

# Secondary Handbook

Years 6-12 '////////////////////



Australian International School

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# Message from the Head of Secondary School



I am honoured and feel privileged to be able to share my joy and experience as an educational leader in the capacity of Head of Secondary AIS. I recently joined AIS and am very glad I did. I consider my role as an educator a responsibility, a privilege, and a joy. I cannot imagine doing anything else. I chose AIS because our holistic mission, vision, and values of respect, opportunity, and achievement speak to me as a parent, educator, and educational leader.

- Australian Curriculum Years 6 – 8
- IGCSE Years 9 and 10 (International General Certificate of Secondary Education - 2 year course)
- IBDP Years 11 and 12 (International Baccalaureate Diploma Program - 2 year course)
- HSC Years 11 and 12 (Higher Schools Certificate)

The School also offers a variety of preparation curriculums to provide the best possibility for success and to ensure a smooth transition to the last two years of secondary education.

- PCS - Preparation Course for Secondary available in years 6-9
- SPP - Senior Preparation Program for newly enrolled year 10 students
- ESSPP - English Secondary Support Preparation Programme

I wish to welcome you to this wonderful community.

Here at AIS, we are philosophically committed to a holistic, rounded education that cherishes the arts, sports, and academics, enabling our students to realise their potential through exceptional opportunities within a nurturing community that equips them to flourish in life and to make a difference for good. As an educator, parent of two secondary students, and a returned Peace Corps Volunteer who is committed to increasing global understanding, AIS's holistic mission resonates and excites me.

The learners of the future need to become fully-rounded people with 21st century survival skills; the resilience and cultural perspective to thrive in an ever-changing world. We as educators must actively and consistently be present as learners of the world, demonstrating those same skills and dispositions we seek to elicit from our learners—agility and adaptability, curiosity and imagination, critical thinking and problem solving, collaboration across networks, and leading by example.

I believe a school's key focus should be on each and every student's overall wellbeing - their academic well-being, their social and emotional well-being, and their physical well-being. As educators, it is imperative that our guiding question always be, "What is best for our students?"

While considering this guiding question, we as educators must be forward-thinking, and ever poised to question the effectiveness of our educational systems and approaches—as there are many. Indeed, children have limitless potential and deserve to be met where they are and provided guidance and support to become their best selves. Our highly qualified teaching staff participate regularly in myriad professional development opportunities both internal and external to keep them abreast of the shifting educational landscape, our student demographics, and changes to the various curricular programs we offer. We focus on High Impact Teaching Strategies in our lesson creation and implementation, and will continue to learn more about and hone our skills to meet the needs of our multilingual learners.

The academic programs that we offer are diverse and inclusive in nature to allow all our students the opportunity to experience success.

The School offers innovative academic programs and through academic counselling in partnership with students and parents, determines the most appropriate pathway and course selections.

We provide our students with an environment where they are healthy, happy, safe, engaged, and able to be their best because we know that, in general, students with higher levels of psychological and emotional wellbeing tend to show higher levels of academic achievement.

As educators, we know that knowing our students is the most fundamental element in being able to teach our students - not just to teach them the knowledge and skills of our content areas, but the understandings and dispositions needed to be successful beyond secondary school and into life - understanding the interconnectedness of every facet of a student's development.

I have been in the field of education for over 30 years and I can tell you that this is the best group of students I have had the privilege to serve. They are incredibly kind, engaged, and mature. I have seen them regularly demonstrate our school values of Respect, Opportunity, and Achievement in the classroom, in our studios, workshops, the kitchen, the field, and on the stage, to name but a few.

In addition to the opportunities for teachers and students to build relationships during class time, our Strive program is an excellent way for teachers to learn more about the different facets of students' lives - their strengths, areas for growth, and their interests. Every Secondary Student at AIS belongs to a STRIVE class. STRIVE is the Secondary School's Personal Growth and Development Program. It provides a rich opportunity for our students to cultivate the life-long skills that will assist them to flourish from a social-emotional, cognitive and academic perspective.

Students also have lots of choices of Co-Curricular Activities (CCAs) each semester including athletics, art and music, Model United Nations, and chess, to name just a few. There is also our robust Outdoor Education program where each year group's experience is an integral part of their learning journey and closely linked with curricular goals and expected outcomes. These purposefully created programs have students actively engaged, learning and developing proficiency and competency in a variety of skills while fostering independence and cooperation.

I'm very excited to work with and learn from staff, students, and parents this upcoming year. Once again, it is my pleasure to welcome you to our community.

A handwritten signature in black ink, appearing to read 'J Dianne Brederson'.

J Dianne Brederson  
Head of Secondary School

# Contact Details

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## **Head of Secondary School**

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## **Deputy Head of Secondary (Teaching & Learning)**

**Mr Seán Begley**

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## **Assistant Head of Secondary School (Wellbeing)**

**Ms Skye Tyler**

Email: TBC

## **Assistant Head of Secondary School (Academics)**

**Ms Carly Drysdale**

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## **Assistant Head of Secondary School (Operations and Logistics)**

**Ms Oonagh McGarrity**

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## **Secondary School Secretary**

Telephone: +65 6319 2935

Email: [secondary\\_secretary@ais.com.sg](mailto:secondary_secretary@ais.com.sg)

## **All other Secondary School Staff**

Telephone: +65 6319 7589

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

## **School Uniform Shop**

Telephone: +65 6319 3762

## **School Uniform Supplier**

**Lim Meng Keng**

#02-18 Holland Road Shopping Centre  
211 Holland Avenue, Singapore, 278967

Telephone: +65 6468 3655

## **Bus Transport Office**

Telephone: +65 6517 0255

Email: [aisbus@jtt.com.sg](mailto:aisbus@jtt.com.sg)

# Secondary School Key Staff

Head of Secondary School	Dr. J Dianne Brederson
Deputy Head of Secondary (Teaching and Learning)	Mr Seán Begley
Assistant Head of Secondary School (Academics)	Ms Carly Drysdale
Assistant Head of Secondary School (Operations and Logistics)	Ms Oonagh McGarrity
Assistant Head of Secondary School (Wellbeing)	Ms Skye Tyler
Wellbeing Coordinator (Years 6 - 8)	Ms Bernadette Ward
Wellbeing Coordinator (Years 9 - 12)	Mr James Midgley
Heads of Year 6	Ms Julie Morgan Ms Rebecca Williams
Head of Year 7	Mr Sukhjeet Singh
Head of Year 8	Mr Yuanqi Tay
Head of Year 9	Ms Marilyne De Maere Daertrycke
Head of Year 10	Mr John Semaan
Head of Year 11	Mr Simon Kelly
Head of Year 12	Ms Anna Bray
Junior Learning Coordinator (Years 6 – 10)	TBC
Senior Learning Coordinator (HSC & IBDP)	Ms Ruth Williams
TOK Coordinator (Theory of Knowledge)	Ms Sarah Barr
Secondary School Counsellor (Years 6 & 9)	TBC
Secondary School Counsellor (Years 7, 11, Boarding, & EAL)	TBC
Secondary School Counsellor (Years 8, 10 & 12)	TBC
Positive Education	Ms Nicole Glisson
Student Leadership Coordinator	TBC
International School Administrator	Ms Karen Chiu
CAS & Community Service Coordinator	Ms Sarah Barr

# Heads of Departments

Careers	Mr James Scheib
Commerce	Mr John Tung
Drama	Mr Ashleigh Huxtable
EAL (English as an Additional Language)	Mr Duncan Rose
English	Mr Thomas Griffith
Humanities	Mr Stuart Brough
LOTE (Languages Other than English)	Ms Michelle McWilliam
Learning Enrichment	Ms Rachel Serong
Library & EE Coordinator	Ms Deniz Rafferty
Mathematics	Ms Sandhya Pandey
Music	Dr. Ana Fontecha
Music Performance (Whole School)	Mr Nicholas Aggs
Outdoor Education (Whole School)	TBC
Physical Education & Health	Mr Murray Higgs
Science	Dr. David Martindill
Sports and Cocurricular Activities	Mr Adam Smith
Vocational Education Training/Technology	Ms Yuanjun Hudson
Visual Arts	Ms Kylie Welsh





# AIS Secondary School

## Guiding Principles

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The Secondary School embraces the concept of a school as a community of learners, where the School's values of Respect, Opportunity and Achievement 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.

# Introduction to AIS

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## 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.

AIS was purchased by the Cognita Group in 2007. 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, our current Principal took over in July 2017. Dr Groughan works closely with the three sub-schools to ensure smooth transition between the schools and academic synergy.

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

Dr Edward Groughan has been part of the AIS Leadership team since 2017, and is an integral part of the School's culture and success. He joined the Australian International School as Principal in 2017 and in December 2021, he took over the role of Interim Head of School.

In 2021 the Secondary School achieved the best results in the History of the school in the IBDP and ICGSE programs as we strive for academic excellence

## School Guiding Statements

### Vision

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

*'Globally focused, distinctly Australian'*

### Mission

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

## Daily Routine

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

## The School Governance and Board Members

AIS is owned by the Cognita Group of Schools, a UK based company. For further information, see [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; however, more than two thirds of the students across the School are citizens of Australia and New Zealand. Around 4% of students at AIS are learning English as their second language.

Section of school	Program	Age
Infant Care	2-18 Months	Babies can commence Infant Care any time after they turn 2 months.
Early Years	18 - 24 months	Children can commence any time after they turn 18 months.
	2, 3 and 4 year olds	Children can commence if they turn 2/3/4 years of age by 30 April
Elementary School	Prep to Year 5	5 - 11 year olds. Children commence Prep if they turn 5 by 30 April
Secondary School	Years 6 to 12	12-18 year olds. Students usually complete Secondary School at age 18

## School Year

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

# Our Values

## Respect - Opportunity - Achievement

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### Respect

We Value:

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

Therefore, we will:

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

### Opportunity

We Value:

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

Therefore, we will:

- Provide a broad range of opportunities for the development of well-rounded learners who can make links across curriculums, across cultures and across languages
- Develop individuals who have the capacity and aspiration to make a positive contribution to the local and international community

- Provide opportunities for all members of the community to exercise initiative and leadership
- Capitalise on innovation to enrich our programs and practices
- Motivate our students in all endeavours and encourage curiosity in their learning.

### Achievement

We Value:

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

Therefore, we will:

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

## 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.

# Facilities

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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 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 three 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 are able to 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 Parent Café

The Billabong Cafe is situated under the Lower Elementary

School overlooking the small oval.

The Café is open from 8.00am to 10.00 and 2.00pm to 4.00pm and serves a selection of coffees, teas, juices and food items. 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 three 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. Parents are welcome to become members of the Library and borrow books. All parent fiction, non-fiction, newspapers and magazines are housed in the The Link.

We have a great network of parent- volunteers in the library, and all parents are welcome to join the team. Please speak with the Library staff if you would like to volunteer your time.

### 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

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## 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 Year 9 and 10 students study and complete subjects in both the Cambridge IGCSE and the Australian Curriculum. Both curriculums are designed to ensure that students have learned all the prerequisite knowledge, skills and understandings to be able to commence the IB Diploma or HSC programs fully prepared to achieve the best possible results. The IGCSE also mirrors the processes of the IB Diploma and HSC programs by giving the students the experience of sitting external examinations as well as providing an excellent breadth and depth of study.

Students new to AIS in Year 10 join the Senior Preparation Program which is a 12-month pre-matriculation course. This curriculum is strategically designed to prepare the students' pathways in either the HSC or IBDP. This curriculum allows students to sit some of the external IGCSE examinations (if suitable and applicable) or internal assessment consisting of coursework, practical work, examinations, oral presentations and folios.

## Year 11 and 12 Curriculum

Year 11 and 12 students have a choice between pursuing the New South Wales (NSW) Higher School Certificate (HSC) or the IB Diploma Programme (IBDP). Choices between these two programs are offered to Year 10 students during Term 2. Students will be offered

counselling by members of the Academic Standards Committee and Careers Team before they make their final decision to assist them to choose the most appropriate program as well as the most appropriate subjects for their post school destination.

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 STRIVE 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 (Year 9 and 10)
- VET: Vocational Education Training (Years 9 - 12)

## AIS Program's Learner Profiles

The Australian Curriculum 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:

- Student Centered
- Breadth and Depth of Content
- Continuity and Progression
- Balanced (time provision and subject offering)

- Differentiation
- Relevant Use of Technology
- Use of Relevant Illustrative Materials

Ultimately, the International Baccalaureate Diploma Programme 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, ESSPP and SPP encourage learner-centered and inquiry-based approaches to learning. It develops 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 embraces these attributes throughout its culture, curriculum and wellbeing programs, so that students develop and experience a continuity of culture and behaviours throughout their school life and encourages 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 will receive a number of study periods per week. These study periods will be supervised by staff. The Careers Counsellors or School Counsellor may be accessed at this time to minimise the disruptions to their learning. The study periods are a most

effective tool for maximising performance. The Senior and Junior Learning Coordinators will have oversight for the students to ensure they are using their time effectively.

## Assessment

The teaching staff at AIS will devise assessment tasks that provide an opportunity for students to learn whilst being assessed. Assessment tasks should provide for a dual role – assessment for learning and assessment of learning. They will provide a summative and formative measure of a student's achievement in each course.

Students will have access to assessment booklets at the commencement of each course that outline the planned assessment program for each subject, the general timing of tasks, the form they take and their weightings. The assessment booklet also explains the students' responsibilities in terms of the late submission of work and absences.

Further information on assessments, such as absences or requests for time extensions, can be found in our Assessment Guidelines document.

## Appeal Process

Any appeal regarding marks, grades or awards are referred to the Assistant Head of Secondary School (Academic). Examination body protocol must be followed for any external grade appeals.

## Report Procedures and Parent Teacher Conferences

Student progress is continually evaluated and reported upon. A regular reporting schedule is in place which, in addition to student feedback, allows parents to remain regularly informed about student progress and development. Teaching staff are available by email and telephone to discuss individual students if necessary and will contact parents directly to inform of any changes in class activities or individual requirements.

Full written student reports for all Secondary students are distributed each year and include individual teacher

comments, in relation to student achievement in subject criteria.

In addition to full written reports, students will receive interim progress reports. These reports will include a grade for each subject, as well as an indication of each student's classroom application. Throughout the year, Parent/ Teacher Conferences will be scheduled to provide parents with further feedback on their child's progress.

Scheduled parent and teacher conferences are conducted at each year level and are arranged through Connect AIS. They are an opportunity for students, parents and teachers to discuss progress, concerns, and individualised learning needs and to determine appropriate action or follow-up that is required in order to maximise student learning and growth.

Should parents have any concerns at other times throughout the year, they are strongly encouraged to contact their STRIVE or class teacher directly.

## Standardised Testing

To ensure that the staff are aware of the individual needs of the students, the Secondary School utilises several standardised tests and engages with the data that these tests provide. This facilitates our ability to effectively differentiate our teaching and develop teaching programs better catered to the needs of our students. The tests with which the School engages are:

- CAT4 (Cognitive Ability Test) for Years 6-10 and EAL Students
- ITEP SLATE
- NAPLAN (The National Assessment Program - Literacy and Numeracy)
- Centre for Evaluation and Monitoring at Durham University – ALIS Test

These tests have a large sample base and are linked to our various programs of study (Australian Curriculum, IGCSE and IBDP). To that end they are invaluable in setting targets for students and assisting in the evaluation of our teaching programs.

## Elementary to Secondary School Transition

As students continue on their educational journey and move into the Secondary School they may become anxious about leaving the security of the Elementary School classroom as they move to a different structure with new teachers in a new environment.

Here at AIS we understand the needs of children moving into the Secondary School. We recognise the need for a transition from their primary classroom teacher to having many teachers. As a result we have developed a structure with a significant adult (teacher) with whom they will spend more time. This reduces the number of teachers your child will have in the early years of the Secondary School.

To ensure a smooth transition for your child, a program operates in Term 4 which allows Year 5 students the opportunity to become part of the Secondary School for a day. A Parent Information Evening is also held to provide parents and students with an overview of the Secondary School Program.

## 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 described below.

### **Year 6**

Location: Malaysia

5-day program of overnight camping, introduction to expedition skills, SUP paddling, caving, mountain biking, village experience, hiking and raft building activities.

### **Year 7**

Location: Malaysia

5-day program of swift water skills, overnight camping, caving, introductory rafting, hiking & rope activities and a

Gopeng village immersion experience.

### **Year 8**

Location: Malaysia

Operator: Wilderness Malaysia

5-day program of multiple overnight camping, kayaking, rope activities, cycling and an adventure race experience.

### **Year 9**

Location: Malaysia

Operator: Wilderness Malaysia

5-day program focusing on leadership and decision-making during an expedition. Activities will include multiple overnight camping, outdoor cooking, kayaking, hiking, caving and rope activities on the ship.

### **Year 10**

Location: Thailand

6-day journey in the jungles and valleys of the Mae On Valley, Northern Thailand. Activities will include multiple days of overnight camping, community service with the Royal Project, cultural experience at Ban Pong Village, hiking, rock climbing & abseiling experiences at Lampang.

## **Curriculum Enrichment Learning Experiences**

**Year 11** - IBDP/HSC Biology, Environmental Systems and Societies, Geography Camp - Malaysia

Students will undertake a range of activities and fieldwork in order to complete coursework for subsequent subjects.

## **NYAA / School for Schools Enrichment Experiences**

The following programs are available to students as a Co-curricular activity (CCA). Students nominate to attend these camps at the start of the Semester 1 CCA program. Please note that these experiences take place during the school holidays.

### **Year 9 - NYAA Bronze**

This activity is similar to the Duke of Edinburgh Award, and the Bronze Award is for Year 9 students. All participants

join the NYAA Bronze CCA at the start of the year and are engaged in skills training throughout the year, such as team building workshops, 1 star kayaking course, camp skills and mountain biking. Students must do community service, learn a skill, an extra sporting activity and an adventurous journey as part of their award. A week-long camp is held during Term 1. In the past, students have kayaked in Langkawi, trekked in Pahang or chosen other equally challenging activities in a variety of destinations.

### **Year 10 - NYAA Silver**

This activity is similar to the Duke of Edinburgh Award, and the Silver Award is for Year 10 students. All participants join the NYAA Silver CCA at the start of the year and are engaged in skills training and camp preparation during the year. For example, students are involved in team building activities, Level 1 sports climbing course, hiking and kayaking trainings. In order to achieve their Silver Award, students must fulfil their community service, an extra sporting activity and an adventurous journey. A week-long camp is held during the Term 4 post exams. In the past, students have kayaked in Vietnam, trekked in Hong Kong or chosen other equally challenging activities in a variety of destinations.

### **Year 11 - NYAA Gold**

This award is for Year 11 students, many of whom do not complete the award until Year 12. Similar to the Silver Award, students join the CCA at the start of the year. Their adventurous journey is chosen and planned by themselves under the guidance of the award coordinators. Students will be involved in skills training such as team building activities, basic first aid and CPR course, hiking and kayaking trainings. In the past, students have climbed Mount Kinabalu in Borneo, trekked the West Coast of Australia, hiked trails in New Zealand, or cycled through Laos. They will also be required to complete a residential project and most students have used the Nepal Schools for Schools Project to fulfil this aspect of the award.

### **Year 11 - Nepal Schools for Schools Project**

This long established AIS home-grown community and

service program is for Year 11 students and culminates in an optional trip that takes place during the year. Students join this CCA at the start of year 11 to raise awareness and funds to assist schools supported by the project in Phaplu, Nepal, which they visit by trekking along the base of the Himalayas. The commitment involves working on weekends, before and after school as well as at major calendar events to sell second-hand books, food and drinks catering, the lamington drive, a car-boot second-hand sale, our annual Gala Night, the sportathon and other student-initiated fundraisers to raise money to support educational and community resources, buildings and teachers in Nepal. Saturday morning training is required for those that travel to the Solukhumbu region to work with the students and teachers at the relationship schools. The trip is coordinated by the AIS staff and World Expeditions Australia.

Please note that camps are subject to change throughout the year.

# Celebrating Success

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## 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 STRIVE 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 guests speakers to address smaller groups.

## Awards

In the 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 1 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 Respect Award

This prize goes to one student from each STRIVE 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:

- Well-Being Team nominates based on criteria.
- Students to be enrolled for at least 3 full terms in the year level
- Students DO NOT have to have been a STRIVE Leader
- Student can only achieve ONE award (Respect, Achievement, Opportunity)

#### Year 6-8 Opportunity Award

This prize goes to one student from each STRIVE 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:

- Well-Being Team nominates based on criteria.
- Students to be enrolled for at least 3 full terms in the year level
- Students DO NOT have to have been a STRIVE Leader

- Student can only achieve ONE award (Respect, Achievement, Opportunity)

### **Year 6-8 Achievement Award**

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

Selection Process:

- Well-Being Team nominates based on criteria.
- Students to be enrolled for at least 3 full terms in the year level
- Students DO NOT have to have been a STRIVE 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.

### **STRIVE Award**

This award is determined by the Heads of Year in collaboration with STRIVE 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 win a prize, students must have been enrolled at AIS (or in the subject) by the start of Term 2. Any students who enrol after this point will be ineligible.

**Year 9 Academic Prizes** are awarded to students who have achieved first place in a subject (with two or more students);

**Year 10 Academic Prizes** are awarded to students who have achieved first place in a subject (with two or more students);

**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.

### **STRIVE Award**

This award is determined by the Heads of Year in collaboration with STRIVE 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 win a prize, students must have been enrolled at AIS (or in the subject) by the start of Term 2. Any students who enrol after this point will be ineligible.

**Year 11 HSC Academic Prizes** are awarded to students who have achieved first place in a subject (with two or more students);

**Year 11 IBDP Academic Prizes** are awarded to students who have achieved first place in a subject (with two or more students).

**Head of Year All-Rounder Award**, for the student in Year 11 and Year 12 that has made an all-round contribution to the life of the School.

### **Strive Award**

This award is determined by the Heads of Year in collaboration with STRIVE 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 considered for a prize, students must have been enrolled at AIS for the entirety of the Year 12 programme of study (all assessment tasks complete).

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

**Year 12 HSC Academic Prizes** are awarded to students who have achieved first place in a subject (with two or more students).



**Year 12 IBDP Academic Prizes** are awarded to students who have achieved first place in a subject (with two or more students).

**The Year 12 DUX Award** is presented to the internal DUX of the school at the time of graduation. There is one DUX for HSC and one DUX for IBDP.

**Head of Year All-Rounder Award**, for the student in Year 11 and Year 12 that has made an all-round contribution to the life of the School.

### **STRIVE Award**

This award is determined by the Heads of Year in collaboration with STRIVE 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**

**Greg Johnson Sportsman of the Year**, Upper and Lower Secondary Awards,

**Tim Fischer Award for Citizenship**, for positive contribution to the School, both inside and outside the classroom – Lower and Upper Secondary Awards,

**Ian Payne Award for Community Service**, for showing commitment and initiative in community service programs,

**Clive Powell Award for Creativity in the Arts**, for contributing with distinction to the Schools Arts programmes – Upper and Lower Secondary,

**Dr Miller Principal's Award for Best All-Round Student** – for overall (academic, cultural and sporting) contributions to the School.

# Academic Support

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## Faculty Structure

### Year 6 Transition Program

Students in Year 6 will usually have two “significant teachers” who will teach them the core subjects (Maths/ Science and English/Humanities). All other subjects will be taught by specialists. The Year 6 Team is all housed together under the leadership of the Heads of Year 6. This special part of the Secondary School is in place to better meet the transition needs of students from Elementary to Secondary School.

### Years 7 to 12

All subjects from Year 7 in the Secondary School will be taught by subject specialists. This will facilitate the best possible educational outcome for the students. The teachers from each Department will work from the same office to facilitate professional dialogues and support. Moreover, each Department will work within classrooms that are close to their offices. This will mean that these areas will be associated with particular disciplines.

Each Department will be led by a Head of Department (HoD). The HOD will have ultimate responsibility for the teaching and learning within their department.

## Learning Enrichment – Years 6 to 12

Years 6 to 12 Teachers across the Secondary School are responsible for supporting students with a wide range of abilities and needs within their classrooms with assistance from the Learning Enrichment Department. This support ranges from assisting class teachers to modify instructional strategies and content, to the withdrawal of students individually or within a group for targeted intervention. In consultation with classroom teachers, individual children may at times be observed or screened by the staff of the Learning Enrichment Department. Feedback may also be sought from classroom teachers at points throughout the year to track student progress and how they are presenting in the classroom. The sole

aim of this is to establish each child’s preferred learning style and to gain a greater understanding of areas that may be impacting upon a child’s learning and access to the curriculum. Should we deem it necessary, further assessment by outside professionals or consultation with the School Counsellor may be recommended, as may additional support within the school setting, dependent on availability. Parents will always be contacted prior to students being seen by the School Counsellor or where external assessment is recommended.

Learning Enrichment staff also liaise with outside agencies that provide assessments and/or therapy for students, e.g. Educational Psychologists, Developmental Paediatricians, Speech Therapists, Occupational Therapists, Behavioural Therapists, Vision Therapists and Auditory Therapists. Additional tutoring in specific subjects sought by families is at their own discretion. Learning Enrichment teachers do not liaise with private tutors as per our schools safeguarding practices. It is important that parents whose children have had an external assessment or who are having therapy or tutoring provide permission for the external agency to speak with the School. The results of these assessments and any recommendations for classroom modifications, access arrangements/ examination provisions and teaching strategies can then be employed by AIS teachers to assist with the child’s ongoing learning within the schools capability. Parents should also pass on to the school copies of any reports from these specialists at their enrolment interview so that AIS may meet the individual needs of your child as soon as possible to support with the transition process and ensure relevant teachers are aware. In order to centralise and enrich the AIS Learning Enrichment program, we believe that withdrawing students from existing Language B (LOTE) classes may be beneficial for some students with specific needs. Therefore, students in Years 6-10 who are identified by the Head of Learning Enrichment and meet entry criteria, undertake a replacement subject entitled ‘Additional Studies’, in place of learning a second language. Alongside additional studies, further in-class

support is offered through the co-teaching program for years 6-10 where appropriate for selected subjects. Placement in Additional Studies and classes that have access to a co-teacher is dependent on student support numbers and subject-specific needs. In Years 11 and 12 Additional Studies is also offered for HSC students, and may be offered for IB students within the capacity of the timetable. The introduction of Additional Studies is an important means of providing academic care for our students with individual needs, at a time in their development when their study habits and academic self-esteem need attention.

This program targets:

- Effective time management
- Exam preparation
- Deconstructing of assessment tasks
- Research skills
- Study skills
- Essay writing skills
- Speaking and listening skills
- Reading, comprehending, interpreting and responding to written texts
- Mathematics skills

## Gifted and Talented Program

AIS is aware that there are highly able students in our classrooms who have learning needs that require different responses to those of the majority of their year level cohort. AIS is committed to ensuring that the learning needs of these students are both acknowledged and addressed. The provision for these students will prioritise:

- **Inclusive** over exclusive approaches
- **Flexible** responses over set programs
- **Multiple** identification criteria over single assessments
- **Personalised** support

Teacher observations of specific needs, assisted by a range of further evidence to identify high level skills and abilities, will be used to develop a personalised response that details how the learning needs of each student will be addressed. This will involve greater breadth, depth

and/or different models of intervention dependent on the needs identified.

In keeping with the AIS vision and mission of valuing the pursuit of excellence and celebrating diversity within our community, AIS will actively seek out and support learning experiences both within and beyond the school.

These specially targeted learning experiences will aim to meet the developmental needs of those students identified as having highly developed and, in some instances, exceptional skills and abilities.

Discussions about the specific learning and social-emotional needs of individual students will be part of a collaborative process between the School, the parent and the student.

## 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:

- STRIVE - pastoral wellbeing programme, Sports and EAP STRIVE - 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) (Year 11-12):**

For Years 11 & 12, students are offered the EAL/D English course in HSC, or IB English B course in the IBDP. EAL, combined with dedicated Academic and University Counseling, creates conditions for secondary students to achieve the highest possible tertiary entry score for study at a university of their choice. Students will receive support for the following aspects of IB:

- Community Action Service (CAS)
- Extended Essay (EE)
- Theory of Knowledge (TOK) (available 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 school.

## **Senior Preparation Program**

The Senior Preparation Program (SPP) is designed for students who start in Year 10 and join during the school year. It is strategically designed to prepare the students for pathways into either the HSC or IBDP curriculums, though matriculation guidelines do apply when choosing a curriculum in Year 11 for specific subjects.

The SPP curriculum is academically rigorous and delivered in a number of modules/units to accommodate students arriving throughout the program of studies.

The curriculum allows students to sit either some of the external IGCSE examinations (if suitable and applicable) or internal assessment consisting of coursework, practical work, examinations, oral presentations and folios. An Assessment Booklet with specific dates, and deadlines is issued at the start of each year. This can be found on Connect. Students will receive a termly report on their progress.

## **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 Evening and will be 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 Program**

Language is the means by which we negotiate meaning in our world and communicate with others. Through language we come to understand ourselves and our culture. Through additional language acquisition we strive to understand and have empathy with others.

As a community of learners, AIS recognises and promotes the opportunity to become multilingual and demonstrate international mindedness. The School recognises that learning additional language(s) facilitates cognitive development and encourages internationalism. For these reasons, we include additional language learning and mother tongue support as an integral part of the curriculum.

We value the importance of mother tongue development as it benefits an individual's emotional well-being, enhances academic success and promotes the acquisition of other languages. The School's academic program recognises

the need to maintain mother tongue for personal, social and professional benefits, as we are living in a global society.

The External Learning Coordinator(ELC) assists students in the development of this area. The ELC role is to encourage and support students and families to locate courses available in Singapore or by correspondence. The ELC then liaises with students, providers and families.

Students in the Secondary School have the opportunity to study their mother tongue in school or outside school, depending on the year level of the student. Each case is individually decided by the ELC and subject to tutor availability.

Equally, students have the opportunity to study their mother tongue as their Language A for the IBDP, but they should also take English as their Language B subject.

# Sports and Co-Curricular Activities (CCAs)

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## 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 co-curricular 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 (AC SIS)**

– 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 specialists 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

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## Student Management Support

AIS is a Positive Education school.

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.

## 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.



## Behaviour Support Policy and Procedure

	Level 1: Low level Unproductive learning / behaviour	Level 2 Medium Level Unproductive learning/ behaviour	Level 3: High Level Unproductive learning/ behaviour	Level 4: Extreme Level Unproductive learning/ behaviour
	Class Teacher Home Group Teacher (HGT)	Head of Year Curriculum Coordinators	Assistant Heads Secondary Wellbeing Assistant Head of Academic standards Curriculum Coordinators	Head of Secondary
<b>Behaviour</b>	Unproductive attitude to learning/ inappropriate behaviour  Level 1 Bullying or Harassment  Homework not completed  No equipment for class  Late for class  Incorrect uniform  Disobeying a reasonable request  Lack of commitment to student learning  Inappropriate language	Consistent pattern of Level 1 Unproductive attitude to learning/ inappropriate behaviour  Level 2 Bullying - minor physical or verbal  Truancy from a lesson  Failure to attend Detention  Persistent lateness to class  Persistently not adhering to uniform expectations  Significant anti-social behaviour  Misbehaviour outside of school grounds  Blatant disobedience or discourtesy  Failure to comply with School Policy  Minor vandalism  Dishonesty  Unethical behaviour	Consistent pattern of Level 2 Unproductive attitude to learning/ inappropriate behaviour  Level 3 Bullying, verbal or physical harassment of students, staff, or visitors to the School  Persistent wilful disruption or anti-social behaviour  Significant or persistent vandalism  Breach of a student management plan or conditional enrolment  Inappropriate behaviour determined by the Head of Secondary or Assistant Head to be harmful to one's self, others or the reputation of AIS  Fighting  Truancy from school  Unethical behaviour	Consistent pattern of Level 3 Unproductive attitude to learning/ inappropriate behaviour  Level 4 Bullying, verbal or physical harassment of students, staff, or visitors to the School  Unlawful behaviour  Unethical behaviour  Use/possession/sale/ distribution of substances (including alcohol, drugs whether prescribed or otherwise, cigarettes etc)  Breach of a student management plan or Conditional Enrolment  Other inappropriate behaviour determined by the Principal or Head of Secondary to be harmful to one's self, others or the reputation of AIS.
<b>Recommended Consequences</b>	Lunchtime Detention with class teacher /HGT  Level 1 Subject Commitment Card  Parental Notification  HOY notification  HOD notification  FACT	Head of Year Detention  Friday after school detention  HOY progress check  Level 2 Commitment Card  Daily monitoring of behaviour Parental notification and meeting  Intervention services (Including Counselling and Learning Enrichment referral)  FACT	Friday After School Detention  Level 3 Commitment Card  Saturday Detention  Daily monitoring of behaviour Parental notification and meeting  Intervention services (Including Counselling and Learning Enrichment referral)  Student Behaviour Agreement (conditional enrolment)  Suspension 1-5 days – (internal or external) FACT	Meeting with parents and Head of Secondary  Level 4 Commitment Card  Student Behaviour Agreement  Conditional Enrolment  Suspension >5 days – (internal or external)  Expulsion

- 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.

## Welcoming New Students

In their first week, all new students will be assigned to a “buddy” whose job it is to help new students settle in, find their way, and introduce them to the school. If new students to the School have any questions or concerns, they should see their STRIVE class teacher. The STRIVE class teacher will contact all students’ parents in the first week to introduce themselves and to open lines of communication. STRIVE teachers are great first points of contact should parents have questions or concerns.

## STRIVE Classes

Our students will meet every morning with their STRIVE class Teacher. This is an opportunity to develop positive relationships, check attendance and uniform, review work that is due; and, participate in our STRIVE Program.

## STRIVE Program

The Secondary School’s personal growth and development program, STRIVE, provides a rich opportunity for our students to cultivate the life-long skills that will assist them to flourish.

**S = Strength**

**T = Thrive**

**R = Resilience**

**I = International Mindedness**

**V = Values**

**E = Enjoyment**

The STRIVE program has an identified essential curriculum that covers a range of topics that fall within the dimensions of Personal development, Positive Psychology & Academic Care. STRIVE Teachers, Head of Year & Counsellors play a significant role in leading STRIVE sessions, providing guidance and direction via daily contact with students.

## Counselling

AIS believes that sound education involves the development of the whole student. This includes the social, emotional, intellectual, and physical aspects of a student’s life. Counselling services are accessible to all students and their families of the School. 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 10 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.

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 is the first point of contact of all International Students and is available to provide assistance as required.

AIS has its own boarding house based at Nanyang Girls Boarding House and new International Students without a guardian in Singapore will reside there.

## Houses

There are four Houses across the school.



Derwent  
Storm (Blue)



Fitzroy  
Dragons (Green)



Lachlan  
Devils (Red)



Murray  
Lions (Yellow)

# Student Leadership

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## 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, the Student Action Group is another opportunity to promote the student voice. This team of students is elected from each of the Year 6-12 STRIVE Groups. The Student Action Group meets weekly with the Assistant Heads of Secondary School (Student Wellbeing) and a group of staff mentors.

To encourage more students to embrace Student Action opportunities, students cannot be in the Student Action Group for two years in succession.

## 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 Principal's Prefect meets weekly with the Principal to discuss student issues. The Principal's Prefect is also the chair of the Student Action Group.

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, mufti days, Valentine's Day, fundraising, International Cultural Experience (ICE), House events and supporting the Student Action Group and STRIVE 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.

## Student Action Group

The Student Action Group develops leaders who display enthusiasm, commitment and responsibility. These students have gained the respect of their fellow students and teachers and are able to demonstrate and sustain an exceptional behaviour record and commitment to the School through academic and cultural involvement. Each year students from each year level are elected to the Student Action Group. Members of Student Action meet weekly.

# Expectations of Our Secondary School Students

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## 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.

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. 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. 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.

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:

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

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.

## School Dress Code

	BOYS	GIRLS
Shirts	White Secondary school shirt with striped trim, tucked in at all times	School shirts must have buttons sewn in to accommodate the senior school tie and sit comfortably over the top of the shorts
Dress		Navy striped school dress with white collar and tie, worn at knee length
Pants	Long navy trousers, worn on or above the hips	
Shorts	Navy formal school shorts may be worn in Years 6 - 12. Must be worn on or above the hips	Navy formal school shorts may be worn in Years 6 - 12. Must be worn falling above the knee
Belts	Plain black school belt, worn appropriately on the hips	
Socks	Ankle length standard white AIS school socks when wearing shorts/dress. Black socks if wearing long trousers	
Shoes	Regulation plain black leather school shoes must be worn. They must be clean and polished. Black runners are not permitted as school shoes. Girls may wear Mary-Jane black leather school shoes	
Ties*	Striped school tie must be worn at all times*	School tie must be worn at all times*
Hats	All students must wear a hat if playing outside and during PE lessons	
Jumpers	Navy knit school jumper. Students are not permitted to wear the jumper around their waist	
PE	The school PE uniform is to be worn for all PE lessons. House shirts may be worn for PE lessons, as advised by PE staff, in all PE lessons and school carnival events. Appropriate running shoes must be worn, not skater shoes e.g. Vans or Converse	
Hair	<ul style="list-style-type: none"> <li>• Neat and tidy hair cut (short)</li> <li>• Above collar length (pony tails not permitted)</li> <li>• Fringe clearly out of face</li> <li>• Only natural hair tones accepted</li> <li>• No extreme hairstyles</li> <li>• Limited use of hair product</li> <li>• Facial hair (beard, moustache) not acceptable</li> </ul>	<ul style="list-style-type: none"> <li>• Neat and tidy hair cut</li> <li>• Fully tied back if shoulder length</li> <li>• Fringe clearly out of face</li> <li>• Hair ties, headbands and clips must be navy, black or white in colour</li> <li>• Only natural hair tones accepted</li> <li>• No extreme hairstyles</li> <li>• Limited use of hair product</li> <li>• Coloured synthetic extensions/beads not permitted</li> </ul>
Jewellery	Only the following items are permitted: <ul style="list-style-type: none"> <li>• Watch</li> <li>• Medical alerts</li> <li>• Earrings are to be plain small round gold/silver studs or small round sleeper earrings to be worn in ear lobes only, one earring per lobe (no additional plastic studs permitted)</li> </ul>	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 to be worn in ear lobes only, one earring per lobe (no additional plastic studs permitted)</li> <li>• Watch</li> <li>• Medical alerts</li> <li>• No make-up or nail polish to be worn</li> </ul>
Confiscated Jewellery	Teachers have the right to confiscate jewellery that does not meet the AIS dress code. It will only be returned at the end of each term. Students will need to collect this from the Secondary Secretary	
Tattoos	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	
School Bag	Navy AIS school bag, free from graffiti	
Mufti	Each year the school has several mufti days which often follow a theme. Regulations and themes are variable, but students are required to dress appropriately (no singlets, mid riff tops, short skirts or shorts). Enclosed shoes must be worn for all practical classes	

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.

\* A grey tie is to be purchased and worn by School Captains and Student Action members.

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

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## Overview

All students in the Secondary School are required to have a MacBook (Air or Pro). Parents may lease the laptops through the School or may BYO device. 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 strategy is a radical change in pedagogy – what we teach and how we teach it, interactions, networking, resourcing, communicating, assessing and use of on-line applications. The future focus for technology is a fundamental shift in the way we facilitate learning.

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.

## ICT Three Strikes Policy

All Secondary School students are expected to adhere to the AIS ICT 1-1 Laptop Agreement and AIS ICT Responsible Use Agreement at all times. Any actions by students which are not in support of these agreements will be recorded by the School. A '3 –strike' policy is in place whereby if students have been recorded as using ICT unethically on three occasions, they will be required to return their laptop to the ICT department for a determined period of time. Students will be placed on an interim program where they are provided with a Corrections laptop which they will be required to collect from the ICT department (level B3) each morning and return each afternoon. The Corrections laptop will be identified using a coloured contact top and will be locked down (limitations will be placed on it).

An ICT infringement is an incident where a student uses ICT in ways that do not support the AIS ICT 1-1 Laptop Agreement or AIS ICT Responsible Use Agreement. This is considered to be unethical behaviour. In order to promote and develop responsible use of information and communication technology (ICT), students are expected to adhere to the rules and guidelines outlined in these agreements, which each student and his/her parent/ guardian signed in order to use the school-provided ICT.



# Communication Between School and Home

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## 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 STRIVE 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 – Student Well-Being for well-being 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 STRIVE 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>

## 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)

## Google Classroom

Secondary School Teachers will use the Google Classroom as the main area for providing students with all information including learning activities, assessment details and homework related to their subject. At the beginning of the school year, parents will receive a link through their child's STRIVE teacher inviting them to sign up for Google Classroom updates for subjects that their child is enrolled in. These updates will provide parents with an overview of the teaching and learning in their child's class. Parents of students who join AIS throughout the Year can request a link from their child's STRIVE teacher.

## Help Us Grow

The School also has a structured survey program. We encourage our parent community to communicate with the school - openly and honestly – what it is going well and where we can improve. The Help Us Grow program 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 Community Engagement and whole school experience. Through the program, the School will regularly survey parents to gain feedback on their day-to-day experience, and of specific aspects of school life. The feedback will help the School to identify the changes that need to be made to delight parents, earn their loyalty and encourage their recommendation.

## Student Organiser

Students in Year 6-8 will be issued with a student organiser and expected to maintain its use unless they can provide evidence of an online, well maintained method of communication.

Students in Years 9 -12 will have the option of a student organiser. Students in Years 9 -12 will be expected to demonstrate either the use of the student organiser or an online method of organising their work

All Students are expected to maintain a system of organisation.

## **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 Afternoons are held for Year 6-12 students. Parents will have an opportunity to meet the Head of Year, STRIVE 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.

# Student Health & Medical Services

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## Health Centre

Two clinics are accessible by students and parents – one is located at the front of the Main Campus near Reception (Nurses Room) and the other is located at the back of the gymnasium complex, next to the Lower Elementary School undercroft (Health Centre). Nurses are on duty during the School day to attend to First Aid and to assess students who become unwell at school and to provide support to parents and students.

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

### Opening Hours:

Health Centre

Monday - Friday 7.00am - 6.00pm

Nurses Room

Monday – Friday 7.30am – 4.00pm

## Medical Information

All families new to the School are required to complete a Medical Information and Consent Form. This should be completed and returned to the Admissions Department on Level 4 of the Lower Elementary School building as soon as possible (prior to the student's commencement at the School). This information is recorded and used as a reference when your child attends the nurse. Teaching staff will be informed of special health needs. If there are any changes in a child's health status, it is the responsibility of parents to inform the School.

## Medications at School

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

occasional or regular medication at school need to deliver the medication and the Request to Administer Medication Form to the nurses. This form is available from the Health Centre, the Nurses Room or on Connect AIS.

If a child presents to a nurse and has been assessed as requiring pain relief, with your consent, nurses can administer paracetamol. Consent is given on the Student Health Declaration

## Emergency Contacts

Accidents do occur. In any emergency, the 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 Records Administration via email to [records@ais.com.sg](mailto:records@ais.com.sg).

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 Home Group teacher, the Nurses and the Secondary School Secretary of the emergency contact details during your period of absence.

## 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 Student Health Declaration Form you will need to meet with the nursing staff for a Health Needs Assessment. It is best to have all health needs attended to 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 asthma or known allergies are required to arrange to see the nurses. A Health Needs Assessment will provide the information that will assist in compiling a school specific Emergency Response Plan (ERP).

These assessments provide us with detailed information relating to the child's current treatment, symptoms, triggers, maintenance treatment, and emergency treatment. With parents' permission, the ERP will be displayed in areas according to need. The ERP will be reviewed annually. Parents may be asked to provide the School with medication. All medication should be clearly labelled in English and in supplied in the original containers with the students name clearly marked. It is the parent's responsibility to maintain in-date supplies. The School requires each child prescribed with an EpiPen to have two pens for use at school. A third EpiPen will be required for overseas residential trips.

The Allergy & Anaphylaxis Support Group is a voluntary parent group who provide support not only to parents but who also provide education for staff and students in the AIS community. For further details, please visit the Health Centre or Connect AIS.

## **Nut Minimisation**

The School has a Nut Minimisation Policy. Nuts and nut-based products, or products which may contain nuts are not to be brought to school - this includes peanut butter and Nutella.

## **Immunisations**

It is a requirement by the Ministry of Education in Singapore that students must be immunised prior to entering a school in Singapore. You are required to provide your child's full immunisation record at the time of enrolment. Parents are expected to continue the immunisation schedule for their country of origin. The School does not provide these services.

## **No Smoking**

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

# General Information

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## Access to the School

The School has three main entry gates. Gate 1 accesses the Main School Building, Gate 2 the Peter Bond Senior School and Gate 3 the Lower Elementary School and Preschool. Gates 1 and 2 lead directly to Lorong Chuan; Gate 3 is accessed from Chuan Lane.

Gate 2 is the main bus access and is closed to student, staff and parent access from 7:30am to 4pm daily. During the day, parents and students are asked to access the Secondary and Upper Elementary Schools through Gate 1 and the Lower Elementary School and Preschool through Gate 3.

The School's main reception is located at the front of the Main School Building at Gate 1. The School's Admissions Department is located at the Lower Elementary School building at Gate 3.

The School is open to parents during school hours, however, for security reasons, if there is a need to see a student or staff member we ask that you report to the main receptionist (Gate 1) who will direct you to the most appropriate sub school secretary. The School is also open in the afternoon for co-curricular activities and in the evenings for school events. The School is generally closed during school holidays and on weekends unless a prearranged appointment has been made with a member of staff. The Uniform Shop is open at selected times during the school holidays and parents may enter to purchase uniforms during these times.

## AIS Parents' Association

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

- To promote community spirit in the Australian International School and to encourage parents to be active in the school community
- To support the fundraising activities of AIS students and assist general in matters concerning the welfare of students at AIS
- To provide a forum for the free exchange of views and ideas between parents and the Leadership Team
- To act as a link between the business community and the School

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

AISPA strives to create a sense of belonging for all AIS Parents in Singapore, providing 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 home. AISPA events are a focal point throughout the year to draw families together at the School for fantastic fun. AISPA pinpoints areas of special needs and interests within their community and groups are growing to support these. AISPA also 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.

Supporting these representatives is the AIS Parents' Association Class Parent Coordinator. Teachers are aware of the role of Class Contacts and value them as a link between the School and parents.

The role of Class Contact is a voluntary position with the aim of fostering community spirit. It is not expected to be a go-between between the class teacher and individual parents. Should there be any individual concerns, these

should be raised with the class teacher directly.

For further information about the AIS Parents' Association or the dates of specific parent events is available on Connect AIS.

## **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 drills at regular intervals throughout the year. Any parent who is on-site during an emergency evacuation is requested to follow the directions of AIS staff and/or to leave the building through the designated exit, not to collect children and leave.

## **Exit Forms**

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

## **Fee Payment**

The school fee includes Curriculum Material fee, Fee Protection Scheme Insurance Fee, Medical Insurance Fee and Parent's Association membership. Tuition fees are payable before the student joins the School and then prior to the start of each semester.

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

## **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 per semester basis and are to be paid in advance of the semester commencement.

Upon the provision of notice of withdrawal, on or before 19 October in relation to students due to commence during Semester 1 (January to June); or on or before 13 April for students due to commence in Semester 2 (July to December), there is a maximum refund of 100% of that semester's 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.

## 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  
International  
School**

Globally focused, distinctly Australian

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