

Secondary School  
Parent and Student Handbook



Australian  
International School  
School

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# Message from Head of Secondary School



**Peter Ellis**

Head of Secondary  
School

Peter Ellis is an innovative educational leader with a proven track record of success. His qualifications include a Masters in Educational Leadership from Monash University in Melbourne, and a Certificate in School Management and Leadership from Harvard University. His accomplishments include leading a school to be regarded as one of Australia's most innovative schools, as recognised by being named 'Australia's Government School of the Year' in 2023. In addition to serving as a principal, Mr. Ellis is a certified leadership coach, has facilitated statewide teacher leadership development programs, contributed to State policy development, acted as a Principal Mentor and delivered professional development to educators from Australia and overseas.

Mr. Ellis is deeply committed to fostering holistic education, empowering students and staff, and driving innovation in learning environments. With a strong understanding of the Australian and GCSE curricula, Peter's leadership style emphasises collaboration, strategic vision, and community engagement.

Mr. Ellis has worked in high performing Schools in both the UK and Australia. Mr. Ellis brings expertise in leading improvement through the contexts of rapid change, and change for continual improvement.

A handwritten signature in black ink that reads "Peter Ellis".

Peter Ellis

# Contact Details

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**(Inclusive Education & Professional Growth)**

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## **Community Engagement Manager**

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All other members of the Secondary School staff (classroom teachers, teacher's assistants, technicians and specialist staff) can be contacted by telephone or email.

For email contact please use the following naming convention:

[firstname\\_surname@ais.com.sg](mailto:firstname_surname@ais.com.sg)

# Secondary School Key Staff

Head of Secondary	Peter Ellis
Deputy Head of Secondary (Teaching and Learning)	Mr Seán Begley
Assistant Head of Secondary (Academics)	Ms Carly Drysdale
Assistant Head of Secondary (Academic Administration)	Mr Stuart Brough
Assistant Head of Secondary (Wellbeing)	Dr Skye Tyler
Assistant Head (Whole School) Inclusive Education & Professional Growth	Ms Alexandra Smith
Assistant Head (Whole School) Safeguarding	Mr Garth Sadler
Wellbeing Coordinator (Years 6 - 8)	Ms Sarah Barr
Wellbeing Coordinator (Years 9 - 12)	Mr James Midgley
Multilingual Wellbeing Coordinator	Ms Jo Gong
Heads of Year 6	Mr Nicholas Broome
	Ms Rebecca Williams
Head of Year 7	Mr Tiger Liu
Head of Year 8	Ms Alex Creevey
Head of Year 9	Ms Amy Buchanan
Head of Year 10	Ms Billie Newton
Head of Year 11	Ms Alana Miller
Head of Year 12	Ms Laura Agostino
Junior Learning Coordinator (Years 6 – 10)	Ms Natasha Terry-Armstrong
Senior Learning Coordinator (HSC & IBDP)	Ms Ruth Williams
External Learning Coordinator	Ms Juliette Xu
CAS Coordinator (Creativity, Activity Service) and Student Leadership Coordinator	Mr David Price
TOK Coordinator (Theory of Knowledge)	Mihaela Stan
Secondary School Counsellor	Ho Kok Inn
Head of Counselling	Stephanie Kaur
International Student Administrator (Secondary)	Ms Karen Chiu

# Heads of Departments

Careers	Ms Anjelica Gkouris
Commerce	Mr Nathan Tyler
Drama	Mr Ashleigh Huxtable
EAL (English as an Additional Language) & PCS (Preparation Course for Secondary School)	Mr Duncan Rose
English	Ms Lauren Smith
Humanities	Ms Anna Bray
LOTE (Languages Other than English)/Mother Tongue	Ms Paula Peng
Learning Enrichment	Ms Jane Tzakos
Mathematics	Ms Sandhya Pandey
Music	Dr. Ana Fontecha
Music Performance (Whole School)	Mr Nicholas Aggs
Outdoor Education (Whole School)	Mr Jake Hammond
Physical Education & Health	Ms Nicola Ball
Science	Dr. David Martindill
Sports and Cocurricular Activities	Mr Adam Smith
Vocational Education Training/Technology	Mr Grant Li
Visual Arts	Ms Kylie Welsh

# 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 the 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 8.15am 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 [www.cognitaschools.co.uk](http://www.cognitaschools.co.uk). The School receives no Government funding and is funded by school fees and the investment of shareholders.

### **Population**

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

### **School Year**

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

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

# Our Educational Philosophy & Approach

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

## **Our Vision**

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

## **Our Mission**

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

## **Our Values**

### **Achievement**

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

### **Respect**

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

### **Opportunity**

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

## **IBO Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Cambridge IGCSE Mission and Vision**

### **Mission**

To provide excellence in education.

### **Vision**

Cambridge learners become confident, responsible, innovative and engaged:

- Confident in working with information and ideas – their own and those of others
- Responsible for themselves, responsive to and respectful of others
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference.

## **The Higher School Certificate (HSC)**

The purpose of the Higher School Certificate program of study is to:

- Foster the intellectual, social and moral development of students, in particular developing their: knowledge, skills, understanding and attitudes in the fields of study they choose
- Develop the capacity to manage their own learning
- Promote the desire to continue learning in formal or informal settings after school
- Develop the capacity to work together with others
- Respect the cultural diversity of Australian society
- Provide a flexible structure within which students can prepare for: further education and training, employment, full and active participation as citizens
- Provide formal assessment and certification of students' achievements

Provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

# AIS Secondary School Guiding Principles

The Secondary School embraces the concept of a school as a community of learners, where the School's values of Achievement, Respect, and Opportunity are prevalent in every aspect of our lives.

All members of the Secondary School community can expect to be treated in a dignified manner with equal and shared responsibilities. We seek to develop young adults who are purposeful, resilient and reflective. Through our programs and dialogue, we work towards empowering students to employ democratic practices, engage in leadership roles and take ownership of their lives by enabling them to make informed choices.

The Secondary School focuses on achieving the highest academic standards. Students can expect excellence and encouragement in every endeavour and this in turn is what we ask back of them, both in their academic pursuits as well as their day to day behaviours.

The Secondary School actively encourages community service and care for the environment. It is our aim to develop inquiring, internationally minded, knowledgeable and caring young adults who help to create a better and more peaceful world by establishing, maintaining and building connections with our past, our school community and our global friends through intercultural understanding and respect.

We recognise the diverse range of backgrounds, cultures, talents, needs and skills in our community.

We also recognise our own unique identity as a community of diverse individuals. The Secondary School engages purposefully with the rate of growth of global knowledge, with the shift in the scope for networking and with the diverse learning needs of our current and future generations of students.

The Secondary School sees the need for a balance in all things academic, technological, social, physical and environmental. We work towards facilitating self-managing and interdependent learners who are encouraged to take up every opportunity and learn from mistakes through experimentation and open dialogue. We recognise that teachers facilitate and improve learning. We also support and encourage a community which not only embraces change but creates it and where all of our stakeholders play an important role in the education and wellbeing of our students.

Through engaging in these endeavours as a learning organisation, the Secondary School will continue to strengthen its unique identity in the local community and global environment.

## **Advice for Secondary Students**

On average, each student spends approximately 39 weeks per year at school, about 7 hours per day during a 5-day week. This equates to spending only 16% of their time in Secondary School years actually at school. Taking into account time for sleeping, students spend 55% of their time in the care of their parents, with friends or on their own; well over triple the amount of time spent at school.

Secondary students must enter these years with a clear understanding that they must take on an increasingly greater responsibility for their own learning and their own time. This is a skill which the School develops with them, and it is an essential skill for their continued studies at a tertiary level.

There is a high expectation about what can be achieved at school, and our experience at AIS tells us that an incredible amount can be and is achieved. The key to this success is motivation, drive and passion – from our students as well as our teachers and school community.

It must be understood by all Secondary students that:

- Learning is not just knowledge acquisition – it entails developing thinking skills, analytical skills and skills of inquiry. Therefore, all Secondary students must go beyond their textbooks and research, and ask widely, discuss widely, and work collaboratively with others in order to gain the most success.
- 7 hours per day is simply not enough time to gain the breadth required for success, especially in the IGCSE, HSC and IBDP. As students' progress through their senior years, they need to invest an increasing amount of their own time – in the evenings, during the weekend and during holidays. This extra time must be devoted to practise, to prepare, to create and to extend.
- It is the responsibility of each student to seek the assistance they need both in and out of the classroom. Teachers are very willing to give their time to students who are dedicated to give up some of their own. More than one teacher is available to assist, so students must be prepared to go beyond their own classroom teacher to gain a wider understanding of concepts covered.
- 'Doing the right thing' is the expected norm. Following the correct path of behaviour allows everyone's focus to remain on the goal.
- No one is on their own; no student should feel they are alone when it comes to their problems – be they academic or social. The key to working through them is establishing at least one good relationship, gaining at least one reliable mentor, making at least one good friend. At AIS, the opportunity exists to make many such relationships and friends - through a balance of study, activity, participation and fun.

# Facilities

The Secondary School is housed in two buildings; the original AIS campus built in 2007 and the Peter Bond Senior Building built in 2010.

The Secondary School enjoys excellent ICT facilities with wireless connectivity throughout both buildings. The School also provides students with their own storage space.

A new Senior Library has recently been created in the Secondary School. A large library is located in the original campus with quiet and group study areas and four reading stationary bicycles. The library is equipped with a comprehensive range of curriculum and wider reading materials.

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, and The Link in the Upper Elementary School.

Physical Education lessons make use of a number of facilities. There are two air-conditioned gymnasiums, a 25-metre swimming pool, netball and tennis courts, and a large oval which are all utilised throughout the year for our Physical Education and Co-Curricular programs. These facilities are also used extensively as part of the AIS sporting program.

Specialist rooms for Visual Art, Performing Arts, Music and Technology are housed on Level 1 of the main campus. Classes move to these areas during their timetabled periods.

## **Canteen**

The School Canteen is operated by an external provider. Students can pre-order their lunch using the online ordering system. Please refer to Connect AIS for details. Students are also able to bring their own meals from home.

## **AIS Billabong 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.

Year 12 students may also use the Café under direction from the Head of Year 12.

## **Library/Inquiry Centre**

There are five 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 Senior Library in the Secondary School. Parents are welcome to become members of the Library and borrow books. All parent fiction and non-fiction books are housed in the Senior Library.

## **The Link - Central Library**

The Secondary 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.

Parents should contact the School to clarify specific opening times during holiday periods. Parents are welcome to become members of the library and borrow books.

# The Secondary School Program

## Overview

The Secondary School offers challenging academic programs that focus on holistic education by connecting academic subjects with contextual relevance.

## Year 6 to 8 Curriculum

Year 6 to 8 students follow an AIS curriculum based on the Australian Curriculum. This is aligned to Australian standards and content.

## Year 9 and 10 Curriculum

In Years 9 and 10, students undertake courses drawn from both the Cambridge IGCSE and the Australian Curriculum. Together, these programmes are designed to develop the knowledge, skills, and understandings required for a successful transition into either the IB Diploma Programme (IBDP) or the Higher School Certificate (HSC).

The IGCSE also introduces students to key assessment practices used in senior programmes, including external examinations, while offering both breadth and depth of study.

## Year 11 and 12 Curriculum

Year 11 and 12 students may choose between the New South Wales (NSW) Higher School Certificate (HSC) and the International Baccalaureate Diploma Programme (IBDP). This choice is introduced in Term 2 of Year 10. Prior to making a final decision, students receive guidance from the Academic Standards Committee and the Careers Team. This process is designed to support informed programme selection, as well as appropriate subject choices aligned with each student's strengths, interests, and intended post-school pathways.

The academic focus for students in the senior phase of learning is on rigour and breadth, making appropriate choices that will open doors to a broad range of opportunities in their tertiary studies. To augment the academic program, an extensive Careers and Tertiary studies program is offered.

The Homeroom program in these year levels focuses on choices that students at this age make. Life skills, study skills, resilience, digital citizenship, leadership and mental health as well as service to others are all explored.

Our aim is to provide ways for students in the Secondary School to remain focused by ensuring that learning is purposeful and intellectually challenging. Alternative pathways on offer include:

- ESSPP: EAL Senior Support Preparation Program (Years 9-10)
- VET: Vocational Education Training (Years 9-12)
- WASC/AIS Diploma (Years 11-12)

## AIS Program's Learner Profiles

The **Australian Curriculum (AC)** seeks to develop seven capabilities that will be part of each of the subjects taught. These capabilities were developed through extensive consultation throughout Australia. They are viewed as key characteristics that will produce well-rounded citizens.

They are:

- Critical and creative thinking
- Digital literacy
- Ethical understanding
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability.

Ultimately, the **International Baccalaureate Diploma Programme (IBDP)** aims to develop characteristics/attributes of students who have empathy and a desire to understand the experiences of others. These are manifested in the Learner Profile and provide students, parents and teachers with a framework for holistic education.

- Thinkers
- Communicators
- Risk Takers
- Inquirers
- Principled
- Caring
- Open-Minded
- Balanced
- Reflective
- Knowledgeable

Similarly, the **Cambridge IGCSE** and **AIS ESSPP** encourage learner-centered and inquiry-based approaches to learning. They develop learners' skills in creative thinking, inquiry and problem solving, giving learners excellent preparation for the next stage in their education.

The approach develops learners who are:

- Confident in working with information and ideas – their own and those of others
- Responsible for themselves, responsive to and respectful of others
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference.

The Secondary School embeds these attributes across its culture, curriculum, and wellbeing programmes, ensuring continuity in expectations and behaviours throughout students' schooling while fostering a commitment to lifelong learning.

## **Homework**

Current pedagogical research tells us that quality homework:

- Has a clear academic purpose

- Is efficient in helping students learn
- Allows for student ownership
- Develops student competence in the subject, and therefore helps students feel positive about learning
- Is aesthetically appealing to students

(Vattertot, 2011)

AIS recognises that quality homework will adhere to the above criteria and be suited to the needs of the particular subject, year level, and class. Teachers will set homework that allows students to practise key skills and deepen conceptual understanding to develop international mindedness through critical, creative, and reflective thinking.

### **Suggested Hours**

Students have different needs and work differently when completing homework tasks. The following timings are guidelines for homework set by teachers and may vary depending on student and subject needs: •

- Year 6-8: no more than 1 hour per subject per week
- Year 9 and 10: no more than 1.5 hours per subject per week
- Year 11 and 12: It is difficult to mandate hours of homework for senior students. Students are expected to allocate their time as their subjects necessitate. Time should be spent on homework tasks, study / revision, as well as official assessment tasks / coursework.

\*Additional time for study will be required during assessment periods.

### **Study Periods – Year 11 and 12**

Year 11 and 12 HSC and IBDP students are allocated a number of supervised study periods each week. These sessions provide an opportunity for focused independent work, and students may also access the Careers Counsellors or School Counsellor during this time to minimise disruption to scheduled lessons.

Study periods are an important component of senior study, supporting effective time management and academic performance. The Senior Learning Coordinator oversees these sessions to ensure students use this time productively.

### **Assessment**

Teaching staff at AIS design assessment tasks that support learning while evaluating achievement. Each task serves a dual purpose, incorporating both assessment for learning (formative) and assessment of learning (summative), and contributes to a comprehensive measure of student progress within each course.

At the commencement of each course, students receive an assessment booklet outlining the assessment programme for each subject, including the nature of tasks, indicative timing, and weightings. The booklet also clarifies student responsibilities in relation to late submission and absences.

Further details regarding assessment procedures, including absences and applications for extensions, are provided in the Assessment Guidelines document.

### **Appeal Process**

Any appeal regarding marks, grades or awards are referred to the respective Junior or Senior Learning Coordinator. Examination body protocol must be followed for any external grade appeals.

## **Report Procedures and Parent Teacher Conferences**

Student progress is continuously monitored and communicated through a structured reporting cycle. This approach, alongside ongoing feedback to students, ensures that parents remain informed about progress and development. Teaching staff are available via email or telephone to discuss individual students as needed and will communicate directly with parents regarding any significant changes to learning or requirements.

Full written reports are issued each semester for all Secondary students. These include individual teacher comments and reflect achievement against subject-specific criteria.

In addition, students receive interim progress reports, which provide a grade for each subject alongside an indication of classroom application.

Parent-Teacher Conferences are scheduled throughout the year and arranged via Connect AIS. These meetings provide an opportunity for students, parents, and teachers to discuss progress, address any concerns, and identify appropriate strategies to support continued learning and growth.

Parents are encouraged to contact their child's Homeroom or class teacher at any point during the year should any questions or concerns arise.

## **Standardised Testing**

To support a clear understanding of each student's learning profile, the Secondary School uses a range of standardised assessments and associated data. This information informs differentiated teaching practices and the ongoing development of programmes that respond to student needs. The assessments used include:

- **CAT4** (Cognitive Ability Test) for Years 6–10 and EAL students
- **SLATE** - iTEP
- **ALIS** - Centre for Evaluation and Monitoring (CEM) at Durham University

These assessments are based on large, internationally benchmarked datasets and align with the School's programmes of study, including the Australian Curriculum, IGCSE, and IBDP. They provide valuable insights for setting appropriate student targets and for evaluating the effectiveness of teaching and learning programmes.

## **Elementary to Secondary School Transition**

The transition from Elementary to Secondary School represents a significant change in structure, environment, and expectations. Students may experience some uncertainty as they move from a single classroom teacher to a setting with multiple subject specialists.

AIS recognises the importance of a supported transition. In the early years of Secondary School, structures are in place to provide students with a key teacher with whom they have regular contact. This helps maintain continuity and reduces the number of different teachers students interact with as they adjust to the new environment.

To further support this process, a transition programme operates in Term 4, offering Year 5 students the opportunity to spend time in the Secondary School. A Parent Information Evening is also held to provide an overview of the Secondary School programme and expectations for both students and parents.

## **Excursions**

Excursions provide experiences not possible in the classroom environment and are planned to stimulate, support and extend the classroom learning. Students are offered a wide range of choices to gain experiences in both their curriculum choices as well as their own choices for service, leadership and adventure. Curriculum excursions for individual subjects are designed to fulfil curriculum field work components. It is an expectation that all students participate in excursions as they are an integral component of the curriculum.

## **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, acquire key traits of empathy and compassion, and develop a greater appreciation and closer relationship with the outdoor environment through carefully structured and sequential outdoor education programs.

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
- Allow 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 on 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 will be coordinated by the Outdoor Education Department.

# Celebrating Success

## Assemblies

Full Secondary School Assemblies are held throughout the term to recognise and celebrate student achievement. The assemblies also celebrate special events. They are an opportunity for the entire Secondary School to come together and recognise some of the exceptional activities at AIS. The assemblies are led by staff, students and School Captains. They provide opportunities for musical performances and student presentations.

The weeks when there are not full assemblies will largely be occupied by the Homeroom Program. However, on occasions, Heads of Year may use this time to celebrate the achievement of the students within their cohort with Year Level Assemblies. As with the full assemblies these events will be largely student run. They will also afford opportunities for guest speakers to address smaller groups.

## Awards

In Secondary School, we believe that it is important to reward student achievement and success. An award system exists which aims to recognise the achievement of individuals who demonstrate the School's values at an outstanding level.

Merit Certificates are awarded by classroom teachers to meritorious students who demonstrate outstanding examples of school values. Merit Certificates should be earned by a student and are not given out en masse to whole groups. These may be awarded at any time throughout the year.

Head of Year Certificates are awarded when a student achieves five Merit Certificates.

The Principal's Award is awarded under 3 different categories:

- Three Head of Year Awards
- Academic Excellence – may be awarded at the end of Semester One based on report comments and grades
- Outstanding or meritorious demonstration of school value(s)

## Secondary School Presentation Day

### Awards Academic Awards (Years 6-8)

#### Year 6-8 Achievement Award

This prize goes to one student from each Homeroom class in Year 6 to Year 8 who has consistently demonstrated a commitment to learning, personal excellence, perseverance and resilience in their academic endeavours.

Selection Process:

- The Wellbeing Team nominates based on criteria.
- Students to be enrolled for at least three full terms in the year level
- Students DO NOT have to have been a Homeroom Leader
- Student can only achieve ONE award (Respect, Achievement, Opportunity)

Head of Year All-Rounder Award, for the student in each year level that has made an all-round contribution to the life of the School.

### **Year 6-8 Opportunity Award**

This prize goes to one student from each Homeroom class in Year 6 to Year 8 who has embraced opportunity, creativity, innovation, initiative and leadership to demonstrate a balanced, well-rounded approach to school life.

Selection Process:

- The Wellbeing Team nominates based on criteria.
- Students to be enrolled for at least three full terms in the year level
- Students DO NOT have to have been a Homeroom Leader
- Student can only achieve ONE award (Respect, Achievement, Opportunity)

### **Year 6-8 Respect Award**

This prize goes to one student from each Homeroom class in Year 6 to Year 8 who has consistently demonstrated integrity, responsibility, acceptance and appreciation of others as well as care for self, each other and the community.

Selection Process:

- The Wellbeing Team nominates based on criteria.
- Students to be enrolled for at least three full terms in the year level
- Students DO NOT have to have been a Homeroom Leader
- Student can only achieve ONE award (Respect, Achievement, Opportunity)

### **Homeroom Award**

This award is determined by the Heads of Year in collaboration with Homeroom Teachers. The recipient of this award demonstrates a combination of growth, resilience, integrity and tenacity during school and everyday life. They consistently demonstrate curiosity and perseverance when learning and mastering new skills and are a positive role model for their year.

### **Academic Awards (Years 9–10)**

To be eligible for an academic prize, students must have been enrolled at AIS (or in the relevant subject) by the start of Term 2. Students who enrol after this point are not eligible.

Year 9 and Year 10 Academic Prizes are awarded to students who achieve first place in a subject, provided there are at least two students enrolled in that subject.

The Head of Year All-Rounder Award is presented to one student in each year level who has made a significant all-round contribution to the life of the School.

### **Homeroom Award**

This award is determined by the Heads of Year in collaboration with Homeroom Teachers. The recipient of this award demonstrates a combination of growth, resilience, integrity and tenacity during school and

everyday life. They consistently demonstrate curiosity and perseverance when learning and mastering new skills and are a positive role model for their year.

### **Academic Awards (Year 11)**

To be eligible for an academic prize, students must have been enrolled at AIS (or in the relevant subject) by the start of Term 2. Students who enrol after this point are not eligible.

Year 11 HSC and IBDP Academic Prizes are awarded to students who achieve first place in a subject, provided there are at least two students enrolled in that subject.

The Head of Year All-Rounder Award is presented to one student in Year 11 and one student in Year 12 who have made a significant all-round contribution to the life of the School.

### **Homerroom Award**

This award is determined by the Heads of Year in collaboration with Homerroom Teachers. The recipient of this award demonstrates a combination of growth, resilience, integrity and tenacity during school and everyday life. They consistently demonstrate curiosity and perseverance when learning and mastering new skills and are a positive role model for their year.

### **Academic Awards (Year 12)**

To be eligible for an award, students must have been enrolled at AIS for the full duration of the Year 12 programme, with all assessment requirements completed.

All Year 12 awards are presented at the Year 12 Prize Giving Assembly.

Year 12 HSC and IBDP Academic Prizes are awarded to students who achieve first place in a subject, provided there are at least two students enrolled in that subject.

The Year 12 Dux Award is presented to the top-performing student at the time of graduation. One Dux is awarded for HSC and one for IBDP.

The Head of Year All-Rounder Award is presented to one student in Year 11 and one student in Year 12 who have made a significant all-round contribution to the life of the School.

### **Homerroom Award**

This award is determined by the Heads of Year in collaboration with Homerroom Teachers. The recipient of this award demonstrates a combination of growth, resilience, integrity and tenacity during school and everyday life. They consistently demonstrate curiosity and perseverance when learning and mastering new skills and are a positive role model for their year.

## **Outstanding Awards**

A range of Outstanding Awards recognise student achievement and contribution across key areas of school life. These include:

- **Sportsperson of the Year**, awarded in both Upper and Lower Secondary
- **Award for Citizenship**, recognising positive contributions to the School community, both inside and outside the classroom (Upper and Lower Secondary)

- **Award for Community Service**, recognising commitment and initiative in service activities
- **Award for Creativity in the Arts**, recognising distinguished contribution to the School's Arts programmes (Upper and Lower Secondary)

# Academic Support

## Faculty Structure

### Year 6 Transition Programme

In Year 6, students are supported through a structured transition model. Each student is typically taught core subjects by two “significant teachers” (Mathematics/Science and English/Humanities), while specialist teachers deliver all other subjects. The Year 6 team is co-located and led by the Heads of Year 6, providing a cohesive environment designed to support students as they adjust to Secondary School.

### Years 7–12

From Year 7 onwards, all subjects are taught by specialist teachers. This model supports high-quality subject expertise and aims to maximise student outcomes. Departments are organised to promote collaboration, with teachers working from shared office spaces and teaching in nearby classrooms. This creates subject-specific learning areas associated with particular disciplines.

Each department is led by a Head of Department (HoD), who holds overall responsibility for teaching and learning within their subject area.

### Learning Enrichment (Years 6–12)

All Secondary teachers are responsible for supporting a range of student learning needs, with guidance from the Learning Enrichment Department. Support may include in-class differentiation, targeted small-groups and observation or screening where appropriate. The aim is to better understand each student’s learning profile and provide strategies to support access to the curriculum. Where necessary, further assessment or support may be recommended in consultation with parents, who will always be informed before any referral to the School Counsellor or external professionals.

The Learning Enrichment team may liaise with external specialists (e.g. educational psychologists, therapists) where parental consent is provided. Families are required to share relevant assessment reports to support appropriate adjustments and planning. In line with safeguarding practices, the school does not liaise with private tutors.

For some students in Years 6–10, a replacement subject (**Additional Studies**) may be offered in place of a second language. This programme, along with in-class support where appropriate, focuses on key academic skills such as organisation, study strategies, literacy, and numeracy. Similar support may be available in Years 11–12, subject to programme requirements and timetable capacity.

### English as an Additional Language Programmes

AIS welcomes students whose mother tongue is not English. We serve and welcome students into our international community with students from over 50 countries.

Our academically robust, comprehensive and high level English as an Additional Language (EAL) program is tailored and resourced to provide optimal conditions for the academic and personal success of students.

The EAL programme aims:

1. To provide immediate, short term acquisition of sufficient English to ensure a seamless integration into both academic and social school life
2. To strategically assist students to acquire a developed English proficiency to ensure success in the mainstream classroom without EAL support
3. To Prepare students for Achievement In The IGCSE, IBDP & HSC

The EAL programme provides the students the best possible conditions for success in either the Higher School Certificate or International Baccalaureate Diploma Program. The programme has different accessibility pathways which are determined by the child's English Proficiency upon entry to AIS.

#### **Preparation Course Secondary (PCS Years 6-9):**

This course is an intensive English course which ensures that students with low levels of Academic English access to an AIS curriculum. The Preparation Course Secondary is focused on developing Academic English through the content areas of EAL English, EAL Mathematics, EAL Science and EAL Humanities. Students participate in the AIS Physical Education and Sport programme in addition to the intensive English classes. Students are reviewed periodically to assess their English Proficiency and success to move to the EAL mainstream course.

#### **English as an Additional Language (EAL Years 6-8):**

This course provides students with access to both EAL and Mainstream curriculum. Students in the English as an Additional Language programme are placed in mainstream classes for all subjects with the exception of EAL English and have additional access to an EAL Co-Teacher in mainstream. Students undertake the EAL English Course (EAL) in place of English First Language classes, and are reviewed periodically to assess their suitability to move to the English First Language course.

#### **English Secondary Support Preparation Programme (ESSPP Years 9-10):**

The English Secondary Support Preparation Programme is a two year programme which aligns with the IGCSE programme in the mainstream course. Students in the ESSPP Program undertake a rigorous course of up to 6 IGCSEs. These IGCSEs have been selected to ensure a smooth transition for students from IGCSE to IB in Year 11 and are reflective of the structure, content and skills that will be required for success at IB. Students also have access to the following programmes:

- Homeroom - pastoral wellbeing programme, Sports and EAP Homeroom - a pastoral wellbeing programme
- SPORTS - to ensure fitness and health
- EAP - English Academic Purposes - IB/HSC
- Preparation Course - to ensure students readiness for IB/HSC

#### **EAL/D (HSC) and English B (IBDP) (Years 11-12)**

In Years 11 and 12, eligible students may undertake the EAL/D course in the HSC or English B in the IBDP. These pathways are designed to support English language development while enabling students to achieve strong academic outcomes and access a wide range of university pathways.

Students are supported through dedicated Academic and University Counselling, as well as guidance with core IBDP components, including:

- Creativity, Activity, Service (CAS)

- Extended Essay (EE)
- Theory of Knowledge (TOK), offered in English and/or Chinese Mother Tongue

### **EAL Programme Placement and Review (Years 6-10):**

The EAL English Course is structured to meet the academic needs of students at all stages in the language acquisition process. Emphasis is placed upon improving the students' ability in all four macro skills that are needed for successful participation in mainstream Secondary programs, and ultimately English First Language/ Literature classes.

- All students will be reviewed on the following Criteria at key points during the school year:
  - Approximately 80% + in all tested subjects
  - Achieve the correct CEFR level in a SLATE test
  - Feedback and recommendation from staff
  - General behaviour
  - Attendance

Students participation in the English programmes will be determined by the school.

### **Year 11 and 12 Matriculation**

#### **Guidelines**

There are minimum requirements recommended for students entry into the HSC or IBDP. Matriculation guidelines will be shared by the Senior Learning Coordinator at the Senior Curriculum Information Evening and are available on request.

### **Year 11 and 12 Additional Studies (Learning Support)**

This is not a course in either the HSC or IB, but additional support lessons are provided to students in need where at all possible. Limitations with timetable capacity mean that this is arranged on a case by case basis to those with the greatest need.

### **Mother Tongue Programme**

Language plays a central role in shaping identity, culture, and communication. AIS promotes multilingualism as a key aspect of international-mindedness and recognises the cognitive, academic, and social benefits of learning and maintaining additional languages.

The School values the development of a student's mother tongue, recognising its contribution to wellbeing, academic success, and the acquisition of further languages. As part of this commitment, mother tongue learning and support are incorporated into the broader curriculum where possible.

The External Learning Coordinator (ELC) supports students and families in accessing suitable mother tongue programmes, either within or outside the School. This may include external providers or correspondence courses, with the ELC coordinating communication between families and providers.

Opportunities to study a mother tongue vary by year level and are determined on a case-by-case basis, subject to availability. In the IBDP, students may also study their mother tongue as a Language A course, alongside English as a Language B subject.

# Sports and Co-Curricular Activities (CCAs)

## Overview

Students at the Australian International School are encouraged to participate in the many varied opportunities that surround them both inside and outside the classroom. Through a program of sporting, social and cultural activities the intellectual, creative and personal talents of each individual are stimulated and nurtured.

Secondary School students enjoy a great range of cocurricular activities. These activities occur either at lunch times, before or after school. There are opportunities for involvement in a range of sports, music, enrichment and community service activities. There is a charge for some activities, for special materials required and for specialist coaching, tuition or for the use of venues. A choice of activities and times is issued each term. A full list of CCAs is available on Connect AIS.

Year 6 to Year 11 students are expected to enrol in at least one CCA per semester. Year 12 students have the option to focus solely on their studies, but many choose to continue with their chosen CCA.

Students are expected to commit to the activity once enrolled, and attend each week. Outstanding students are recognised with Certificates of Excellence at the end of the semester.

Students may also elect to take private Music lessons in an instrument of their choice. These lessons are generally conducted prior to school, during school time and after school. Enrolment forms for Music tuition are available on Connect AIS.

## Competitive Sport

Participation in competitive sport has been shown to have many developmental advantages for students.

It promotes team play, communication, resilience and goal setting. To that end the Secondary School has an excellent program that allows students to compete both at an elite and more social level. The program is diverse and involves competition both within Singapore and internationally. Details of the sports offered and the dates of competition can be found on Connect AIS.

AIS competes in a number of sporting associations:

**International Schools in Singapore (ACSIS)** – This is a league that pits AIS students against students from local schools.

This enhances the competitive sport opportunities as well as facilitating mixing with local students.

**Cognita Games** – These are held annually against other Cognita schools from around the region. AIS will host these games as well as travelling overseas to compete. The events will provide both the opportunity for competition as well as cultural exchange.

**Australian International Schools Association (AISA)** – There are two carnivals each year against Australian schools from the region (Hong Kong, Malaysia, Singapore, Thailand, UAE and Vietnam). As these events are against fellow Australian schools, the activities will be with sports well known in Australia. AIS will host these games as well as travelling overseas to compete. The events provide both the opportunity for competition as well as cultural exchange.

South East Asia Student Activities Conference

**(SEASAC)** – This is a competition against International Schools, both local and overseas. It includes sports such as soccer, rugby, basketball and softball, as well as many others.

**Friendly Fixtures** – In addition to the competitive leagues AIS will participate in a number of “friendly” competitions with local and international schools.

Additionally, various carnivals are promoted by AIS and use our facilities as the host school.

AIS has had excellent success in the sporting arena over the course of its existence. The program is supported by qualified and committed coaches that seek to educate the student rather than just have a win at all costs.

The School also has access to specialist external coaches through the Basketball, Rugby and Swimming Clubs. These clubs use AIS facilities but utilise external coaching experts.

### **Drama Productions**

Each year the students in the Secondary School will produce a drama production. The standard of these productions is impressive, matching many semi-professional troupes. The productions will afford participation from a variety of students with a multitude of roles from acting, musical accompaniment, backstage or promotion.

### **Community and Service Activities**

Community and service are essential parts of an AIS education. The CCA program offers a variety of opportunities for students to get involved with the local community or international projects. One important aspect of the community and service programs is to move the students from transactional service (donating money to a cause) to transformational service (engaging in an activity that will allow interaction with the community)

# Student Wellbeing

At AIS, we believe that wellbeing is essential for the holistic development of our students. Our schools comprehensive wellbeing system is designed to ensure that every student feels known, valued, and cared for. We have a dedicated wellbeing team including Homeroom teachers, Heads of Year, Wellbeing Coordinators and three full-time counsellors. Together, they create a nurturing environment that promotes the wellbeing of all students.

Students participate in a wellbeing program specifically tailored to the AIS context. This program features sessions developed and delivered by our counseling team, Heads of Year, and guest speakers from outside the school. We are committed to fostering a supportive community where each student can thrive.

## **Homeroom Program**

The Secondary School's Homeroom program provides a rich opportunity for our students to cultivate the life-long skills that will assist them to flourish. Students take part in an extended Homeroom lesson each week, where our wellbeing program is delivered. This curriculum has been developed specifically for our AIS context and is centred around 6 key themes including: *Belonging, Identity and Connection, Healthy Relationships, Global citizenship, Digital wellbeing, Emotional Intelligence and Academic Empowerment.*, Head of Year & Counsellors play a significant role in planning and leading our wellbeing program.

## **Homeroom Classes**

Our students will meet every morning with their Homeroom class Teacher. This is an opportunity to develop positive relationships, check attendance and uniform and help to foster a positive start to each student's day.

## **Counselling**

AIS believes that sound education involves the development of the whole student. This includes the social, emotional, intellectual, and physical aspects of a student's life. Counselling services are accessible to all students. The Secondary School counsellors provide support to students, teachers and parents through both individual contacts and group meetings. The counsellors' facilitate the development of social and emotional competencies through education sessions, 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 student behaviour, anxiety and family relocation.

## **Careers Counselling**

The AIS careers program advocates a student-centred and three stage approach to career development:

1. Self-Knowledge: understanding individual aptitudes, interests, values and personal style.
2. Career Exploration: exploring career opportunities in a rapidly changing world of work.
3. Career Management: developing the skills to engage in lifelong learning and to sustain ongoing career success.

Students in Years 9 to 12 work through a comprehensive program to assist them in making informed choices in regard to short and long-term school, tertiary and career pathway goals.

In Year 10 students gain a broad base of subject knowledge and skills. Before commencing Years 11 and 12, students are guided with advice about the program (IBDP/IBDP Certificates / HSC) most appropriate to their post school aspiration, subject choices, tertiary courses and prerequisites, as well as provided with opportunities to learn skills in interview techniques, CV writing and presentation skills. The Careers Counsellor is able to advise students, parents and teachers on subject and career choices as they move through the Secondary School and onto tertiary education and/or into their chosen field. There will be scheduled class time for Careers in Years 10 to 12.

The annual Careers Expo also provides a forum for students to gain relevant and up-to-date information about tertiary courses and pathways. Liaison personnel from Universities around the world visit the School on a regular basis.

### **International Students**

Students who live in Singapore with a guardian, in a homestay or live at the boarding house are referred to as International Students. It is recognised that a student's success at school is dependent on a nurturing and supportive home environment as well as a structured and supportive program of study. These students are well supported by our International Student Co-ordinator, our Boarding and Student Support Co-ordinator and our Multilingual Wellbeing co-ordinator.

As much as possible, it is the aim of the School to ensure that all students are afforded the same advantages that reflect best practice at home and at school. It is also recognised that a balanced program of study, leisure and social interaction is conducive to success. Every student is expected to take full advantage of the opportunities provided at this school and the family and home environment should play an active role in support of these opportunities. The School supports the rights of every student to have adult supervision and care at all times. All students are required to have an adult who will take charge of all legal and ethical responsibilities, someone who looks after their growing and nurturing needs, and someone who will be fully engaged and conversant with all activities they are engaged in both within and outside the School.

It is therefore a requirement that upon enrolment the parent of every International Student is present at the pre-admission interview. The ISC (International Student Co-ordinator) is the first point of contact of all International Students and is available to provide assistance as required. Any guardianship arrangements must be reviewed and approved by AIS.

### **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 wellbeing of your child, and where necessary, for the interests of the School and ensuring that all relevant legal obligations of the school and yourselves 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.

## **Student Management Support**

The health, safety and wellbeing of our students is of fundamental importance within our community. Our central aim is to prepare students for the challenges of the 21st Century by developing self-discipline and a respect for themselves and others. We provide guidance to enable students to develop routines, build strong relationships and reflect on their learning, behaviour and actions. AIS school values are integral to the way in which staff assist students to develop self-discipline and respect for others.

Whilst positive and assertive behaviour is encouraged, students need to know the consequences of inappropriate behaviour. Staff will be supported through professional development to attain the classroom management skills to effectively manage the welfare of all students. The Student Behaviour Support Policy and Procedure is the school-wide framework which is underpinned by each staff member's individual management plans and strategies.

The Australian International School's Student Behaviour Support is based on the understanding that all students have the right to reach their full potential in a secure and supportive environment, where all members feel safe and valued. The Policy is modelled on a proactive system rather than reactive, to emphasise the positive aspects of communication among all levels of the Australian International School community.

The Student Behaviour Support Policy and Procedure is in support of our school 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 positive difference.

Whilst our Behaviour Support Procedure correlates 'consequences' to identified behaviours, each behaviour management case will be managed with the most appropriate response in accordance with our professional judgement and the presenting circumstances.

## Behaviour Support Policy and Procedure

	<ul style="list-style-type: none"> <li>● Tier 1: Low level Disruptions</li> </ul>	<ul style="list-style-type: none"> <li>● Tier 2: Medium level of escalating behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Tier 3:</li> </ul>	<ul style="list-style-type: none"> <li>● Tier 4:</li> </ul>
	<ul style="list-style-type: none"> <li>● Class Teacher</li> <li>● Homeroom teacher</li> <li>● Head of Department</li> </ul>	<ul style="list-style-type: none"> <li>● Head of Year</li> </ul>	<ul style="list-style-type: none"> <li>● Wellbeing Co-ordinators</li> </ul>	<ul style="list-style-type: none"> <li>● Assistant Head of Secondary (Wellbeing) or Head of Secondary School</li> </ul>
<b>Behaviour</b>	<p><i>Low-level or emerging behaviours that impact learning or do not meet school expectations, typically managed by the classroom teacher. May include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>● Unproductive attitude to learning/ inappropriate behaviour</li> <li>● Disrupting the learning of others</li> <li>● Homework not completed</li> <li>● Consistently unprepared for class</li> <li>● Late for class/Homeroom</li> <li>● Incorrect uniform</li> <li>● Not following a reasonable request</li> <li>● Inappropriate language</li> </ul>	<p><i>More significant or repeated behaviours that disrupt learning or a breach of school expectations requiring formal follow up. May include, but not limited to:</i></p> <ul style="list-style-type: none"> <li>● Consistent pattern of Tier 1: Unproductive attitude to learning/ inappropriate behaviour</li> <li>● Lack of progression on level 1 restorative behaviour card</li> <li>● Truancy</li> <li>● Misuse of technology</li> <li>● Ongoing peer conflict</li> <li>● Inappropriate behaviour</li> </ul>	<p><i>Serious or harmful behaviours that impact safety and wellbeing or represent a significant breach of school expectations. This may include, but not limited to:</i></p> <ul style="list-style-type: none"> <li>● Consistent pattern of Tier 2: Unproductive attitude to learning/ inappropriate behaviour</li> <li>● Lack of progression on Level 2 Restorative behaviour card.</li> <li>● Bullying, verbal or physical harassment of students, staff, or visitors to the School</li> <li>● Persistent wilful disruption or anti-social behaviour</li> <li>● Serious misuse of technology</li> <li>● Inappropriate behaviour determined by the Head of Secondary or Assistant Head to be harmful to one's self, others or the reputation of AIS</li> </ul>	<p><i>Highly serious or repeated behaviours that threaten the safety of the school community or the reputation of the school. This may include but not limited to:</i></p> <ul style="list-style-type: none"> <li>● Consistent pattern of Tier 3 Unproductive attitude to learning/ inappropriate behaviour</li> <li>● Lack of progression on Level 3 restorative behaviour card</li> <li>● Physical Harn</li> <li>● Bullying, verbal or physical harassment of students, staff, or visitors to the School</li> <li>● Unlawful behaviour</li> <li>● Use/possession/sale/ distribution of substances (including alcohol, drugs whether prescribed or otherwise, cigarettes, vapes)</li> <li>● Other inappropriate behaviour determined by the Principal or Head of Secondary to be harmful to one's self, others or the reputation of AIS.</li> </ul>

<b>Recommended</b>	<ul style="list-style-type: none"> <li>● Lunchtime Detention with class teacher</li> <li>● Level 1 Restorative Behaviour card</li> <li>● Parental Notification HOY notification</li> <li>● HOD notification</li> <li>● FACT detention</li> </ul>	<ul style="list-style-type: none"> <li>● Friday after school detention</li> <li>● Level 2 Restorative Behaviour card</li> <li>● Daily monitoring of behaviour Parental notification and meeting</li> <li>● Intervention services (Including Counselling and academic support)</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting with parents and Wellbeing Co-ordinator</li> <li>● Friday After School Detention</li> <li>● Level 3 Restorative Behaviour card</li> <li>● Daily monitoring of behaviour Parental notification and meeting</li> <li>● Behaviour support plan</li> <li>● Intervention services (Including Counselling )</li> <li>● conditional enrolment</li> <li>● Suspension 1-3 days –(internal or external)</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting with parents and Head of Secondary</li> <li>● Level 4 Restorative Behaviour card</li> <li>● Student Behaviour support plan</li> <li>● Conditional Enrolment</li> <li>● Suspension &gt;3 days (internal or external)</li> <li>● Expulsion</li> </ul>
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## Student Leadership

### Overview

The leadership structure in the Secondary School consists of Prefects from Year 11 students in Term 3, prior to entry into Year 12. The Captains meet weekly with the Head of Secondary.

In addition to the Prefects, our student leadership group is another opportunity to promote the student voice. This team of students is elected from each of the Year 6-12 Homeroom Groups. The group meets weekly with the Principals Prefect and a group of staff mentors.

### Prefects

The position of the Head Prefects are the pinnacle of student leadership in the School. All Prefects work for and with the Secondary School student body. Prefects are leaders, independent and reliable. They are able to inspire others and they enjoy the confidence and respect of students and teachers.

The School Prefects represent the whole school and are role models for its vision and for its values. There are two School Head Prefects. They work with the team of Prefects and act as official spokespersons at school and student events.

The Wellbeing Prefects work closely with the Wellbeing Coordinators to ensure all students are represented and the wellbeing of all students is developed and nurtured. They serve as role models

The House Prefects lead each house and promote a sense of connectedness to their house via a series of events and activities.

The Creative Arts Prefects promote and raise the profile of school-wide events in the areas of Visual Art, Drama and Music.

The International Prefects promote and support diverse national identities and provide opportunities through planned activities to foster and encourage connectedness within the school community.

The Community Service Prefects actively highlight the school community's responsibility to care for one's neighbour, and through planned activities, provide opportunities for the school community to give service.

The Academic Prefects promote and support the School's academic improvement agenda. They serve as role models for students through their academic endeavours.

The Sports Prefects promote and support the development of sports in the Secondary School, as well as Sports Award events and external competitions.

Together, the team of Prefects work on a variety of activities throughout Year 11 & 12. These include organising and hosting school assemblies, Secondary School socials, dress-up days, Valentine's Day, fundraising, Global Festival, House events and supporting the Student Leadership Group and Homeroom Leaders on the Student Voice.

The School Prefects are overseen by the Heads of Secondary School, whilst the Sports Prefects are overseen by the Head of Sports Carnivals.

## Houses

There are four houses across the school:

	Derwent – Storm (Blue)
	Fitzroy – Dragons (Green)
	Lachlan – Devils (Red)
	Murray – Lions (Yellow)

# Expectations of Our Secondary School Students

## **Attendance and Absenteeism**

If your child is ill parents/guardians must contact the Secondary School Secretary, submit an absence form ([bit.ly/3QrdCTx](https://bit.ly/3QrdCTx)) OR email [secondary\\_secretary@ais.com.sg](mailto:secondary_secretary@ais.com.sg) prior to 8.30am to advise that your child will not be attending school.

Illness or family emergencies are the only accepted reasons for a student's absence. Frequent absences from school can interrupt a student's learning and the development of good working habits and social relationships. Parents should always endeavour to make medical, dental and other appointments out of school hours. Family holidays should coincide with school vacations and only in extraordinary circumstances should holidays be arranged during school terms. Permission for any student to be absent for any reason other than illness must be requested in writing from the Assistant Head of Secondary School (Wellbeing).

If a student is applying for school leave beyond three days, the student will need to seek permission from the Assistant Head of Secondary (Student Wellbeing).

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.

Medical Certificates are required if a student misses an examination/test/ assessment task due to illness, or if a student is absent from school for more than two days due to illness. Medical Certificates should be handed in to the Secondary School Secretary.

Students who miss lessons because of illness, an excursion, a special event or rehearsals are expected to catch up on the work missed.

## **Late to School**

If a student is late to school, they must report to the Secondary Secretary located on level 3 of the Senior School building. The secretary will record their attendance and issue a late slip so they can report to class. As a priority parents should email the Secondary School Secretary ([secondary\\_secretary@ais.com.sg](mailto:secondary_secretary@ais.com.sg)) or call the School to explain the late arrival. Students should not arrive late without an explanation from parent/guardian.

## **Leaving School During the Day**

If a student is unwell during the school day they should report to the nurse. Students are not to contact parents to pick them up from school. The nurse will assess the student and contact parents if a child has to leave school early. Parents are not permitted to pick their child up from school without the School being informed prior by email or phone call. A leaving slip will be prepared by the Secondary Secretary in advance and students will need to collect this and will be required to pass the leaving slip as they leave the School.

## **Safety on Buses**

When our students travel on the school bus, they are under the care of the transport staff. Students are required to behave appropriately on the school bus. Bus rules are on display in all school buses. Students are to wear the installed seat belts at all times and no eating or drinking on the school bus is permitted. Students are expected to be polite to the transport staff at all times.

Consequences of inappropriate behaviour on the bus:

- Parents and the bus company may report bus issues
- When deemed appropriate, the Head of Year or Assistant Head of Secondary School will investigate issues
- Parents will be notified
- Removal from the bus for a period of time or permanently

## **Responsible Use of Technology**

Handphones must be locked in student lockers by 8.20am. Students are not permitted to have handphones with them. Students are permitted to check their phones at break times only and this must be in the immediate vicinity of their locker and for a short amount of time. If students need to contact parents for any urgent reason during the day, the Secondary School Secretary can call parents on their behalf, or they are able to seek permission to use the phone at the Main Reception desk.

If parents need to contact their child, they can do so through the Secondary School Secretary. Any infringement of handphone use will result in a Friday afternoon detention. Students will lose the right to have a handphone at school if they are found to be using it inappropriately.

Students are expected to remove any headphones when on site at AIS. Students will be permitted to use headphones for educational purposes in classes when discussed with the Teacher.

Staff and students are expected to use technology resources, including BYOD devices in an appropriate manner which is consistent with the School's Acceptable Use Policy and recognises the rights and feelings of others. Consideration must be given at all times to the possible effect of one's actions when using technology at school or at home. Students are expected to keep their technology devices safely stored when not in use, in their lockers which must be locked. The School is not responsible for lost, damaged or stolen devices. The student (family) is responsible for arranging their own personal insurance against loss/damage and or theft.

Students are not to have laptops out in the playground during recess and lunch breaks. Laptops should be kept locked in student lockers when not in use.

## **Uniform**

All students are expected to wear school uniform at all times. Students are required to follow the School Dress Code and present themselves appropriately at school and when out in the community. Students who have the incorrect uniform for the day must get a Uniform Pass from their Head of Year.

Only garments purchased through the AIS Uniform Shop/ AIS Uniform Supplier are regulation uniform.

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

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

Visit Lim Meng Keng Department Store direct to fit and purchase AIS uniform items on the day

Fit and order at the AIS Uniform Shop on the school campus, and then pick up and pay at Lim Meng Keng Department Store Holland Village when the order is ready for collection

Fit and order at the AIS Uniform Shop on the school campus, and then return to the AIS Uniform Shop to collect from Lim Meng Keng and make payment (Lim's will visit AIS every Monday during term time between 2pm to 4pm to facilitate this service).

School shoes can be purchased from Sonya Q #02-26A Holland Road Shopping Centre (Opposite Lim Meng Kee Uniform Shop). Parents / Guardians are required to give students a note explaining any uniform issue. This should be presented to the Head of Year.

## Uniform - Secondary School students (Year 6 – Year 12)

<b>Shirt</b>	White Secondary School shirt with striped trim. To be worn tucked in at all times.
	An AIS coloured button up shirt with white collar and cuff. Can be worn untucked.
<b>Dress</b>	Navy striped school dress with white collar. Worn at the knee.
<b>Trousers</b>	Long navy trousers. Worn on or above the hips.
<b>Shorts</b>	Navy formal school shorts. Must be worn on or above the knees.
<b>Belt</b>	Plain black leather AIS school belt worn appropriately on the hips.
<b>Socks</b>	Ankle length standard white AIS school socks with Navy AIS logo. To be worn with shorts or a dress. Ankle length standard black AIS school socks with white AIS logo. To be worn with trousers.
<b>Shoes</b>	Regular plain black leather school shoes must be worn. They must be clean and polished.
<b>Ties</b>	School tie must be worn at all times. Secondary or Year 12.
<b>Hats</b>	All students must wear a hat if playing outside and during PE lessons.
<b>Jumper</b>	Navy knit school jumper. Students are not permitted to wear the jumper around their waist. *Year 12 jerseys can be worn at school.
<b>PE</b>	The school PE uniform is to be worn for all PE lessons. House shirts may be worn for PE lessons, as advised by PE staff with AIS branded PE shorts at all school carnival events. Appropriate running shoes must be worn, not skater shoes e.g. Vans or Converse
<b>Hair</b>	Hair must be clean, neat, tidy and worn off the face. Fully tied back if shoulder length or longer. Mandatory requirement when participating in specific classes to comply with Health and Safety Standards. Only natural hair tones are acceptable. No extreme hairstyles. Limited use of hair product Facial hair (beard, moustache) must be trimmed, neat, clean and well groomed to maintain a professional appearance.
<b>Jewellery</b>	Only the following items are permitted: <ul style="list-style-type: none"> <li>● Earrings are to be plain small round gold/silver studs or small round sleeper earrings.</li> </ul> No other visible piercings are allowed. <ul style="list-style-type: none"> <li>● Watch</li> <li>● Medical alerts</li> </ul> The adornment of religious and cultural accessories is respected, contact your child's Homeroom Teacher if further clarification is required.

<b>Make-up and nail polish</b>	Make-up and nail polish is NOT to be worn to school.
<b>Tattoos</b>	Tattoos must be covered at all times . They are not to be visible to the school community. Students are advised not to get a tattoo during their enrolment at AIS.
<b>School Bag</b>	Plain Black or Navy Blue Bag with no visible logos Bags must be free from graffiti.
<b>Non Uniform Days</b>	Each year the school has several non uniform days which often follow a theme. Regulations and themes are variable, but students are required to dress appropriately.. Enclosed shoes must be worn for all practical classes.

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

Students are expected to be dressed in the correct AIS uniform at all times. If a student reports to the Head of Year office in incorrect uniform, a note must be presented by the parent. Correct uniform applies to student outside of the school when they are in the Singapore community.

The Year 12 Senior Jerseys can be worn as a part of the AIS Uniform, however surnames on the back must be the student's formal surname (no nicknames) and jersey design must be signed off by the AIS Communications Department before orders are placed Jerseys are not to be worn on formal school occasions (including assembly).

## Laptop Provision

### Overview

All students in the Secondary School are required to have a MacBook (Air or Pro). Parents are expected to arrange a BYO device and the school can provide contacts of local suppliers. The Secondary School is wireless throughout and provides on-site technical assistance and back-up. Students and parents are expected to sign an 'acceptable use' policy before taking possession of the laptop.

The Secondary School emphasises that laptops (and the internet) do not replace the need for research skills and the use of text references, particularly in the HSC and IBDP curriculum. The Secondary School also understands that laptops should not replace teaching but are accepted tools for facilitating learning in our rapidly changing environment. It is the Secondary schools philosophy to ensure that laptop use is occasional and deliberate.

# Communication Between School and Home

## Overview

The relationship between the 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.

Three-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 discipline 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.

## Protocols for Parents

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 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 Homeroom teacher in the first instance or directly with the subject teacher if it is an issue concerning a specific subject.
- 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. In the Secondary School, this would initially be the Head of Year, or the Head of Department. If it is a behavioral concern
- If the concern or issue remains unresolved, parents are asked to contact the relevant Program Coordinator (AC, IGCSE, IBDP or HSC) or Assistant Head of Academics on curriculum related issues on curriculum related issues or the Assistant Head of Secondary School (WellBeing) for wellbeing and behavioural concerns.
- The Head of Secondary School may also be involved by either party, should it be appropriate.
- The Principal, as appointed by the School's Governing Body, has the final responsibility for resolving any situation. It may also be appropriate for other staff members who have particular expertise in the area under discussion (e.g. the School Counsellor, the Head of Learning Enrichment or Learning Enrichment staff) to be invited to become involved at this point.
- Appointments are required to see any member of staff. This ensures 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.
- Parents are requested not to make an appointment with a Secondary member of staff prior to discussing the problem directly with the Homeroom or subject teacher and to follow the accepted protocols in the appropriate order should further clarification or resolution be considered necessary.
- All communication should be based on mutual respect and as such etiquette should be maintained on all occasions, such as face-to-face discussions and email correspondence.

Parents are encouraged to talk to their child's teacher whenever they feel there is a need. Email is generally the best way to communicate with your child's teacher; however, if the issue requires a discussion, please contact the teacher by phone or email to make an appointment.

### **Connect AIS**

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

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

In one click from the personalised homepage, parents of the Secondary School will be able to view pages linked to their child's classes, which will include details of assessment tasks. Secondary School parents can also access curriculum information, resources and welfare information relevant to their child's year level.

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

### **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.

### **Community Engagement**

AIS is committed to understanding and meeting our parent and student needs. Ensuring our families leave with a positive impression that will stay with them after AIS is our number one priority. AIS has a dedicated Community Engagement Manager who acts as the first point of contact for parents who have feedback for the School or who need assistance. To provide feedback or seek support, parents may email [ask@ais.com.sg](mailto:ask@ais.com.sg)

### **Microsoft Teams**

Secondary School Teachers will use Microsoft Teams as the main platform for providing students with learning information including learning activities, assessment details and homework related to their subject. This links with our Microsoft learning environment that uses the Microsoft M365 suite.

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

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

### **Student Diary**

Students in Year 6-10 will be issued with a student diary and expected to maintain its use.

### **School Newsletter**

The Newsletter is a vital source of information for parents and it is important that it is read bi-weekly as dates and information relevant to the current week and the week ahead can be found. The Newsletter can be found on Connect AIS.

The email address to which the Newsletter is emailed is the one supplied by parents at enrolment. If changes are required, please contact our Records Administration on +65 6883 5155 or email [records@ais.com.sg](mailto:records@ais.com.sg).

### **School Yearbook**

The School Yearbook (The Endeavour) is produced and distributed at the end of each school year. Students collect the Yearbook in the last week of the School year in class groups. One Yearbook is issued per student.

### **School Publications**

The School will provide a variety of specific publications from time to time that address specific areas of the School program (e.g. Curriculum Guides, CCA Program Guides, Assessment Guides, etc.). All publications can be accessed via Connect AIS.

### **Information Sessions, Term 1**

At the start of the year, Back to School evenings are held for Year 6-12 students. Parents will have an opportunity to meet the Head of Year, Homeroom Teacher, Secondary Leadership and the Curriculum Coordinator.

A range of information evenings are held throughout the school year to provide information on school programs, camps and activities. Details are shared with parents through the School newsletter and on Connect AIS.

# 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. This should be completed along with the Student Contract digitally. 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](mailto:records@ais.com.sg). Please also inform the class teacher.

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

### **Students with Specific Health Needs**

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

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

### **Asthma and Allergy Needs**

Parents of children who 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](mailto: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.

# 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.

## **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.

## **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.

## **Emergency Evacuation Procedures**

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

## **Exit Forms**

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

### **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.

### **Lockers**

Lockers are provided for all students in the Secondary School. These are located in the corridor areas outside Homerooms. All lockers are clearly labelled with the student's name and it is expected that students will keep their belongings tidy within their lockers at all times. Students must ensure that they purchase a strong dependable lock and keep their lockers locked at all times.

Students are asked not to bring items of significant value to school; however, if the need arises these are to be kept in their lockers. There is sufficient room in each locker to store bags, books and laptops.

### **Travel to and from School**

#### **Bikes, Scooters and Skateboards**

Students in the Secondary School are permitted to ride bikes, scooters and skateboards to school. Students must wear a helmet travelling to and from school. Bikes, scooters and skateboards are not to be ridden within the school grounds. All students, staff and parents must dismount at the School gate and walk bikes, scooters and skateboards to the appropriate bike racks where they must be securely locked. There are bicycle racks near Gate 2, in the car park at the Lower Elementary School and by the Lower Elementary School undercroft.

#### **Car**

Parents driving their children to school may park in the front car park of the School through Gate 1. This car park has limited spaces. It is preferred that students are dropped at the main reception to the School and make their own way to their designated areas. Parents who drive their children to school must ensure they obtain a car decal for the front windscreen of their vehicle. This can be collected from either the Main School or Elementary School Reception. This identifies the vehicle as belonging to a parent at the School and therefore admissible into the school complex.

#### **School Buses**

The School oversees a bus service, run by an external company 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 Secondary School (Wellbeing).

#### **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](mailto: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 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.

### **Smartcard**

The Smartcard system used at the School acts as a form of identification for students as well as staff. Its barcode is used to access library resources and textbooks. It also allows parents to order their child's lunches online as well as to pay for excursions. Students need to visit the Library to have their Smartcard issued and parents will be provided with details to access their online account. For full information visit Connect AIS.

### **Visitor Pass**

The wearing of visitor passes is compulsory for contractors and visitors to the School (other than parents). Visitors must sign in at the guard house with a recognised proof of identification (e.g. drivers licence, passport etc) and obtain a visitor pass before entering the School. This must be returned before departing the premises.

AIS families are issued with two parent security passes which must be worn 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 guard house. Parents are asked to support this security measure, which assists the guards in knowing who is located on the grounds at any one time.



**Australian  
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