



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

**ISS Primary School  
Student-Parent Handbook  
2022-2023**

Revised August 2022

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# INTRODUCTION

We would like to offer you all a very warm welcome to the Primary School at ISS.

Whether you are new to the school or have been part of the ISS family for many years, we are sure that you and your children will, like me, be looking forward with excitement to the 2022/23 academic year.

At ISS we ensure that, for every child in our care, we 'educate to make a difference.' A vital starting point to make this difference is to get to know all of our ISS families so that we can work together to move every child from where they are to places they never dreamed they could be.

We look forward, over the coming months, to getting to know all of you and to develop the partnerships between home and school that will allow your children, our students, to be happy and enthusiastic learners, who are confident in using their knowledge and skills to make a positive difference to their own lives and to the world around them.

Welcome!

Dharshini Jeremiah and Fiona Edwards  
Academic Director of Teaching and Learning and Academic Director of Pastoral

## ISS VISION STATEMENT

**'Educating to make a difference'**

## ISS SCHOOL MISSION

We support students to realise their potential by nurturing and inspiring them to act with care, think globally, and create sustainable change.

### OUR PROMISE

Realising potential - We believe in your child as much as you do. We see potential in each of our students and we are passionate and committed to ensuring that your child reaches his or her full potential. Our approach to education is inclusive, nurturing and empowering. We want to make a positive impact on the lives of our students and their families.

## BELIEFS AND VALUES

We believe:

- in developing independent thinkers to achieve academic excellence through, the application of knowledge, effective approaches to learning and purposeful inquiry.
- In developing confident and reflective global citizens that approach new experiences with an open mind, a balanced approach and a sense of wonder.
- In nurturing a caring, inclusive, principled environment, built on mutual respect and communication that promotes diversity and genuinely values each individual's uniqueness.

### Strategic Objectives

*'Educating to make a difference....'*

In keeping with the mission, vision and values of the school, ISS aims to help each student reach his/her potential by maintaining an inclusive, nurturing and empowering learning culture.

An ISS education occurs within an **inclusive learning culture that nurtures all learners**, differentiating instruction to empower them with the range of competencies and characteristics they require to become **skillful, active** and **fulfilled** global citizens.

An ISS education empowers all learners to become skillful **thinkers and creators**. Learners who are able to both **pose and solve problems**, using **multiple forms of literacies**. Learners who can **manage their own learning** and **collaborate** with others to achieve shared goals. Learners who can apply their learning to new situations with **creativity and innovation**.

An ISS education inspires all learners to become **active, socially responsible** global citizens with an understanding of their responsibilities within their **local community** and as **global stewards**.

An ISS education nurtures all learners enabling them to be fulfilled individuals. Learners who move through life with a **growth mindset** and an **entrepreneurial passion** for encountering the opportunities that await them.

*An education that makes a difference by developing learners who are able to make a difference.*



## International Baccalaureate Mission

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.

### The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

**Inquirers:** We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.

**Knowledgeable:** We explore concepts, ideas and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We

work effectively and willingly in collaboration with others.

**Principled:** We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

**Open-minded:** We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and the environment.

**Risk-takers:** We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

**Balanced:** We understand the importance of intellectual, physical and emotional balance to achieve personal well being for others and ourselves.

**Reflective:** We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

## **ADMINISTRATION AND ORGANIZATION**

### **Administrative Structure**

#### ***The School***

*ISS International School* is a privately owned K-12 school that provides an international education, resulting in qualifications for university entrance throughout the world.

*Director of Academics Teaching and Learning K-12*

*Dr. Dharshini Jeremiah*

*Director of Academics Pastoral K-12*

*Fiona Edwards*

*Deputy Director of Academics Teaching and Learning K-12*

*Chris Garden*



*Deputy Director of Pastoral K-12*

*Kelly Millar*

*Head of PYP*

*Ariana Rehu*

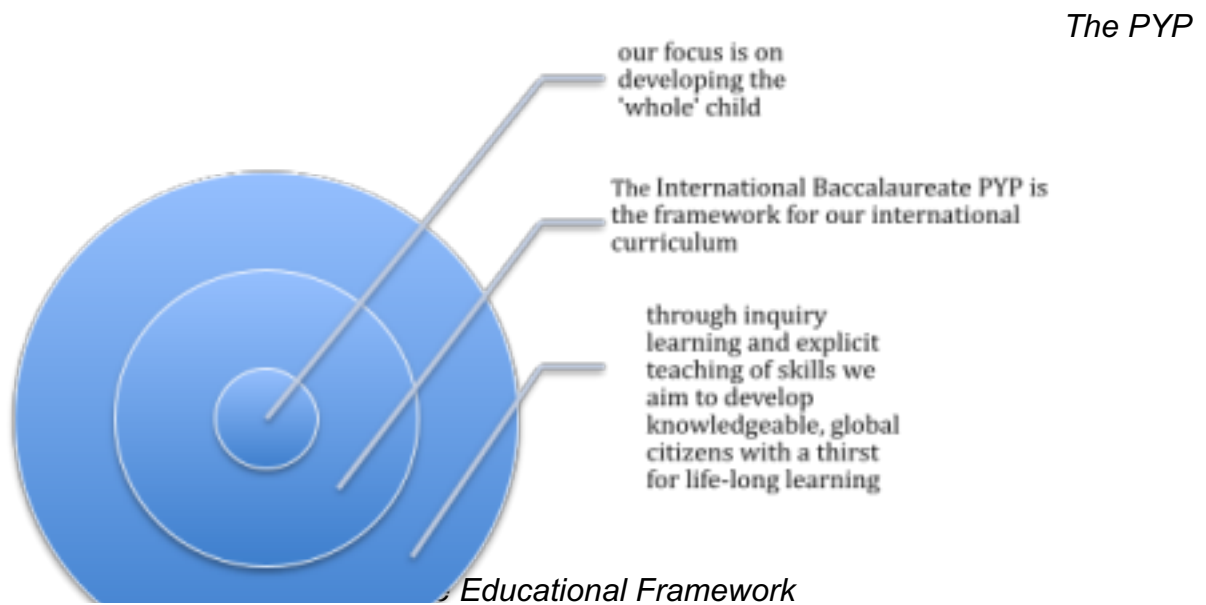
## FACULTY & STAFF --- Primary School 2021-22

Staff Member	Position and Email Address
Dharshini Jeremiah	Director of Academics Teaching and Learning K-12 <a href="mailto:djeremiah@iss.edu.sg">djeremiah@iss.edu.sg</a>
Fiona Edwards	Director of Academics Pastoral K-12 <a href="mailto:fedwards@iss.edu.sg">fedwards@iss.edu.sg</a>
Ariana Rehu	Head of the PYP <a href="mailto:arehu@iss.edu.sg">arehu@iss.edu.sg</a>
Jennifer Lee	Secretary <a href="mailto:hs@iss.edu.sg">hs@iss.edu.sg</a>
Kitty Jarman	K2-G1 <a href="mailto:shannij@iss.edu.sg">shannij@iss.edu.sg</a>
Iris Low	Grade 2 <a href="mailto:irislow@iss.edu.sg">irislow@iss.edu.sg</a>
Miriam Mahapatra	Grade 3 <a href="mailto:mmahapatra@iss.edu.sg">mmahapatra@iss.edu.sg</a>
Anjana Dayal	Grade 4 <a href="mailto:adayal@iss.edu.sg">adayal@iss.edu.sg</a>
Shagun Batlaw	Grade 5 <a href="mailto:sbatlaw@iss.edu.sg">sbatlaw@iss.edu.sg</a>
Jin Yu	Mandarin <a href="mailto:jiny@iss.edu.sg">jiny@iss.edu.sg</a>
Mindy Lin	Performing Arts <a href="mailto:mindyl@iss.edu.sg">mindyl@iss.edu.sg</a>

Cynthia Tan	Visual Arts <a href="mailto:cynthiat@iss.edu.sg">cynthiat@iss.edu.sg</a>
Ariana Rehu	PE <a href="mailto:arehu@iss.edu.sg">arehu@iss.edu.sg</a>
Miriam Mahapatra	EAL <a href="mailto:mmahapatra@iss.edu.sg">mmahapatra@iss.edu.sg</a>
Patricia Winpenny	Learning Support <a href="mailto:pwinpenny@iss.edu.sg">pwinpenny@iss.edu.sg</a>
Berna Sekhon	K-12 Counsellor <a href="mailto:bsekhon@iss.edu.sg">bsekhon@iss.edu.sg</a>
Maricela Navarette	Learning centre/Library <a href="mailto:library@iss.edu.sg">library@iss.edu.sg</a>

# THE PYP

## How is Learning Organized in the PYP Framework?



At the heart of the PYP philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

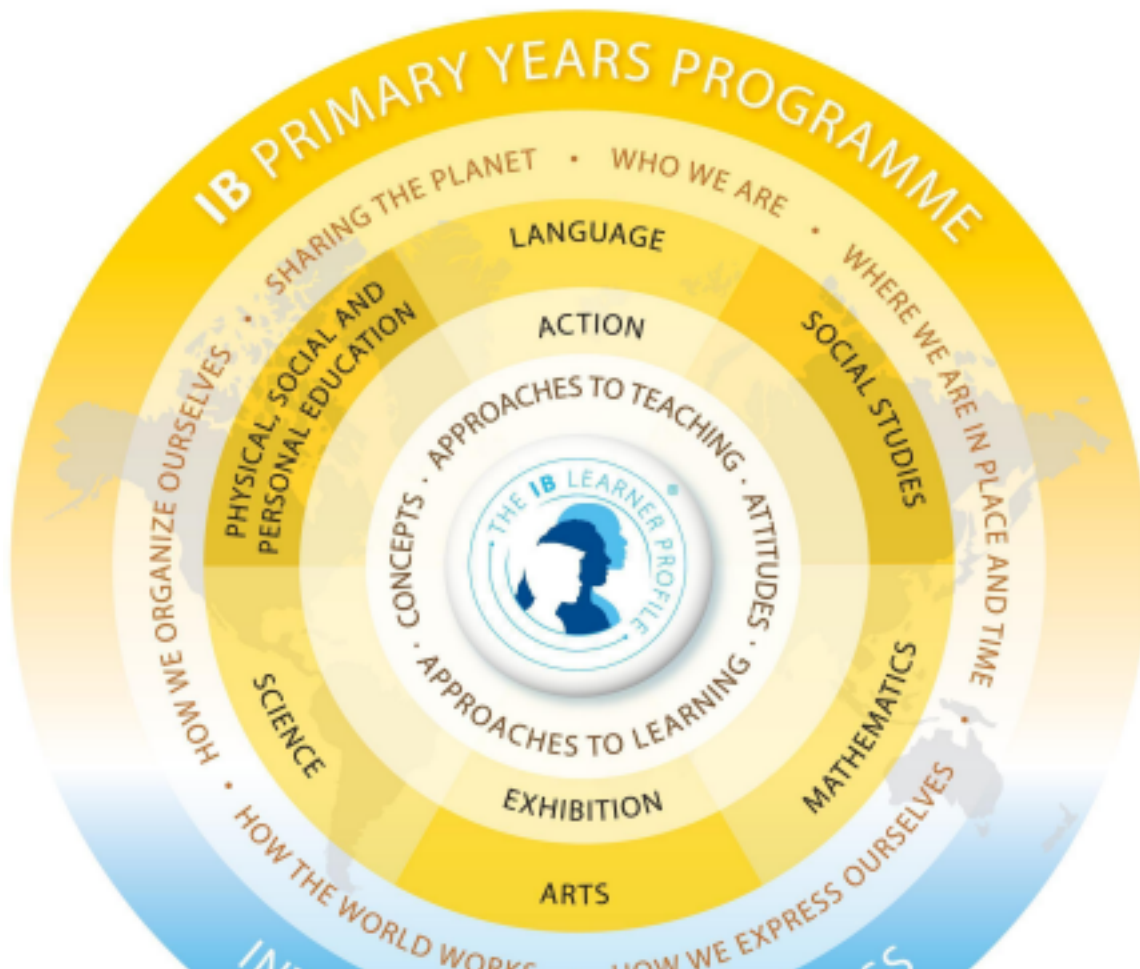
The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, challenging and engaging educational framework for students.

The PYP is a comprehensive approach to teaching and learning with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and assessment practices.

Through the PYP your child will:

- Engage in structured, purposeful inquiry actively being involved in their own learning
- Develop a deep understanding of important concepts through the inquiry approach
- Conduct research into areas which have local and global significance ● Acquire and practice a range of transdisciplinary skills
- Be encouraged to develop positive attitudes towards learning, the environment and other people through the learner profile and attitudes
- Have the opportunity for involvement in responsible action and social service

## How Will Your Child Learn in the PYP?



*An overview of the PYP framework with the Transdisciplinary Skills*

NB More information about the ISS curriculum and our K-12 curriculum documents can be found on the school website:  
<http://www.iss.edu.sg/curriculum/elementary-school/>

### **Programme of Inquiry**

The PYP curriculum is centered on six “Units of Inquiry” at each grade level (four in KG). In order to offer a balanced programme of units at each grade level, the PYP has identified six transdisciplinary themes representing significant knowledge areas. All grade levels study one unit from each of the 12 knowledge areas.

## **The six-transdisciplinary themes are:**

### **Who we are**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

### **Where we are in place and time**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.

### **How we express ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### **How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### **How we organize ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### **Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

***\*The complete programme of inquiry and other PYP documents can be viewed on our ISS Website at [www.iss.edu.sg](http://www.iss.edu.sg). Parent informational sessions will be held during the school year.***

# LITERACY/LANGUAGE LEARNING IN THE PRIMARY SCHOOL

Language is fundamental to PYP learning and is at the core of our entire curriculum.

At ISS, students learn language, learn through language, and learn about language in an environment where they are actively engaged in asking questions and solving problems, making meaning, thinking reflectively and building enduring understandings.

ISS recognizes that the acquisition and control of language contributes to genuine empowerment for individuals in society, and that in order to adequately equip students for success in their lives, it is crucial that they develop proficiency and expertise in speaking, listening, reading and writing in a wide range of modes and registers.

ISS Primary fosters the development of each student's full literacy potential through the integration of home, school and community. ISS believes every student can be successful in literacy and can become an independent reader, writer and speaker. Through carefully planned reading instruction and a **balanced literacy approach**, students will learn strategies that support the continued growth as life-long readers, writers and speakers.

## How is Literacy taught at ISS?

The development of essential literacy skills – reading, writing, speaking and listening is a vital part of a student's literacy development. All students receive an enriched language instruction in which English is the primary language. With the aim to move students from 'supported to independent' learning in Literacy, each day there will be dedicated time given to the teaching of literacy. All teachers will use strategies from the Daily 5 Reading Programme to support best practice.

Teachers will collaborate at grade levels to plan the Language Programme to ensure balance and progression at all grade levels. Using the school's Language Outcomes and Benchmarks document and to provide consistency of approach, standards and expectations. PM Benchmarks (K-Grade 3) and the PROBE Reading Assessment (Grades 4-5) are used to assess student reading levels to ensure appropriate reading instructional level. As the PYP is a transdisciplinary approach, literacy will be incorporated into the Units of Inquiry when authentically possible.

Students are encouraged to take their reading books home daily so that parents can share and support them in the process of reading acquisition. All students have a Reading diary/log, providing an opportunity for parent discussion and support.

All students in grades K-5 will follow the *Six Traits* Writing Programme. Students are taught how to structure their writing around six key components. This Programme also allows teachers to assess student writing on these traits and to highlight areas of improvement. Handwriting is also taught in the lower grades using the D'Nealian approach. All grade levels use the *Words Their Way Word Study Programme*, which ensures a differentiated approach to spelling.

## **EAL (English as an Additional Language) in the Primary School**

A significant component of the Literacy Programme is the EAL Programme. Almost one third of ISS' student body is learning English as an Additional or even third language.

Our EAL programme is designed to give EAL students the support and individual attention needed to succeed in their classes while building their English proficiency. EAL students need to communicate and function academically in a language that is not their mother tongue as well as adjust to a new living and school environment.

Both EAL and classroom teachers work collaboratively and are committed to meeting the needs of all students. EAL teachers meet weekly with the classroom teachers to plan and programme for individual student success. At ISS we believe that English Language skills develop best when students are engaged in learning 'content' linked to their classroom studies and taught in a sequential order. "Language learning in CBEC [content based English curriculum] provides purposeful, meaningful, and authentic opportunities for EAL students (Short, 1993).

Students are encouraged to interact with their multi-lingual peers. Working with their English proficient peers gives EAL students the opportunity to practice and hear proficient speakers, which encourages them to use English and develop their socializing and language skills.

**Our EAL Programme:** At ISS there are two levels of EAL support, *Withdrawal* classes and in-class *Inclusion* support. The Withdrawal class is for emerging and developing EAL students who have limited or no English proficiency and is conducted at the same time and frequency as Mandarin. In-class support is given once the student has a level of English that allows the student to engage in classroom activities in the language, but with teacher support.

**Fees for EAL Support Services:** Each semester a fee is charged for the EAL support services and the Finance Department generates this invoice.

Students are continually monitored and assessed in order to determine when they may move into a more independent phase of language development or to exit the programme.

### **Mandarin**

Learning one of our host country languages is an essential component of the PYP. It is also important in that acquiring languages enriches cognitive functions and leads to greater international understanding and an appreciation of other cultures. English is the language of instruction at ISS, and we offer Mandarin to all students from KG through Grade 5. In the early years, Mandarin focuses on learning basic communication skills through oral practice, engaging the students in speaking and listening activities. Starting at Grade 3, Mandarin is leveled into groups in order to meet the differentiated learning needs of the students. Whenever possible, Mandarin instruction is integrated into the Units of Inquiry, however it is also a key aim to develop a basic foundation in the language.

## **Primary Student Support Services**

ISS International School aims to serve all children who can benefit from our programme, given the resources available, while acknowledging the contributions made by the diversity of learners to our learning community. We believe that children have unique characteristics, interests and learning abilities and that students respond best to

educational programmes that are developmentally appropriate and meet their individual needs.

The PS Student Support Programme aims to provide a model of services that match students' particular needs: remedial, learning challenges and enrichment. The Learning Support staff includes teachers with training in Special Education. The Learning Support staff works in coordination with the Student Support Team in order to respond to referrals and provide informal assessment, programmes and services for these students. Students identified for Learning Support Services will receive differentiated instruction in their own classrooms and/or in the Learning Support resource area, depending on their individual needs and the availability of services.

### **Admissions of students requiring learning support**

While ISS is a non-selective, inclusive school. There are cases where it is felt that the school does not have the resources to fully cater for a child's learning needs. The Principal is in these cases authorized, in accordance with the Student Support Guidelines, not to accept students for whom the school feels it is unable to provide sufficient support.

ISS is committed to ensuring the success of every student and it is towards this goal that, where appropriate, we request parents to respect our recommendation of an assessment of their child's learning needs. Where necessary, outside service provision at an additional cost to the parents may be recommended. It is important to note that we have limited learning support available and that students with mild learning needs should be able to function in a mainstream class. If over a period of time, needs emerge which are beyond the resources that the school can provide, a more appropriate educational setting will be recommended.

**Fees for Learning Support Services:** Each semester a fee is charged for the Learning Support services and the Finance Department generates this invoice. You can find information for Learning Support on our school website:

<http://www.iss.edu.sg/school-life-services/learning-community/learning-support/>

### **Literacy Support**

Our students bring diverse linguistic backgrounds and ways of learning how to read and write. To help them acquire the needed language skills to be successful in their educational programme, the literacy support teacher will collaborate with teachers to provide both extensive supports in these areas, as well as developing enrichment strategies for those students who need to further their instruction. The literacy support teacher will work both in classrooms and may pull out students for individual or group instruction.

## **MATHEMATICS**

The goal of the PYP Mathematics curriculum is to structure mathematics education so that children experience the enjoyment and fascination of mathematics and see the value and importance of it as they gain confidence and skills. We believe that all children need to be comfortable with a broad range of mathematical ideas as well as arithmetical operations. Students will gain essential understanding and see relationships in the



mathematical areas, which represent the main strands of the curriculum:

- Shape and space
- Measurement
- Number
- Pattern and function
- Data handling

Special emphasis is placed on mathematical literacy, mental maths and problem-solving experiences, their applications, and the importance of communicating mathematical ideas effectively. We believe it is important that students acquire mathematical understanding by constructing their own meaning, through ever-increasing levels of abstraction. It is expected that children will apply previously learned knowledge as they progress through the mathematics curriculum. Moreover, it is fundamental to the philosophy of the PYP that, since it is to be used in context, mathematics is taught in relevant, realistic contexts, rather than through an attempt to impart a fixed body of knowledge directly to students. The curriculum reflects high standards for mastery of specific grade level objectives. All grade levels use *Math Investigations* as the programme foundation and this is supplemented with other maths resources.

## Visual Arts

The ISS Visual Arts programme runs concurrently and in collaboration with many of the PYP Units of Inquiry, however it may also take its own path. Students use all of the learner profile attributes across the year in diverse art based activities. There are opportunities to try different materials and apply them in different ways, ranging from abstract, expressionistic and experimental methods, to traditional drawing, painting and model making skills. Students aim to develop a range of skills through observation, demonstrations, experimentation, practice and being introduced to different art forms and approaches. They are encouraged to develop confidence in applying verbal, physical and visual communication skills. They explore and express ideas as well as debate and analyze concepts through group and individual work.

## Physical Education

Physical Education (PE) offers children the opportunity to explore the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve simple problems, tackle appropriate physical challenges, manipulate equipment or apparatus, and express themselves in a range of situations. Children will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. Children will become aware of safe behavior practices when engaging in physical activities, recognize the importance of fair play, cooperative behaviors and the ability to function as part of a group. Children will be introduced to some of the ways exercise affects their bodies.

The swimming programme takes place over a eight week period. Students are bused to a nearby swimming complex. Students wear their PE uniforms on days when they have scheduled PE. On swimming days, they will bring their swim wear and change at

school or at the pool.

## Performing Arts

Performing Arts is an essential part of the PYP and commences at the Kindergarten level.

Through the performing arts programme, students will have the chance to play different types of instruments, to sing and compose music, to act and to dance. An emphasis is placed on learning about performing arts from diverse cultures and time periods. Performing Arts is sometimes linked with the class Unit of Inquiry, but where a natural link does not present itself, it is taught as a stand-alone unit.

All children take part in a collaborative performing arts production once a year, as well as ad hoc performances in assemblies. Performing in this way helps the children build confidence and further develop cooperation skills.

Extra curricular activities, such as a choir, are also offered to enhance the performing arts.

## Technology in the Primary School

Technology in the PYP encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. Technology provides opportunities for the transformation of teaching and learning and enables students to **investigate, create, communicate, collaborate, organize** and **be responsible** for their own learning and actions. Technology allows students to make connections and reach a deeper understanding of its relevance and applicability to their everyday lives. Through the use of Technology, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

The Primary School uses iPads, Chromebooks, and Macbook Pros in our learning and teaching environment.

Each family entering ISS agrees to a 'Responsible Use Agreement' policy that guides our students in using technology appropriately and safely. **We encourage parents to communicate with us and to seek support from the school and at any time when issues regarding safe use of technology arise.**

## ASSESSMENT IN THE PYP

The purpose of assessment is to improve student learning.

### For students

Effective assessment enables students to improve their own learning by:

- giving ongoing opportunities to demonstrate what they have understood
- giving effective feedback to understand their own progress and plan the

next stages of their own learning

- giving ongoing opportunities to understand learning goals and criteria for success
- giving ongoing opportunities to share reflections with peers
- giving ongoing opportunities to build confidence and self-esteem
- giving the motivation to set and achieve goals.

### **For teachers**

Effective assessment enables teachers to improve student learning by:

- enabling them to determine degrees of prior knowledge before connecting new learning
- enabling them to ascertain degrees of understanding at various stages of the learning process
- enabling them to plan the next stages in the learning process
- enabling them to make informed decisions on how to adapt and improve their teaching practices.

### **For parents**

Effective assessment enables parents to support their child's learning by:

- providing ongoing information on their child's learning
- providing information to assist their children in planning for the future.

At ISS we use a range of assessment tools and strategies, which include: observations, performance assessments such as presentations, debates and role-plays, product based assessments, quizzes and tests and open-ended tasks. Students are evaluated on assessment tools such as: rubrics (student and/or teacher designed criteria), benchmarks, checklists, and continuums that show progression of achievement.

A *Portfolio* (collection of student work) is kept to share with parents and to demonstrate how students are progressing during the year. Many classes are working to present their progress using *e-portfolios*.

*The PYP Exhibition:* At the end of Grade 5 all students participate in the PYP Exhibition. It is a significant event in the life of a PYP school and student: an opportunity for students to exhibit the attributes of the IB learner Profile that they have been developing throughout their engagement with the PYP and to celebrate their transition from Primary to Middle School.

*Reporting:* As well as the 2 formal reports, your child's progress will be reported to you regularly both verbally and in writing. You are encouraged to play an active role in supporting your child's learning and staying in touch with the teacher throughout the year.

# GENERAL PROCEDURES AND INFORMATION: A-Z



## Absences/Lateness

It's important that students attend school each day. They are also expected to be on time for school and for each class throughout the day.

When a child arrives late (after 8:00), needs to leave school early, or wishes to go home with a friend, he or she must give the classroom teacher a note from the parent or guardian. If you change your school leaving details during the school day, you must contact the school office to let us know the new plans. If you wish for your child to take public transport or walk home independently, we must have written permission from you. This helps us to know where students are at all times. As well, we ask that if you are visiting the campus, please check in with the school office. This helps us to know who is on campus at any time.

If your child will be away from school, please email or phone the school by 7.55 a.m. each day to inform us. If your child travels on the school bus and is absent for any length of time, please notify the bus company.

If you know your child will be absent from school, please email the homeroom teacher. If you know your child will be absent from school for more than 1 day, please email the homeroom teacher.

Should both parents need to be out of Singapore for a short period, the school must be informed prior to your departure. Please provide the school with the name and phone number of the temporary guardian. Helpers cannot act as legal guardians in Singapore.

\*The school is legally obliged to inform the Immigrations and Checkpoints Authority (ICA) of any absence of more than 7 consecutive days by a student on a Student's Pass and if a student is absent for more than 10% of a given school month.

## Action as Service

*Action as Service* projects form an essential component of the Primary School PYP curriculum by helping to develop international citizens, who are able to contribute to issues related to local and global communities through intercultural awareness and understanding. It is our belief that we share a responsibility for helping to make the world a better place for everyone to live in.

The action component of the PYP can involve service in the widest sense of the word: service to fellow students, and to the larger community, both inside and outside the school. Action as Service projects at ISS will model and facilitate action, whilst also allowing scope for students to initiate further action.

## **Goals: Action As Service:**

- Has a learning component through active participation providing opportunities to use skills and knowledge in real-life situations
- Allows a student to develop an awareness of local and global issues and to foster a sense of caring for others and the community.
- Develops problem solving strategies
- Integrates and extends curriculum beyond the classroom
- Provides structured time for students to reflect.
- Allows for continuity and building of relationships with people and organizations, so Action as Service projects or components of the project will be carried over from one year to another as much as possible.

## **After-School**

In the interests of safety, all students should depart school premises by 4:00 pm. The school does not provide after school supervision.

## **Appointments/Communication**

It is very important that you feel you have access to the school should you have questions or need advice. If you need to make an appointment with the class teacher, the most effective way to do this is by email and stating the reason for the visit.

There are times when you feel that you need to discuss an issue or make a comment to the Head of the PYP or the Academic Directors. You may make an appointment through the K-12 Secretary.

## **Arrival Times/School Day**

The school day begins at 8:00 a.m. and runs until 2:45 pm. Students may arrive anytime after 7:30 am and go directly to the playground. **We ask that parents do not arrive before 7:30 a.m. as there is no supervision for students.** Also, we ask that you always drive slowly through the parking lot as you drop off your children for a safe arrival for everyone! The Primary School office hours are from 7:30 a.m. to 4:00 p.m.

## **Assemblies**

Students in Grades KG – G5 attend **assembly** every 2nd Friday. Awards are presented, birthdays are celebrated, and various short presentations and student performances take place throughout the year. Teachers will notify parents when their children are performing or presenting at assembly. Assembly is a time where during the year students who portray specific PYP learner profiles or attitudes are recognized with a special certificate.

# Behavioural Expectations

ISS recognizes that self-discipline and the development of responsibility and judgment is a continuous learning process. Teachers structure a consistent and safe environment for children where we all model appropriate and respectful interactions. The *PYP Learner Profile* form the basis of our behavioural agreements. We also sustain an environment in which mutual respect is a chief tenet and diversity, inclusion, equity, and anti racism are guiding principles.

We also have a *Code of Conduct* in place in the Primary School. This is a simple behaviour plan to guide actions and is called the **5 Be's**.

- Be Caring
- Be a Thinker
- Be a Communicator
- Be Principled
- Be Reflective

The *5 Be's Code of Conduct* strives for:

- Establishing and maintaining a nurturing, safe, orderly and supportive environment
- Providing a consistent, fair process and structure within which students can learn
- Enabling our students to be safe, respectful, honest and responsible
- Recognizing the uniqueness of each student in order to support them in being their best
- Using the PYP Learner Profile to guide our behaviour and actions

You may view the full guidelines at any time by contacting the Head of PYP or the class teacher.

In line with our 5 Be's Code Of Conduct, the belief in our Primary School is that **bullying** behaviour is not acceptable and will not be tolerated. To this end:

- The School Community (students, staff and parents) will work in co-operation towards building and maintaining an anti-bullying ethos in the school.
- The school will provide a happy, supportive and safe environment in which everyone can achieve their full potential.
- Students and adults will feel able to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.
- Students will be valued and respected in the school community.
- Students will be encouraged to become creative, motivated and lifelong learners prepared for an ever-changing, global community.

You may ask the class teacher or the Principal for more information on the Anti-bullying guidelines established in the Primary School.

## **Birthdays**

Birthdays are acknowledged in the classrooms and the Primary School assembly. If parents wish to provide a birthday cake or treats to share with the students in the classroom, they should notify the teacher to schedule a suitable time. We ask that you refrain from bringing in an overabundance of food; especially sugary treats that impact on some children's cognitive ability and behaviour. There is an abundance of research on how sugar can negatively impact a child's health.

If you are planning your child's private party and you do not intend to invite ALL the children from your child's class, please refer to the class telephone list for addresses and personal telephone numbers. We ask that you please email or telephone invitations from home to avoid hurt feelings for those who are not included.

## **Blogs**

Each class has a class blog to give parents an insight into student learning. This will be shared at the beginning of the academic year and can also be found on the school website.

## **Canteen**

School lunch can be ordered through the ISS provider. Menus are distributed every two weeks. Menus and payment for lunch orders can be sent to school in a sealed envelope, labeled with the student's name and class.

## **CPE**

ISS is registered with the CPE ([Committee for Private Education](#)) and therefore complies with all CPE regulations. Please refer to the ISS Regulations Handbook available on the school website for further details. This handbook provides information about all ISS regulations such as our fee protection scheme and other important school procedures, including those relating to the withdrawal of students.

## **Curriculum**

The school's curriculum documents can be found on the ISS website

## **Emergency Procedures**

Fire drills and evacuation exercises are carried out regularly throughout the year. Your children will be warned in advance for the first fire exercise at the beginning of the year. Future fire exercises will be carried out without advance warning. Parents visiting the school should make themselves familiar with the fire procedures that are clearly posted

around the school.

## **Extra-Curricular Activities (ECA)**

Extra Curricular Activities (ECAs) are offered for a 8-10 week period in both the first and the second semester. They are organized directly after school and are held on the school campus whenever possible. Occasionally, sporting ECAs will compete off campus with other schools. Information regarding specific activities will be sent out at the beginning of each term. We

MS Ariana Rehu (K-5 ECA Coordinator) will be coordinating the ECAs for the 2022-2023 academic year.

## **Field Trips**

Singapore is an excellent venue for supporting the PYP and the educational programme. During the school year, field trips will be taken to supplement and extend learning in the classroom. Teachers will notify parents of upcoming trips and often ask for parent volunteers to accompany the class on the trip. Parent permission for field trips was signed during the Admissions process.

In Grades 3-5 students have the opportunity to take an overnight camp (1 or 2 nights) experience, which is usually aimed at building independence and responsibility. Parents will be well informed of these trips and a parent information session will be organized to answer questions parents may have.

## **Health/Nurse**

The School has a full-time nurse on duty (7:30 a.m. to 4:30 p.m.). The nurse is stationed in the School office area.

New students to ISS International School are required to complete and return the school medical form to the nurse. A physical examination is strongly recommended at least every other year. **It is extremely important that the school be informed of any updates in a physical condition or any special health or medical attention the child requires.** For example, we have students that have specific allergies requiring epi-pens or medication and all ISS faculty and staff will need to be aware of these students and their medical needs. Please make sure that you contact the school nurse if your child requires specific medical attention.

## **Immunization**

Please check your health records and make sure your child has received all necessary immunizations. During the school year, the nurse will be reviewing the immunizations and may contact you to update if needed.

## **Illnesses/Diseases**

As in any school, we often have students with communicable diseases and we will alert you when a student has been diagnosed with such a disease. We will use the local Singapore health guidelines when these cases arise.



## **Medication**

Medication can be brought to school if it is essential to the health of the student. The medicine or accompanying written statement must be clearly marked with the student's name, correct dosage, and parent's signature. This prescribed medicine must be sent to the school nurse's office. The school nurse is the only person who will administer prescribed medicine.

## **Group Personal Accident Insurance for Students**

The school's Group Personal Accident Insurance for Students covers death/disablement/injuries if accidents arise when the injured student is:

- Within the school premises
- Taking part in school activities in Singapore authorized by and under the supervision of the school authorities, and/or
- Travelling to and from school or school activities.

This policy may be reviewed at the secretarial offices in the respective schools. Parents are advised to purchase additional coverage if they feel that the school's insurance is insufficient. Further inquiries can be referred to the Human Resource Office at our Preston campus.

## **Homework**

The school believes that completion of homework assignments, encouraged and monitored by parents, is part of the learning experience. Assignments are set in order to extend learning, reinforce skills, and establish independent habits of study. The amount of homework increases with age and grade level. The following guidelines outline the fundamentals of the homework policy.

### **1. GUIDELINES**

1.1 Homework will be prepared in a way that is:

- Relevant to the school programme
- Appropriate to the student's abilities

1.2 Students and parents should be aware of the expected time of the activity and this will be consistent within year levels.

1.3 Year level information will include homework expectations at the start of each year.

1.4. Reading should be encouraged on a nightly basis, not necessarily confined to school based resources.

1.5 Where method is important an example should be provided for students.

1.6 Work set will be introduced and explained by the teacher and followed up with students at the completion of the task.

1.7 Feedback on student's achievements, difficulties, participation etc will be regularly provided by the teacher, student and parent.

1.8 Under special circumstances more time may be required to complete requirements.

## **2. Implementation**

2.1 Homework will be set in collaboration with all teachers at the year level.

2.2 The timeframe for when homework is sent home and brought back will be consistent across the year level.

2.3 Teachers at each year level will plan relevant activities appropriate to students' abilities.

2.4 Time anticipated for completion of homework tasks (which may include Mathletics, math activities relating to classroom work, Raz Kids, Spelling and unit work) and personal reading (of books selected by the student at their appropriate level)

Homework is set 4 times a week Monday to Thursday:

**K2:** 10 - 15 minutes of reading

**Grade 1:** 10 minutes of homework tasks and 10 minutes of personal reading

**Grade 2:** 15 minutes of homework tasks and 15 minutes of personal reading

**Grade 3:** 20 minutes of homework tasks and 15 minutes of personal reading

**Grade 4:** 20 minutes of homework tasks and 20 minutes of personal reading

**Grade 5:** 30 minutes of homework tasks and 20 minutes of personal reading

2.5 The time suggested for personal reading is the minimum required. It is expected that students will keep a reading log and also complete personal reading over the weekends.

2.6 Teachers will ensure that homework expectations are explained clearly and discuss the completed work with their students.

It is the teacher's responsibility to evaluate the homework and to notify parents if a student is not doing what is required.

**Please consult with the classroom teacher if you have any questions or concerns regarding homework issues.**

## **Learning Resource Centre (Library)**

Our campus has a LRC appropriate to the age range of students. The Primary Librarian will work with each class teacher to develop childrens' interest in books and refine their research skills. On a designated day each week, students visit the library to change their books. The Library Assistant will notify parents when their child has not returned their borrowed books. If a student is unable to return the book after a set period of time, it will be the parent's responsibility to buy a similar book to replace the lost book.

The students also use the LRC throughout the week in conjunction with their class work. The LRC is resourced with computers that have access to the Internet as well as a variety of software related to class Units of Inquiry.

## ManageBac

As part of ISS's continual commitment to improve the learning experience at ISS for both students and parents, we have introduced [ManageBac](#) as our key communication tool.

ManageBac is used by over 1300 IB Schools worldwide in order to provide one integrated place where students, parents and teachers can manage, monitor and communicate about student learning. All parents have a log in to ManageBac.

## Parent Contact/Emergencies

It is essential that parents keep the class teacher and the office informed of any changes to your phone numbers, emails and emergency contact numbers. Each family fills in a form as they enter the school but this data may often change during the school year. In order for the school to be able to contact you at any time regarding your child, please always give this new information to the school.

You may do this by emailing the K-12 Secretary [hsoffice@iss.edu.sg](mailto:hsoffice@iss.edu.sg)

## ISS Primary School Emergency Procedures:

- In case of a serious injury, the nurse or school representative will:

1<sup>st</sup> – call an ambulance/and or transport the child to emergency services at Gleneagles Hospital

2<sup>nd</sup> – notify the parents

3<sup>rd</sup>- call the emergency contact if the parents are not available • If a doctor is required, the nurse or school representative will: 1<sup>st</sup> – call the parents

2<sup>nd</sup> – call the emergency contact if the parents are not available

## Parent Support

The Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. The research shows that the more intensively parents are involved in their children's learning, the more a child achieves and works to his/her potential. Further, parent involvement is positively related to benefits other than student achievement. These benefits include attitude toward school or toward particular subject areas, self-concept, motivation, classroom behaviour, time spent on homework, and expectations for one's future.

Given the importance of parent involvement, ISS expects parents to support their child's education in the following ways:

## Support the developmental needs of your child

- Be patient and supportive.
- Do not compare your child with others. Each child is unique and learns differently.
- Make sure your child gets enough sleep (8-10 hours per night) and eats nutritious, balanced meals, especially breakfast.
- Be open to discussion of your child's academic, as well as, social, and personal successes and struggles.
- Communicate to your child that his/her effort, progress, and achievement are equally valued. Students will do their best by doing their own work.

## Establish a Family Culture of Learning

- Ask your child about his/her school day. Ask about the day's lessons and what your child learned. Show an interest as your child describes the school day. Share your own learning experiences and show your child resources that you may have in your own home that relate to your child's learning experiences.
- Ask your child what homework he/she has to do each evening and offer your help and support.
- Provide a quiet and comfortable space and time for your child to do homework.
- Encourage your child to bring home books to read from the school library.
- Set aside at least 20 minutes a night for the whole family to read together or independently, in English or in your native language. Take some time to discuss what you are reading.
- Encourage your child to write letters to family and friends.
  - Communicate the importance of education and school attendance to your child.  
Arrange family holidays around the school calendar.

## Parent-Teacher Conferences

3 Way Conferences involving the parent teacher and student are held twice a year, one in October and one in February, for grades KG through Grade 5.

In addition, in April there is a **Student-Led** Conference where students will present selected pieces of work to discuss with parents and will demonstrate activity-based learning. Students will reflect and analyze their work samples, demonstrating knowledge and progress in the program.

The purpose of these conferences is to discuss student progress and to plan appropriate methods for maintaining or improving the present standard of achievement. Classroom teachers will arrange appointments for these conferences.

We encourage parents to contact teachers at any time to discuss their child's education.

## **Parent ID**

All parents will be issued with ID Cards. **ID Cards should be worn by all adults on campus at all times.**

## **Parent-Teacher Association (PTA)**

The Parent-Teacher Association (PTA) was formed to facilitate communications between parents, teachers, and the school. The aims of the PTA are:

1. To promote the well-being of the school
2. To organize activities for members
3. To encourage a positive rapport between the school and the home

You will receive information from the PTA at various times throughout the year. All parents are members of the PTA and your participation can be of great support to the students at ISS, so we encourage you to become involved.

Each class has a parent representative who assists in organizing activities for parents in relation to class needs. ALL parents are requested to provide a contact telephone number and home address for the class list to assist communications related to your child. Additionally, a school list is maintained regarding special interests or areas in which you would like to participate. Please let us know how you would like to be involved in school life.

## **Personal Property**

Please label all the items that students bring to school to help ensure that items can be returned if they are misplaced. Please check in the lost and found box situated in the ground floor kitchen area for misplaced items.

We ask that students do not bring expensive toys or fragile objects to school. If teachers request these objects, they will remain in the classroom. If personal items become a distraction or annoyance in the classroom, they will be taken and returned when the student is dismissed from class at the end of the school day. Students are also asked not to bring money to school unless there is an organized event.

## **Report Cards**

Report cards are issued via ManageBac two times during the school year, in December and at the end of the school year.

The purpose of the report card is to:

- Interpret student achievement and effort relative to the student's abilities
- Highlight areas of merit or concern
- Strengthen communication between the school and the home

You are encouraged to discuss the report card with your child and to contact the class teacher should you have any questions or would like to discuss it further.

## School Supplies

The classroom teacher, as needed, gives students in grades KG through Grade 5 various general school supplies during the school year. These supplies are included in the school fees. On certain occasions, teachers may ask parents to provide certain snacks, etc. for a class celebration.

## Snack/Lunch

During the course of the day, each student will need a snack for mid-morning break and a lunch. Students in Grades KG – 5 may order a hot lunch through our canteen service and this is done through the office on a monthly basis. Menus will be sent home with students for each four-week period. Students may also bring a packed lunch from home if they wish. This will be stored in the refrigerator situated in each classroom.

We ask that students bring nutritional snacks and lunch foods. Eating sugar and processed foods can have a detrimental impact on some children's cognitive ability. We appreciate your concern and care in this issue.

All students need to have several drinks for this hot, humid climate and many students bring a filled water bottle, which they can re-fill at school. Water is an essential element for this hot and humid weather! Children should wear their hat for outside play.

## Special Events

**PS Sports Day:** In Term 4 all students will be involved in organized sports events. This will be held off-campus and students will be bused to the venue. Parents are invited to attend and to help with the events if they wish.

## Student Leadership Team

Acting as a Student Leader presents a unique opportunity for young students to learn organization, leadership and teamwork skills. Student leaders plan various activities and action for the school and individual classes, with the aim of improving the learning environment for students.

Students from Grades 1-5 will have the opportunity to apply to become an active member of 'Student Voice' at ISS. Interested students will complete a proposal for a particular action which will be considered by a committee, and student leaders selected.

Upon selection, the Student Voice will participate in an Extracurricular Activity in which they will carry out action and activities to improve the school.

Grade 5 students will also have the opportunity to take on student leadership roles as House Leaders.

Acting as a Student Leader presents a unique opportunity for young students to learn organization, leadership and teamwork skills. Student leaders plan various activities and actions for the school and individual classes, with the aim of improving the learning environment for students.

## **Teaching Assistants (TAs)**

Teaching assistants provide valuable support to teachers and students throughout the Primary School by supporting the learning environment in the classroom. The overall responsibility of the TA is to assist in the social and educational development of students under the guidance of class teachers and the Head of the PYP. The TA supports the class teacher in implementing school programmes and in performing duties as requested by the classroom teacher.

## **Telephone**

If students must contact home, they may use the telephone in the office after gaining permission from a teacher/secretary to do so. The use of the telephone will be restricted to important issues. If you need to leave a message for your child, the secretary will take the message and will pass it to the student at a suitable time.

Student personal telephone use: If students in the Primary School do carry a mobile phone, we ask that they remain in the student's bag until the end of the day. Should a student need to talk with a parent, the request must go through the teacher and then a call can be made in the school office.

## **Transportation**

Busing can be arranged by contacting the school-approved bus company: Bus Contractor: Mr. William @ 9663-6100. CKY Transport Services. Email: [\*\*schoolbus@iss.edu.sg\*\*](mailto:schoolbus@iss.edu.sg)

Parents may make other arrangements in order to ensure that their child arrives and leaves school at the appropriate times.

Buses will depart from the school ten minutes after classes are dismissed. If children are not using the bus services, parents must arrange to have them picked up within this ten-minute period.

If a student who regularly commutes by school bus intends to use alternative transportation on a given day, please ensure that a note is sent to the classroom teacher.

Please address any concerns regarding the school bus service to Mr. William at 9663-6100. You may also contact the School Principal or Primary Office for assistance.

**The Primary Student Council has developed the following agreements for student behaviour while on the bus:**

We would like our bus trips to be enjoyable and safe for all who ride on them.

Therefore at ISS we:

- always sit with our seatbelts on
- listen to and respect any adult giving us instructions
- Speak quietly
- do not eat or drink on buses
- keep our hands to ourselves
- use appropriate language
- tell bus workers if there are any problems

Parents will be contacted when students are having behavioural challenges on the bus. There is a system for reporting bus issues each day to the class teacher or the Principal.

## School Attire

Uniforms are required in the styles and colours prescribed by the school. Students should be in uniform within one week from the date they start school. Uniforms can be ordered online via [ISS website](#).

**Shoes:** Children are expected to wear sensible shoes as part of their school uniform and for safety reasons. These must be close-toed. No sandals or 'cros'.

**Jewellery:** Lower School students are not encouraged to wear jewellery other than a wristwatch. Children with pierced ears need small, non-dangling earrings. In the interest of safety, no jewellery may be worn during P.E. class. No Apple watches or watches with cameras please.

**Physical Education:** Uniforms are also required for the PE programme and can be purchased at the above shops. At the beginning of the school year, your child's class teacher will give you a copy of the PE schedule and students should wear their uniform to school on this day. PE classes are held on the premises. Swimming will be held in the first term and students will be bused to a swimming complex, which is near to the school.

**Free Dress Day:** Normally the last Friday of each month is Free Dress Day. On this day students (KG – Grade 5) may wear their regular clothes to school. However, we request that all students wear safe and sensible shoes to ensure that they are safe when playing during break times. Parents will be notified when Free Dress Day occurs.

## Withdrawal from ISS

If you need to withdraw from ISS at any time during the school year, please let the Office know immediately of your withdrawal date. They will pass a *Withdrawal Form* to you that will need to be filled out and returned to the office. You should contact the Accounting Office directly [accounts@iss.edu.sg](mailto:accounts@iss.edu.sg) regarding any financial issues. Full details of the withdrawal policy can be found on the school's website.



