



CHATSWORTH
INTERNATIONAL SCHOOL

Secondary Student/Parent Handbook 2022-23

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Welcome

Dear Chatsworth Secondary Students,

Welcome to a new school year! It is wonderful to see all our students back on campus for the 2022-23 school year.

Whether you are a returning student or brand new to Chatsworth, we wish you a warm welcome to our school community. Within this handbook, you will find important information on everything from school holiday dates to homework policy information. For more on student life, please check out our [Chatsworth Secondary Student Portal](#). Within the portal, you will also have access to *The Daily Chatter*, which provides you with daily updates and reminders about all that is happening on campus.

Please feel free to ask for help if you need assistance. A good place to start is your homeroom teacher.

We look forward to a great year together.

With best wishes,

Siobhan Dean

Head of Secondary

1. Who We Are

OUR VISION

We are an internationally-minded community collaborating to provide a holistic learning experience. We value each individual and empower them to find their purpose in the wider world.



OUR MISSION

Our Mission is to Inspire, Educate & Enlighten

- Motivate students to meet challenges with confidence and enthusiasm
- Encourage students to become passionate, lifelong learners
- Provide all students with a balanced education
- Nurture inquiry-based learning in the context of a changing world
- Foster the development of principled and caring global citizens
- Empower students to become thinkers and problem solvers
- Engage the local and wider community through meaningful partnerships



OUR VALUES, CULTURE & BELIEFS

- Our school is a diverse, internationally-minded community of learners
- The IB Learner Profile is at the centre of our learning experience
- We strive for personal and academic success for all
- We encourage honesty, respect and compassion
- All members of our community have a right to be heard and valued
- We provide a safe school environment

1.2 Schoolwide Learner Outcomes (SLOs)

Schoolwide Learner Outcomes



Chatsworth learners are:



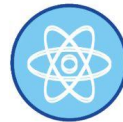
Principled:

they take safe and informed actions which create a positive impact on our changing world.
(Self-Management)



Balanced:

through adaptability, collaboration and resilience, they lead balanced and compassionate lives.
(Social)



Global Communicators:

who communicate effectively on multiple platforms in a global context.
(Communication)



Thinkers:

they engage in thought and research to solve problems. (Research & Thinking)

1.3 Chatsworth's School Song

Everyone is in this world together,
Living day by day the best we can,
And I can tell that we are all one people.
Every child, every woman, every man.

WE ARE ONE, we are part of ONE big family.
Yes, we are one, we are the family of man,
And I hope, one day, that we will live together in peace throughout the world.
We are one.

Everyone is looking for the answer, seeking happiness like you and me.
And the more I look at everyone around us,
It's the sameness, not the differences I see.
We are ONE.

Let's stand together, in unity...
Let's treat each other with dignity.

WE ARE ONE, we are part of ONE big family.
Yes, we are one, we are the family of man,
And I hope, one day, that we will live together in peace throughout the world.
We are one.

1.4 Our Faculty

To contact a teacher, you are recommended to email them. For a list of our teachers, including some background information on them, please refer to our [2022-23 Meet the Secondary Teachers](#) document.

Key Secondary Contact Information:

Head of School:	<i>Dr Tyler Sherwood</i> - tsherwood@chatsworth.com.sg
Head of Secondary:	<i>Ms Siobhan Dean</i> - sdean@chatsworth.com.sg
Assistant Head of Secondary:	<i>Mr Daniel Costich</i> - dcostich@chatsworth.com.sg
Dean of Students:	<i>Mr Rob Newberry</i> - rnewberry@chatsworth.com.sg
MYP Coordinator:	<i>Ms Phavana Silva</i> - phsilva@chatsworth.com.sg
DP Coordinator:	<i>Mr Iain Hudson</i> - ihudson@chatsworth.com.sg
Secondary Counsellor:	<i>Ms Shiho Tagaki</i> - stagaki@chatsworth.com.sg
Secondary Office:	<i>Ms Lisa Chin</i> - secondary@chatsworth.com.sg
Reception:	<i>Ms Violet Loi</i> - violet@chatsworth.com.sg / tel 6463 3201

2. Getting Settled

2.1 School Hours

The school day commences at 8:50am. All Secondary students meet in their homeroom class for the first 10 minutes of the day. Students are given a 45-minute lunch break, in addition to a 20-minute afternoon break between classes. School is dismissed at 3:35pm. The school does not provide after-school supervision for students unless students are attending or participating in school-sponsored activities. The school gates are officially closed at 5:45 pm daily, with exception to special school activities.

Secondary Daily Schedule

8:50-9:00	Homeroom
9:00-9:55	Period 1
9:55-10:50	Period 2
10:50-11:10	Break
11:10-12:05	Period 3
12:05-1:00	Period 4
1:00-1:45	Lunch
1:45-2:40	Period 5
2:40-3:35	Period 6
3:35	End of School / CCAs

2.2 Secondary learning cycles

This Secondary cycle spans 10 days with Week A and Week B schedules. Most lessons will be at the same time from week to week, but there will be some lessons that alternate between even and odd weeks.

2.3 Academic Calendar and Important Dates

The academic year is divided into two semesters. These semesters are then divided into quarters. The dates for this year are as follows:

Semester 1, 2022-23

Quarter 1:	August 11 - October 19 (including PD and PTSC days)
Mid-Semester Break:	October 20 - 28
Quarter 2:	October 31 - December 16

Semester 2, 2022-23

Quarter 3:	January 9 - March 24
Mid-Semester Break:	March 27 - April 7
Quarter 4:	April 10 - June 15

- Our one-page and online calendars can be downloaded from our [website](#)
- For information about assessment and exam dates please refer to Managebac.

2.4 Homeroom

Homeroom is a place that offers motivation and support for students. Students should be punctual to their homeroom, and to listen attentively to daily messages and other communications. Homeroom helps to foster school spirit and it is the place where activities are discussed and planned. It is important to participate in the numerous activities supported and offered at school.

Your homeroom teacher is the first staff member you have contact with each day. It is your homeroom teacher's role to assist you and to communicate with you and your family. The following are homeroom expectations of every student:

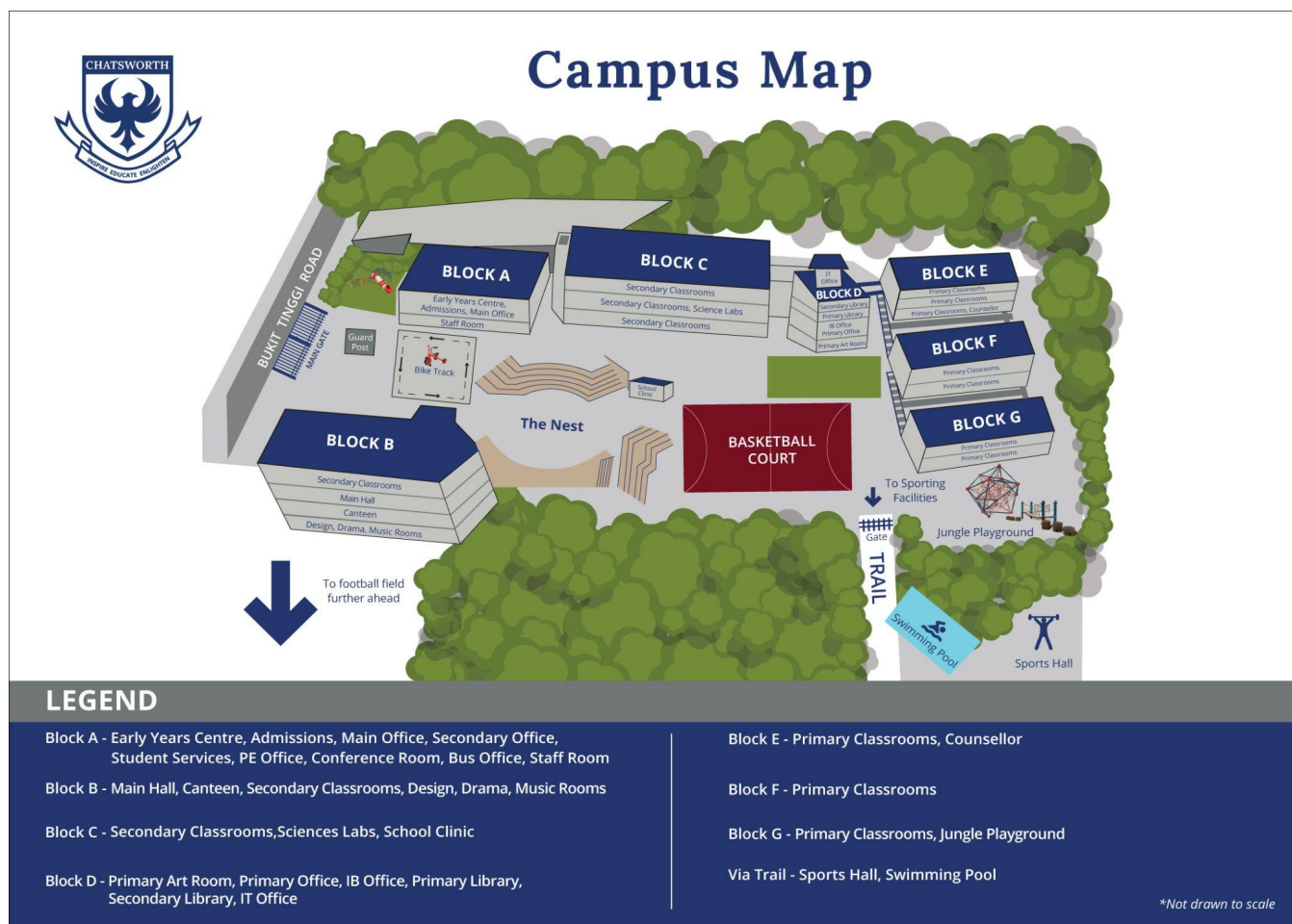
- Be punctual and prepared for the start of each school day
- Be mindful of your appearance
- Use homeroom time to check your daily calendar and plan for the day
- Listen to your homeroom teacher while the Daily Chatter notices (and other announcements) are read
- Work as a positive team on the activities prepared for you
- Value the opinions and contributions made by your peers

Note that if your first lesson of the day is PE, you should be in the Sports Hall at 8:50 for homeroom.

2.5 New Student Orientation

New students who arrive at the beginning of the school year will attend an Orientation Day prior to the first day of school. Students arriving after the start of the school year will be invited to the school for a tour by the Student Services team. On a new student's first official school day, new students will be assigned a buddy; a fellow student from homeroom who acts as a guide and support to the new student over the first few days at school.

2.6 Map of School Campus



2.7 Getting To And From Campus

The school shuttle bus runs to and from Sixth Avenue MRT station Exit A. The cost is currently \$2.50 per trip. The current bus schedule can be found on our school website [here](#).

School buses to other parts of the island may be arranged through Tong Tar Transport (chatsworth@tongtar.com). Monthly fees are payable for these services. These school buses depart at 3:45 sharp and students are responsible for getting to their bus on time. Students who miss their bus will need to make their own way home.

King Albert Park MRT and Sixth Avenue MRT stations are about a 20-minute walk.

Bicycles and scooters can be parked in the basement of Block B, in the designated student parking area. Riders should dismount and walk within the school grounds. Riders are expected to be aware of and comply with the laws regarding personal mobility devices. The roads near our school are heavily monitored by LTA, and they will issue tickets for those not adhering to Singapore traffic regulations.

Students arriving by private car or taxi should use the Institution of Engineers (IES), next door to the campus, as the drop-off and pick-up point in order to avoid congestion at the top of the hill. There is no parking available on campus but parents may park in the neighbouring Institution of Engineers car park (parking fees apply beyond the 10 minute grace period).

3. Academic Life

3.1 Academic Programmes

MYP 1-5, Years 7-11

We offer the [Middle Years Programme](#) (MYP) to students in Years 7-11. The main features of the MYP are best illustrated through the following four areas:

Approaches to learning - this demonstrates the commitment to approaches to learning as a key component of the MYP for developing skills for learning.

Approaches to teaching - this emphasises the MYP pedagogy, including collaborative, authentic learning through inquiry.

Key Concepts - this shows the emphasis placed on a concept-based curriculum.

Global Contexts - shows how learning best takes place in real world contexts and can help to develop international-mindedness.

IBDP, Years 12-13

We offer the IB [Diploma Programme](#) (DP) to students in Years 12-13. It is a challenging programme addressing the intellectual, social, emotional and physical well-being of students. An IB Diploma Course is also offered, with students taking six IB Certificates at a Standard Level to earn a Chatsworth High School Diploma. Preparing students not only for university but life beyond is at the forefront of the Diploma pathways.

3.2 Academic Reports

Students are awarded a semester grade in each subject, based on the IB 1-7 scale (see 3.3. below). These grades are communicated through end-of-semester reports that are accessed through Managebac. In addition, a mid-semester progress report is issued shortly before each parent-teacher conference to communicate progress up-to-date.

For MYP students, these mid-semester reports will include achievement levels against the criteria assessed in each subject; Semester 2 reports will include a full MYP grade, provide a summation of the student's academic and ATL strengths and weaknesses over the school year, and offer suggestions for improvement.

For DP students, all four reports will include an overall 1-7 grade. Note, however, that only semester grades are recorded onto a student's permanent record (i.e. transcripts for Years 10-13.)

In addition to achievement grades, students are also assessed, and self-assess on five skill categories from the IB approaches to learning (ATLs): Communication, Social, Self-Management, Research, and Thinking. Methods of assessment on the ATLs vary between subjects and are communicated by departments and teachers. This is reported through written teacher comments in the summative assessments on ManageBac as well as students' own writing on their achievement against personal ATL goals.

3.3 Achievement Grades

The achievement grades that are awarded are interpreted by using the descriptors

Grade	Descriptor
7	An outstandingly consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. A grade of 7 is a grade of distinction.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate, and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation where appropriate.
3	Limited achievement against most of the objectives, or clear difficulties in some of the areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

2 *Fail	Very limited achievement against all the objectives. The student demonstrates a limited understanding of the required knowledge and skills and is unable to apply them fully in normal situations, even with support. (Failing grade)
1 *Fail	Minimal achievement in terms of the objectives. Work that has been completed is well below that required for satisfactory performance. Work may be superficial or irrelevant to the assignment. (Failing grade)
N/A	Not applicable: the area either does not apply to the student or a grade has not been awarded due to the late date of entry to school.

* Note that an achievement grade of 1 or 2 are both considered failing grades.

3.4 Graduation Requirements

Students in Years 10 to 13 earn credits towards a Chatsworth High School Diploma that is awarded upon graduation at the end of Year 13. A grade of three or more in each subject earns 0.5 credits per semester, up to a maximum of eight credits per academic year. The following are the credit requirements for a Chatsworth High School Diploma (IB Diploma Candidate and IB Certificate candidate).

	IB Diploma Student Required	IB Certificate (IB Course) Student Required
English	4	4
Math	3	3
Science	3	3
Humanities	3	3
Foreign Language *	2 / 0	2 / 0
Electives (eg PE, Arts, IT, TOK) (an elective is anything over and above required)	8 / 10	8 / 10
Total Credits **	23	23
Total Semesters	8	8
Total Years	4	4
Other Requirements: <ul style="list-style-type: none"> • Students must be in good standing (demonstrating the academic, mature and motivational capability to process to the next year level) • Successful completion of CAS • 90% attendance requirement 		
Note: * Only applicable for students with English as a First Language		

Students who join Chatsworth after the start of Year 10 are awarded transfer credits for courses taken at their previous school(s).

3.5 Parent/ Teacher/Student Conferences (PTSCs)

Parent/Teacher/Student Conferences (PTSCs) take place twice per year, typically mid-semester, and parents are encouraged to attend with their child or ward. Classes are not held on conference days so that teachers can confer with parents and students. PTSCs are important as they provide an opportunity for parents, teachers and students to discuss goals and identify strengths.

Appointments are required and we strongly encourage all students to attend these conferences with their parents/guardians.

3.6 Parent Meetings

We encourage communication between parents, students and teachers throughout the school year. Participants should mutually agree on a date and time for meetings.

3.7 Homework

The school believes that homework is a valuable experience that encourages students to be organised, self-disciplined and develop good study habits. It is an important part of encouraging students to become a life-long learner and enabling students to realise that learning is not confined to the school environment.

The purpose of homework is to:

- i. Have the opportunity to consolidate classroom learning and reinforce skills
- ii. Establish self-discipline and develop Approaches to Learning (ATL) skills
- iii. Form a link between school and home

The time anticipated for completion of homework tasks *per subject per week* is:

- Years 7 - 9: Approximately 30 minutes to 1 hour + reading
- Years 10 - 11: Approximately 1 hour to 1.5 hours + reading
- Years 12 - 13: Approximately 2 hours to 3 hours + reading

Students are expected to spend additional time on completing more lengthy or research-based projects, such as MYP Personal Project and Diploma Extended Essay.

Late Work Policy

Students are expected to submit their work on time. Unless a valid reason is provided, students who fail to turn in homework on time on a consistent basis will receive any of the following based upon the individual teacher's discretion:

- ☐ Communication with parents to seek support.
- ☐ A **maximum** of three days' extension may be granted to the student with the prior approval of the teacher. The actual extension length will be granted based on a variety of factors.
- ☐ No work will be accepted after the extension unless special approval is granted by the MYP or DP Coordinator.
- ☐ Where an extension is required, students must submit a Request for Extension Form (a Google Form) to the teacher at least two days prior to the deadline. The Deadline Extension Form can be accessed from the Student Portal.
- ☐ Should a student not provide any evidence of achievement, the student will be issued a "0" on those specific task criteria which equates to the following comment: "The student does not reach a standard described by any of the descriptors." However, it is always preferable to find alternative evidence of achievement that can be marked (eg. partially-completed work, drafts) rather than award a mark of 0.

Plagiarised Work

Students are expected to properly acknowledge the sources of information they took from. Students who turn in a plagiarised piece of work will be dealt with according to the Chatsworth Academic Honesty Policy on Plagiarism.

Absences and Assignments

It is the student's responsibility to catch up with all the work and assignments missed during the student's absence. The student should make arrangements with the teacher for 'make-up' work. It is at the discretion of individual teachers whether extra time is granted or not based on circumstances.

Home Support

Parents play an important role at home in ensuring that their child spends regular time on homework by providing a comfortable and uninterrupted learning environment. Parents may also support their child by accessing their parent-portal in ManageBac and by receiving Google Classroom Guardian emails to help their child manage deadlines of homework.

It is important that students complete their homework independently, especially if it is an assessed task. Parents and tutors may support their child by discussing tasks but should ensure that any work submitted is the student's own effort.

3.8 Technology

Our goal is to promote a balanced use of technology to motivate our students to develop deeper conceptual understandings, ask meaningful questions and cultivate transferable skills that they continually adapt to approach challenges in their lives today and in the future.

Laptops

Secondary uses a 1:1 laptop model. Each student must have their personally owned Apple laptop. Our experience has shown, and research supports, that student learning is more personally relevant and ultimately improved if teachers and students have access to personally owned notebooks - that he or she can use in a carefully guided and balanced learning environment.

Apple laptops and software images are maintained solely by the students, although parents can purchase laptops through our recommended reseller. All students are subject to the Acceptable Use Policy which outlines behavioural expectations and conditions of our network use. Please select [here](#) to view our full acceptable use policy (a summary is provided below.)

IT Acceptable Use Policy (Summary)

The Internet and World Wide Web are powerful educational resources that hold a wealth of valuable information. The Internet is also a great collaboration and communication tool. Effective use of the Internet is a large part of our student learning expectations at Chatsworth and we believe that the benefits of the Internet far outweigh potential disadvantages. Everyone using the Internet at Chatsworth is expected to act in a responsible, appropriate manner that is consistent with our mission to Inspire, Educate & Enlighten. We realise that there are concerns

about students accessing or being exposed to materials that are illegal, defamatory, inaccurate or potentially offensive. Chatsworth has a very effective equipment and infrastructure in place to block all devices connected to the school infrastructure, from accessing most of these undesirable sites, as well as a system that allows the administration to monitor and audit what is happening on the network.

4. Policies and Procedures

4.1 Punctuality and Absence

A high level of attendance is essential for success at school. All students must fulfil a minimum attendance of 90% to earn credits for graduation and, for Student Pass holders, to satisfy the requirements to keep their Student Pass. Students who are absent must produce a medical certificate or other documentary evidence upon returning to school, and parents should inform us in advance through the Secondary Office.

Students who arrive late (after 8:50am) but before 9:00am should go to their homeroom. After 9:00am, students must go to the Secondary Office to sign in and receive a late slip. After students have reported to the Secondary Office, they may go directly to their lesson and should give the late slip to their teacher.

If a student needs to leave school during the day, we require a letter/email from the parent or guardian to explain the reason. A letter or appointment card from a hospital or Singapore Immigration will also usually be taken as sufficient evidence of a valid reason but whenever possible, appointments should be made outside of school hours.

Secondary students who have to leave the campus early must have a parent signed note with an Absence Notification Slip (available from the Secondary Office) and get approval through the Secondary Admin Assistant before exiting the campus.

It is the student's responsibility to catch up on missed work due to absence. For prolonged absence, work will be provided and arrangements made via the Secondary Office (QP41/F01 Secondary Student Absence Work Completion Form) and IB MYP or DP Coordinator.

In order to receive the necessary 'credits' upon which graduation depends in High School (Year 10-13), students must achieve 90% attendance in each semester.

1. This means that if there are more than around nine days of absence in any one semester, then the student will fail to receive credits for courses taken in that semester.
2. Absences for valid and genuine reasons, which are supported by written, official evidence such as medical certificates for hospitalisation, National Service requirements, pre-approved school events and university entrance exams do not count as absences against the 90% attendance requirement.

3. Absences from end of semester exams must be supported by Medical Certificates.
All decisions concerning the validity of the reasons, and acceptability of the evidence provided are made at the discretion of the Assistant Head of Secondary / Head of Secondary.

The school is required to report to Immigration and Checkpoint Authority of Singapore, any Student Pass Holder student who has seven consecutive days' absence or who falls below the 90% attendance within a semester without a valid and genuine reason.

4.2 Academic Integrity Policy

Academic honesty is the idea that work we present as our own should be genuinely our own, with due credit to ideas and words that have been provided by others. Citation and reference are effective and transparent ways to ensure academic honesty. MLA 8 is one citation style that is commonly used in most international and IB schools. [Here](#) is a general guide and some [examples](#) of how it is used. Both of these sources are from the Modern Language Association and can be used as support materials, among others.

We take academic dishonesty seriously. Academic dishonesty can include cheating, plagiarism, falsifying information, or using other ways to gain an unfair advantage in assessed work. Academic dishonesty can lead to students losing their MYP certificate or IB Diploma, and is dealt with seriously under the Academic/Behaviour Management Policy.

[SEC- Academic Integrity Policy](#)

[SEC: CHATS IBDP Academic Integrity Student Parent Agreement](#)

4.3 Academic and Behavioural Management Policy

At Chatsworth, we attempt to resolve academic and behavioural issues quickly and gently before they become bigger issues. We use a three-step process whereby most issues are resolved using intervention and discussion methods. If the problem is not resolved with an intervention, or if the issue is more severe, we move to a discipline approach. If the issue continues after intervention and/or discipline methods have been found to be ineffective, a formal Review Board is set up and conducted to determine what other steps might need to be taken and, if necessary, determine the student's eligibility to remain in the school.

Procedures for Academic/Behaviour Management

Step One: Intervention

1. An appropriate member of staff (e.g. Homeroom Teacher, Classroom Teacher, Member of Student Services, Dean of Students) will meet with the student to discuss the problem and work towards a resolution. The student will be encouraged to take responsibility and contribute to the solution during this process.
2. The staff member will follow up with an email written to the student to briefly summarise the issue and the outcome of the discussion, and will 'cc' the parent or guardian, and homeroom teacher.

Step Two: Discipline

1. If the issue is not resolved with intervention, or if it is more severe, the appropriate staff member will call a meeting with the student and the parent or guardian to discuss the problem. Other relevant staff may be involved (e.g. a Head of Department, Dean of Students, or Member of Student Services).
2. The student may be placed on an academic or behavioural tracking system whereby they must have a form completed by their teachers and other relevant staff for a specified period of two to three weeks. Alternatively, the student may be placed on a behavioural contract that identifies what needs to improve and the time expectations for doing so. In cases where the technology AUP has been violated, the Director of Education Technology may be involved in working with the student.
3. Following the tracking period, a follow-up meeting is held to discuss progress and determine if further action is needed (e.g. referral to an outside professional for counselling, an academic assessment, loss or restriction of certain laptop privileges if the issue is technology related, etc.). If the issue is resolved at this point, no further action is taken.
4. If another action has been put in place, another follow-up meeting will be held after a specified period of time to discuss progress. Lack of adequate progress during this stage leads to step three: Review Board.

Step Three: Review Board

1. If the issue is not resolved with steps one or two, a formal Review Board with the Head of Secondary and other relevant staff members will be conducted to determine what other steps may need to be taken and, in some cases, determine if the student is eligible to remain in the school.

4.4 Bullying Policy

Policy

We have zero tolerance toward bullying. We strive to foster an anti-bullying environment by using a model for interpersonal relationships that teaches our students to be responsible in how they interact with others, and resilient when negative things are directed towards them. For actual bullying cases, which are infrequent, we protect the targeted student regardless of where or how the bullying takes place, and work with the student who has displayed bullying behaviour. With this approach, all students involved learn from the situation.

Procedures for a Bullying Incident

Step One: Intervention

1. An appropriate member of staff (e.g. Dean of Students, Counsellor, or Head of Primary/Secondary) will meet individually with all students involved to better understand the situation and the circumstances under which the bullying occurred.

2. The student who displays bullying behaviour will be told that the situation must end immediately and that there is to be no retaliation toward the target student in any form. There will also be a discussion to help this person to understand the implications of this behaviour on the target student, and also on the character of the person displaying the bullying behaviour.
3. Follow-up counselling with the target student will typically take place to assist in coping with the current incident and with other similar situations which may occur later in life.

Step Two: Discipline

1. If the issue is not resolved with intervention, or if the issue is more severe, the student will typically be suspended.
2. A follow-up conference will then be held with the student, parent/guardian, Head or Assistant Head of Secondary, and any other relevant parties, to attempt to resolve the issue.

If the problem still exists after intervention and/or disciplinary action of steps one and two, the next step is a formal review board.

Step Three: Review Board

1. A formal Review Board with the Principal, the Head of Secondary, the Dean of Students, and other relevant staff will be conducted to determine if the student is eligible to remain in the school.

4.5 Drug, Alcohol and Tobacco Policy (Summary)

We take a proactive approach toward preventing illegal substance use amongst students by providing education lessons and assemblies presented by representatives of the Singapore Narcotics Bureau and through Student Services/Pastoral. Chatsworth students are also empowered to abstain from illegal substance use through a policy of mandatory, random drug testing. This serves as a deterrent to illegal drug use, and it also provides students with a very reasonable response to turning down drugs.

There are strict consequences for those who violate the policy through the unlawful use, possession, buying or selling, giving, or trafficking of illegal substances or prescription drugs, or inappropriate use of harmful substances such as tobacco products. This includes assisting, facilitating, or encouraging students or others in the use, purchase, or sale of illegal drugs, alcohol or tobacco products (including e-cigarettes), or misuse of non-prescription drugs. Any student who is suspected of being in violation of this policy may be suspended from Chatsworth pending an investigation and expelled if he or she is found to be in breach of the policy. An expulsion will be recorded on a student's permanent record. Students under investigation by the Singapore authorities for suspected involvement with drugs may be suspended during the investigation depending on the circumstances involved. Suspensions are handled on a case by case basis.

5. Code of Conduct

All members of our school community are expected to act in a way that allows others to learn in an environment that is safe and respectful. It is required that students abide by Singapore's laws including those pertaining to vandalism, tobacco, alcohol, and drug abuse. Students must attend classes punctually and with the appropriate books, stationery, and equipment. It is expected that students respect the possessions of others and take pride in the campus by not littering or damaging it.

6. Student Services

Student Services is at the heart of Chatsworth Secondary. Various teachers and support staff come together to assist students in the areas of Academic Advising, Counselling, Health, Discipline, Pastoral Care, Learning Support, Guardianship, English as an Additional Language and University Advising.

The Student Services Team meets regularly to discuss student issues and monitor students who need support. Student Services is also involved in writing policies to improve student welfare at Chatsworth International School. Some of the important areas Student Services are involved in include; individual and group counselling of students, developing a strong pastoral program, teaching communication and leadership skills, peer counselling, coping with stress, cultural adaptation, improving academic performance, and social development. Student services also works closely with various community supports, and provides parent workshops and information sessions to ensure a strong parent connection.



6.1 Counselling

At Chatsworth we provide initial individual and group counselling for students in need. Counselling between the student and the counsellor is confidential unless the student is at risk of harming himself or herself, or is being harmed by someone else or is threatening to harm another person. We also provide referrals to outside counsellors, psychologists, and psychiatrists when more extensive counselling is needed.

6.2 Pastoral Care

A carefully designed pastoral year plan is used to facilitate age-appropriate activities during weekly pastoral lessons. Each homeroom teacher has the opportunity to contribute to the topics covered, allowing homeroom teachers and their students to enjoy and participate in the pastoral lessons.

6.3 English as an Additional Language (EAL)

We encourage students to develop their English Language skills along with building a solid foundation in their mother tongue language. For students who require a more intensive study of the English language, we provide support classes that run parallel to and complement our mainstream English classes. Our objective is to provide a clear and coherent pathway for our EAL students through all levels of the school. This pathway is dynamic, relevant and rigorous, and highly beneficial for our entire student population.

6.4 Learning Support

The purpose of the Learning Support Programme at Chatsworth is to promote an inclusive educational program in which students with learning needs are fully participating members in a community of learners. All students at Chatsworth are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs.

Chatsworth provides Learning Support for students with identified specific learning needs both at the Primary and Secondary levels. Needs are met wherever possible within the classroom for students with diagnosed learning needs. The Learning Support staff also liaises with teachers, parents, students, and with specialists within the community as appropriate. If needs emerge which are beyond the resources that the school can provide, a more appropriate educational setting will be recommended.

6.5 Academic Advising

Our Academic advisors help students make course selections and recommend courses based on students strengths and areas of improvement to be made. They also talk to students about their grades and take measures to motivate students to improve their results. Students are sometimes placed on academic probation or report, as required.

6.6 Discipline

We attempt to resolve behavioural issues quickly and gently before they become bigger issues. We use a three-step model, described in section 4.3, whereby most issues are resolved using intervention methods. If the problem is not resolved with intervention, or if the problem is more severe, we move to a discipline approach. If the issue continues after intervention and/or discipline methods have been used, a formal Review Board is conducted to determine what other steps might need to be taken and, if necessary, if the student is eligible to remain in the school.

6.7 Health

We take a holistic approach to health, providing students with information to make good choices regarding sleep, diet, exercise and managing stress.

At the beginning of the school year (or when the student joins the school), there will be an information form to be filled out. This will highlight the teacher whether the student has any medical condition to be taken into consideration. The school has the right to request for a medical certificate as needed.

6.8 Guardianship

Students at Chatsworth who do not live with their parents must be formally registered with the school as *guardianship students*, and must live with their official guardians. The school must be notified in writing by the parents before the student changes guardians. Guardians at Chatsworth are expected to maintain an appropriate level of care and support for their wards, communicate with the school and the parents of their wards regularly, and attend parent-teacher-student conferences, accompanied by a translator if necessary.

6.9 University Advising

Our University Advisor provides high school students with information on university options and requirements. Students are provided with information on university fairs in Singapore, and often university representatives are invited into the school. This information can be found on the [University Advising page](#) of the Chatsworth website. The University Advisor also provides students with transcripts and assists with the university application process.

Students should consult with the University Advisor to discuss their emerging career plans and the best way to achieve these. The University Advisor will assist students with choosing appropriate institutions.

7. Student Life

7.1 House System

In Chatsworth all students and staff are divided into three houses: Changi, Sentosa and Raffles. Each student who joins Chatsworth will be assigned to a House, with siblings assigned to the same one. Houses are split vertically throughout the school so each House will have Primary and Secondary Students within it. The house system is used to promote school spirit within all areas of the school.

7.2 Student Council

Each homeroom in Secondary elects a Student Council representative. The Student Council meets to discuss matters of interest and concern to the students and puts forward ideas for improvements. The Student Council successfully organises Secondary events, movie nights, free dress days and is a positive voice for our Secondary students. Being a representative on the Student Council is a particularly important statement about the student's leadership qualities and contribution to the school community. It is always of benefit to be able to include such a statement in a reference or letter of recommendation. The Student Council executive positions

are elected roles earned via election votes. Voting takes place at the end of the second semester for the upcoming school year.

7.3 Co-Curricular Activities / Sports Teams

Chatsworth offers a co-curricular / sports program which reflects and supports the school's mission and core values. There is a mix of activities, clubs and sports which are age appropriate and challenging. Our co-curricular activities allow students to apply what they have learnt in the classroom, strengthen their skills in a particular activity or hobby and explore new areas of interest. It is mandatory that students participate in at least one CCA / sports team per semester.

Competitive sports are offered under the guidance of ACSIS (Athletic Conference Singapore International Schools), of which Chatsworth is an active member. ACSIS is comprised of Athletic Directors and Heads of Sport from over 30 International Schools here in Singapore. The organisation offers four age groups (U12, U14, U16 & U19) at the Secondary level. Here at Chatsworth, we try to field as many teams as possible in as different age groups and sporting activities.

Through ACSIS, students from Year 7 through Year 13 have the opportunity to compete in basketball, badminton, soccer, cross country running, ultimate frisbee, touch rugby and netball across the three sporting seasons of each academic year. For detailed information regarding current games, please see the [athletics calendar](#) available on the school's website. All competition information is regularly updated on the [AC SIS website](#). At the end of each season, students who have participated in competitive sporting teams are acknowledged at a special Awards Assembly.

The goal of sports at Chatsworth is to develop a commitment to lifelong physical fitness, and life skills such as teamwork, effective communication, and leadership. Participation in sports reflects Chatsworth's holistic approach to *Inspire, Educate & Enlighten. Go Phoenix!*

7.4 Uniforms and PE Kit

We believe that school uniforms:

- give students a sense of school identity
- ensure that students are suitably dressed for school
- create a good working atmosphere
- provide a sense of equality and inclusion
- give a tidy and disciplined appearance

Uniform Supplier

[School uniforms](#) can be purchased from the school appointed provider, United Uniforms Manufacturers [online](#) or from their physical store at Toa Payoh. All students must wear the following items of uniform:

- A Chatsworth polo shirt (Years 7-11) or white Chatsworth polo shirt (Years 12-13). If students wish to wear t-shirts / vests underneath their school shirt these must not be visible.
- Chatsworth navy blue trousers (for girls and boys) or Chatsworth navy blue skort (for girls). Chatsworth navy blue shorts are designed for the Primary years but may also be worn in Secondary until students grow out of them. Skirts are no longer part of the uniform.
- For PE, a blue Chatsworth dri-fit T-shirt and shorts. Students who have PE in the morning should come to school in PE kit and change after PE. Students with PE in the afternoon should come to school in the regular uniform and change at lunch. Students are not permitted to wear a combination of PE and regular uniform (e.g. PE shorts and school shirt)

In addition, students must wear appropriate footwear and socks. Shoes must fully cover the foot (no slippers, flip flops or ballerina flats etc). Clean training shoes must be worn for PE.

Students should have a complete change of clothing for all PE lessons. Outdoor activities take place in light rain. All students are expected to shower after the lessons and should therefore bring a towel and change of underwear and socks.

Students who are representing the school in a sports match may wear their training top to school on the day of the match.

The Chatsworth hoodie is the only sweater/hoodie that is permitted to be worn at school. Also, on house shirt days, students are reminded that the house shirt is only allowed to be worn with school uniform skirts, skorts, bermudas or pants.

Each house has its own shirt of the house colour with an image that reflects the character of the house. House t-shirts can be purchased at reception (not with United Uniforms).

Infographics and examples of the uniform code are below:

Years 7 to 11 (Middle School)

GIRLS



Blue Polo

AND



Skorts

OR



Bermudas

OR



Long Pants

BOYS



Blue Polo

AND



Long Pants



Bermudas

Years 12 to 13 (High School)

GIRLS



White Polo

AND



Skorts

OR



Bermudas

OR



Long Pan

BOYS



White Polo

AND



Long Pants

OR



Bermudas

All Levels - Girls and Boys

Physical Education Attire



Dri-fit Tee



Dri-fit
Shorts



House T-Shirts*



All students must wear covered shoes



Flips flops are not permitted
(K1-K2 may wear them for wet play only)

**Items can only be purchased at School Reception. Sweatshirt is available only at Bukit Timah Campus
Note: All schoolwear on this chart is for illustration purposes only*

Other Schoolwear*



Sweatshirt with Hoodie



Fisherman
Hat




Baseball
Cap

All students must wear covered shoes and socks (see following pages)

School Shoes

Appropriate school footwear	
	
	
Plain black sports shoes 	Plain black sports shoes with grey or white 
Plain black slip-on sports shoes 	Plain black skate shoes 

Examples of unacceptable footwear	
Indoor futsal shoes 	Open toe shoes 
Sandal/Thongs/Flip flops not acceptable at any time even free dress days 	Coloured leather shoes 

<p>Coloured sports shoes</p> 	<p>Black sports shoes with colours other than white/grey</p> 
--	---

PE Shoes: Please take note of the following guidelines for PE footwear:

Acceptable for PE	
<p>Laced up sports shoes</p> 	<p>Unit specific footwear only to be worn if the student is currently doing the unit in class, students must also bring normal lace up sports shoes:</p> <ul style="list-style-type: none"> - Basketball shoes - Football shoes - Running spikes
Unacceptable for PE	
<p>Velcro sports shoes</p> 	<p>Slip on ballet shoes</p> 
<p>Slip on shoes</p> 	<p>Skate shoes</p> 
<p>High Top Shoes</p> 	<p>Indoor football shoes Unless a football unit</p> 

7.5 General Appearance

We believe that a uniform dress code is an important part of a safe, orderly school environment where the focus is on student learning. We believe a higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behaviour. Our dress code guidelines indicate appropriate school dress for normal school days.

Hair: Student hair should be neat, well groomed and clean. Students should make every effort to maintain a hairstyle that is easily managed, time efficient and one that lends itself to the daily life of a school environment. Hair should be out of eyes and long hair easily tied back for PHE or activities that require safety (e.g. Science Lab). The hair of a Chatsworth student should reflect the spirit and values of our community.

Jewellery: Any jewellery worn by a Chatsworth student must be safe for every part of student life. Jewellery, piercings or adornments that may injure oneself or others in physical activities is not allowed - and no jewellery is allowed to be worn during PHE - except a wristwatch or wearable wrist device (e.g. Smart Watch), studded style earrings or religious bracelets and necklaces.

Tattoos: Displaying tattoos is discouraged. In the event that a tattoo can not be covered by the school uniform, the tattoo must not be offensive in any way and must conform to our policies on code of conduct.

Makeup: Minimal makeup is allowed for secondary students. Any makeup that requires lengthy maintenance is discouraged. Nails should be kept at a length that is safe for participation in PE classes.

Lastly: We believe our school uniform is the first point of contact between our students and members of the public. Our students are our ambassadors and we are proud of them all. Our students should always conduct themselves as role models while in the Chatsworth uniform and display themselves with the highest standards of respect and courtesy.

Note: The Administrative Team at Chatsworth reserves the right to interpret "appropriate" school attire.

7.6 Required and Prohibited items

Students should bring to school the items they will need for learning. These include;

- general stationery items (pens, pencils, erasers, ruler, highlighters)
- their fully charged Macbook, with charger
- a scientific calculator of the specified model for Years 10 and above.

Mobile phones are permitted but not required. Students should not use mobile phones in the classroom without the permission of their teacher.

To ensure a safe school environment, students are prohibited from bringing dangerous items to school. These prohibited items include, but are not limited to, the following;

- weapons, including craft knives
- laser pointers
- alcohol
- drugs (except over-the-counter medication and drugs prescribed by a doctor)
- tobacco related products including e-cigarettes

7.7 Lockers

Secondary students can get a personal locker by registering at the Secondary Office. Students need to bring their own combination lock to secure their lockers.

7.8 Student ID Cards - Printing and Canteen Payments

All students are issued a Chatsworth student ID card, which is attached to a break-away lanyard. This ID card is also their library card and canteen payment card.

8. Health and Safety

8.1 School Nurse

The School Nurse is at the school full-time from 8:30am to 5:00pm. The Nurse is stationed at Block C, near the basketball courts.

Students who feel unwell during class should inform their teachers that they would like to see the nurse. Wherever possible, the student is encouraged to return to class after seeing the nurse, unless symptoms indicate there is a more serious health concern, and the student is permitted to go home once the parent has been contacted.

Parents must notify us of any medical conditions in the Student Information Form. For any serious conditions it is vital to discuss this with the school nurse and teacher immediately.

In cases of serious accidents or illness, the nurse will send the student to a hospital chosen by the parents.

If a student has been sick with a serious or infectious illness, students need to follow the medical guidance from their doctor regarding the right time for their return to school. Students should stay at home for the duration of their medical certificate before returning to school.

8.2 Child Protection

Chatsworth takes Child Safety and Child Protection very seriously. Child Protection means making sure all students are safe from physical harm (by another or by oneself), are not placed in sexual situations, ensuring suicide concerns are reported and students' basic needs are provided by their parents/caregiver. All teachers are trained in safeguarding students and are mandated to report any suspected child safety issues. Chatsworth ensures all students are informed and taught a child protection curriculum through the Keeping Safe Child Protection curriculum.

Any student that feels there is a child protection concern for themselves or their friend, they should go to one of the counselling staff, or any adult that they feel comfortable with, and report any concerns.

8.3 Fire and Emergency Evacuation

Fire alarms and fire drills are taken seriously by everybody on the school campus. If the fire alarm sounds, it must be treated as a genuine emergency and everyone should proceed in a calm orderly manner to the basketball court which is the emergency assembly point for the school. Students should line up quietly in register order with their homeroom teacher. Students at the Sports Hall, however, will assemble outside the Sports Hall (for an evacuation of the school campus) or proceed to the Swiss Club assembly point (for an evacuation of the Swiss Club).

Visitors and students alike must follow instructions from staff promptly, without discussion or comment. Personal possessions such as bags must be left in classrooms as these can add to congestion on stairways and slow the escape from the building for others.

Instructions to students about what to do in the event of a fire will be given by homeroom teachers. Emergency evacuation maps are posted in every classroom and students are encouraged to familiarise themselves with these documents. There will be fire drills each semester to ensure that students know these procedures and can carry them out in an orderly, effective and speedy manner.

8.4 Wildlife

Our campus is surrounded by jungle and visits from wildlife such as snakes and monkeys are common. We need to behave in a way that keeps our community safe while respecting the natural environment around us.

Anyone who encounters a snake on campus should walk away slowly and quietly, warn others in the vicinity, and inform a member of staff who will call the maintenance team. Snakes will usually slither away from humans when disturbed but take care not to provoke them. Snake bites can be serious and must be treated as an emergency; all Chatsworth staff are trained in responding to a snake bite incident.

Monkey encounters should also be handled by walking away slowly and quietly, taking your belongings with you. It is important not to leave food or containers unattended in outdoor areas as they might attract monkeys.

9. Other Information

9.1 Helpful information and links

The following is a list of services to support parents and families. For more information on any of these services, you can visit our website by clicking on the following links.

Financial:

[Fee Protection Scheme and Medical Coverage](#)

[Tuition and Fees](#)

[Refund Policy](#)

Other:

[School transportation Service](#)

[Chatsworth Parent Group](#)

9.2 Assessment Appeal Procedures

A. Internal Assessment Appeal

1. If a student feels that an assessment has not been graded fairly or accurately, he/she may appeal within 7 working days from the result of the assessment. Any concerns should initially be raised with the subject teacher who will respond within 2 working days from the receipt of the appeal. The teacher will also immediately inform the Head of Department (HOD). A dialogue session will be held with the student. Should the issue not be resolved between the teacher and the student then the issue will be taken to the HOD for review.
2. If the issue cannot be resolved between the student, subject teacher and HOD, the student may appeal to the Examination Board at Chatsworth International School within 2 working days from the dialogue session. The appeal should be made through the written procedures set out below. Note that this would only be done in extraordinary or exceptional circumstances.
3. Appeals should be made in writing to the Chatsworth Examination Board through the Head of Secondary's office. It should clearly state the details of the complaint and reasons for the appeal as well as the outcome of the meeting with the Subject Teacher and HOD.
4. The Examination Board will convene to look at the issue, conduct its own investigation and will issue its own decision on the issue. The decision will be delivered to the student in Writing within 5 working days from submission of the appeal.
5. If the student is still not satisfied with the results, the student may request a personal hearing in front of the Examination Board to cite his/her case. This request must be done within two days of receipt of the Examination Board's decision.
6. The Examination Board will entertain such requests only when it can be demonstrated that there is new information to consider, or that information was not accurately understood in the original appeal.
7. If there is no new information, or the Examination Board has considered all the available information, it reserves the right not to re-sit.
8. In the event a hearing is called, the student may bring their parent or guardian to the hearing. If the appeal is made during the school holidays, the Examination Board will convene one week before the start of the new academic year. As before, the Examinations Committee will deliver the decision of the committee to the student in writing within 5 working days of the hearing.
9. For in-house courses, the School must release appeal results within four working weeks. For courses administered by partner organisations, the release date of appeal results will be according to the regulations of the partner organisation.

B. External Assessment Appeal

DP

1. Students who wish to avail the Enquiry Upon Results Service will need to discuss with the IBDP Coordinator by the 3rd week of July. A wait until the middle of July is acceptable because the grade boundaries are made available to the IBDP Coordinator at that time. The IBDP Coordinator will only advise for a re-mark if it is to the advantage of the student.

NOTE: Fees are payable to International Baccalaureate (IB) for all external assessment appeals.

During a re-mark, a student's grade may go up, down or stay the same. If the grade goes down, the student cannot reject the re-mark and go back to the original grade. The only way to improve the grade will be to re-sit.

MYP

For MYP enquiry upon results requests are due to the MYP Coordinator by October 1st. The coordinator may request the following types of services. Note: The fee is borne by parents.

Category 1 re-mark: For externally assessed on-screen exams for an individual candidate.

Category 1 report: A report on a category 1 re-mark

Category 2: The return of externally assessed material

Category 3: re-moderation: re-moderation of marks for internal assessment

9.3 Continuation and Withdrawal

Ongoing enrolment at Chatsworth is dependent upon the student meeting our age-appropriate academic and behavioural expectations.

For a New Academic Year: The School will send a re-enrolment link via OpenApply in February every year for parents to update the school on the status of their child or children's enrolment the next academic year. The school will need the student's status by the end of February.

Between Semesters: The school will send a re-enrolment link via OpenApply in September every year for parents to update the school on the status of their child or children's enrolment for Semester 2. The school will need to know the student's status by the end of September.

The school will reply within four weeks of the date of receipt of withdrawal notice.

Course Extension / Deferment

Upon completion of the present course (year group), all students will proceed to the next course. However, in special cases where a student is not academically benchmarking their grade level, they may repeat the current course subject to the approval of the Head of School/Principal and Head of Secondary.

There is no course or module deferment for students. For exceptions, it will be at the sole discretion of the school and subject to the approval of the Head of School/Principal and Head of Secondary.

For students who withdraw and decide to return after attending a different school, they will be required to complete a new application form. The latest school report and Request for Additional Information Form will also be required. However, the student will not be required to pay application and confirmation fees.

9.3 Grievance and Dispute Resolution Policy

Chatsworth strives for full transparency and communication within our community. We understand there may be times when parents/students need to address the school with an issue that needs resolving. If you have any grievances or complaints, kindly communicate directly with the relevant staff indicated in the table below who will investigate the best manner to rectify the issue or address the concern.

Student Contract: Admissions Manager

Behaviour or Academics: Secondary Homeroom Teacher as the first point of contact

Further Behaviour or Behaviour outside of the classroom: Dean of Students (Mr. Newberry, rnewberry@chatsworth.com.sg)

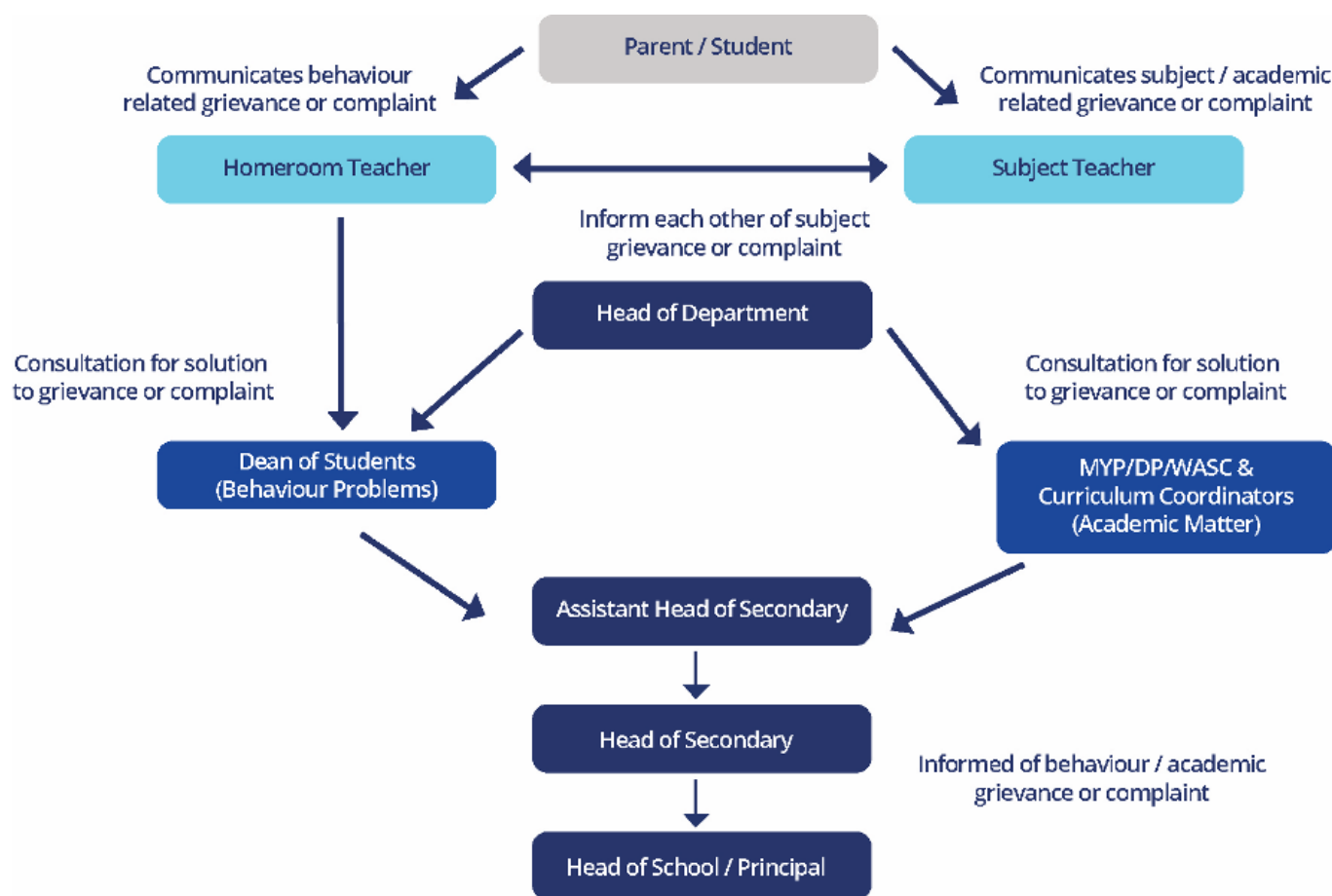
Subject-Related Issue: Secondary Subject Teacher as the first point of contact

Further Academic Issues or Academic issues beyond one subject area:

MYP Coordinator for Years 7-11 (Ms. Silva, phsilva@chatsworth.com.sg);

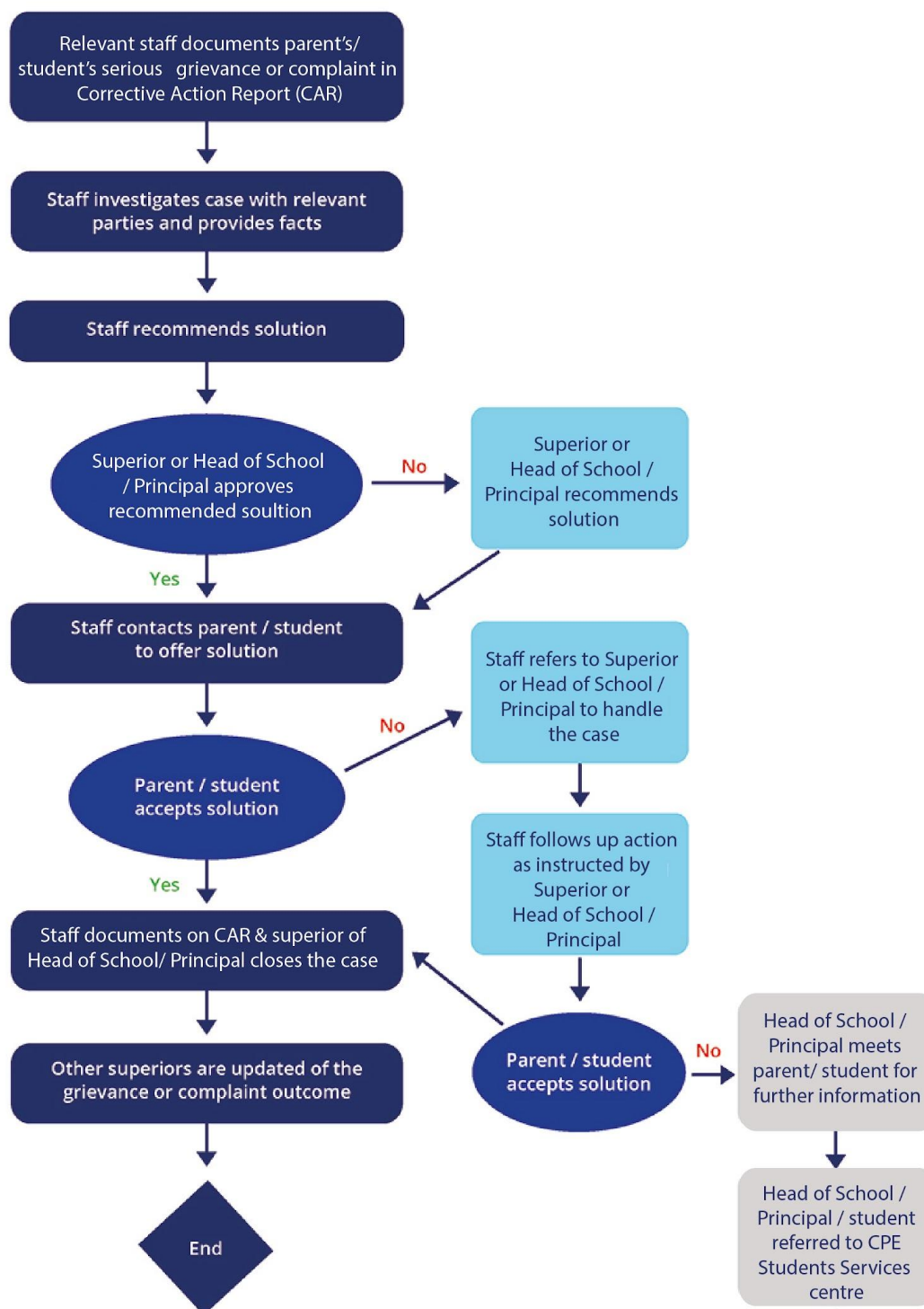
DP Coordinator for Years 12 -13 (Mr Hudson, ihudson@chatsworth.com.sg)

Upon receipt of your grievance or complaint, the school will acknowledge within one (1) to two (2) days - after which the investigation and resolution will be within seven (7) to fourteen (14) days.



Chatsworth Students' Grievance and Dispute Resolution Process (QP27)

Chatsworth Students' Grievance and Dispute Resolution Process (Major Disputes)





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