



School Objectives 2022

7 February 2022

Dear Parents and Guardians,

I trust that your child has settled well into school over the few weeks and were able to enjoy the recent Lunar New Year Break.

In Term 3 2021, the school conducted a community survey with the students, parents, and staff. The results of the Parent Survey were sent out to the school community in Term 4. If you did not get a chance to see these results, they can be found [here](#).

Using the community surveys, school strategic plan and the IB/CIS external reviews, the school has identified objectives that it will seek to meet this year. This letter is to introduce the 2022 school objectives that are relevant for the student and parent community.

School Culture

School culture is important as it affects every member of the school community. While culture building is a continuous process, the areas of focus for 2022 will be the following:

Christian Character

The school is looking to increase the visibility of Christian character throughout our programmes. This will be achieved by providing more opportunities for Christian students to share their faith, linking Christian faith more explicitly to school activities and developing more visuals around the school that have a Christian theme.

Social Harmony

In a keynote address at the Roses for Peace Youth Forum, Ms Grace Fu, former Minister for Culture, Community and Youth, said the following:

“Singapore’s social harmony is not by chance, and it should never be taken for granted. Singapore is the world’s most religiously diverse country. Multiracialism and multi-religiosity are key tenets of our national values. We have been tireless in our efforts at building this precious social harmony over the past five decades. This social harmony can be easily destroyed, and we would be foolish to take it for granted...”

As a school, we have a role in educating our students on the importance of social harmony and how it is the responsibility of individuals and society to maintain it. This year the school will be addressing issues such as racial and religious based discrimination and harassment. The school has engaged a Singapore based, Christian organisation called [Thinking Faith](#) to work with us as we educate students the issues around social harmony, and the role that each of must play in maintaining it.

As part of this process, the school has updated its own policies and procedures around these issues to ensure that if they occur at school that they are adequately dealt with. One example of this, is making it clear to students that ‘casual’ racism, including between friends, is harmful and fuels prejudice and discrimination and therefore is not acceptable.

Intercultural Awareness

As an international school, there is a diverse range of cultures within the school. The school celebrates these international cultures throughout the year and provides platforms for these to be shared amongst the community. This year we will further develop students' intercultural understanding through the curriculum by looking at the knowledge, skills and attitudes that can help students develop cultural self-awareness, cultural curiosity and different perspectives on global issues and trends.

Student Well-being

Student well-being is a critical factor in the successful development of a child. The parent survey showed that well-being was on the minds of our parents as they navigate their child through these teenage years. Ways in which the school will help support the area of well-being includes:

Additional Staff in 2022

To further address the needs of students, the school has appointed a full-time School Counsellor. Our counsellors are available to students throughout their time at school, and play an important role in working with parents as issues arise. The school has also appointed an additional full-time Learning Support Specialist to work with students who have additional learning needs. The Learning Support Specialist also works with teachers to upskill them in this area.

Support Initiatives

- Additional Professional Development for teaching staff on issues of well-being.
- Promotion to parents of the school's Child Protection and Safeguarding procedures.
- Parent sessions on well-being issues, see [here](#) for example.
- Providing parents with useful resources through the Facebook site, click [here](#) to follow.

Reflective Thinking

Reflective thinking is part of the critical thinking process referring specifically to the processes of analysing and making judgments about what has happened. It helps learners develop higher-order thinking skills by prompting learners to relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in novel tasks, and understand their own thinking and learning strategies.

Reflective Thinking - Students

Our teachers will be providing more opportunities in class for our students to make reflective thinking part of their learning process. This will be achieved through strategies such as:

- Questioning strategies to prompt reflective thinking, specifically getting students to respond to *what*, *how*, and *why* specific decisions are made.
- Developing social learning environments that prompt collaborative work with peers, teachers, and experts.
- Provide social-learning environments such as peer-group works and small group activities to allow students to see other points of view.
- Provide time for student reflection by writing down their position on an issue, giving reasons to support what they think, their awareness of opposing positions and the weaknesses of their own positions.

Reflective Thinking - Teachers

ACS (International) teachers will be role-modelling reflective thinking to our students as they implement the strategies above into their classroom practice. In addition to this, our teachers will be reflecting on their own practice this year through peer-learning. Teachers have been placed into groups and will observe each other's teaching and reflect upon what they learnt from that experience, and how they can use what they observed to improve their own practice.

Communication

From the Parent Survey the school identified areas where communication could be improved.

Contacting Teachers

Parents reported that it can be hard to find the contact details of their child's teachers. To address this, the school has placed the email addresses of all teachers on the [school website](#), under "Our School -> Contact Teachers". The list can also be found [here](#).

School Policies

The school has a number of policies that relate to students and parents. These are available on the school website under "Life at ACS -> Community Policies" and can be found [here](#). Not every policy that is relevant is on this page yet, but more will be added throughout the year as they are finalised.

School Upgrades - Newsletter

Parents reported that they were not aware of upgrades that occur throughout the school across the year. The school will now report these through the school newsletters which are all found on the school website [here](#).

Facebook

The school will be making greater use of Facebook to show what is happening in the life of the school and to provide useful parental resources. If you haven't already, please "like" our Facebook page by searching for "ACS International – Singapore". You may also wish to "like" our Parent Support Partner (PSP) page, which can be found by searching for "ACS International PSP".

I appreciate the time you have spent reading this letter, which I hope has given you a good sense of what the school is looking to achieve in 2022. Thank you to all those who contributed to the Parent Survey last year, as your feedback has helped shaped these objectives for 2022.

I am looking forward to another successful year at ACS (International) and to partnering with you as we raise the young people in our care.

Yours sincerely,



Gavin Kinch
Principal