



**NEXUS**  
INTERNATIONAL  
SCHOOL  
SINGAPORE



# SECONDARY SCHOOL **PARENT & LEARNER**

INFORMATION HANDBOOK **2023 - 2024**



## OUR MISSION

# BUILDING AN EMPOWERING, LEARNING-FOCUSED COMMUNITY

## THE NEXUS WAY

| INCLUSION   | MINDSETS  | INNOVATION  | RELATIONSHIPS  |
|---|---|---|--|
| <p>Nexus learners develop a strong understanding of themselves and a true empathy for others. They benefit from a world-class, learner-centred education that empowers them to discover their passions and achieve personal excellence.</p> | <p>Nexus learners demonstrate an open and creative mindset that encourages deep inquiry and critical thinking. By investigating concepts, learners develop a growing understanding that enables them to explore interconnected ideas.</p> | <p>Nexus learners are challenged through authentic, technology-rich and transformative learning experiences. Our innovative learning environments, together with our dynamic approaches to learning, put us at the forefront of global educational practices.</p> | <p>Nexus learners thrive through effective learning-focused relationships in an ambitious and collaborative community. A restorative culture of respect and high expectations drives all that we do.</p> |



## OUR CORE VALUES

**R**ESPECTING and caring for each other  
 being dedicated to a culture of **E**XCELLENCE  
 openness in **C**OMMUNICATION  
 acting with **I**NTEGRITY  
 being **P**ASSIONATE in what we do  
 creating **E**NJOYABLE environments

## OUR VISION

To **educate the youth of the world** to take their productive place as **leaders in the global community**.



## Foreword

This handbook has been compiled by the school to provide learners and parents with clear information on all aspects of life at the school. There are many important areas addressed here and we therefore urge all parents to read the handbook carefully prior to the start of school. Please make every effort to share relevant details with your child.

## Welcome Message from the Head of Secondary

Dear Parents and Learners

Thank you for choosing Nexus International School (Singapore). We welcome you to our community and hope this is the start of a long-lasting partnership that supports your child to take a productive role and lead in global society.

Nexus is not a selective school. We value learners' talents in different fields, not just academics. We look to develop motivated, critical thinkers and collaborators who can apply knowledge to novel situations as the changing world demands. Nexus graduates will not just apply for jobs they will create jobs!

We hope this hand book helps you understand more about the Nexus environment and how we will support your child's journey with us both academically and developmentally. Secondary learners become more independent as they move up through the school and our aim is to help them have a strong sense of identity and self-worth and be happy and successful.

It is well documented that children learn best when their parents are both interested and involved in their school life. At Nexus, we acknowledge the importance of close parent – teacher – learner links and encourage you as parents to be involved completely in the education of your child. This handbook has been written to assist with this and make clear the systems, procedures and expectations of the school. Please read the guide carefully and contribute to your child's success. Please do let us know if there are questions you have that are not answered by this handbook as we are always seeking to improve our communication.

It is my privilege to lead a team of hardworking professional teachers who are using the latest pedagogies and technologies to help your child to learn most effectively. As adults we are always learning and today with metadata studies and a greater understanding of the neuroscience on how we learn we are better informed than ever. It is an exciting time to be educating humanity for the future and we are grateful to have you with us.

Best wishes,



Dr Heather Millington

Head of Secondary

[millington.h@nexus.edu.sg](mailto:millington.h@nexus.edu.sg)

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## Term Dates 2023 – 2024

|                 |  |
|-----------------|--|
| <b>Term 1</b>   | Thursday, 10 August 2023 to Friday, 6 October 2023   |
| Term Break      | Monday, 9 October 2023 to Friday, 20 October 2023  |
| Public Holidays | National Day: Wednesday, 9 August 2023   |
| School Closure  | Staff Professional Learning Day: Monday, 23 October 2023   |
| <b>Term 2</b>   | Tuesday, 24 October 2023 to Friday, 15 December 2023   |
| Term Break      | Monday, 18 December 2023 to Friday, 5 January 2024   |
| Public Holidays | Deepavali <sup>#</sup> : Sunday, 12 November 2023 and Monday, 13 November 2023<br>Christmas: Monday, 25 December 2023<br>New Year's Day: Monday, 1 January 2024  |
| <b>Term 3</b>   | Monday, 8 January 2024 to Friday, 15 March 2024  |
| Term break      | Monday, 18 March 2024 to Friday, 29 March 2024   |
| Public Holidays | Chinese New Year: Saturday, 10 February 2024 to Monday, 12 February 2024   |
| <b>Term 4</b>   | Tuesday, 2 April 2024 to Friday, 14 June 2024  |
| Term Break      | Monday, 17 June 2024 to Friday, 9 August 2024  |
| Public Holidays | Good Friday: 29 March Friday 2024,<br>Hari Raya Puasa: Wednesday, 10 April 2024<br>Labour Day: Wednesday, 1 May 2024<br>Vesak Day: Wednesday, 22 May 2024<br>Hari Raya Haji: Monday, 17 June 2024<br>National Day: Friday, 9 August 2024 |
| School Closure  | Staff Professional Learning Day: Monday, 1 April 2024  |

<sup>#</sup> Deepavali subject to change depending on Hindu Almanac

### School Year and Public Holidays

Regular calendar updates are published in the Newsletter and on the school website. Event details are as accurate as possible but please note that on occasion there may be some adjustments, so please review important dates regularly. We encourage families to come to school and support their children in their various activities.

The [Events Calendar](#) can be found on the Parent Zone of the school website.

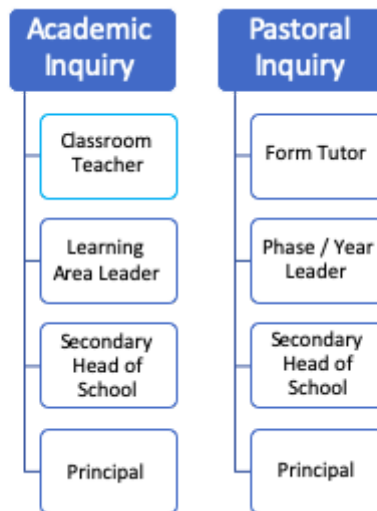
## Management Structure

The Principal, Head of Secondary and Deputy Heads of School manage the Secondary School.

Learning Area Leaders have responsibility for curriculum subject areas.

Year Leaders are responsible for all children in their part of the school.

In most situations, the initial point of contact for parents and learners for subject or academic inquiries should be the learner’s subject teacher. Pastoral or wellbeing inquiries should be directed to the Form Tutor in the first instance. Should questions remain after initial inquiries, parents and learners are invited to follow the contact chain shown below. Please refer to “Communication Protocols”.



**YEAR LEADERS**

|                |                 |  |
|----------------|-----------------|--|
| Sarah Baldock  | Year 7 Leader   | <a href="mailto:baldock.s@nexus.edu.sg">baldock.s@nexus.edu.sg</a> |
| Sami Hine      | Year 8 Leader   | <a href="mailto:hine.s@nexus.edu.sg">hine.s@nexus.edu.sg</a>       |
| Nicola Harte   | Year 9 Leader   | <a href="mailto:harte.n@nexus.edu.sg">harte.n@nexus.edu.sg</a>     |
| Henry Le Jeune | Year 10 Leader  | <a href="mailto:lejeune.h@nexus.edu.sg">lejeune.h@nexus.edu.sg</a> |
| Sonny Feng     | Year 11 Leader  | <a href="mailto:feng.s@nexus.edu.sg">feng.s@nexus.edu.sg</a>       |
| Graeme Massey  | Year 12 Leader  | <a href="mailto:massey.g@nexus.edu.sg">massey.g@nexus.edu.sg</a>   |
| Jim Bevan      | Years 13 Leader | <a href="mailto:bevan.j@nexus.edu.sg">bevan.j@nexus.edu.sg</a>     |

**SECONDARY LEARNING AREA LEADERS:**

| <b>Learning Area</b>  | <b>Learning Area Leader</b> | <b>Email</b>   |
|---|-----------------------------|--|
| Art   | Gregory Walasek             | <a href="mailto:walasek.g@nexus.edu.sg">walasek.g@nexus.edu.sg</a>     |
| Bilingual and Multilingual Learning                                 | Marianne Harvey             | <a href="mailto:harvey.m@nexus.edu.sg">harvey.m@nexus.edu.sg</a>       |
| Business and Economics  | Shoaib Raza                 | <a href="mailto:raza.s@nexus.edu.sg">raza.s@nexus.edu.sg</a>           |
| Chinese   | Darcy Duan                  | <a href="mailto:duan.d@nexus.edu.sg">duan.d@nexus.edu.sg</a>           |
| Computer Science  | Hemangi Ahire               | <a href="mailto:ahire.h@nexus.edu.sg">ahire.h@nexus.edu.sg</a>         |
| Design  | Vicki Risianova             | <a href="mailto:risianova.v@nexus.edu.sg">risianova.v@nexus.edu.sg</a> |
| Drama   | Kim Bennett                 | <a href="mailto:bennett.k@nexus.edu.sg">bennett.k@nexus.edu.sg</a>     |
| English   | Kate Ellicott               | <a href="mailto:ellicott.k@nexus.edu.sg">ellicott.k@nexus.edu.sg</a>   |
| European Languages  | Julien Menet                | <a href="mailto:menet.j@nexus.edu.sg">menet.j@nexus.edu.sg</a>         |
| Individuals and Societies (History, Geography, Global Perspectives) | Abbie Melis                 | <a href="mailto:melis.a@nexus.edu.sg">melis.a@nexus.edu.sg</a>         |
| Mathematics   | James Cairns                | <a href="mailto:cairns.j@nexus.edu.sg">cairns.j@nexus.edu.sg</a>       |
| Music   | Clare Lambert               | <a href="mailto:lambert.c@nexus.edu.sg">lambert.c@nexus.edu.sg</a>     |
| Physical and Health Education                                       | Lauren Fallows              | <a href="mailto:fallows.l@nexus.edu.sg">fallows.l@nexus.edu.sg</a>     |
| Science   | Fabio Di Salvo              | <a href="mailto:disalvo.f@nexus.edu.sg">disalvo.f@nexus.edu.sg</a>     |

**SECONDARY SENIOR LEADERSHIP TEAM:**

|                        |   |  |
|------------------------|---|--|
| Dr. Heather Millington | Head of Secondary School                  | <a href="mailto:millington.h@nexus.edu.sg">millington.h@nexus.edu.sg</a> |
| Duncan Shiel           | Deputy Head of Secondary School           | <a href="mailto:shiel.d@nexus.edu.sg">shiel.d@nexus.edu.sg</a>           |
| Stephanie Hughes       | Deputy Head of School ( Academic Support) | <a href="mailto:hughes.s@nexus.edu.sg">hughes.s@nexus.edu.sg</a>         |



## The School Day and Routines - Sample Timetable

|   |               | Secondary       |             |
|---|---------------|-----------------|-------------|
|   |               | Monday-Thursday | Friday      |
| M<br>O<br>R<br>N<br>I<br>N<br>G           | 08:00 - 08:20 | Arrival         |             |
|   | 08:20 - 08:35 | Reflection Time |             |
|   | 08:35 - 09:05 | Science         | Music       |
|   | 09:05 - 09:35 |                 |             |
|   | 09:35 - 09:40 | Movement        |             |
|   | 09:40 - 10:10 |                 |             |
|   |               | Maths           | English     |
|   | 10:10 - 10:40 |                 |             |
|   | 10:40 - 11:10 | Break           | Break       |
|   | 11:10 - 11:15 | Movement        |             |
|   | 11:15 - 11:45 | Humanities      | LOTE        |
|   | 11:45 - 12:15 |                 |             |
| A<br>F<br>T<br>E<br>R<br>N<br>O<br>O<br>N | 12:15 - 12:20 | Movement        |             |
|   | 12:20 - 12:50 | LOTE            | Science     |
|   | 12:50 - 01:20 |                 |             |
|   | 01:20 - 01:50 | Lunch / Break   | Lunch       |
|   | 01:50 - 02:20 |                 | <u>PHSE</u> |
|   | 02:20 - 02:25 | Movement        | Dismissal   |
|   | 02:25 - 02:55 | Art             |             |
|   | 02:55 - 03:25 |                 |             |
|   | 03:25         | Dismissal       |             |

### GETTING TO SCHOOL

Buses are provided by an [external provider](#) and learners must be registered in advance. Buses will pick up and drop off at the designated pick up points at the times stated and parents are required to ensure that they are on time. Bus drivers are not normally permitted to wait beyond the scheduled departure time as this can result in other learners being late to school.

Alternatively, learners can make their own way if parents / guardians agree. The nearest MRT stations are Aljunied and Mattar. Many public buses come nearer to the school and are more convenient.

**The school campus is not open until 8.00am.** Teachers are engaged in class preparation and meetings before school and are not available for supervision before this time and the First Aid Centre is closed.

### MORNING ARRIVAL

- Learners are expected to arrive at school for 8.00am.
- Learners make their way to Learning Hubs once on campus.
- Learners should not enter the classroom unless the teacher is there.
- Reflection with tutors starts promptly at 8.20am
- Registers are taken by 8.25am. An automatic SMS message will be sent to parents and guardians of learners whose absence is unexplained at 8.40 am.
- Learners arriving after 8.20am are deemed to be late and should register at the guard house and collect a slip from Learner Services to take to reflection / lesson to show they have registered.

### BREAK AND LUNCH

Secondary learners can eat in the cafeteria, Eco cafe or in designated outdoor areas only. They may play in designated outdoor areas. The Learning Resource Hub is available for quiet study. Learners may then use the same recreation spaces as at morning break but they may also play in the Sports Hall when available.

Nexus International School (Singapore) aims to be a healthy eating school and we ask that parents help us to achieve this. The cafeteria is run by an external provider. Learners can bring a snack from home, order one from the cafeteria or buy one in the Eco cafe. Snacks should ideally consist of a variety of fruits and vegetables. Items such as chocolate, biscuits, crisps and cakes should be discouraged as everyday snacks. Chewing gum and bubble gum are not allowed at school. We also request that learners do not bring in sweets or candy either. Learners are monitored in the cafeteria and the Eco cafe and are expected to sit whilst they are eating and behave appropriately. They are also expected to tidy up after themselves.

Water is available all the time and learners can fill up their water bottles from our filtered fountains.

### HAZE OR ADVERSE WEATHER

In Singapore, a haze may descend as a result of crop burning. When this or adverse weather occurs, arrangements are made to open up air-conditioned spaces such as the MPH for break or lunch.

## COLLECTION

Learners should make their way home promptly at 3.25pm on Monday to Thursday and at 2:20pm on Friday if not participating in an after-school activity. Please make sure the bus companies have been informed of any changes of plans so as not to delay transportation.

## AFTER-SCHOOL ACTIVITIES

A range of co-curricular activities is on offer on most afternoons from 3.30pm and will conclude at 4.25pm. Nexus International School (Singapore) staff, parents and other members of the community run the activities, which are designed to support the holistic development of our learners. Activities may change by term. Learners attending after-school activities must be picked up promptly after their conclusion. Information on current after-school activities is distributed separately from this handbook each term.

All enquiries regarding after school activities should be addressed to the school office. If you are interested in offering an activity we would love to hear from you.

Learners are expected to leave the school premises promptly at the end of school unless taking part in an activity supervised by adults.

## Attendance and Punctuality

The teaching days are full and intensive. It is therefore important for attendance to be as near to 100% as possible. We would ask for your support in trying to achieve this.

Should your child/ward be unable to attend classes please phone or email ([absence@nexus.edu.sg](mailto:absence@nexus.edu.sg)) to let us know that they will be absent. Student Pass holders need to explain all absences and must provide documentation. Please send a medical certificate for medical absences. Any physical documentation should be submitted to Learner Services.

If your child is ill you must keep them at home. A child with a high temperature, diarrhoea or sickness should not be at school.

At Nexus International School (Singapore) we teach until the very end of term. It is in your son or daughter's interest to complete each term.

Learners who are holding a Student's Pass issued by the Immigration and Checkpoints Authority (ICA) must have their attendance reported to ICA by the school, if their class attendance falls under 90% every month. Student Pass holders must ensure there are no more than 7 days consecutive absence.

Please note external examinations for Year Eleven and Year Thirteen cannot be changed by the school. These examinations sometimes occur on public holidays or in the school holidays so please check the examination schedule before booking travel or activities.

## TAKING CHILDREN OUT OF SCHOOL

Parents may wish to take their children out of school for a variety of reasons. These might include medical appointments, important family occasions and visits to the mosque on Friday afternoons. The school grants most requests – please complete the [Leave Application Form](#) at least three days before the planned absence if you wish to take your children out of school during the day so security can be informed. Security will not allow you or another person to take your child off site during the day if they have not been informed.

## PUNCTUALITY

Arriving on time to school is essential for learners, many universities and references ask for this. The day begins at 8.20am so the ideal time to arrive is between 8.00am and 8.10am. Learners arriving after 8.20am will be marked as late. Please help your child to be on time. After 8.20am entrance to the school can only be made through the guardhouse entrance. Late learners should register at the guard house and collect a late slip from Learner Services to take to lessons to show they are registered. An SMS message will be sent to parents and guardians of learners whose absence is unexplained at 8.40 am

## Getting Ready For School

### 1:1 APPLE DEVICE SCHEME

All learners in Years 7 to 13 are expected to have their own Apple device containing school-developed image and software. Please refer to the [Approved Device List](#) and [IT Use Policy](#) for further information. Devices need to be set up by our IT team before learners start school. Learners should ensure they charge their device before school and carry their charger with them in school in case it is needed.

### USE OF COMPUTERS, TABLETS AND MOBILE PHONES

Learners make good use of their Apple Devices in lessons and we expect them to use break and lunchtime to eat and socialise. Therefore use of IT devices is not permitted in school (including the cafeteria) at snack time and lunchtime. Learners wishing to work can go to the Learning Resource Hub or collaborate using devices on the Level 6 Terrace.

Children should not need to use mobile phones whilst at school and parents must appreciate that learners cannot communicate with them during lessons. If a parent sends in a phone for any reason then it is the responsibility of the learner and the school will not be responsible for the loss or damage of mobile phones in the school. Teachers may confiscate mobile phones that are being used inappropriately. These will be passed to Learner Services for collection at the end of the day.

Secondary learners need to take responsibility for themselves and their learning and they should make a point of checking Canvas and their emails regularly.

## UNIFORM AND APPEARANCE

Learners should remember they represent themselves and the school when wearing the uniform. The uniform is simple and easy to maintain and should be worn correctly at all times unless otherwise indicated. All clothing should be clearly named. The uniform is available to purchase from [our suppliers](#) (details available from Learner Services). Each learner should have the following:

- School polo shirt and trousers or shorts for boys.
- School polo shirt and trousers or culottes for girls.
- Appropriate closed-toe outdoor footwear. The school cannot accept responsibility for any injuries caused by the use of inappropriate footwear.
- PE T-shirt and school PE shorts, sneakers/trainers and socks are to be worn for PE lessons only. Learners should change at school before and after PE lessons.
- A 'sun safe' swimming costume for learners involved in swimming activity.
- Sun hats are optional but we advise children that they should always wear a hat when out in the sun
- House T-shirt is required for House events
- Facial jewellery such as nose rings and eyebrow piercings are not permitted. If any learner is unsure about what this means they should speak to the Head of Secondary or their Year Leader before proceeding with piercings.
- A Nexus Hoodie (other hoodies are not permitted).
- Makeup and nail polish should be kept to a minimum

Learners should dress modestly and appropriately for the school environment on non-uniform or dress up days. It is parents and guardians responsibility to check learners are suitably dressed.

## SWIMMING

Swimming is part of the core curriculum for Years 7 to 9 and all learners are expected to participate. Swimming lessons and free swimming are taught and supervised by trained staff with lifesaver qualifications.

School preference is for a swimming cap to be worn by all learners. Nexus International School (Singapore) has formulated this policy to allow for effective teaching and learning in our swimming pool: a learner's vision will not be impaired, teachers will be able to see and monitor breathing, and learners will not be tempted to interrupt strokes to wipe hair from eyes, nose or mouth.

If a learner has long hair, a swimming cap should be worn. If no swimming cap is worn, long hair must be tied back securely for lessons and/or training. Swimming caps and hair ties will be provided in event of forgetfulness to ensure no interruption to learning. Long hair shall be defined as any hair that extends, or may extend, below the top of a learner's eye line or goggles.

In addition, to protect our learners' hair from over-exposure to chemicals, we recommend:

- Learners should wet their hair when showering poolside before entering the pool. By wetting their hair with fresh water, hair absorbs the clean water and will not be able to absorb the chemically treated water as much
- Learners should wear a swimming cap to help prevent the absorption of chemicals

## HOUSE SYSTEM

All learners are allocated to a House. They will stay in the same House during their time at the school. Siblings are usually placed in the same House. The Houses will be the organizing entity for whole-school initiatives and events including competitive events such as athletics day and the swimming gala.

## VALUABLES

Learners are discouraged from bringing valuables to school. This includes electronic devices (except their iPad or laptop) and jewellery. The school has no responsibility for the safekeeping of valuables. However, in physical education lessons, the teacher will provide safe storage for valuables, including watches and money, during the lesson.

## TIMETABLE

All learners are given a timetable showing subjects, times and rooms. This can be seen in Engage and secondary learners should become increasingly responsible for their own organisation. The timetable is also pushed through to Google Calendar for convenience.

## Curriculum

### SECONDARY SCHOOL CURRICULUM

The Nexus International School (Singapore) mission, vision and values provide a foundation for the curriculum. All learners at Nexus experience a broad and balanced curriculum. NISS core values and the IB learner profile are embedded across the whole Secondary School.

| Academic Year | Year 7 | Year 8 | Year 9 | Year 10 & 11 | Year 12 & 13 |
|---------------|--------|--------|--------|--------------|--------------|
| 2023-2024     | MYP    | MYP    | MYP    | IGCSE        | IBDP         |

### YEARS SEVEN, EIGHT AND NINE

Nexus learners study a three year International Baccalaureate Middle Years Programme (MYP). Teaching and learning in the MYP is framed by inquiry, action and reflection. Or more simply asking, doing and thinking. Each topic is concept-driven and set within a global context. Specific curriculum booklets and policies are in the Parent Zone of the school website under Secondary downloads.

The MYP framework has 8 equally weighted subject groups and learners are given equal time for each of the groups in the timetable.



| Subject group                 | Subjects taught at Nexus      |
|-------------------------------|-------------------------------|
| Arts                          | Visual Art, Drama, Music      |
| Design                        | Design and Technology         |
| Individuals and Societies     | History and Geography         |
| Language Acquisition          | Spanish, French or Mandarin   |
| Language and Literature       | English or Mandarin           |
| Mathematics                   | Mathematics                   |
| Physical and Health Education | Physical and Health Education |
| Sciences                      | Science                       |

Each subject group has its own assessment criteria and achievements are shared through live reporting in Canvas (the learning platform). Summary reports are available twice a year to show progress in each subject against a CAT 4 predicted grade that is unique to your child.

Learners will finish the MYP in Year 9 with the Community Project.

The Community Project is completed over an extended period of time and is a significant piece of self-directed inquiry, driven by the learners' own interests and creativity. It is an opportunity to consolidate and celebrate learning. During the project, learners are expected to demonstrate learning by:

- Investigating
- Planning
- Taking action
- Reflecting

The project should be a sustained inquiry into a need within the community. Learners will need to communicate effectively in a variety of situations and demonstrate responsible action. The final outcome will be in the form of a presentation and exhibition. The Community Project is assessed using criteria prescribed by the International Baccalaureate Organisation (IBO). These criteria cover Investigating, Planning, Taking Action and Reflecting. Each criterion is marked out of 8, with 8 showing the student has achieved the highest level. A supervising teacher is appointed to each learner completing the Community Project. The supervising teacher provides guidance and feedback on the process and completion of the project and ensures the project is safe to carry out. Supervising teachers will carry out standardisation exercises to ensure projects and learners are assessed fairly. Marks will be shared with learners.

Our interactive and collaborative approach to teaching allows our learners to become intellectually curious and fulfil the IBO Learner Profile in an academically rigorous context.

For more information on the MYP look [here](#)

## YEARS TEN AND ELEVEN

Year 10 & 11 learners study a two year programme to gain International General Certificates in Secondary Education (IGCSE). Learners need a good command of written and spoken English to be successful in IGCSE. The IGCSE programmes are externally assessed at the end of the two years and lead to qualifications in individual subjects. Final exams are taken in May or June of Year 11 and any coursework components are usually submitted by March of the examination year. Nexus offers IGCSEs through Cambridge Assessment International Education (CAIE) and Edexcel. Exam dates are set by the awarding bodies and cannot be changed by the school. Please note these may fall on public holidays or during school holidays in June.

A good set of IGCSE qualifications support learners going to universities or colleges as they provide evidence of academic performance that has been externally validated. Nexus has a flexible approach to the number of IGCSEs taken. It is far better to take less and achieve good grades than to do many and achieve average grades.

Nexus recommends most learners take five core subjects and three electives. However, we recognise our learners as individuals and are always willing to work with learners and families to offer the most suitable programme for the individual. We will support elite athletes by matching their curriculum needs to their training needs.

| Core subjects |         |         |                      |                     |
|---------------|---------|---------|----------------------|---------------------|
| Mathematics   | English | Science | Language Acquisition | Global Perspectives |

In addition to the core subjects, learners can select three further subjects from Art, Business Studies, Computer Science, Design, Drama, Economics, Geography, History, Music, Physical Education, Further Pure Maths and Triple Science. Learners will also have non-examined lessons to support their physical and social and emotional wellbeing. Learners are taught by subject specialists in small classes in modern facilities. Where possible the curriculum is enriched by involving external speakers and off-campus visits. In addition to this, we offer selected learners space in our Bilingual and Multilingual programme to support their academic English skills.

CAIE and Edexcel use different grading systems for IGCSE

|         |           |          |          |          |          |          |          |          |          |          |
|---------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| CAIE    | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> | <b>U</b> |          |
| EdExcel | <b>9</b>  | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>U</b> |

Grades of 4 or C and above are considered passes and learners should aim for a minimum of five passes to continue on to the next level of study.

For more information on IGCSE please look [here](#).

## YEARS TWELVE AND THIRTEEN

The International Baccalaureate Diploma Programme (IBDP) is one of the world's leading pre-university programmes. It is recognised by top universities around the world for its academic rigour and its development of the competencies and mindsets needed to be successful. It is excellent preparation for university entrance anywhere in the world. Learners must have a very good command of written and spoken English to be successful in the IBDP at Nexus.

Nexus Learners study towards either the full International Baccalaureate Diploma Programme (IBDP) or take parts of the programme as Diploma Courses. Learners are taught by subject specialists and IBDP classes are capped at 16. These small classes enable learners to achieve academic success in a supportive and nurturing learning environment. Teachers are experienced professionals who participate in IBO training and in some cases examine and lead teams in their subjects. Nexus graduates have been supported to achieve the maximum 45 points and to gain places in Ivy League or equivalent universities.

The IB Diploma consists of six optional subjects and three core subjects (Theory of Knowledge, Extended Essay and Creativity, Activity, Service). The optional subjects are split into six groups – in general terms learners must take one subject from each of the first five groups and one additional subject from group six or elsewhere. There are some exceptions to this and these are shown below. Most subjects are offered at Higher Level (HL) and Standard Level (SL). Learners must choose three HL and three SL subjects. All learners take the three core subjects.

| Group 1   | Group 2   | Group 3  |
|---|---|--|
| Chinese A Language & Literature HL / SL<br>English A Language & Literature HL/ SL<br>School supported self-taught Language & Literature SL                            | Chinese B HL / SL<br>English B HL / SL<br>French B HL / SL<br>Spanish B HL / SL<br>Spanish ab initio SL | Business Management HL / SL<br>Economics HL / SL<br>Environmental Systems & Societies SL<br>Geography HL / SL<br>History HL / SL<br>Psychology HL / SL |
| Group 4   | Group 5   | Group 6  |
| Biology HL / SL<br>Chemistry HL / SL<br>Computer Science HL / SL<br>Environmental Systems & Societies SL<br>Physics HL / SL<br>Sports Exercise Health Science HL / SL | Mathematics Analysis and Approaches HL / SL<br>Mathematics Analysis and Interpretations SL              | Music HL / SL<br>Theatre Arts HL / SL<br>Visual Arts HL / SL   |

\* Environmental Systems and Societies is a cross-disciplinary subject which means if you choose this subject it meets the requirements of both a Group Three and a Group Four subject in one choice.

For an overview of the IBDP please look [here](#).

Over two years, IBDP learners study six subjects from different subject groups, with the following core components:

### **Theory Of Knowledge (TOK)**

Through an exhibition and essay, learners are tested on their critical thinking; learners must support, analyse and critique a theory, discussing how it translates to the real world.

### **The Extended Essay (EE)**

Learners produce a 4,000 word independent research piece on a topic of their choice; preparing them well for practical undergraduate research. Each Nexus learner is supported by an individual supervisor throughout the process with regular reflection points being a mandatory part of the process.

### **Creativity, Activity, Service (CAS)**

Learners go beyond the classroom to grow mentally, socially, and creatively. CAS aims to encourage learners to show initiative, demonstrate skills such as collaboration, problem-solving and decision making, preparing them for life beyond education by encouraging them to reflect and learn about themselves as they step outside their comfort zone and try new things. At Nexus we have a dedicated overseas trip in Year 12 to the CAS journey. Learners must meet the CAS requirements to be awarded a diploma.

Please contact our IBDP Coordinator if you have any queries

Vicky Holdcroft

IBDP Coordinator

[holdcroft.v@nexus.edu.sg](mailto:holdcroft.v@nexus.edu.sg)

We are always willing to work with learners and families to offer the most suitable programme for the individual. We support elite athletes by matching their curriculum needs to their training needs and can offer a three year Diploma Programme to those who need it.

The whole school follows the philosophy of the International Baccalaureate Learner Profile and Approaches to Learning and the spirit of IB is developed from PYP and throughout Years 7 to 13.

## **POINTS TO NOTE ON THE CONDITIONS FOR DIPLOMA AWARDS**

For candidates to be awarded a diploma they:

- Cannot score grade 1 in any subject
- Must meet the CAS requirements
- Must attain better than an E for their TOK and Extended Essay.
- Cannot score more than two grade 2 in any subjects
- Must score 12 or more in their three higher level subjects
- Must score 9 or more in their three standard level subjects
- Must score at least 24 points out of the possible 45

## TEXTBOOKS

Teachers will draw on a variety of resources when teaching a course in Years 7 to 9. There are no prescribed textbooks: if required, a text will be supplied by the school. Examined courses do have textbooks. Textbooks at IGCSE and IB can provide extra detail and examples around the learning which help to reinforce the concepts being studied. Guidance around the textbooks needed will be shared in advance. Please note courses taught do change and the textbooks required are updated accordingly each year to reflect this.

## LEARNING SUPPORT (LS) AND BILINGUAL & MULTILINGUAL LEARNING (BML) SUPPORT

The subject teacher is responsible for the teaching and learning of all learners in their class. If you think that your child needs support from either Learning Support or the BML department, please approach the subject teacher or form tutor to discuss your concerns in the first instance. Sharing any external assessments or reports is incredibly important as this allows us to work in partnership to benefit your child. Concessions in external examinations can only be requested with official supporting documentation.

## ENGAGEMENT WITH LEARNING

The school's [Engagement Policy](#) creates an environment which gives teachers their right to teach and learners their right to learn without interference. Nexus International School (Singapore) believes in teachers working proactively with learners to solve behavioural problems in a creative, supportive and non-threatening manner. We place emphasis on teaching learners the importance of personal responsibility.

We are an International School and, with a school community comprised of many different nationalities and cultures; respect is the key to success for everyone at school. When things go wrong we employ the techniques of Restorative Practice to bring people back together again and work out a suitable way forward for all concerned.

We expect that all members of the Nexus International School (Singapore) community will:

- Respect all other members of the school community
- Respect their own and others' belongings (including the school's)
- Always try to do their best and allow others to do their best
- Work and play in a kind and thoughtful way

## Assessment And Reporting

Our ambition is for learners to own their own progress.

Over time, learners should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (independent and autonomous) learning helps learners:

- reflect purposefully on their learning (metacognition)
- understand the diversity of learning needs
- evaluate and provide evidence of their learning
- meet subject aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for further study and responsible participation in local and global communities.

Assessment is carried out for two main purposes – assessment of learning and assessment for learning.

Assessment for learning is ongoing and diagnostic. Its goal is to provide teachers and learners with ongoing data about the learner's readiness for further learning. When we assess for learning, we are gathering information about Learner learning that informs teaching and helps learners to learn more. Assessment for learning is used to modify the content and process of teaching to improve learning. The main audiences for data gathered for this purpose are the teacher and the learner.

Assessment of learning is to provide data on where a learner is at that point in time. For transparency, all summative assessment briefs and feedback given will be shared through Canvas. Summative assessment provides a snapshot of progress against a specific set of criteria at that moment in time. The outcome of this does not define who a child is as a learner but where they are in their learning journey.

Assessment of learning should be looked at against the learner's individual CAT 4 indicator to see if the learner is progressing as they should.

To understand more about the teacher and your child's role in assessment please refer to our [assessment policy](#).

### LIVE REPORTING AND GRADE REPORTS

The Secondary School is using live reporting via Canvas. Feedback on calendared assessments will be shared with learners and parents via Canvas. There will be at least one detailed piece of feedback per subject per term for each learner. This will clearly identify what the learner has done well and what the learner needs to work on and should be framed constructively.



Parents and guardians will be kept informed of any issues related to their child’s progress using Daybook in Engage. Notifications can be seen in the Engage Parent Portal. Formal reports will also appear through the Parent Portal and emails will be sent to say that these are available.

For MYP we report criteria levels against the rubric as they happen. An indicative MYP grade is calculated from the four criteria in semester one and then the final MYP grade for the year is calculated at the end of semester two. Please see the relevant [curriculum booklet](#) for more information.

For learners in Year Ten to Year Thirteen we issue termly data reports. IGCSE grades and IB grades are reported and reflect the level the learner is working at using the appropriate reporting framework. Please see the relevant [curriculum booklet](#) for more information.

Learners are tracked against their personal CAT 4 data. CAT4 scores are an indicator of how a learner should be performing and are based on a large sample of International learners with a similar profile. Nexus aims to personalise tracking of individual learners' progress rather than expect whole cohorts to achieve the same level. This data does not limit the attainment of any learner and is used to initiate conversations around capabilities and guide learners as to how they are progressing.

### LEARNING CONFERENCES

There are two formal opportunities for parents to meet teachers each year. One in semester one and the other in semester two. To accommodate the number of different learners secondary teachers see, we run these for an evening and during the following day. The conferences are curriculum focused and provide an opportunity for a three-way discussion between learners, teachers and parents/guardians. The focus is on progress and engagement in each subject. Staff may request an appointment with a family before appointments officially open. Parents may make appointments through the Parent Portal in Engage once notified that bookings are open. Learners should be leading these conversations and teachers assume the role of academic coaches using the GROW model.



## Home Learning in the Secondary School

Home learning is important because it provides learners with:

- Opportunity to follow up passions and interests they develop around things they are learning about
- Consolidation and fluency building opportunities that build subject confidence
- Inquiry and investigative opportunities to deepen knowledge and challenge themselves
- Vital practice of Approaches to Learning skills such as self-management and organisational skills

Home learning will be relevant and have clear learning intentions that are related to curriculum goals. Most parents expect their children to undertake home learning and it is one way we develop a strong learning-focused relationship between learners, teachers and parents. Home learning provides an opportunity to share formative feedback and help a learner reach their goals. The amount of home learning is not fixed and will increase as the learner moves up the school to meet the demands of each curriculum. There is an expectation that secondary learners will become more independent and autonomous as they move up the school. Primary learners are given home learning from different areas of the curriculum. This is consolidated into one record that is shared with home and several days are given to complete it. Allowances will be made for learners transitioning into secondary school as they learn to prioritise different subject demands and deadlines.

Home learning is shared with learners and parents through Canvas and deadlines should allow learners to complete it to the best of their ability. Home learning should never be set for the next day, there should always be a few days between setting and submission. Home learning does not always have to be written and subject areas will select activities that best support the curriculum goals.

Ultimately learners will need to apply learning to new and unfamiliar contexts to be successful, home learning can provide an opportunity to do this. For home learning to be useful, both teachers and learners must use the information gained from the home learning to adjust teaching and learning in order to meet the learner's needs.

Parents / Guardians should support their children to complete home learning by encouraging them to do the work at a regular time each night, in a suitable location free from distractions. By helping children understand what is expected and checking what home learning has been set, parents can gain an insight into what is being learned and help their child feel the family is part of the learning journey. Discussing learning rather than tasks in the home environment strengthens the connections between home and school and ultimately empowers the learner. Work should always be authentically completed by the learner and not be plagiarized or the work of an adult at home. If your child / ward is struggling with a task please let the class teacher know. It is never the intention to set home learning that causes undue anxiety.

## Learning Resource Hub

There is a very well resourced Secondary Learning Resource Hub with at least one teacher librarian who can support learning techniques. Learners have the opportunity to borrow books and resources and Secondary learners may borrow up to two library books at a time for a period of two weeks.

Library and research skills are taught to help our learners prepare to use libraries, books and information throughout their lives.

Parents and carers are always welcome in the Learning Resource Hub, which often displays class work completed by the learners. We are also pleased to have parents helping learners and the Librarian in the Learning Resource Hub. This could involve such activities as assisting during storytelling, Book Week or other special events. There are many ways parents can help and we are always pleased to hear from any parents willing to help in our programmes. Should you wish to assist in this way, please contact the library staff.

Library books borrowed by learners need to be returned two weeks before the end of the academic year or two weeks before their last day.

### **LOST LIBRARY BOOKS**

Books should be returned in the same condition as when borrowed. Lost books should be reported to the Librarian who will then locate the name, author and ISBN number of the lost book and send the information home. The parent should provide a copy, or suitable replacement, of the book. If this cannot be arranged, a penalty fee is to be paid. This fee varies as to the type of book that is lost.

## **Pastoral Care and Guidance**

Children's intellectual and personal growth are inextricably linked. It is this ethos that underpins our pastoral programme, where mutual respect and the realisation of human potential are emphasised in every aspect of schooling. Our aim is to enhance and support learners' intellectual, social and emotional growth through a caring and balanced environment.

### **SAFEGUARDING**

Safeguarding is our responsibility to our community to keep people safe from harm or damage using appropriate measures. Every school designates specific adults to be the safeguarding leads and these are the people who deal with issues when somebody is at risk of harm or damage either from themselves or others. They then follow guidelines to help those involved.

Nexus International School (Singapore) is committed to the safety and wellbeing of our children and families. Nexus endorses the Convention on the Rights of the Child, which Singapore ratified on 11 December 2008, and establishes a clear policy and guidelines to protect our learners from maltreatment by any person or persons who come in contact with them in any environment.

Nexus consults the Sector Specific Screening Guide and Child Abuse Reporting Guide issued by the Ministry of Social & Family Development when dealing with safeguarding issues and has a duty to report specific issues directly to the authorities.

Nexus follows the Taylors group Safeguarding Policy which can be found [here](#)

We want learners to feel safe and it is important to us that they share anything that makes them feel uncomfortable or unsafe. You cannot learn effectively if you feel uncomfortable or unsafe. We introduced Speak Up as a way for learners to share concerns about their own or somebody else's safety or wellbeing. It is there to support learners to share any concerns they have in a private and confidential way and only goes to the safeguarding leads.

## TUTOR GROUPS

All learners belong to a tutor group. Tutor groups are small groups of similar age learners who meet each morning as a check in. Each tutor group has a Form Tutor who in most cases is also a subject teacher. The tutor is the first point of contact for parents regarding any pastoral issues. Any curriculum queries should be directed to subject teachers.

The role of the tutor is integral to supporting the learner. They show a genuine interest in the learner as a person. Taking a holistic view, they will support the learners in their tutor group by providing academic coaching and pastoral guidance. Tutors should maintain open and timely communication between learners, staff, parents and guardians and use restorative practice to help the learner resolve issues they are having. Tutors meet learners in their tutor group each morning for reflection time which supports learner organisation and the content of some of these sessions will be directed by the Year Leaders.

There is a comprehensive programme to support the social and emotional wellbeing of learners that runs alongside the subject curriculum. The model for delivery varies and there is dedicated time each week for this. In some cases there will be drop down days and assemblies in addition to the discrete lessons. Many aspects of the subject curriculum support the holistic development of our learners.

## YEAR LEADERS

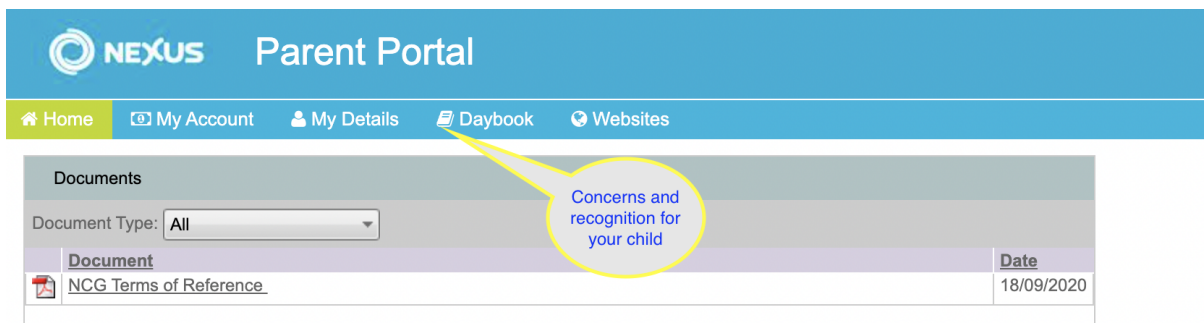
Year Leaders are responsible for all children in their part of the school

|                |                 |  |
|----------------|-----------------|--|
| Sarah Baldock  | Year 7 Leader   | <a href="mailto:baldock.s@nexus.edu.sg">baldock.s@nexus.edu.sg</a> |
| Sami Hine      | Year 8 Leader   | <a href="mailto:hine.s@nexus.edu.sg">hine.s@nexus.edu.sg</a>       |
| Nicola Harte   | Year 9 Leader   | <a href="mailto:harte.n@nexus.edu.sg">harte.n@nexus.edu.sg</a>     |
| Henry Le Jeune | Year 10 Leader  | <a href="mailto:lejeune.h@nexus.edu.sg">lejeune.h@nexus.edu.sg</a> |
| Sonny Feng     | Year 11 Leader  | <a href="mailto:feng.s@nexus.edu.sg">feng.s@nexus.edu.sg</a>       |
| Graeme Massey  | Year 12 Leader  | <a href="mailto:massey.g@nexus.edu.sg">massey.g@nexus.edu.sg</a>   |
| Jim Bevan      | Years 13 Leader | <a href="mailto:bevan.j@nexus.edu.sg">bevan.j@nexus.edu.sg</a>     |

The Year Leader directs a team of Form Tutors to ensure that your child is well supported to fulfil their potential, both inside and outside of the classroom.

## PARENT PORTAL

If a member of staff has a concern or recognition for your child this will be shared through the Parent Portal in Engage. Concerns and recognitions are our way of keeping you abreast of your child's strengths and areas for development as they mature. You will also be able to see reports here.



### ASSEMBLIES

Assemblies for the Secondary School are not timetabled on a regular basis but are held as required. Assemblies provide an opportunity to promote wellbeing and enhance the sense of community and belonging. These may be held during reflection time or during PSHEi time. Sometimes the whole Secondary School will be invited and on other occasions, just one or two phases will attend. Parents will be invited to assemblies as appropriate.

### UNIVERSITY AND CAREERS GUIDANCE

Nexus offers a comprehensive University Guidance Programme. Learners and families receive support from Y10 upwards. In Y12 and above, families receive 1:1 support from our careers counsellor to explore a range of university options across the globe. Using the latest software we use learners' skill sets, ambitions and academic profiles to match them with courses. We have a proven track record of helping learners achieve offers in their country of choice and are able to support learners with their personal statements and the entire application process.

### COUNSELLING SERVICES

Nexus employs full time Counsellors. Learners can self-refer or peer-refer or be referred by staff when some personal social and emotional support is needed. Parents can also request this support for their child by contacting the form tutor. Our counselling team is an integral part of the school and provides proactive character development programmes as well as social-emotional counselling. The Counsellors can offer confidential counselling for learners and advise families who are experiencing difficulties in their lives. Our counsellors are bilingual and can support learners who feel more comfortable discussing any issues in Chinese. Our Counsellors also make appropriate referrals to outside agencies and specialists.

### GUARDIANSHIP COORDINATOR

Nexus employs a teacher who has significant release time to be able to support learners living away from family and their guardians. The guardianship coordinator is there to help guardians understand their responsibilities to their ward and to ensure learners under guardianship are supported. Our current coordinator is bilingual and can converse in English and Mandarin. A comprehensive guardian handbook is available.

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Gabby Zhou

Guardianship Coordinator

[zhou.g@nexus.edu.sg](mailto:zhou.g@nexus.edu.sg)

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## LEAD LEARNERS

There are opportunities for learners to come forward and lead in one of five areas - service, learner voice, curriculum, sports or wellbeing. Opportunities are advertised through the learner bulletin and are open to all secondary learners from any year group and learners can choose to be involved in projects that fit around their commitments. Lead learners help with staff recruitment, learner facing decisions and general operations of the school. Becoming a lead learner enables learners to develop leadership skills and make a difference in their community.

## Communication and general guidance

Communication between home and school is of vital importance to the development and progress of your child. Please make sure we have accurate and up to date contact information at all times. Parents and learners must be aware of the expectations of the school program. Likewise, it is very important for us to be informed if there is any change in the home situation or if your child is showing signs of any unhappiness at home. Any change can have an effect on a child's wellbeing and teachers are well equipped to help the children in times of stress. Please make an appointment to speak with us if you are concerned about any aspect of your child's progress. We can only deal with what we know about.

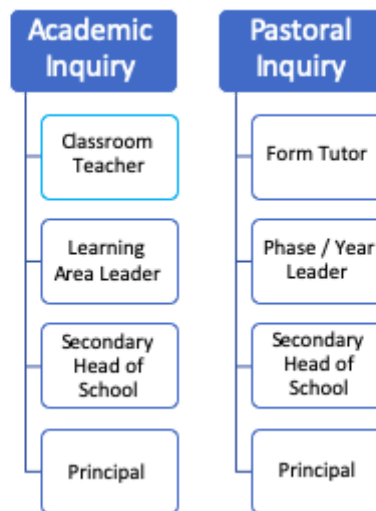
It is your responsibility to check the various communication channels regularly.

## COMMUNICATION PROTOCOLS

For more general inquiries regarding events, calendar, logistics and access to systems please contact [Learner Services](#).

For specific academic and pastoral inquiries please follow this process:





1. If you email a teacher directly please make the subject line clear and indicate who you are the parent or guardian of
2. If you wish to speak to a teacher on the phone, please leave a message with the school receptionist. The teacher will then phone back at a convenient time
3. The school will attempt to reply to all correspondence in a timely fashion.
4. If you wish to speak to a teacher face to face, please telephone the school and make an appointment with the required teacher,
5. If you wish to visit a classroom, you must make a prior appointment with the teacher concerned

## NEWSLETTERS

Newsletters are our main method of communication and include administrative, calendar and academic and pastoral information. They are emailed regularly (normally fortnightly) to all families, keeping you updated with what is happening at school.

**It is essential that you read the Newsletter** as it includes notices of upcoming events as well as reports on recent activities. We make a conscious effort not to overwhelm you with lots of emails, so the Newsletter will be an important source for relevant information on events.

## SCHOOL WEBSITE

Please check the school website regularly as this will be used for notifying you of policies and procedures and advertising current and upcoming events. The address is [www.nexus.edu.sg](http://www.nexus.edu.sg) The Parent Zone - Downloads - Secondary contains a lot of useful information.

Similarly, the Nexus [Facebook page](#) is followed by most of our families

## PARENT WORKSHOPS

Since opening in 2011, Nexus has offered [Parent Workshops](#) to bring the community together. Please sign up for any that interest you.

## PARENTS / GUARDIANS OUT OF SINGAPORE

If both parents are planning to be out of Singapore, a guardian must be appointed by you. It is essential that the school is informed and provided with details of your guardian's address and telephone number in case of an emergency. Only learners of Year Nine and above may live full-time with a legally appointed Guardian.

## DATA STORAGE AND PRIVACY

The school maintains a database (ENGAGE) that contains a wide range of data about your child and family. This data is collected only to support the educational progress of your child and is not shared with any other organisation or agency. You may ask to see your own data at any time.

Nexus International School (Singapore) is committed to complying with the Singapore Personal Data Protection Act (PDPA) 2012 in protecting learners and parents' personal information that has been processed by the School. For more information please refer to the [Personal Data Protection Policy and Privacy Policy](#) on our website.

## CHANGE OF ADDRESS AND OTHER PERSONAL DETAILS

It is vital that the school is made aware of any change of address, telephone numbers (personal or office) and medical information. Failure to inform the school could lead to delays in times of emergency. The school carries out regular checks for accuracy but it is your responsibility to advise us of any changes. Please contact Learner Services.

## NEXUS COMMUNITY GROUP (NCG)

The purpose of the Nexus Community Group (NCG) is to support the school and be a further link between school and home. The NCG meet on a regular basis, both formally and informally. If you would like to be a part of the group in any way (perhaps leading or just helping out occasionally), please contact the Principal. Near the beginning of each year, there will be an AGM where a committee is voted in. One parent from each Year Group is also asked to be the year representative and to coordinate help required for any class activities, e.g. trips and class events.

## REFERENCE REQUESTS

Parents **should not** approach subject teachers for learner references. Nexus offers to complete closed references only. These must be sent by the new school directly to Nexus and should be coordinated through the **Year Leader**. References are confidential and are not routinely shared with parents.

## **LOST PROPERTY**

Lost property which is named correctly is quickly returned to learners. Unnamed lost property is placed in the 'Lost Property' box located in the Learner Services. Long stay unclaimed items which are unnamed are usually given to charity.

## **BIRTHDAYS**

Birthday cakes are allowed in school at the discretion of the class teacher and at a time when disruption to the curriculum is minimal. We do not allow parties and/or entertainment such as magicians, clowns etc. as this cuts down on our learning time.

## **PETS**

Unless specifically arranged in advance by a teacher, no pets of any kind are allowed on school premises.

## **PARKING**

When parking or waiting in the car park drivers are asked NOT to leave the engines running. Under the Singapore Environmental Protection and Management (Vehicular Emissions) Regulations, it is an offence to leave the engine of a motor vehicle running when it is stationary for reasons other than traffic conditions. Court fines for this offence can be up to \$5,000.

## **DAY TRIPS**

To facilitate the delivery of the curriculum learners at all year levels may take part in pre-planned field trips or excursions. Parents will be informed about these well in advance, permission slips will be required for all such excursions and where necessary the payment of transportation and entry fees will be required in advance of the trip taking place.

## **COMPULSORY RESIDENTIALS**

With the exception of Years 11 and 13, each year group undertakes one residential trip. These overnight trips are planned to enhance and support the curriculum. They are compulsory and every child is expected to attend. There is an additional cost for these trips.

## **PHOTOGRAPHS**

From time to time, photographs or video clips of our learners may be published to our website or Facebook page or used in publications such as our Yearbook as outlined in our Terms and Conditions.

When visiting the school for performances and events, we understand that you will want to take photographs and videos of your children. However, for the protection of our learners, these

photos/videos must be for personal use only and must not be shared with anyone other than family and close contacts. Images or videos taken at school must not be provided to the press or uploaded to the internet, including sharing on social media. Nexus does not accept liability for families who do not abide by this requirement.

## YEARBOOK

The school publishes a Yearbook at the end of each year.

## Guidelines for Learners

### LEARNER CODE OF CONDUCT

Nexus International School (Singapore) is a learning community. Everyone has a part to play in ensuring that we can all meet our responsibilities and enjoy our rights. As part of the community learners and families have agreed to the [Nexus Terms and Conditions](#).

Learners at Nexus Singapore are expected to exercise an appropriate degree of self-discipline in their words and actions, respect the authority of all staff, resolve conflicts in a constructive manner, respect the persons and property of fellow learners and the school, conduct themselves with honesty, and report concerns to a member of staff

Learners are expected to show the highest characteristics of citizenship and sportsmanship at all times and in all places involving school activities. Learners are reminded that whether they are spectators or participants, in or out of uniform, they represent not only themselves but their school, parents and community as well. Any improper action may bring discredit to the entire community.

At the start of the school year, each form teacher will create essential agreements with learners. All essential agreements will be referred to on a regular basis.

### RIGHTS AND RESPONSIBILITIES

Nexus International School views its core RECIPE values of Respect, Excellence, Communication, Integrity, Passion and Enjoyment as being integral to the daily life of all members of the school community. Every member of Nexus International School has the right and the responsibility to fully participate in an educational learning environment that is safe, supportive and inclusive to promote positive educational outcomes. The Learner Engagement policy acts as a guide to support the aims of the school and has been developed in consultation with learners and staff. Schools are about teaching and learning in academic and social contexts. To ensure that learning is optimised and the school environment is safe we need to help those whose engagement in the learning process is unacceptable to learn appropriate social skills.

We use the principles of Restorative Practice to promote positive engagement with learning.

| Domain                      | We all have the RIGHT to  | It is our RESPONSIBILITY to  |
|-----------------------------|---|--|
| <b>Personal Safety</b>      | <ul style="list-style-type: none"> <li>● Be safe and supported.</li> <li>● Be treated with respect and fairness.</li> <li>● Not be bullied, threatened or intimidated (physically, verbally and/or with the use of communication technology).</li> </ul>  | <ul style="list-style-type: none"> <li>● Be respectful of other people’s feelings, beliefs and property.</li> <li>● Refrain from physical, verbal and cyber bullying, threats or intimidation (including texting, chat programs, Facebook, Google Meet etc).</li> <li>● Support others; seek help and act when I see a need.</li> </ul>  |
| <b>Learning</b>             | <ul style="list-style-type: none"> <li>● Achieve our full potential.</li> <li>● Effective learning and effective teaching.</li> <li>● Learn individually and collectively.</li> <li>● Develop for our future.</li> <li>● Effective and timely communication.</li> <li>● Learn without disturbance.</li> </ul> | <ul style="list-style-type: none"> <li>● Take ownership of our learning.</li> <li>● Co-operate with all learners and staff within the school.</li> <li>● Always demonstrate positive behaviours in the classroom and the play areas.</li> <li>● Work constructively within a team.</li> <li>● Set learning goals to improve our learning.</li> <li>● Be prepared, aware and involved in our learning.</li> <li>● Provide timely communications</li> <li>● Respond positively to suggestions about our learning.</li> </ul> |
| <b>Personal Well-Being</b>  | <ul style="list-style-type: none"> <li>● Be happy at school.</li> <li>● Be treated with respect and empathy.</li> <li>● Be recognised for individual and team achievements and that these be celebrated by the community.</li> <li>● Be heard.</li> </ul>   | <ul style="list-style-type: none"> <li>● Demonstrate positive learning behaviours.</li> <li>● Dress appropriately when at school and travelling to and from school.</li> <li>● To help others who are experiencing difficulties.</li> <li>● Speak politely and respectfully to each other.</li> </ul>  |
| <b>Physical Environment</b> | <ul style="list-style-type: none"> <li>● A pleasant, clean and well maintained school and grounds.</li> <li>● Be able to bring equipment for learning without fear of theft or damage.</li> </ul>   | <ul style="list-style-type: none"> <li>● Keep all our classrooms and play areas free from litter.</li> <li>● Look after all equipment and to seek permission when using the equipment of others.</li> <li>● Report damage to equipment and the physical environment.</li> </ul>  |
| <b>Our Values</b>           | <ul style="list-style-type: none"> <li>● Be treated in a way that demonstrates the school values of: Respect,</li> </ul>  | <ul style="list-style-type: none"> <li>● Act in a way that demonstrates the school values of: Respect, Excellence,</li> </ul>  |

|                           |  |   |
|---------------------------|--|---|
|                           | Excellence, Communication, Integrity, Passion and Enjoyment.   | Communication, Integrity, Passion and Enjoyment.  |
| <b>Social Environment</b> | <ul style="list-style-type: none"> <li>● Be proud of our School.</li> <li>● Be accepting of who we are.</li> <li>● Be included.</li> <li>● Be supported in conflict resolution.</li> </ul> | <ul style="list-style-type: none"> <li>● Work with others to achieve school goals.</li> <li>● Make our interactions with others inclusive, being respectful and tolerant of individual differences.</li> <li>● Participate in timely restorative practice and peer mediation to resolve conflict.</li> <li>● To dress appropriately for school in the correct uniform.</li> <li>● Take ownership of our actions.</li> </ul> |

#### Parents can support learners to meet expectations by:

- Making every effort to provide for the mental, emotional and physical needs of the learner
- Teaching the child to pay attention and obey rules
- Assuring their child attends school regularly and reporting and explaining absences and tardiness to Learner Services
- Being sure the child is appropriately dressed at school and for school-related activities
- Supporting school personnel in enforcing expectations
- Participating in meaningful conferences with school personnel regarding the child's progress, behaviour or general welfare
- Discussing report cards and school assignments with the child
- Bringing to the attention of school personnel any problem or condition that may relate to the child's education or wellbeing
- Supplying all records required for enrolment. The information provided must be true and complete – any violation will result in the child losing his place at the school
- Signing the Student Contract acknowledging they are aware of the terms and conditions and expectations regards parent and learner behaviour

#### Parent Teacher Conference Regarding the Learner

A positive relationship between parents and school personnel will enhance a learner's achievement. If there are serious concerns about a learner it is essential that these concerns are shared in an open and constructive way to support positive learning outcomes. School personnel will communicate and work closely with parents in an effort to improve academic performance and/or establish workable solutions to learner engagement problems.

Conferences may be held at the request of the parent or school personnel when:

- Problems arise relating to a learner's academic achievement
- The learner engagement does not meet expectations
- There are excessive absences or tardiness

## Procedure

In case of violations of the Terms and Conditions, discipline will be administered in order to correct disruptive behaviours, to protect other learners, school employees, or properly, and/or to maintain a positive learning environment. Discipline shall be administered fairly and equitably and based on a careful assessment of the circumstances of each case such as:

- The seriousness of the offence
- The learner's age
- The frequency of misconduct
- The learner's attitude
- The potential effect of the misconduct on the school environment

In-school suspension results in a learner being removed from lessons to work in isolation with separate breaks and lunch away from peers.

## Jurisdiction

The School has jurisdiction over its learners during the regular school day and while going to and from school on school transportation, including any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct.

## Abiding By the Law

Every learner is expected to abide by Singapore laws. Violation of Singapore laws shall constitute a violation of the Learner Code of Conduct and appropriate discretionary or mandatory disciplinary measures will be imposed. The School will involve external agencies as necessary. It is important to be aware that the minimum age of criminal responsibility in Singapore is 10 years of age and that there are strictly enforced legal ages for drinking alcohol, smoking and sexual activity. Singapore has retained capital punishment and ignorance of law is not accepted as a defence.

## Health and Safety

We endeavour to provide an environment that is physically and emotionally safe for all learners. If you have questions or comments about issues of health and safety, please contact the Head of Operations or the Principal.

## SAFEGUARDING

Safeguarding is our responsibility to our community to keep people safe from harm or damage using appropriate measures. Every school designates specific adults to be the safeguarding leads and these are the people who deal with issues when somebody is at risk of harm or damage either from themselves or others. They then follow guidelines to help those involved.



We want learners to feel safe and it is important to us that they share anything that makes them feel uncomfortable or unsafe. Learners, please use Speak Up to share concerns about your own or somebody else's safety or wellbeing. It is there to support you to share any concerns you have in a private and confidential way and only goes to the safeguarding leads.

## EVACUATION PROCEDURES

Fire notices are posted in all classrooms. There are regular fire evacuation and lockdown drills and the process is reviewed regularly by asking staff and learners for feedback.

## SECURITY

All parents are reminded that the following procedures exist at the school for the safety of all. Security Guards are unable to exercise flexibility and any failure to adhere to the procedures could result in a parent being refused access to the school premises.

## IDENTIFICATION CARDS

- School ID cards: All parents and designated drivers/domestic helpers are required to wear their ID card upon entering the school. Registration for the ID card can be made via this [link](#)
- Parents who forget to bring their ID card must register at the security gate and present a suitable alternative ID which should include a photo (i.e. passport, driver's licence). They will then be issued with a Visitor's Pass
- Drivers/domestic helpers who regularly accompany learners to and from school must be registered with the school and be issued with an ID card. Unregistered drivers/domestic helpers will not be permitted to enter the school grounds beyond the carpark
- Parents or drivers who transport their children to school must register the car's IU number using this [link](#) to gain access through the gantry

## SMOKING

The entire school campus is a designated smoke-free zone. This also applies to drivers of vehicles.

## Medical Matters

Nexus International School (Singapore) has a First Aid Centre with on-site school nurses, who are well qualified to deal with any medical issues and who aim to be proactive in all medical matters.

## INFECTION CONTROL GUIDELINES

In order to reduce the spread of infection within school and to close family members, please monitor your child for any symptoms of illness and follow the Infection Control Policy stated below. Please do not send your child to school if she/he has any of the following symptoms:

- Fever (37.6 C or above) Please ensure your child is fever free **without medication** for 24 hours prior to returning to school.
- Diarrhoea – 24 hours after last episode
- Vomiting – 24 hours after last episode
- Persistent cough
- Heavy nasal discharge
- Sore throat
- Red eyes (particularly with discharge)
- Rash
- Wounds with discharge (infected insect bite, excessive fluid discharge from wound area)

Consider keeping your child at home if she/he is particularly tired. You will be contacted to collect your child if she/he has any of the above symptoms or if the medical team feels that your child is unwell. When returning to school, please ensure all wounds are covered with a dressing.

### **BREAKING THE CHAIN OF INFECTION**

There are a number of strategies that Nexus International School Singapore employ to reduce the spread of infection amongst our community. Breaking the chain of infection is more successfully achieved when Learners, Parents and School staff work in collaboration with each other.

Within the school the practice of good hand hygiene through hand washing and use of alcohol based hand rubs is widely encouraged. Learners are taught correct hand washing techniques in classrooms, and both verbal and visual reminders are given to assist good practice. Parents are in prime place to reinforce good hygiene practices within the home.

Cleaning within the school is at a good standard and meets both Singapore and international recommendations of daily cleaning in classrooms, with termly deep cleaning, and as required. Standards of hygiene within the canteen are monitored closely by both the school and the National Environment Agency, with whom the catering company is registered. This includes all members of the canteen staff attending compulsory training on food handling and hygiene, and has achieved 'Bizsafe' recognition for their high standards. Singapore is a hot and humid environment where insects and rodents thrive if left unchecked. Frequent monitoring and implementation of pest control procedures within the school grounds are in place to reduce the risk of vector-borne diseases.

Prevention of illness is important in all age groups, but particularly with young people. Immunization is an effective method of reducing the incidence of contagious illnesses within school age children. Immunization records are requested from all parents when learners are admitted to the school. Learners attending the school come from a wide number of nationalities, and immunization schedules differ between countries. The large variety of vaccine schedules may have an impact on 'herd immunity' within the school population. Vulnerable people such as those with respiratory and cardiac conditions may be at greater risk from some communicable diseases. It is important to note that vaccinations for Diphtheria and Measles are compulsory by law in Singapore. If you would like advice on the vaccination schedule for Singapore, please see either your Family Doctor or the School Nurses who will be pleased to assist you.

A number of infectious diseases share similar symptoms, for example; a rash may present in Chicken Pox, Hand Foot and Mouth Disease (HFMD), Scarlet Fever, Impetigo, Typhoid and non-specified viral infections. Fever can be present in any bacterial or viral conditions including Chicken Pox, Influenza, Typhoid and Scarlet fever. Diarrhoea and vomiting are frequently seen in Influenza, Typhoid and

Gastroenteritis. The symptoms described in the infection control guidelines are frequently seen in a number of different conditions. Parents are requested to keep sick children at home; to reduce the spread of infection, and aid recovery from illness.

If a child becomes ill or is hurt at school, the school nurse and if necessary a member of the management team, will determine whether the child is in need of medical treatment. In all cases the parents will be called and are expected to collect the child if requested. If the school is unable for whatever reason to contact a parent/guardian, the school may arrange for the child to be taken to a medical facility for the purposes of examining the child and providing specialist treatment. Parents undertake to bear all expenses incurred by such action.

### BUG-BUSTING FOR HEAD LICE

The Bug-Busting Method is a systematic approach to the eradication of head lice. All learners, parents and guardians are encouraged to adhere to the guidelines as stated below. We strongly encourage the 'Bug-Busting' method to be undertaken on each child every week, and form part of the normal routine.

- On identification of head lice at home, please give treatment to your child and ensure all live lice are removed. Learners may return to school when free of live lice.
- Please inform the school of head lice infestation on your child.
- If a learner is in school at the time of identification of head lice, parents will be contacted to collect the child and administer treatment before returning to school.
- On returning to school after head lice infestation, please ensure your child is checked by the School Nurse before entering the classroom.

Weekly Bug-Busting Procedure:

1. Wash hair and rinse as normal. Apply a good quantity of hair conditioner to wet hair, ensuring coverage from root to tip.
2. Comb the hair with a normal comb to untangle hair strands.
3. Part hair in small sections to check for live lice and eggs. If head lice **are detected proceed to step 4**. If head lice **are not detected**, rinse hair and dry as normal. Repeat 'Bug-Busting' method in 7 days.
4. With conditioner in place, comb through hair methodically with head lice comb, held at approximately 45<sup>o</sup> angle to head. Ensure the teeth of the comb touch the scalp. Wipe comb after every stroke.
5. Rinse hair and dry as normal
6. Repeat procedure every fourth day for 2 weeks, to ensure eradication of adult and newly hatched lice.

When eradication is complete, return to weekly Bug-Busting method.

### MEDICATION

All parents and guardians of learners with allergies and long term conditions which may require medication during the school day are requested to deliver appropriate medicine to the First Aid Centre. Individual medicines will be securely stored, and administered as required. All parents are

requested to complete a written consent form, which is renewed annually, at the beginning of each academic year.

**Primary Years learners** with short term conditions that require medicine to be given during the school day; parents/guardians are requested to deliver the medicine directly to the First Aid Centre and complete a consent form prior to medicine administration. Medicine must be in its original packaging as given by the clinic or pharmacist. The School Nurses reserve the right to refuse administration of medicine if the form is incomplete, medicine is out of date, or non-standard medicine is requested to be administered, (these include, but are not limited to; Chinese Herbal medicine, Homeopathy and Ayurvedic medicine). No medicine is permitted within Primary Learning Hubs, with the exception of an emergency Epipen. For Primary learners who may require emergency Epipen, the school requests 2 Epipens to be kept within school throughout the academic year. 1 Epipen will be stored in the learners homeroom, 1 Epipen will be stored in the First Aid Centre.

**Secondary learners** whose parents/guardians consider them competent to self-administer medicines may retain medicine on their person throughout the school day. Learners are requested to only bring medicine which is essential within school hours and limit the quantity to a single day's dose. Parents/guardians of Secondary learners who would prefer medicine to be stored and administered within the First Aid Centre are requested to complete a consent form prior to administration. For Secondary learners who may require an emergency Epipen, the school requests 2 Epipens to be kept within school throughout the academic year. 1 Epipen will be kept with the learner, 1 Epipen will be stored in the First Aid Centre.

## The Governance and Management of the School

Nexus International School (Singapore) (herein referred to as "NISS" or "the School") is the second Nexus International School (NIS) campus in the region. The first NIS is located in Putrajaya, Malaysia.

Taylor's Education Group (TEG) is one of the largest private education groups in Malaysia with 21,000 learners across university, college and schools. With an unsurpassed track record built up over the last six decades, TEG has earned the reputation as the leading private educational provider in the country and offers a breadth of education from preschool to postgraduate courses.

Taylor's University and Taylor's College have both won a number of People's Choice awards over the last decade, as well as numerous recognitions from professional bodies from around the world.

Taylor's Schools has oversight of a number of international schools including Garden International School (GIS), Australian International School Malaysia (AISM), Taylor's International School, Kuala Lumpur and Puchong, Nexus International School Malaysia and Nexus International School (Singapore). These schools cater to learners from early years to Year 13.

Governance of NISS is the responsibility of the School's Board of Directors.

- The Academic Board is responsible for the development of all academic activities of the school. The Board formulates and reviews policies, guidelines and procedures in relation to academic matters and plays an active role in assuring the quality of teaching and research in the School.
- The Examination Board oversees matters related to examinations, assessment of coursework, the integrity of the administration and conduct of examinations.
- The Principal is directly responsible for teaching and learning, staff recruitment and training, and future strategic planning of the school.

- The Principal is assisted by the Heads of Schools, the Deputy Heads and the Programme and Subject Coordinators.

## Accreditation

Nexus International School (Singapore) is an authorised International Baccalaureate (IB) World School for Primary Years Programme (PYP) and Diploma Programme (DP). It is accredited by the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC), and is an approved Cambridge Assessment International Education (CAIE) Centre as well as an approved Edexcel Examination Centre. The school is also recognised as an Apple Distinguished school. In addition, the School is a member of the Athletic Conference of Singapore International Schools (ACSIS).

NISS is registered as a Private Education Institution with the Committee for Private Education (CPE) under the provisions and regulations of the Private Education Act 2009 in Singapore. The registration number is 201009668C. In addition, NISS has obtained EduTrust award (4-year certification) from CPE. The School's Enhanced Registration Framework (ERF) registration and EduTrust details can be found in the school's profile on CPE's website at [www.ssg.gov.sg](http://www.ssg.gov.sg)

## VISAS

According to Singapore law, a child cannot study in an international school without a valid pass. Should the pass lapse or is cancelled for any reason (eg: if a parent's employment pass is cancelled due to a change of employment any 'attached' dependent passes are also cancelled. The ICA will normally grant the child a temporary visitor's pass, however, this pass type does not allow the child to study in Singapore. Therefore, **legally they will not be allowed to attend school during this time.** It is the parent/guardian responsibility to ensure that the pass is always up to date and does not lapse.

## FEE PROTECTION SCHEME (FPS)

The Committee for Private Education (CPE) requires course fees paid by learners to be protected. Nexus has in place a Fee Protection Scheme (FPS) to protect the paid fees of all learners. The FPS serves to protect the learner's fees in the event that the School is unable to continue operations due to insolvency, and/or regulatory closure. In addition, the FPS protects the learner if the School fails to pay penalties or return fees to the learner arising from judgments made against it by the Singapore courts. Nexus has appointed Lonpac Insurance Bhd, a CPE-appointed service provider, as our FPS insurance provider. Under the FPS insurance scheme, learners' fees are insured by Lonpac Insurance Bhd. In case of events, as stated above, learners will be able to claim their paid fees from Lonpac Insurance Bhd. The Policy certificate can be downloaded from the [School's website](#).

## MEDICAL INSURANCE

Our school medical insurance covers for up to \$20,000 in the event of accident or injury when treated in a Singapore Government/Restructured hospital and warded in a 4 bed hospital room. The school's medical insurance policy is available on the school website [here](#).

In Singapore, the Government/Restructured Hospitals are:

- Singapore General Hospital
- Alexandra Hospital
- KK Women's & Children's Hospital
- National University Hospital
- Tan Tock Seng Hospital
- Changi General Hospital
- Khoo Teck Puat Hospital
- Ng Teng Fong General Hospital

If your child is injured, the school will arrange for your child to be taken to the nearest Government/Restructured Hospital, unless you choose a Private or upgraded option or the situation requires the use of a Private Hospital due to its proximity or availability of ambulances.

### **REFUND POLICY AND WITHDRAWAL POLICY**

Please refer to the School's website for the most up-to-date policies and the respective procedures. In addition, these policies are documented in the Student Contract that is signed before the commencement of the course.

### **PERSONAL DATA PROTECTION POLICY**

It is the School's policy to treat all learner data as confidential and strictly for internal use only. The School will use the personal data that it collects only for the purposes indicated. In the event that the School intends to use data provided for other purposes beyond the original intent of data collection, the School will seek the written permission from parents and/or guardians before using the data unless requested by government agencies. Personal data in Singapore is protected under the Personal Data Protection Act 2012. The detailed policy which can be read [here](#). If you have any queries regarding the policy or your personal data, please email the Data Protection Officer: [dpo@nexus.edu.sg](mailto:dpo@nexus.edu.sg). Once your child is enrolled, to access, change or cancel your data, please contact [learnerservices@nexus.edu.sg](mailto:learnerservices@nexus.edu.sg), or follow the instructions in the Parent Portal.

## **Management of Feedback, Compliments, Complaints and Grievance**

In line with our Core Value of Openness in Communication, the School has an open door policy and welcomes all feedback, compliments, complaints and grievances from stakeholders. This information is handled in strict confidence.

The School has a closed-loop feedback and complaint/grievance management system to collect feedback, compliments, complaints and grievances in a timely manner and ensure that they are given due consideration and dealt with efficiently.

The School looks upon feedback as an opportunity for continual improvement. We recognise that constructive feedback helps to improve our service delivery.

For complaints or grievances, it is the School's policy to reach a fair and amicable solution. NISS' dispute resolution policy is aligned to the dispute resolution provision in the Private Education Act. In the event that a satisfactory outcome cannot be reached, the dispute can be referred to the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) through CPE Student Services Centre for mediation. Our aim is to provide prompt and informal resolution of complaints and grievances as they arise and to provide recourse to orderly procedures for them to be addressed and resolved.

As part of the School's effort in striving for continual improvement, all input is recorded in the Feedback Management Report. Information logged includes the nature of the feedback/complaint/grievance, the staff involved, resolution process and time taken to complete the process.

The feedback, complaints and grievances procedure is as follows:

1. Any stakeholder with feedback, complaint or grievance should raise the issue at their earliest opportunity. Feedback, complaints and grievances can be lodged via:
  - Email to [feedback@nexus.edu.sg](mailto:feedback@nexus.edu.sg)
2. The School will acknowledge receipt of all feedback, complaints and grievances within 2 working days. They will be responded and addressed within 10 working days.
3. In the event that an amicable outcome cannot be reached, the dispute can be referred to Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) through CPE Student Services Centre for mediation.

### **WHISTLEBLOWER POLICY**

Taylor's Education Group (TEG) is committed to promote and maintain high standards of integrity, transparency and accountability as well as good corporate governance in the workplace. Its employees, learners and other stakeholders are encouraged to report or raise concerns on any suspected wrongdoing. Any alleged wrongdoing will be investigated and TEG will protect any party who makes a good faith report of wrongdoing from retaliation. You may refer to this link <http://www.taylorsgroup.org> for further information on this policy.