



CHATSWORTH
INTERNATIONAL SCHOOL

Primary Parent Handbook 2026-27

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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 Primary section, the Primary Years Programme (PYP) framework 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.

Kelley Benjamin
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
Kelley Benjamin	Head of Primary
Samuel Holt	Assistant Head of Primary
Eleri Connor	PYP Coordinator
Saliyati Salleh	Primary Administration Assistant
Liesl Pinto	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	Zahidah Qatrunnada Binte Kamsari
K2H	Tracy Humphreys	Teo Hui Min
Year 1P	Liesl Pinto	Kokilah Muniandi
Year 1B	Dylan Braithwaite	Sally Chua
Year 2F	Aimê Ferriera	Su Yee Foo
Year 2H	Tracey Holt	Valliammai Ganesh
Year 2S	Gia Shiva	Rhonda Bin Wee Fun

Year 3S	Narelle Simpson	Noreen Hong
Year 3S	Lachlan Simpson	
Year 3T	Rofan Teo	
Year 4C	Brielle Carriero	
Year 4L	Su Shan Lau	
Year 4K	Trixi Kuballa	
Year 5V	Cassidy Van Voorst	
Year 5P	Rebecca Phillips	
Year 5S	Ruby Spaargaren	
Year 6T	Winnie Tan	
Year 6AL	Andrew Levey	
Year 6B / Literacy Coordinator	Gurbaksh Bains	
Year 6E	Georgia Eldridge	

Single Subject Teachers and Support

EAL	Krista Bordokas
EAL	Sam Choi
French	Nathalie Langlois
Mandarin	Shirley Jia
Mandarin	Hai Ying Zhang
Music/Performance	Lucas Lima
Music/Performance	Allan Marcelo
PE	Michael Serong
PE	Ben Parker
PE	Alfie Luque
PE	Jessica Waltner
PE	Elgin Louis

Visual Art	Jo Kumar
Director of Educational Technology	Julia Romeril
Whole School Librarian	Reena Khanna
Primary Librarian	Tanja Galetti
Counsellor	Hae Yeun (Heather) Kim
Learning Support Teacher	Luzette Phillips
Dean of Students	Rob Newberry
Full-Time Relief Teacher	Norshahida Binte Ruhani
Whole School Learning and Operations Coordinator	Grace Hudson
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 (age as of the 1st September as per our admissions policy). We will then assign a class for your child within that year group based on finding the best balance for each group. Any questions about enrolment and age should be made directly to the Head of Primary and not the classroom teacher.

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 New Student Orientation

To help you get to know us and our school, new students who begin in August will attend an Orientation morning 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 Open House - Meet the Teachers

In the first few weeks of school, all parents will receive a welcome video from their child's year level team and a Curriculum Overview document outlining the program for the year. These resources will provide:

- * An introduction to the leadership and teaching teams
- * Important information such as student expectations and classroom routines
- * An overview of the curriculum for the year level
- * Medical insurance, fee protection scheme and fee information
- * Refund policy
- * Transfer and deferment
- * Continuation and withdrawal
- * Behaviour management policy
- * Grievance and dispute resolution

Parents will later be invited to attend an optional Open House event. This is an opportunity for parents and guardians to meet their child's teachers, learn about classroom activities and take a tour of the school.

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. 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)	
9:00	Homeroom
9:10	Session 1
9:55	Recess
10:25	Session 2 & 3
11:55	Lunch
12:50	Session 4 & 5
2:20	Recess
2:40	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 wish 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 is unable to attend school, it is important for you to update ManageBac and the Tong Tar app (if your child goes home via the condo bus). If you do not update the above-mentioned, you must email your child's teacher, who will then remind you to update ManageBac and inform Tong Tar.

If your child has changes to their going-home procedure, along with updating ManageBac, you must inform Tong Tar directly on the Tong Tar App. Please refer to their user guide for more information. You can also email them directly if you have any questions. chatsworth@tongtar.com

Morning Procedures

Students travel to our campus in shuttle buses arriving from the 6th Avenue MRT station, on buses that pick up from condominiums, by private car, in taxis and on foot. For safety reasons, please note that there are no teachers on duty before 8:30am. Therefore, we ask that parents endeavour to have their children arrive between 8:30 am and 8:55 am 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

We want to ensure a safe and organised environment for our students during dismissal. It is a very busy time for both our teachers and students. Due to congestion in the dismissal area, we kindly ask that no balls be brought to the Nest and students refrain from playing in this space.

Our community believes in providing a space where parents and students can socialise and play together. However, the appropriate time for students to play is after dismissal. Students are welcome to use the court, provided a parent or guardian supervises them. Students may play in the Nest after dismissal, from 3:45 pm onward.

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 3 or older) are allowed to travel on the shuttle bus independently and 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 Sixth Avenue MRT station will still be available for those old enough to travel independently. Children in Early Years (Kindergarten - Year 2) children must be supervised by a secondary or Junior Years (Y4-6) 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 update ManageBac and the Tong Tar app (if your child goes home via condo bus) 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.

If both parents are out of the country at the same time and need to leave your child in the care of a trusted guardian, it is compulsory to let the school know ahead of time. The school will send you a temporary guardianship form to complete with the details of the assigned guardian and the duration of the parent absence.

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 Only secure trainers with laces or velcro. No open-toed shoes, Crocs or slip-ons. Socks are required.	Socks with safe trainers Only secure trainers with laces or velcro. No open-toed shoes, Crocs or slip-ons. Socks are required.
Chatsworth bucket hat or cap	
No make-up. No jewellery should be worn, with the exception of small earrings or necklaces	

Primary (K - Year 6)

GIRLS  **OR**  **AND**  **OR**  **AND**  **Performance**

BOYS  **OR**  **OR**  **AND**  **Performance**

Early Years (Boys and Girls)

All Levels - Girls and Boys

PE Attire



House T-Shirts



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 Primary students take part in multiple performances throughout their PYP years. They will be required to purchase a Performance Polo Shirt from Lim's Uniforms that will be worn during Primary events, performances, and other special occasions specified by the school.

Chatsworth caps/hats are also 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. We ask that you clearly label ALL items of clothing.

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

Note: A request must be made to the Head of Primary, and if approved, only navy blue leggings or long-sleeve shirts may be worn under the uniform. This accommodation is permitted only for religious reasons or documented skin conditions (medical documentation required).

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 \(PYP\)](#).

The IB Primary Years Programme (PYP) is a renowned educational programme used around the world in many international schools. It nurtures and develops young students as caring, active participants in a lifelong journey of learning. 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 worldwide recognition by universities as a high-quality qualification for entry into degree programmes.

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3 - 12. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

3.1 PYP Units of Inquiry

There are six units of inquiry (four in Kindergarten and five in Year 1) taught each year under the following transdisciplinary themes:

Who We Are

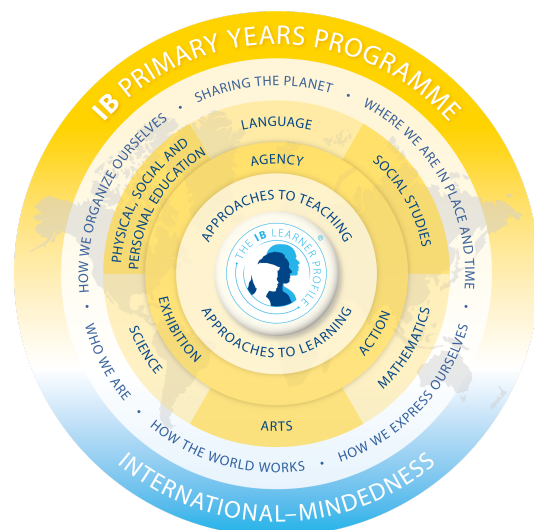
An inquiry into identity as individuals and as part of a collective through:

- physical, emotional, social and spiritual health and well-being
- relationship and belonging
- learning and growing

Where We Are In Place and Time

An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation



How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

How The World Works

An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation: possibilities and impacts

How We Organise Ourselves

An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration and decision making

Sharing The Planet

An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities and dignity of all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

3.2 Concepts

Building conceptual understandings

In the PYP, education extends beyond the memorisation of isolated facts to focus deeply on conceptual understanding. Concepts are powerful, abstract ideas, such as *change*, *connection*, *systems*, and *perspective*, that are relevant across all subject areas and transdisciplinary themes. While factual knowledge is valuable, it is temporary and context-specific; concepts, by contrast, provide a timeless framework that allows students to organize and process information. Rather than simply asking students to memorize content, a concept-based curriculum challenges them to analyze how the world works and transfer their insights to unfamiliar situations. This approach fosters critical thinking, intellectual depth, and the ability to apply classroom learning to complex, real-world problems.

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 and transfer understanding to different contexts.

Concept-based learning moves beyond facts and leads to breadth and depth of understanding. PYP Specified 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 complement 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 are invaluable for information gathering and 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 who 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 words describing personality attributes. These are attributes of the IB learner profile. This profile represents an International Baccalaureate 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 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.



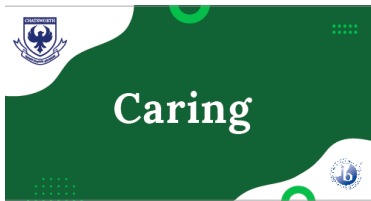
I share my ideas and feelings in many ways and in more than one language. I listen well.



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



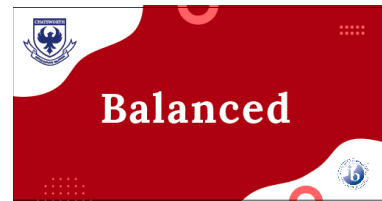
I listen to other people and respect their ideas and beliefs.



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



I have the 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 Learning Progression. Divided into 4 phases of learning, we provide a range of inquiry-based differentiated lessons that are child-centred 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.

For a detailed outline of the Mathematics curriculum, please refer to the Curriculum Overview document for your child's year level.

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

For a detailed outline of the Mathematics curriculum, please refer to the Curriculum Overview document for your child's year level.

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 Learning Progressions. For a detailed outline of the Language curriculum, please refer to the Curriculum Overview document for your child's year level.

3.7 Single Subjects

Personal, Social, and Physical Education

All students receive two PSPE lessons each week. PSPE is central to the development of the whole child. Our programme offers a holistic, balanced approach to physical education. By exploring movement, teamwork, and self-reflection, students develop athletic skills and build the lifelong tools needed to thrive.

Our curriculum is purposefully structured around four interconnected themes that guide students toward becoming balanced, reflective, and principled global citizens:

- Identity: Understanding who we are, building self-worth, and recognizing how our personal and cultural backgrounds shape our place in the world.
- Interactions: Developing empathy, communication, and collaboration skills to build positive, respectful relationships with others.

- Wellness: Learning to make informed, healthy choices that promote physical, mental, and emotional well-being.
- Movement: Exploring physical capabilities, developing motor skills, and fostering a lifelong love for active, balanced living.

For a detailed outline of the PSPE curriculum, please refer to the Curriculum Overview document for your child's year level.

Arts - Visual and Performing Arts

All students receive one visual art, one music and one performance lesson each week. Visual and Performing Arts are an essential vehicle for inquiry, cultural exploration, and personal expression within the PYP framework. Our performing and visual arts curriculum is anchored around two core pillars: Creating and Responding. Through these interconnected lenses, students inquire into the creative process, learning to compose original music, design visual pieces, and bring stories to life, all while critically considering their intended audience. Simultaneously, students learn to respond to diverse artistic works, developing an appreciation for varied perspectives, reflection, and constructive critique. This balanced approach empowers young learners to find their unique creative voices, build confidence, and communicate meaningfully with the world around them.

For a detailed outline of the Arts curriculum, please refer to the Curriculum Overview document for your child's year level.

Additional Languages - Mandarin, French or English as an Additional Language (EAL)

K1 and K2 students receive 1 lesson per week in Mandarin.

Y1 and Y2 students receive two lessons a week in either Mandarin, French or EAL*.

Y3 - Y6 students receive three language lessons a week in either Mandarin, French or EAL.

*see below for EAL

The Additional Language programme offers students an exciting gateway to the global community through a choice of French or Mandarin lessons. This programme serves as a vibrant, foundational introduction to a new language and culture. Rather than focusing on immediate fluency, our primary goal is to teach students *how* to learn a new language, building the confidence, curiosity, and cognitive skills needed for lifelong linguistic exploration.

Students begin by mastering basic vocabulary and fundamental sentence structures. As they progress, these basics develop into a well-rounded engagement with the language

across all key communication pathways: speaking and listening, reading, writing, viewing and presenting.

A Note on Proficiency: Because this programme is designed as a foundational introduction to French or Mandarin, students will not become fully fluent. Instead, they will gain a rich cultural appreciation and a strong communicative baseline, equipping them with the essential building blocks for future language acquisition.

For a detailed outline of the Additional Languages curriculum, please refer to the Curriculum Overview document for your child's year level.

3.8 English as an Additional Language (EAL)

We offer comprehensive EAL (English as an Additional Language) support to students developing English as an additional language. 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 to fully respond to the tasks and expectations of the homeroom, 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 an estimation of your child's command of English. If your child primarily speaks another language and has had limited formal education in English, we will conduct an EAL assessment in the first weeks of school. The EAL assessment uses the WIDA testing tool in conjunction with input from the homeroom teacher.

3.9 Assessment and Reporting

Assessment is extremely important in our programme, allowing teachers 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 Semester Report is available twice a year, once in December and again in June.

We have a Parent Teacher Conference in Semester 1, giving teachers and parents the opportunity to discuss student progress, celebrate achievements, and address any areas where extra support may be needed. In Semester 2 we have a Student-Led Conference where each student can share 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 units of inquiry as our local environment is a powerful resource. Parents are given two weeks' notice and are asked to sign up and pay for the field trip on Schools Buddy. Parents may be asked to help in supervising students on field trips.

JY Residential Camps (Year 4 - Year 6)

Junior Years Residential camps are a key part of the Chatsworth schooling experience, emphasising our focus on well-being and the development of balanced, courageous learners. These immersive residential camps provide students with opportunities to enhance their critical self-management and social skills, as well as the learner profile, through hands-on activities outside the classroom.

The organisation of the Year 4 residential camp happens through their How we organise ourselves unit of inquiry and culminates in a 1 night sleepover at school. The Year 5 students embark on a 2 day-1 night residential camp and the Year 6 students embark on a 3 day - 2 night residential camp, both in Singapore.

The experiences gained at camp also contribute significantly to social-emotional well-being, helping students build self-confidence, empathy and adaptability, which are essential skills for thriving in a rapidly changing world. Participating in residential camps is an integral part of our programmes, as it provides a valuable opportunity for learning outside of the classroom. Involvement in these activities is expected and essential for a well-rounded educational experience. More information about camps will be provided later.

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 Wearable Tech / Smart Watches

After school hours we can appreciate that tech, specifically smart watches and phones, are of some benefit for parent communication and transport arrangements for Y3 - Y6 students who can travel independently. If at any time a parent needs to contact their child during school hours, they can contact the school office.

The current agreement, as per school expectations, is as follows:

- K1 - Y2 students are not allowed to bring these items to school.
- Y3 - Y6 students must keep smart watches and phones in their bags and can use them only after school for communication with parents.

Detailed guidelines and expectations regarding technology use will be shared at the beginning of the academic year.

4.2 Laptops

The ratio of computers to students for the Primary programme is 1:1 in Years 3 to 6, therefore, all students in these year levels are issued a school laptop. Our experience has shown us, and research supports, that student learning is more personally relevant and ultimately improved if students have access to a laptop for individual use - that they 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, 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 (Kindergarten Two students in session 3) 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 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 (Kindergarten Two students session 3 only). 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/guardians in The Nest at the end of the ECA. Please note that ECAs can have different ending times than CCAs.

6. Facilities

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

Student Services Facilities

Library and 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 (for Y1-Y6) 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.

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.

Students in Year 3 - Year 6 can pre-order their meals one month in advance or purchase food from the canteen on a daily basis using their pre-loaded canteen wristbands. All EY children (Kindergarten - Year 2) must pre-order in advance as they are too young to manage the daily payment process. Menus are available to families before the end of each month for the following month. The canteen operates on a cashless system, with payments made via the canteen using students' rechargeable wristbands. Top-ups can be done at the top-up kiosks in the canteen or online via the Campus Online portal. 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 labelled 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 evacuation 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.

Thunder and Lighting

Singapore receives, on average, 180 days per year of thunder and lightning and Chatsworth has procedures in place to ensure everyone's safety during these brief periods. An alarm system is installed on campus to alert students and staff when storm clouds are approaching. This alarm may sound even before we hear any thunder (or see any lightning) ourselves. If students are on the playground or open areas and hear the alarm, they are required to move to covered areas for play until the teaching staff tell them it is safe to return to outdoor play.

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 Skills & Workforce Development Agency (SWDA) 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. Student Services
4. Student Admission related Services
5. Field Trips and Residential Trips
6. Co-curricular and Extra-Curricular activities
7. Student Council
8. House System
9. Learning Facilities
10. Welfare and Recreation Facilities
11. Chatsworth Parents Group
12. 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

As a EduTrust certified Private Education Institution (PEI), the Skills & Workforce Development Agency (SWDA) requires all course fees to be insured under the Fee Protection Scheme (FPS). For more information relevant to the PEIs, please visit the TPGateway website [here](#).

The FPS aims to protect the students' course fees in the event that a PEI is unable to continue operations due to insolvency, and/ or regulatory closure. Furthermore, the FPS protects the student if the PEI fails to pay penalties or return fees to the students arising from judgement made against it by the Singapore courts.

Chatsworth International School has appointed Lonpac Insurance Berhad to be the FPS provider for our students. FPS will be strictly administered to comply with the requirements of the SSG and stipulated in the FPS instruction manual.

Fees Payment Schedule

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

Payment of Fees

Bank Transfer / Telegraphic Transfer

Bank Name: United Overseas Bank Limited
Bank Address: 80 Raffles Place, UOB Plaza, Singapore 048624
BIC/Swift Code: UOVBSGSGXXX
Bank/Branch Code: 7375 / 001 (UOB Main)
Beneficiary: Chatsworth International School Pte Ltd
Account No: 779 332 1914 (SGD A/C)

Note: Please quote our invoice number and student name as payment reference and email a copy of the payment screenshot to finance@chatsworth.com.sg. Please note that all bank charges are to be borne by the remitter within and outside their country.

PayNow

PayNow to UEN: 199405288WUOB or scan the SGQR Code to pay:



Note: Please input our invoice number and student name in the Ref/Remarks field and send the screenshot of payment to finance@chatsworth.com.sg

Credit / Debit Card

Please email to finance@chatsworth.com.sg if you would like to pay by credit/debit card. A payment link will be sent to your email address. Please note that all credit/debit card payments are subject to a 3% non-refundable convenience fee on the invoice/payable amount.

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 of confirmation of any of the following:

- a) It cannot commence the provision of the Course on the Course Commencement Date;
- b) The Course will be terminated before the Course Commencement Date;
- c) It cannot complete the Course by the Course Completion Date;
- d) The student does not meet the course entry or matriculation requirement as stated in Schedule A of the student contract, or
- e) The Immigration and Checkpoints Authority (ICA) rejects the student's application for the student pass. 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 ten (10) calendar days after commencing from and including the date that the contract has been signed by both parties. The student will be refunded all Course fees and Miscellaneous fees paid to the school within seven (7) working days of the receipt of the written notice of withdrawal.

3. Refund Table

Percentage of Total Course and Miscellaneous Fees (%)	If Student's Written Notice of Withdrawal is Received
75	More than 40 working days before the Course Commencement Date
25	On or before but not more than 40 working days before the Course Commencement Date
0	On/ after the Course Commencement Date

9.4 Transfer and Deferment

Transfer

For the school to consider a class transfer request within the same year group or different year group, parents must write in officially. Students can request a homeroom change or year group transfer at any time during the school year. No transfer fee is required. Student Services will notify the student or parent/guardian on the outcome within 4 weeks of receiving the request.

For transfers to a different year group, the Head of School's approval is required. The Head of Primary/Secondary will complete and submit the Transfer form for Academic Board approval. If the fee remains unchanged for successful transfer requests, an addendum to the student contract will be prepared for parents' acceptance and signature before the transfer is finalised.

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 and Head of Primary

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 and Head of Primary

9.5 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 issue 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 issue 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.

For students who withdraw and decide to return after attending a different school, they will be emailed a link to their archived file and will need to update their particulars. 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.

9.6 Behaviour Management

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.

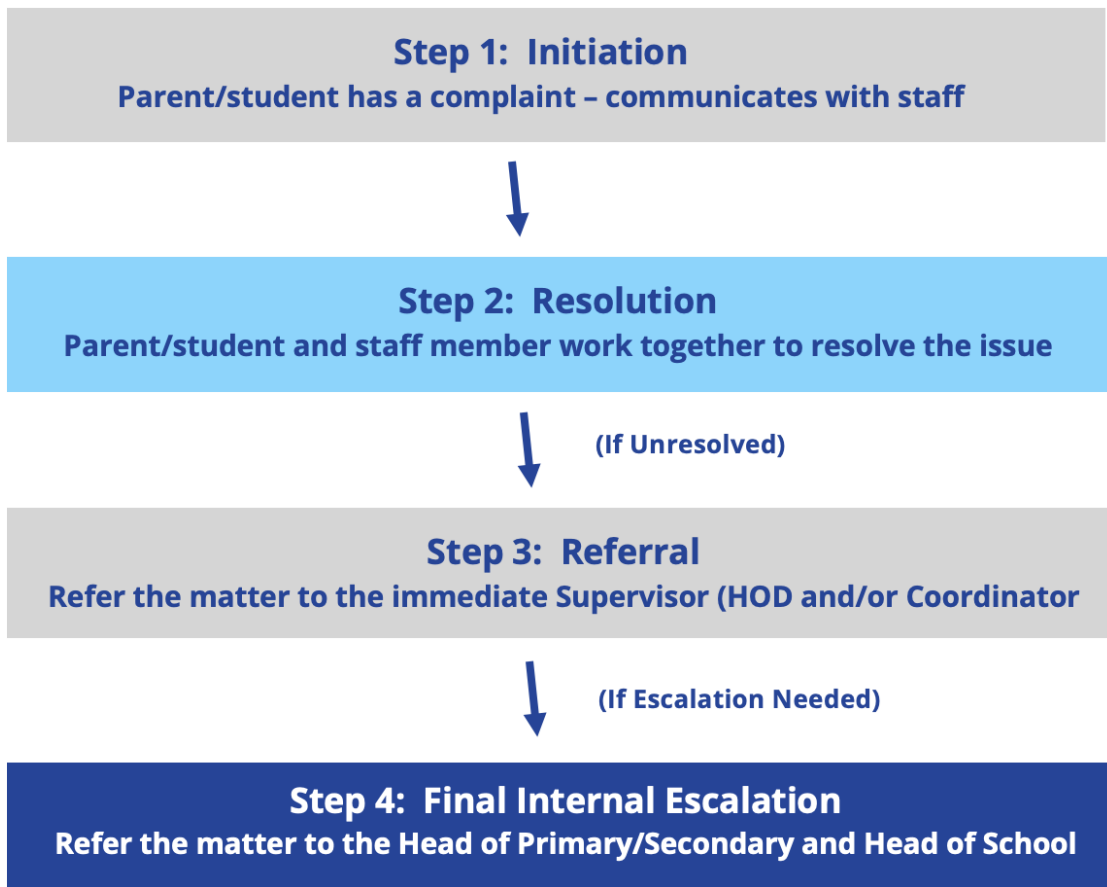
9.7 Complaint, Grievance and Dispute Resolution

Complaint, 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.

Complaints

If you have a complaint, kindly communicate with the relevant staff directly to discuss the matter. The following steps will be taken:



Grievance and Dispute Resolution

If you have a grievance, 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.

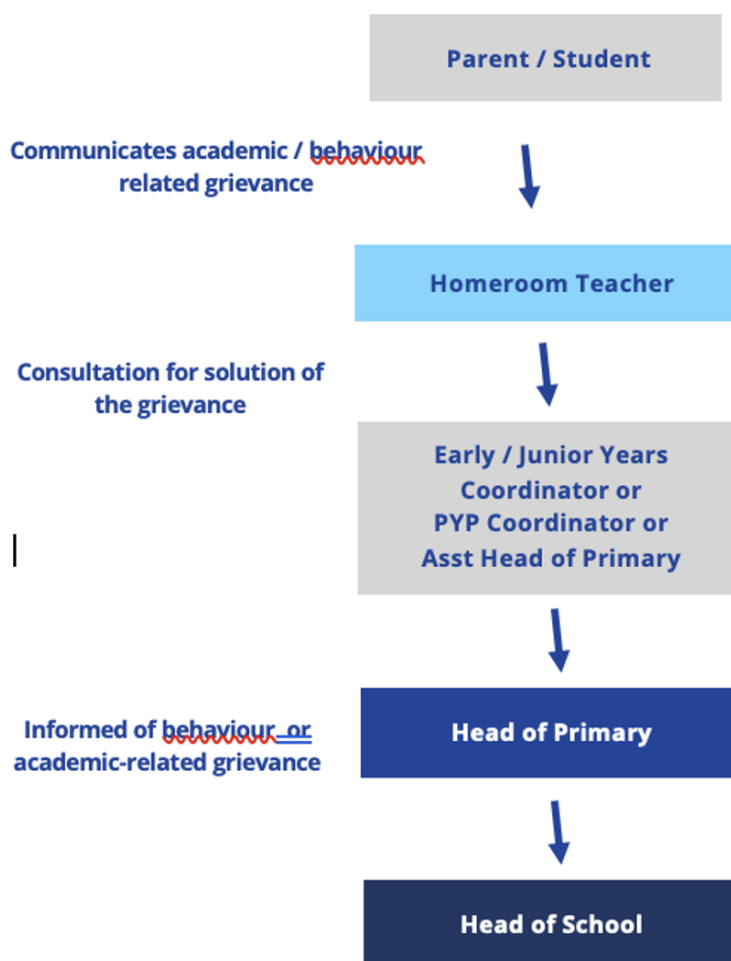
Relevant Staff	Grievance		
	Academic	Behaviour	Student Contract
Admissions Manager(s)			✓
Homeroom Teacher / EY/JY Coordinator / PYP Coordinator / Asst Head of Primary / Head of Primary	✓	✓	

Upon receipt of your grievance, 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.

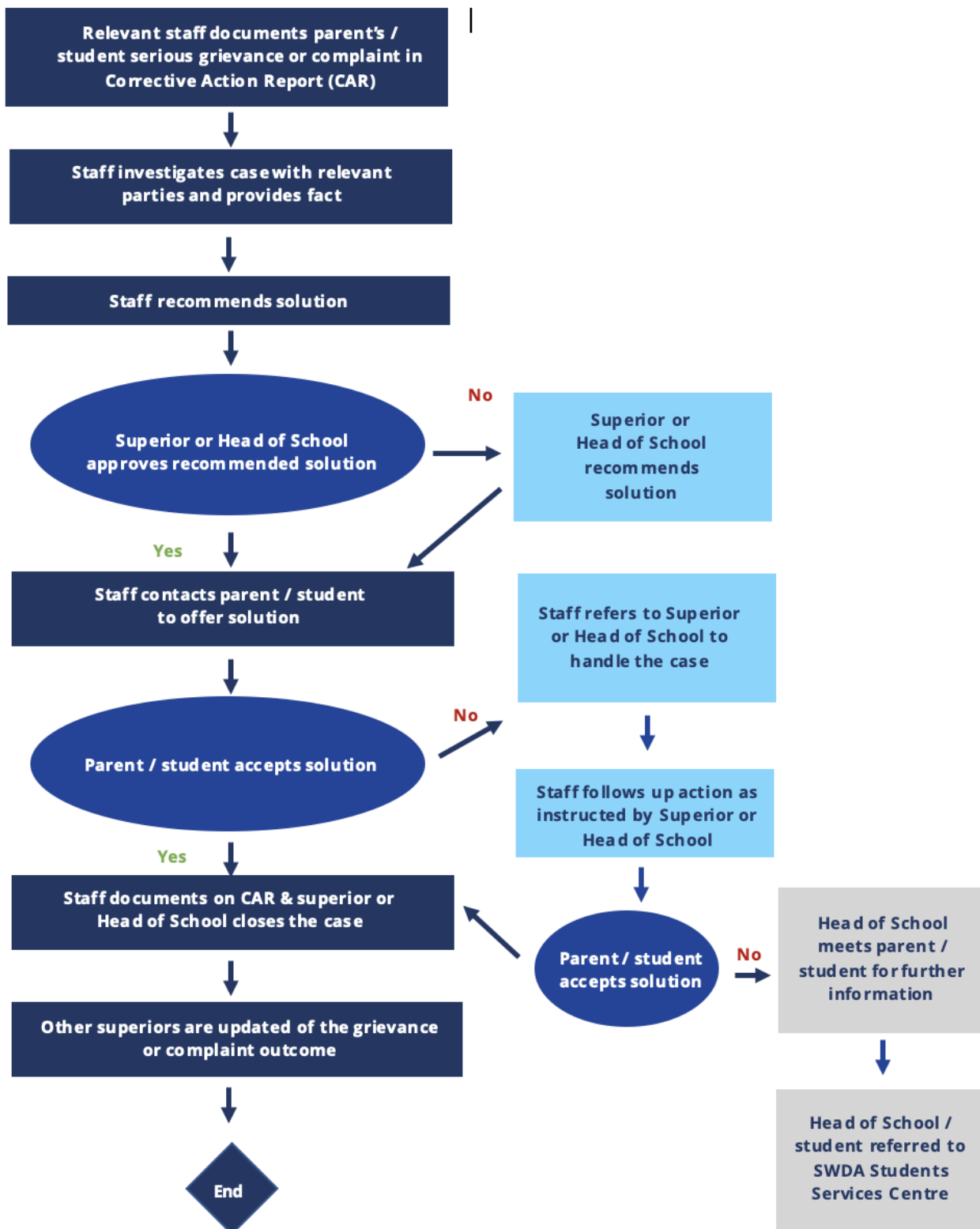
GRIEVANCES: ADMISSIONS (PRIMARY & SECONDARY)



GRIEVANCES: PRIMARY



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





CHATSWORTH INTERNATIONAL SCHOOL

Chatsworth International School

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