ACS (International)

A Methodist Institution

PARENT HANDBOOK

ACS (International) Singapore

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FOREWORD BY MR TAN WAH THONG

The ACS Brand is well known for educating and nurturing students to be future leaders and global citizens in a Christian community. They are God-fearing with high moral values.

ACS takes great pride in nurturing the leaders of tomorrow, and setting benchmarks for others to follow. As it continues to move forward in tandem with the times to meet the needs of the ever-changing modern world, one thing in its brand of education remains unchanged, and that is the sound Christian belief which is responsible for the matchless ACS spirit of excellence, service, and loyalty.

ACS (International) is a model of what the ACS brand is all about. The school has developed its own successful flavour of education since its inception, creating an affirming and nurturing environment within a rather unique House system, and producing graduates of godly character who gain places in top universities around the world.

"The Best is Yet to Be!"

TAN WAH THONG
Chairman

The ACS School Motto: "The Best Is Yet To Be" is taken from the first line of the Robert Browning poem, 'Rabbi ben Ezra' (1864), "Grow old along with me! / The best is yet to be...".

PREFACE BY MR GAVIN KINCH

What type of school is ACS (International)? What is it really like? What makes it unique? To get a good sense about a school, we usually tell prospective families that they should visit the school, and if possible, talk to the students and parents. Students and parents tell it "like it is". No glib marketing talk!

Thankfully, consistent feedback that we receive from parents and students can be grouped into themes relating to the enjoyment of school life; a strong pastoral and nurturing environment; strong academic performance with excellent value-added improvement; and a wide range of opportunities for leadership, service, and co-curricular activities; all of which contribute to the development of an outstanding, articulate, and confident ACS (International) student graduate.

We believe that ACS (International) is truly a successful school because it is the result of these many different attributes of school life all blending together under the guidance of a strong and supportive management team and teachers to produce fine young men and women who go on to make significant contributions in higher education and in life.

GAVIN KINCH
Principal

LOCATION AND CONTACT DETAILS

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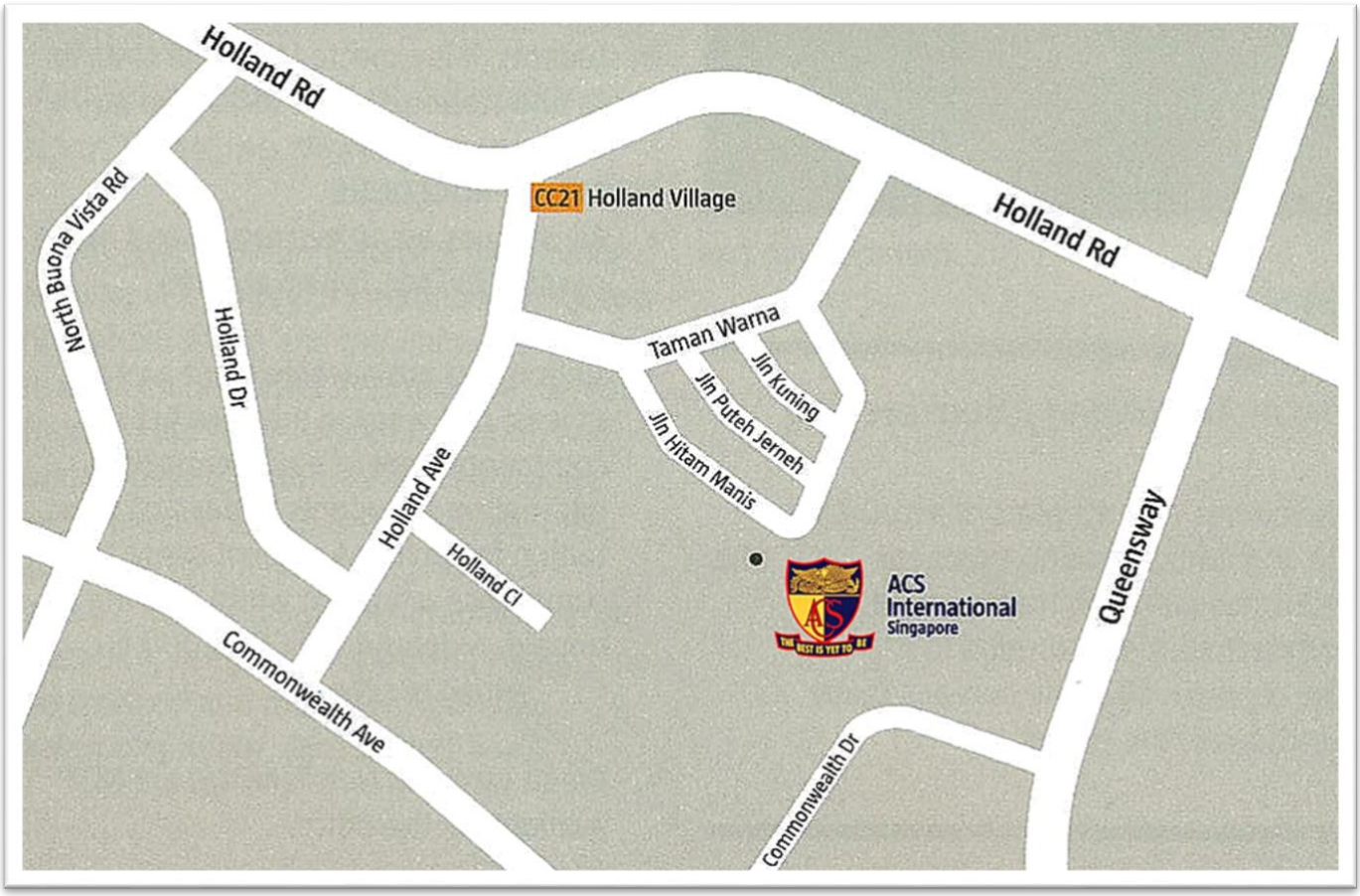
acsinternational.communications@acsinternational.edu.sg (Feedback)
W: www.acsinternational.edu.sg
FB: https://www.facebook.com/ACSInternationalSingapore/



ABOUT US

OUR VISION

Developing future leaders with an international vision, moral character, intellectual ability, and deep compassion for humanity based upon Christian belief.

OUR MISSION

To nurture the academic, social, physical, cultural, and spiritual growth of future leaders through:

- Creating a strong, vibrant, international community in which young men and women would feel valued and learn understanding, mutual respect, co-operation, friendship, and compassion.
- Having strong academic focus with a broad ranging international curriculum.
- Develop leadership skills, teamwork, fair play through sports and other activities.
- Encouraging initiative, an entrepreneurial spirit, self-reliance, resourcefulness within individuals in the context of the whole community.
- Nurturing the development of Christian belief and values and encouraging the spiritual growth of all members of the community.

GUIDING STATEMENTS

The statements below outline the school's purpose and direction on a range of areas that are important to the ACS (International) community. These statements inform decision-making within the school and guide the school as it outworks high quality learning and intercultural understanding.

Christian Character
To nurture the development of Christian belief and values, outworking our school IGNITE values and creating an environment for all members of the community to grow spiritually.

International Mindedness
To enhance the international mindedness of all members of the school community by promoting awareness of intercultural understanding and their role as global citizens.

Student Development
To encourage the holistic development of our students in Christian character, leadership, service, and personal skills based on the IB Learner Profile and school IGNITE values.

Learning and Academic Achievement
To promote a genuine love of learning and encourage creative, critical, and reflective thinking for every student to attain the best academic achievement within each student's capabilities.

Student Well-Being
To provide a safe, welcoming, and affirming environment reflecting the school's child protection and safeguarding guidelines, to develop students socially, physically, emotionally, intellectually, and spiritually.

Staff Community
To provide a safe, welcoming, and affirming environment promoting staff well-being; recruiting and retaining a balanced, diverse mix of well qualified international and local staff who offer a blend of academic rigour and internationalism in our unique Singapore international school environment through provision of professional development to model and enhance a continuous love of learning and effective performance.

Home and Community
To develop strong partnerships with all stakeholders to ensure the safety, well-being, and holistic development of all students, including those in Boarding and Homestay arrangements.

Physical Environment
To provide a safe and secure learning and working environment that meets the needs of all students and staff, and is conducive to high quality learning.

THE ACS HERITAGE

The Anglo-Chinese School (ACS) has shaped the lives of hundreds of thousands of students since its founding in 1885. Today, it has grown to a family of six fine schools with a total enrolment of more than 10,000, blessed with an enviable reputation for producing many of the nation's outstanding leaders, entrepreneurs, and sportsmen.

The five other ACS institutions in Singapore are: ACS (Junior), ACS (Primary), ACS (Barker Road), ACS (Independent) and Anglo-Chinese Junior College. ACS Jakarta, the seventh ACS school, is a private K-12 school located in Indonesia. Other ACS schools are planned for China, Korea, and Malaysia (called Wesley schools in Malaysia).

ACS is committed to the Government's aim of making Singapore an educational centre of excellence to serve Singaporeans as well as students from the region.

The ACS brand of education is based on the vision of our founder, Bishop William F. Oldham, to develop well-rounded students of strong moral character who excel academically, physically, socially, and spiritually. The journey our students take through their school years is one of discovery, personal development, interaction, and the pursuit of excellence. At every stage, we strive to prepare them for the many challenges they will face when they step into society and the real world. It is a memorable journey that fosters camaraderie, encourages a remarkable sense of belonging among students, teachers, parents, and alumni, and also one that cultivates the inimitable ACS spirit that has made ACS unique among schools.

ACS takes great pride in nurturing the leaders of tomorrow, and setting benchmarks for others to follow. As it continues to move forward in tandem with the times to meet the needs of the ever-changing modern world, one thing in its brand of education remains unchanged, and that is the sound Christian belief which is responsible for the matchless ACS spirit of excellence, service, and loyalty.

THE ACS ANTHEM

In days of yore from western shores
Oldham dauntless hero came
and planted a Beacon of Truth and Light
in this island of the Main.

Here may it stand from year to year
Emblem of grand endeavour
the regions round echo the sound
of A.C.S. forever.

Our hearts our hopes our aims are one
No discord e'er will sever.
We'll stand together for the cause
of A.C.S. forever.

(Chorus)
Sing A.C.S. forever more,
our A.C.S. forever.
God save our land and heaven bless
our A.C.S. forever.

Our students hail from China's plains
and the Land of Rising Sun.
We have many sons from India's strand
and the islands of the Main.

(Chorus)

OUR PHILOSOPHY

ACS (International) brings an international dimension to the ACS brand of education. Just like the other ACS schools, we believe that we are all created by God and that He has a purpose for each of us. We are therefore committed to a holistic education – the education of the whole person, body, mind, and spirit, in order that God's will for each of us may be discerned and fulfilled.

We believe that many of the most important truths are learned in community. We aim for everyone in our community to feel valued and accepted, and encouraged to fulfil their God-given potential.

As an international school, we welcome into our community those of all races, all cultures, all religions, and all social backgrounds. We respect the integrity of all regardless of another's race, culture, religion, or social background. As a Methodist institution we wish to build a school community based on Christian teaching and beliefs and to put Christian values at the centre of our life together. We promote the Christian faith within the school and encourage individuals to take seriously the claims of Christ; Christian worship is an integral part of the life of the school, and all staff and students are required to attend all formal services; but we shall also be sensitive to our staff and students' individual beliefs.

We celebrate the fact that we are an international community in school – currently consisting of almost 30 nationalities. We aim to help each student feel proud of their culture and national identity and appreciate the opportunities and challenges that we face as a global community.

Since we are a Singaporean international school with local staff and students, it is appropriate that we recognise values that are central to daily life in a Singaporean school – through honouring the Singapore flag, and standing alongside Singaporeans as they sing the national anthem and recite the national pledge. We also honour and acknowledge every nationality, reminding ourselves that we are different nationalities learning to work together towards a world where there is justice, freedom, and peace for all.

GOVERNANCE AND MANAGEMENT STRUCTURE

ACS (International) is owned and operated by the Methodist Church in Singapore. The Board of Management (BOM) is responsible for ensuring that ACS (International) is governed and managed properly and prudently to achieve effectiveness, credibility, and sustainability of the agency in the pursuit of its mission.

The BOM consists of the following:

- one Chairman who is concurrently the Chairman of ACS (International) and Supervisor of the school;
- three members of the Board of Governors, one of whom is a representative of the Old Boys' Association appointed by its Management Committee;
- three members from The Methodist Church in Singapore nominated by the Bishop; and
- four members from among respected members of the community nominated by the Bishop.

The BOM oversees three committees, namely Finance, Audit, and Human Resource. The committees are delegated responsibilities by the BOM to handle specific long-term or ongoing concerns, as well as to look into specific matters and deal with short-term or one-off projects.

The day-to-day operations of ACS (International) are executed by teams of staff, comprising the Principal, Vice Principals, Academic Heads of Faculty, Heads of House, the Finance and Admin Manager, administrative staff, and/or teachers.

The Principal leads the Senior Leadership Team (SLT) in the academic areas and has overall oversight of all day-to-day operations of the school. The Finance and Admin Manager is the overall charge of finance and administration.

APPOINTMENT, ROLES AND RESPONSIBILITIES OF THE BOARD OF MANAGEMENT AND THE PRINCIPAL

All office-bearers are appointed by the Bishop in consultation with the Board Chairman.

The BOM is responsible for establishing the overall mission and vision. It approves the short- and long-term outcomes of ACS (International) that are defined by the Principal and his team. The BOM is also responsible for developing a strategic plan to ensure that ACS (International) carries out its mission through its key programmes and projects. It also ensures that the reporting structure of ACS (International)'s programmes and outcomes is established.

The BOM shall:

(a) (i) Ensure that the national educational policies set by the Ministry of Education are fulfilled;
(ii) Ensure the Christian character of the school is preserved and that the vision and mission of The Methodist Church in Singapore are fulfilled;

(b) Regulate the admission of students to the school to determine the criteria for such admission and the fees payable by the students or any class of students;

(c) Promote a philosophy of education which will enable every student to progress towards their overall best in character and personality development as well as in academic achievement;

(d) Provide the educational facilities for students of the school;

(e) Raise funds necessary for the operational and development needs of the school and for providing financial assistance to needy students;

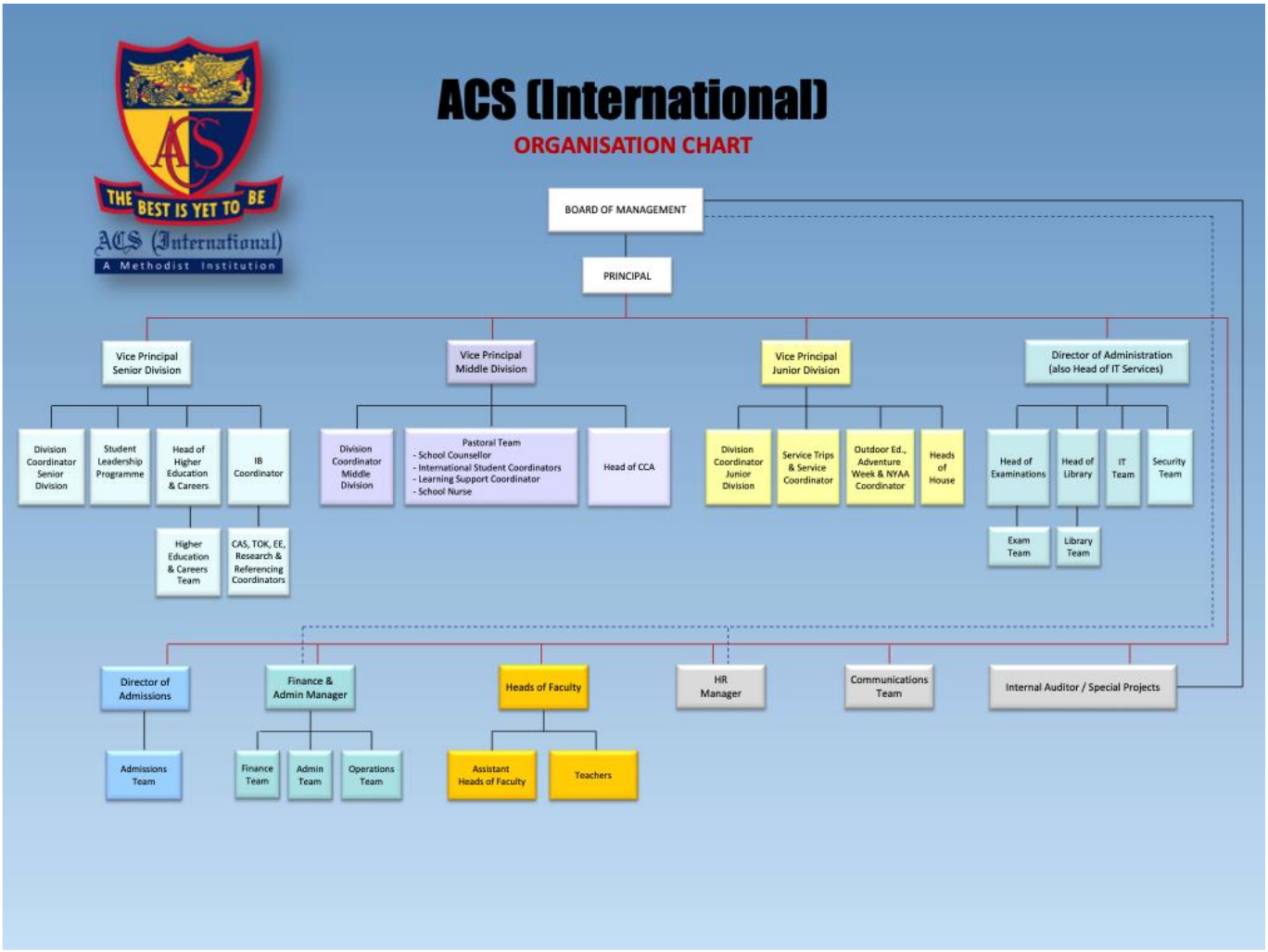
(f) Perform such other acts and deeds and things incidental to the foregoing or which the Board may deem necessary or expedient for the attainment of any of the foregoing objects;

(g) Endorse the full authority of the Principal to be the guardian of the Guiding Statements; and

(h) Affirm their commitment to the well-being and safety of all members of the ACS community in reflection of ACS (International)'s core values, and their full commitment to safeguarding and to promoting the well-being of all students in the care of ACS (International).

The Principal has overall oversight of all day-to-day school operations. He provides effective leadership for all staff and staff committees through direct involvement and delegation to senior and middle management. He reports to the BOM Chairman and is responsible for ensuring the maintenance, development and improvement of all areas of school life. He reports on school achievement and progress at each Board meeting, and meets regularly with the BOM Chairman.

ACS (INTERNATIONAL) ORGANISATION CHART



BUILDING THROUGH CHRISTIAN BELIEF

The tagline, Building Through Belief, summarises the school's philosophy and values. It refers to the school's belief in God and its belief in each other.

Our belief in God refers to our belief in God as our Creator and in His Son, Jesus Christ, who died on the cross as a once-for-all sacrifice to set us free to be all that we are created to be – both on earth and in the afterlife. Building through Belief – in God – reminds us of the power of the Christian faith and that God is personally interested in each one of us, helping the students in every area of their lives and so achieve their potential in class, on the sports field, on stage, in service, in their character, and in every aspect of their lives.

IGNITE VALUES

Complementing the school's dual ACS and Christian heritage, the IGNITE values help define and empower the school, contributing to the school's sense of purpose and vision, and inspiring collective action. All members of the school community live by these values. The acronym IGNITE stands for:

Inspiration
Godliness
Noble Character
Integrity
Tenacity
Excellence

IGNITE speaks of "lighting the flame", sparking something within the individuals, energy, action, and spiritually – an awakening, a touch by the fire of the Holy Spirit and setting on fire to do, and be all that God created us to be! As John Wesley, one of the founders of the Methodist Church, said, "Get on fire for God, and men will come and see you burn!"

IB LEARNER PROFILE

As an IB World School, ACS (International) places the IB Learner Profile at the centre of learning. Students develop an inquiry-based, independent approach to learning from Year 1 through to Year 6.

CODES OF CONDUCT

All ACS (International) stakeholders are expected to maintain and uphold the highest standards of integrity and honesty at all times, as well as embrace community standards, diversity, and mutual respect for one another, both within the school, wider Singapore community, and global community.

The following Codes of Conduct are intended to guide and build community in both the academic and non-academic aspects of school life by providing an overview of the behaviour generally expected of all community members of the ACS (International) community. It is meant to serve as a broad framework, and should not be treated as an exhaustive rules list.

Codes of Conduct are essential as they maintain an environment conducive for a nourishing community. The codes of conduct are more than just about rule following. They develop self-discipline, require adherence to values and honour. Therefore, keeping to code of conduct is important as it develops our character. In line with the above, the school expects all community members to uphold the spirit and letter of the Code of Conduct at all times. A basis for this is found in Titus 3:1-2 "Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good, to slander no one, to be peaceable and considerate, and to show true humility toward all men."

We have the calling to embrace the commandment of Loving Thy Neighbour that Jesus taught in Matthew 22:36-40 "Teacher, which is the greatest commandment in the Law?" Jesus replied: "" Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: "Love your neighbour as yourself." All the Law and the Prophets hang on these two commandments."

FOR STUDENTS

The Code of Conduct for students is as follows:

- We have the responsibility to think and act right by having good manners, showing respect and care for others and the environment. We also have the responsibility of being good ambassadors for the school.
- We will inspire others by treating all with dignity and respect with regard to gender, race, values, religion, and disabilities to help create experiences that are meaningful and uplifting for our community which in turn help create lifelong bonds and support networks that enrich our lives. ACS (International) community members must feel safe and secure at all times.
- As citizens of Singapore, PRs, International Students, and members of the ACS (International) community we have the responsibility to show our loyalty and respect to Singapore along with our home nations. We therefore honour the flag raising ceremony, pledge, and school song with dignity and pride.
- We are obliged to observe and uphold the laws of Singapore as well as the policies and regulations of ACS (International) at all times. When we undertake an overseas educational programme, we will uphold our own Code of Conduct and are also expected to observe and uphold the laws of the host country.
- We are expected to adhere to the same high standards of respectful behaviour online as we would in face-to-face interactions.
- We have the responsibility to maintain and uphold the highest standards of personal integrity and academic honesty at all times.
- We have the responsibility of showing our loyalty to the school by properly wearing our uniform with honour while at school and out of school.
- We have the responsibility to learn in a safe, clean, and healthy environment. We will keep our campus clean and better for all to use.

- We have the right to an education and therefore have the responsibility to attend all lessons, CCAs and other school activities punctually, prepared, and regularly. We also have the responsibility not to disturb the learning of others.
- We have the right to a positive classroom and school environment. We have the responsibility to be respectful and considerate to teachers, classmates, all staff, and community members. We will hold ourselves to have a zero-tolerance for any form of bullying behaviours.

FOR STAFF

The Code of Conduct for staff is as follows:

- We will strive to support learners in achieving personal excellence in all aspects of school life and provide opportunities for all learners to learn.
- We have the responsibility to uphold a classroom and school environment that is conductive to learning. We will hold ourselves to have a zero-tolerance for any form of bullying behaviours. ACS (International) community members must feel safe and secure at all times.
- We shall treat learners with courtesy and dignity while maintaining objectivity in dealing with disciplinary matters. We strive to implement Restorative Practices (RPs) without displaying bias or preference.
- We will provide professional education services in a non-discriminatory manner. We will inspire others by treating all with dignity and respect with regard to gender, race, values, religion, and disabilities to help create experiences that are meaningful and uplifting for our community, which in turn help create lifelong bonds and support networks that enrich our lives.
- We shall make reasonable effort to protect community members from conditions harmful to health and safety. In accordance with Singapore laws, we shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- We are committed to Child Protection and Safeguarding practices in line with the requirements set out by The International Task Force for Child Protection.
- We have the responsibility to maintain and uphold the highest standards of integrity and honesty at all times. Including not using professional relationships with students, parents, and colleagues to private advantage.
- We recognise the unique position of influence and trust that we hold within the community of learners. We have the responsibility to always uphold professional relationships with all community members and work in collaboratively work together.
- We value our professionalism and set high standards for our conduct and the impact that our actions have on our community and thus shall always behave in a way that respects and advances our community and profession.
- We recognise that our impact comes from leading by example. We act as lead learners in our community and therefore we have the responsibility to attend all lessons, meetings, CCAs, Parent Teacher Meetings, on time, prepared, engaged, and in professional dress.

FOR PARENTS

The Code of Conduct for parents is as follows:

- We will support our child in achieving personal excellence in all aspects of school life.
- We will support our child to observe all school regulations, including protecting the school's equipment, property, and good name.
- We embrace the caring ethos of the school by conducting ourselves in a respectful and orderly manner whenever on the school campus or when representing the school off-campus.
- We will treat all members of the school community with respect by using appropriate language and a dignified tone when speaking with others.

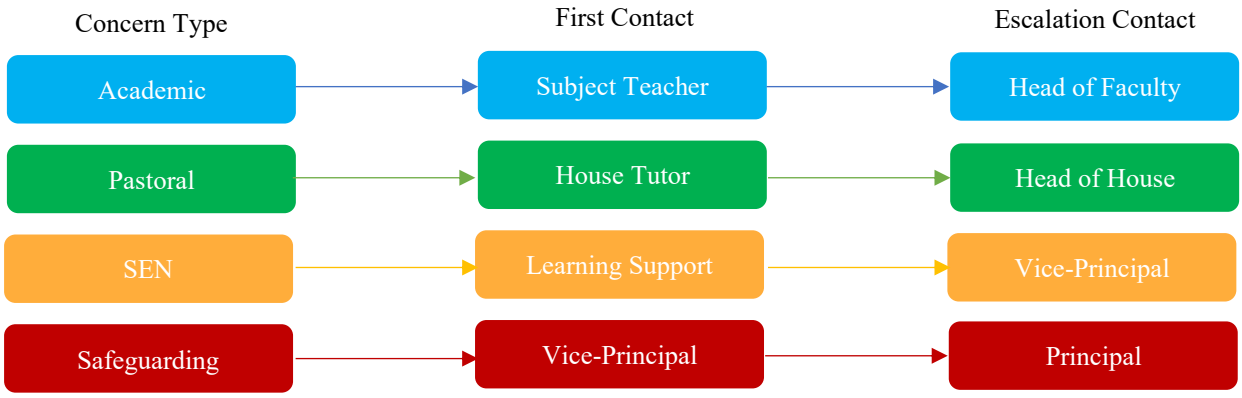
- We will communicate promptly, honestly, and openly about our child and utilise the communication channels and times provided by the school.
- In areas of dispute, we will seek to clarify our child's version of events with the school as part of a peaceful resolution process.
- We have the responsibility to look after any child in our care if their actions could lead to conflict, aggressive or unsafe behaviour on-campus or off-campus.
- We are committed to Child Protection and Safeguarding practices in line with the requirements set out by The International Task Force for Child Protection.
- We shall seek information and raise concerns directly with the school through the appropriate channels.
- We will avoid issuing abusive/threatening emails, letters or text/voicemail/phone messages or other written communication. This includes online and offline communications, taking care not to engage in bullying in any form.
- We will promptly report our child(ren)'s absence or late arrival and make sure that our child is attending school on time, prepared, and in the best possible state to learn.
- We will follow the instructions of the school security guards, staff and traffic attendants always.

Reporting Concerns Guide

The school welcomes parents to share any concerns they might have with the school, so that a suitable resolution might be found.

The information below is a guide to achieving an effective response to the concern.

Contact the right person



Parent concerns should be directed towards the teacher in the first instance.

A list of school contacts can be found on the school website under "Our School"

Use the right forum

Contact the school.
Email the right school contact.
Check website for relevant policy.
Report your concern timely.

Avoid complaints on WhatsApp.
Avoid naming staff in chats\forums.
Avoid delays in reporting.

Explain the right way

Use respectful language and tone.
Clearly explain the concern.
Provide useful information.
State what you are seeking.
Be open to new information.

Avoid inflammatory language.
Avoid accusations, seek clarity.
Avoid assumptions.
Avoid long AI written emails.
Avoid unreasonable expectations.
Be aware you might not have correct information.

FOR VISITORS

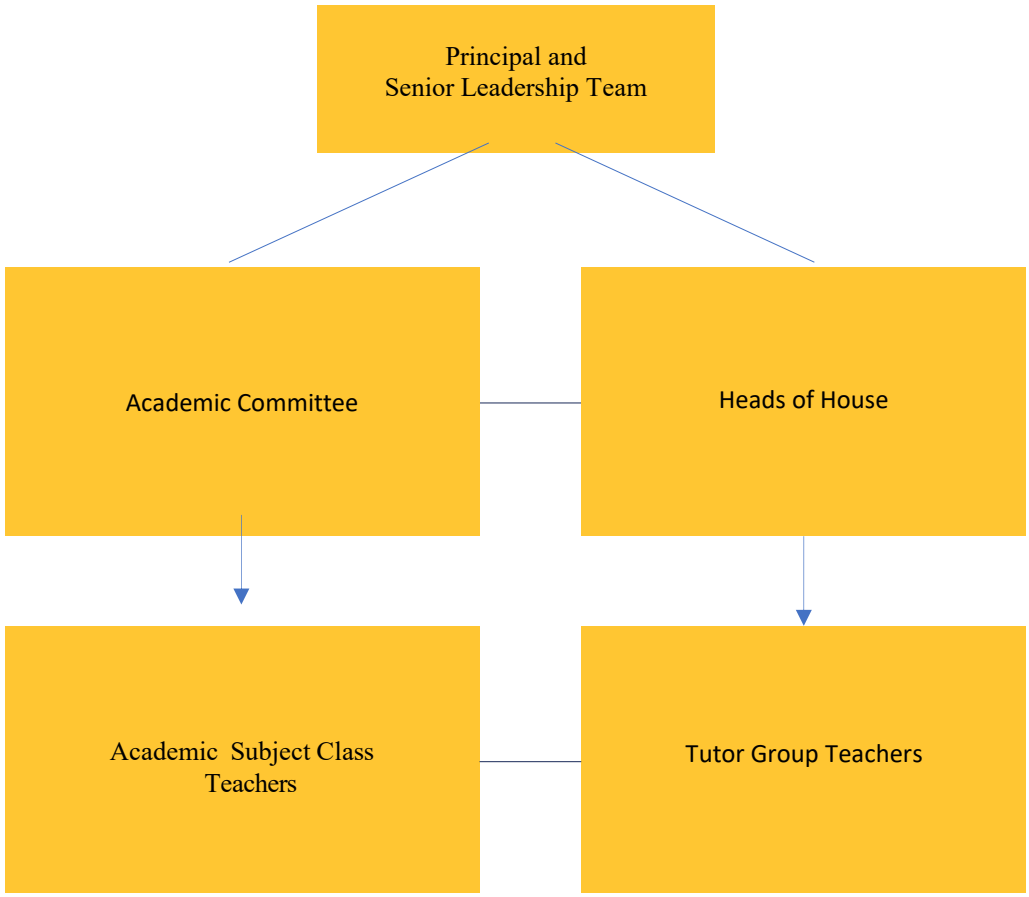
Visitors to ACS (International) will:

- Register at security upon arrival - visitors invited onto the school campus will be given a Visitor ID Pass that must be clearly visible throughout their stay
- Avoid taking photographs, videos, being alone with, making physical contact with or requesting of personal information of students
- Remain in the areas relevant to the visit
- Use the toilet facilities designated for adults
- Treat every community member they engage with respect and engage in only safe and supportive interactions that promote one's social, emotional, physical, and academic development

ACS (International) is committed to Child Protection and Safeguarding practices in line with the requirements set out by The International Task Force for Child Protection. If during their visit, they have any concerns for the health, safety, and welfare of the students, these should be reported to a member of the school team immediately.

SCHOOL STRUCTURE

LEADERSHIP STRUCTURE



The leadership structure reflects the school's purpose to provide a holistic education while delivering excellent academic results. The school is overseen by the Principal who heads the Senior Leadership Team (SLT).

The SLT provides the school with the oversight it needs to guide the teachers and students to achieve at the highest levels. Each of the three Vice Principals (VPs) has school-wide responsibilities, in addition to their oversight of one school division.

LEADERSHIP SUPPORT

Three **Divisional Coordinators (DCs)** support the three VPs. Each DC places the students in classes in their Division. They also oversee the students' overall academic performance in consultation with the Heads of House (HoHs) and House Tutors (HTs) and take specific actions in cases where the student requires intervention in several subject areas. This will necessarily take the form of full academic monitoring, liaison with the VP, liaison with Heads of Faculty (HoFs), subject teachers and parents. In the case of Gifted and Talented students, the DCs will also liaise with the HoFs and VPs, keeping the tutors and HoFs informed and updated.

The **IB Coordinator (IBC)** has administrative oversight of the IBDP and is the school's liaison person with the International Baccalaureate Organization. They coordinate the IB Diploma examinations and work closely with the VP Senior Division. They also are the line manager of the Extended Essay (EE) Coordinator, the Creativity, Activity and Service (CAS) Coordinator, the Theory of Knowledge Coordinator, and the Research Coordinator.

The **Head of Examinations** oversees both the external and internal examinations throughout the school. They work closely with the Assistant Head of Examinations, and the DCs and HoFs for all internal examinations, and the IBC and Head of Languages for the external examinations. As well as the main IGCSE and IBDP examinations in November, our students also sit for some Mother Tongue and Foreign Language examinations in May for both IGCSE and 'O' Levels.

The **Head of Higher Education and Careers** supports the VP Senior Division to help the students make informed decisions with regards to their undergraduate studies including the identification of university courses and selections, the application process, and their career paths.

THE PASTORAL CARE TEAM

The team comprises the School Counsellor, International Student Coordinator, Learning Support Coordinator and School Nurse. Reporting to one of the Vice Principals, these experts support the students to maximise their achievements as they transition into their future pathways.

The School Counsellor tends to the psycho-social emotional well- being of the students. They provide support in issues relating to social, familial, educational, and mental health difficulties. They also liaise with professionals, such as social workers, psychologists and psychiatrists as well as engage with and support parents and at times staff members as required. The counselling service is a confidential service, and the School Counsellor is a student advocate to the staff.

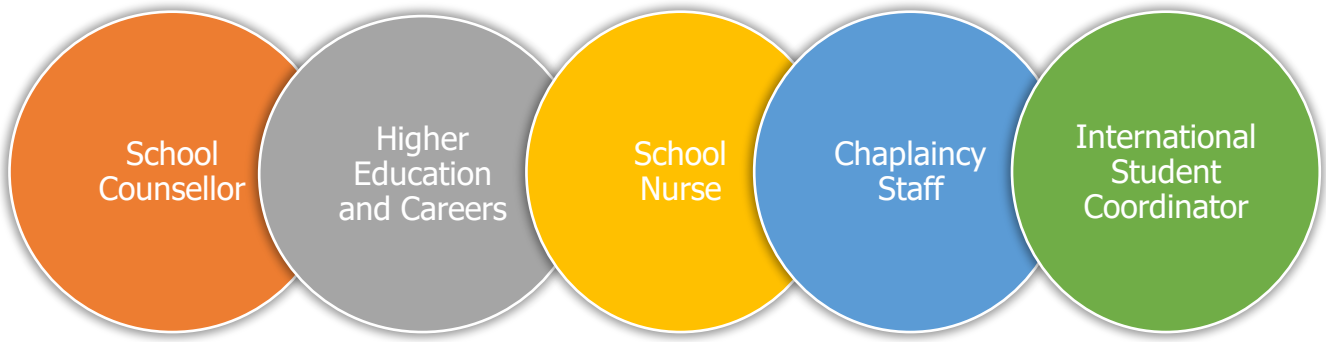
The International Student Coordinator (ISC) is responsible for the after-school pastoral care of all students whose parents do not live in Singapore. As well as emotional counselling, they also organise new international students' orientation to Singapore, monthly outings, and accommodation and guardianship matters.

The Learning Support Coordinator oversees the academic support and progress of the students with various learning differences. They provide learning and social-emotional support and interventions, as well as the administration of educational assessments to better understand the students' learning abilities.

The School Nurse
The full-time nurse oversees all medical issues from scratches requiring a plaster to major interventions requiring hospital attention. The nurse contacts the parents or guardians as required.

Care Structure

Holistic Support



PARENT FEEDBACK CHANNEL

The care structure flow chart above shows the general direction of communication for most contact needs for parents. The majority of enquiries should start with the student's HT. As there are always unique situations that might require different starting points, the table below provides more specific information with regards to the nature of the enquiry. If in doubt, the HT is always the first point of contact. The preferred communication channel is via email. The school does not sponsor or set up any chat groups using apps such as WhatsApp. In accordance with our policy, staff will make effort to reply to emails within a timely manner.

I need help with	**Suggested contact**
General enquires	House Tutor
General academic matter	House Tutor
General pastoral matter	House Tutor
Specific academic subject enquiries	Subject Teacher and or Head/Assistant Head of Faculty
Specific pastoral matter	House Tutor or Head of House
Matters relating to international students, accommodation, care, or support	International Student Coordinator
Viewing student reports, attendance, merits and demerits, monitoring comments, or class schedule	iSAMs Parent Portal

Complaints Policy

Step 1: (School – Informal)

- Complaint discussed informally with the member of staff concerned (or as close to source of problem as possible).
- Complainant advised of any action to be taken where appropriate, normally within 5 working days.

Complainant **not** satisfied

Complainant satisfied → No further action

Step 2: (School – Informal)

- Complaint discussed informally with Head of Faculty (HoF) or Head of House (HoH) (as appropriate).
- If a resolution is not reached the HoF/HoH may seek advice from or pass the complaint on to the Divisional VPs.
- Complainant advised of any action to be taken where appropriate, normally within 5 working days.

Complainant **not** satisfied

Complainant satisfied → No further action

Step 3: (School – Formal)

- If resolution is not reached during Steps 1 and 2, the complaint is discussed informally with the Principal.
- If an informal resolution is not reached with the Principal, the complaint is submitted *in writing* to the Principal.
- Investigation conducted and findings fully reported to complainant, normally within 10 working days.

ACADEMIC

AN INTERNATIONAL CURRICULUM

The school offers the Cambridge International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate Diploma Programme (IBDP) at the end of Year 6 (Grade 12).

The school curriculum is designed to be broad ranging, rigorous and academically stimulating. A foundation course in Secondary 1 and 2 leads to the external examinations in Years 4 and 6. Progressively over time, the students are weaned off being "spoon-fed" and are encouraged to develop independent and effective inquiry-based student-centred research and study skills.

All students must include their Mother Tongue Language or a Second Language in their course of study. For Singaporean students without a mother tongue exemption, it is important to keep learning their mother tongue through IBDP as this retains their eligibility to enrol in a local Singapore tertiary institution.

Division	Bridging	Mainstream
Junior	Year 1 Bridging	Year 1
Junior	Pre IGCSE	Year 2
Middle		Year 3 IGCSE
Middle	Foundation IB Pre IB	Year 4 IGCSE
Senior		Year 5 IBDP
Senior		Year 6 IBDP

JUNIOR DIVISION (YEARS 1, 1B, 2, PRE IGCSE)

The focus of the Junior Division is to develop and prepare students for the rigours and challenges that await them in the Middle and Senior Divisions. The curriculum has been developed by our teachers to prepare students for the upcoming IGCSE and IBDP. We take a holistic approach to develop not just academic knowledge but character and emotional intelligence to prepare the students for an ever-changing world. Through engagement in House Time, Pastoral Time, classwork, and CCA activities, the intention is to offer a range of activities to build our IGNITE values; Inspiration and Impact, Godliness, Noble Character, Integrity, Tenacity, and Excellence. The Junior Division is the start of an exciting adventure as an ACS (International) learner.

Subjects Offered in Years 1 and 2

- English Language
- Mathematics
- Science – Biology, Chemistry and Physics
- Geography (Year 2)
- Global Perspectives
- The Arts – Music, Art, and Drama
- Physical Education
- History*
- Mother Tongue or Foreign Language* (Chinese, Malay, Tamil, Spanish)
- Integrated Humanities* (Year 1)
- Religious Studies (Year 2)

* not offered to Bridging students

English (Year 1)
The Year 1 Bridging Programme is a one-year course that prepares international students whose English is not their first language for entry into Year 2. As a preparatory course, it covers foundational English as well as a wide array of themes and topics of local and global interest to introduce students to the contents found in our mainstream English programme. Students are taught to communicate both orally and in written form in a variety of academic and non-academic contexts. In addition to improving the skills of listening, reading, speaking, and writing, the course aims at better preparing students academically for the rigour of a mainstream course. In line with the IB learner profile students are encouraged to reflect on their own culture and explore cultural similarities and differences within their classroom.

There is also an emphasis on ATL skills with research skills being introduced early in the course.

Course objectives:
- To provide the language skills to function in an English-only academic curriculum.
- To ensure that learners possess the skills and language to adapt in an international social environment.
- To assist in transferring learner's existing skills they have in their own language into English and adjust to a different academic environment.

English (Pre IGCSE)
The Pre IGCSE English curriculum is a one-year programme that prepares students for entry into Year 3. As a preparatory course, it covers a multitude of themes and topics that introduce students to the contents found in the IGCSE. Furthermore, in addition to improving the skills of listening, reading, speaking, and writing, we will look into better preparing students academically for the rigours of the IGCSE course.

Course objectives:
- To provide the language skills to function in an English-only academic curriculum.
- To ensure that learners possess the skills and language to adapt in an international social environment.
- To assist in transferring learner's existing skills they have in their own language into English and adjust to a different academic environment.
- To prepare students to the reading, writing, speaking, and listening requirements of the IGCSE curriculum.

MIDDLE DIVISION (YEARS 3, 4, FOUNDATION IB, PRE IB)

The focus of the Middle Division is to prepare students to grow academically by providing them with a challenging curriculum that helps them prepare for their IBDP studies in the Senior Division. We take a holistic approach to develop them into young adults. Students are exposed to a range of activities that build their confidence and help them grow and flourish through these important years. The Middle Division is an exciting place to be and provides students with a healthy and supportive environment that allows them to grow and flourish through these important years.

Subjects Offered in Years 3 and 4

- English Language
- English Language as a Second Language
- Mother Tongue or Foreign Language* (Chinese, Malay, Tamil, French, Spanish)
- Mathematics
- History/Geography/Economics/Business Studies*
- Biology/Chemistry/Physics*
- English Literature
- Global Perspectives
- Additional Mathematics*
- Art
- Drama
- Music
- IGCSE PE

*Conditions may apply to some combinations of subjects, or may have entry requirements

The IGCSE is a formal, externally validated qualification which enables the students, parents, the school, universities, and employers to compare student progress and achievement at a global level.

Secondly, it is recognised by many different universities and polytechnics around the world as a pre-requisite for tertiary foundation courses, and as evidence of English proficiency (as first language). With 45% of the students not using English as mother tongue, proof of English proficiency via a formal English Language qualification is very important.

The school chose the IGCSE over others as it is the world's most popular international qualification for 14- to 16-year-olds. It was developed over 25 years ago, has credibility in the wider education sector, and offers a flexible and regularly updated curriculum with a choice of over 70 subjects in any combination.

The Year 4 Foundation IB programme is a one-year course aimed at preparing competent English language learners for the IBDP in the following two years. Students do not sit the external IGCSE or 'O' Level examinations at the end of the year but instead focus on building a strong academic foundation as preparation for the demanding Diploma years. They do, however, sit the school's internal examinations and must pass the end-of-year examinations in order to progress to the IBDP.

Students are encouraged to join the Foundation IB course at the beginning of the academic year in January in order to gain the most from the course. Some spaces are reserved for students to start in Term 2. Subject to spaces being available, students who have completed the IGCSE or similar programme may enroll in Term 3 as further preparation for the IBDP the following year.

Subjects Offered

- English
- Mathematics
- Science (Two of: Chemistry, Biology, Physics)
- Pre-Theory of Knowledge
- The Arts
- Economics
- Global Perspectives

All students take a common course as per above. Students take two out of three Sciences. Singaporean students are required to take their Mother Tongue Language (MTL) and sit the 'O' Level MTL examination. This subject is taken instead of Creative Arts and some of Pre-TOK. After the MTL

examinations the students join the other subjects. Non-Singaporeans, and Singaporean students who have passed their MTL 'O' Level examination, are exempt this language requirement.

This programme enables students to choose from a range of subjects for the IB Diploma. IB Diploma Students must take six subjects which include an English course, a second language, Mathematics, a Humanities subject, and a Science subject. The sixth subject can be either a second Humanities, a second Science or Visual Arts, Music, or Theatre. Three of the subjects are taken at an advanced Higher Level (HL) and three at Standard Level (SL). The IB Core – the EE, TOK, and the CAS components complete the course of study. For more detailed information, please see www.ibo.org

The Year 4 Pre IB programme is a course aimed at preparing students who are still acquiring English language skills for the IBDP in the following two years. Most students commence this course either 12 or 6 months prior to the commencement of their IBDP studies. However, entry can be made at other times during the year, this can be discussed during the admissions process. The Pre-IB Bridging programme focuses on developing English language skills in addition to developing competency in other subjects. Pre IB students have usually completed a four-year middle school programme in another territory prior to joining ACS (International). Students do not sit the external IGCSE or 'O' Level examinations at the end of the year but instead focus on building a strong academic foundation as preparation for the demanding Diploma years. They do, however, sit the school's internal examinations and must pass the end-of-year examinations, including English language, in order to progress to the IBDP.

Subjects Offered

- English
- Mathematics
- Science (two out of three subjects: Chemistry, Biology, Physics)
- Global Perspectives
- Economics and Business Management
- The Arts
- Research Skills

This programme enables students to choose from a range of subjects for the IB Diploma. IB Diploma Students must take six subjects which include an English course, a second language, Mathematics, a Humanities subject, and a Science subject. The sixth subject can be either a second Humanities, a second Science or Visual Arts, Music, or Theatre. Three of the subjects are taken at an advanced HL and three at SL. The IB Core – the EE, TOK, and the CAS components complete the course of study. For more detailed information, please see www.ibo.org.

SENIOR DIVISION (YEARS 5 AND 6)

The focus of the Senior Division is to enable, equip and empower the students to complete the full diploma programme by attaining progressive academic achievements, enhanced social and leadership skills, and international mindedness over two years. We take a holistic approach to develop them to be ready and qualified for further studies at the university of their choice.

The IBDP is a globally-recognised, two-year pre-university programme offered at Years 5 and 6. It is highly regarded as the "gold standard" of secondary school qualifications – a "passport" to all the top universities worldwide. It is pursued in lieu of 'A' Levels or other similar programmes. The final examinations are held in November of the second year.

The IBDP Curriculum

A full-time course consists of six subjects and the IB Core (a 4,000-word EE, TOK paper, and CAS). Students take three subjects at HL (four hours per week each), and three subjects at SL (three hours per week each).

Assessment and Grading

Students sitting for the full Diploma gain a mark out of 45 points. The minimum pass grade is 24 points. The world average is approximately 30 points. Marks are generated as follows:

Grades 1 to 7 is awarded in each subject, determined by a combination of internal assessment undertaken throughout the two-year course (moderated by the International Baccalaureate Organization) and external examinations sat at the end of the course.

In addition, each student may earn up to three bonus points for their EE and TOK assessments, according to the following matrix:

		Theory of Knowledge					
		A	**B**	**C**	**D**	**E**	**Not Submitted**
Extended Essay	**A**	3	3	2	2	Failing condition*	N
	B	3	2	1	1	Failing condition*	N
	C	2	1	1	0	Failing condition*	N
	D	2	1	0	0	Failing condition*	N
	E	Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not Submitted	N	N	N	N	N	N

Subjects Offered in Years 5 and 6

Students study six subjects – one from each of the following six groups:

Group 1: Literature – Korean, Vietnamese*, Japanese*; Language and Literature – English, Chinese; School Supported Self-taught Language A Literature

Group 2: Language B – English (HL only), Chinese, Malay, Tamil, Hindi, French, Spanish; ab initio: Mandarin, Spanish*, Japanese*

Group 3: Business Management, Economics, Geography, History and Psychology

Group 4: Biology, Chemistry, Physics, Sports, Exercise and Health Science

Group 5: Mathematics: Analysis and Approaches; Applications and Interpretation

Group 6: Music, Visual Arts, Theatre, or another Group 3 or 4 subject

** Subject to change on an annual basis

ACADEMIC MATTERS

Academic Honesty

Students may only submit for assessment work that they have completed themselves without help or assistance. Students can avoid plagiarising others' work by ensuring they acknowledge every source of information.

Plagiarism of others' work, non-acknowledgment of sources or cheating is viewed seriously, and strong disciplinary measures are taken in all such cases. All students must familiarise themselves with the school's Academic Integrity Policy, the IBO's Academic Integrity Policy and the CIE Academic Integrity Policy on the school website.

Grading

Students at ACS (International) are not ranked according to their academic results. As an IB World School, ACS (International) uses the IB grading system of grades 7 to 1 for both Effort and Achievement. This applies to all internal grades throughout the year as well as the IB preliminary and final examinations. Exceptions to this practice occur for IGCSE preliminary and final examinations as well as end-of-year examinations for which we follow the IGCSE grading system.

The full Report Grading Policy can be found on the school's website.

PASTORAL CARE

The welfare and safety of the students is paramount. The pastoral welfare of the students is managed through the House system. Each student is placed in a Tutor Group with approximately 20 other students from the same year group, and overseen by a teacher called a HT. The HT is the first-person parents can contact if there are any issues at school.

HOUSE SYSTEM

The Heads of House (HoHs) have a coordinating role for all activities of and also oversee all pastoral aspects of a House group of students from Years 1 to 6 including attendance and discipline. They are supported by HTs. The HT monitors each student's academic work and checks on their behaviour and personal and social development. They also offer "first line" guidance and counselling, and if necessary, refer the student to their HoHs, Counsellors or VPs for specialist assistance. The Christian Ministry staff may also be contacted for pastoral counselling issues.

Aims

- To be the cornerstone of the pastoral care system
- To nurture a united community, house spirit, and leadership development within the House that permeates throughout the whole school
- To champion the holistic development of students and provide every student with an adult advocate; specifically focused on our guiding statements of:
  - Student Development
  - Student Well-Being
  - Home and Community
  - Christian Character

Official Names

CKS Cheong Koon Seng
GHK Goh Hood Keng
LSG Lee Seng Gee
OLD Oldham
SVM Shaw Vee Meng
TCT Tan Chin Tuan
THO Thoburn
TKK Tan Kah Kee

SAFEGUARDING AND CHILD PROTECTION

ACS (International) is committed to safeguarding and promoting the welfare of children and expects all staff and community members to share this commitment. ACS (International) fundamentally believes that all children have the right to a life that is free from harm and abuse. ACS (International) has policies, practices, and procedures in place to provide an environment that is free from abuse. The school has a values statement about the rights of the child that is aligned with the responsibilities set out in the United Nations Convention on the Rights of the Child (UNCRC). The principles that are used to guide these are as follows:

- All children have equal rights to be protected from harm and abuse.
- Everybody has a responsibility to support the protection of children.
- ACS (International) has a duty of care to children enrolled in the school and those who are affected by the operations of the school.
- All actions on child protection are taken with the best interests of the child, which are paramount.

All staff are provided with regular training regarding safeguarding and child protection, including reporting procedures where a concern arises. The school will, in most circumstances, endeavor to discuss all concerns with parents about their student. However, there may be exceptional circumstances when the school will discuss concerns with the Ministry of Social and Family Development and/or the police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents.

In addition, the most powerful safeguarding tool is the education of the child. Through our pastoral and PSHE programmes, we educate our students about how to keep safe, healthy, and happy and encourage them to share any concerns they have with the appropriate adults in school.

At ACS (International), we are a caring and diverse community, which is a welcoming and safe place for our children, staff, families, and visitors alike. We expect all community members who enter our school site at any time to set examples of behaviour and conduct that meet the high standards that we expect of our students. For any concerns about the safety of any of our students, please contact either the Principal, Vice Principals or Counsellor.

HARASSMENT, ANTI-BULLYING AND DISCRIMINATION

What is Bullying?

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward another student that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student in reasonable fear of harm to their person or property.
- Causing a substantially detrimental effect on the student's physical or mental health.
- Substantially interfering with the student's academic performance.
- Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- Bullying, intimidation, and/or harassment may take various forms, including without limitation: physical violence, threats, stalking, sexual harassment, theft, public humiliation, destruction of personal property, or retaliation for asserting or alleging an act of bullying.

What is not Bullying?

- Conflict or fights between equals and single incidents are not defined as bullying.
- A single incident of malicious or aggressive behaviour is not bullying. This behaviour may still be responded to as unacceptable behaviour and dealt with as part of the School's behaviour management processes.
- Dislike – although social rejection can be hurtful, it is not bullying unless accompanied by repeated and deliberate attempts to distress or hurt.
- Conflict and arguments can be distressing but it is not bullying when two people are both upset and neither one is misusing power over the other. Conflict may still give rise to unacceptable behaviour which will be responded to as part of the School's behaviour management processes.

What is Harassment?

- Harassment is verbal, non-verbal and/or physical attacks on a person by another person or group.
- Harassment may be an ongoing pattern of behaviour, or it may be a single act.
- It is intended to hurt, frighten, embarrass, offend, humiliate, make you feel angry or uncomfortable.
- Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability.

What is Discrimination?
Discrimination occurs when people are treated less favourably than others because of their race, culture, or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting, or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Examples include but are not limited to:
- Anyone being subjected to negative or adverse treatment based on the characteristics defined above, which could limit one's ability to obtain their education or interferes with the learning environment.
- A student being left out of class group work because of their race or culture.
- A student not having access to the same opportunities or education resources because of their religion or gender.
- Deliberate actions taken to hurt, frighten, embarrass, or humiliate, including through exclusion.
- Intentional and hurtful actions meant to exclude or limit peers from participating in everyday school activities

The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

What is Violence?
Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Examples of Bullying and Harassment
Here are some **examples** to help you decide about things you **see**, or **do**, or that might happen to you:
- Hitting, kicking, punching, pinching, jostling, pushing, or spitting
- Threats, stand-over tactics
- Hiding, damaging, or destroying property
- Using offensive names or abusive language
- Teasing
- Sexual abuse, including making suggestive comments, touching, or grabbing
- Making insulting comments about another's culture, gender, religious or social background
- Putting a person down about his or her body, abilities, or achievements
- Writing graffiti about others, including writing crude notes, or making crude drawings
- Insulting or spreading rumours about people or their families
- Deliberate exclusion to hurt, frighten, embarrass, or humiliate
- Offensive gestures, sounds or sarcastic laughter
- Nasty telephone calls to annoy or upset you and/or your family.

Cyber Bullying
E-technology provides individuals with a powerful means of communicating instantly with others in both positive and negative ways.

Cyber bullying is bullying which uses e-technology as a means of victimising others. It is the use of internet or mobile technologies – such as email, chat rooms, blogs, discussion groups, instant messaging, twitter, social networking sites, webpages, video sharing or SMS (text messaging) – with the intention of harming another person.

Cyber bullying can include communications that seek to:
- Intimidate
- Control
- Manipulate
- Put down or
- Humiliate

This is achieved through (but not limited to):
- Repeated negative messages
- Sexual and racial harassment
- Denigration
- Impersonation
- Trickery
- Exclusion and
- Cyber stalking.

Cyber bullying can occur from a single act when the message or picture is sent to more than one person. For example, a bully may only press the 'Send' button once, but the choice to send the message to multiple addresses makes the action more than a single incident. Cyber bullying may involve varying levels of severity, ranging from occasional messages to frequently repeated and highly disturbing threats to a person's life. The targeted person often feels powerless and may need help. Further information about ACS (International)'s response to cyber bullying can be found in the Social Media Policy and Mobile Phone Policy.

BEHAVIOUR GUIDELINES

A healthy community needs each member to feel affirmed, respected, and safe. In a behaviour management context, this means there needs to be established levels of acceptable behaviour. The basis for these behaviour guidelines is the Student Code of Conduct.

As a school, our behaviour management guidelines are based on levels of behaviours. Starting with Positive Classroom Behaviours, the starting point is to have a culture that stops negative behaviours before they start. The community also needs to know the consequences for breaching expected levels of behaviour and for these consequences to be widely understood and adhered to. In general terms, problems are best solved by those closest to them. In a classroom context, this means that problems in the classroom are best dealt with by the subject teacher. In most cases, the subject teacher will be the primary person responsible for Positive Classroom Management, Level 1, and Level 2 issues. However, there are certain situations and behaviours that require additional support from senior members of staff. These behaviours would be those categorised in Level 3 and above.

Positive Classroom Management: Overarching Approach by All Teachers to All Students
The starting point for behaviour management is developing best-practice classroom management techniques to stop negative behaviours before they surface.
- Building positive relationships with students
- Creating a cohesive classroom group
- Establishing mutual respect
- Using IGNITE values and merits
- Teaching appropriate curriculum
- Sending a letter or making a telephone call of concern

Level 1 – Low
Level 1 identifies common low-level conflicts that occur in the classroom, with the expectation that the subject teacher will be the person primarily responsible for this resolution. It is expected that at this level the teachers would have contacted the parent(s) to discuss the issue before it escalates to Level 2.

- Off-task in lesson
- Repeated talking
- Distracting others
- Not following instructions
- Minor arguing

Level 2 – Mild
At Level 2, the range of strategies employed by the subject teacher have not been effective. The student now receives intervention from both the subject teacher and HoF and\or the HoH.

- Long-term work not being completed
- Continually off-task in lessons
- Consistent disrupting other students
- Open disregard for teacher instruction
- Repeated arguing

Level 3 – High
Where the issue has been sustained over a prolonged period of time, with the student showing little evidence of changing their behaviour, a Vice Principal is also brought into the intervention.

- Total disengagement with class
- Behaviour impeding class progress
- Open and aggressive arguing
- Clear articulation of rejection of teacher
- Abuse of teacher
- High level behaviour breach, e.g., fighting

Level 4 – Acute
A student who reaches Level 4 has not responded to significant intervention by senior members of staff. The Principal is now involved as the student's behaviour may lead to their removal from the school.

- Total breakdown in student engagement
- Continuous lack of response to senior staff
- Use of illicit substances
- Illegal Behaviours

RESTORATIVE PRACTICE

A Restorative Practice (RP) model is in place at ACS (International) and should be embedded as part of our practice when dealing with conflict between parties. RP is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. A common misperception of RP is that there is no punishment for the offender. For RP to meet its aims and be effective, it requires both justice for the victim and the community, as well as reflection on the impact of the actions of the offender.

Discipline and Punishment
Students who fail to observe the school's rules and regulations after being cautioned (restorative discussion) are likely to face one of the following consequences:

- Being asked to write a reflective essay
- Warning, Shifting seats, demerits, removed from classroom
- Placed on a Daily Progress Report
- Placed on Conditions of Continued Enrolment Contract
- Restorative Conference
- Being sent to a senior member of staff and/or
- Having a letter being sent home to parents or parent meeting
- Having parents called in to discuss the problem with SLT
- Alternative education plan
- Detention, Suspension (internal or external), and expulsion

Merits and Demerits
The purpose of Merits it to acknowledge and reward students for conduct that is in-line with the school's IGNITE values. Merits are used at the House level publicly recognise students who are demonstrating the values that the school is looking to instill in its students.

Merits examples:
Inspiration and Impact
"Sets an example in class of how to study and complete work"
"Helped at demonstration booths for Science department at Open House"
"Helped present the US/Canada trip presentation in assembly"
"Representing the school in the National School Games 2018"
Godliness
"Showed care for others in class when they prepared for presentations"
"Gave a devotion during Tutor time"
"Helped a student who was in distress to calm down."
"Generously volunteered her own time to help with the CCF Fundraising."

Noble Character
"Reported an act of academic dishonesty"
"Great attitude in Volleyball lessons with less able."
"Helped out in dismantling of Founder's Day Decorations"
"Found and returned a lost wallet"
Tenacity
"Attended all extra support sessions"
"Excellent effort in PE lesson"
"Fantastic research and poster on Pascal Triangle."
"Worked hard to understand concepts"

Excellence
"Well prepared presentation and delivery"
"Highest Marks in a test – Sigma Notation Quiz 2"
"Outstanding performance during Orchestra Concert"
"Excellent contribution to Music competition"

The purpose of Demerits record instances where students have not met the expected standards of ACS (International) students. As with Merits, Demerits are used when gathering information about students for whole of school awards or leadership positions.

Demerits can be given for Academic issues or for Behaviour issues, which are categorised using the Level system. Most Demerits should be categorised a Level 2 – Low, however Demerits can be recorded under Levels 3 to 5 if required. However, behaviours that fall under Levels 3 to 5 require more action than awarding a Demerit.

Demerits examples:

Academic
Level 1
"Did not complete required homework since last week"
"Has not submitted her Art homework."
"Did not prepare for presentation"
"Failed to submit Practical on Osmosis for Biology."
"Did not hand in assignment for Chapter 1."
"Did not submit Matrices WS 3"
"Copied homework from another student"

Level 2 – Low
"Did not bring sports shoes to PE lesson"
"Caught using the school lifts which are out of bounds to students"
"Keeps on talking to Dione and reluctant to return to her seat despite reminders."
"3rd time did not bring textbook and/or file to class this term"
"Distracting his friends in class."
"Did not bring her calculator even though she was told to bring it for every lesson."
"Did not attend for room detention despite reminder."
"Playing computer games on his device rather than doing work"
"Talking during silent work"

Level 3 – Mid
"No work submitted for the entire term"
"Student removed from class by Head of House on several occasions"

Level 4 – High
"Student internally suspended"

Level 5 – Acute
"Student externally suspended"

ATTENDANCE

Students are expected to be at school on time, and attendance is recorded electronically each morning and at the beginning of each class. If a parent/guardian know that their child/ward is going to be absent for the day, an email should be sent to both the HT and the absence email address (studentabsence@acsinternational.edu.sg). If a student is late or absent without the parent/guardian requesting for leave approval, an email will be sent automatically to their parent/guardian.

Students who are late for school should report to the school office immediately on arrival. All absences and late-coming will be recorded on the student's end-of-year report and on their transcript. If a student has more than 4 lates in a term or 3 lates in a week for school or class, they will serve a Saturday detention. If a student skips an entire lesson, Assembly, Chapel service, Tutor Time, or House Assembly without a valid reason they will serve a Saturday detention according to the attendance procedures. The school only accepts a maximum of two parent letters per term for an explanation of absence. A medical certificate (MC) is required for sick leave.

Absence from Tests and Examinations (Internal)
It is most important to attend school on the day of any test or examination. Students who are genuinely unable to attend school on the day of a test or an examination must see a doctor and provide an authentic MC. Parent/guardian notes, letters or phone calls are not accepted. In the case of such an absence, the student/ parent/guardian must telephone the school to inform the school of the absence and this must then be followed up by the MC. Once a test or examination has taken place it is the school's policy that they may not be taken at a later time or date by students who were absent on the day itself. This ensures the integrity and the security of the test/examination.

Absence from Tests and Examinations (External)
Both IBO and CIE have their own regulations. All candidates will be advised about examination regulations prior to the examination period.

SCHOOL ATTIRE

Uniform
- The full school uniform must be worn with the school badge at all times.
- No coloured vests/singlets must be worn underneath the school uniform.
- Boys' white shirt must be tucked in at all times.
- Boys' trousers must not be altered to make them taper fit or slim fit.
- Boys' trousers must cover the ankles.
- Girls' skirt length must not be more than 6 cm above the top of the knees.
- School polo shirt is allowed on non-Chapel days.
- School hooded cardigan/jacket is an optional attire for students if they wish to wear an additional garment in school (but no CCA or trip hoodie/jacket is allowed during school days).
- The regulated PE kit must be worn for PE lessons.
- Students may not wear PE kit to school or to lessons/Tutor Time/Assembly/Chapel.

Footwear
- White short socks must be worn.
- Plain ALL white or black school shoes must be worn, e.g., NO coloured logos.
- Slippers/sandals must not be worn unless a doctor's letter is provided.

Hair
- Outlandish hairstyles are not allowed.
- Dyed hair is discouraged. All-over dye will only be tolerated if it is close to the student's natural hair colour; highlights must be minimal and in natural hair colours.
- Boys' hair must be clear of the collar, ears, eyebrows and must be neat and tidy at all times.
- Boys must be clean-shaven at all times, except for validated religious observance reasons.
- Girls' hair must be neat and tidy at all times. All hair accessories must be ALL black, white or any other school colour.

Others

- Tattoos and body piercings are not allowed.
- Make-up (including false eyelashes or eyelash extension) is not allowed.
- Boys may not wear ear studs.
- Girls may wear one pair of discreet single ear studs or sleepers earrings.
- Girls may use clear nail varnish only.

Chapel Days (Every Friday)
White shirt or white blouse, together with tie, must be worn.

Formal School Events
The formal wear attire is compulsory for all students and must be worn on formal school events such as Founder's Day, Student Leadership Investiture and Speech Day and when students represent the school externally. Hair must be tied up for girls.

Any requests for special consideration with regards to attire and grooming guidelines should be submitted in writing to the school. Such requests should be supported by relevant documentation and will be considered on a case-by-case basis by the school's disciplinary panel.

**Note: 3-strike policy: Any student who has been booked for inappropriate attire for three or more times per term will be referred to their HoH for sanctions.*

Other School Attire

ACS Polo Shirt
(Female)

IB Chapel Attire
(Female)

Female Chapel Attire
(Years 1 to 4)

IB Formal Attire
(Female)

Female Formal Attire
(Years 1 to 4)

ACS Polo Shirt
(Male)

IB Chapel Attire
(Male)

Male Chapel Attire
(Years 1 to 4)

IB Formal Attire
(Male)

Male Formal Attire
(Years 1 to 4)

Where to Purchase School Uniform/Attire

New students will need to purchase their uniform before school starts at the school bookshop or directly from the supplier's shop.

Popular Book Store (School) [Located behind the canteen, next to the Student Centre]
School terms: 9am to 4pm (weekdays)
School holidays: 10am to 3pm (*Please call the General Office to check on the business hours.)

Bibi&Baba Private Limited (Supplier)
545 Orchard Road #02-28 Far East Shopping Centre, Singapore 238882
Phone: (65) 6271 9248 Email: uniforms@bibibaba.com.sg
Business hours: Mon to Sat: 10am to 7:30pm, Sun: 10am to 6pm

School Shoes Guidelines

- All white or all black
- Smart
- In good condition

- Mixture of black and white
- Markings in other colours
- Visible soles of a different colour
- Dirty or in a poor condition
- Shoe goes above ankle bone (boots)

SATURDAY DETENTIONS

A Saturday detention can be assigned by SLT, HoH, or HoF and is reserved for attendance, uniform, or academic work according to the following guidelines.

Academic
If a student has had repeated attempts at making up missing work the classroom teacher will discuss with their HoF the merits of having student attend a Saturday detention. Please note teachers should not assign detention prior to HoF approval. Teachers and HoF can be guided by a "Three Strikes" example of giving chances within the classroom first before assigning a detention.

Attendance
Students who are late three or more times to lessons, or who have an unexplained lesson absence (N), will have their names sent to their respective Head of House. The Head of House will then meet with the students and if there are no mitigating circumstances the Head of House all place the student on Saturday detention, and the student's parents are informed.

School Uniform
If a student has had repeated bookings by prefects or reminders by a staff member to correct their uniform a HoH may place that student in a Saturday Detention.

NON-ACADEMIC

CO-CURRICULAR ACTIVITIES

Co-curricular activities (CCAs) are seen as essential for the well-rounded, holistic development of the students, and also help the students achieve their potential outside of the academic field in the following ways:

- To provide for physical, social, and mental development.
- To build character, team spirit and responsibility.
- To inculcate a sense of belonging in the school.
- To provide opportunities for leadership experience and development of leadership potential.
- To promote social integration; and
- To develop healthy lifestyles.

The school offers CCAs in three areas, Interest Group, The Arts, and Sports which includes both competitive and recreational seasons. ACS (International) students are encouraged to participate and those not selected for competitive teams are able to participate in non-competitive teams. In fact, it is compulsory for all students to participate in at least one CCA per year. Many participate in more than one CCA. In order for Years 4 and 6 students to have a balance with their academic studies, they will continue their CCA up to the end of Term 3 (excluding Prelim examination dates).

CCA Participation

CCAs and other activities are an integral part of a holistic education. All students are expected to attend CCAs, and some students will necessarily represent the school at different sports during curriculum time. Leave of absence for such fixtures or other events and courses is granted according to the following conditions:

- The student speaks to the teachers of the lessons to be missed to request permission to be absent and undertakes to catch up with all work missed.
- The student completes all assignments set for the class during the period of absence.
- The student's academic and behavioural performance does not give rise to any concerns.

Should a student apply to attend a study course overseas, permission from the Vice Principal must be sought. In cases where students are performing badly in their academic subjects or where there is outstanding coursework in examination subjects, participation in CCAs or leave of absence will not be granted.

Changing CCA

If there are valid reasons for a student changing CCAs (e.g., illness/injury) then it will be dealt with on a case-by-case basis; the student must provide valid reasons (such as medical reasons). The student must speak with the teacher supervisors of both the leaving and new CCA in order to change.

External CCA

It may not be possible for the school to cater to all the needs of the student population in terms of variety of CCA, the school will recognise certain activities that students do outside of school as CCA. These activities should be deemed meaningful for overall personal development by the Head of CCA. Such special provision must be supported by valid reasons and an official letter/document from the instructor who is conducting the activity (e.g., a swimming coach or sailing coach). Normally, such a student will be participating in national or club competitions.

The student must see the Head of CCA with the supporting letter/documents that state clearly his/ her activity schedule; otherwise, this will not be recognised. In addition, on a per term basis, certificates of

participation or progress reports would need to be given to the school for per term effort and achievement grades.

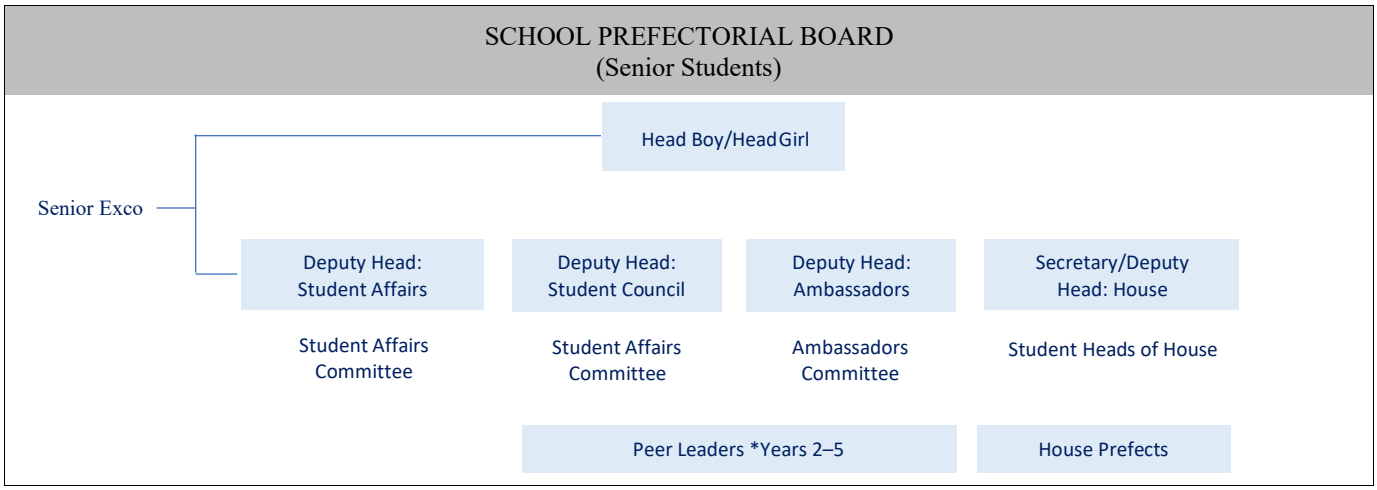
National School Games
The school enjoys the status of an international school and an MOE affiliated school. Our students can participate in Athletic Conference of Singapore International Schools (known as ACSIS) and also MOE's National School Games (NSG).

International National Youth Achievement Award Information
The Singapore NYAA is a full member of the Duke of Edinburgh's Award International association. It is a non-competitive programme that encourages and motivates young people between the ages of 14 and 25 to develop personal qualities of self-reliance, perseverance, and sense of responsibility to themselves, society, and the nation.

At ACS (International), students are required to work for the Bronze Award, and go through the four sections of the NYAA – Service, Adventurous Journey, Skills, and Physical Recreation (please visit NYAA website at http://www.nyaa.org for details).

STUDENT LEADERSHIP

The school is highly committed to developing students to be leaders ready for the future – to see the students graduating not only with strong academic credentials that open doors to further education, but also with a compelling purpose, high level of self-confidence and exceptional competence to serve others. In short, the school develops the students to be equipped and ready to be a positive influence – to be "salt and light of the earth", as Jesus commissioned his followers.



The school offers about 200 student leadership positions, ranging from School Prefects to House Prefects and CCA Captains. Each year, the students are appointed to these roles and are mentored by the teachers to achieve the learning outcomes such as:

- commitment to responsibility and respect for one another and the school's mission and values;
- competence in leading down (juniors), leading across (peers), and leading up (seniors);
- commitment and competence to bring positive changes by design to improve the school life; and
- competence and confidence in handling problems, stress, and changes.

School Prefects
School Prefects are appointed Year 5 senior leaders. They are the premier student leadership group among the student leaders, nominated by HoHs or other staff, and are appointed after interview and leadership training. They serve for 12 months after being formally invested into office in late April. Each School Prefect is assigned to a sub-committee which has specific roles and tasks.

General Roles
- To represent the student body (as student voice) to the school leadership and staff;
- To be role models and mentors to the students in support of the school mission and ethos;
- To support the Principal and staff in promoting a high standard of discipline by enforcing the school rules;
- To represent the school at appropriate occasions
- To seek improvements in the school via Design for Change projects;
- To serve the school by providing ushering and logistical support at school events such as Open House, Parents' Evenings, Parent Teacher Meetings (PTMs) and Speech Night;
- To induct new students into the school community by organising Orientations;
- To enrich school life and develop school spirit by organising school events such as Teachers' Day, Senior Prom, Spring Dance; and
- To lead their respective House Prefects in their termly school duties which involve:
  - raising flags
  - checking attire/appearance
  - helping to monitor late arrivals
  - helping with roaming/yard duty

House Prefects
Each House formally invests 12 House leaders each year to lead the House. HoHs, in consultation with their House staff, will select their Student Heads of Houses and House Prefects who are a mix of majority Year 5 and other year groups. In general, each Student Head of House leads a team of House Prefects such as Sports Prefect, Charity Prefect, Culture Prefect and Year Group Prefect.

CCA Captains
CCA Captains are selected by the respective CCA teachers-in-charge to serve for one year. They assist the teachers and instructors by modelling high standards of commitment in the CCA, leading the group members in training, mentoring the juniors, and assisting in attendance taking. They may come from any year group.

Peer Leaders
Peers Leaders are selected from among Years 2 to 5 students by the School Prefects to assist them in organising school events and the other duties such as yard duty. For the younger students, this opportunity is helpful in giving them the experience and training for the School Prefect role in Year 5.

Executive Committee
The Executive Committee (Exco) leads the Prefectorial Board which is divided into four sub-committees. It comprises the Head Boy, Head Girl, four Deputy Heads and a Secretary who:
- are responsible to the school in all matters relating to the Prefects;
- are responsible in seeing that all aspects of prefect work conform to the objectives and standards of the school;
- are authorised to approve any outgoing correspondence and documents regarding the affairs of the prefects and dispatch them through the Principal or VPs;
- meet the VP (Senior Division) regularly to discuss and report on matters related to their work; and
- help the Duty House and Head of House with their termly morning duties.

Each of the four sub-committees is chaired by a Deputy Head:

- Student Welfare focuses on Design for Change projects and general well-being of the student body.
- Student Council focuses on fostering a strong esprit de corps among the student body by facilitating active student participation in the school community and activities.
- Ambassadors focus on serving the school at school events and the wider community through partnership with charitable organisations in community service projects.
- Heads of House focus on improving the communications and collaboration across the eight Houses and with the wider school community.

TRIPS

The school encourages international school trip experiences for its students as part of the mission of being an international school; plus, to support the concept of international mindedness; to increase understanding of different cultures including those of developing economic countries; and to provide meaningful Service/CAS experiences for the IB Diploma students. International trips include those for service, curricular and CCAs, exploring potential higher education pathways, Years 1 to 3 adventure activities, and for cultural understanding. As many students and staff as possible should have the opportunity to undertake international trips. Each trip should have a stated educational purpose at its core.

Parental Consent

For mandatory day activities (e.g. excursions, visits, heritage tours, field work, projects, community involvement programme etc.) the school need not seek consent of parents or guardians. However, they must inform parents or guardians of the activities.

For overseas/overnight trips, parents must sign a consent form in advance giving permission for their child to be involved. Reasonable care will be taken and emergency contact numbers will be given.

End-of-Year Adventure Camps

End-of-year camps take place at the end of the year for all students in Years 1,2,3, Pre IB, and Foundation IB.

Aims

- Provide the students with experience of outdoor education
- Develop a sense of independence, self-confidence, bravery, and achievement
- Enhance problem-solving skills, resourcefulness, and coping ability
- Provide classmates and teachers an opportunity to share a common experience and bond outside the classroom

Code of Conduct

Acceptance by parents of a student's participation in any tour, trip or excursion organised by or on behalf of ACS (International) implies acceptance by both parents and students of the Code of Conduct as a basic condition of that participation.

Normal school rules apply in general terms. These will be interpreted in the light of the particular activity and local conditions. Behaviour must always reflect the high standards demanded by ACS (International).

Standards of dress must be appropriate to the activity and occasion. Specific guidelines on clothing and the dress code required for a particular trip will be issued by the organiser if necessary.

When staying in shared accommodation, including hostels and hotels, students must show consideration for other guests and must observe the rules laid down by the management of the accommodation. Boys and girls will be staying in separate accommodation.

Students must observe the guidelines and timings laid down when given free time out of their accommodation.

The laws, rules and traditions of foreign countries must be observed at all times.

Students are not permitted to consume alcohol or smoke. Any additional rules which are to form part of the Code of Conduct for a particular trip will be notified in writing by the organiser prior to the Code of Conduct being signed.

Parents/Guardians are required to accept responsibility for any damage or cost incurred by their son or daughter or ward due to their conduct and actions, whether intentional or not. Any claims made by a third party against a student, or the school as a result of his or her actions, must be met by the student's parents if they are not covered by insurance.

A serious breach of the Code of Conduct or of the normal rules of acceptable behaviour may result in the student being repatriated or returned home at the expense of the parents. The decision to repatriate or return a student home is at the discretion of the organiser or the senior member of staff accompanying the trip. There is no appeal against this decision.

Students need to remember that they are representing their school, their family and their country and their behaviour will reflect on these groups. Respectful behaviour at all times to all groups supporting the tour in the destination country is essential as this may affect the potential for future tours.

OPERATIONS

DAILY FLAG RAISING

The Singapore Flag

The Singapore Flag is halved horizontally – red over white. It has at the top of the hoist a crescent moon sided by five stars in a circle, all in white. The ratio of the width to the length of the flag is two to three.

The colour red is symbolic of the universal brotherhood and equality of man, while the colour white signifies pervading and everlasting purity and virtue. The crescent represents a young country on the ascent in its ideals of establishing democracy, peace, progress, justice, and equality as indicated by the five stars.

Bendera Negara Singapura

Bendera Negara Singapura adalah mengandungi dua bahagian melintang – warna merah di atas warna putih. Pada sisi sebelah atas tiang bendera itu ada satu bulan sabit disandangi oleh lima bintang dalam satu bulatan, kesemuanya berwarna putih. Ukuran bendera itu ialah dua bahagian lebar dengan tiga bahagian panjang.

Warna merah itu ialah symbol persaudaraan dan persamaan antara manusia, dan warna putih menandakan kesucian dan kebijakan yang kekal abadi. Bulan sabit itu merupakan sebuah negeri yang sedang meningkat dalam cita-citanya menbentuk demokrasi, keamanan, kemajuan, keadilan dan persamaan sebagaimana yang ditandakan oleh lima bintang-bintang itu.

新加坡国旗

新加坡国旗横分两段，上半段为红色，下半段为白色。在近旗杆的上端有一个白色新月， 旁边配着五颗白星形成一环。国旗的阔度及长度比列为二比三。

红色象征四海同胞的情谊及人类平等。白色则代表永恒的纯洁与美德。新月象征一个新 生的国家正在朝着它的五大理想——民主，和平，进步，公正与平等——迈进。五粒白 星便代表这五大理想。

சிங்கப்பூர் தேசியக் கொடி

சிங்கப்பூர் தேசியக்கொடி படுக்கை வாக்கில் கீழே வெண்மையும் மேலே சிவப்புமாக இரு பாதிகளாய் பிரிக்கப்பட்டிருக்கிறது. ஒரு வட்ட உருவில் அமைந்துள்ள ஐந்து வெண்மை நட்சத்திரங்களைப் பக்கத்தில் கொண்ட ஓர் இளம்பிறை இக்கொடியின் ஏற்ற உச்சியில் இடம் பெற்றிருக்கிறது. இக்கொடியின் அகல நீள அளவுகள் இரண்டுக்கு மூன்று என்ற விகிதமாகும்.

சிவப்பு நிறம், உலக சகோதரத்துவத்தையும் மனித சமத்துவத்தையும் குறிக்கிறது; வெண்மை நிறம், என்றுமழியாது நின்று நிலவும் தூய்மையையும் அறத்தையும் குறிக்கிறது. இளம்பிறையானது 5 நட்சத்திரங்களும் குறிப்பிடுகிற ஜனநாயகம், சமாதானம், முன்னேற்றம், நீதி, சமத்துவம் ஆகிய தனது 5 இலட்சியங்களையும் வளர்ப்பதில் முன்னேறிக்கொண்டிருக்கும் ஓர் இளைய நாட்டைக் குறிக்கிறது.

The National Anthem
Majulah Singapura
Mari kita rakyat Singapura Sama-sama menuju bahagia Cita-cita kita yang mulia Berjaya Singapura
Marilah kita bersatu
Dengan semangat yang baru Semua kita berseru
Majulah Singapura Majulah Singapura

Onward Singapore (English Translation)
Come, fellow Singaporeans
Let us progress towards happiness together
May our noble aspiration bring Singapore success

Come, let us unite In a new spirit
Let our voices soar as one Onward Singapore Onward Singapore

The Singapore Pledge
Our Pledge
We, the citizens of Singapore, pledge ourselves as one united people, regardless of race, language, or religion, to build a democratic society based on justice and equality so as to achieve happiness, prosperity, and progress for our nation.

Ikrar Kita
Kami, warganegara Singapura, sebagai rakyat yang bersatupadu, tidak kira apa bangsa, bahasa, atau ugama, berikrar untuk membina suatu masyarakat yang demokratik, berdasarkan kepada keadilan dan persamaan untuk mencapai kebahagiaan, kemakmuran dan kemajuan bagi negara Kami.

信约

我们是新加坡公民，誓愿不分种族，言语，宗教，团结一致，建设公正平等的 民主社会，并为实现国家之幸福，繁荣与进步，共同努力。

உறுதிமொழி

சிங்கப்பூர்க் குடிமக்களாகிய நாம் இனம், மொழி, மதம் ஆகிய வேற்றுமைகளை மறந்து ஒன்றுபட்டு நம் நாடு மகிழ்ச்சி, வளம், முன்னேற்றம் ஆகியவற்றை அடையும் வண்ணம் சமத்துவத்தையும் நீதியையும் அடிப்படையாகக் கொண்ட ஜனநாயக சமுதாயத்தை உருவாக்குவதற்கு உறுதி மேற்கொள்வோமாக.

COMMUNICATIONS

Internet Acceptable Use Policy
Users are expected to use Internet access through the school system to further educational and personal goals consistent with the mission of the school and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. In accordance with school policy, the school filters Internet access. Students are directed to inform staff immediately if they receive any image or communication that is inappropriate.

Useful School Online Sites
Students can refer to the following websites for more information:
Student Portal: https://acsinternational.students.isams.cloud/
Schools Buddy: https://acsinternational.schoolsbuddy.net/Account/Login
ManageBac: https://acs.managebac.com/login
Student Email: https://login.microsoftonline.com
Google Classroom: https://classroom.google.com/

Parents can use the following portal to access school-related information:
Parent Portal: https://acsinternational.parents.isams.cloud/

Daily Notices
Daily notices and announcements may be conveyed to students via the HTs or iSAMS. Students should regularly check their school email and the bulletin items on ISAMs.

Newsletter
The school publishes the school Newsletter every month during the school year. It contains news on upcoming events, changes in school policy, reminders, and more. The newsletter is posted on our school website.

Comments and feedback can be provided at: acsinternational.communications@acsinternational.edu.sg

Parent-Teacher Meetings (PTMs)
Twice a year the school will host PTMs. These are held in the sports hall and are an open appointment. Parents are encouraged to bring their students along. The dates for these will be advertised in the school newsletter. For international parents, members of the SLT will travel to visit our international agents throughout the year and schedule PTMs. More information can be obtained through the respective country agent.

FACILITIES

Block Names

The school houses several blocks with classrooms, science laboratories, studios, and other facilities. Their abbreviations are as follows:

OB	Oldham Block
NB	New Block (Foo Hee Lim Block)
LB	Library Block (Darren Loh Block)
SB	Sports Block
Bi	Biology Lab (in OB)
Ch	Chemistry Lab (in OB)
Ph	Physics Lab (in OB)
MS	Music Studio

Facilities and Equipment

The ACS (International) campus is open for students from 7am to 7pm, Monday through Friday. During the weekend or after hours only under supervision from a staff member. Students are to follow the correct procedures when using school facilities and equipment. All facilities and equipment should be left clean and tidy after use. Ballgames are allowed only in designated areas, unless under supervision. Lights and taps should be turned off when not in use. Any breakages should be reported immediately. In the canteen, all used crockery, cups, bottles, and cutlery are to be returned to the collection area.

Library

The Sitorus Library supports all learners and staff by providing print and electronic collections, areas for collaboration, instruction, technology, and library services in a quiet academic atmosphere. All staff and students are welcome to the library. Users are advised to maintain an environment that is conducive for quiet reading, learning and study by following the library etiquette:

- Do keep your voices down when talking. Hold discussions in the canteens as they tend to get loud.
- Do consume all food and drinks before you enter the Library.
- Do sit on the chairs provided, not on the floor when there are seats available. Do not sit on the tables.
- Gaming is discouraged in the library.
- Do set your phone to silent mode.
- Do walk out of the library if you need to take/make a call on your phone.
- Do return books on time so that others may borrow them.
- Do put books back in the correct place, if in doubt, leave it lying on the shelves/tables instead of shelving in the wrong place.
- Visitors and ex-students must get a visitor pass from the Security Office and permission from the General Office if they want to visit the library.
- Ex-students – only those who are re-sitting for IB/IGCSE examinations are allowed to study in the library.
- They must produce a letter from Vice Principal to the library counter staff as proof.
- Food and drinks are not allowed in the Library.
- Monday – Friday: 8:00am to 5:45 pm. School holidays: 9:00am to 4:00pm.

Lockers
Students will be issued lockers through their HT. They must provide their own lock and only use their locker. Locks should not be placed on any lockers that have not been assigned by a HT. If a lock is placed on an unassigned locker or if there is suspicion that a locker is being used to violate the code of conduct, the school will open and search the locker.

Damage to School Property
Students who cause damage to school property will be liable for the repair or replacement of the items damaged. The cost of repair is normally billed to the student and family.

Drop off and Pick up From School For the safety of all, we seek the co-operation of all parents driving to school to exercise care and consideration by adhering to the following:

- Turn off your engines when waiting to pick up your child from school. With many cars waiting outside the school, the noise of car engines can be quite disturbing to the residents.
- Drive at a safe speed that is below the legal speed limit along the roads near school. The pavements are narrow and often blocked which results in pedestrians, including young children, having to walk on the road. Drivers should be mindful of this and reduce their speed.
- Reduce speed when it is raining in order not to spray puddles of water at students and members of the public who are walking close by.
- Refrain from waiting/parking illegally. It is an offence to park/wait on either side of a road demarcated by a continuous white line or double yellow lines.
- Please do not beep your horn to get your child's attention; this is a noise nuisance to our neighbours.
- Plan your pick-up time with your child to reduce the queuing/waiting time along the road.
- Avoid arriving earlier than the scheduled school dismissal time.
- Do not park in front of the access of any residential unit.
- Be considerate and allow cars from side roads access into the car queue waiting to exit to Holland Village.
- Parents are encouraged to make use of the back gate (Gate C) via Holland Close as a much less congested alternative to drop off your child (see below map for details).

PERSONAL BELONGINGS

Handphone and Digital Devices
Students are allowed to have their electronic device at school and need to follow the expectations for the specific setting. Please see individual teacher syllabus for classroom expectations regarding electronic items. Cell phones/electronic communication devices with picture taking option are not allowed to be visible in locker rooms or toilets. If an electronic device becomes a distraction in any school environment, it will be confiscated and school policies will be enforced. Failure to comply will result in further action. ACS (International) is not responsible for lost or stolen electronic devices.

Laptops
All students are required to have a laptop. The school is a registered Apple School and aims to tap on the resources and support of Apple Education. As such, we recommend that students use Macbooks and iPads.

Please visit: https://www.apple.com/sg/mac/compare and https://www.apple.com/sg/ipad/compare for the range of Macbook and iPad products.

Common classroom usage includes quiz apps such as Peardeck (https://www.peardeck.com) and Kahoot (https://kahoot.com). All students will be provided with a free Office 365 account to install the Office

Utilities in their devices. Students who are involved in creative media will also be provided the full Adobe CS at no cost.

While Junior students can work on an iPad for quizzes and presentations, Middle and Senior students are expected to work more intensively on longer reports and presentations, including collaborative work on Google Docs. As such, a MacBook is preferred.

Prohibited items

The following are strictly prohibited on the school premises at all times:

- Religious items unless special permission in writing is obtained from the school
- Any occult literature or material
- Literature that contradicts the school's Christian values
- Other items that the school may specify from time to time

Lost Items

If an item is lost students can check with the front office or the school prefects that hold items. Items held for longer than a term will be donated to charities.

SCHOOL CALENDAR

ACS (International) Term Dates 2026

2026	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su
Jan				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Feb							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Mar	30	31					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20*	21	22	23	24	25	26	27	28	29
Apr			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	8	25	26	27	28	29	30			
May					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
June	1*	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
July			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Aug	31					1	2	3	4	5	6	7	8	9	10*	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Sept		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
Oct				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Nov	30						1	2	3	4	5	6	7	8	9*	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Dec		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			

School holidays
Public holidays (*indicates timing of in-lieu holiday)
Teacher Only Days & New Student Orientation
Wednesday 7 January: 8am all students except Year 5 non-DSA
Monday 19 January: non-DSA students
Final School Day for Yrs 1 - 5 & Speech Day Prize Giving
Year 1, 2 and 3 Camp Week
Year 6 Graduation (TBC)
Year 6 Prom (TBC)
Teacher Only Days & Start of Prelims for Year 4 and 6 students
Teacher Only Days

Singapore Public Holidays 2026

New Year's Day	Thursday	1 January
Chinese New Year	Tuesday	17 February
	Wednesday	18 February
Hari Raya Puasa	Saturday	21 March
Good Friday	Friday	3 April
Labour Day	Friday	1 May
Hari Raya Haji	Wednesday	27 May
Vesak Day	Sunday	31 May
National Day	Sunday	9 August
Deepavali	Sunday	8 November
Christmas Day	Friday	25 December

Weekly Timetable Structure

Key features included one-hour periods, 10-minute gaps between periods, assemblies, and tutor meetings at the beginning of the day, "white space" time, and sacrosanct "support" time after school twice a week.

The 10-minute gaps between lessons enable the teachers and/or students to see each other to answer quick individual queries which may not get attended to during lesson. It also ensures that the students are not late for the next lesson, so a full 60-minute teaching period is protected.

Placing Assembly, Chapel, and Tutor Times at the start of the day ensures that inclement weather and other factors do not impact on lateness during Period 1.

"White space" time on Tuesdays from 8:00am to 8:35am is a time where no regular activity is assigned. This allows the teachers and students to book the slot for extra subject teacher collaboration meetings, student leader group meetings, one-off meetings with student groups, and meetings with external speakers. Students who need not attend any meetings enjoy a later start to the day!

"Support" time of 30 minutes after school on Tuesdays and Wednesdays allows all teachers to stay in their homeroom to enable extra catch-up time with selected students. Students may self-refer or a teacher may request individuals or small groups to go to their homeroom for extra help on a certain topic or concept. CCAs and other activities may only start after the end of "Support" time.

Full School Assemblies are held on Wednesday mornings from 08:10 to 08:40 in the Sports Hall. All staff and students are expected to attend. Students sit on the floor in their respective Houses and staff are seated on chairs which will be laid out along the sides of the Sports Hall.

Full School Chapels are held on Friday mornings from 08:10 to 08:40 in the Sports Hall. All staff and students are expected to attend in be dressed in Chapel Attire. Students sit on the floor in their respective Houses and staff are seated on chairs which will be laid out along the sides of the Sports Hall.

<table>
<tr><th>Period</th><th>Time</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td rowspan="2">Meeting Time</td><td rowspan="2">08:00–08:40</td><td>Tutor</td><td>Staff Collaboration / Student Activities</td><td>Tutor</td><td rowspan="2">Pastoral Programme</td><td>Tutor</td></tr>
<tr><td>House / IB Core</td><td>Tutor (08:35)</td><td>Assembly Division</td><td>Chapel</td></tr>
<tr><td>1
2</td><td>08:45–09:45
09:55–10:55</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">3a 3b</td><td rowspan="2">11:00–12:45</td><td colspan="5">Junior school lunch (10:55–11:45)/Senior school lunch (11:00–12:00)</td></tr>
<tr><td colspan="5">Senior school lunch (12:00–12:50)/Junior school lunch (11:45–12:45)</td></tr>
<tr><td>4</td><td>12:50–13:50</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5</td><td>14:00–15:00</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>15:05–15:35</td><td>Staff briefing</td><td colspan="3">Student consultation/support</td><td></td></tr>
<tr><td>CCA1</td><td>15:40–16:40</td><td>Staff collaboration</td><td colspan="3"></td><td></td></tr>
<tr><td>CCA2</td><td>16:40–18:00</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Booklist
Students are to refer to the school's website for the booklist for the various year levels.

Student Card
All students carry their student ID card. New students must complete a Student Card application form. This card serves to identify the student during school registration, library books loan as well as photocopying service. A student account, along with a school email address, will also be generated to allow the student to access the school intranet and iSAMS student management system. If a student is late to school, they will also use the care to scan into school. Students will need to scan their card if there is a need to leave the campus during the school day.

Student Handbook/Diary
Junior school students will be issued a daily handbook/diary at the beginning of the year. The expectation is that they will use this each class to write in daily work and upcoming dates. If lost, they can purchase at the front office. Any other students that wish to have a handbook/diary can also purchase at the front office.

Transportation
Students who wish to use the school bus to commute to and from school must complete the Transport form. Kindly note that this engagement is a personal arrangement between the parent/guardian and the operator. Concession for public transportation at this juncture is only available to Singapore Citizens only.

Coeducation
Any demonstration of romantic affection, e.g., holding hands in school, walking arm-in-arm, embracing or kissing is not allowed in school. Students in school uniform should avoid any public displays of romantic affection.

Canteen Behaviour
- Students are expected to behave with respect and tolerance for each other.
- Students should not sit on tables.
- Students should not leave any personal belongings in the Canteen during the school day.
- Students display good eating manners.
- Students will remove all plates, utensils and litter after meals and place them in respective bins.
- Students are not allowed to order in food from outside vendors

Senior Lunch
Only IB students are allowed to leave campus during period 3 for lunch. All other students must eat lunch in the canteen. Senior students must sign out and in at the guard stand by scanning their student ID.

Free Periods
Students across all Divisions who have a timetabled free lesson in Period 5 are allowed to leave the school campus to go home. If a student has a mandatory Support Session or CCA commitment, they need to remain on campus. This privilege may be revoked at any time by a member of SLT. Students are not allowed to leave the school campus in any other period if they have a free lesson e.g., after Year 4s have completed their language examinations. During these times students should find a place, such as the Library, to study. All students must report to school on time, even if they have a free lesson in Period 1.

Personal Security
The school campus is protected by security guards. If a student spots someone around school who looks suspicious or who should not be on site, they should contact a staff member or security guard immediately in order that someone be sent to check on the individual.

Photography, Filming And Recording
To protect the privacy, dignity and safety of all members of the school community, the following expectations apply:

- Students must not photograph, film or audio-record another person at school or during school activities without permission from the relevant staff member and those being recorded.
- Recording is not permitted in classrooms, meetings, offices or private areas (such as toilets, changing rooms and health facilities) unless expressly authorised.
- Permission to make a recording does not include permission to share it. Separate permission is required before any recording is shared, posted online or distributed.

- Smart glasses and other wearable devices with cameras or microphones must not be worn at school unless specifically approved by the School.
- Parents, guardians, students and visitors must not record meetings, online meetings, phone calls or conversations with school staff without the knowledge and consent of all participants. Anyone wishing to record a meeting should notify the School in advance wherever possible. If any participant does not consent, the meeting will not be recorded. Alternative arrangements, such as written minutes or a summary, may be offered.
- The use of AI transcription tools or meeting assistants is considered recording and must also be disclosed and agreed to by all participants.
- Unauthorised or covert recording, or the sharing of recordings without permission, is considered a breach of the Code of Conduct and may lead to the termination of enrolment.

Please refer to the full **Photography, Filming and Recording Policy** found on the school website for complete details.

Emergency Procedures
When the alarm is sounded, students are to remain calm and listen carefully to instructions given by their teacher as well as any announcements given over a public address system. They are to put their belongings in their bag and leave the building in an orderly manner, following the marked evacuation routes, and to assemble at the location as instructed. There will be a fire drill each year.

Medication in School
Any medical concern should be referred to the School Nurse. Students may be sent to the nurse during lessons when they have symptoms causing concern. Students are required to sign in at the Medical Centre when they see the school nurse. Any updates to medical information should be submitted to the School Nurse using the form found on the school website.

Making a Request for Academic Documentation
- For all academic documents required, fill in the "Request for Transcript/Testimonial" form downloadable from the website.
- Submit the completed form to the Academic Secretary in the General Office.
- Allow 15 days for processing.
- School will not accept urgent last-minute requests – please follow the system.
- Students may not approach teachers directly.
- We are unable to process requests for documentation during the school holidays.
- PLAN WELL IN ADVANCE!

Withdrawal from ACS (International)
- Parent sends formal notification of withdrawal to the Principal
- Principal acknowledges the letter
- Finance Department contacts parents
- As policy the school provides the academic transcripts which includes the written comments from teachers. We do not fill out recommendations for school transfers.

SCHOOL PARTNERS

PARENT SCHOOL PARNTERS

The Parent School Partners (PSP) comprise the Exco that oversees a variety of events on behalf of the parents of ACS (International), which includes:

- Supporting various school events, e.g., Teachers' Day and ACSpirit de Corps
- Collaborating with student groups on PSP-sponsored events and student-initiative activities
- Organising parent-bonding activities and workshops, e.g., "Cyber wellness for your teen"
- Organising monthly prayer meeting for parents
- Attending a monthly meeting with the Principal and Vice-Principals to raise and discuss issues, and to act as a sound board for the school

Parent Volunteers (PV)

Parents are welcome to join the PSP in sharing their thoughts, experiences, and concerns as their child journeys through their education. From involvement in school activities to engagement with the school, parents' participation makes the school family better and stronger. By volunteering with PV, parents are able to put their skills and hobbies, as well as their ideas and experiences to use for a worthy cause – for their child and all the students in the ACS (International) community. PVs can get involved in:

- School events organised by the PSP
- Parent activities
- Parents Prayer Group (PPG)

To find out more about PSP, becoming a PV, or if any parent would like the PSP to raise an issue with the school's leadership on their behalf, parents can email to acspsp.net@gmail.com

HOLLAND VILLAGE METHODIST CHURCH

ACS (International) is a Methodist Institution and Holland Village Methodist Church (HVMC) is its anchor church. Both the school and the church see their relationship as an important one. Over the years, they partner in various events, supporting one another and acknowledging the commitment made to each other annually.

The church has offices located on site on the top two floors of the Sports Block. It uses the Oldham Chapel for Sunday services and other facilities for its youth, Filipino, Sunday tuition and other outreach activities.

The following activities summarise some of the interactions between the school and the church.

Wesley and Education

The founder of Methodism, Rev. John Wesley, believed that education, through the teachings of Christ, develops the full potential of reasoning and thinking. He also believed that an educator ought to prepare their students for life's challenges through the development of character.

In accordance with the Educational Mission of the Methodist Church in Singapore, the church seeks to nurture each new generation of students, raising them to be men and women of character and integrity, equipped to make a responsible contribution to society. A strong partnership between church and schools enhances this mission.

The Chapel Ministry aims to minister to the students by drawing timeless truth from the Bible and making it relevant for them in their current season of life, as the students pursue academic knowledge and develop into young men and women of great value.

The world changes from year to year. For a young person who is seeking to form their identity, this season of life can be a turbulent and challenging time. The Scriptures teach us that the ability to anchor ourselves in our unchanging God in the midst of an ever-changing world will bring much security and assurance to one's soul, amid life's challenges.

Weekly Chapel Services
The weekly 35-minute Chapel services are held in the Sports Hall in order to accommodate the whole school at one sitting. The Chapel services aim to impart biblical truth coupled with practical applications so that the students can connect with them and find relevance even in such contemporary times. These are done through shedding light and imparting wisdom with the messages shared and applications taught.

Christian Fellowship
The Christian Fellowship (CF) meets weekly. Students have found that it is a friendly and reassuring environment to talk about their various concerns and struggles.

At these gatherings, the students' peers can identify with what they are going through – thus reassuring them that they are not alone. Also, the teachers and Christian Ministry staff, who have had the benefit of having walked that same path as a student, are able to give guidance. The students therefore enjoy a combination of spiritual and social development as they meet with each other and their adult mentors.

CF Outings
The CF also organises outings and activities that promote bonding and teamwork among the students, such as this outing to Sentosa.

In Matthew 5: 13-16, Jesus reminds us that we are "the salt of the earth" and "the light of the world". It is easy to forget and lose perspective of our place in God's Kingdom when the concerns of everyday life encroach upon one's pursuit of God. It is our prayer that the bonds formed in CF will lead to lives being sharpened, in focus and in purpose.

Proverbs 27: 17 reminds us that "as iron sharpens iron, so one man's life sharpens another".

Religious Emphasis Week
Annually, Good Friday and Easter are celebrated through the Religious Emphasis Week Chapel activities. Special speakers, musicians and even drama teams will grace the chapel slots as the Good News is remembered during this season.

STAFF DIRECTORY

SLT

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Mr Gavin Kinch	Principal	gavin.kinch@acsinternational.edu.sg
Mrs Tan-Lim Siew Hoon	Vice-Principal, Senior Division	siewhoon.tan@acsinternational.edu.sg
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Dr Kristopher Achter	Vice-Principal, Junior Division	kris.achter@acsinternational.edu.sg
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Heads of Faculty

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IB Core Team

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Dr Philip Tieh	TOK Coordinator/Teacher	LSG	philip.tieh@acsinternational.edu.sg

Division Coordinators

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GLOSSARY OF COMMONLY USED TERMS

CCA	-	Co-Curricular Activity
DC	-	Division Coordinator
HoF	-	Head of Faculty
HoH	-	Head of House
HT	-	House Tutor
RP	-	Restorative Practice
SLT	-	Senior Leadership Team
SA	-	Subject Attainment
CW	-	Completion of Work
ATL	-	Attitude to Learning
IB	-	International Baccalaureate
DP	-	Diploma Programme
EE	-	Extended Essay
EA	-	External Assessments
HL	-	Higher Level
SL	-	Standard Level
IA	-	Internal Assessments
PG	-	Predicted Grade
TOK	-	Theory of Knowledge
CAS	-	Creativity, Activity, Service
SMM	-	Safe Management Measure
HBL	-	Home Based Learning
Ab initio	-	No prior experience or limited previous experience of the target language. Available at standard level only.

SCHOOL MAP

Astro Field
Security
Gate A
Entrance
Jalan Hitam Manis
Library Block
(Darren Loh Block)
Tennis Courts
Sports Block,
Gym & HV
Church Office
Foyer
Chapel / Administration Block
Laboratories
Lim Seng Guan Sports Hall
Music Centre & Canteen
Oldham Block
Student Centre
Oldham Block
Gate C
Gate B
New Block
(Foo Hee Lim Block)