



**CHATSWORTH
INTERNATIONAL SCHOOL**

Primary Parent Handbook 2023-24

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Welcome

Dear Chatsworth Families,

We would like to take this opportunity to welcome you to Chatsworth International School in Singapore.

Chatsworth International School is an IB World School; all three of the IB programmes are offered. In the Elementary section, the Primary Years Programme (PYP) curriculum is implemented. As a PYP school, structured inquiry is embraced by the teachers and students in terms of teaching and learning. Teachers strive to develop students' research, communication, self-management, social and thinking skills. As the world is changing quickly, we have to prepare our students for jobs that have not yet been created. The international curriculum offered at Chatsworth International encourages the students to question, collaborate, problem solve and lead investigations to develop these essential learning skills.

Chatsworth is regarded as a very caring school whose stakeholders value building and nurturing positive relationships. The triangular relationship between the school, parents and children is built on consistent communication, something incredibly important for student achievement. Communication also allows the teachers to truly know and make meaningful connections with their students. In doing so, the children realise that they are cared for at school enabling them to feel free to take chances and become risk takers in a safe learning environment. Furthermore, by truly knowing each of their students, teachers are better able to support each child's learning by differentiating instruction as they truly understand how their students learn best. Because of our teachers and the relationships that they build with the students and their families, children love to come to school each day, something that we do not take for granted.

Our vision for the school is to build a collective efficacy between teachers, students and parents. To accomplish this, there must be a strong sense of trust between all stakeholders. We truly look forward to getting to know the students and their families here at Chatsworth International School. You are very welcome here.

Timothy Burch
Head of Primary
Chatsworth International School

1.1 Our Vision, Mission and Values

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

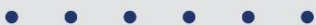
To achieve our mission, we:

- Motivate students to meet challenges with confidence and enthusiasm.
- Encourage students to become passionate, life-long 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)



Chatsworth learners are:



Principled

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



Balanced

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



Global Communicators

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



Thinkers

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

2.1 Academic Staff

We place great emphasis at Chatsworth to ensure that we have the very best teaching staff for your child. Our academic staff are internationally qualified, experienced and very dedicated. This, along with our focus on continuous professional development, helps to ensure that your child receives an excellent international education.

Teachers bring their talents, experiences and culture with them which adds to the programme we are able to offer. We hope you will find that your child will enjoy their time at Chatsworth.

Leadership

Tyler Sherwood	Head of School
Timothy Burch	Head of Primary
Eleri Connor	Assistant Head of Primary / PYP Coordinator
Saliyati Salleh	Primary Administration Assistant
Kelley Benjamin	Early Years Coordinator
Andrew Levey	Junior Years Coordinator
Shirley Jia	Single Subject Coordinator

Teachers and Teaching Assistants

Year Level	Homeroom Teacher	Teaching Assistant
K1B	Kenya Barros	Grace Hudson
K2H	Liesl Pinto	Kokilah Muniandi
K2P	Tracy Humphreys	Teo Hui Min
Year 1V	Santiara van Rijswijk	Nare Yang
Year 1B	Dylan Braithwaite	Sally Chua
Year 1E	Daniela Entressangle	Norshahida Ruhani
Year 2D	Michelle Dunne	Anura Nur
Year 2S	Gia Shiva	Rhonda Bin Wee Fun
Year 2L	Sara Jane La Rocque	SuYee Foo
Year 3C	Belle Chan	Noreen Hong
Year 3BE	Kelley Benjamin	
Year 3BO	Krista Bordokas	
Year 3T	Rofan Teo	

Year 4G	Tracey Gillingham	
Year 4P	Jordyn Pitmann	
Year 4S	Saloni Shah	
Year 5C	Braden Cobb	
Year 5B	Gurbaksh Bains	
Year 5T	Winnie Tan	
Year 6AL	Andrew Levey	
Year 6JL	Jamieson Lester	
Year 6M	Melinda Csak	
Year 6E	Georgia Eldridge	

Single Subjects Teachers and Support

EAL	Gary Toner
EAL	Sam Choi
EAL	Veronika Nikitina
French	Marie-Claire Delorme
French	Helani Weeransinghe
Mandarin	Shirley Jia
Mandarin	Hai Ying Zhang
Music/Performance	Jermaine Griffiths
Music/Performance	Allan Marcelo
PE	Ben Parker
PE	Shalynn Zakordonski
PE	Jessica Waltner
Visual Art	Jo Kumar
Ed Tech Coach	Claire Williams
Whole School Librarian	Reena Khanna
EY Library Teacher	Tanja Galetti
Counsellor	Jinju Im
Learning Support Teacher	Beverly Mallach
Dean of Students	Rob Newberry
Nurse	Parvathy Sundramuthi

2.2 Enrolment

We assign our students to year groups based on the child's date of birth, which you can see in our table below (the change over date between year groups is the 1st of September of the academic year). We will then assign a class for your child within that year group based on finding the best balance for each group.

Child Placement into Year Levels by Age

K1	3 year olds before or on 1st September
K2	4 year olds before or on 1st September
Year 1	5 year olds before or on 1st September
Year 2	6 year olds before or on 1st September
Year 3	7 year olds before or on 1st September
Year 4	8 year olds before or on 1st September
Year 5	9 year olds before or on 1st September
Year 6	10 year olds before or on 1st September

2.3 Open House - Meet the Teachers

To help you get to know us and our school, new students and their parents attend an Open House - Meet the Teachers morning on the day before school begins. This will be an opportunity for students to meet their homeroom teacher and see their classroom. It is also a good time for you as parents to meet your child's homeroom teacher and the school leadership team.

2.4 Parent Orientation Evenings

At the beginning of the year (information to be sent home via email), there will be an evening parent orientation for all families. The following is the programme agenda:

1. Leadership team and teacher introductions
2. Important information such as student expectations, teaching strategies, and resources
3. Curriculum overview
4. Student Services Model
5. Information of the rights of students (include internal and external grievance, dispute resolution procedures, fee protection scheme, reference to CPE's official website)
6. Information on students' course deferment / extension criteria and procedures (a CPE requirement)
7. Suspension and expulsion conditions (as per CPE requirements)

In addition, we will cover additional mandatory items from the Committee for Private Education (CPE) that all parents must be made aware of in accordance with local regulations. During the period where meeting in bigger groups is an issue due to COVID-19, alternative arrangements will be made.

2.5 Timetable

Students follow a timetable of 30 periods of instruction per week. All periods are 45 minutes long. The Primary School day runs from 8.55am to 3:25pm. The timetable given at the start of the year might change throughout the year, depending on the needs of the children in the classroom. Our school calendar can be found [online here](#). Students are supervised on campus from 8:30am and should normally leave campus by 4.00pm unless there are supervised activities. Students are not permitted to remain on campus unless they have a CCA/ECA/Sports Team activity or have a parent/guardian present.

Daily Timetable

All Primary (K1 to Year 6)	
8:55	Homeroom
9:15	Session 1
10:00	Recess
10:30	Session 2 & 3
12:00	Lunch
12:55	Session 4 & 5
2:20	Recess
2:35	Session 6
3:25	Pack Up & Dismissal

2.6 Communications

Communication with parents is an integral part of our program at Chatsworth. We have a variety of ways in which we communicate student progress; email, phone calls and student digital portfolios. If you want to discuss anything with your child's teacher, please feel free to email them to set an appointment. We want to work together with parents to ensure your child's success.

2.7 Arrival and Departures Procedures

If your child's travel arrangements change for one particular day, please notify your teacher via email or in writing as soon as possible before the end of school. In the case of an emergency change, please contact the school Reception or Primary Office. In the case of condo buses, please also inform the bus company Tong Tar Transport Services Pte Ltd directly with any changes to the morning or afternoon arrangements. Tong Tar Transport Services Pte Ltd do not need to be informed about changes to Orchard bus travel as the homeroom teachers will manage this process at the end of the school day.

Morning Procedures

Students travel to our campus in shuttle buses arriving from the 6th Avenue MRT station, on buses that pick up from condominiums, on buses arriving directly from Orchard, by private car, taxis and on foot. Duty teachers are in the playground from 8:30am so we ask that parents endeavour to have their children arrive between 8:30am and 8:55am when children move to their home-rooms. Please note that there is no parking on campus. Parents who need to park must do so at the Institute of Engineers (IES) next door. No parking is allowed on the street.

End of Day Procedures

At 3:25pm homeroom teachers escort their classes to the Nest. At the Nest, children are handed over to parents/helpers or possibly a sibling in secondary, by the homeroom teacher. Those old enough (Year 2 or older) are allowed to travel on the shuttle bus independently so may join the line for the shuttle. The remainder will meet their condominium bus aunty at the assigned tables in the canteen and will then be led to the condominium buses that are parked and waiting within the school gates.

When the Primary is in a CCA/ECA cycle, and students finish their CCA/ECA at 4:30 pm, rather than the usual 3:30 pm, alternative transport arrangements have to be made, depending on how children travel home. The shuttle buses to 6th Avenue MRT station will still be available for those old enough to travel independently. EY children must be supervised by a secondary sibling or parent/helper. The condominium bus service will not be operating after a CCA/ECA session that takes place after school, but parents/helpers can use the MRT shuttle to come up to the school to collect children.

The cost for the shuttle bus is \$2.50 per rider, per trip. Please ensure that all children have an EZ-Link card (other cards do not work on our shuttle even though they may work on the MRT) with enough value added to pay for the trips. Parents riding the shuttle are also required to pay for their trip.

2.8 Attendance and Student Absence

Chatsworth encourages and promotes good attendance as all students must fulfil a minimum attendance of 90%. We believe that regular school attendance is crucial if students are to achieve their potential and become successful learners.

If your child is going to be absent, please inform your child's teacher via email before 9am. If you have taken your child to the doctor or they are off due to illness, please provide a medical certificate to your homeroom teacher when your child returns to school.

2.9 Illness, Medical Procedures and Emergencies

Should your child become ill during the day, we will take him or her to the school nurse and you will receive a Nurse Visit Information Form. For any issue of a serious nature, the school nurse will contact you and ask you to collect your child to take home. If your child has a high fever and both parents cannot be contacted, we may administer one children's Panadol (paracetamol), if you have signed consent on the original enrolment form.

In the case of an accident or emergency, when we are unable to contact you, your child will be taken to the nearest government or government-mandated hospital.

Please notify your child's homeroom teacher if they contract a contagious disease. It is also important that parents notify the homeroom teacher in writing of any long-standing illness or allergies, together with any recommendations your child's specialist may make.

2.10 School Uniforms

The school's appointed uniform provider is Lim's Uniforms and uniforms can be purchased [online](#) on their website or from their physical store at the following address.

Lim's Uniforms
#02-18, 211 Holland Avenue,
Holland Road Shopping Centre, Singapore 278967

Operating Hours :
Monday to Saturday : 10.30am to 7.15pm
Sunday & Public Holiday : 10.30am to 6pm

For Girls (Early Years and Junior Years students)	For Boys (Early Years and Junior Years students)
School uniform dress or chequered shirt with navy blue skorts or bermudas	Chequered shirt with navy blue bermudas or shorts
Socks with safe trainers	Socks with safe trainers
No make-up	
No jewellery should be worn, with the exception of small earrings or necklaces	

Primary (K - Year 6)

GIRLS



Dress

OR



Shirt

OR



Skort

OR



Bermudas

BOYS



Shirt



Bermudas

OR

Early Years (Boys and Girls)



Shorts

All Levels - Girls and Boys

PE Attire



House T-Shirts



Sentosa



Raffles



Changi



All students must wear covered shoes



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

Other Schoolwear



Zip Hoodie



Bucket Hat



Baseball Cap

Chatsworth caps/hats are a compulsory part of the school uniform. Chatsworth has a strict 'no hat-no play' policy so please be sure to purchase a Chatsworth hat for your child.

Chatsworth hoodies are an optional addition to the uniform and are the only hoodie that is permitted to be worn at school.

2.11 Student Support

All students have the right to feel safe, supported and included at school. Chatsworth teachers differentiate within their classroom to accommodate for a variety of learning styles. Sometimes further needs arise that are beyond the regular expectation of classroom-differentiated instruction. In such cases, teachers will seek the assistance of the Student Services department. Chatsworth has dedicated, full-time student support staff for students who require additional resources.

2.12 Chatsworth Parent Group

As a Chatsworth parent, you will have the opportunity to join the Chatsworth Parent Group (CPG). This is a group of parents who help out in the school and organise school events. We appreciate all their support and it is a great opportunity for you to become involved in the Chatsworth community.

3. Our Primary Programme

Our primary school uses the International Baccalaureate (IB) Primary Years Programme (PYP).

This is a very widely used educational programme around the world in many international schools. It is the first of three programmes from the IB, the others being the Middle Years Programme and then for the final two years of school the Diploma Programme, which has world-wide recognition by universities as a high quality qualification for entry into degree programmes.

The PYP is an inquiry based programme, which may differ from state-administered curriculums. We put much more emphasis on your child's thinking, investigating, questioning and developing as a whole person. We aim to give students a much more international outlook and use their prior knowledge and experiences, building on this in their units of inquiry.

3.1 PYP Units of Inquiry

There are six units of inquiry (five in K1 - Y2) covered each year under the following transdisciplinary themes:

Who we are

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

Where we are in place and time

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

How we express ourselves

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

How the world works

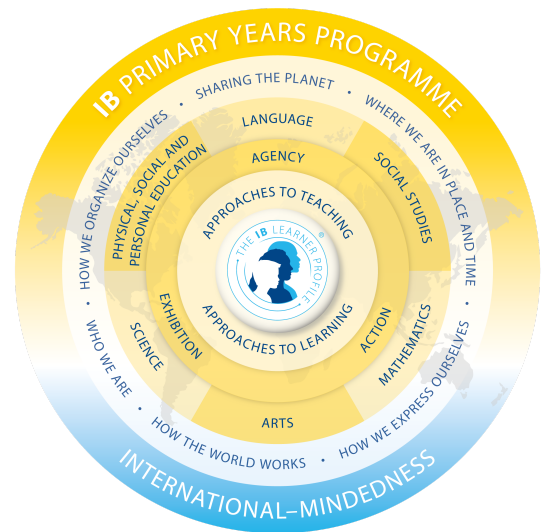
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological); and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves

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

Sharing the planet

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



3.2 Concepts

Differentiating concept and fact-based learning

In the PYP, conceptual understandings are the aim of a unit of inquiry and forms the central idea. Students arrive at, and deepen their conceptual understandings by inquiring into concepts through a range of perspectives under the central idea. Written in a neutral voice, the central idea is defined as a statement that concisely expresses understandings and connections of the chosen concepts. The statement should be substantial and open-ended enough to support students' understanding of the transdisciplinary theme and the concepts to which the theme is connected.

By exploring concepts through a central idea, conceptual understandings are promoted and extended. Students explore concepts in each unit by calling on prior experiences to direct their learning and make connections with other concepts. As their understandings deepen, students effectively transfer and apply their understandings to construct meaning when they encounter similar or new concepts. To ensure students have opportunities to develop conceptual understandings for all key concepts, teachers integrate the concepts across age groups and themes in the programme of inquiry.

Exploring concepts is particularly important in culturally diverse school contexts where students bring rich “cultural and linguistic capital” (Darling-Hammond et al. 2015) to promote cross-cultural understanding, to create an inclusive learning environment and to enrich learning and teaching. Carefully developed central ideas promote conceptual understanding by inviting students to:

- think critically about big ideas
- recognize patterns
- make generalisations, predictions and connections across their learning
- transfer understanding to different contexts.

Facts	Concepts
<ul style="list-style-type: none"> • Knowledge-based • Content-driven • Skills-related • Supported by evidence • Frequently topical • Encourage recall and comprehension 	<ul style="list-style-type: none"> • Open-ended • Enable exploration of big ideas • Highlight opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and transdisciplinary understandings • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application

Concept-based learning moves beyond facts and leads to breadth and depth of understanding. Exploring concepts distinctly differs from exploring facts in the following ways. Key concepts provide a structure for teachers and students to consider ways of thinking and learning about the world. They also act to extend and deepen student inquiries. Through the use of concepts to drive the curriculum, learners construct meaning through the development of critical thinking and the transfer of knowledge.

- **Responsibility** - what is my responsibility?
- **Change** - how is it changing?
- **Perspective** - what are the points of view?
- **Causation** - why is it like it is?
- **Form** - what is it like?
- **Function** - how does it work?
- **Connection** - what is it connected to?

3.3 Skills - Approaches to Learning

What do we want our students to be able to do?

The acquisition, development and application of **thinking skills, research skills, communication skills, social skills and self-management skills** compliment students' construction of meaning and understanding. The IB's Approaches to Learning (ATL) aim to support student agency and the development of cognitive and metacognitive skills and dispositions so that students view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). Together, these ATL help students think, research, communicate, socialise and manage themselves effectively.

Embedded within the ATL are digital literacy skills that can be an invaluable resource for information gathering or processing, as well as for critical and creative thinking, communication and collaboration.

By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their own learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary

3.4 The IB Learner Profile

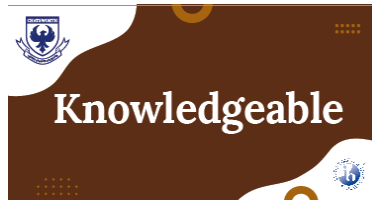
Around the school and in all the classrooms you will see a set of words describing personality attributes. These words in all the classrooms represent what is called the IB learner profile. This profile represents an International Baccalaureate graduating student. It is a common set of values, developed in all three IB programmes (PYP, MYP, DP) that transcend international boundaries and help develop internationally minded people.

"The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities." International Baccalaureate 2015.

We use the learner profile in everything we do at Chatsworth. Students as well as staff are encouraged to recognise and support these attributes with everyone in our community. An easy example would be commending a child for being caring when looking after a new student, or for a quiet child being a risk-taker when speaking during a whole school assembly. It is the responsibility of all members of the school community to model these attributes:



I am curious and enjoy learning. I try to learn and discover new things.



I learn about many things and remember what I have learnt. I use what I know to solve problems.



I think carefully and show initiative. I make good decisions and I am a problem solver.



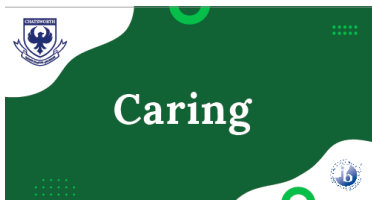
I share my ideas and feelings in many ways and in more than one language. I listen well.



I tell the truth and I am fair. I share and play well with others. I do what is right.



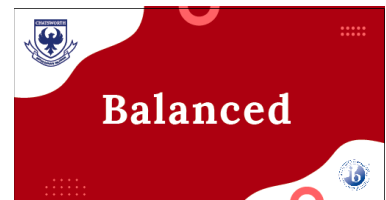
I listen to other people and respect their ideas and beliefs.



I care about people, plants, animals and the Earth. I help others and I look after the environment.



I have confidence to try new things. I stand up for what I believe in.



I look after my mind and my body. I try to stay healthy and happy.



I think about my work and actions. I know when I have done well and when I need to improve and change.

3.5 Mathematics

Our Mathematics curriculum follows the International Baccalaureate Scope & Sequence. Divided into 4 phases of learning, we provide a range of inquiry based differentiated lessons that are child centered and hands-on. These lessons help to develop your child's skills through the five PYP Mathematics strands: Number, Measurement, Shape and Space, Pattern and Function and Data Handling. The activities and learning engagements include problem solving, are open-ended in nature and promote the development of mathematical language. We do not stream children according to mathematical ability because each homeroom teacher is able to differentiate instruction to accommodate for the range of different learning styles and abilities within their class.

	Phase 1	Phase 2	Phase 3	Phase 4
	Kindergarten	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
N U M B E R	Numbers are a naming system	The base 10 place value system is used to represent numbers and number relationships.	The base 10 place value system can be extended to represent magnitude.	The base 10 place value system extends infinitely in two directions.
	Numbers can be used in many ways for different purposes in the real world.	Fractions are ways of representing whole-part relationships.	Fractions and decimals are ways of representing whole-part relationships.	Fractions, decimal fractions and percentages are ways of representing whole-part relationships.
			The operations of addition, subtraction, multiplication and division are related to each other.	For fractional and decimal computation, the ideas developed for whole-number computation can apply.
			Complex operations can be modelled in a variety of ways.	Ratios are a comparison of two numbers or quantities
P A T T E R N	Patterns and sequences repeat, grow and occur in everyday situations	Whole numbers exhibit patterns and relationships that can be observed.	Functions are relationships or rules that uniquely associate members of sets.	Patterns can often be generalised using algebraic expressions, equations or functions.
		Patterns can be represented using numbers and other symbols.	By analysing patterns and identifying rules for patterns it is possible to make predictions.	Exponential notation is a powerful way to express repeated products of the same number.

	Phase 1	Phase 2	Phase 3	Phase 4
	Kindergarten	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
D A T A H A N D L I N G	We collect information to make sense of the world around us.	Information can be expressed as organised and structured data.	Data can be collected, organised, displayed and analysed in different ways.	Data can be presented effectively for valid interpretation and communication.
	Organising objects and events helps us to solve problems.	Objects and events can be organised in different ways.	Different graph forms highlight aspects of data more efficiently.	Range, mode, media and mean can be used to analyse data.
		Some events in daily life are more likely to happen than others.	Probability can be based on experimental events in daily life.	Probability can be represented on a scale of 0-1 or 0%-100%
			Probability can be expressed in numerical notations.	The probability of an event can be predicted theoretically.
M E A S U R E M E N T	Measurement involves comparing objects and events.	Standard units allow us to have a common language	Objects and events have attributes that can be measured using appropriate tools.	Accuracy of measurements depends on the situation and the tool.
	Objects have attributes that can be measured using non-standard units.	We use tools to measure the attributes of objects and events.	Relationships exist between standard units that measure the same attributes.	Conversion of units and measurements allows us to make sense of the world.
	Events can be ordered and sequenced.	Estimation allows us to measure with different levels of accuracy.		
S H A P E & S P A C E	Shapes can be described and organised according to their properties.	Shapes are classified and named according to their properties.	Changing the position of a shape does not alter its properties.	Manipulation of shape and space takes place for particular reasons.
	Objects in our environment have a position in space that can be described.	Some shapes are made up of parts that repeat in some way.	Shapes can be transformed in different ways.	Consolidating what we know of geometric concepts allows us to make sense of and interact with our world.
		Specific vocabulary can be used to describe an object's position in space.	Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.	Geometric tools and methods can be used to solve problems relating to shape and space.

Our Mathematics instruction is also informed by the work of Stamford Professor, Jo Boaler. Her research highlights by valuing mistakes, struggles, creativity, beauty, flexibility and equity every student can thrive and become a mathematical thinker.

3.6 Language

Our Language curriculum is balanced, challenging and permeates the Primary Years Programme (PYP). We encourage and nurture an appreciation and love of literature in its many forms by learning language, about language and through language. We address the needs of our students by incorporating developmentally appropriate expectations within the strands of oral communication, written communication and visual communication. Listening, speaking, reading, writing, viewing and presenting skills are all focused on within these strands. They are also highly integrated and put into practice in the PYP Units of Inquiry. Our Language learning outcomes and conceptual understandings follow the expectations of the IBO PYP Scope & Sequence.

3.7 Single Subjects

Physical Education is taught twice a week for all students.

All students participate in Music (1 lesson) and Performance (1 lesson) each week.

Visual Arts is taught 1 lesson a week to all students in Y1 - Y6. K1 & K2 students complete visual art tasks each week in class with their classroom teacher.

K1 & K2 students receive 1 lesson per week in Mandarin. Y1 and Y2 students receive two lessons a week in Mandarin, French **or** EAL (English as an Additional Language). Y3 - Y6 students receive three language lessons a week in Mandarin, French **or** EAL (English as an Additional Language).

3.8 English as an Additional Language (EAL)

The primary school offers comprehensive EAL (English as an Additional Language) support to students who are not native English speakers. These students benefit from having their level of competence in English supported in order to allow them to enjoy and actively participate in the life of Chatsworth's educational community, where English is the language of instruction. Our immediate goal is to support the students in the mainstream classes and help them fully respond to the tasks and expectations of the homeroom. At the same time, we are augmenting and supporting their acquisition of English in general, making a solid base for their further independent development.

Assessment and EAL Support Structure

During the admissions process, you are asked to give a rough estimation of your child's command of English. If your child is a native speaker of a language other than English and has received little or no formal education in English, then a precise EAL assessment takes place in the first weeks of school. EAL assessment is through testing, using the WIDA testing processes in conjunction with input from the home room teacher.

3.9 Assessment and Reporting

Assessment is extremely important in our programme: to understand the prior knowledge and experience students already have, to assess their progress throughout the units of inquiry and to assess final understanding.

To provide an overview of how your child has been progressing through the academic school year, reporting is electronically available through ManageBac. A full report card is available twice a year, once in December and again in June. After you receive the reports, you are invited to meet with your child's teacher to discuss any questions you may have about your child's progress.

We have two Three Way Parent Teacher Student Conferences, one in Semester 1 and one Semester 2. In Semester 2 we have a Student-Led Conference where each student can talk about their learning journey with their parents. Refer to the online calendar on our website for dates.

3.10 Field Trips and Camps

Field Trips

Field Trips will take place regularly during the year to support our units of inquiry as our local environment is a powerful resource. We give parents two weeks notice and we ask for you to send in the consent forms and make payment. Parents may be asked to help in supervising students on outings.

Overnight Camps

Overnight camps are planned annually for the Year 3 - Year 6 classes.

4. Technology

Technology and the internet are tools and information networks that link individuals, computers and networks throughout the world and in recent years have become more prevalent in educational institutions and learning environments. Simply put, technology integration with an established curriculum is "best practice" in the 21st Century classroom.

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.

4.1 Laptops

The ratio of computers to students for the Primary programme is 1:1 in Years 3 to 6. Our experience has shown us, and research supports, that student learning is more personally relevant and ultimately improved if he or she has access to a laptop for individual use - that he or she can use in a carefully guided and reflective learning environment.

Teachers and students at Chatsworth use MacBooks and Chromebooks to work with many web-based Web 2.0 tools and make use of the Google Apps for Education platform for our email, internal documents and classroom websites and ePortfolios. Our younger EY students have access to iPads. All students are subject to the Acceptable Use Policy which outlines behavioural expectations and conditions of our network use.

5. Enrichment Programme

As part of a balanced and holistic education, Chatsworth offers a variety of Co-Curricular Activities (CCAs - led by teachers) and Extracurricular Activities (ECAs - led by external providers). These activities provide opportunities for students from Years 1 to 6 to join in team-based sports, develop social skills, play together and most importantly, have fun!

5.1 Co-Curricular Activities (CCAs) Led by Teachers

Participating in Co-Curricular Activities is an important part of the school year. We offer lunch-time and after-school activities with a small number of CCAs being by invitation only and tryouts. These invitation CCAs are mostly whole school musicals, plays or school sports teams. The teachers in charge will be in direct contact with parents and will provide any specific information about sports based events when appropriate. All team events will be updated on our school website calendars too.

Co-Curricular Sign up Procedure

Chatsworth uses an online CCA registration website, SchoolsBuddy, that allows parents and students to conveniently register from home. Families will enter the student's details and choose a maximum of three CCAs per child indicating their first, second and third choice. SchoolsBuddy will automatically select the students' first choice out of three possible options. If all first choices are already full, SchoolsBuddy will then select the second choice or third choice. SchoolsBuddy will be activated on designated dates and accessible via our school website.

A confirmation email will be automatically generated by SchoolsBuddy and emailed to the parents one week before the start of the CCAs. More details on how to sign up will be shared by the CCA coordinator closer to the date.

5.2 Extracurricular Activities (ECAs) Led by External Providers

ECAs are organised between the external providers and the school for primary students from Year 1 to Year 6. Information regarding the ECA programme and registrations for ECAs is through SchoolsBuddy. Registrations will open and close on designated dates as shared by the CCA/ECA Coordinator. Choices, signing up, communication with the providers and attendance for ECAs is the responsibility of parents.

All students will be dropped at The Nest to be picked up by their ECA locations by their homeroom teachers or teaching assistants. They will be picked up by their parents in The Nest at the end of the ECA. Please note that ECAs can have different ending times than CCAs.

6. Facilities

24 Homerooms
1 Visual Arts room
2 Music / Performance rooms
2 EAL classrooms
1 Maker Space
3 Language rooms

Student Services Facilities

Library; Canteen;

Sports and Recreation Facilities

Outdoor multi-purpose Court, Main Hall /EY Gymnasium, EPDM Primary Playground, EPDM Early Childhood Playground, Sheltered amphitheatre, Football Pitch, Swimming Pool and Indoor Sports Hall

6.1 Library

The primary school has its own library located above the Primary Office. This is a shared space for the EY and JY sections of the school. The libraries are staffed from 8:30 am to 4:30 pm. The Primary library is open before school and during lunchtimes and is a popular and cool place for children to relax. Teachers take their classes to the library for regularly scheduled lessons with the school librarians who would often visit classrooms also.

6.2 Canteen

Chatsworth has a full service canteen that offers a variety of breakfast and lunch options for all dietary needs and preferences. Our canteen operator works with the school to promote healthy lifestyles, habits and diets for our students.

All Primary students can pre-order their meals one month in advance or purchase food from the canteen on a daily basis. Ordering in advance monthly, is the option that is preferred for all EY children as they are too young to manage the daily payment process. Menus and payment slips are available to families before the end of each month for the following month. The canteen is largely cashless for daily purchases and payment is made online through Campus Online, with machines available in the canteen (also via online top-up with PayPal) to top up their rechargeable wrist bands. Junior Years students may purchase food from the canteen during break and lunchtime. Children may choose to bring their own meals from home.

With Singapore's humid atmosphere, the intake of fluids is extremely important, and we encourage all students to carry a water container with them during the school day.

7. Health and Safety

Nurse

Chatsworth has a full-time on duty nurse from 8:30am to 5:00pm.

Emergency Procedures

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 designated fire assembly point.

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. 'Fire Exit Route' maps are posted in every classroom and room in the school and students are encouraged to familiarise themselves with these documents. There will be regular Fire Drills to ensure that students know these procedures and can carry them out in an orderly, effective and speedy manner.

8. WASC Accreditation

Chatsworth International School is fully accredited (Kindergarten through Year 13) by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). Chatsworth has been awarded the full WASC-accreditation since 2004.

WASC-accredited schools demonstrate the capacity, commitment, and competence to support high-quality student learning and continued school improvement through internal and external evaluation.

9. Financial & EduTrust

EduTrust is a quality certification scheme introduced by the Committee for Private Education as part of the Private Education Act to strengthen the existing registration framework and enforcement provision to regulate the private education sector in Singapore.

Chatsworth International School is amongst the few distinguished international schools in Singapore to have received the maximum rating of four years at the outset without having to go through a probationary period of one year.

9.1 Student Support Services

The following is a list of our Student Support Services. For more information on any of these services, kindly refer to our school website:

1. Medical Insurance Coverage
2. Orientation Programme
3. Primary and Secondary Student Services
4. Student Admission related Services
5. Field Trips and Residential Trips
6. Co-curricular and Extra-Curricular activities
7. House System
8. Student Council
9. Community Outreach Program
10. Learning Facilities
11. Welfare and Recreation Facilities
12. Chatsworth Parents Group
13. Student Records Request

9.2 Medical Insurance, FPS & Fee Information

Medical Insurance Scheme

Chatsworth International School has purchased medical insurance for all its students. The MSIG Insurance Singapore Pte Ltd has been appointed as the provider for the school's insurance scheme. Kindly refer to our school website for more information on [School Medical Insurance](#).

Fee Protection Scheme

Under the Private Education Act, all course fees are required to be insured. For more information on the Private Education Act or the Committee for Private Education (CPE), please visit the SSG website: <https://www.ssg-wsg.gov.sg/>

The Fee Protection Scheme (FPS) aims to protect the students' course fees in the event that a Private Education Institution (PEI) is unable to continue operations due to insolvency and/or regulatory closure.

Chatsworth International School has appointed Lonpac Insurance Berhad to be the FPS provider for our students. Kindly refer to our school website for more information on the Fee Protection Scheme.

Fees Payment Schedule

For fees breakdown and the instalments schedule, kindly refer to the student contract or school website for more information.

Modes of Payment

A) Cash payments can be made in person at school Reception during office hours.

B) Cheque / Cashier's Order

Please make cheque payable to "**Chatsworth International School Pte Ltd**" and deliver in person or mail to **72 Bukit Tinggi Road, Singapore 289760**. Please indicate the child's name and invoice number at the back of the cheque/cashier's order.

C) Bank Transfer / Telegraphic Transfer

Bank	Standard Chartered Bank (Singapore) Limited
Address	6 Battery Road, Singapore 049909
SWIFT Code	SCBLSG22XXX
Bank Code	9496
Branch Code	013
Beneficiary	Chatsworth International School Pte Ltd
Account Number	1310054603 (Singapore Dollar A/c)

Note:

Please note that bank charges are to be borne by the remitting party within and outside their country. Please state your child's full name / invoice number as the bank reference and email us a copy / screenshot of the payment to finance@chatsworth.com.sg

D) PayNow to Corporate UEN: 199405288W



E) PayPal

Please email to finance@chatsworth.com.sg if you would like to pay by PayPal. A payment link will be forwarded to your email address. Please note that a 2.5% admin fee applies to payment via PayPal.

9.3 Refund Policy

The Private Education Institute (PEI) refund policy is clearly stated below. You must be comfortable with this refund policy before signing the contract.

1. Refund for Withdrawal Due to Non-Delivery of Course

1.1 The School will notify the student within three (3) working days upon knowledge of any of the following:

- 1.1.1 It will not commence the Course on the Course Commencement Date;
- 1.1.2 It will terminate the Course, before the Course Commencement Date;
- 1.1.3 It will not complete the Course by the Course Completion Date;
- 1.1.4 It will terminate the Course, before the Course Completion Date;
- 1.15 It has not ensured that the student meets the course entry or matriculation requirement as set by the school stated in Schedule A of the student contract and within any stipulated timeline set by CPE; or

1.1.6 The Student Pass application is rejected by Immigration and Checkpoint Authority (ICA). The student should be informed in writing of alternative study arrangements (if any), and also be entitled to a refund of the entire Course fees and Miscellaneous fees already paid should the student decide to withdraw, within seven (7) working days of the above notice.

1.2 If the student withdraws from the Course for any reason other than those stated in Clause 1.1, the Accounts Department will, within seven (7) working days of receiving the student's written notice of withdrawal, refund to the student an amount based on the Refund Table in Clause 3.

2. Refund during Cooling-off Period

The school will provide the student with a cooling-off period of seven (7) working days after the date that the contract has been signed by both parties. The student will be refunded the highest percentage stated in the Refund Table of the fees already paid if the student submits a written notice of withdrawal to the school within the cooling-off period, regardless of whether the student has started the course or not.

3. Refund Table

Percentage of Total Course and Miscellaneous Fees (%)	If Student's Written Notice of Withdrawal is Received
75	("Maximum Refund") More than [60] days before the Course Commencement Date
25	Before but not more than [60 days] before the Course Commencement Date
0	On/ after the Course Commencement Date

9.4 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. Admissions 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. Admissions 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.

9.5 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 year level, they may repeat the current course subject to the approval of the Head of School/Principal and Head of Primary.

There is no course for 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 Primary.

For students who withdrew and later decided 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.

8.6 Behaviour Mangement

In the Primary school, we attempt to resolve behavioural issues quickly and gently before they become bigger issues. We use a three step model 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 disciplined 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.

8.7 Grievance and Dispute

Grievance and Dispute Resolution Policy

Chatsworth strives for full transparency and communication within our community. While we love to hear from you when we are doing well, we also understand there may be times when parents/students are not completely satisfied. If you have any grievances or complaints, kindly communicate directly with the relevant staff indicated below - who will be happy to have an opportunity to rectify the issue or address the concern.

Relevant Staff	Grievance or Complaint		
	Academic	Behaviour	Student Contract
Admissions Manager			✓
Early / Junior Years Homeroom Teacher	✓	✓	
Early / Junior Years Coordinator, PYP Coordinator / Asst. Head of Primary	✓	✓	
Dean of Students / Pastoral Coordinator / Counsellor	✓	✓	



CHATSWORTH INTERNATIONAL SCHOOL

Chatsworth International School

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