of each school year. Students collect the school yearbook in the last week of the school year in class groups. One yearbook is issued per family and is given to the youngest members of the family. If students are leaving prior to the year end, they may elect on the Exit forms (please read the Exit Form section) to have the yearbook mailed to them.

## Smart Card

The Smart Card system used at the School acts as a library card and form of identification for staff as well as for Upper Elementary students. It also allows parents to order children's lunches online as well as to pay for food at the canteen, and a number of other expenses.

Children in the Preschool and Lower Elementary are not permitted to have their own card. However, parents are entitled to use the Smartcard system for the purpose of online ordering and payment. Smartcard Account Details are automatically emailed to all families upon their child's commencement at the School.

Children from Year 3 onward are issued with an activated Smartcard but cannot use it until parents have created an account and added money. Children are issued with a Smartcard after their photo has been taken at the Library on Level 4.

For full information visit the School website [www.ais.com.sg](http://www.ais.com.sg)





## Security

Guards are located at all entrances to the School. These guards work on a 24 hour rotating shift. Closed circuit TV operates on the perimeter of the campus and in specific internal areas within the School.

## Travel to and from School

### Bikes, scooters and skateboards

Bikes, scooters and skateboards are not permitted to be ridden within school grounds. Children must dismount at the school gates and walk them to the parking areas.

### Preschool Drop-off and Pick-up Zones

Preschool offers a service where you can drive through and drop-off or pick-up your children at the front of the Lower Elementary coffee shop in the mornings and/or afternoons.

**Drop off (morning):** In the mornings, a Preschool teacher is at the front of the Lower Elementary foyer from 8.20am – 8.35am. If you would like to drop your child off, please let your child's teacher know (formal registration is not required).

**Pick up (afternoon):** A drive-thru pick up service operates after school between 2.50pm and 3pm. A registration form must be filled in and a pick-up card collected prior to using this service. Please contact the Preschool Secretary to register by telephoning 6319 3791.

### Preschool and Lower Elementary School Drop-Off and Pick-Up Zones

Preschool and Lower Elementary parents may park in the underground car park beneath the Lower Elementary building. Please be aware, however, that **this car park has limited spaces**. If parking, parents must then accompany their children in the lift to Level 1 where all Lower Elementary students are required to assemble prior to the commencement of school. Preschool staff will wait outside the Reception to greet, supervise and escort students to the Preschool area.

Children may also be dropped along the drop-off zone outside the Reception area of the Lower Elementary building and make their own way to their designated assembly area in the Lower Elementary grounds. Entry to the Junior School grounds is via the small gate to the left of the Reception area. Lower Elementary Students are not permitted to enter the School via the Reception doors.

After school, parents may either park under the building and wait for their child at the Assembly area on Level 1, or drive through the pick-up zone where their child will be waiting. Should their child not be immediately available, they must proceed around the loop again until their child appears.

### Upper Elementary Drop-off and Pick-Up Zones

Upper Elementary parents driving their children to school may park in the front car park of the School, accessible via Gate 1. This car park has limited spaces. It is preferred that children are dropped at the front door of the School and make their own way to their designated areas.

### Access to Car Parks

Parents who drive their children to school must ensure they obtain a de-cal for the front windscreen of their vehicle. This can be collected from the Main & Lower Elementary Receptionists. This identifies the vehicle as belonging to a parent at the School and therefore admissible into the complex.

## School Buses

The School supervises a bus service, run by an external company, which transports students door-to-door, to and from school each day. In addition to the driver, a bus aunty travels on the bus with the students.

Preschool teacher assistants meet morning buses and Preschool children are taken to a gathering area and then to their classrooms. In the afternoons, children are gathered in groups and the attendance roll is marked. All Preschool bus children are taken directly to their buses, by Preschool staff and seated in the front seats where seatbelts are placed upon each child.

For new Preschool students, we recommend that the bus service is not used in their first week of Preschool. This is to ensure all Preschool staff can recognise and settle the new children into Preschool routines before they move to a bus routine. All parents/guardians of children who use the bus service must give prior written permission to the child's teacher, notifying the number of the bus on which their child is to travel.

The bus co-ordinator can be contacted via the School on 6319 3766 or through the Receptionist on 6883 5155. All students are made aware of the bus code of behaviour that is expected of all children. Issues of concern that relate to the behaviour of students on buses should be addressed to the Transport Office. If further assistance is needed refer to the relevant Assistant Head (Welfare and Administration).

## Taxis

Taxis may enter the drop-off and pick-up zone at any time during the morning period and should follow the same procedure as that of private cars. In the afternoon, taxis are not permitted to enter the drop-off and pick-up zone between 3.00 - 3.30pm.

## Visitors Pass

The wearing of visitor passes is compulsory for contractors and visitors to the School (other than parents). Visitors must sign in at the guard house and obtain a visitor pass before entering the School. This must be returned before departing the premises. This is a security measure and assists the guards in knowing who is located on the grounds at any one time.

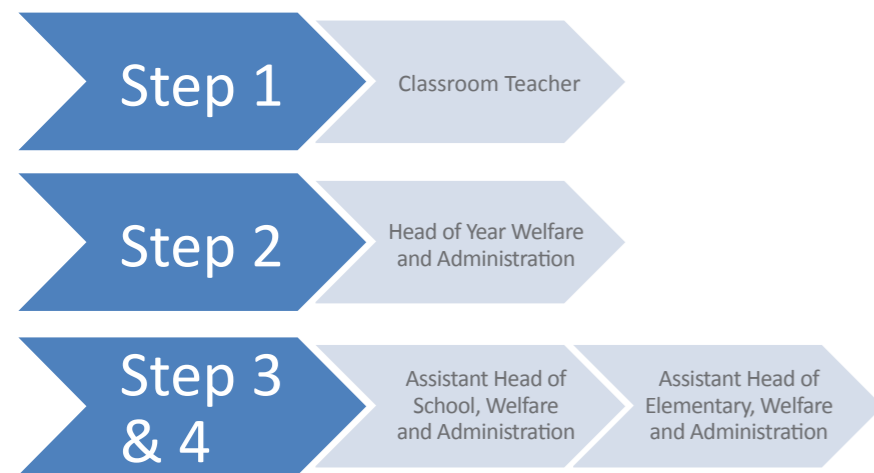
## Welfare

Student Welfare encompasses the personal, social, spiritual and academic wellbeing of students at our school. As an International Baccalaureate (IB) World School offering the Primary Years Programme (PYP) our approach to Student Welfare is embedded in the essential elements of the PYP. Through a focus on attitudes and transdisciplinary skills we work towards our goal of fostering human beings who reflect the IB Learner Profile and uphold the mission of the IB. Students are able to thrive in an environment in which they feel safe with a strong sense of connectedness and belonging. A supportive school community promotes the wellbeing of all students and fosters a sense of competence and positive self-esteem. We empower our students to take control of their own learning and develop essential social and self-management skills.

To support our Student Welfare approach, the Elementary School uses the philosophy of 'restorative justice' to ensure that positive relationships are fostered and appropriate behaviour is identified, recognised and celebrated. When conflict arises, it is managed in a positive and consistent manner, allowing each child to maintain their dignity, realise their obligations and work to re-build the relationship. Our goal is not short term compliance but sustained behaviour change. Staff are supported through on-going professional learning to attain the skills to effectively manage the welfare of all students.



Should you wish to discuss a concern, the following diagram articulates the appropriate avenues for communication:



## Contact Details

### Australian International School

1 Lorong Chuan  
Singapore  
556818  
www.ais.com.sg  
Main Reception +65 6883 5155  
Lower Elementary Reception +65 6319 7640

### Head of Elementary School

Ms Mignon Weckert  
Telephone: +65 6319 3787  
Email: mignon\_weckert@ais.com.sg

### Assistant Head of Elementary School

Mr Lester Stephens  
Telephone: +65 6319 3787  
Email: lester\_stephens@ais.com.sg

### Assistant Head of Upper Elementary (Welfare and Admin)

Mr James Harrison  
Telephone: +65 6319 3787  
Email: james\_harrison@ais.com.sg

### Assistant Head of Upper Elementary (Curriculum)

Mrs Danica Holloway  
Telephone: +65 6319 3787  
Email: danica\_holloway@ais.com.sg

### Upper Elementary Secretary

Mrs Le-Anne Stanley  
Telephone: +65 6319 3787  
Email: leanne\_stanley@ais.com.sg

### Upper Elementary Counsellor

Mrs Robyn Rudd  
Telephone: +65 6319 3748  
Central Library  
Telephone: +65 6319 3740  
Fax: +65 6285 5255

### Assistant Head of Lower Elementary (Welfare and Admin)

Mr Nick Martin  
Telephone: +65 6319 7589  
Email: nick\_martin@ais.com.sg

### Assistant Head of Lower Elementary (Curriculum)

Ms Megan Howard  
Telephone: +65 6319 7589  
Email: megan\_howard@ais.com.sg

### Lower Elementary School Secretary

Mrs Aida Brual  
Telephone: +65 6319 7589  
Email: aida\_brual@ais.com.sg

### Lower Elementary School Counsellor

Mrs Lia Gould  
Telephone: +65 6319 2918

### Lower Elementary School Library

Telephone: +65 6319 7589  
Fax: +65 6285 5255

### Head of Preschool

Ms Judy Eveans  
Telephone: +65 6319 3791  
Email: judy\_eveans@ais.com.sg

### Assistant Head of Preschool

Mrs Kirsti Hitz-Morton  
Telephone: +65 6319 3791  
Email: kirsti\_hitz-morton@ais.com.sg

### Preschool Secretary

Mrs Eduarda Van Den Berg  
Telephone: +65 6319 3791  
Email: eduarda\_vandenberg@ais.com.sg

### School Uniform Shop

Telephone: +65 6319 3762



**Australian  
International  
School**

1 Lorong Chuan, Singapore 556818 Ph. +65 6883 5155 Fax. +65 6285 5255 [www.ais.com.sg](http://www.ais.com.sg)



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