

DULWICH COLLEGE

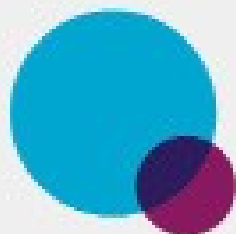
| SINGAPORE |



Senior School
Parent
Handbook
2020 - 2021



starts here singapore.dulwich.org



DULWICH COLLEGE
| SINGAPORE |

A photograph of four people—three young women and one adult woman—working together in an art studio. They are seated around a large, dark grey table. The woman on the far left has long, curly brown hair and is wearing a white t-shirt. The woman next to her has long brown hair and is wearing a light-colored t-shirt. The woman in the center has blonde hair and is wearing a dark blue top with a light-colored apron. The woman on the far right has long brown hair and is wearing a black top with a light-colored apron. They are all looking down at their work on the table. The table is covered with various art supplies, including rolling pins, brushes, and small containers. In the background, there are tall wooden shelves filled with books, papers, and other materials. A white circular graphic is overlaid on the right side of the image, containing the text "Senior School Parent Handbook 2020 - 2021".

Senior School
Parent
Handbook
2020 - 2021



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DULWICH COLLEGE (SINGAPORE) GUIDING STATEMENTS

Detur Pons Mundo Building Bridges to the World

Dulwich College (Singapore) aspires to be respected internationally as a community committed to developing 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
2. The College provides a safe, secure and stimulating environment
3. The College recognises that we gain knowledge and understanding of the world by questioning and actively solving problems
4. The College emphasises the benefits and responsibilities of working collaboratively together
5. The College values awareness of the natural world and its resources
6. The College prepares children to live their lives honestly with a spirit of respect for themselves and others
7. The College understands that meaningful, lifelong learning involves taking risks
8. The College challenges each child to be the best that they can be and supports them in this

COLLEGE SONG - LATIN

Liberi Alleynienses,
Quotquot annos,
Quotquot menses.

Fertur principum memoria,
Fertur principum memoria.

Vivit Fundatoris nomen,
Unicae virtutis omen.

Detur soli, Deo gloria.
Detur soli, Deo gloria.

COLLEGE SONG - ENGLISH

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



WELCOME TO THE SENIOR SCHOOL

The purpose of the Senior School handbook is to provide parents with a range of useful information to help support their son/daughter as they enter and move through the Senior School. The handbook also serves as a tool for introducing the academic year to returning and new families.

For the 2020-2021 academic year, the Senior School will be classed as Year 7 to Year 13. Students in Years 7 and 8 (Lower Senior School) follow an enhanced version of the national curriculum of England/Wales, taught by subject specialists. Year 9 students embark on a three-year IGCSE/GCSE set of courses, Year 10 will be in their second year of this programme and Year 11 students will be working towards their IGCSE/GCSE exams (Middle Senior School). Years 12 and 13 (Upper Senior School) will study the two year International Baccalaureate Diploma Programme (IBDP).

As a College, our door is always open. If parents have any questions or concerns about school, we would like to know about them as soon as possible. It is always easier to address a minor problem before it becomes something more. The first point of contact should normally be through the form tutor – either through a note in your son/daughter's school diary, by telephone, or by appointment through the Senior School Office. If the Senior School Office is unable to provide an immediate answer to your question, they will soon find someone who can.

It is my pleasure to welcome parents to the 2020-21 academic year and extend best wishes of success and happiness for your children. Graduate Worldwide.

Jeff Aitken
Head of Senior School

SENIOR SCHOOL DETAILS

Senior School Reception:	+65 6890 1075 senior.office@dulwich-singapore.edu.sg
Senior School Administrator:	Theresa Abdullah theresa.abdullah@dulwich-singapore.edu.sg +65 68901072
PE office:	+65 6890 1040
Staff Email:	firstname.surname@dulwich-singapore.edu.sg
School Address:	Dulwich College (Singapore), 71 Bukit Batok West Avenue 8 Singapore 658966
Website:	singapore.dulwich.org

**GRADUATE
WORLDWIDE.**



SENIOR SCHOOL STAFF

Senior School Leadership Team

Faculty	Staff Name	Teaching Areas
Head of Senior School	Jeff Aitken	Wellbeing/Drama/English
Deputy Head, Middle Senior School	Melanie Ellis	Chemistry
Deputy Head, Lower Senior School	Richard Lee	English
Deputy Head, Upper Senior School	Dominic Massarella	History
Assistant Head, Senior School	Alan Perkins	Computer Science/DT
Assistant Head, Senior School	Lucy McAllister	Geography

Senior School Staff by Faculty Area

Wellbeing	Lynne Millar Jeff Aitken Richard Lee Dominic Massarella Alan Perkins Ben Mayhew Lianne Snowdon William Keates Amy Hii James Brooke Alistair Watkins Nicolas Mainiero Alexander Pilgrim Tom Lees Rebecca Wiseman Patricia Cray Luke Devlin Kevin Huntley Scott Riby Faye Fraser Martin Kindness Sophie Sparks Polly Clayton	Head of Student Support Services, Wellbeing Head of Senior School Deputy Head, Lower Senior School Deputy Head, Upper Senior School Assistant Head, Senior School Head of Year 7 Assistant Head of Year 7 Head of Year 8 Assistant Head of Year 8 Head of Year 9 Assistant Head of Year 9 Head of Year 10 Assistant Head of Year 10 Head of Year 11 Assistant Head of Year 11 Head of Year 12 University and Careers Counsellor University and Careers Counsellor Year 7 Tutor Year 8 Tutor Year 9 Tutor IB Tutor Head of CAS
English	Ruth Taaffe Amy Meyrick Sarah Lee Jeff Aitken Harry Leneghan Lianne Snowdon Olivia Murphy Sophie Taylor Amy Hii Richard Lee Adam Taylor Kehinde Fadipe Sarah Habergham Ben Astley	Head of English Assistant Head of English Assistant Head of English English, Head of Senior School English English, Assistant Head of Year 7 English English English, Assistant Head of Year 8 English, Deputy Head, Lower Senior School English, ToK Coordinator English/Drama English/Drama, Head of Enrichment English/Film
Mathematics	Christopher Savvides Martha Rowan Charlotte Martin Tom Lees Polly Clayton Ben Mayhew John Bennett Peter Blythe Jennifer Champ	Head of Maths Assistant Head of Maths Assistant Head of Maths Maths, Head of Year 11 Maths, Head of CAS Maths, Head of Year 7 Maths Maths Maths, Head of Earhart House

SENIOR SCHOOL STAFF

Senior School Staff by Faculty Area		
Faculty	Staff Name	Teaching Areas
Mathematics	Clare Murray Andrew Pointon	Maths Maths
Computer Science	Colin McAlpine Peter Wynd Jay Thompson Alan Perkins	Head of Computer Science Computer Science, Head of Sustainability Computer Science, Director of Educational Technology Computer Science, Assistant Head, Senior School
Science	Helen Evans Ian Walker David Hempenstall Helen Roff Andy Wheble Emily Walker Lauren McAlpine Heather Shaw Jonathan Cornes Patricia Cray Euan Cathro Melanie Ellis Toni Astridge Adam Kennedy Jacob Martin	Head of Science, Chemistry Head of Physics Physics Physics Physics, Head of Mandela House Head of Biology Biology Biology Biology Biology, Head of Year 12 Head of Chemistry Chemistry, Deputy Head, Middle Senior School Chemistry Chemistry Chemistry, Assistant Head of College
Individuals and Societies	Stuart Clayton Dominic Massarella James Brooke Alistair Watkins Hilary Samuels Jonathan Tinney Kevin Huntley William Keates Lucy McAllister Sophie Sparks Alex Murphy Paul Murphy Alex Jones Rebecca Wiseman	Head of Individuals and Societies History, Deputy Head, Upper Senior School History, Head of Year 9 History, Assistant Head of Year 9 History Head of Geography Geography, University Counsellor Geography, Head of Year 8 Geography, Assistant Head, Senior School Geography, Head of Global Skills Psychology Head of Economics Economics Business and Economics
Performing Arts	Katrina Hegarty Corin James Jeff Aitken Sarah Habergham Kehinde Fadipe Kate Soper Mariana Aitken	Director of Performing Arts Head of Senior School Drama Drama, Head of Senior School Drama/English, Head of Enrichment Drama/English Drama Dance
Music	Malcolm Godsmann Faye Fraser Alan Quadros Scott Riby	Director of Music Head of Senior School Music Head of Choral Music Music, Head of Lee House

SENIOR SCHOOL STAFF

Senior School Staff by Faculty Area

Faculty	Staff Name	Teaching Areas
Languages	Charles Claxton Sarah-Jayne Evoy Alex Pilgrim Cyrielle Hosteing Jocelyn Torres Emma Fernandez Irina Brannasch Cheng-Han Wu Chen Hua Stacey Smith Calvin Lee Adam Moorman Ashley Fan	Head of Modern Foreign Languages Head of French French and Spanish, Assistant Head of Year 10 French Head of Spanish Spanish Head of German Head of Senior School Mandarin Mandarin Mandarin Mandarin Mandarin Mandarin
Physical Education	Kevin Shaw Laura Bebbington Matthew Hillyer Natalie Hailey Curtis Whaymand Stuart Hanlon	Director of Sport Head of Senior School PE Head of Academic PE Curriculum PE PE, Head of Shackleton House PE
Art & Design Technology	Kathryn Hall Nicky Cases Dafydd Thomas Gabriel Esswood Jeffrey Fuller Nicolas Mainiero Phil Carley	Director of Art and Design Technology Head of Art Art/DT Art Head of DT DT, Head of Year 10 DT
Outdoor Education	Jennifer Martin	Head of Outdoor Learning
Librarian	Jane Hayes	Librarian
Student Support Services	Lynne Millar Rachel Duce Luke Devlin Kevin Huntley Francesca Ryan Martin Kindness Jeanette Matthew Melanie Lyons Angela Thompson	Head of Student Support Services Head of University and Careers Counselling University and Careers Counsellor University and Careers Counsellor Additional Educational Needs Teacher English as an Additional Language Teacher Senior School Counsellor Senior School Counsellor Head of Nursing
Theory of Knowledge	Adam Taylor Alan Perkins Jane Hayes Charlotte Martin Dominic Massarella Sophie Sparks	Theory of Knowledge Coordinator Theory of Knowledge, Assistant Head, Senior School Theory of Knowledge, Librarian Theory of Knowledge, Assistant Head of Maths Theory of Knowledge, Deputy Head, Upper Senior School Theory of Knowledge, Head of Global Skills

SENIOR SCHOOL STAFF

Senior School Staff by Faculty Area		
Faculty	Staff Name	Teaching Areas
Global Skills	Sophie Sparks	Head of Global Skills, Geography
	Harry Leneghan	Global Skills, English
	Lucy McAllister	Global Skills, Assistant Head, Senior School
	Adam Taylor	Global Skills, Theory of Knowledge Coordinator
	William Keates	Global Skills, Head of Year 8
	Emily Walker	Global Skills, Head of Biology
	Alan Quadros	Global Skills, Head of Choral Music
	James Brooke	Global Skills, Head of Year 9
	Gabriel Esswood	Global Skills, Art
	Alistair Watkins	Global Skills, Assistant Head of Year 9

DULWICH COLLEGE

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WHAT TO DO IF YOUR CHILD



Is unable to come to school	phone/email the Senior School office on 6890 1075/ senior.office@dulwich-singapore.edu.sg by 8.30am
Is late to school	go straight to the Senior School office to sign in and then report to your form tutor
Becomes ill at school	report to the nurse. If you are in class, ask your teacher for medical slip and report to the nurse
Has an accident	report to the nurse
Has a request for leave	contact the relevant Head of Year prior to the leave dates via email or letter
Needs to go to an appointment	take note/send email to form tutor and sign out at the office
Needs to make an urgent phone call	gain permission from your form tutor and then go to the office
Loses something	check lost property in Senior School office
Loses something valuable	inform your form tutor
Changes address, phone number or email	take information to the Senior School office
Would like music tuition	see your music teacher
Is worried about anything	speak to your tutor, Head of Year, Dr Aitken, Ms Ellis, Mr Lee, Mr Massarella, Mr Magnus or school counsellors
Change of bus during the day	report to the bus office by the end of break. You will not be allowed to change after this time

TERM DATES

Michaelmas Term

Half Term

Lent Term

Trinity Term

Thursday 20 August to Friday 11 December, 2020

Monday 12 October to Friday 16 October, 2020

Tuesday 5 January to Friday 26 March, 2020

Monday 12 April to Friday 25 June, 2020



THE SENIOR SCHOOL DAY

The Senior School day is organised into six lessons a day with each lesson being 55 minutes long. This means that there are 30 lessons in a week. All Senior School students have a 10 minute registration/tutorial 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 5.00pm. There are some CCAs which end beyond 4.45pm and will not be eligible for the late bus. Only regular bus rider are eligible for the complimentary bus service.



8.25	Students are expected to go to form rooms
8.30	Registration
8.40	Lesson 1
9.40	Lesson 2
10.35	Morning Break
10.55	Lesson 3
11.55	Lesson 4
12.50	Lunch
13.40	Lesson 5
14.40	Lesson 6
15.35	School Finishes
15.45	Early Buses Depart
15.45	CCAs Start
16.45	CCAs Finish
17.00	Late Buses Depart

Students in Lower Senior School (Years 7 and 8) will have their lunch in the dining room from 12.45pm til 1.15pm. Years 9 and 10 students will have their lunch from 1.15pm til 1.40pm. Students in Years 11, 12 and 13 may have their lunch at any time between 12.50pm and 1.40pm. All meals purchased must be consumed in the dining room.

STUDENT SUPPORT

Our student support services include a range of emotional, health, and guidance support structures available for Senior School students. These various structures are in place to facilitate a welcoming and safe learning environment for all students built around trusting and compassionate relationships, mindfulness and an equitable and cohesive community.

The Senior School teachers with responsibility for Student Welfare are the Head of Senior School, Dr Jeff Aitken, Mr Richard Lee, Deputy Head Lower Senior School (Years 7 and 8), Ms Mel Ellis, Deputy Head Middle Senior School (Years 9, 10, 11) and Mr Dom Massarella, Deputy Head Upper Senior School (Years 12 and 13). They oversee the provision of this support, coordinate with the Head of Years 7, 8, 9, 10, 11, 12 and 13 and work closely with the form tutors to ensure student needs and concerns are attended to.

The school nurse addresses immediate health issues that arise during a school day, provides basic health and first aid services, and coordinates any required external or emergency medical assistance; the nurse also oversees efforts to prevent the spread of contagious infections or conditions.

Lynne Millar
Head of Student Support Services
lynne.millar@dulwich-singapore.edu.sg

Jeanette Matthew
Senior School Counsellor
jeanette.matthew@dulwich-singapore.edu.sg

Melanie Lyons
Senior School Counsellor
melanie.lyons@dulwich-singapore.edu.sg

SENIOR SCHOOL HEALTH AND SAFETY

The Senior School Health Centre is situated on the ground floor of the Senior School on the corner of the quad, Room SS1-06. It is staffed with two registered nurses.

Phone number: 68901060/61 Email: nurses@dulwich-singapore.edu.sg Opening hours are: 8.00am - 6.00pm

Medical form: 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 form: This is filled in 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.

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

Head Lice: If the school is informed or discovers a case of head lice, all parents are informed and linked to the head lice advisory on MyCollege. 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:

Conjunctivitis - Can be caused by a virus or bacteria and 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 have 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 Celsius 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
Impetigo - 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
Influenza - 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 flu-like symptoms including a fever, runny nose and a cough	Measles is contagious from four days before the rash until four 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 bacterial 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 antibiotic 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

DULWICH COLLEGE (SINGAPORE) SCHOOL YEAR CALENDAR 2020-2021

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



Month	M	T	W	TH	F	SAT	SUN	Event
March	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	26 March: Last Day of Lent Term
	15	16	17	18	19	20	21	29-31 March: Easter Holiday
	22	23	24	25	26	27	28	
	29	30	31					
April				1	2	3	4	
	5	6	7	8	9	10	11	1-9 April: Easter Holiday
	12	13	14	15	16	17	18	2 April: Good Friday
	19	20	21	22	23	24	25	12 April: First Day of Trinity Term
	26	27	28	29	30			
May						1	2	1 May: Labour Day
	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	30	
June		1	2	3	4	5	6	
	7	8	9	10	11	12	13	25 June: Last Day of Trinity Term
	14	15	16	17	18	19	20	
	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 Holidays
Term 3:	52	 Professional Learning Days (No School)
		 Teacher Planning Days
		 New Staff Induction

ATTENDANCE GUIDELINES

The school environment is best placed to support learning and students are expected to maintain the highest possible levels of attendance of lessons. However, learning takes place in many places, and enrichment activities form a key part of the Dulwich approach.

To help students maintain a balance in all that they do, the following guidelines are applied:

Every student is expected to maintain an attendance of 92% throughout the school year. This is the equivalent of 15 days absence.

To ensure consistent attendance in each term, students would not usually be absent more than six days in Term 1, five days in Term 2, four days in Term 3.

Absence from lessons includes any absence that is not required by a compulsory whole class learning activity and includes illness, compassionate leave and family holidays in term time.

These guidelines are designed to help students uphold the Dulwich Values, enjoy a range of commitments, make good choices, and maintain a healthy lifestyle.

COMMUNICATION BETWEEN SCHOOL & HOME

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

1. MyCollege: all parents will have access to MyCollege which will serve as a one stop shop for key information pertaining to school life at Dulwich College in Singapore.
2. A College newsletter, called Dulwich Diaries, is produced on a weekly basis and is available on MyCollege. This newsletter includes information from all areas of the College as well as important dates for the week ahead.
3. Bulletin: A mid-week bulletin is sent every week of term time and highlights all the key, actionable information for the next week
5. Email: Email is kept to a minimum and all information can be found within MyCollege, Dulwich Diaries and the weekly bulletin. It is important that you use these channels.
4. Students in Years 7 and 8 have a student diary, which contains essential information and staff email addresses. The student diary facilitates two-way communication between teachers and parents.
5. 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 but must be arranged with 24 hours notice.
6. For Senior School students the first point of contact would normally be either their tutor or specific subject teacher.
7. There is a College-wide Facebook account (name: Dulwich College Singapore) which provides daily updates on the goings on across the College.
8. App: There is a College app downloadable from the App Store by searching 'Dulwich College Singapore'. Please ensure you download and subscribe to the relevant channels to receive up-to-date and timely alerts.
9. Twitter: The head of Senior School, Jeff Aitken, has a Twitter account (name @DCSG_Senior) where he provides live weekly updates.

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.

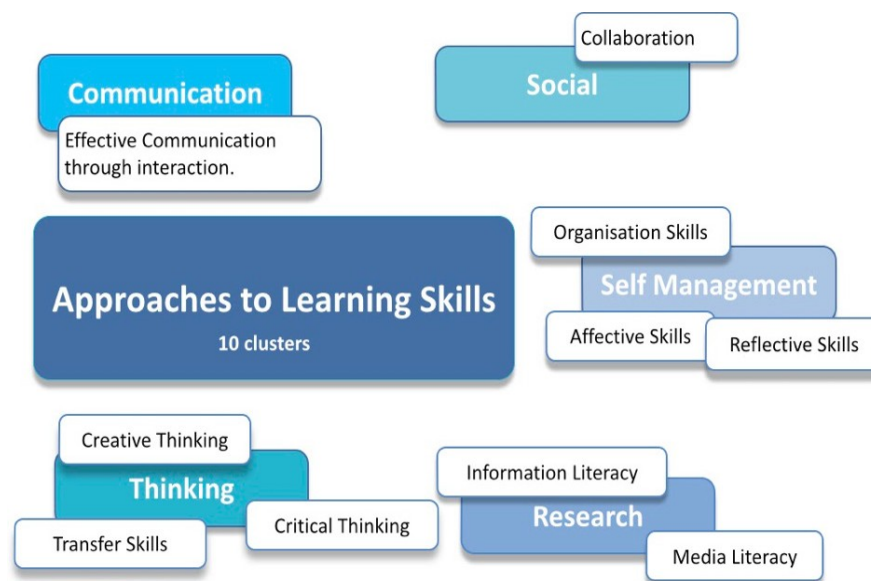
APPROACHES TO LEARNING, ASSESSMENT AND FEEDBACK

Much of what we do in the Senior School is focused towards the IBDP in terms of how we want to develop students to be able to prepare for the future. The IB Learner Profile is a useful reference point for this, as it allows us to consider what we do with reference to the type of learners we hope to develop.



In order for students to make progress in both their academic pursuits as well as in their approaches to learning skills there has to be ongoing and effective assessment and feedback opportunities built in to what they do on a day to day basis (formative assessment). As well as this, each subject area identifies a series of common checkpoint tasks/ assessments that produce evidence to provide a more summative measure of performance for each student. This information will be shared through reports twice a year, as well as through our parent-teacher-student conferences.

Alongside the subject specific skills, we also develop approaches to learning skills with our students. These are:



These are mapped across the curriculum and specific feedback for each student with regard to steps for improvement in each area will be provided. The students will build a portfolio of 'live' feedback from each of these learning experiences and this will be available to parents through the Firefly platform.

The types of information that you will receive in reports over the course of the year include:

- Tutor comments
- Subject teacher comments
- Subject skills assessment data (Y7-8)
- Working at and working towards grades (Y9-13)

Full details of when the PTSC and report will take place for each year group are available on MyCollege.

OUR POSITIVE LEARNING CULTURE

All members of the DCSG Senior School community are working towards the following aims:

- To maintain a caring and supportive environment, based on courtesy and consideration for others
- To maintain a positive atmosphere in which students can learn and teachers can teach.
- To ensure that good relationships between all community members are promoted and fostered
- To develop respect and empathy across the whole community
- To ensure that we all develop a sense of personal responsibility

To meet these aims, the Senior School has clear standards of behaviour, based on the four key values of:

Respect
Empathy
Responsibility
Integrity

Students will:

- Treat others with respect and consideration
- Keep school a safe place to learn by following safety rules and being aware of what is going on around them
- Be respectful of property and school facilities
- Take responsibility for their actions
- Be ready to learn and behave in a way that allows others to learn

Staff will:

- Treat others with respect and consideration
- Keep the school a safe place by providing effective supervision
- Be supportive when working with students
- Provide environments and resources for learning to take place

For more details on behavioural expectations, please refer to the Senior School behavioural policy on [MyCollege](#)





On the buses:

All students should know the following rules for the buses:

- Follow the instructions of the bus monitor at all times
- Wear a seatbelt at all times
- Stay on the bus seat until the bus has stopped moving
- Treat others with respect
- Show care and consideration for others at all times
- Be safe and keep others safe through considerate behaviour
- Students are expected to show the same level of respect and courtesy when travelling on public transport to and from school

If a student chooses to break a rule on the bus the following actions will be taken.

- In the first instance the student will be told that their behaviour is not acceptable and what the next sanction will be if there is no improvement.
- If the unacceptable behaviour continues, the bus monitor will fill in a behaviour referral sheet and pass it to the senior teacher (pastoral care)
- Any instances of poor behaviour on public transport reported to the College will be followed up and action taken in accordance with the above.

APPEARANCE

The uniform must be worn daily to attend classes. 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.

- Once PE lessons are finished the student must change into their daily uniform for the remainder 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 girls may wear one silver or gold stud in the earlobe of each ear. Boys are not permitted to wear earrings or studs. No other jewellery may be worn unless this is for religious purposes
- Hair must always be clean and tidy, worn off the face and styled so as not to invite comment for any reason. Students with hair longer than shoulder length are required to have it tied. Hair may be coloured if of a natural colour, discrete and appropriate to a school environment. Boys must be clean shaven
- Make-up is not permitted. This includes nail varnish
- Black polished shoes are a uniform requirement. Training type shoes, high heel, wedges, open toed sandals, sling backs or any type of fashion shoe are not permitted
- Skorts must be no more than three inches above the knee

Boys

Grey trousers/ Grey shorts
White College shirt
Boys' College tie
Grey socks that cover the ankle
Black leather school shoes
College blazer

Optional: long-sleeved unisex blue sweater

Girls

College skort or grey trousers
White College blouse
Girls' College tie
Grey stockings or knee-length grey socks
Black leather school shoes
College blazer

Optional: long-sleeved unisex blue sweater

Students are only required to wear blazers and ties for assemblies and other special occasions. Blazers and ties will be stored in each form room so that they can be accessed and worn at any time.

The PE and swimming kit/uniform are to be worn for all PE lessons. House kit is to be worn for all Inter-House competitions and activities.

Students who have PE on the first lesson of the day are permitted to come to school in the PE kit. However they must change into school uniform at the end of the lesson. Students who have a sport CCA before school and a PE lesson on the first or second period of the day can remain in their PE kit until the end of the lesson. Years 12 and 13 students may change into their PE kit at lunch time if their lesson is after lunch. Students who have PE last lesson of the day are permitted to go home in their PE kit. At all other times, students should be wearing school uniform.

Appropriate consequences are in place for students who continuously fail to comply with uniform expectations.

UPPER SENIOR SCHOOL DRESS CODE

As befitting their position as senior students, members of the Upper Senior School are not expected to wear the normal student College uniform. They are, however, expected to dress in a manner appropriate to a school environment and in a way which maintains the high expectations of Dulwich College (Singapore). Students are expected to set an example to their peers, in the lower years, through their high standards of dress and presentation.

Boys Dress

- Plain, formal trousers
- Conventional, plain colour shirt (long or short sleeves)
- Smart, plain tie. A DCSG Upper School tie will be awarded for positions of responsibility and can also be purchased from the uniform shop
- Dark formal socks
- Smart, formal jacket to match the trousers (*best dress)

Girls Dress

- Plain, formal trousers, dress or skirt (skirt/dress length should be no shorter than 3 inches above the knee)
- Plain, coordinated top e.g. shirt or blouse (thin straps, sleeveless designs and t-shirts are not allowed)
- Smart, formal jacket to match skirt/trousers (*Best dress)
- Plain colour socks/tights. Leggings may also be worn under a dress or skirt

General

- Sweatshirts or casual jackets are not to be worn as part of the Dress Code
- T-shirts/Polo-type shirts are not to be worn as part of the Dress Code
- Trousers, shirts, blouses or skirts must not be tight-fitting
- Footwear for both boys and girls should be formal/smart shoes. The style of shoe should be one that supports the feet (flip-flops, high heels, stiletto heels, ballet slippers etc. are not allowed)
- Students should not dress in a style which reveals under-garments

PE uniforms (Boys & Girls)

- School PE t-shirt (House t-shirt for House events)
- DCSG PE shorts or own appropriate plain, dark shorts/leggings
- Sports socks & trainers

Accessories/Optional (Boys & Girls)

- Plain, dark V-neck pullover or cardigan may also be worn (boys & girls)
- Hair must always be clean and tidy. No extreme styles. Dyed hair should be of one, natural colour
- Modest/discreet jewelry e.g. neck chain or simple rings
- Earrings may be worn but should be of only a simple stud design (earrings should not invite negative comments or present a health and safety hazard)
- No facial/body piercings or visible tattoos
- Make-up should be modest/discreet. Natural finger nails only, with natural/nude colour varnish

Important

For reasons of security and safeguarding, it is expected that Upper Senior School students will wear their Senior School lanyards at all times.

The dress code has been established after consultation with students, pastoral staff and the Heads of Senior School and College. It is expected that these guidelines will provide students with a sense of choice and expression while, at the same time, enabling them to focus more on their studies than their wardrobe. We will always support the students in making appropriate choices about how they present themselves in terms of dress and personal appearance and any issues will be discussed with the students using the protocol, language and approach agreed in consultation with the students. The Head of Senior School will, however, have the final say on what is/isn't acceptable and inappropriately dressed students will be asked to return home to change or offered temporary replacement items.

*Best Dress is worn for formal occasions, school assemblies and when representing the College in an ambassadorial role.

*Some students will also be presented with uniform items denoting positions of leadership e.g. Upper Senior School tie and blazer. These students are expected to wear these items on formal/'best dress' occasions.

HOUSES

Each child 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 (shown below) should be worn on these occasions and is available from the uniform supplier. Please note that House shorts will be white for all Houses and the House shorts are also available from the uniform supplier. The Senior School Heads of House are Scott Riby (Lee), Andrew Wheble (Mandela), Curtis Whaymand (Shackleton) and Jennifer Champ (Earhart).



Lee



Mandela



Shackleton



Earhart





LOST PROPERTY

Whatever comes to school must be clearly named. All students are responsible for their own belongings. This helps the students (and us) find mislaid clothing and belongings. The Campus Administrators will centrally store lost property and attempt to reunite articles of clothing with their owner. Lost property may be retrieved before the start of school, at break times or at the end of the school day from lost property, which is located in the main reception area.

EQUIPMENT THAT STUDENTS REQUIRE

Senior School students are expected to come to school prepared for the school day. They are responsible for their own personal organisation. This means that they need to ensure that they have the relevant books, stationery and writing materials with them in their school bag and their PE kit if it is required. All Senior School students are issued with a locker where they are expected to keep their school bag during the day, along with any books and materials that they do not immediately require. It is the individual students responsibility to keep their locker tidy and locked at all times.

- **PE and Swimming**

On PE/Swimming days students should bring their PE kit. This consists of College PE shorts or skirt; College PE shirt and a sun-hat and trainers. For swimming, students need to bring a College swimming costume and towel. Swimming goggles may also be brought along with sun protection cream. If a student is unable to do PE or swimming for any medical reason, they should have a written note from their parent or doctor giving the reason.

- **Stationery**

All students should have their own equipment. This includes their own writing equipment and stationery. Parents are asked to make sure that pencil cases are clearly marked. From Year 6, students should also have a Mathematical Geometry Set and a scientific calculator that will accept fractions. We recommend the Casio FX85 GT or similar.

- **School bags**

These should be clearly marked with the student's name.

- **Mobile Phones and Personal Electronic Devices**

Mobile phones and personal electrical devices are permitted for students in Years 7 and above. On arriving at school, all mobile phones are to be switched off and left locked in lockers for the day. Watches or other devices with cellular capacities must also be turned off or stored in the locker. Students who bring these items to school do so at their own risk; the College takes no responsibility for them.

If a teacher sees or hears, a mobile phone or unapproved electronic device in the classroom, hallway, library or in the courtyard the following consequences might apply:

1. The item will be confiscated and handed to the Senior School Office and a warning will be issued. On a first offence the item may be collected at the end of the day.
2. With second or subsequent offences further consequences may be issued.

SENIOR SCHOOL BYOD PROGRAM

Our vision is to develop well rounded and balanced students who are proficient in both online and offline environments. A Bring Your Own Device (BYOD) programme allows for the College to provide a more personalised learning experience, one that is tailored to the individual needs and abilities of each student.

In Senior School we require all students to have an approved personal device, which they bring to school charged and ready for learning. For 2019-20 we will be transitioning our BYOD program to include Years 7 and 8; this means there may be slightly different requirements and device due dates depending on their year level.

For more information about our BYOD program please refer to our BYOD page on MyCollege.

Device Requirements Years 7 and 8

Highly Recommended: Apple iPad with Keyboard case

Optional: Macbook Air / Pro

Device Requirements Years 9 to 13

Highly Recommended: Apple iPad with Keyboard case or Macbook Air / Pro

Optional: Surface Pro or Windows Laptop

The College has a special partnership with the Apple Store on Orchard Road, allowing for educational discounts. When talking to an Apple representative at Orchard Road please mention Dulwich College (Singapore) and the year level and they will help you with purchasing the right device. Please note if you already have purchased a device for your son/daughter previously that is not an approved device then this is permissible for the BYOD programme and will enable students to access all of the learning opportunities. However, if you have not yet purchased a device please purchase an approved device as shown above.

REWARDS & INCENTIVES

Recognising success and establishing and maintaining boundaries



At Dulwich College (Singapore) we aim to find every opportunity to encourage our students to embody the Dulwich values. Targets and rewards play a key role in developing self-motivated, confident and polite students. Our schools rewards recognise and celebrate all forms of social and academic achievement and progress. Rewards are typically given for effort, helpfulness, participation, appropriate behaviour and for good work.

We celebrate the work and behaviour of students on a day to day basis in a variety of ways including:

- Verbal acknowledgement – through subject teacher
- Written acknowledgement during marking
- 'Shout Out' in a year or House assembly
- House points – recorded by teachers and tutors on the school information management system. House points earned equate to a corresponding charitable donation, ensuring that students see the earning of House points as a contribution to community rather than an individual competition
- Referral to Heads of Year/Leadership teams for verbal acknowledgement
- Contact with parents
- More formal rewards include:
 - Termly celebration assemblies
 - House point certificates – bronze (50), silver (100), gold (150), platinum (200)
 - Subject/event specific certificates and awards
 - Dulwich Challenge
 - Speech Day prizes for specific subjects; tutor prizes for consistently upholding the Dulwich values
 - The Headmaster's Award for outstanding overall contribution to the College
 - The House Competition runs throughout the academic year between our four College Houses- Lee, Mandela, Shackleton and Earhart. Students participate in a variety of events across a range of cultural and sporting disciplines
 - Upper Senior School students will have further incentives and celebrations consistent with their age and year group in the College

CURRICULUM OVERVIEW

Lower Senior School- Years 7 and 8

Lower Senior School students follow an enhanced version of the English National Curriculum which is contextualised to our location as an international school in Singapore. Our curriculum aligns us with the expectations of top independent schools in the UK and international schools in the region, ensuring students have breadth as well as depth across a wide range of subjects: Art, English, Dance, Design and Technology, Drama, Geography, History, Mandarin, Mathematics, Modern Foreign Languages (French, German and Spanish), Music, Physical Education, Science, and Wellbeing. The Lower Senior School curriculum equally values the acquisition of knowledge and the development of skills (subject specific and Approaches to Learning or (ATL) skills.

Middle Senior School- Years 9-11

Students in the Middle Senior School follow 3-year IGCSE/GCSE programmes and qualifications from prestigious providers such as Edexcel International and Cambridge International and AQA and CCEA. Students are able to choose from the extensive range of subjects previously studied in Lower Senior School as well as new options such as: Business Studies, Economics, Film/Media, Dance, and Food/Nutrition. The Middle Senior School curriculum is also driven by the Approaches to Learning (ATL) skills, developed through subject areas as well as through our non-examined Global Skills, Wellbeing and PE programmes.

Upper Senior School- Years 12-13

Upper Senior School students follow the two year International Baccalaureate (IB) Diploma Programme or IB Courses pathway. Students are able to choose from an extensive range of subjects, outlined below, from each of the six subject groups, as well as following the core programme of Creativity Activity Service, Theory of Knowledge and the Extended Essay.

Group 1 – Mandarin Language and Literature (SL/HL), English Language and Literature (SL/HL) and English Literature (SL/HL)

Group 2 – Mandarin, Spanish and German B (SL/HL) and Ab Initio (SL), French and English B (SL/HL)

Group 3 – History, Psychology, Geography, Economics and Business Studies (SL/HL)

Group 4 – Biology, Physics, Chemistry, Sports Exercise Health Science, Design Technology, Computer Science (SL/HL)

Group 5 – Mathematics Applications and Interpretations (SL/HL) and Mathematics Analysis and Approaches (SL/HL)

Group 6 – Visual Arts, Music, Theatre, Dance and Film Studies. (SL/HL)

The Upper Senior School curriculum is also driven by the Approaches to Learning (ATL) skills framework, developed through subject areas.

HOMEWORK EXPECTATIONS

Homework includes assigned work, revision and study. Students will have different amounts of homework depending on which year they are in.

Each subject will allocate one homework task per week (with the exception of maths, which has two homework tasks). Students will be provided with a homework timetable at the beginning of the academic year. Usually students should expect two tasks each evening. Students will be given at least two days to complete each task, details of which will be recorded on the student learning portal - MyCollege.

In Years 7 and 8 each homework task should take approximately 20 minutes; therefore students should expect on average 40 minutes of homework each evening.

In Years 9, 10 and 11 each homework task should take approximately 30 minutes; therefore students should expect on average one hour of homework each evening.

- Reasons for non-completion of homework tasks should be validated by parents in the student diary or via email
- All homework tasks should be recorded in the student diary with subject and due date
- You can refer to MyCollege for further details
- Avoid leaving homework to the last minute, plan tasks well ahead
- If a student is struggling with homework, they should ask for help from their teacher before the deadline

Years 12 to 13 : IB Diploma Programme

On average, students should spend approximately two hours a night on homework; although this will vary depending on time-management and specific subject requirements and deadlines specific to particular times in the academic year.

At the start of the two year programme, students are given an overview of the major deadlines for their six subject areas, TOK, CAS and Extended Essay. This ensures a spread of deadlines over the two years of the programme. Students are supported, in Year 12, with methods for independently planning and managing deadlines over the two years of the course, in which students choose the method in which they will record and plan their workload in terms of final deadlines, exam preparation and homework.

Students are encouraged to:

- Meticulously plan their time using a calendar / diary of their choice including long term deadlines, exam revision etc
- Communicate and discuss with teachers, before any deadlines, if they are unable to meet those deadlines
- Speak with their Head of Year or IB Diploma Coordinator if they are struggling with workload and deadlines
- Ensure they are not spending a disproportionate amount of time on one subject, and if so be sure to communicate this as soon as possible



THE DULWICH CHALLENGE

The Dulwich Challenge unites our co-curricular activities, community service and outdoor education opportunities into one challenging award that students work towards achieving throughout the school year.

The Dulwich Challenge awards are open to all students in Years 7 – 13. To successfully complete the Challenge, each student is expected to:

- Complete an activity in each of the CCA categories available (Creativity, Activity and Academic). At least 80% attendance at each activity is required
- Complete an outdoor education adventure activity as part of the DCSG Adventure Calendar programme. In the event that a student missed the trip, an activity of equivalent challenge completed independently this academic year will suffice (evidence of this must be recorded on the student's PEP)
- Demonstrate active participation in one Community Service project/CCA during the academic year. This is in addition to the one-off service days which occur. Active participation in a Student Action Group is acceptable for this level of award.
- Awarding of the Dulwich Challenge in Years 12 and 13 will also take into account student's participation in CAS projects and experiences.

Co-Curricular Activities

The wide range of co-curricular activities that we offer are categorised into Creativity, Activity (including sports teams) and Service (community events/charities support). Academic clubs and societies also fall beneath one, or more, of these three main categories.

All students must take part in at least one activity from the main categories over the course of the school year (the 'service' element also falls under 'Community Service').

In participating in co-curricular activities, students also have the opportunity to both develop and demonstrate the personal attributes of the IB Learner Profile.

Community Service

Community involvement and international-mindedness are an important part of a young person's commitment to making the world a better place. The dedication of their time and energy to make a meaningful difference to the lives of others, whilst building sustainable relationships with people and organisations, is the key to demonstrating a significant impact within the community they serve.

The College is dedicated to providing service opportunities for all students, in all year groups. service projects are run both on and off site; these may be through CCAs, Enrichment Days, organised trips or projects initiated by independent student action, year groups or Houses. It is the aim of the College that every student participates in at least one service project a year (participation in a Student Action Group constitutes 'service' to the school community).

Outdoor Education & Adventure

A range of outdoor education trips are undertaken by our students in the school year. These involve a participation in a variety of adventure-based activities in a range of locations both in Singapore and the surrounding regions. In the senior years, our students may also have the opportunity to participate in an outdoor expedition activity as part of a formal outdoor/community award e.g. The National Youth Achievement Award or Duke of Edinburgh International Award.

Levels of Award

There are three levels of achievement in the Dulwich Challenge: Dulwich Challenge, challenge Extra and Challenge Elite. Badges are awarded to those who complete each level of the challenge. Each level is represented by a different colour badge.

The more activities a student participates in, across a broad range of categories, the higher the level of challenge they are eligible to receive.

Before students can complete the award, they are required to complete a personal reflection on their participation in the Dulwich Challenge, to consider their involvement, the challenges they have faced and their personal learning during the process.

We hope that every student will take on the Dulwich Challenge!

STUDENT COUNCIL AND STUDENT LEADERSHIP

At Dulwich College (Singapore), we encourage all students to develop and demonstrate the qualities and characteristics of effective leaders. We expect all students to be considerate of the welfare of younger students and to see themselves as role-models in terms of their attitude, work ethic, manners and appearance. General leadership opportunities exist in the areas of sports, action groups and participation in whole-College performances. In addition, a range of leadership and responsibility positions are available to students which present an opportunity to develop their leadership skills and sense of social responsibility, while also demonstrating the Dulwich values of being determined, courageous, skilful and gracious.

Led by the Head Girl and Head Boy, the Student Council is considered to be the highest student leadership body. 'Council' is the executive group with the responsibility for representing student-voice across the Senior School. Our Student Council is the link between the student body, staff and the wider College community. As well as being leaders in the classroom, each year group representative on the Student Council also has the opportunity to propose new initiatives aimed at improving life at DCSG from a student's perspective.

The House captain team is regarded as a 'student action group' and reports to the Student Council and is overseen by the Heads of House. The most important aspects of this post are concerned with establishing and maintaining a positive House spirit within the school and providing inspiration and motivation at all times. House captains support the Head of House in coordinating teams for House events, as well as acting as student ambassadors at various events and functions.

The senior academic ambassadors represent each of the IB subject groups, along with sport and the library. Their role is to be both a representative and ambassador for that subject, supporting classroom-based and co-curricular activities. In collaboration with academic ambassadors from the lower year groups, the senior academic ambassadors also take the lead in the running of academic clubs, societies and competitions.

In collaboration with the senior academic ambassadors and head students, the global responsibility ambassadors support the College's commitment to promoting international mindedness and the role that DCSG students have as global citizens. They lead and coordinate awareness-raising and direct action relating to both sustainability and community service.







THE PERSONAL ENRICHMENT PORTFOLIO (PEP)

The Personal Enrichment Portfolio (PEP) is a student's record of all the many enrichment activities in which he/she has participated during their time at DCSG. It is a digital scrapbook for capturing their experiences and reflecting on the impact these have had on both their skills and personal development. The PEP is individual to each student and becomes an interesting and engaging resource which can be shared with peers, parents and teachers. The PEP will grow with the students year on year and should be a source of both pride and great memories.

Form tutors use the PEP to review students' co-curricular activities, discuss their experiences and report to parents at appropriate points in the year. It is also a valuable source of evidence for the students when applying for rewards such as The Dulwich Challenge. The PEP is created in the personal pages on MyCollege.



FRIENDS OF DULWICH

The Friends of Dulwich Executive Committee plays an active role in the community at DCSG.

The object of the Friends of Dulwich is to sustain and support the College, in particular by:

- Enhancing/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.





YEAR PARENT REPRESENTATIVES

A parent representative body will be created to support Senior School events with the Head of Senior School. These are normally appointed on a volunteer system.

The primary function of the 'Year Parent Rep' is to facilitate communication between Head of Year and parents in relation to volunteers for their respective Year Group. The Year Reps also facilitate the social interaction among families in the school community. Their role is not to have involvement in the day-to-day teaching at the College but to be the liaison between the school and existing families and to meet and support new families joining the College. The position of the Year Rep requires a one-year commitment.

SAFEGUARDING PARTNERSHIP

Keeping children safe is at the core of what we do at DCSG. It is essential that we work together in this regards, and training opportunities will be made available throughout the year so that the school/home approach to issue can be aligned and strengthened. Our guiding principle in this is:

"It is the responsibility of everybody to follow up on any situation that may cause our children harm, or put a child at risk of harm whether is at school or out of school"





DULWICH COLLEGE

| SINGAPORE |

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CPE Registration Number: 201027137D
Period of Registration: 09 January 2020 to 08 January 2024