

Early Years

# Parent and Student Handbook



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# Message from the Head of Early Years



**Stuart Armistead**  
Head of Early Years

In the Early Years at the Australian International School, we pride ourselves on fostering an environment where your child can become an active, compassionate, and lifelong learner. As an International Baccalaureate school, we hold a dedicated commitment to excellence in education, ensuring that your child receives the foundational skills and knowledge necessary to reach their full potential.

Our Early Years programme caters to children from 2 months to 5.5 years old, providing resource-rich, purpose-built learning environments. Here, your child will be immersed in a dynamic setting where they can explore, inquire, and develop a deep understanding of the world around them. Our dedicated educators are experts in early childhood education, committed to nurturing your child's growth and guiding their learning journey with care and professionalism.

The AIS Early Years programme is authorised to implement the International Baccalaureate Primary Years Programme (PYP), which serves as the curriculum framework. The PYP emphasises the interconnectedness of development and learning, enabling your child to acquire knowledge, skills, concepts, and attitudes that are relevant, engaging, and challenging across various subject areas. As Boyer eloquently states: "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." Our approach ensures that your child's learning experience is holistic, integrating all areas of their development.

Central to our educational philosophy is the development of the attributes of the IB learner profile. We aim to cultivate inquirers, knowledgeable individuals, thinkers, communicators, principled actors, open-minded citizens, caring individuals, risk-takers, balanced personalities, and reflective learners. These attributes not only contribute to intellectual development and academic success but also foster a commitment to respecting oneself, others, and the world around us.

We value the partnership between home and school. We recognise that parents play a crucial role in their child's education, and we actively encourage parental involvement in classroom activities. This collaboration allows parents to gain a deeper understanding of the learning environment and to contribute meaningfully to their child's educational experience. Additionally, we organise parent information sessions and social events to strengthen our community ties and promote a spirit of unity within the Early Years programme.

Our vibrant and thriving learning community is continuously evolving. We constantly reflect on our practices and those within the global network of IB schools to ensure that we provide high-quality resources, effective and inspiring teaching, and a supportive environment for your child.

We warmly welcome you to the Early Years at AIS, where together, we lay the foundation for a lifetime of learning and success.

**Stuart Armistead**  
Head of Early Years

# Contact Details

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Ms Lynn Ng  
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## Early Years Key Staff

Head of Early Years	Stuart Armistead
Deputy Head of Early Years	Rebecca Gough
Early Years Secretary	Celine Soh
Head of Early Years Learning Enrichment and Wellbeing	Heather Faulkner
Infant Care and P1 Multi-Classroom Leader	Hannah Donovan
P2 Multi-Classroom Leader	Caitriona Cameron
P3 Multi-Classroom Leader	Katherine Timbas
P4 Multi-Classroom Leader	Flavia Araujo

# Introduction to AIS

## A Brief History

The Australian International School opened on 1 February 1993 at its original 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 seven teachers, with no air-conditioning, uniform or facilities that are now taken for granted. By the end of the first year, the school roll exceeded 200.

The school experienced rapid growth with numbers having doubled after another year. The campus moved to Emerald Hill, directly behind Orchard Road. Although larger and able to accommodate many more students, it did not have a full-sized gym, pool, theatre or other much needed facilities.

Again, the school expanded out of its space and at the end of 1997 moved to Ulu Pandan, near Clementi; the former site of the Singapore American School, which had recently moved to a new site at Woodlands.

After a further five and a half years, the school finally secured land to construct a purpose-built campus at Lorong Chuan, the current site, with Mr Peter Bond as Principal.

In 2007, AIS was purchased by the Cognita Group. In 2008, a Junior School and Preschool were constructed to house children from Preschool to Year 2 at an outstanding purpose-built facility with a bright, airy, contemporary building with large pod spaces for group work. In 2010, a new Senior building opened to accommodate Year 10, 11 and 12 students. This wing incorporates private study spaces, 35 classrooms and a 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.

Mr Andre Casson was appointed Principal in November 2014 and has been instrumental in executing significant transformative changes that have led to improved academic outcomes for Secondary students at AIS. From 2018 he will move into the role of Head of School following Simon Leslie's departure at the end of the 2017 academic year. Dr Eddie Groughan took over in July 2017. Dr Groughan works closely with the three subschools to ensure smooth transition between the schools and academic synergy.

The school celebrated its 25th year of operation in 2018 and continues to build strongly on the foundations that have been laid.

Dr. Edward Groughan was a pivotal member of the AIS Leadership team from 2017 onwards, playing a vital role in shaping the School's culture and contributing to its success. He assumed the position of Principal at the Australian International School in 2017, and in December 2021, he transitioned into the role of Interim Head of School.

The opening of the Early Learning Village in July 2017 was a big step in the School's history, with the building being a world-leading purpose-built facility for our littlest learners, aged 2 months to 6 years old.

In January 2023, Karrie Dietz assumed the role of Head of School, bringing with her a wealth of experience as a global educator. Under her leadership, AIS ushered in 30th Anniversary celebration with renewed vigour. She played a pivotal role in driving campus-wide enhancements starting from 2024 and extending into the future. Karrie's commitment to fostering deeper international mindedness has left an indelible mark on AIS.

In January 2026, Mr Steve Lupton joined AIS as Head of School. With his breadth of experience in international education and a strong commitment to student-centred learning, we look forward to his leadership guiding AIS into its next chapter and bringing the School to new heights.

### **Daily Routine**

School commences at 8 am for all Early Years children. Families can drop children off at their respective classrooms. Pick up times are 12 pm for children enrolled for the Half Day Programme, and 3 pm for children enrolled for the Full Day Programme.

### **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.

### **Population**

AIS is a co-educational school for students from Nursery (18 months) to Pre University (Year 12, age 18+). There are over 50 nationalities represented at the School.

### **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.

Section of school	Programme	Age
Early Years	<ul style="list-style-type: none"> <li>● Infant Care (2 - 18 Months Old)</li> </ul>	Babies can commence Infant Care any time after they turn 2 months.
	<ul style="list-style-type: none"> <li>● P1 Pre Nursery (18 Months Old to 2.5 Years Old)</li> </ul>	Children are eligible to transition to P1 Pre-Nursery from Infant Care when they turn 18 months and are on track with their developmental milestones.
	<ul style="list-style-type: none"> <li>● P2 Nursery</li> <li>● Preschool 3 and 4</li> </ul>	Children can commence if they turn 2/3/4 years of age by 30 April
Elementary School	<ul style="list-style-type: none"> <li>● Prep to Year 5</li> </ul>	5 - 11 year olds. Children commence Prep if they turn 5 by 30 April
Secondary School	<ul style="list-style-type: none"> <li>● Years 6 to 12</li> </ul>	12 - 18 year olds. Students usually complete High School at age 18

# Our Educational Philosophy & Approach

The Australian International School Singapore is an established prestigious IB school with students from over 50 nationalities. At AIS Singapore, we pride ourselves on our approach to teaching and learning for our students, offering a holistic education with a strong academic focus. Our enviable education destination and multicultural environment are underpinned by our Australian values, which truly make a difference. Every day, we live by the values of achievement, respect and opportunity.

## **Our Vision**

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

## **Our 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

## **Our Values**

### **Achievement**

We foster curiosity, excellence, and resilience, equipping students to pursue their passions and reach their potential.

### **Respect**

We foster integrity, responsibility, and an appreciation for diversity. Our students care for themselves, each other, their communities, and the environment.

### **Opportunity**

We empower students with confidence, creativity, and leadership. Through a balanced education, they are prepared to thrive in a changing world.

# The Early Years

AIS Early Years is located within the Early Learning Village (ELV), Block C and caters to children from 2 months to 5.5 years of age. Guided by our values of Love, Care and Respect, we provide a nurturing and engaging environment where children feel safe, confident, and inspired to learning.

Our Early Years programme combines play-based learning, inquiry and strong developmental foundations to support each child's growth socially, emotionally, physically and academically.

## Our Team

The Early Years programme is led by the Head and Deputy Head of Early Years, supported by the Early Years Secretary and Multi-Classroom Leaders.

Our dedicated team of Teachers, Teacher Assistants and Specialist Teachers work collaboratively to deliver a high-quality programme while building strong partnerships with children and families.

Children also learn alongside Specialist educators in:

- Mandarin
- Music
- Physical Education

## Purpose-Built Facilities

Each classroom features a thoughtfully designed indoor learning environment connected seamlessly to a balcony with natural sunlight. Educators carefully curate developmentally appropriate provocations and learning experiences that encourage children to play, explore, create and inquire.

The ELV includes three distinct outdoor spaces:

- The Musical Bridge (Level 1M)
- The Green (Level 2)
- The Canopy (Level 3)

These outdoor environments provide daily opportunities for movement, exploration and physical development.

Additional facilities include:

- The Hive, a multi-purpose hall used for assemblies, celebrations and gross motor experiences
- A dedicated Physical Education space equipped with Smart Steps play equipment
- An age-appropriate swimming pool with UV protection
- A shared Early Years and Lower Elementary Library that nurtures a love of reading and storytelling

## Programmes and Schedule Options

We offer a range of flexible programme options to support children's developmental readiness and the varying needs of families.

Infant Care	<ul style="list-style-type: none"><li>• 2-day programme (Thursdays and Fridays)</li><li>• 3-day programme (Mondays to Wednesdays <b>or</b> Wednesdays to Fridays)</li><li>• 5-day programme</li></ul>
P1, P2 and P3 children	<ul style="list-style-type: none"><li>• 3-day programme (Mondays to Wednesdays <b>or</b> Wednesdays to Fridays)</li><li>• 4-day programme (Mondays, Tuesdays, Thursdays and Fridays)</li><li>• 5 half day programme</li><li>• 5-day programme</li></ul>
P4 children	<ul style="list-style-type: none"><li>• 5-day programme</li></ul>

School Hours	
Arrival times for Infant Care to P4 children	8:00 to 8:30 am
Pick up times for Half-day children	12:00 pm
Pick up times for P1 to P4 children	3:00 pm
Pick up times for Infant Care children	6:00 pm

## Daily Essential Packing List

Please ensure all belongings are clearly labelled.

Families should provide the following:

- Water bottle
- Snack box (morning and afternoon tea)
- Spare sets of clothes
- Nappies
- Nappy cream (if required)
- Comfort object (if required)
- Infant Care (specifically) -
  - Labelled breast milk or formula
  - Bottles (one per feed)
  - Sleep sack (if required)
  - Pacifier (if required)

## Food and Nutrition

AIS works closely with Sodexo to provide nutrition meals designed to support children's developmental and dietary needs. Meals are freshly prepared onsite within the ELV kitchen and menus rotate weekly throughout the semester.

Alternative meal options are available for children with:

- Allergies
- Food intolerance
- Vegetarian
- Alternative protein (e.g., no beef)

A dedicated allergen kitchen is set up to help minimise the risk of cross-contamination.

Families are asked to provide healthy snacks for morning and afternoon tea breaks. In consideration of children with severe allergies, AIS follows a nut minimisation policy. Nut-based products are not permitted on campus.

For further information, families may contact the Nursing Team at [nurse@ais.com.sg](mailto:nurse@ais.com.sg)

## Uniform

Children are encouraged to wear their AIS PE attire with covered shoes that support safe and confident movement throughout the day.

All clothing and personal belongings should be clearly labelled with the child's name.

Uniforms can be purchased from the school's designated vendor, Lim's Uniform:

- 211 Holland Avenue, Holland Road Shopping Centre #02-18, Singapore 278967
- +65 6468 3655
- <https://limsuniforms.com/collections/ais-preschool-boy>

All clothing and personal belongings must be clearly labelled with the child's name.

## Celebrations and Community

AIS embraces Singapore's rich cultural diversity and provides children with meaningful opportunities to learn about and celebrate festivals and traditions from around the world.

Educators thoughtfully plan age-appropriate experiences including:

- Storytelling
- Music and dance
- Cooking experiences
- Creative arts

- Assemblies and community celebrations

Families are warmly encouraged to share their own cultural traditions and experiences with the school community.

Information about upcoming celebrations and events is shared through class weekly newsletters and Storypark updates.

*Birthdays:* Children may celebrate birthdays at school with cupcakes or similar treats to share with classmates. All celebratory food items must comply with the school's nut minimisation policy.

*Celebration of Learning (COL):* This special annual event brings together educators, children and families to celebrate children's learning journeys and showcase the experiences, growth and competencies developed throughout the year.

### **Home-School Partnership**

Strong partnerships between school and home are central to our approach in Early Years. We value open communication and meaningful collaborations with families to ensure each child feels supported, known and understood.

Families receive regular updates through Storypark, our online communication and learning platform which includes:

- Learning stories and documentation
- Weekly class newsletters
- Messages and announcements
- Daily routine updates for younger children

# Infant Care Programme

## (2 to 18 Months Old)

Our Infant Care programme provides professional, attentive care in a warm and nurturing environment, where each child's earliest experiences are filled with wonder, discovery and meaningful relationships.

Guided by our values of Love, Care and Respect, educators provide responsive caregiving that supports each infant's unique developmental needs, routines and interests.

The programme is led by a Multi-Classroom Leader who works closely with Teachers and Teacher Assistants to maintain a responsive curriculum and environment tailored specifically for the infants.

### Infant Care Facilities

The Infant Care programme is located on Level 7 of the ELV and includes:

- Dedicated classroom spaces
- Separate sleep room
- Gross motor room
- Sensory room
- Exploration nooks
- Nursing room for mothers

Our Infant Care programme maintains a low 1:4 staff-to-child ratio, allowing educators to build strong, secure relationships with every infant.

### Infant Care Routine and Hours

Infants may be dropped off from 8:00 am and collected no later than 6:00 pm.

While educators remain flexible and responsive to infants' individual cues and routines, the programme follows a consistent daily rhythm that supports security and predictability.

#### General Sleep Window

9:10 am – 11:10 am	Morning Nap
12:00 pm – 2:00 pm	Afternoon Nap
4:00 pm – 5:30 pm	Late Afternoon Nap

Younger infants may follow more personalised sleep schedules as they transition into the school routines.

Infant Care is closed for:

- 2 weeks in June/July
- 3 weeks in December/January
- Staff professional development days
- Singapore Public Holidays

## Meals and Bottle Feeds

Four meals are provided by the school kitchen daily at the following times:

8:30 am – 9:10 am	Morning Tea
11:10 am – 12:00 pm	Lunch
2:10 pm – 2:50 pm	Afternoon Tea
4:00 pm – 5:30 pm	Late Afternoon Tea

Families are asked to communicate any dietary updates directly with the Infant Care and Nursing teams.

Bottle-fed infants may have breast milk or formula warmed onsite within the Koala Learning Kitchen. A nursing room is also available for mothers requiring a quiet feeding or expressing space.

## Health and Safety

Children's safety and wellbeing are our highest priority.

Our Infant Care programme includes a specially designed sleep room that provides a calm, soothing and secure environment for rest.

All sleep practices align with:

- Red Nose Australia
- ACECQA
- ECDA Singapore safe sleep guidelines

Educators maintain active supervision at all times using:

- Baby monitors
- 10-minute sleep checks
- Ongoing wellbeing monitoring

Within the ELV, our fully equipped Health Centre is staffed by paediatric-experienced nurses, ensuring children receive professional care and support throughout the school day.

# The Early Years Programme & Curriculum

## Curriculum

At AIS, our Early Years programme draws upon the strengths of three complementary approaches to create a rich, developmentally appropriate learning experience for children.

The Early Years Learning Framework (EYLF) provides the developmental framework, supporting teachers in understanding children's growth, progression, and developmental milestones across all areas of learning.

The IB Primary Years Programme (PYP) provides the inquiry structure, guiding the development of transdisciplinary, concept-driven learning through inquiry, agency, and meaningful real-world connections.

Reggio Emilia influences our pedagogical approach, shaping how teachers listen to children, design learning environments, document learning, and value relationships, creativity, collaboration, and the hundred languages of children.

Together, these approaches enable teachers to create responsive, play-based, and intellectually engaging learning experiences that support the development of the whole child.

## Reggio Emilia Philosophy

Our programme is framed by the International Baccalaureate Primary Years Programme (PYP) and it is inspired by 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 organise the classroom to be accessible and interesting to the child
- To organise 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 in expressing 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](http://www.reggiochildren.it)

## **The Early Years Learning Framework**

The Early Years Learning Framework (EYLF) is Australia's national curriculum framework for early childhood education. It guides teachers in the development of high-quality learning programmes that support children's growth, development, and learning from birth to five years of age.

The framework outlines the principles, practices, and learning outcomes that underpin effective early childhood education, with a strong emphasis on play-based learning, inquiry, relationships, wellbeing, communication, and holistic development. It recognises the importance of fostering language and communication skills, early literacy and numeracy understandings, social and emotional development, identity, and children's connection to the world around them.

Developed collaboratively by the Australian Government, State and Territory Governments, early childhood professionals, and academics, the EYLF reflects contemporary research and best practice in early childhood education.

At AIS, the EYLF was intentionally selected due to its strong philosophical alignment with the IB Primary Years Programme (PYP). Both frameworks share a commitment to inquiry, agency, relationships, concept-driven learning, and the development of the whole child. Together, they support the creation of rich, meaningful, and developmentally appropriate learning experiences that nurture children as confident, capable, and lifelong learners.

## **Primary Years Programme (PYP)**

AIS Early Years 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/](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 and thoughtfully sequenced Programme of Inquiry that integrates the learning areas of Mathematics, Literacy, Cognitive Development, Personal, Social and Emotional

Development, Language and Communication, and Physical Development through meaningful, concept-driven learning experiences. Grounded in the IB Primary Years Programme (PYP), learning is designed to be transdisciplinary, enabling children to explore important concepts, develop deep understanding, and make authentic connections across disciplines within purposeful contexts.

Through inquiry, children are encouraged to think critically, communicate their ideas, collaborate with others, and apply their learning in meaningful ways. Learning experiences are intentionally designed to foster curiosity, creativity, agency, and a strong sense of wellbeing, while supporting the development of knowledge, skills, and dispositions across all areas of learning.

Preschool classes engage in four Units of Inquiry each year, with four transdisciplinary themes explored annually. These units support children in developing an understanding of themselves, others, and the world around them through rich, engaging, and developmentally appropriate experiences.

### **Specialist Programme**

- Physical Education through the Smart Steps Perceptual Motor Programme (PMP)
- Mandarin language through daily Mandarin with early childhood trained Mandarin language specialists.
- Music is taught using the Kodály method, which places an emphasis on intuitive, interactive learning

### **Assessment and Reporting**

At AIS, assessment is an ongoing and integral part of teaching and learning, and is designed to make learning visible, inform responsive teaching, and support each child's individual growth and development across all areas of learning.

Our approach to assessment is grounded in the understanding that children demonstrate learning in different ways. Teachers gather evidence of learning over time through observations, conversations, play-based experiences, investigations, documentation, and purposeful learning engagements. Both formative and summative assessment practices are used to monitor progress, guide next steps in teaching, and provide opportunities for children to reflect on and extend their understanding.

Assessment focuses not only on what children know, but also on how they think, communicate, collaborate, inquire, and apply their learning within meaningful contexts. Through ongoing reflection and documentation, teachers are able to identify children's strengths, interests, developing understandings, and areas for further growth.

Reporting at AIS aims to provide families with a holistic understanding of their child's learning journey, development, wellbeing, and engagement within the programme. Families are invited to attend parent-teacher interviews twice each year, providing opportunities to discuss children's progress, strengths, and next steps in learning. Formal end-of-semester reports are shared twice annually and provide an overview of each child's development and learning across the curriculum.

In addition, regular updates are shared through Storypark by both classroom teachers and specialist teachers. These posts provide insight into children's individual progress, learning experiences, inquiries, and participation within the classroom community, helping families maintain a strong connection to their child's learning journey throughout the year.

Assessment and reporting practices at AIS support the development of confident, capable, and reflective learners while ensuring that teaching remains responsive, intentional, and centred on the needs of each child.

### **The Role of Observation in Early Years Classes**

Observation is a fundamental part of teaching and learning within the Early Years at AIS. Through careful observation, teachers develop a deep understanding of each child as an individual, including their strengths, interests, dispositions, developing skills, social interactions, and ways of engaging with the world around them.

Observation involves intentionally watching, listening to, and interacting with children during play, inquiry, routines, and everyday learning experiences. These moments provide valuable insight into how children think, communicate, problem solve, create relationships, and construct understanding through authentic experiences.

As every child develops at their own pace and in their own unique way, observations allow teachers to recognise and respond to individual needs, abilities, and emerging interests. By observing children across a range of contexts and experiences, teachers are able to gather meaningful evidence that informs responsive teaching, intentional planning, and the design of engaging learning environments.

At AIS, the starting point is always the child. Observations help teachers identify what children are naturally curious about, the resources and experiences they are drawn to, and the ways they choose to explore and express their thinking. This information supports teachers in extending learning, introducing new opportunities, and scaffolding the development of knowledge, skills, confidence, and independence.

Observation also plays an important role in strengthening partnerships between school and home. We value the insights families bring and recognise that collaboration between parents and teachers provides a more holistic understanding of each child's development and learning journey. Together, these shared understandings help ensure that learning experiences remain meaningful, supportive, and appropriately challenging for every child.

# Communications

The Early Years team firmly believes that a strong home-school partnerships play a vital role in supporting young children's development and wellbeing. We value open, trusting relationships with families and strive to maintain clear and approachable communication. Our open-door approach encourages families to connect with teachers through informal conversations at drop off and pick up times, or via a quick phone call. For other essential matters, communication can take place through email. In addition, our Early Years Leadership Team welcomes families to arrange a meeting should questions or concerns arise that require further support.

These are the various communication methods used in the Early Years:

- Storypark (weekly class newsletters, community posts on celebrations and parent workshops, quick messaging)
- Emails
- SchoolsBuddy (Registration for Parent Teacher Interviews, Extended Care Programme, Holiday Programme and CCAs).
- iSAMS Parent Portal

## Storypark App

Class teachers will send an invitation via email for parents and guardians to join Storypark. Families will need to create an account using the link provided. Storypark is a valuable platform for staying connected as it offers updates such as individual and group learning stories, as well as weekly class newsletters. Community posts will also occasionally be shared to highlight upcoming celebrations and parent workshops.

We encourage families to take time to engage with these updates, as staying informed is an important part of being actively involved in their children's learning journey.

## Phone Calls and Emails

To ensure that you receive all important communication and remain contactable, particularly in the event of an emergency, please keep your contact details (email address and local phone number) up to date with the school. Should there be any changes, kindly inform our Early Years Secretary by emailing [eyc\\_secretary@ais.com.sg](mailto:eyc_secretary@ais.com.sg) so that our records can be promptly updated.

## iSAMS Parent Portal and SchoolsBuddy App

Our IT team will send through the login information via email. The account will only be officially activated on a child's first day at school. Should you face any issues, please contact them directly at [help@ais.com.sg](mailto:help@ais.com.sg)

The SchoolsBuddy app is used for registrations of different programmes such as Extended Care and Holiday Programmes, Parent Teacher Interviews and CCAs. An email will be sent out to families to share when registrations are open.

## Parent Helpdesk

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 [ask@ais.com.sg](mailto:ask@ais.com.sg).

## **AIS Parents Association (AISPA)**

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 AIS and to encourage parents to be active in the school community and to take action to support the Vision, Mission and Values of AIS.
- To support the fund-raising activities of AIS students and assist generally in matters concerning the welfare of students of AIS at the discretion of the Committee.
- To provide a forum for the free exchange of views and ideas between parents and the Leadership Team, whilst recognising that the educational principles and their implementation are the responsibility of those in charge of running AIS.

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 programme 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.

## **VoP – Voice of the Parent Survey**

The School also conducts a yearly Parent Survey – Voice of the Parent survey. We encourage our parent community to communicate with the school - openly and honestly – what is going well and where we can improve. The Voice of the Parent Survey supports the School's commitment to continuous improvement– a key value of AIS and the Cognita Group. It enables the School to work in partnership with parents to improve the School experience. The School will survey parents to gain feedback on their day-to-day experience, and of specific aspects of school life.

# Student Health & Medical Services

## Opening Hours

### **Early Learning Village Health Centre**

- Located on Level 2 of Early Learning Village

- Monday – Friday: 7.30am – 6.00pm

### **Gate 3 Health Centre (Main) , Lower Elementary School**

- Located at Lower Elementary Undercroft/ Playground

- Monday – Friday: 7.00am – 6.30pm

### **Gate 2 Health Centre**

- Located near Bus Bay

- Monday – Friday: 7.30am – 4.30pm

Nurses are on duty to attend to first aid, 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 within **1 hour of phone call**. Please ensure your GP has given all clear before returning your child to school after a bout of fever or illness.

## **Parent / Guardian Responsibilities**

1. Parents/guardians shall keep their child home from school if the child is or is suspected to be unwell. The student should not return to school until they are fully recovered or assessed as well enough to do so from a doctor/medical professional.
2. Parents will keep children at home until they are fever free for 24 (for ELV students) hours without medication (fever classed as temperature of above 37.5 degrees Celsius - as per Singapore MOH recommendations)
3. Children with gastrointestinal symptoms such as vomiting or diarrhoea will stay home for 48 hours from the last instances of symptoms.
4. Parent/guardian will collect their child from School when requested to do so by the School Nurse.
5. Children may not travel home on the school bus if deemed unwell by the Nurse. In particular if the student has a fever above 37.5 degrees Celsius or gastrointestinal symptoms.
6. Parents/guardians are to always be contactable during school hours, or whilst their child is attending extra-curricular activities. If for any reason they will be unable to take calls it is expected that the student's class teacher and/or School Nurse will be provided with alternative contact/guardian information.
7. Parents/guardians of students in Elementary School and Early Learning Village (ELV) are to collect their unwell child from school within one hour or make arrangements for another adult to do so.
8. Students in Secondary School may go home in a taxi at parent's request if Nurses deem them stable enough to do so.
9. It is AIS Policy that parents submit a Medical Certificate (MC) for all medical-related absences more than 2 consecutive days.

## **When to stay home from school**

Deciding whether or not to keep your child home from school is not always easy. Obviously, a very sick child does not belong in school, but deciding when a child is too sick for school can be tricky. Below are some helpful guidelines to follow.

Please keep your child home if unwell with:

- Fever, defined above 37.5 degrees Celsius. Ill children sometimes have normal temperatures in the morning, but their temperature rises in the afternoon. Students may return to school after being fever-free for 24 hours without the use of fever-reducing medications, such as Panadol or Nurofen.
- Discomfort from conditions, such as urinary tract infections or painful injuries. Students should stay home until they feel well enough to participate in classroom activities.
- Contagious diseases that are spread by casual contact. Some examples include the “flu” and strep throat. A child with a strep throat may return after 24 hours on antibiotics if feeling better.
- Conjunctivitis or “pink eye,” usually demonstrated by red, scratchy, and sometimes painful eye irritation. Children can return once prescription treatment commences after 24 hours.
- Vomiting and diarrhoea. Children may return once they are symptom free for 24 hours (48 hours for our ELV students)
- Constant sneezing, coughing, or severe sinus congestion. Children will probably be more comfortable at home where they can rest until they feel a bit better. Please remember how easily the “common cold” is transmitted, and encourage frequent hand washing.

## **Common Health Issues in Singapore**

There are some communicable diseases that are commonly found in school settings because of the ease of transmission from person to person in a group setting in which people are in close contact and share supplies and equipment. Despite this, AIS remains vigilant in its efforts to keep the community healthy through developing good habits including:

1. Encouraging sick students and staff to stay home and seek medical attention for their illness.
2. Teaching good hand hygiene practices and supplying soap and paper towels.
3. Being vigilant about cleaning and disinfecting classroom materials and surfaces.
4. Providing communications to families and students to create awareness of health issues and aid in preventing further spreading of infectious disease.
5. Employing healthy practices throughout the school.

To learn more about some common health issues found in Singapore including Head Lice, Pink Eye (Conjunctivitis), Mycoplasma, School Sores (Impetigo), Vomiting, Diarrhoea, Dengue Fever, see the resources available on Connect.

## **Medical Information**

All families new to the School are issued with a Health Declaration 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. Separate medical forms accompany excursions and 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 unless authorised by 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 or any medication.

### **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 Health Declaration form you will need to meet with the nursing staff for an assessment to develop a medical plan if necessary. 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 to develop an Emergency Response plan. The ERP is reviewed annually. Students with asthma will also need to submit Asthma Form 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 & Anaphylaxis Support Group is a voluntary parent group who provide support not only to parents but who also support staff and students in the AIS community. For further details, please refer to Connect AIS.

## **Dehydration**

Dehydration is a common issue in the tropics and can affect your child's health and impact on their learning. Please encourage your child to regularly sip water through the day. Children should have their own water bottles in their classroom, these can be refilled from water coolers available around the school.

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 non-uniform 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 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. 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**

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. In Singapore, it is mandatory to be fully vaccinated against measles and diphtheria. For more specific immunization advice please contact your local medical centre.

## **Hearing and Sight Testing**

Parents 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 Minimisation Policy at AIS**

Please note that, owing to the risks to children who have a severe allergy to peanuts or other forms of 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.

### **Sun Protection**

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. Prophylactic treatment is encouraged. The Centres for Disease Control and Prevention (CDC) promotes six 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 CDC.

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

## **AIS Terms and Conditions**

The AIS terms and conditions form part of the PEI-Student Contract and form the basis of a legal contract for educational services. The AIS terms and conditions can be found on the School's website.

## **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 leaving before 12:00 pm (Half-Day Programme) or 3:00 pm (Full-Day Programme), please collect a Permission to Leave Early form from the Early Years Secretary at the ELV Reception on Level 2.

Kindly present the completed form to our Security team when exiting the campus, in line with our safeguarding procedures.

## **Emergency Evacuation Procedures**

Students and staff carry out evacuation drills at regular intervals throughout the year. Any parent who is on-site during an emergency evacuation is requested to follow the directions of AIS staff and/or to leave the building through the designated exit.

## **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.

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 Nest in the Early Years Centre, The Hub in the Lower Elementary School Library and Inquiry Centre, The Link in the Upper Elementary School and The Source also known as The Learning Resource Centre in the secondary school. Parents are welcome to become members of the Library and borrow books. All parent fiction, non-fiction, newspapers and magazines are housed in the The Link.

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.

## **Early Learning Village Library – The Nest**

The Nest is located on Level 2 of the ELV 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 and fiction

Parents are free to utilise the library from 8.00 to 8.30am weekdays and from 3.00 to 4.00pm (except on Fridays). Children must be accompanied with a parent during these hours.

## **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. Curriculum fees are charged on a 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 curriculum fees already paid. For withdrawal after commencement of a semester, there is no refund of any portion of that semester's curriculum 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.

To begin the Withdrawal Process, please complete the Withdrawal form found under "Online Forms" on iSAMS Parent Portal. Until then, all prior communications will be considered informal notifications. If you have difficulties accessing the form, please email [withdrawal@ais.com.sg](mailto:withdrawal@ais.com.sg) and they will be able to assist you.

## **Exit Forms**

Upon withdrawal from the School, all families are provided with an Exit Form. This form is used as a guide on returnable items such as library books, parent passes, vehicle decals and musical instruments.

## **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. 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.

### **Parent Pass and Car Decal**

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

Parent pass and car decals are provided for families who drive onto the 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 point-to-point, to and from school each day. In addition to the driver, a bus auntie travels on the bus with the students.

Early Years staff meet morning buses and all children are taken directly 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 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.

# Child Safety Restraint

All Early Years children are required to use a child safety restraint when traveling on the school bus.

Age of Child	2 – 6 years old
Restraint type	Ride Safer Delight Safety Vest (with a minimum weight of 13.6 kg & a minimum height of 88.9cm.)
School Recommendation	Required

The safety of our students when they travel to and from the campus is of utmost importance to us.

The legislation in Singapore requires children to wear an appropriate restraint when travelling in public or private vehicles but does not specify what type of restraint is appropriate. We have consulted with travel safety experts and benchmarked that advice against standards in Australia. Their advice is that our youngest students should only travel on the school bus if they are wearing an age-appropriate child restraint. In the interests of safety for our youngest students, this advice applies to all students in the Early Years (Nursery and Preschool) who travel to and from school on the school bus and on excursions.

The bus coordinator can be contacted via the School on +65 6517 0255 or email [transport@ais.com.sg](mailto:transport@ais.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 Drop-Off and Pick-Up Zones

Early Years parents may park in the underground car park (Block C area with green pillars). Please be aware, however, that this car park has limited spaces. If parking, parents must then accompany their Early Years children up to their respective classrooms.

Families can register for a car decal through the iSAMS Parent Portal from their children's first day of school.

## Taxis/Private Hire

Taxis may enter from Gate 3 to access the drop-off and pick-up zone at any time and should follow the same procedure as that of private cars.

# 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 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**

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