

**Educating to
Make a Difference**



ISS
INTERNATIONAL SCHOOL
SINGAPORE CAMPUS

Primary School Parent-Student Handbook 2026-2027

Revised August 2026



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Introduction

We are delighted to extend a warm welcome to all families joining the ISS Primary School community. Whether you are new to ISS or have been with us for many years, we trust that you and your children are as excited as we are for the start of the 2026-2027 academic year.

At ISS, our mission is to 'Educate to Make a Difference,' and the foundation of this is knowing our families well. By working together, we can help every child grow from where they are now to reach new heights they may have never imagined.

In the months and year ahead, we look forward to building strong partnerships with you, ensuring that your children (our students) become happy, enthusiastic learners who are equipped with the knowledge and skills to make a positive impact on their own lives and the world around them.

Welcome to the new school year!

With best wishes,

Dr. Dharshini Jeremiah
Academic Director,
Teaching and Learning

Ms. Fiona Edwards
Academic Director,
Pastoral

The ISS Guiding Statements

Vision

Educating to make a difference

Mission Statement

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

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 open communication that promotes diversity and genuinely values each individual's uniqueness.

Definition of High-Quality Learning

‘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 **skilful, active** and **fulfilled** global citizens.

An ISS education **empowers all** learners to become skilful **thinkers and creators**. Learners who are able to both **pose and solve problems, researching** and **expressing** their understanding 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.

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.

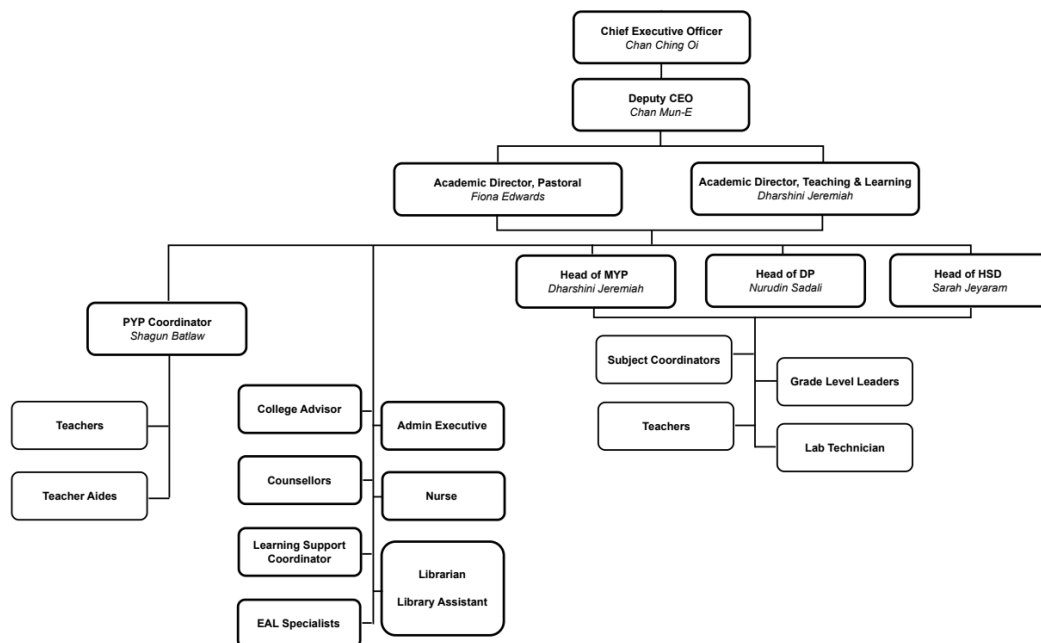
Administration and Organization

Administrative Structure

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

ORGANISATION CHART (ACADEMIC)

ISS INTERNATIONAL SCHOOL PTE LTD



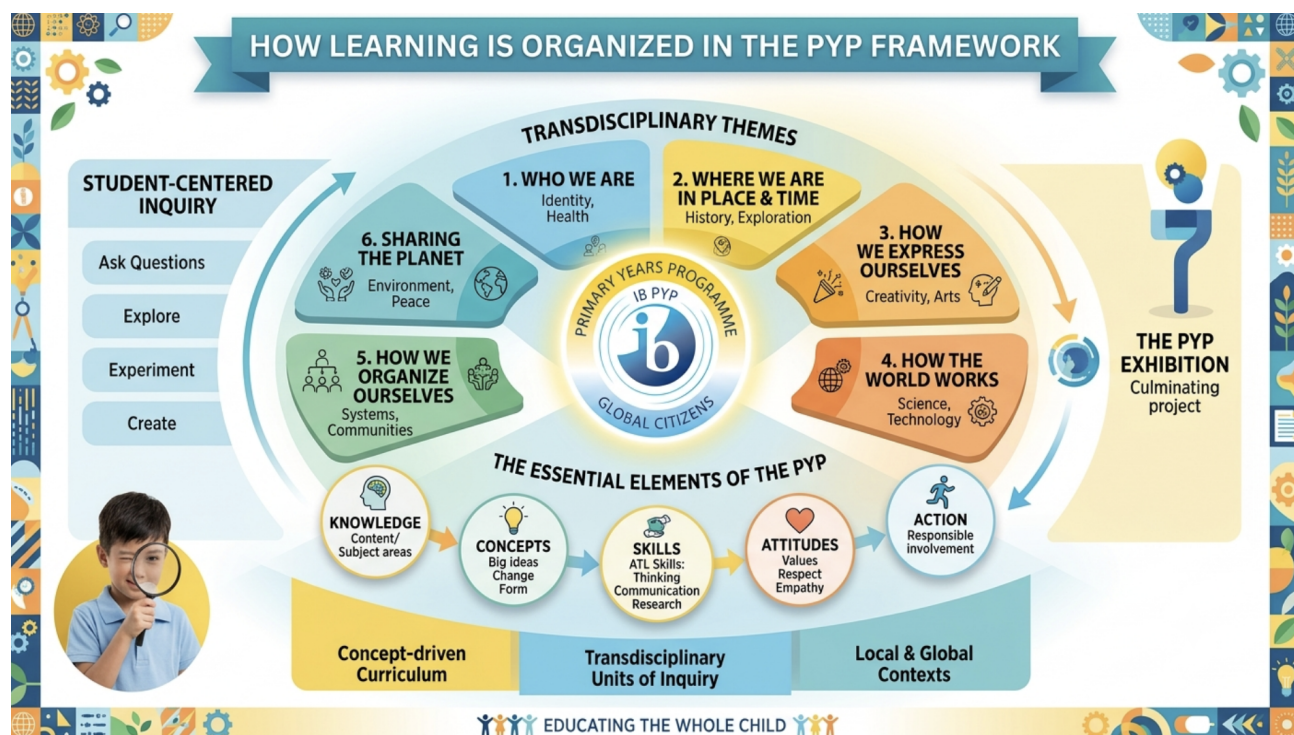
Updated as at 27 June 2025

Primary School Staff 2026-2027

Staff Member	Position and Email Address
Dharshini Jeremiah	Academic Director Teaching and Learning K-12 djeremiah@iss.edu.sg
Fiona Edwards	Academic Director Pastoral K-12 fedwards@iss.edu.sg
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Vivienne Lee	Academic office academicoffice@iss.edu.sg
Erika Elgersma	Grades 1 and 2 Kampong Teacher erikae@iss.edu.sg
Matt Sowul	Grades 3 and 4 Kampong Teacher matthiass@iss.edu.sg
Suzanna Chuang	Mandarin suzannac@iss.edu.sg
Amos Yeo	Performing Arts amosy@iss.edu.sg
Erika Elgersma	Visual Arts erikae@iss.edu.sg
Mohammad Bin Nadzi Abu Sujad	PE nadzias@iss.edu.sg
Kit Ying Ho	EAL & Library kityingh@iss.edu.sg
(Christopher) Jian Wei Wong	Learning Support christopherw@iss.edu.sg
Jermyn Wee	School Counsellor jermynw@iss.edu.sg
Russell Cheok	Library library@iss.edu.sg

The IB Primary Years Programme (PYP)

How is Learning Organized in the PYP Framework?



The PYP Within the Educational 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.

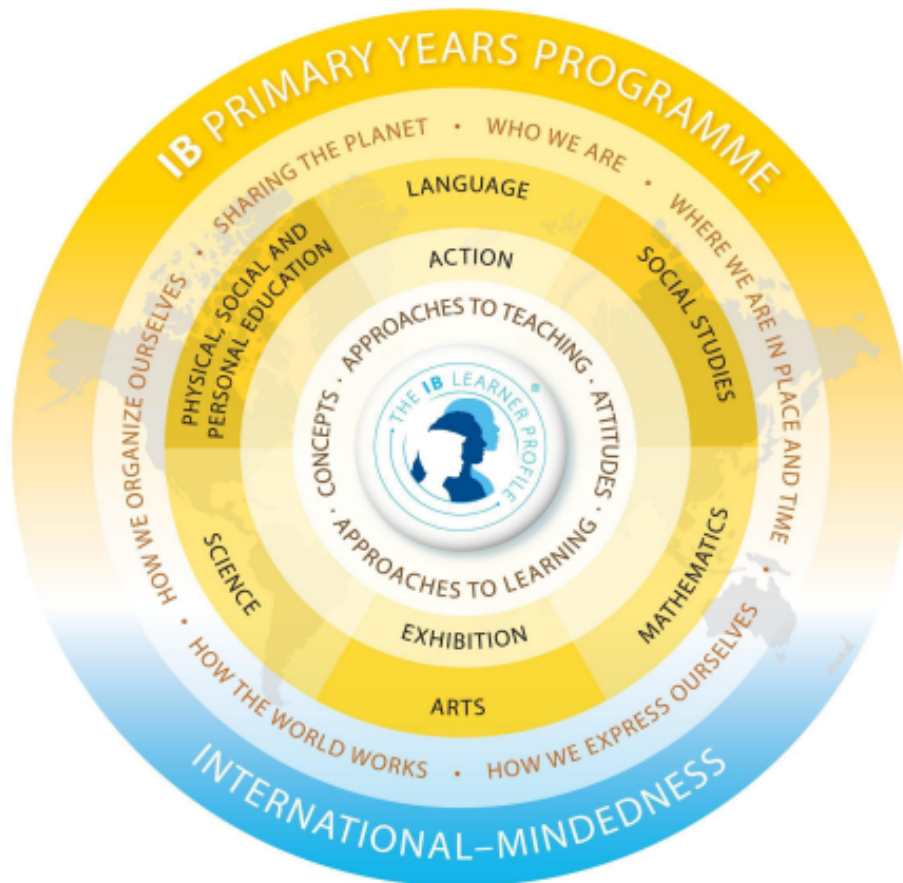
The PYP is a comprehensive approach to teaching and learning with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and assessment practices.

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

Programme of Inquiry

The PYP curriculum is centred on six “Units of Inquiry” at each grade level. 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.

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 1-5 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.

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 support 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.

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

ISS is a linguistically diverse community, with many students learning English as an additional language. Our EAL Support Programme is designed to ensure that Multilingual Learners (MLLs) develop the English language proficiency, academic vocabulary and literacy skills needed to access the curriculum, participate fully in school life and grow in confidence as communicators.

Grades 1-5

EAL and classroom teachers work closely together to provide an inclusive and supportive learning environment for MLLs. Through co-planning and co-teaching, teachers identify the language demands of classroom learning and provide appropriate scaffolding to help students develop their listening, speaking, reading and writing skills while accessing grade-level curriculum.

Depending on a student's English language proficiency and individual needs, EAL support may include:

- **Withdrawal support:** Targeted small-group EAL lessons for students who require more intensive and explicit English language development.
- **In-class inclusion support:** EAL teachers work alongside classroom teachers through co-teaching, small-group instruction and individual support. Teachers use differentiated and scaffolded approaches to make learning accessible while continuing to develop students' academic English.

Students in Grades 1–5 who speak a language other than English at home are assessed using WIDA to determine their English language proficiency and appropriate level of support. Students' language development is then monitored regularly, with support adjusted as their proficiency and learning needs develop.

At ISS, we recognise multilingualism as a strength. We value students' home languages and encourage families to continue developing and using their mother tongue, as a strong foundation in the home language supports language development, learning and cognitive growth across languages.

Through a safe, nurturing and inclusive learning environment, our goal is for Multilingual Learners to develop the language, confidence and independence they need to participate successfully in learning and in the wider ISS community.

Fees for EAL Support Services:

Each semester a fee is charged for the EAL support services and the Finance Department generates this invoice.

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 Grade 1-5. 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 levelled 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.

PS Learning Support Services

ISS recognises that students have different learning strengths, needs and ways of accessing and demonstrating their learning. We are committed to providing an inclusive learning environment in which students are supported to participate fully, develop independence and make meaningful progress.

Learning Support is a specialised educational service that works alongside classroom teaching to reduce barriers to learning and participation. Support is based on a student's individual educational needs and may include consultation with teachers, targeted intervention, individual or small-group support, in-class support, accommodations, Student Support Plans (SSPs), transition planning and collaboration with families and external specialists.

Students receiving Learning Support may be supported individually, in small groups with students who have similar needs, or within their classroom alongside the class teacher. The type and intensity of support provided will depend on the student's needs, agreed Learning Support Service Level and available school resources. Support levels are flexible and may change over time as a student's needs and independence develop.

The Learning Support Teacher works closely with class teachers, the PYP Coordinator, EAL staff, families and, where appropriate, external specialists to develop a holistic understanding of each student's learning profile. Particular care is taken when supporting multilingual learners to ensure that language acquisition needs are not mistaken for learning difficulties and that learning differences are not overlooked or attributed solely to learning through an additional language.

Identification and Referral

Learning Support may be identified through the admissions process or following enrolment. When concerns emerge for an enrolled student, teachers will first implement and document appropriate classroom interventions. If concerns persist, a Learning Support referral may be made and additional information gathered through classroom observations, student work and assessment data, teacher and parent input and, where available, relevant external reports.

A formal diagnosis is not required for a student to receive Learning Support. Where appropriate, however, the school may recommend an external assessment to better understand a student's learning profile and inform educational planning.

Students receiving ongoing Learning Support services may have a Student Support Plan (SSP), developed collaboratively with relevant teachers, parents and, where appropriate, the student. The SSP identifies the student's strengths, areas of need, goals, accommodations and any agreed

modifications. Plans are reviewed regularly and adjusted in response to student progress and changing needs.

Admission of Students Requiring Learning Support

ISS is an inclusive school and aims to support a diverse range of learners within the resources, expertise and educational provision available at the school.

During the admissions process, information regarding a student's learning profile and support needs is reviewed to determine whether ISS can provide an appropriate and sustainable educational programme. Families are expected to disclose relevant educational, psychological, medical or specialist information that may assist the school in understanding and planning for their child's needs.

Where additional information is required, the school may request further assessment or consultation with external specialists before an admissions decision is made. In some circumstances, additional external support may also be recommended as a condition of enrolment or continuation of support.

Where a student's needs require a level or type of provision that the school is unable to provide safely and effectively within its available resources, ISS may determine that it cannot offer admission. Similarly, if a student's needs change significantly following enrolment and the school is no longer able to provide an appropriate educational programme, the school will work collaboratively with the family to review available options. Where necessary, this may include recommending an alternative educational setting that is better able to meet the student's needs.

External Assessments and Specialist Services

Learning Support at ISS is an educational service and does not replace diagnostic, therapeutic or clinical services. Where additional specialist assessment or intervention is considered beneficial, families may be encouraged to engage an appropriate external professional. Any associated costs are the responsibility of the family unless otherwise agreed by the school.

Learning Support Fees

Information regarding Learning Support fees is available on the ISS website. Where a student is recommended for fee-bearing Learning Support services, families will be informed of the provision and associated arrangements.

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 analyse 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 behaviour practices when engaging in physical activities, recognize the importance of fair play, cooperative behaviours and the ability to function as part of a group. Children will be introduced to some of the ways exercise affects their bodies.

Performing Arts

Performing Arts is an essential part of the PYP.

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 may 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.

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 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) and **Personalised Pathway Plans** are kept to share with parents and to demonstrate how students are progressing during the year. Many classes are working to present their progress using **online 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 High School.

Reporting: In addition to the two semesterly 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 Kampong teacher throughout the year.

General Procedures and Information

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 or class teacher 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 ensure you have permission from the PYP Coordinator or Kampong Teacher so that the guard can authorise the visit. This helps us to know who is on campus at any time.

If your child will be absent from school, parents/guardians are required to follow the leave application procedure below:

Medical Leave for 1 day or more	Notify the school through Toddle Excusal and/or submit a valid Medical Certificate (MC) to support the absence.
Planned Leave for 1 day	Notify the school through Toddle with a valid reason
Planned Leave for 2 days or more	Request the leave via email and send to Ms Fiona Edwards, Academic Director, at fedwards@iss.edu.sg and copy the Academic Office at academicoffice@iss.edu.sg . The leave is subject to approval.

****School Bus:** If your child uses the school bus, please also inform the **bus company** of the absence.

For planned leave, parents/guardians should submit the request **in advance whenever possible**.

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. For more information on attendance requirements, leave procedures and supporting documents, please refer to the **ISS Regulations Handbook**.

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 4:30 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

Kampong Teacher, the most effective way to do this is by email and stating the reason for the visit.

There may also be times when you feel that you need to discuss an issue or make a comment to the PYP Coordinator, the Academic Directors, or School Counsellor. Their email addresses are provided on page 9 of this Handbook.

Arrival Times/School Day

The school day begins at 8:00 am. and runs until 2:45 pm. Students may arrive anytime after 7:30 am and go directly to Block 5. **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 Academic School office hours are from 7:30 a.m. to 4:30 p.m.

Assemblies

Students in Grades G1 – G5 attend **assembly** every 2nd Friday. Awards are presented, birthdays are celebrated, and various short presentations and student performances take place throughout the year. Assembly is a time where during the year students who portray specific PYP learner profiles are recognized with a special certificate. Home languages are celebrated during every alternate Friday assembly.

Behavioural Expectations

ISS recognises 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** forms 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
- Recognising 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 PYP Coordinator or the Kampong Teacher.

In line with our 5 Be's and the Learner profile 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 Kampong Teacher or the PYP Coordinator for more information on the Behaviour 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 some children's cognitive ability

and behaviour. There is an abundance of research on how sugar can negatively impact a child's health.

Learning Showcase

Each class maintains a record of students' learning journeys, providing parents with insight into their children's learning and progress. This is shared with parents weekly through announcements on Toddle.

Curriculum

Kampong Teachers will share curriculum documents with parents and students at the start of each year, and regularly throughout the year as new units commence.

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 into the school day and are held on the school campus. Occasionally, sporting ECAs will compete off campus with other schools. Information regarding specific activities will be sent out at the beginning of each term/semester.

Mr. Nadzi Sujad is our ECA Coordinator for Primary and High School, and will be coordinating the ECAs for the 2026-2027 academic year.

Field Trips

Singapore is an excellent location 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 upon request. Parents are advised to purchase additional coverage if they feel that the school's insurance is insufficient. Further inquiries can be referred to the Facilities & Services Office.

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. Homework 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 Mathematics, 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:

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 Kampong Teacher if you have any questions or concerns regarding homework issues.

Primary Library

Our campus has a Primary Library appropriate to the age range of students. The Library teacher will work with each Kampong Teacher to develop children's interest in books and refine their research skills. On a designated day each week, students visit the library to change their books. The Library teacher 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 Primary Library throughout the week in conjunction with their class work.

Toddle

As part of ISS's continual commitment to improve the learning experience at ISS for both students and parents, we have introduced Toddle as our school's Learning Management System and communication tool.

Toddle is used by various 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 will have a log in to Toddle. If you have any questions about how to log in, please contact the Academic Office.

Parent Contact/Emergencies

It is essential that parents keep the Kampong Teacher and the Academic 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 Academic Office or by emailing your child's Kampong Teacher.

ISS Primary School Emergency Procedures:

- In case of a serious injury, the nurse or school representative will:
 - 1st – call an ambulance/and or transport the child to emergency services at NUH Hospital.
 - 2nd – notify the parents.
 - 3rd - call the emergency contact if the parents are not available.
- If a doctor is required, the nurse or school representative will:
 - 1st – call the parents.
 - 2nd – call the emergency contact if the parents are not available

Parent ID

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

Parent Support

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 requires 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 each semester, for Grades 1-5.

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 analyse 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. Kampong teachers will arrange appointments for these conferences. We encourage parents to contact teachers at any time to discuss their child's education.

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.

Parents will receive information from the PTA at various times throughout the year. All parents are members of the PTA and their participation can be of great support to the students at ISS, so we encourage all parents 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 their children. Additionally, a school list is maintained regarding special interests or areas in which parents 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 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 electronically two times during the school year, in December and at the end of the school year, in June.

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

Parents are encouraged to discuss the report card with their children and to contact the class teacher should they have any questions or would like to discuss it further.

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 and collected from BiBi&BaBa Pte Ltd (Office/Factory) 213 Henderson Rd, #01-12 · PH: 6271 9248.

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 'crocs'.

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.

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.

Free Dress Day: Usually the last Friday of each month is Free Dress Day. On this day students (Grades 1-5) 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.

School Supplies

The Kampong Teacher, as needed, gives students in Grades 1-5 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 1-5 may purchase lunch from the vending machines installed in the canteen area. 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: Once a year, all students will be involved in organized sports events. This may be held on campus, or off-campus with students bused to the venue. Parents are invited to attend and to help with the events if they wish.

SWDA

ISS is registered with the Skills and Workforce Development Agency (SWDA) and therefore complies with all SWDA 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.

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 3-5 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.

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

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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 PYP Coordinator's Office or the Academic Office after gaining permission from a teacher 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 Academic Office or PYP Coordinator's office.

Transportation

Buses can be arranged by contacting the school-approved bus company:
Bus Contractor: Mr. William @ 9663-6100 and/or Email: 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 Academic Office for assistance.

The Primary Student Action Leadership Team 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 demonstrate behavioural challenges on the bus. There is a system for reporting bus issues each day to the class teacher or the Principal.

Withdrawal from ISS

If you need to withdraw from ISS at any time during the school year, please let the Academic Office know immediately of your withdrawal date. They will provide the necessary *Withdrawal Forms* to you that will need to be filled out and returned to the Academic Office (academicoffice@iss.edu.sg).

Important of ISS Regulations Handbooks

The ISS Regulations Handbook is an important reference for all students and parents. It explains the key school requirements, regulations and procedures that students are expected to follow during their studies at ISS.

The handbook provides important information on attendance, student assessment, Fee Protection Scheme (FPS), medical insurance, student behaviour, dispute resolution, course transfer/withdrawal/deferment, and refunds.

Parents and students are strongly encouraged to read the handbook carefully and refer to it whenever clarification is needed. Understanding these requirements will help ensure that students and parents are aware of their responsibilities and the School's procedures throughout the student's enrollment.

Please keep the ISS Regulations Handbook as an important reference throughout your child's studies at ISS.

Please visit our school website to view the ISS Regulations Handbook:
<https://www.iss.edu.sg/school-life/handbooks/>