

Elementary School
Parent and Student Handbook



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Message from the Head of Elementary



Mrs Emma McAulay
Head of Elementary School

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

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

I feel privileged and I am so excited about leading the Elementary School at AIS.

During my career in education spanning over 30 years, I have taught and held leadership positions in the United Kingdom, New Zealand and Australia.

Since joining AIS in 2018, I have thoroughly enjoyed working and learning as one of the Assistant Heads of the Elementary School, overseeing curriculum development P-5. I have been afforded many opportunities in leading the school's strategic plan, including the implementation of a Personalised Learning Model to improve student outcomes P-12. Progressing from P-12 teaching into educational leadership, I have had the invaluable and highly rewarding opportunity to translate my passion for learning into a commitment to driving best practices and continuous school improvement.

Motivated to establish positive and highly engaged working environments that prioritise educational excellence, I build and sustain cohesive and inclusive educational models that stimulate intellectual curiosity and offer diverse, holistic educational opportunities.

My vision for the Elementary School at AIS is to cultivate a culture based on a high level of care, mutual trust and understanding, respect and compassion. In doing so, we seek to create learners that are agents of change and flexible thinkers, who are resilient, tolerant and kind.

Furthermore, my vision includes a strong focus on Academic and Personal Excellence; achieved through a broad rich curriculum, strong academic outcomes, progress and value add. Nurturing a sense of Global Citizenship which is underpinned by successful Character Development is central to my vision for students at AIS.

Before joining AIS, I spent 15 years as a leading academic team member at an Independent P-12 school in Sydney and played a pivotal role in securing the school's formal authorisation to become a recognised International Baccalaureate (IB) World School.

A handwritten signature in black ink that reads "E. McAulay".

Emma McAulay
Head of Elementary

Contact Details

Australian International School

1 Lorong Chuan, Singapore 556818
www.ais.com.sg
Main Reception: +65 6664 8127

Head of Elementary

Mrs Emma McAulay
Email: emma_mcaulay@ais.com.sg

Deputy Head of Elementary

Ms Niral Patel
Email: niral_patel@ais.com.sg

Academic Wellbeing Assistant Head of Elementary (Prep & Year 3)

Mr Willem Lempe
Email: willem_lempe@ais.com.sg

Academic Wellbeing Assistant Head of Elementary (Years 1 & 5)

Mr John-Paul McManus
Email: john-paul_mcmanus@ais.com.sg

Academic Wellbeing Assistant Head of Elementary (Year 2)

Ms Julianne Hay
Email: julianne_hay@ais.com.sg

Academic Wellbeing Assistant Head of Elementary (Year 4)

Ms Jennifer Hill
Email: jennifer_hill@ais.com.sg

Assistant Head - Whole School (Inclusive Education & Professional Growth)

Ms Alexandra Smith
Email: Alexandra_Smith1@ais.com.sg

Lower Elementary School Secretary (Prep to Year 2)

Ms Suzie Tan
Email: lowerelementary_secretary@ais.com.sg
Telephone: 6319 7589

Upper Elementary School Secretary (Year 3 to 5)

Ms Irsalinna Noman (Salinna)
Email: upperelementary_secretary@ais.com.sg
Telephone: 6319 3787

Elementary Executive Secretary

Ms Syazrina Talib (Shasha)
Email: exec_elementarysecretary@ais.com.sg
Telephone: +65 6883 5155, ext. 5101

School Uniform Shop

Telephone: +65 6319 3762

School Uniform Supplier

Lim Meng Keng
#02-18 Holland Road Shopping Centre
211 Holland Avenue, Singapore, 278967
Telephone: +65 6468 3655

Bus Transport

Telephone: +65 6517 0255
Email: aisbus@jtt.com.sg

Reception and Parent General Enquiries

6319 3760 or ask@ais.com.sg

Community Engagement Manager

Ms Lynn Ng
Email: lynn_ng@ais.com.sg

IT Assistance

6319 3774 or help@ais.com.sg

AIS Parents' Association (AISPA)

6319 2923 or aispa@ais.com.sg

Nursing Team

6319 3795 or nurse@ais.com.sg

Finance Team

6319 3755
accounts_rec@ais.com.sg
accounts_billing@ais.com.sg

CCA Office

6319 3796 or cca@ais.com.sg

Records Team

Please update the school with any changes to your address, phone number, email or visa status by contacting: records@ais.com.sg

Elementary School Key Staff

Head of Elementary School	Mrs Emma McAulay
Deputy Head of Elementary	Ms Niral Patel
Academic Wellbeing Assistant Head of Elementary (Prep & Year 3)	Mr Willem Lampe
Academic Wellbeing Assistant Head of Elementary (Years 1 & 5)	Mr John-Paul McManus
Academic Wellbeing Assistant Head of Elementary (Year 2)	Ms Julianne Hay
Academic Wellbeing Assistant Head of Elementary (Year 4)	Ms Jennifer Hill
Academic Wellbeing Heads of Prep	Ms Amanda Lee
	Mr Peter Humphreys
Academic Wellbeing Heads of Year 1	Ms Gemma McGrath
	Ms Amanda Chan
Academic Wellbeing Heads of Year 2	Ms Heidi Lampe
	Ms Mhairi Macleod
Academic Wellbeing Heads of Year 3	Ms Clare Yap
	Ms Kay Tanner
Academic Wellbeing Heads of Year 4	Mr James Perry
	Ms Cherie Clark
Academic Wellbeing Heads of Year 5	Ms Tessa Houston
	Mr Trent Standen
Head of Chinese	Ms Que, Yi
Head of PE	Ms Anita Perry
Head of Music	Ms Sonia Jeya Gobi
Head of Visual Art	Ms Debbie Poon
EAL (English as an Additional Language) Lead – Lower Elementary	Ms Su-Lin Marshall
EAL (English as an Additional Language) Lead – Upper Elementary	Ms Cherie Clark
LEN (Learning Enrichment) – Lower Elementary	Ms Rebecca Hamilton
LEN (Learning Enrichment) – Upper Elementary	Ms Jane Pimlott
Instructional Coach (Service Learning & Student Leadership)	Mr Trent Green
Instructional Coach (Teaching and Learning)	Ms Ambre Borneman
Instructional Coach (Wellbeing)	Mr Matthew Brown
Instructional Coach (Associate Teachers and Teacher Assistants)	Ms Shaheera Selamat
Instructional Coach (Digital Learning)	Mr Juan O'Shea

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.

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.

Daily Routine

School commences at 8.20am for all Secondary School students. Students should arrive at school with time to spare so that they can organise their belongings and prepare themselves for their first lesson.

The School Governance and Board Members

AIS is owned by the Cognita Group of Schools, a UK based company. For further information, see <https://www.cognita.com/> 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	Program	Age
Early Years	<ul style="list-style-type: none"> ● Infant Care ● (2 - 18 Months Old) 	Babies can commence Infant Care any time after they turn 2 months.
	<ul style="list-style-type: none"> ● P1 Pre Nursery (18 Months Old to 2.5 Years Old) ● P2 Nursery ● Preschool 3 and 4 	<p>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.</p> <p>Children can commence if they turn 2/3/4 years of age by 30 April</p>
Elementary School	<ul style="list-style-type: none"> ● Prep to Year 5 	5 - 11 year olds. Children commence Prep if they turn 5 by 30 April
Secondary School	<ul style="list-style-type: none"> ● Years 6 to 12 	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 Elementary School

Elementary School Leadership

The Elementary School Leadership Team exists to advise and assist the Head of Elementary School and the School Principal in the daily management of the Elementary School. The Deputy Head of Elementary is responsible for the continuity and coherence of the curriculum across the Elementary School. They also oversee Teacher Professional Learning and Development, as well as Professional Review of all teaching staff.

Four Assistant Heads assist in the leadership of the Elementary School. Each Assistant Head has a whole Elementary portfolio; Student Welfare, Logistics, Operations and Admissions, and Curriculum. They are further supported by the Assistant Head of Diversity and Development.

The Elementary School consists of classes from Preparatory (Prep) to Year 5, with each class being of mixed ability.

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

In Lower and Upper Elementary, each year level is guided by two Academic Wellbeing Heads of Year, who are responsible for curriculum and wellbeing and supported by an Assistant Head. Each class in Lower Elementary has a full-time teacher's assistant (TA). In the Upper Elementary, teacher's assistants are shared amongst the classes.

In addition, in the Lower and Upper Elementary Schools, we have specialist staff members that have responsibility for the areas of Learning Enrichment, EAL (English as an Additional Language), Additional Languages (Chinese), Physical Education, Music, Visual Arts and Library. Three counsellors also work within the School to provide children and families with counselling support.

Facilities

Lower Elementary School

The Lower Elementary School is housed within the Early Learning Village, a purpose-built complex that is well resourced and designed to meet the needs of learners aged 5 to 8. General teaching classrooms are clustered to support a team approach to learning, with each year level grouped together.

Prep, Year 1 and Year 2 are located within the Early Learning Village. Each year level has its own toilet facilities and staff work areas, as well as centralised spaces for small group learning. Purpose-built balconies also naturally extend each classroom.

There is a well-stocked library on Level 2 of the Early Learning Village, with print and electronic resources that support the Lower Elementary School.

The Lower Elementary School boasts excellent technology resources, including one-to-one iPads across all year levels.

Specialist rooms are provided for Visual Art and Music. Small group teaching spaces support instrumental music, EAL and Learning Enrichment. The Early Learning Village includes a multipurpose hall, The Hive, which is used for a variety of activities. Students also have access to the Main Campus multipurpose hall for physical education, gymnastics and larger curriculum and community events.

Within the Early Learning Village, there are three separate play areas: The Bridge, The Canopy and The Green. These spaces allow students to climb, explore, run and play.

All Lower Elementary School students also have direct access to the School's 25-metre, 8-lane swimming pool, as well as their own playing field.

Upper Elementary School

The Upper Elementary School is housed in the Foundation Building. The location of all Upper Elementary School classes are central within this building.

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

Each year level is housed around centralised pod areas that allow for additional small group work and, where possible, whole year-level activities to take place. A large, centrally located and well-stocked library with print and electronic resources serves the Upper Elementary School community. It is located at The Central Library, Foundation Building.

Each class has access to one-to-one iPads, which are used as an integrated part of teaching and learning. Students visit specialist facilities for Visual Art, Music and Physical Education, these facilities are located in the Foundation and in the Lower Elementary School Buildings, MPH and Lower Elementary Oval.

Small group teaching spaces provide for instrumental music, EAL and Learning Support lessons. PE and sports sessions make use of a number of facilities.

Canteen

Our canteen, food kiosks and parent cafes are operated by an external provider. Students and parents may purchase items from the canteen during its hours of operation. Students are also able to bring their own meals from home if preferred.

A canteen menu is supplied on Connect AIS and orders may be placed online via the CampusOnline System.

Lower Elementary School

Parents of children in Lower Elementary are able to preorder lunches from the canteen. Over-the-counter sales are not allowed for Lower Elementary School children at break or lunch periods, nor are students permitted to have money in their pockets or school bags.

Upper Elementary School

The Upper Elementary students share use of the Main canteen with the Secondary School. It is open from 8.00am to 5.00pm each weekday. Lunches can be pre-ordered online or the students may purchase items themselves using their Smartcard or cash.

AIS Parent Café

The Billabong Cafe is situated under the Lower Elementary School overlooking the small oval.

The Café is open from 8.00am to 11.00 and 2.00pm to 4.00pm and serves a selection of food and beverages. The Café is for parents and staff to use throughout the school day, and we ask that children only enter the Café when accompanied by an adult.

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.

Lower Elementary School Library - The Hub

The Lower Elementary School library is located on Level 3 of the Lower Elementary School Building and is open from

8.00am until 4.00pm from Monday to Thursday and from 8.00am until 3.30pm on Fridays. Children have access to over 10,000 books in the library, including a substantial picture book collection, non-fiction, fiction and access to online databases. The Internet is available for use by students for educational purposes, along with access to the library's search system.

Parents are free to utilise the library from 8.00 to 8.30am weekdays and from 3.00 to 4.00pm (except on Fridays).

Students in Lower Elementary School visit the library once a week, with all students being expected to bring their library bag to their lessons.

Upper Elementary School Library - The Link

The Upper Elementary School utilises the Central Library, on Level 4 of the Main School Building. This is open from 8.00am until 3.30pm from Monday to Thursday and from 8.00am until 3.30pm on Friday. The library also opens for various periods during school holidays from 9.00am until 3.00pm. Parents need to contact the School to clarify specific opening times during holiday periods.

Students in Upper Elementary School visit the library once a week. The children are required to bring a library bag and their ID card.

Elementary School Routine

Daily School Routine

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

Children should arrive at school with time to spare so that they can organise their belongings and prepare themselves for the morning session. Children should be encouraged to become independent as soon as possible after they begin school. They should carry their own bags and be responsible for organising their own belongings e.g. homework folder, notes for the teacher, student diary, lunch order etc. If they arrive prior to the bell, children are encouraged to seek out their friends and to play in the playground area. When the bell rings at 8:25am, Elementary School children make their way to their classrooms so that the first lessons can begin promptly.

The Elementary School day is divided into eight 40-minute periods. There are also two break periods. Children have an opportunity to eat and play during both break periods. Teachers are on duty in the playground during these times.

At the beginning of each school year, class teachers provide children and parents with a timetable outlining the days and times of specialist lessons. This will assist in ensuring that children have the correct equipment required for each day.

School finishes for all Elementary students at 3.20pm. Lower Elementary School children catching the bus home will be escorted to the bus bay area by teacher assistants. All other Lower Elementary School children are to be collected from the Undercroft area adjacent to the Lower Elementary School Reception or directly from the pick-up/drop off zone in front of the Gate 3 reception area. Lower Elementary School children are not permitted to leave the pick-up/drop off zone to go to a different collection point unless with their parents/legal guardian.

Upper Elementary children make their own way to the bus bay if they are travelling home by bus or can be picked up from the front car park area near the Main Reception area at Gate 1. Upper Elementary School children are only permitted to be picked up at the Lower Elementary School pick-up/drop off zone if they are joining with a younger sibling from the Lower Elementary School. Upper Elementary School children can

meet siblings, or the family member/guardian collecting them from school at any pre-arranged location on the school campus.

Assemblies

Whole Elementary School assemblies are held approximately two times a term.

Lower Elementary School

All children in the Lower Elementary School attend regular assemblies. At weekly assemblies, individual children are recognised for their achievements, awards are presented, children discuss individual work that they have prepared and issues of current concern. Students are also invited to volunteer to present performance items. These assemblies encourage the development of public speaking and performance skills, as well as confidence and self-esteem. Student leadership of Assemblies is encouraged, particularly in Years 1 and 2. Parents of children leading or performing in a Lower Elementary School Assembly are welcome to attend.

Upper Elementary School

All children in the Upper Elementary School attend an assembly once a week. At weekly assemblies, individual children are recognised for their achievements, awards are presented, classes share work that they have prepared, issues of current concern are discussed. Children are also invited to present musical performance items and information is shared about various fundraising and other initiatives.

These assemblies encourage the development of public speaking and performance skills, as well as confidence and self-esteem. Assemblies are led by the student leaders of the Upper Elementary School. Parents of children leading or performing in an Upper Elementary School Assembly are invited to attend. Each year level may also have a year-level communication meeting on a regular basis. These are conducted by the Heads of Year.

Elementary School Program

Overview

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

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

is planned for and fostered, and this approach nurtures independence and results in building enduring understandings.

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

The PYP Programme of Inquiry

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

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



Reports

Written school reports are distributed twice per year: at the end of each semester (Term 2 and 4), a full report is issued. Parent Teacher Interviews are held at the end of Term 1 and Term 3.

For students who have attended school for less than a term, families will be offered a parent/teacher interview and/or interim written report.

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

Students leaving in Term 3 will receive a 'Leaver Report'. These are sent to parents at the middle and end of each term. .

The Academic Calendar

The Academic Calendar is a particularly useful document for parents as it outlines all of the key academic dates for each year group. These include assessment, recording and reporting dates; as well as dates when you can learn more about your child's progress and the School's work.

The Academic Calendar can be found on Connect AIS.

Houses

There are four houses across the school:



Various House competitions are held throughout the year in the Elementary School such as: Lower and Upper Athletics Carnivals, Lower and Upper Swimming Carnivals, Upper Elementary Cross Country Carnival, and the Upper Elementary Biathlon.

The weekly Gross Motor Program (GMP), conducted in the Lower Elementary School also operates as a House Competition and children are encouraged to wear their House T-shirt on the appropriate day. In the Upper Elementary School, the GMP is replaced by a School sports programme. As with the GMP, the School Sports Programme is run in houses and therefore students should wear house shirts to school on the appropriate day.

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

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

Outdoor Education Program – Year Level and Curricular

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. The AIS Outdoor Education Program is a holistic program from Foundation to Year 12 that prepares students for life beyond AIS. Students will develop a greater understanding of leadership and followership, embrace various challenges in a supportive team setting. Through carefully structured and sequential outdoor education programs students will acquire the key traits of empathy and compassion, develop a greater appreciation and closer relationship with the outdoor environment.

The Outdoor Education program aims to:

- Build better equipped young men and women through outdoor experiences and journeying
- Develop a stronger strength of character through outdoor experiences
- Instil leadership and followership from outdoor opportunities
- Provide boys and girls with the opportunity to flourish in the outdoors and develop a greater awareness of themselves and others
- Create a deeper understanding, appreciation and connection with the outdoor environment

At AIS we place tremendous value on the importance of learning outside of the confines of the traditional classroom and beyond Singapore. We aim to provide all students with an opportunity to flourish, grow and prosper through compulsory year level outdoor education programs. It is an AIS expectation that all students will take part in our compulsory year level outdoor education programs as described below.

Examples of Outdoor Education Experiences:

Prep

Location: Sungei Buloh Wetland Operator: Strix Wildlife

A local day trip to Sungei Buloh Wetlands with the Strix Wildlife Team. This beautiful habitat is a haven for various migratory species and wildlife.

Year 1

Location: Pulau Ubin

Operator: Strix Wildlife

A local day trip to Pulau Ubin with the Strix Wildlife Team. Pulau Ubin is an island off eastern Singapore and often considered the last 'kampung' (village) in Singapore. A stroll through Ubin takes you back to Singapore in the 1960's.

Year 2

Location: Pulau Ubin

Operator: Strix Wildlife and Pivotal Learning

A 1 day trip to Pulau Ubin and a 1 day local outdoor education adventure day at Bishan Park. The students will return to the AIS grounds to camp out overnight in tents within the school grounds.

Year 3

Location: Camp Sembawang Operator: Camp-Challenge

3 day program of river tracing, jungle hike, bushcraft activities, an on-site overnight camping experience, bush cooking, fire lighting, tyrolean traverse river crossing, navigation and team based activities.

Year 4

Location: Gunung Ledang, Malaysia Operator: Nomad Adventure

4 day program of river tracing, jungle hike, bushcraft activities, an on-site overnight camping experience, bush cooking, fire lighting, tyrolean traverse river crossing, navigation and team based activities.

Year 5

Location: Tanjung Leman / Pulau Sibu, Operator: Wilderness Malaysia

5 day coastal program of camping, kayaking, cultural activities, mangrove interpretation, jungle hike, beachcombing, community camp cooking and snorkelling.

Inside the Classroom

Buddy System for New Students

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

Celebrating Diversity

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

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

Class Parties

Birthdays

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

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

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

Farewells

Children who are leaving the School often wish to say farewell to their classmates by sharing a small cake (or cupcakes).

Guidelines for all class celebrations are as follows:

- Class celebrations are usually held in the last hour of the day or just prior to a break period. The actual timing must be negotiated with the class teacher.
- It is the responsibility of the parent(s) of the departing child/children to make all the arrangements for the celebration. Should more than one child be leaving a class, a combined farewell will be held. The Class Contact (Friend of AISPA) will be able to help to coordinate between parents in this case.
- All food supplied must meet the School's 'Nut Minimisation' policy.
- Sharks are an AIS tradition; a stuffed calico shark is available from the Uniform Shop for the class to sign. However, it is not mandatory. It is the responsibility of each departing family to purchase the shark for their child.
- Children are not permitted to have the uniform that they are wearing signed by their friends.

Classroom Materials

All stationery and textbook items required by students are supplied by the School at the commencement of the school year, or at the point during the year when they find their way and introduce them to the School. This process of induction is managed by the class teacher. The School Counsellors support the buddy process and are ready to assist with any children who may have any transitional issues. If new students have any questions or concerns, they should see their class teacher.

Excursions and Visiting Performances

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

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

Within each school term or semester, the AIS Accounts department will invoice direct to the family, the cost of any year level excursions or incursions. Where possible, excursion invoices will be computed, processed and delivered with the tuition accounts, permitting payments to be re-directed from the classroom teachers and school secretaries to the finance team members. This process reduces the number of hands the payment needs to pass through (parent, student, teacher, secretary, finance). The new process for excursions and incursions is as follows:

- Prior to the start of the term, parents will receive a letter from their class teacher or Head of Year,
- outlining the excursions and incursions that will be undertaken for their child's class/year level.
- AIS Finance will send an invoice to students families via email. The invoice must be paid directly to the accounts department in the form of NETS, credit card or cheque by the date specified.
- Classroom staff will continue to communicate with parents as events approach, seeking and confirming attendance permission by completing the permission form on Connect AIS.

Food and Nutrition

All children in the Elementary School are required to be supplied with food for two break periods (lunch and afternoon recess). Teachers also incorporate a munch and crunch opportunity within the classroom during which times students are encouraged to consume a healthy snack whilst participating in classroom activity. These should be sent to school in your child's bag and should be contained within a sturdy lunch bag or box that will protect the food until it is eaten. Alternatively, arrangements can be made for food to be ordered through the School's canteen.

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

Please note that, owing to the risks to children who have a severe allergy to peanuts or other forms or nuts, no nut-based products (e.g. peanut butter, Nutella)

are permitted in the School. AIS is a nut-minimisation zone. You can contact the AIS Health Centre for more information on this policy at, nurse@ais.com.sg.

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

Parent Teacher Interviews and Student Led Conferences

Scheduled Parent Teacher interviews are conducted Term 1 and Term 3. They are an opportunity for parents and class teachers to discuss progress, concerns, individualised learning needs and to determine appropriate action or follow-up that is required in order to maximise student learning and growth.

In addition, in Term 3, student-led conferences are attended by the teacher, parents and the child. In these, the students demonstrate and articulate their learning and progress to date.

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.

Expectations of Elementary Students

Absences / Attendance – Toddle App

Regular attendance at school is one of the key factors in student success. We are grateful for families who value being part of the school environment and make the most of each day.

If your child will be absent, please ensure that you record the absence on the **Toddle app before 8:30am** on the day of absence.

To submit an absence on Toddle:

- Open the Toddle app
- Select your child's profile
- Tap on **Attendance**
- Choose **Mark Absence**
- Enter the required details and submit

Please also inform your child's classroom teacher and/or teaching assistant(s) if needed.

Student rolls are marked each day in Elementary School. Parents should email the class teacher and relevant school secretary directly before 8.30am to advise the School of a student's absence that day.

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

Frequent absences from school can interrupt the child's learning and the development of good working habits and social friendships. Parents should endeavour to make medical, dental and other appointments out of school hours. Family holidays should coincide with school vacations and only in extraordinary circumstances should holidays be arranged during school terms. Permission for any child to be absent for any reason for more than five days must be requested in advance in writing from the Head of Elementary School. The School is obliged to submit to the Singaporean government records of attendance for students. Students who have repeated or long-term absences may be in breach of Singaporean immigration laws. Such breaches can lead to the cancellation of student passes.

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

It is an expectation that students also attend all compulsory school-related functions including chosen CCAs, sports carnivals, Global Festival Day and curriculum-related excursions.

Policy Statement

A minimum level of attendance is required in order to successfully complete any course of study or academic year at AIS. The minimum student attendance required by AIS is 90% of the allocated time for a course. Students on Student Study Visas must also maintain a 90% attendance record. In order to fully attain the desired outcomes of the school in relation to the development of the whole person, a minimum level of attendance is required during each semester, including attendance at all compulsory school-related activities. When determining progression to the next year level in the Elementary School, attendance is a factor that will be considered as part of a larger process of retention.

Definitions

Unexplained absence: When a student is absent from school without parent notification.

Unjustified or Unapproved absence: When a student is absent from school without school approval.

After-School Procedures

To ensure the safety of students at all times, students are asked to comply with the following after-school procedures:

- Students will be required to be off campus after 4.00pm if they do not have CCA or study.
- Students remaining at school for CCA's must be supervised by parents or guardians before their CCAs commence. The School is unable to take responsibility for students who are unsupervised on campus after 4.00pm.
- Students may use play equipment if supervised by a parent or guardian.

Home Learning / Homework

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

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

Uniform

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

The AIS approved uniform supplier is Lim Meng Keng, located at: #02-18 Holland Road Shopping Centre, 211 Holland Avenue, Singapore 278967. Contact: +65 6468 3655

Lim Meng Keng also offers the option to visit their Department Store, where students can be fitted for and purchase AIS uniform items on the same day.

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.

School shoes must be plain black and kept clean. No T-shirt should be worn under the school shirt. If students feel cold in the classroom, a school jumper may be purchased.

Students may wear a watch, and students may wear a single stud or sleeper in each ear.

In Elementary School, the PE uniform is worn during PE lessons. Students may also wear their PE uniform to and from school on PE days, sports days, or designated sports carnival dates. Parents will receive details at the beginning of each year or term.

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

The school sunhat is to be worn at all times when students are playing outside, attending PE lessons and on excursions.

School Dress Code

Correct AIS school uniform purchased through Lim Meng Keng Department Store is to be worn to and from school. Students are required to follow the school dress code and present themselves appropriately.

Uniform - Elementary School students (Prep– Year 5)

Shirt	Navy striped Elementary School shirt
	Navy striped Elementary School blouse with white collar
Dress	Navy striped school dress with white collar. Worn at the knee.
Shorts / Culottes	Navy formal school shorts/culottes. Must be worn on or above the knees
Socks	Ankle length standard white AIS school socks with Navy AIS logo or plain white ankle length socks. To be worn with shorts or a dress.
Shoes	Regular plain black school shoes must be worn and kept clean.
Hats	All students must wear a hat if playing outside and during PE lessons.
Jumper	Navy knit school jumper. Students are not permitted to wear the jumper around their waist. *
PE	The school PE uniform is to be worn for all PE lessons. House shirts may be worn for Gross Motor and school sports programs and for school carnival events. Appropriate running shoes must be worn, not skater shoes e.g. Vans or Converse
Hair	Neat and tidy haircut Fully tied back if shoulder length Fringe clearly out of face Hair ties, headbands and clips must be navy, black or white in colour Only natural hair tones accepted
Jewellery	<ul style="list-style-type: none"> ● Only the following items are permitted: ● Earrings are to be plain small round gold/silver studs or small round sleeper earrings. ● No other visible piercings are allowed. ● Watch

	<ul style="list-style-type: none"> • Medical alerts • The adornment of religious and cultural accessories is respected, contact your child's Homeroom/STRIVE Teacher if further clarification is required.
School Bag	<p>Navy AIS School Bag.</p> <p>Bags must be free from graffiti.</p> <p>A navy school library bag is required for students in Prep - Year 4</p>
Non-Uniform days	<p>Each year the school has several non-uniform days which often follow a theme.</p> <p>Regulations and themes are variable, but students are required to dress appropriately (no singlets, midriff tops, short skirts). Enclosed shoes must be worn for all practical classes.</p>

Other sports and drama branded jumpers/shirts that are related to AIS teams are NOT considered to be school uniform and should not be worn on formal occasions.

Academic and Student Support

Learning Enrichment

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

Collaboration between key support staff across the Elementary school assist to successfully identify and manage student diversity. The Learning Enrichment Department is led to successfully identify and manage student diversity, that is achieved through collaboration with a variety of support staff across the Elementary School including personnel from the Learning Enrichment Department. This department is led by the Head of Learning Enrichment and comprises six Learning Enrichment Teachers, two Counsellors and two Learning Enrichment Teaching Assistants.

Teachers across the Elementary School are responsible for supporting students with a wide range of abilities and needs within their classrooms. Differentiation at AIS is seen as a process that creates the conditions which enable and extend the personalised growth and learning of all students.

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

In collaboration with class teachers and specialist staff, the Learning Enrichment Department offer a continuum of services to support positive learning outcomes for all students. The use of this flexible learning and teaching model, allows for the provision of support in accordance with currently identified student needs. The educational experiences offered through the Learning Enrichment Department are informed by our high expectations, our knowledge of the students, their readiness to learn and their backgrounds, as well

as their needs and interests as individuals. We aim to provide educational frameworks which honour and maximise the aspirations and achievements of our students in relation to developing their holistic development.

English as an Additional Language (EAL)

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

An Admissions Manager will meet the families and children when they come to the School for their initial enrolment interviews. Apart from sharing contact details, parents will also be asked to complete a language profile. This can be very informative for us in understanding the language learning background and needs of the child upon entry into the School. The child is then assessed by the WIDA English Proficiency Assessment to ascertain their level of English skills. WIDA Test, to ascertain how easily they will be able to participate in the classroom when they commence.

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

Assessment will determine which level of EAL a child is placed on. ILC (Intensive Language Course) is for those children at a basic or beginner level of English. Children who are at intermediate or advanced levels are referred to as EAL learners.

Students in the EAL Beginner Phase are provided small group support according to the academic requirement for their age. They will receive additional support through withdrawal programme. This support is provided by the support team and through the class teacher's differentiation.

Students in the EAL Transitioning Phase will receive additional English support through a combination of small group withdrawal and in-class support in their mainstream class by a member of the support team.

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

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

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

Counselling

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

School Counsellors provide support to students, teachers, and parents through both individual contacts and group meetings. They facilitate the development of social and emotional competencies through classroom lessons, as well as meeting with students individually and in small groups to enhance social skills, and self-esteem, or to deal with issues such as behaviour management, anxiety and family relocation. Parenting workshops are also offered throughout the school year, and the Counsellors are available to meet with parents on an individual basis.

Duty of Care

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

Co-Curricular Activities (CCAs)

A wide range of co-curricular activities is made available to students in the Elementary School, to enrich learning in academic subjects, the arts (visual and dramatic), music, sport and other areas of interest. CCAs are generally organised for each semester.

Activities may be held before school, at lunch time or after school. By signing up, students are expected to commit to the CCA for the full period of time that it is offered (generally the semester / season). Students are strongly encouraged to participate in at least one CCA per semester.

There is a charge for some activities, either for special materials required, for specialist coaching, tuition, of the use of facilities.

Music

The CCA program includes choirs, ensembles and other music groups, many of which support other programs and /or perform at special events during the school year.

Elementary students may also elect to take private music lessons in an instrument of their choice. These lessons are generally conducted during the school day and tutors of students from Prep to Year 3 will be collected from their class and taken back when the lesson concludes.

Drama

The CCA program includes experiential drama classes and groups that will work towards an Upper Elementary or Year 5 production to be performed during the year.

Students will also be given the opportunity to participate in the International Schools Theatre Association (ISTA) drama festivals at different times during the year, outside of the normal CCA program.

Sport

AIS enters teams in different competitions, to maximise opportunities for students to participate. Sports that are played as part of interschool competitions are organised according to the sporting seasons, to coincide with schools/teams operating on a northern hemisphere calendar, so care is needed when signing up for CCAs in others, to avoid possible clashes.

Communications

Communication with Parents

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

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

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

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

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

- Parents are encouraged to address all questions, comments, complaints or concerns regarding any aspect of their child's education or experience at school directly to the child's teacher in the first instance. This can be done either in person, by telephone or in writing (either handwritten or via email). Parents are also requested to choose an appropriate time and place to discuss the concern. If an extended discussion is needed, parents are asked to make an appointment with the teacher at a time that is mutually convenient.
- In the event that the situation is not adequately resolved, either the parent or the teacher (or both) may choose to take the matter to a more senior member of the School's staff. This would initially be the

Heads of Year followed by the Assistant Heads of Elementary and then finally, the Deputy Head of Elementary or the Head of Elementary should an issue still remain unresolved. Appointments are required for all such discussions.

- The Principal, as appointed by the School's Governing Body, has the final responsibility for resolving the situation. It may also be wise for other staff members who have particular expertise in the area under discussion (e.g. the School Counsellor, the Learning Enrichment staff or the Head of Learning Enrichment) to be invited to become involved at this point.
- Parents are requested not to make an appointment with a senior member of staff prior to discussing the problem directly with the class teacher and to follow the accepted protocols in the appropriate order should further clarification or resolution be considered necessary.

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

- All children have strengths and weaknesses, all have their own personalities and individual habits, all have their own developmental time frame, and all have the capacity to make poor choices at certain times. Please be supportive of the School whenever recommendations are made regarding your child.
- Seek the advice of school staff if you have any questions or concerns about your child's development. Along with the joys, parenting can also be very stressful and challenging at times. We understand this and are only too happy to offer advice and support.
- Be active in supporting the School. Try wherever possible to attend all functions that involve your child and offer your help in any way that you can.
- Form a positive relationship with your child's class teacher and keep in regular contact.
- Engage in conversations with your child and the teacher around the learning which is occurring in the classroom.
- Regularly check the information provided for you on Toddle from your child's teachers so that you are informed of upcoming events as well as current teaching and learning in the classroom.
- Direct any queries or concerns to the classroom teacher in the first instance. Engage in conversations that facilitate respectful consideration of all sides of an issue.
- 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 at school, address your concerns to the class teacher rather than the other child's parent. School staff are experienced in managing issues between students confidentially and with discretion.

- As a school we value your feedback greatly. Please do share with us not just the problems but the successes also. It is affirming for our staff when we can share your positive feedback with them.

Parent Education

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

Parents are encouraged to take part in the education sessions that the School presents. These sessions are advertised on School Newsletters as well as announcements on Toddle.

Communication Tools used at AIS

- Full written reports on student progress are issued in the last week of Semesters 1 and 2
- Parent teacher interviews in Term 1 and 3.
- Toddle is updated regularly with announcements and class news.
- Celebrations of Learning
- Notes
- Surveys
- Displays of children's work.
- Assemblies
- Special events and celebrations
- Specialised learning programs
- Parent information sessions
- 'Connection to the Classroom' - Seesaw
- Email
- Toddle announcements

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.

Toddle

Toddle is our comprehensive learning platform designed specifically for Elementary School families (Prep to Year 5). Through your Toddle account, you can monitor your child's attendance and absences, view the school calendar and upcoming events, track assignments and their submission status, and access detailed gradebook information showing academic performance across subjects and grading periods. The platform also keeps you informed through regular progress reports shared via email and within the app, while class pages provide insight into class portfolios and learning resources.

Whether using the web portal or mobile app, you can manage multiple children from a single account for convenience.

Toddle strengthens the partnership between home and school by enabling direct messaging with teachers, allowing you to discuss your child's learning and wellbeing whenever needed. You'll also receive important school announcements and access timetables to stay organised with your family's schedule.

Connect AIS

This password protected website is a place for parents, students and teachers to engage with the learning that is happening at AIS everyday. 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 communication channels which already exist 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.

Parent Enquiries

AIS is committed to understanding and meeting our parent and student needs. To ensure that you get your questions answered as quickly as possible, it is important to direct them to the right departments. The key contacts can be found on the “Contact Us” page on Connect AIS.

Parent Helpdesk

AIS is committed to understanding and meeting our parent and student needs and ensuring that our students leave with a positive impression that will stay with them for the rest of their lives.

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 ask@ais.com.sg.

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.

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. Please ensure your GP has given the all clear before returning your child to school after a bout of fever or illness.

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. 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.

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). The ERP is reviewed 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 parents' 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.

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.

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.

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.

Sun Protection

Sunhats are a compulsory part of the School uniform. 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.

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 mufti (free dress) days. Children often suffer injury as a result of inadequate foot protection. An already injured foot is likely to be injured further without the protection of appropriate footwear. 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.

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.

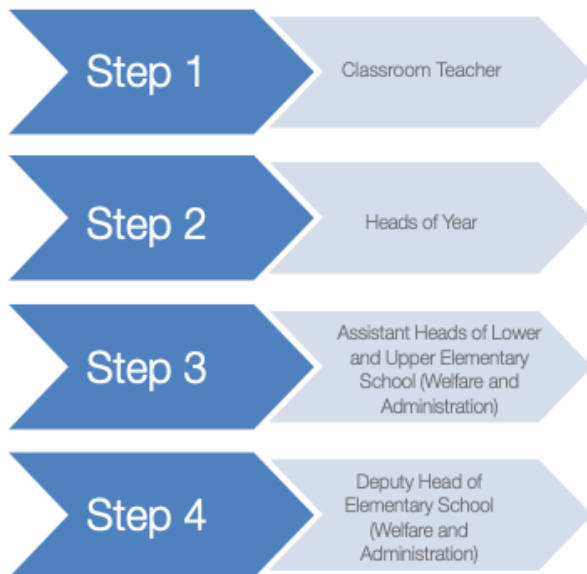
Student Academic Welfare Wellbeing

Academic - Wellbeing

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

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

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



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 parents 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.

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.

Access to the School

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

Access to the play equipment or playground structures is limited to 8.00am - 3.15pm on school days. Access outside of these times must be supervised by an accompanying adult.

Air Conditioning

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

AIS Parents Association

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

- To promote community spirit in 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 program to welcome all newcomers and to establish a contact person on a yearly basis between each class and our children's home.

AISPA events are a focal point throughout the year to draw families together at the School for fantastic fun. AISPA pinpoint areas of special needs and interests within their community and groups are growing to support these. AISPA have a thriving second-hand uniform shop that not only provides good quality second-hand uniforms but takes all donations and sends them to charity organisations within Asia.

Charities and Fundraising

The School supports a variety of charities throughout the year. All arrangements to support charities are coordinated by the Community & Service Coordinators in each sub-school.

Fundraising events are planned to fit within the whole school plan for fundraising and are accompanied by an educational element to help the children fully understand the significance of the event.

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.

Electronic Equipment

The School discourages students from bringing electronic equipment to school. If they are brought to school, it is advisable that they should be handed to class teachers who will lock them away for the day.

Emergency Evacuation Procedures

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

Fee Payment

The school fee includes Course Material fee, Fee Protection Scheme Insurance Fee, Medical Insurance Fee and Parents' 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.

Handphones

Students in the Elementary School are discouraged from bringing handphones to school. Those students who do bring a handphone must ensure it is left inside their school bag. Handphones may not be used during school hours. If students need to contact parents for any reason during the day, the Elementary School Secretaries can call parents on their behalf. Students may also use the phone at Main Reception to contact parents or arrange transport.

Lockers

Lockers are provided for all students in the Elementary School. These are located in a recessed area outside each classroom. It is expected that children will keep their belongings tidy within their lockers at all times. Lockers in Lower Elementary are open and have no locking mechanism. Lockers in Upper Elementary can be locked. Students are encouraged to be responsible for their own padlocks. We recommend the use of number locks rather than keys.

Lost Property

Young children are remarkably casual and trust implicitly in adults to produce required items when needed. At AIS we seek to help the children 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 removed to one of the designated collection points around the School. Students should check these areas for their lost item. Valuable items will be kept by a member of staff and logged on the School's Lost and Found database.

Money and Toys

Owing to the fact that they may be easily lost or broken, children are asked to be self-responsible when bringing toys to school. Children can become very upset when their belongings are missing or damaged and must factor this into the choices they make. In general, it is better for toys and precious items to stay at home.

Money for collections or charity should be sent to school in a sealed envelope, clearly marked with the child's name and class.

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 Connect AIS. Until then, all prior communications will be considered informal notifications. If you have difficulties accessing the form, please email withdrawal@ais.com.sg and they will be able to assist you.

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 Needs

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

School Yearbook, *The Endeavour*

A school yearbook, called *The Endeavour*, is produced and distributed at the end of each school year. Students collect the school yearbook in the last week of the school year in class groups.

Smart Card

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

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

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

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.

Travel to and from School

Bikes, Scooters and Skateboards

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

Lower Elementary School Drop-Off and Pick-Up Zones

Lower Elementary School parents may park in the underground car park beneath the Lower Elementary School Building. If parking, parents must then accompany their children in the lift to Level 1.

Children may also be dropped along the drop-off zone outside the Gate 3 Reception area or Gate 4 drop off for Prep students. Entry to the Lower Elementary School grounds is via the small gate to the left of the reception area. Lower Elementary School Students are not permitted to enter the School via the reception doors.

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

Upper Elementary School Drop-off and Pick-Up Zones

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

Access to Car Parks

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

School Buses

The School oversees a bus service, run by an external company (Johnson Transport & Trading Pte Ltd (JTT)), which transports students to and from school each day. In addition to the driver, a bus auntie travels on the bus with the students.

The bus coordinator can be contacted via the School on +65 6517 0255. 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 Assistant Head of Elementary School (Wellbeing).

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 permitted to use the pick-up/ drop-off providing they follow the same protocols as for regular passenger cars. Families waiting for a taxi should wait patiently with the other students until assigned a bay at which to alight their taxi.

Visitors Pass

AIS families are issued with two parent security passes, which must be worn when visiting the campus. Car decals are also provided for families who drive onto campus. Parents who forget their parent pass will be treated as a visitor and will need to sign in at the guardhouse.

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

The wearing of visitor passes is also compulsory for contractors and visitors to the School who must exchange their photo ID and obtain a visitor pass before entering the School. The visitor pass must be returned before departing the premises.



**Australian
International
School**

1 Lorong Chuan, Singapore 556818

Contact: +65 6517 0247 | www.ais.com.sg

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