DULWICH COLLEGE

| S NGAPORE |



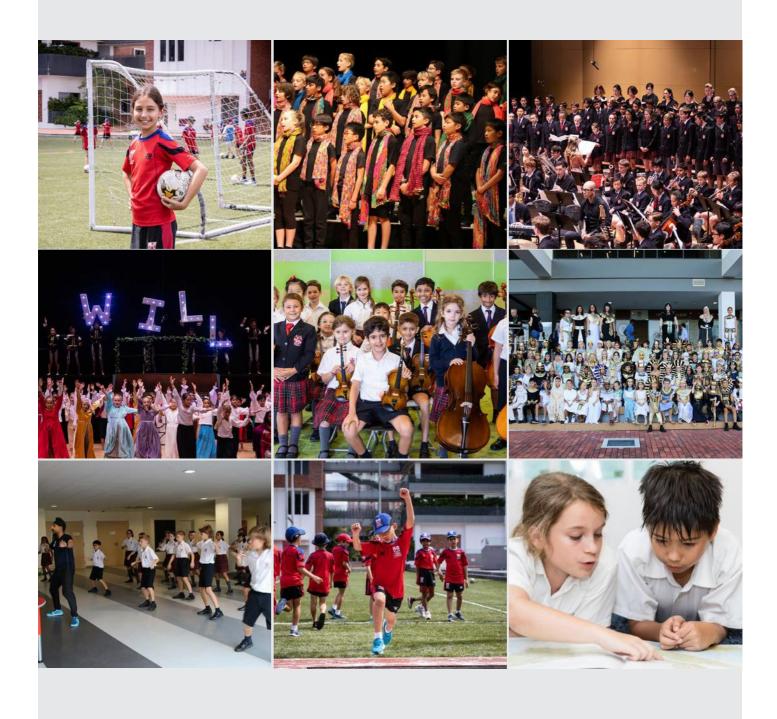




DULWICH COLLEGE

LSINGAPORE





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VISION AND MISSION

VISION

Live Worldwise

Our students have the skills and motivation to make a positive difference in the world

PURPOSE

Graduate Worldwise

Because we teach worldwise, students learn worldwise

STRATEGIC PILLARS

Students come first One family of schools Pioneering spirit



COLLEGE GUIDING STATEMENTS

Detur Pons Mundo – Building Bridges to the World -通向世界的桥梁

Dulwich College (Singapore) aspires to be respected internationally as a community committed to inspiring individuals who seize and act ethically upon the breadth of opportunity the world presents.

COLLEGE GUIDING STATEMENTS

Children come first when:

1. The College educates the whole child

We learn from everything we do

2. The College provides a safe, secure and stimulating environment

We are safe and interested in what we learn and do

3. The College recognises that we gain knowledge and understanding of the world by questioning and actively solving problems

We ask questions to understand our world

4. The College emphasises the benefits and responsibilities of working collaboratively together

We work and play together

5. The College values awareness of the natural world and its resources

We care about our world

6. The College prepares children to live their lives honestly with a spirit of respect for themselves and others

We share and we care with our friends from many different countries

7. The College understands that meaningful, lifelong learning involves taking risks

We try new things

8. The College challenges each child to be the best that they can be and supports them in this.

We are all good at something and we try our best

INTRODUCTION TO THE JUNIOR SCHOOL

The Junior School caters for children aged 7 to 11 years old. (Years 3 to 6).

At Dulwich College (Singapore) our aim is to ensure that all students in our care are happy, confident, well motivated, enthusiasticand excited about life. We aim to provide an appropriate and balanced academic challenge, which will enable each student to realise his or her potential in a safe, caring and supportive environment.

At Dulwich College (Singapore), we ensure that our curriculum reflects the needs, culture and history of our College's multinational community and of our host country Singapore and wider.

Students have specialist lessons each week for PE, Music, and Mandarin. Older year groups additionally have specialist lessons for design & technology, IT and art.

COLLEGE SONG - LATIN

COLLEGE SONG - ENGLISH

Liberi Alleynienses, Quotquot annos, Quotquot menses.

Fertur principum memoria, Fertur principum memoria.

Vivit Fundatorisnomen, Unicae virtutis omen.

Detur soli, Deogloria. Detur soli, Deogloria. Children of Alleyn, may our forefathers' memory
Endure through as many years and as many
months as there may be,
The Founder's name lives on, a promise of
unparalleled virtue to come,

Glory be given to God alone

JUNIOR SCHOOL DETAILS

Junior School office: +65 6890 1077

Email: junior.office@dulwich-singapore.edu.sg

PE office: +65 6890 1510 School Nurse: +65 6890 1055 +65 6890 1056

Email: <u>nurses@dulwich-singapore.edu.sg</u>

Bus Office: +65 68901097 Catering Office: +65 68901057

Staffemail: firstname.surname@dulwich-singapore.edu.sg
StudentSupport: renee.butler@dulwich-singapore.edu.sg (Counsellor)
School Address: Dulwich College (Singapore),71 Bukit Batok West

Avenue 8 Singapore 658966

Website: singapore.dulwich.org

TIMINGS OF THE DAY

The Junior School Day is organised into seven lessons a day. This means that there are 35 lessons in a week. All Juniors School students have a 15 minute registration session at the start of the day. After school activities start at 3.45pm and finish at 4.45pm. Late buses for students depart at 4.50pm. There are some CCAs which end beyond 4.55pm and will not be eligible for the late bus. Only regular bus rider are eligible for the late bus service.



8.15	Classrooms Open - Staff on Duty
8.25	Students are expected to go to Form Rooms
8.30	Registration
8.45	Lesson 1
9.30	Lesson2
10.15	Morning Break
10.30	Lesson3
11.15	Lesson4
12.00	Lunch
13.00	Lesson 5
13.45	Lesson6
14.30	Break
14.45	Lesson 7
15.30	Collect Belongings
15.35	School Finishes
15.45	Early Buses Depart
15.45	CCAs Start
16.45	CCAs Finish
16.55	Late Buses Depart

TERM DATES

MichaelmasTerm
HalfTerm
LentTerm
HalfTerm
TrinityTerm

Wednesday 21 August to Friday 13 December, 2019 Monday 14 October to Friday 18 October, 2019 Monday 6 January to Friday 3 April, 2020 Tuesday 28 January to Friday 31 January, 2020 Monday 20 April to Friday 26 June, 2020

DULWICH COLLEGE (SINGAPORE)SCHOOL YEAR CALENDAR 2019-2020

Month	M	Т	W	TH	F	SAT	SUN	Event
2004	To a second					1	2	1-19 August: School Holiday
2020/ August	3	4	5	6	7			9 August: National Day
lugust	10	611	12	13	14	15	16	10 August: Public Holiday National Day 11-12 August: New Teacher Planning Days
	17	18 25	26	20	21	22	23	13-14, 17-19 August: Teacher Planning
	24 31	-	20	27	20	-	30	Days
***************************************								20 August: First Day of Michaelmas Term
September		1	2	3	4	5	•	
55	7		9	10	11	12	13	
	14	15	16	17	18	19	20	
5	21 28	22 29	30	24	25	26	27	
				1	2	3	4	
October	5	6	7		•	10	11	12-16 October: Half-Term
	12	13	14	15	16	17	18	12-16 October: Half-Term
	19	20	21	22	23	24 31	25	
***************************************	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						•	
November	2		4	5	6	7	1	14 November: Public Holiday (Deepavali)
	9	10	11	12	13	14	15	16-17 November: Professional Learning Da
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
4	30							
December	7.53	1	2	3	4	5	6	11 December: Last Day of Michaelmas Term
	7		•	10	11	12	13	14-31 December: School Holidays 25 December: Christmas Day
	14	15	16	17	18	19	20 27	25 December: Christmas Day
	28	29	30	31		_		
						2	3	
2021	4	5	6	7		9	10	1 January: New Years Day
January	11	12	13	14	15	16	17	4 January: Professional Learning Day
	18	19	20	21	22	23	24	5 January: First Day of Lent Term
41111111111111111	25	26	27	28	29	30	31	
	1	2	3	4		6	7	
		,	10	11	12	13	14	8-11 February: Chinese New Year Holiday
February	15	16	17	18	19	20	21	12 February: Chinese New Year
	22	25	24	25	20	D	26	

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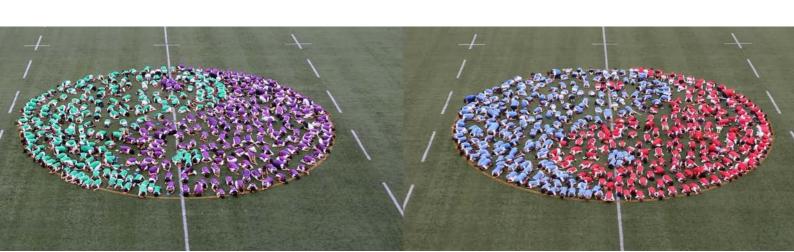
15 16 17 18 19 20 21 29- 22 23 24 25 26 27 28 29 30 31	March: Last Day of Lent Term 31 March: Easter Holiday
8 9 10 11 12 13 14 26 15 16 17 18 19 20 21 29- 22 23 24 25 26 27 20 29 30 31	
15 16 17 18 19 20 21 29- 22 23 24 25 26 27 28 29 30 31	
22 23 24 25 26 27 28 29 30 31	
2 20 31	
	Amalla Cartair Mallahar
	April: Easter Holiday
	April: Good Friday
19 20 21 22 23 24 25 12 26 27 28 29 30	April: First Day of Trinity Term
(1) 2 11	May: Labour Day
May 3 4 5 6 7 8 9 13	May: Hari Raya Puasa
10 11 12 13 14 15 16 14	May: School Holiday
17 18 19 20 21 22 23 26	May: Vesak Day
24 25 26 27 28 29 33	
31	
June 1 2 3 4 5 6	
	June: Last Day of Trinity Term
14 15 16 17 18 19 20	The second secon
21 22 23 24 25 26 27	
28 29 30	
School days: 181 First/Last Day	of Term
Term 1: 75 Public Holidays	
Term 2: 54 School Holiday	•
Term 3: 52 Professional Le	earning Days (No School)
Teacher Plannin	ng Days
New Staff Indu	ection



WHAT TO DO IF YOUR CHILD



Is unable to come to school	phone the Junior office on 6890 1077 by 8.30am
Is late to school	go straight to the office to sign in and then report to your class teacher
Has been absent	bring a note for or email class teacher/form tutor
Has an accident	report to the nurse
Becomes ill at school	report to the nurse
Has a request for leave	email or write to the Head of School
Needs to go to an appointment	take note or email the class teacher/form tutor, sign out at the Junior School Office with the Early Dismissal slip duly signed by the class teacher/form tutor
Needs to make an urgent phone call	gain permission from class teacher and then go to the Junior School Office
Loses something	inform your class teacher and check lost property
Loses something valuable	inform your class teacher and check at Junior Office
Changes address or phone number or email	email the Junior School Office
Wants music tuition	see your music teacher
Is worried about anything	speak to your teacher, Head of Year, Mr Harrington, Mrs Measures, Ms Ruddy, Mr Smith or Mr Magnus
Need to change your bus during the day	report to the bus office by the end of break. Youwill not be allowed to change after this time



STAFF DIRECTORY

Junior School Leadership Team:

Head of Junior School Ciaran Harrington ciaran.harrington@dulwich-singapore.edu.sg

Deputy Head of Junior School Michael Smith michael.smith@dulwich-singapore.edu.sq

(Please take note of Michael Smith's email address - it is easily confused with Mike Smith)

Deputy Head of Junior School Clare Measures clare.measures@dulwich-singapore.edu.sq

Assistant Head of Junior School CharlotteRuddy charlotte.ruddy@dulwich-singapore.edu.sq

YearTeams:

Year 3

Holly Cowburn 3D 3U Camilla Barnes 3L/Head of Year Joanna Patman

3W Harry Banks 31 Janelle Soffe 3C **Gareth Davies** 3H **Hollie Mayes**

3S/Assistant Head of Year **Gareth Randall**

3N **Caroline Richards** 3G Poppy Russo

holly.cowburn@dulwich-singapore.edu.sg camilla.barnes@dulwich-singapore.edu.sg joanna.patman@dulwich-singapore.edu.sg harry.banks@dulwich-singapore.edu.sg janelle.soffe@dulwich-singapore.edu.sq gareth.davies@dulwich-singapore.edu.sg hollie.mayes@dulwich-singapore.edu.sg gareth.randall@dulwich-singapore.edu.sg caroline.richards@dulwich-singapore.edu.sg

poppy.russo@dulwich-singapore.edu.sg

Year 4

4D Christopher Morgan 4U/Head of Year Catherine Harrington 4L **Geraldine Bentall** 4W Charlotte Ng 41 Mike Smith 4C Nicola Jack 4H Emma Jenkins **4**S **Hazel Brinkworth**

4N/Assistant Head of Year **Gareth Richards**

4G **Stephen Honey**

christopher.morgan@dulwich-singapore.edu.sg catherine.harrington@dulwich-singapore.edu.sg geraldine.bentall@dulwich-singapore.edu.sg charlotte.ng@dulwich-singapore.edu.sg mike.smith@dulwich-singapore.edu.sg nicola.jack@dulwich-singapore.edu.sg emma.jenkins@dulwich-singapore.edu.sg hazel.brinkworth@dulwich-singapore.edu.sg gareth.richards@dulwich-singapore.edu.sg stephen.honey@dulwich-singapore.edu.sg

Year 5

5D Alistair Chisholm 5U Brysa Baker Katherine Baldwin 5L 5W Daniel Goddard

5I/Head of Year **Brett Harrington** 5C Samuel Powell

5H Matthew Slade

5S/Assistant Head of Year Fiona Barr

5N Aliya Faruqi SimonTyers 5G

alistair.chisholm@dulwich-singapore.edu.sg brysa.baker@dulwich-singapore.edu.sg katherine.baldwin@dulwich-singapore.edu.sq daniel.goddard@dulwich-singapore.edu.sg brett.harrington@dulwich-singapore.edu.sg samuel.powell@dulwich-singapore.edu.sq matthew.slade@dulwich-singapore.edu.sq fiona.barr@dulwich-singapore.edu.sq aliya.faruqi@dulwich-singapore.edu.sg simon.tyers@dulwich-singapore.edu.sq

Year 6

Head of Year Samuel Hallam Assistant Head of Year Adriano Russo Laura Rodgers 6D 6U Yuan Mei Ivy Vanderstichelen 6L Henry de Renzy-Martin 6W Kerry Massarella 61 **Emma Evans** 6C **Ruby Wang** 6H Kirsty Blazquez 6S James Instone 6N Jennifer Ramos-Virley 6G

samuel.hallam@dulwich-singapore.edu.sq adriano.russo@dulwich-singapore.edu.sg laura.rodgers@dulwich-singapore.edu.sg yuan.mei@dulwich-singapore.edu.sg ivy.vanderstichelen@dulwich-singapore.edu.sg henry.derenzymartin@dulwich-singapore.edu.sg kerry.massarella@dulwich-singapore.edu.sg emma.evans@dulwich-singapore.edu.sg ruby.wang@dulwich-singapore.edu.sg kirsty.blazquez@dulwich-singapore.edu.sg james.instone@dulwich-singapore.edu.sg jennifer.rvirley@dulwich-singapore.edu.sg

SpecialistTeachers:

YangJing

Kerry Massarella

Rebecca Greenhough Head of Junior AEN <u>rebecca.greenhough@dulwich-singapore.edu.sg</u>

Jennifer Ramos-Virley Art jennifer.rvirley@dulwich-singapore.edu.sg

Kathryn Hall Design Technology kathryn.hall@dulwich-singapore.edu.sg **Phil Carley** Design Technology phil.carley@dulwich-singapore.edu.sg Laura Rodgers Drama laura.rodgers@dulwich-singapore.edu.sq **Nick Magnus** Humanities headmaster@dulwich-singapore.edu.sg **lan Stewart** Technology Integrator ian.stewart@dulwich-singapore.edu.sg SarahMounsey Library sarah.mounsey@dulwich-singapore.edu.sg Jenny Zhang Mandarin jenny.zhang@dulwich-singapore.edu.sg **PekchinLo** Mandarin pekchin.lo@dulwich-singapore.edu.sg Sheau TianTan Mandarin sheautian.tan@dulwich-singapore.edu.sg Mandarin xin.wang@dulwich-singapore.edu.sg

Xin Wang (Annie)Mandarinxin.wang@dulwich-singapore.edu.sgXinyi Yang (Vivian)Mandarinxinyi.yang@dulwich-singapore.edu.sgYasheng LinMandarinyasheng.lin@dulwich-singapore.edu.sgBrenda ZhouMandarinbrenda.zhou@dulwich-singapore.edu.sgYuan MeiMandarinyuan.mei@dulwich-singapore.edu.sg

Mandarin

Science

lvy Vanderstichelen Mandarin <u>ivy.vanderstichelen@dulwich-singapore.edu.sg</u>

yang.jing@dulwich-singapore.edu.sg

kerry.massarella@dulwich-singapore.edu.sg

Mandarin **Ruby Wang** ruby.wang@dulwich-singapore.edu.sg Music **Adam Briggs** adam.briggs@dulwich-singapore.edu.sg Alan Quadros Music alan.quadros@dulwich-singapore.edu.sg Rosalind Lillywhite rosalind.lillywhite@dulwich-singapore.edu.sg Music **Gavin Cutherbertson** Music gavin.cuthbertson@dulwich-singapore.edu.sg James Instone Music james.instone@dulwich-singapore.edu.sg Mimi Munro Music mimi.munro@dulwich-singapore.edu.sg PF **Emma Evans** emma.evans@dulwich-singapore.edu.sg Ian Gamble PΕ ian.gamble@dulwich-singapore.edu.sg PE Natasha Carley natasha.carley@dulwich-singapore.edu.sg **Vivian Rodrigues** PΕ vivian.rodrigues@dulwich-singapore.edu.sg PΕ Rickie Anderson rickie.anderson@dulwich-singapore.edu.sg **Rob Bentall** PΕ rob.bentall@dulwich-singapore.edu.sg

Attendance

All students should be in class by 8.30am. Students arriving late must sign in at the Junior School Office.

Students who need to leave the College during the course of the school day must sign out at the Junior School Office and be accompanied by an adult.

Parents are requested to telephone the College on the morning of the first day of absence and send an email or to present a note of explanation to their child's class teacher upon their return.

Birthdays

You are very welcome to bring cupcakes to school when it is your child's birthday. Simple homemade cakes are usually preferred by the students. Please check with your child's class teacher to arrange the best possible time in the day for you to bring in the cake. Please also check with you child's teacher that there are no students in the class with any food allergies. Please do not bring cakes that require cutting in class.

IMPORTANT: Please remember the College is a nut-free environment

Buses and Pick Up

In the morning, students taking the school bus will be dropped at the front entrance of DUCKS or the Performing Arts Centre depending on the size of the transport. Staff are on hand to help guide students to the Junior School. Students being dropped by private car or taxi will alight outside the Junior School front entrance. After school, all students go directly to their designated bus which is parked on campus. A tag from the bus company will include the bus number and zone. Pick up after school is strictly limited to the Performing Arts Centre. Alternatively, as parents you are welcome to park on campus or in a local car park to drop or collect your children at either the beginning or end of the day.

Co-Curricular Activities (CCAs)

The College offers a rich provision of Co-Curricular Activities (CCAs). These are numerous and fall broadly under the following areas: competitive and participatory sport, gymnastics and dance, music, arts and crafts and academic. There are also a number of opportunities for students to serve others and make a difference through community service and sustainability groups. We encourage tudents to pursue a broad range of CCAs, which they should record in their Personal Enrichment Portfolio.

CCAs run over three seasons, which follow the timing of the ACSIS (Athletic Conference of Singapore International Schools) sports calendar. Parents and students sign up for CCAs through the CHQ online portal which can be accessed through MyCollege and the App. Every effort is made to enable students to participate in their CCAs of choice. The sign-up period for each season is announced through standard communication channels.

Code of Conduct

Students are required to sign the digital rights charter, school rights and responsibilities and the summary of school rules in their student diary. This should be counter signed by their parents.

Communication

To ensure that there is a systematic way in which information is shared with parents the following procedures are in place:

The College Newsletter (Dulwich Diaries) is sent on a Friday and is available on MyCollege. This newsletter includes information from all areas of the College as well as important dates for the week ahead. Parents should read the Junior School section and the newsletter for the year groups in which their children are registered.

The College Bulletin with reminders is sent on a Wednesday.

Letters to parents regarding specific activities are only sent home if the need arises. The newsletter and bulletin are the main methods of communicating information.

The student diary contains essential information and staff email addresses. The student diary facilitates two-way communication between teachers and parents.

All staff, both academic and administrative, are available via email and will aim to reply within 24 hours in order to help answer queries, solve any issues and to celebrate success. Face to face meetings are welcomed.

For Junior School students, the first point of contact would normally be the class teacher, form tutor or specific subject teacher.

MyCollege: all parents will have access to MyCollege which serves as a one stop shop for key information pertaining to school life at Dulwich College in Singapore.

App: There is a College App donwloadable from the App Store by searching 'Dulwich College Singapore'. Please ensure you download and subscribe to the relavent channels to receieve upto-date and timely alerts.

Twitter: The Head, Deputy Heads and Assistant Heads of Junior School have Twitter accounts where we provide live weekly updates.

Devices

Some students who take public transport or have late CCA activities are allowed a device or telephone in school so that they may contact or be contacted by parents. Other students are permitted to bring devices as a form of entertainment for the journey to or from school. Permission must be obtained via an electronic form from the Head of School should you wish to bring one. There are clear guidelines on the form which must be adhered to. These permissions are granted on a year by year basis. This is a privilege which can be removed at the discretion of the Head of School at any time should the use of the device be deemed inappropriate.

Food

Our students are encouraged to eat with friends and with good manners. Children may eat food provided by our caterer or bring a packed lunch. We have a very strict NO NUT policy and different dietary requirements are catered for. Our caterer Sodexo provide a wide range of nutritious menus, hot and cold, and there is plenty of choice. Snacks can be purchased at break times.

Year 3 eat their lunch in the Level 2 Dining Room as their food must be pre-ordered by parents. Years 4,5 and 6 eat in the Dining Room in the Performing Arts Centre. Here, the food options are plenty and include a salad bar, Chinese station, curry bar, sushi bar and pizza oven. Monday is designated a meat free day. Sittings are staggered so that everyone has ample time to eat and play freely on the field and other parts of the school. The Junior School does not share lunchtimes with the Senior School. Lunch cards can be topped up online or by using one of the three cash top-up machines in school.

There is a College nutrition committee made up of interested parents and staff. This group meets regularly and advises Sodexo (the catering provider) on menus and shares good ideas and concerns in a very constructive manner.

Friends of Dulwich (FoD)

The FoD Executive Committee, plays an active role in the community at Dulwich College (Singapore).

The object of FoD is to sustain and support the College, in particular by: enhancing and enriching the life of the pupils at the College through financial and other support; strengthening the links between the College and the local community; assisting the College by providing voluntary help and advice.

Health and Wellbeing

The Health Centre is situated on the ground floor in the Junior School. Room J1-07. It is staffed with two registered nurses.

Health centre contacts: 68901055/56

Email: nurses@dulwich-singapore.edu.sg

Health centre opening hours are: 8.00am - 6.00pm

Medical forms. Parents are requested to update the school of any medical conditions/ allergies their child may have at the start of each school year. The parent also signs this to give the nursing team / teacher permission to administer over the counter medication should it be required.

Medical authorisation forms. These are completed by a parent if a student requires administration of a regular or prescription medication. Students are not allowed to carry medication in their school bags or lockers, other than asthma inhalers. Epipens are kept in classrooms by teachers if required.

Emergency contact details. It is important that both parents supply a current Singapore mobile number and a designated emergency contact persons details, other than their helper. If both parents are travelling outside the country a designated guardians details must be supplied to the school.

Head Lice. Students are not sent home if found to have head lice during the school day however parents are informed and advised. They can return to school once treatment has been started.

College Contagious Illness Policy

Conjunctivitus - Can be cause by a virus or bacteriaand may require antibiotic treatment	Students can return to the College when treatment has commenced, symptoms have cleared or there is a letter from GP. No medical certificate required				
Chicken Pox - Highly contagious infection causing high fever and a rash	Students can return to the College when fever has settled and rash dried up (one to two weeks). Fitness to return to school letter from GP is required				
Gastroenteritis - Diarrhoea and/or vomiting and can also nave a fever	Students can return to the College when it has been 48 hours since the last episode of diarrhoea and/or vomiting. No medical certificate required				
Fever - Body temperature of 37.8 degrees celcius or above	Students can return to the College when temperature has returned to normal with no antipyretic medication for 24 hours. No medical certificate required				
Hand, Foot and Mouth Disease - Viral infection that causes painful blisters in the mouth and throat and on the hands, feet and genital area	Students can return to the College when they have been free from fever and sore throat for 24 hours. All blisters should have dried out. Fitness to return to school letter from GP is required				
mpetigo - A contagious skin infection that usually appears as red sores. The sores burst and develop honey-coloured crusts	Students can return to the College 24 - 48 hours after commencing antibiotic treatment and sores should be covered appropriately. No medical certificate required				
nfluenza - A viral infection that attacks your respiratory system - your nose, throat and lungs	Students can return to the College 24 hours after their temperature has returned to normal and symptoms have subsided. No medical certificate required				
Measles - A highly contagious respiratory infection that is caused by a virus. It causes a total-body skin rash and fulike symptoms including a fever, runny nose and a cough	Measles is contagious from four days before the rash until fou days after it goes. Fitness to return to school letter from GP is required				
Mumps - An extremely contagious viral infection of the salivary glands that most commonly affects children	Students can return to the College five days after the onset of the glandular swelling. Fitness to return to school letter from GP is required				
Pertussis (Whooping Cough) - A highly contagious pacterial disease. Symptoms include a runny nose, fever and a mild cough. This is then followed by weeks of severe coughing fits.	Students can return to the College two weeks after the cough begins (antibiotics shorten this period). Fitness to return to school letter from GP is required				
Rubella (German Measles) - An infection that mostly affects the skin and lymph nodes. It is caused by the rubella virus (different to virus that causes measles	Students can return to the College five days after the onset of the rash. Fitness to return to school letter from GP is required				
Strepococcal Throat - A bacterial throat infection most common in children	Students can return to the College 24 hours after starting anitbiotic treatment. No medical certificate required				
Scarlet Fever - A bacterial illness. Symptoms include bright red rash, red tongue, sore throat and fever	Students can return to the College 24 hours after antibiotic treatment. No medical certificate required				
Upper Respiratory Tract Infection - A productive cough, green sputum and persistent rhinitis with or without fever	Students can return to the College 24 hours after antibiotic treatment commences (if a bacterial infection) or once symptoms have subsided				
red rash, red tongue, sore throat and fever Upper Respiratory Tract Infection - A productive cough,	treatment. No medical certificate required Students can return to the College 24 hours after treatment commences (if a bacterial infection) or				

Houses

Each student is allocated to a House. There are four Houses at Dulwich College (Singapore): Lee, Mandela, Shackleton and Earhart. Siblings automatically join the same House. During the course of the year, there are a number of inter-House competitions. The House uniform should be worn on these occassions and is available from the uniform shop.

Lanyards

Students have blue lanyards to identify them as students at the College. Their ID card is also used to purchase food and receive pre-ordered meals from the dining room. They are also used to check out books from the library. Students in Years 4,5 and 6 are required to wear their lanyards in school. If a student has misplaced their lanyard they will need to follow these procedures:

- Inform their teacher
- If they require a school lunch from the dining hall, they will need to obtain a blue one-day pass from their teacher. This will be billed to their account
- Students are allowed to have two consecutive one-day passes but if they still cannot find their lanyard on the third day, they need to report to the ICT Service Centre to obtain a red temporary student pass which is valid for one week. This is the same as their normal ID card, allowing them to buy according to the limits set on their account
- If the pass still hasn't been found after that week, a new ID card and lanyard will be issued and a \$20 fee charged to the account

Lost Property

All belongings must be clearly named. Students are responsible for their own propery. This helps the students (and us) find mislaid clothing and effects. The lost property cupboard is located in the Junior School reception area. Lost property may be retrieved before the start of school, at break times or at the end of the school day.

Manners

Students, parents and staff are expected to demonstrate the highest level of manners possible at all times. In particular, students are expected to:

- Show common courtesy to all adults and students
- Stand aside at doorways and in corridors for adults
- Excuse themselves when leaving a room or entering late
- Walk quietly in the school, particularly in the corridors
- Be punctual to lessons
- Display pride in appearance at all times
- Change quickly and quietly in changing areas

The Junior Schoolfollows a #MannersMatter campaign for which good manners are acknowledged.

Parent Reps

Each class has a parent representative. These are normally appointed on a first volunteer, first appointed system. The role also can be shared if appropriate.

The primary function of the parent representative is to facilitate communication between class teachers and parents in relation to volunteers for the classroom or special events. The parent representatives also facilitate the social interaction among families in the school community.

Their important role is to be the liaison between the school and its families.

Parent representatives are not to be used to help other parents express concerns/grievances against the teacher or other members of staff.

School Bags

The school backpack is a compulsory piece of school uniform. You may choose to use either the sports holdall or the drawstring bag for PE or sports uniform. Please ensure that your school bags are clearly marked your child's name.

Special Events

Over the course of the year, students participate in celebrations and activities which may include the following examples: Founder's Day, earth day, book week, European day of languages, The Dulwich Symposium, ignition days, class assemblies, productions, Lunar New Year, street fairs, inter-House competitions and sports days. Parents are warmly invited to all of these events.

Stationery

Students may bring their own tools for their schoolwork. The College, however, will provide all that is needed. Please make sure that pencil cases and tools are clearly marked.

Student Diary

The student diary helps us communicate in the Junior School. In the diary you will find all the important term dates and information which we hope will be useful.

The diary is used by the students to record their homework tasks, learning reflections and reading in addition to two way messages and reminders. These might be for the child or parent. The class or subject teacher will also use the diary if they wish to explain a school activity, let you know how your child fared that day or to request a meeting with you. The diary is also for you to use. You may wish to ask a question, bring our attention to something, make a comment about a piece of work or remind us of something important. A replacement fee of \$20 will be charged for lost or damaged diaries due to acts of negligence.

We would ask you to check your child's diary on a daily basis and sign the diary on a weekly basis. We would also ask you to initial any message that is given so we know it has been received. If you are unable to do this then a trusted adult, in loco parentis could do so. Please do not ask older brothers, sisters or helpers to do this. Please ensure you sign any message to the teacher so we know it is from a parent.

Should you wish to discuss your child's work or make an appointment to see a member of staff, then either telephone school or make contact by e-mail. This way a mutually convenient time may be arranged.

We welcome and actively encourage you to share any concerns or worries you may have with us as soon as possible. We will do likewise. Please do not wait until parent teacher consultation days.

Student Leadership

Leadership opportunities are available throughout the Junior School. The roles fall broadly into three categories; Academic, Service and Voice. Our student leaders have a positive impact in the College, in the community and develop important skills as young people. At the beginning of the academic year a Head Boy and Head Girl are appointed and following this, students can apply for positions of responsibility within their House or as a member of the School Council. House Captains and House Representatives are elected by the students in their respective Houses. The Student Councils are formed from an elected member from each class and their role is to represent their Year group when making decisions and presenting at assemblies. Ambassadorial roles are available for Reading, Mandarin, IT, Sustainability, Community, Music, Creative and Service. Leadership roles change each year and students are encouraged to consider balancing their Personal Enrichment Portfolio when applying.

Student Support

To ensure our students are supported throughout their time in the Junior School we have several structures in place. Our Junior School Counsellor works with both students and parents in a variety of different areas. Students may visit our Counsellor in either a 1:1 or small groups, depending on their focus. For those students with Additional Educational Needs or English as an Additional Language, support is provided by our Junior School AEN teacher in small group session throughout the week. This is considered on a case by case basis.

Sun Hats

The College operates a sun safe policy. All students are required to have a College sun hat. Students will not be allowed out to play or to do PE unless they are wearing their sun hat. Please also ensure that sun protection creams/lotions are administered before your child comes to school and they bring suncream with them

Swimming

Students are required to wear the College swimming costume or trunks, swim hat and towel. Swimming goggles should also be brought. If your child cannot do PE or swimming for any medical reason, then please make sure that your child has a written note from yourself or your doctor giving the reason. Notes may be left in the student diary but must be signed by a parent. Swimming rashguards are a requirement for curriculum training swimming lessons.

Uniform

School uniform must be worn daily. School uniform must be worn correctly at all times on buses, in school and when on a school trip (unless special permission has been given). This includes shirts tucked in and top buttons done up, when wearing blazers and ties.

PE kit may be worn to school if the PE lesson is before lunch. Students should bring their uniform to change into at the end of the lesson. If PE is after lunch students should bring their PE kit in their school sports bag. They are permitted to travel home in their PE uniform at the end of the day.

Students may wear a WHITE undershirt beneath their uniform top; however it may only be visible at the neck line.

Students may wear a watch and may wear one pair of earrings or studs. No other jewellery may be worn unless for religious significant.

Hair must always be clean and tidy, worn off the face and styled so as not to invite comment for any reason. Student's hair should be of a reasonable length neither excessively short or long. Hair longer than shoulder length is required to be tied, using black, red or navy blue ties. Hair may be coloured if of a natural colour, discreet and appropriate to a school environment.

Make-up and nail varnish are not permitted.

Black polished shoes are a uniform requirement. Training type shoes, high heels, wedges, open toed sandals, sling backs or any type of fashion shoe are not permitted

Kilts or skorts must be no more than 5cm above the knee

Standard Boys Uniform

Blue shorts White College shirt Navy socks that cover the ankle Black leather school shoes College blazer Boys College tie Backpack

Standard Girls Uniform

College kilt or skort White College blouse Grey knee-length socksack leather school shoes College blazer Girls College tie Backpack

A list of compulsory and optional uniform is held at the uniform shops on and off campus. This is signed annually by the Head of School. Please ask to see the list at the uniform shop for requirements.

Valuables

We discourage students from bringing valuable items to school. If they choose to do so then it is at their own risk. Students may wear a watch, although a smart watch is considered to be a device (see device section).

Learning Organisation

Learning erganisation focuses on the proporachess of students to actively take control of the resources and mindset needed to be ready for learning.

I B	Cause for Concern 1 Needs support and encouragement to bring the	Developing 2 g to bring the essures to school	Achieving 3 Aways prepared for each bean with corect	Excellent 4 Independently propores for and lesson with correct
correct resources and materials needed for earth lesson.		Student divay is used for doily reminders and there is evidence that learning tasks are beginning to be recorded.	resources. (For example, PE lat, cornect books etc) Uses student diary effectively to manage independent learning tasks.	resources. [For example, PE bit, correct books ett.) Is aware of and anamaes resources to complement and enhance their learning.
Homework is often krie, incomplete or missing requiring structured support to case with building time management stalls.		Homework is usually completed and on time. There is clear evidence that some effort has been put into its completion.	Hosework is completed and submitted on time. There is clear evidence that effort has been put into its completion.	Clear signs that the student has gone beyond the minimum standards required on a regular basis. Considerity strives to respond to learning tasks in the best way they can.
Support is needed for punctual arrival in school and/or leasons. Decelines are aften missed.		Needs small amounts of support to meet a range of deadines. Usually punctual.	Consistently punctual ond demonstrates the obility to manage time effectively. Deodlines are consistently net.	Takes full responsibility for personal finebaseping. Actively arcourages others to do the some.

Learning Attitudes

Learning attitudes encompasses whether learners dem onstrate effective communication skills, and whether they are engaged in and committed to their learning and the learning of their peers.

Attitude to	Cause for concern		Achievina	Excellent
100000000000000000000000000000000000000	Developing Learning	-	က	4
The State of the Park	2	Scaling and a second register of	Consistently contributes during	Always demonstrates collaborative
Cooperation	Little or no participation intasks	Participates with support and begins to respond to	tasks. Beginning to encourage peers	skills. Demonstrates the ability to lead or
commitment	unless fully supported. Difficulty recognising	prompts when asked to contribute ideas.	during group work tasks and discusses objectives and task	follow as the situation demands. Is able to meet challenges with
	the contribution of others.	Some discussion with peers during group work.	with increasing confidence.	confidence.
Independence	Needs intensive	Needs some support to	Consistently follows instructions	Actively seeks to solve problems. Able to use time effectively within
	supervision to follow	follow instructions.	support.	learning tasks.
	instructions.			
Refledion	Rarely takes a	Usually requires support to	With minimal guidance is able	Independently reflects upon and
	reflective role in own	reflect upon and discuss	to think about and reflect on	identifies strengths and needs within
	learning needs and interests.	strengths, needs and interests within their own	learning.	their own learning.
		learning.		
Respect and	Unwilling to work	Focus on the task in hand is	Consistently demonstrates an	Always demonstrates an awareness
Tolerance	with others.	demonstrated most of the	awareness of others and	of others and respects their own
	Disruptive behavior	time, although some support	respects their own need to	need to learn by consistently
	demonstrated regularly	still necessary.	learn by consistently focusing	focusing on the learning task. Always
	and support required.		on the learning task.	demonstrates respect for the
	Can make negative		Consistently demonstrates	learning environment.
	choices that hinder their		respect for the learning	Supportive of others.
	learning.		environment.	

Approaches to Learning

	-		
Approaches to learning	Icon	Cluster	Do you have the ability to?
NOITACINI IMMOO	0	Communication (Interactive)	 Use digital resources to communicate effectively Present to peers and perform public speaking confidently Tailor appropriate and effective communication strategies for a particular context Effectively use and respond to non-verbal cues
		Communication (Language)	 Analyse and understand information Evaluate information Interpret and use a range of subject-specific terms and ideas Structure a coherent, persuasive argument with reasonable conclusions
SOCIAL		Social	 Work together effectively within a group Recognise other people's needs and actively listen to their points of view Lead a group of classmates and gain support for your ideas
		Organisation	 Manage own time and meet deadlines effectively Summarise and organise a range of information in a useful way
SELF-MANAGEMENT		Affective / Metacognitive	 Avoid distractions, stay on task and maintain focus for long periods of time Not allow your emotions to affect your work and progress Stick with tasks and not expect success straight away
		Reflection	 Give, receive and act upon meaningful feedback Recognise weaknesses in your current learning strategies and take remedial action
RFSFARCH		Research	 Locate and then select the most relevant sources of information for your task Reference your research clearly and accurately with citations and a works cited list Use your research to inform others
	D	Media Literacy	Use online search tools effectively to find appropriate informationEvaluate the information you find online
		Critical Thinking	 Make questions to test your own understanding Test hypotheses and conclusions. Think of ways to prove a hypothesis and/or conclusion is correct Synthesise relevant information from a range of contrasting sources
THINKING	0	Creative Thinking	 Approach problems creatively Consider many points of view at the same time Create new ideas, designs or solutions
		Transfer	 Memorise and recall essential information Recognise links between different subjects and apply learning from one to another Use and create technology Spot potential future problems and assess which risks are worth taking

DCSG LEARNER PROFILE ATTRIBUTES

BALANCED

I eat healthyfood and I exercise. I like to learnabout different things. I understand it is important to have a balance of work and play.

CARING

I care for other people.
I try to help others.
I want people around me to be happy and I am sensitive to their needs.

COMMUNICATOR

I talk about my ideas.
I am able to express myself in more than one language.
I can also communicate using mathematical language, symbols and drawings.

INQUIRER

I ask questions.
I like to learn and discover new things about the world.
I am curious I will carry this love of learning with me throughout life.

KNOWLEDGEABLE

I have learnt many things.
I can tell you about / show you
these things.
I can use this information to solve
problems in life.

OPEN MINDED

I know that people are different and may do different things.

I know that not everyone will think like me and that's fine.

I listen and try to understand others.

PRINCIPLED

I always try to do what is right. I am fair and follow rules. I am honest with myself and with others.

REFLECTIVE

I think about what I have learnt, what I am good at and what I can improve the next time. I take the time to think about my actions and their effects.

RISK TAKER

I have the courageto try new things. I am not afraid to giveit a go even if I feel shy. I try to solve problems in a lot of ways.

THINKER

I am thoughtful.
I try to solve problems and make good decisions.
I do this by thinking about things and bylearning from my mistakes.

I FARNING IN THE JUNIOR SCHOOL

Pastoral

Pastoral care and wellbeing for our students is our number one priority. We believe that children who have positive emotions, positive relationships, who are engaged and feel a sense of belonging and drive, will build the character needed for academic success. These systems are all encompassing and may include activities in registration time, assemblies, wellbeing lessons, restorative practices, buddy systems, House events, class placement and challenging and engaging leaning.

Your first point of contact for any communication between school and home in Years 3, 4 and 5 is the Class Teacher and the Form Tutor in Year 6. You may use the school diary, or the email address of the teacher or tutor, found in the staff directory.

Learning Principles

Dulwich College (Singapore) believes in a set of Learning Principles to ensure academic rigour, achievement and progress. Our definition of learning is based on these principles:

Learning is effective when it has a clear purpose, when it is adapted and applied, when it is personalised and when it is relational.

We aim for two core outcomes.

The long-term retention of valuable knowledge, concepts and skills.

The ability to transfer what has been retained into different contexts and situations.

Units of work are planned with these principles, the Hewlett Foundation definition of learning and the International Baccalaureate in mind. Learning must focus firstly on academic success. Learning should develop the twenty first century skills of communication, collaboration and critical thinking. Learning should develop academic mindsets.

Curriculum- Description and Overview

The curriculum in the Junior School forms an integral part of the journey a student takes from DUCKS, to our Senior School, and onwards after graduating. We believe that, to afford children the greatest future academic opportunities, curriculum should drive the mastery of academic content, higher-order thinking and a character skill set that develops students with a love of learning, resilience and reflection. Our assessments playa key role in not only identifying student progress in these areas, but also in driving a curriculum provision that delivers it.

A structured progression in content and skills in all subjects is provided by the English National Curriculum. These objectives are available in more detail for mathematics and English on MyCollege. Regular assessment allows teachers to identify each child's starting point on this progression.

Topic themes have been carefully chosen and constructed to ensure that they are relevant to the children and reflect our location, history and DNA as a Dulwich style school. We believe that children should understand and interact with our local context and community, as well as develop a stewardship for the world into which they will move after education. Entrepreneurialism and STEAM are an integral part of each year's content. Long-term curriculum maps are available on MyCollege.

LEARNING IN THE JUNIOR SCHOOL

Timetable

The Junior School timetable is structured to optimise learning and wellbeing. Each lesson is 45 minutes long so that learning is focused and concentration can be sustained. When practical or in-depth activities are appropriate double lessons are applied, for example PE, science investigations and practical mathematics. Students benefit from a breakin the morning, a long lunchtime that might include a Co-Curricular Activity, playing on the field or quiet time in the ICT suite or library. There is also an afternoon breaktime so that the students can refuel for activities and concentration can be maintained.

Weekly assemblies include House, year group and Junior School in The Alleyn Theatre.

LessonTimes

8.30	8.45	9.30	10.15	10.30	11.15	12.00	1.00	1.45	2.30	2.45
Reg	L1	L2	Break	L3	L4	Lunch	L5	L6	Break	L7

Specialist Teaching

In Years 3-5 students have their class teacher for the majority of curriculum subjects. Specialist teachers take classes in PE, music and Mandarin. PE is taught twice a week, including dedicated weekly swimming in Years 3 and 4. Students have two music lessons, increasing to three in Year 5 with music teachers and support staff. Lessons focus on instrumental, curriculum and large ensembles. Year 5 also have specialist teachers for DT and art.

Year 6 have a form tutor and specialist teachers for all subjects. This model helps transition to Senior School where this structure is common.

Assessment and Reporting

Assessments and reporting are designed to drive a progressive and genuine model of learning, built on subject knowledge, transferrable learning and higher order thinking. Children are assessed before, during and after units of work, allowing teachers to identify each child's individual starting point within the continuum of the English National Curriculum, and plan to teach the next steps in their learning. Students are prompted to reflect and feedback on their successes and areas for growth. Banding in Mathematics (broad ability grouping) enables tuition to be further focused on each child's needs.

Three written reports are shared with parents during the year:

- · October: Pastoral Settling-in Report.
- · January: Mid-Year Formative Report (sharing next steps in learning)
- · June: End-of-Year Summative Report

The Pastoral Settling-in Report and Mid-Year Report are followed by Parent Teacher Consultations. These allow the contents of the reports to be expanded upon.

The End-of-Year Summative Report records and celebrates contributions to both curricular and co-curricular aspects of College life. Qualitative subject comments are supported by a 5-point scale indicating degree to which your child has developed subject knowledge, transferrable learning and higher order thinking.

Further opportunities for parents to engage in learning are facilitated through, 'Live Feedback'. The aim is for parents to have a window into learning and the specific feedback on next steps. In this way, the triangulation between children, teachers and parents is strengthened. Children are able to articulate their understanding on a more regular basis, deepening learning. Parents have access to these from home.

LEARNING IN THE JUNIOR SCHOOL

Home Learning

Home Learning in the Junior School is appropriate to the curriculum and the development of the child. It provides students with further opportunities to engage in in learning beyond the classroom, as well as building effective lifelong learning habits.

Tasks given by teachers will always be given multiple evenings to be completed. We are aware of the students' rich and diverse after school activities as well as important time together as a family. A variety of tasks will be given to students and they will either:

- · Prepare for learning-eg. Inquiring about key vocabulary of upcoming themes
- · Consolidate learning- eg. Mathematical number calculations
- · Enrich learning- eg. Learning Log
- · Reflect on learning- eg. A SeeSaw reflection or DIRT task.

Every student is expected to practice their musical instrument regularly. Mandarin home learning is set each week. Each child is expected to read each evening and record this weekly. There is progression in the amount of time spent completing activities and the number of tasks given. Guidance can be found in the student diary.

Learning Logs are devised to run parallel with a curriculum theme over three weeks. These provide opportunities for students to study a particular theme in greater depth and present their learning in a style that suits them. Learners are encouraged to reference sources. Guidance and support are given.

Enrichment

The Enrichment programme enhances the curriculum both inside and outside of the classroom. From the plethora of CCAs on offer across the College, to inspirational whole College enrichment experiences, there is a range of opportunities to encourage students to 'discover their element'.

The curriculum is enhanced through the SE21 agenda which encompasses the elements of STEAM, Entrepreneurial and environmental education and 21st Century Learning Skills. Throughout different experiences, imagination is sparked. Exciting visits, inspirational talks and themed days contribute to the experience. Each year group attends a residential Adventure Programme visit.

Students record enrichment in their PEP (Personal Enrichment Portfolio) which goes with them on their journey through the College.

YEAR 3

CurriculumThemes

Ancient Egypt	Water
Gardens	What's in the news

Lesson Allocation

Subject	Lessons
English	6
Mathematics	6
Mandarin	6
PE	4
Music	2
Curriculum including Library	10
Assembly	1
Total	35

	Reg	1	2	Break	3	4	Lunch	5	6	Break	7
Monday		Maths	Mandarin		English	Curriculum		Library	Assembly		Curriculum
Tuesday		English	Maths		PE	PE		Mandarin	Music Intrumental		Curriculum
Wedneday		English	Maths		Mandarin	Curriculum		Curriculum	Curriculum		Music Theory
Thursday		English	Maths		Maths	Curriculum		Mandarin	Mandarin		Curriculum
Friday		English	Engish		Maths	Mandarin		PE	PE		Curriculum

YEAR4

CurriculumThemes

Ancient Greece	The Last Kampong
Extreme Earth	Invention Drives Us

Lesson Allocation

Subject	Lessons
English	6
Mathematics	6
Mandarin	6
PE	4
Music	2
Curriculum including Library	10
Assembly	1
Total	35

	Reg	1	2	Break	3	4	Lunch	5	6	Break	7
Monday		Maths	Mandarin		English	Curriculum		Library	Assembly		Curriculum
Tuesday		English	Maths		PE	PE		Mandarin	Music Intrumental		Curriculum
Wedneday		English	Maths		Mandarin	Curriculum		Curriculum	Curriculum		Music Theory
Thursday		English	Maths		Maths	Curriculum		Mandarin	Mandarin		Curriculum
Friday		English	Engish		Maths	Mandarin		PE	PE		Curriculum

YEAR 5

CurriculumThemes

	British History
Face of a Nation	Conflict

Lesson Allocation

Subject	Lessons
English	6
Mathematics	6
Mandarin	6
PE	4
Music	3
Curriculum including Library	7
Art	1
Design and Technology	1
Assembly	1
Total	35

	Reg	1	2	Break	3	4	Lunch	5	6	Break	7
Monday		Maths	Mandarin		English	Curriculum		Library	Assembly		Curriculum
Tuesday		English	Maths		PE	PE		Mandarin	Music Intrumental		Curriculum
Wedneday		English	Maths		Mandarin	Curriculum		Art/DT	Art/DT		Music Theory
Thursday		English	Maths		Maths	Curriculum		Mandarin	Mandarin		Music Ensemble
Friday		English	Engish		Maths	Mandarin		PE	PE		Curriculum

CurriculumThemes

Discovery	Water
Industry	Religion

Lesson Allocation

Subject	Lessons
English	5
Mathematics	5
Mandarin	6
PE	4
Music	3
Humanities	3
Art	1
Design and Technology	1
ICT	1
Drama	1
Science	3
Wellbeing	1
Assembly	1
Total	35

	Reg	1	2	Break	3	4	Lunch	5	6	Break	7
Monday		Maths	Mandarin		English	Humanities		ICT	Assembly		Science
Tuesday		English	Maths		PE	PE		Mandarin	Music Intrumental		Humanities
Wedneday		English	Maths		Mandarin	Science		Art/DT	Art/DT		Music Theory
Thursday		English	Maths		Science	Humanities		Mandarin	Mandarin		Music Ensemble
Friday		English	Drama		Maths	Mandarin		PE	PE		Wellbeing

LEARNING PRINCIPLES



Learning is effective when it has a clear purpose



Learning is effective when it is adapted and applied



Learning is effective when it is personalised



Learning is effective when it is relational

Two Core Outcomes

The long-term retention of valuable knowledge, concepts and skills. The ability to transfer what has been retained into different contexts and situations.

DULWICH COLLEGE

|SINGAPORE|