

Australian International School

Early Years Centre Handbook

2016



**Australian
International
School**

Globally focused,
distinctly Australian

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Welcome to the Australian International School Early Years Centre

As an International Baccalaureate school, we are committed to your child becoming an active, compassionate and lifelong learner.

The Early Years Centre caters for two, three and four year old children in resource rich, purpose built learning environments. 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.

The AIS Early Years Centre is authorised to implement the International Baccalaureate Primary Years Programme (PYP) which provides the curriculum framework for learning at the Early Years Centre. 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.

We celebrate community at AIS. Parents play an active role in assisting classroom learning in a variety of ways and this allows parents to understand the classroom environment and to contribute meaningfully to learning, both inside and outside the classroom. Parent information sessions and social events are also organised to help promote the spirit of community within the Early Years Centre.

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 Early Years Centre.

Jennie Carney
Acting Head of Early Years

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Introduction to AIS

Brief History

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 200 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 1,100 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.

In November 2014, Mr Andre Casson was appointed the fourth Principal for AIS, and in January 2015, AIS opened a nursery class for two year olds, creating a separate Early Years Centre, whilst still maintaining strong links to the Elementary School and the whole AIS community.

We look forward to the expansion of our purpose-built Early Years Centre being open in late 2017.

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.

'Globally focused, distinctly Australian'

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.

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. 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 Nursery (age 2) 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
Early Years Centre	2, 3 and 4 year olds program	Children can commence if they turn 2 years of age by 30 April.
Elementary School	Prep to Year 2 (5-8 year olds)	Children commence Prep if turning 5 by 30 April 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

AIS 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 Connect AIS.

Our 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

The Early Years Centre

Structure

The Early Years Centre is led by the Head of Early Years who is supported by the Assistant Head of Early Years (Curriculum).

The Early Years Centre consists of Nursery classes for 2 year olds, and Preschool classes for 3 and 4 year olds in a configuration of 2, 3, 4 or 5 full-day or 5 half-day options.

Facilities

AIS Early Years Centre 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 was opened in the Early Years Centre. The Early Years Centre enjoys a large Secret Garden and playground, completely separate from the Lower Elementary School, which is a space for children to climb, run, ride, dig and enjoy. The Lower Elementary School Multi-Purpose Hall (MPH) is utilised for weekly Preschool gross motor skills development.

Daily Routine

Full-day classes in nursery begin at 9am and finishes at 2.45pm, while Preschool begins at 8.45am and finishes at 3pm. Half-day attendance is from 8.45am or 9am, to 12pm. Those children catching the bus home will be escorted to the bus bay area by Early Years Centre staff.

Food and Nutrition

All children in the Early Years Centre are required to be supplied with food for two break periods (Morning Tea and Lunch). These should be sent in your child's bag and should be in separate named containers, and in a sturdy lunch cold bag that will protect the food until it is eaten. Alternatively, arrangements can be made for lunch to be ordered through the School's canteen for 3 and 4 year old preschoolers.

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.

Excursions

These are an integral part of the curriculum 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.

Visiting Performances

The Early Years Centre 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.

Uniform

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

The AIS approved Uniform Supplier is Lim Meng Keng, located at #02-18 Holland Road Shopping Centre, Singapore 278967. Contact +65 6468 3655.

Lim Meng Keng is able to offer three flexible service options for families:

1. Visit Lim Meng Keng Department Store direct to fit and purchase AIS uniform items on the day;
2. Fit and order at the AIS Uniform Shop on the school campus, and then pick up and pay at Lim Meng Keng Department Store direct when the order is ready for collection; or
3. Fit and order at the AIS Uniform Shop on the school campus, and then return to the AIS Uniform Shop to collect from Lim Meng Keng and make payment (Lim's will visit AIS every Monday during term time between 2pm to 4pm to facilitate this service).

nb. Sale of Representative Sports uniforms (as used by AIS representative sports team players) will only be sold at the AIS Uniform Shop and will not be available at Lim Meng Keng Department Store.

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).

Boys are to adopt a neat hair-cut. Girls are to wear their hair in bunches, ponytails or plaits, or tied with a ribbon when their hair reaches collar length.

Nursery and Preschool students can wear their own shoes. Sandals are acceptable, but shoes must be enclosed at the back or have a heel strap.

Velcro fasteners are preferred as this encourages independence. Crocs and flip flops (thongs) are not allowed, as they are not safe for climbing.

A backpack large enough to hold all items is to be brought to school each day. Bags for library and sleep sheets are sold separately through the Uniform Shop.



The Early Years Program & Curriculum

Curriculum

Reggio Emilia Philosophy

Our education practice is framed by the International Baccalaureate Primary Years Programme (PYP) and utilises the Reggio Emilia Philosophy. Named after the Italian town where it originated, the Reggio Approach is based on a comprehensive philosophy, underpinned by several fundamental, guiding principles:

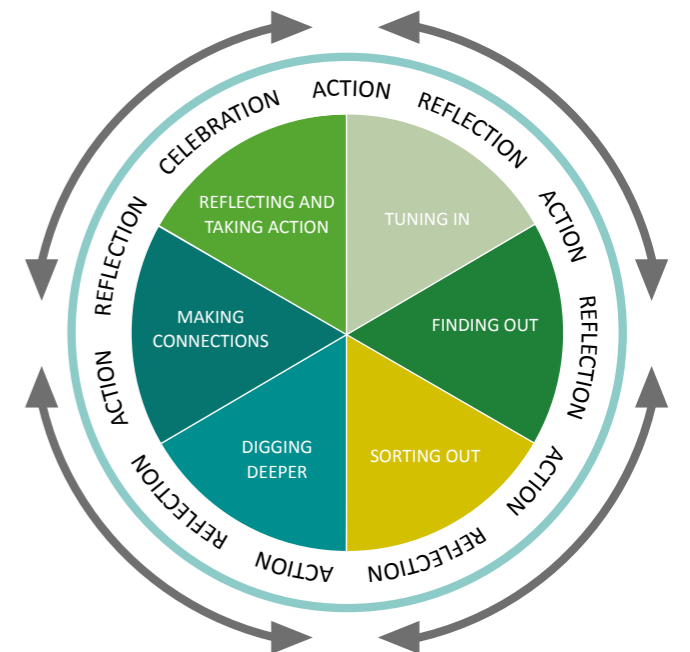
- The child as protagonist, collaborator and communicator
- The teacher as partner, nurturer, guide and researcher
- Cooperation as the foundation of the educational system
- The environment as the “third teacher”
- The parent and wider community as partners
- Documentation as communication

The Role of the Teacher:

- To co-explore the learning experience with the children
- To provoke ideas, problem solving and conflict resolution
- To take ideas from the children and return them for further exploration
- To organize the classroom to be accessible and interesting to the child
- To organize materials to help children make thoughtful decisions
- To document children's progress: video, audio recording, photos, portfolios
- To assist children to see the connections in learning and experiences

- To assist children to express their knowledge through projects
- To have a dialogue about their projects with parents and other teachers
- To foster the connection between home, school and community

For more information on the Reggio Emilia approach to early childhood education, visit www.reggiochildren.it



The Early Years Learning Framework

The AIS Early Years Centre offers the Early Years Learning Framework as the curriculum for the Nursery class.

The Early Years Learning Framework is an early childhood curriculum framework, which guides early childhood educators in developing quality, early childhood education programme. The framework describes the principles, practice and outcomes to support and enhance young children's learning from birth to 5 years old.

The Early Years Learning Framework has been developed collaboratively by the Australian and state and territory governments with substantial input from the early learning sector and early childhood academics, with a strong emphasis on play-based learning. The framework recognizes the importance of communication and language, including early literacy and numeracy, and social and emotional development.

This curriculum framework has very similar guiding principles as the IB Primary Years Programme (PYP) that we offer for Preschoolers from 3 years of age, and was chosen because of its philosophical alignment with the PYP.

Primary Years Programme (PYP)

The AIS Early Years Centre is authorised to offer the IB Primary Years Programme (PYP) for students aged 3 years to 5 years old. AIS has developed a curriculum that maximises the use of PYP scope and sequence documents, aligned with the Australian Curriculum, incorporating the Early Years Learning Framework (EYLF) and drawing on other international resources to provide for further detail and rigour. Detailed information about the Early Years curriculum can be accessed on Connect AIS. Detailed information about the PYP can be accessed at 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. Preschool classes work on four Units of Inquiry each year and four transdisciplinary themes are also 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 Connect AIS.

Enhanced Specialist Program

For 2016, the Early Years has introduced newly developed specialist programs.

The success of the existing Mandarin and Inquiry Centre program models has provided the basis for the enhanced curriculum structure. The Enhanced Specialist Program offers the benefits of collaboration with experts in their field, allowing the curriculum to further children's particular areas of interest and potential skills.

The enhanced curriculum will establish a foundation of skills for each child around key areas of:

- Literacy and Numeracy through the Accelerated Literacy Program planned collaboratively within the Inquiry Centre; and focus on early development of foundational skills in mathematics, linked to the whole-school AIS Mathematics Project under the guidance of AIS mentor, Professor Peter Sullivan.
- Speech and Drama through planned weekly experiences with a Specialist Drama Early

Years teacher through the London Academy of Music and Dramatic Art.

- Music through weekly violin lessons within the Instrumental Music Program under the tutorage of Mandeville Music Academy, taught in designated music rooms and classrooms.
- Visual Arts through the Visual Arts and Music Program, combining Music and Visual Arts to develop a culture of creativity across disciplines.
- Physical Education through the Smart Steps Perceptual Motor Program (PMP).
- Language through Daily Mandarin with Early Childhood Mandarin specialists.

Assessment and Reporting

'The primary objective of assessment in the PYP is to provide feedback on the learning process.'

A Basis for Practice (IBO 2007)

The approach to assessment undertaken in the Primary Years Programme at AIS is focused on addressing this central question – how can we best engage students, teachers, parents and school leaders in the development of authentic pathways that lead to on-going improvement in teaching and learning? Assessment is seen as an on-going practice, focused on the gathering and analysis of data regarding student performance. Essential within this practice is the identification of what students know, feel, can do and understand at different stages in the learning process. The development of effective assessment is seen as crucial in working towards the fundamental goal of schooling – the sustained improvement of student learning. It is important to note that, through the Primary Years Programme, the School acknowledges the importance of improving student outcomes across the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

The Role of Observation in Preschool Classes

Observations are carried out during play, project work and some structured task work that is set and observed. All assessment is through observations using anecdotal notes, videos, voice recorders, checklists, assessment rubrics, discussions with children – listening to comments and reflections, grid formats for specific areas, photographs and samples of children's work.

Nursery

In the 2 year old nursery class, a communication book that informs parents of the daily happenings in class is completed. This communication book forms the basis for discussion in a formal setting during the Parent Teacher Interviews in Term 1. Your child's teacher will share your son or daughter's strengths and next goals that will be focused on throughout the term. In addition to this, each parent will receive a fortnightly Class Learning Portfolio, which provides a snapshot of learning within the classroom. This documentation will be available through your child's class page on Connect AIS.

Preschool Classes

In both the 3 and 4 year old classes, your child will receive an interim report towards the end of Term 1 and Term 3. The first interim report will be shared with you during the first Parent /Teacher interview. It will focus upon the strengths and areas for development in relation to the Primary Years Programme Approaches to Learning. In addition to the interim reports each parent will receive fortnightly a Class Learning Portfolio which provides a summary of the learning within the classroom. This documentation will be available for viewing through your child's class page on Connect AIS. Formalised written reports with identified strengths in Language, Maths, and Units of Inquiry with areas of strengths and future goals (next steps) with an overall General Comment will be sent home with your child at the end of both Semester 1 and Semester 2.

Celebrations

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 Nursery and Preschool programs 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 at a time decided with the class teachers.

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 Early Years Centre often wish to say farewell to their classmates by hosting a small class party. Guidelines for all class parties can be shared by your class teacher.

Geckoes are an AIS tradition; a stuffed calico lizard is available from the Uniform Shop for the class to sign.

It is the responsibility of each departing family to purchase the gecko for their child if they wish.

Exhibition of Learning: Term 3

This annual showcase of learning provides teachers and children with an opportunity to share the learning journey that your child has been on throughout the three terms in the Early Years Centre school year.

The Exhibition of Learning occurs at the end of our term 3 Unit of Inquiry within the Transdisciplinary Theme of 'How We Express Ourselves'.

The Exhibition of Learning will take the form of a student led presentation day. The exhibition provides parents with an opportunity to gain a snapshot of the learning journey that your child has undertaken this year whilst exploring the Primary Years Programme (PYP) Units of Inquiry.

The Exhibition of Learning has a number of key purposes:

- To showcase the quality teaching and learning practices in the Early Years Centre
- To provide your child with an opportunity to demonstrate independence and responsibility for sharing and consolidating their understandings
- To unite children and parents whilst celebrating your child's learning
- To provide you with a greater understanding of the Primary Years Programme curriculum Framework

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.

Communications

Communication with Parents

The relationship between home and the Early Years Centre 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 Early Years Centre expects parents to accept and to support the shared responsibility for the welfare and education of the students. This includes notifying the Early Years Centre of any changes in routine that may have an effect on the behaviour of their children, supporting the Australian International 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 Early Years Centre 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 Early Years Centre's staff. This would initially be the Head or Assistant Head of Early Years. Appointments are required for all such discussions. The Principal, as appointed by the Australian International 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, 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 Early Years Centre community. Acting on these tips will ensure a positive relationship with the Early Years Centre staff and, more importantly, allow your children to flourish.

- All children have strengths and areas for improvement. All have their own developmental time frame. Please be supportive of the Early Years Centre staff

whenever recommendations are made regarding your child, don't become overly competitive with other parents and their children.

- Please don't be reluctant to seek the advice of Early Years Centre 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 Early Years Centre. Try wherever possible (business travel requirements of parents notwithstanding) to attend all functions that involve your child 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 for special events.
- 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 and respect all members of the School community. There will be times when things go wrong but don't forget to express gratitude when things go well.

Communication Tools used at AIS

- Interim reports are distributed at the end of Term 1 & 3
- Weekly or fortnightly teacher reflections

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 are located in the foyer and hallways of the Early Years Centre.



Connect AIS

Connect AIS is our school's online learning environment. This password protected website is a place for parents, students and teachers to engage with the learning that is happening at AIS every day. Our vision for Connect AIS is to allow parents immediate access to information and communication with the School as and when they would like to access it, rather than waiting for updates from teachers. In this way, Connect AIS enhances the existing communication channels within the School, and paves the way for a strong partnership between school and home.

Passwords for Connect AIS are provided upon admission to the School and when logging into Connect AIS parents will be taken to a personalised landing page which shows their children and the classes they are enrolled in. From here, parents have access to general school life information, newsletters, updates from the Principal and Leadership teams and contact details for all staff.

In one click from the personalised homepage, parents of the Early Years Centre will be able to view two main pages linked to their child's class; class updates and news.

The class and news tabs are updated weekly by the classroom teacher, providing parents with a reflection of the week's learning and further information to support their child's learning from home. Early Years parents can also access curriculum and resources relevant to their child's year level.

<https://connect.ais.com.sg>

Customer Experience and Parent Helpdesk

Parents are encouraged to take part in the education sessions that the School presents. These sessions are advertised on Connect AIS, in the weekly School Newsletter as well as class updates/news from the classroom teacher.

AIS has a dedicated Customer Experience and Parent Helpdesk Manager who acts as the first point of contact for parents who have feedback for the School or who need assistance. To provide feedback or seek support, parents may email on help_us_grow@ais.com.sg.

Help Us Grow

The School also has a structured survey program to allow parents to tell us - openly and honestly - what we're doing well and what they believe we can do better.

The Help Us Grow program supports our commitment to continuous improvement – a key value of our school and the Cognita Group. It enables us to work in partnership with parents in order to improve the whole school experience.

Through the program, we will regularly survey parents to gain feedback on their day-to-day experience of our school, and of specific aspects of school life. The feedback will help us to identify the changes we need to make to delight our parents, earn their loyalty and encourage their recommendation.

Parent Education

Many information sessions are held at the School throughout the year. These may include sessions on the philosophy and curriculum of the Early Learning Centre and its daily operation, transition from one year level to the next and information sessions evenings/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 on Connect AIS, the weekly School newsletter, as well as in notes sent home with students.

Student Health & Medical Services

Medical Services

Opening Hours: Health Centre

(Located at Lower Elementary Undercroft/Playground)

Monday – Thursday	7.00am – 5.00pm
Friday	7.00am – 3.30pm

Opening Hours: Nurses Room

(Located at Gate 1 Main Reception)

Monday – Thursday	8.00am – 4.00pm
Friday	8.00am – 3.30pm

Nursery and Preschool students can access the Health Centre with Early Years Centre staff which is adjacent to the playground area of the Lower Elementary School, beside the Lower Elementary undercroft.

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.

Allow 24 hours after fever, vomiting or diarrhoea before returning to class.

Medical Information

All families new to the School are issued with a Medical Examination form. These should be completed and returned to the Admissions Department 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. 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 Connect AIS.

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. 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 have 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), which will be updated annually.

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.

The Allergy and 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 Parents' Association section of Connect AIS.

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 muffi days (free dress). 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 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/

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

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.

Hearing and Sight Testing

Parents are also encouraged to conduct hearing and sight testing before formal education commences (Preparatory year). Please refer to your local doctor for advice.

Nut Minimalisation 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.

Rest Times and the Importance of Rest

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 children aged 2 to 5 years is 10-12 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.

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.

General Information

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.

Early Leave Forms

If your child will be going home before 2.45pm, please collect a Permission to Leave Early Form from the Early Years Centre Secretary to pass to the guard.

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.

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 that are not returned to the School.

Fee Payment

The school fee includes Course Material fee, Fee Protection Scheme Insurance Fee, Medical Insurance Fee and Parent's Association membership. Tuition

fees are payable before the student joins the School and then prior to the start of each semester. Failure to pay fees may result in the non-issue of reports and/or termination of enrolment.

Accounts are billed on a semester basis and payment of fees is expected by the due date. Payment information can be found on Connect AIS.

Library/Inquiry Centre

There are four libraries on the School campus; the Early Years Centre Library, Lower Elementary Library, Central Library and Senior Library. Parents are welcome to become members of the Library and borrow books. 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 enquiries 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.

Lost Property

At AIS we seek to help 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.

Notice of Withdrawal

AIS conducts a two semester academic year. Course fees are charged on a per semester basis and are to be paid in advance of the semester commencement.

Upon the provision of notice of withdrawal, on or before 19 October in relation to students due to commence during Semester 1 (January to June); or on or before 13 April for students due to commence in Semester 2 (July to December), there is a maximum refund of 100% of that semester's course fees already paid. For withdrawal after commencement of a semester, there is no refund of any portion of that semester's course fees, regardless of when the notice of withdrawal is given.

For further details on the AIS Withdrawal Policy, please refer to the Finance pages on Connect AIS.

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.

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 (postage costs will apply).

Security

Guards are located at all entrances to the School and access to the School is closely monitored. 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.

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 with a recognised proof of identification (e.g. drivers licence, passport etc) and obtain a visitor pass before entering the School. This must be returned before departing the premises.

AIS families are issued with two parent security passes which must be worn by parents, helpers and guardians, when visiting the campus. Parents and helpers who forget their parent pass will be treated as a visitor and will need to sign in at the guard house.

Parent pass and car decals are provided for families who drive on to campus.

Parents are asked to support these security measures, which assist the guards in knowing who is located on the grounds at any one time.

Travel to and from School

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 auntie travels on the bus with the students.

Early Years Centre staff meet morning buses and Nursery 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 Early Years bus children are taken directly to their buses, by Early Years Centre staff and seated in the front seats where seatbelts are placed upon each child.

For new Early Years students, we recommend that the bus service is not used in their first two weeks of school. This is to ensure all staff can recognise and settle the new children into 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 coordinator can be contacted via the School on +65 6517 0255 or email aisbus@jtt.com.sg or through the School Receptionist on +65 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, please refer to the Head of Early Years.

Early Years Centre Drop-Off and Pick-Up Zones

Early Years 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 to the Early Years Centre.

Children may also be dropped along the drop-off zone outside the Lower Elementary School at Gate 3 between 8.15am-8.30am. Children will then be escorted by an Early Years classroom teacher to the Early Years Centre.

After school, parents may either park under the Lower Elementary Building and pick up their child from the Early Years Centre, or drive through the pick-up zone where their child will be waiting under supervision of an Early Years classroom teacher. Should their child not be immediately available, they must proceed around the loop again until their child appears.

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.

Welfare

Student Welfare encompasses the personal, social, spiritual and academic wellbeing of students at our school. As an International Baccalaureate (IB) 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 Early Years Centre uses the philosophy of 'restorative practice' 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.

Safeguarding

Safeguarding children describes the action we take at AIS to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play. Cognita Asia supports the School in this endeavour through providing us with guiding principles and policies.

Personal Data Protection

The school will collect, use, disclose and process "Personal data", for the purposes of safeguarding and promoting the welfare of your child, and where necessary, for the interests of the School and ensuring that all relevant legal obligations of the school and families are complied with. Parents/Guardians consent to such collection, use and disclosure of personal data for the purposes set out above through the signing of the School's Terms and Conditions at the point of enrolment and during re-enrolment prior to beginning of each school year, provided that at all times any collection, use or disclosure of personal data is done in accordance with the Personal Data Protection Act.

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 must be returned before students are allowed to leave the School.



**Australian
International
School**

Globally focused, distinctly Australian

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TEACHING EXCELLENCE

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