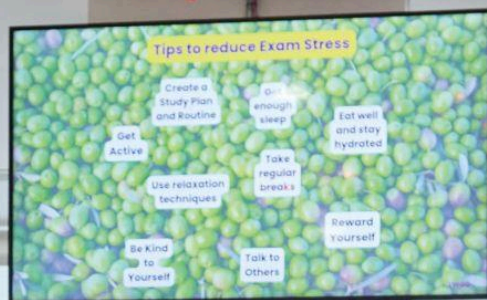


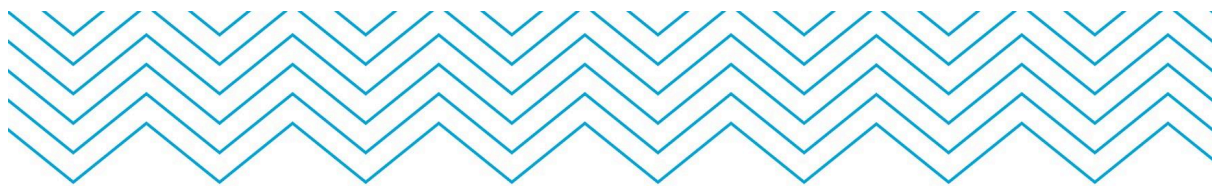


**NEXUS**  
INTERNATIONAL  
SCHOOL  
SINGAPORE



# SECONDARY SCHOOL **PARENT & LEARNER**

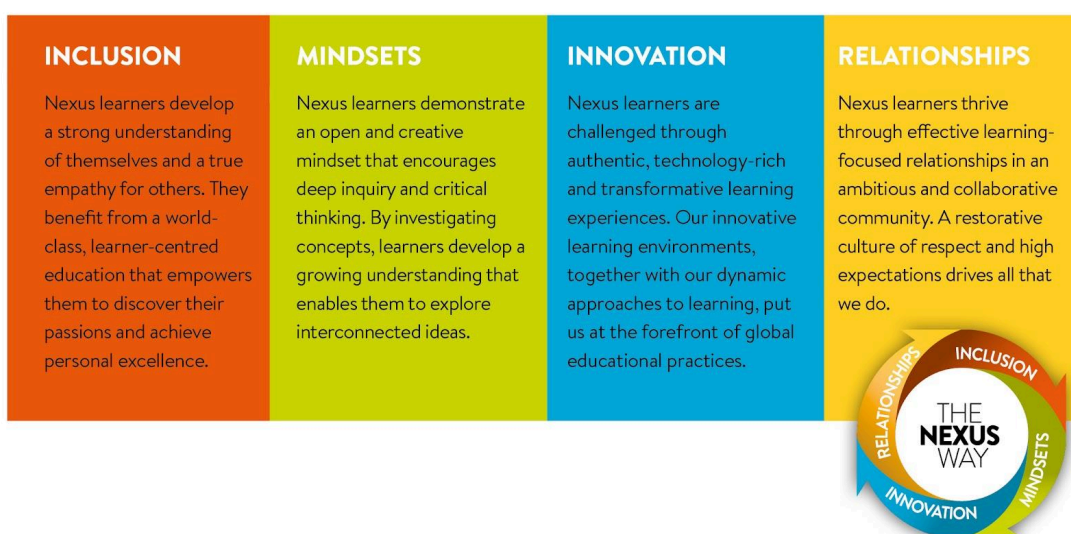
INFORMATION HANDBOOK **2026 - 2027**



## OUR MISSION

# BUILDING AN EMPOWERING, LEARNING-FOCUSED COMMUNITY

## THE NEXUS WAY



## OUR CORE VALUES

being dedicated to a culture of **RESPECTING** and caring for each other  
 openness in **EXCELLENCE**  
 acting with **COMMUNICATION**  
 being **INTEGRITY**  
 creating **PASSIONATE** in what we do  
 creating **ENJOYABLE** environments

## OUR VISION

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

Member of Taylor's Education Group





## 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. 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 an active role in their learning and productive role in the community enabling them to lead in global society in the future.

At Nexus we value learners' talents in academics, sports, the arts and extra-curricular activities. We track individual progress and have a strong record of adding value to learners, culminating in superb university destinations. We look to develop motivated, critical thinkers and collaborators who can apply knowledge and skills to thrive in a changing world.

I hope this handbook helps you understand more about the Nexus environment and how we will support your child's journey with us both academically and developmentally. Our aim is for learners to be happy and successful and to forge a strong sense of identity and self-worth.

Children learn best when their parents are both interested and actively involved in their school life. At Nexus, we acknowledge the importance of close parent-teacher-learner links and encourage you as parents to be fully engaged in the education of your child. This handbook has been written to assist with this and clarify the systems, procedures and expectations of the school. Please read the guide carefully and do let us know if there are questions you have that are not answered by this handbook.

It is my privilege to lead a team of hardworking professional teachers who are using the latest research and technologies to help your child learn most effectively. As adults we are always learning and today with metadata studies and neuroscience informing us how we can enhance learning, we are better informed than ever. It is an exciting time to be educating young people, and we are grateful to have you with us.

I look forward to meeting you soon.

Best wishes,



Jonathan Gunzi

Head of Secondary

[gunzi.j@nexus.edu.sg](mailto:gunzi.j@nexus.edu.sg)

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## Term Dates 2026 – 2027

|                 |                                                                                                                                                                         |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 1</b>   | Tuesday, 11 August 2026 to Friday, 9 October 2026                                                                                                                       |
| Term Break      | Monday, 12 October 2026 to Friday, 23 October 2026                                                                                                                      |
| <b>Term 2</b>   | Tuesday, 26 October 2026 to 18 December 2026                                                                                                                            |
| Term Break      | Monday, 21 December 2026 to Tuesday, 12 January 2027                                                                                                                    |
| Public Holidays | Deepavali <sup>#</sup> : Monday, 9 November 2026<br>Christmas: Friday, 25 December 2026<br>New Year's Day: Friday, 01 January 2027                                      |
| School Closure  | Staff Professional Learning Day: Friday, 6 November 2026                                                                                                                |
| <b>Term 3</b>   | Wednesday, 13 January 2027 to Thursday, 25 March 2027                                                                                                                   |
| Term break      | Monday, 29 March 2027 to Friday, 9 April 2027                                                                                                                           |
| Public Holidays | Lunar New Year: Monday, 8 February to Friday 12 February 2027<br>Hari Raya Puasa: Wednesday, 10 March 2027 (TBC)<br>Good Friday: Friday, 26 March 2027                  |
| School Closure  | Staff Professional Learning Day: Tuesday, 12 January 2027                                                                                                               |
| <b>Term 4</b>   | Monday, 12 April 2027 to Friday, 25 June 2027                                                                                                                           |
| Term Break      | Monday, 28 June 2027 to Monday, 09 August 2027                                                                                                                          |
| Public Holidays | Labour Day in lieu: Friday, 30 April 2027<br>Hari Raya Haji: Monday, 17 May 2027 (TBC)<br>Vesak Day: Thursday, 20 May 2027 (TBC)<br>National Day: Monday 09 August 2027 |

<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.

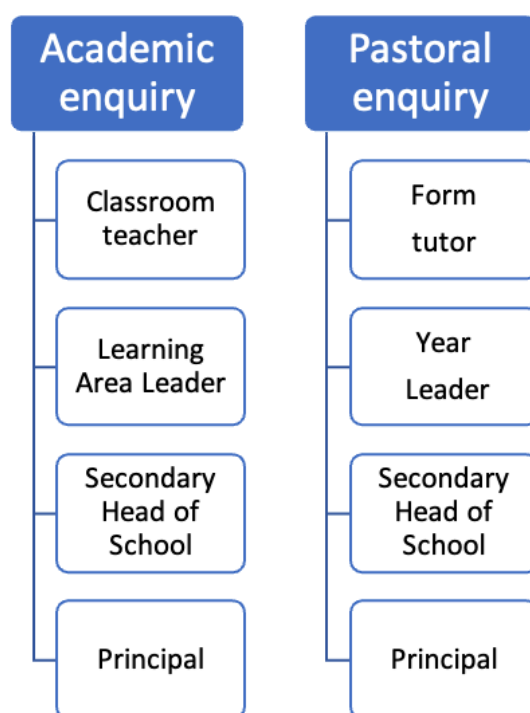
## Management Structure

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>   |
| Amanda Tranmer  | Year 8 Leader  | <a href="mailto:tranmer.a@nexus.edu.sg">tranmer.a@nexus.edu.sg</a>   |
| Steven Williams | Year 9 Leader  | <a href="mailto:williams.s@nexus.edu.sg">williams.s@nexus.edu.sg</a> |
| Cammy Lu        | Year 10 Leader | <a href="mailto:lu.c@nexus.edu.sg">lu.c@nexus.edu.sg</a>             |
| Frank Carter    | Year 11 Leader | <a href="mailto:carter.f@nexus.edu.sg">carter.f@nexus.edu.sg</a>     |
| Jim Bevan       | Year 12 Leader | <a href="mailto:bevan.j@nexus.edu.sg">bevan.j@nexus.edu.sg</a>       |
| Graeme Massey   | Year 13 Leader | <a href="mailto:massey.g@nexus.edu.sg">massey.g@nexus.edu.sg</a>     |



## SECONDARY LEARNING AREA LEADERS

| Learning Area                                  | Learning Area Leader | Email                                                                  |
|------------------------------------------------|----------------------|------------------------------------------------------------------------|
| Art                                            | Aletia Aston-Swads   | <a href="mailto:soards.a@nexus.edu.sg">soards.a@nexus.edu.sg</a>       |
| English as an Additional Language              | Jessica Mascaro      | <a href="mailto:mascaro.j@nexus.edu.sg">mascaro.j@nexus.edu.sg</a>     |
| Business and Economics                         | Alec Armstrong       | <a href="mailto:armstrong.a@nexus.edu.sg">armstrong.a@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                                         | Kerry Hacking        | <a href="mailto:hacking.k@nexus.edu.sg">hacking.k@nexus.edu.sg</a>     |
| Drama                                          | Rachel McCue         | <a href="mailto:mccue.r@nexus.edu.sg">mccue.r@nexus.edu.sg</a>         |
| English                                        | Katie Hayward        | <a href="mailto:hayward.k@nexus.edu.sg">hayward.k@nexus.edu.sg</a>     |
| European Languages                             | Julien Menet         | <a href="mailto:menet.j@nexus.edu.sg">menet.j@nexus.edu.sg</a>         |
| Global Perspectives                            | Karianne DiSalvo     | <a href="mailto:disalvo.k@nexus.edu.sg">disalvo.k@nexus.edu.sg</a>     |
| Individuals and Societies (History, Geography) | Elise Piercy         | <a href="mailto:piercy.e@nexus.edu.sg">piercy.e@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                                        | Chanelle Parker      | <a href="mailto:parker.c@nexus.edu.sg">parker.c@nexus.edu.sg</a>       |

## SECONDARY SENIOR LEADERSHIP TEAM

|                  |                                                   |                                                                      |
|------------------|---------------------------------------------------|----------------------------------------------------------------------|
| Jonathan Gunzi   | Head of Secondary School                          | <a href="mailto:gunzi.j@nexus.edu.sg">gunzi.j@nexus.edu.sg</a>       |
| Carly Drysdale   | Deputy Head of Secondary School                   | <a href="mailto:drysdale.d@nexus.edu.sg">drysdale.d@nexus.edu.sg</a> |
| Stephanie Hughes | Deputy Head of Secondary School                   | <a href="mailto:hughes.s@nexus.edu.sg">hughes.s@nexus.edu.sg</a>     |
| Kate Ellicott    | Assistant Head of Secondary (Teaching & Learning) | <a href="mailto:ellicott.k@nexus.edu.sg">ellicott.k@nexus.edu.sg</a> |
| Adam Smith       | Director of Enrichment                            | <a href="mailto:smith.a@nexus.edu.sg">smith.a@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 – 08:40 | Reflection Time   |                   |
|                                           | 08:40 – 09:40 | Science           | Music             |
|                                           | 09:40 – 09:45 | Movement          |                   |
|                                           | 09:45 – 10:45 | Maths             | English           |
|                                           | 10:45 – 11:15 | Break             | Break             |
|                                           | 11:15 – 12:15 | Humanities        | LOTE              |
| A<br>F<br>T<br>E<br>R<br>N<br>O<br>O<br>N | 12:15 – 12:20 | Movement          |                   |
|                                           | 12:20 – 01:20 | LOTE              | Science           |
|                                           | 01:20 – 01:50 | Lunch             | Lunch             |
|                                           | 01:50 – 02:20 |                   | PHSE              |
|                                           | 02:20 – 03:20 | Art               | 02:20 – Dismissal |
|                                           |               | 03:20 – 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 campus officially opens at 8.00am.**

### **MORNING ARRIVAL**

- Learners engaged in organised activities can enter school at a time agreed by the supervising teacher.
- All learners can play on the field from 7.40am.
- Year 12 and 13 learners may enter the common room from 7.40am.
- Learners make their way to tutor rooms from 8am.
- Learners should not enter the classroom unless the teacher is there.

### **BREAK AND LUNCH**

Secondary learners may eat in the cafeteria, Eco Café, or designated outdoor areas, and may play in approved outdoor spaces. The Learning Resource Hub is available for quiet study. After eating, learners may use the same recreation areas as during morning break, and, when allocated, the Sports Hall.

Nexus International School (Singapore) aims to promote healthy eating, and we ask for parental support in this. The cafeteria is operated by an external provider. Learners may bring a snack from home or purchase one on site; IBDP learners may also use the Eco Café. Snacks should ideally include a variety of fruits and vegetables, while items such as chocolate, biscuits, crisps, and cakes should not be everyday choices. Chewing gum, bubble gum, sweets, and candy are not permitted.

Learners are supervised in the cafeteria and Eco Café and are expected to remain seated while eating, behave appropriately, and tidy up after themselves. Water is available at all times via filtered fountains.

Please note:

- Food delivery is not permitted.
- Food items containing nuts are not permitted.

### **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 3.20pm on Monday to Thursday and at 2:20pm on Friday if not participating in an after-school activity. If learners are on site waiting to collect a sibling from a CCA, they should be studying in either the Eco Cafe or Secondary School Library. They should not be using devices after school unless they are in a designated study space. All learners should be off site by 4.30pm Monday – Thursday and 3.30pm on Friday (unless directly

supervised by a teacher). Please make sure the bus companies have been informed of any changes of plans so as not to delay transportation.

### PICK UP BY SCHOOL REQUEST

Parents/guardians may sometimes be asked by the school to collect their child if there are concerns. This is to ensure that the child returns home safely.

### AFTER-SCHOOL ACTIVITIES

A range of co-curricular activities are on offer most afternoons from 3.30pm to 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 season. [Information on current after-school activities](#) is distributed separately from this handbook each term.

If you are interested in offering an activity we would love to hear from you.

Learners attending after-school activities must exit the campus promptly after their conclusion.

## Attendance and Punctuality

The teaching days are full and intensive and provide essential learning opportunities. It is therefore important for attendance to be as near to 100% as possible. We ask for your support in achieving this. We reserve the right to withhold future contracts or withdraw student passes in cases where attendance is poor. Anything less than 90% is considered poor attendance and we ask that you do not take learners on holiday during term time.

### Reporting Absence

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 (MC) for medical absences. Any physical documentation should be submitted to **Learner Services**.

### Medical Certificates (MCs) and Online Consultations

While we understand that for some absences due to illness, a medical certificate obtained through online consultation is preferable, there are circumstances in which the learner must attend an in-person consultation.

An in-person consultation is required for absences:

- Where a formal assessment or examination will be/has been missed
  - The medical certificate must explicitly state that the learner is unfit to complete the assessment or examination (including trial examinations)
- For learners holding Student Pass issued by Immigration and Checkpoints Authority (ICA)
  - Failure to do so will result in the absence being marked as *Unexplained Absence*
- For all learners in Year 10 to 13

- From a school trip
- In the days immediately preceding and following a school holiday
- When a learner has an absence rate greater than 5%

Medical Certificates (MCs) must be issued by a medical practitioner registered with the Singapore Medical Council (SMC). MCs issued by non-registered practitioners, including some alternative medicine providers, will not be accepted.

All Medical Certificates (MCs) must be delivered either electronically or in hard copy directly to **Learner Service** by the parents or guardians.

### **Illness and Fitness to Attend**

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 child's interest to complete each term.

### **Attendance Requirements for Student Pass Holders**

Learners holding a Student Pass issued by the Immigration and Checkpoints Authority (ICA) must maintain a monthly attendance rate of 90% and above. The school is required to report to ICA if a learner's attendance falls below this threshold. Student Pass holders must ensure there are no more than seven (7) consecutive days of absence.

### **External Examinations**

External examinations for Year 11 and Year 13 are set by external boards and cannot be rescheduled by the school. Some examinations may fall on public holidays or during school breaks, so please check the examination schedule carefully before making travel or activity arrangements.

## **TAKING CHILDREN OUT OF SCHOOL**

Parents may need to request leave for their children for a variety of reasons. These might include medical appointments, bereavement, competitions, visa or passport-related appointments and significant family occasions. The school grants most reasonable requests provided the [Learner Leave Application Form](#) has been submitted **at least three days** in advance. If you wish to take your children out of school during the day **we must receive advance notice** so that we can make security aware. In the interest of safeguarding, 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 at their tutor room 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.



Learners arriving after tutor time should register at Learner Services. An SMS message will be sent to parents and guardians of learners whose absence is unexplained at 9.30 am.

### **ATTENDANCE AND EXAMINATION ENTRY**

If over the duration of a two year IGCSE or IBDP course attendance drops below 80%, it may be deemed by the curriculum coordinator and school leadership team that the learner has not completed enough of the course to be entered for the final examination. For each course we offer there are required hours of instruction and attendance below 80% would mean a learner has not met these hours. In those cases it may be deemed inappropriate to enter the learner. The importance of attendance is also stated in the school terms and conditions.

The school will issue termly notices to learners who fall below this threshold and attendance to date will also be published on termly reports. If parents are concerned about low attendance they are encouraged to discuss the matter with the tutor or the relevant Head of Year as soon as possible.

### **Working While Studying**

Not all students in Singapore are allowed to work. Whether you can work depends on the type of pass you hold and approval from the Ministry of Manpower (MOM).

#### **STUDENT'S PASS (STP)**

Learners holding a Student's Pass who are aged 14 years and above may undertake employment only during official school vacation periods, subject to MOM regulations and eligibility requirements.

Part-time employment during the School Term is not allowed.

#### **DEPENDANT PASS (DP)**

Learners holding a Dependant's Pass are not permitted to undertake part-time or casual employment in Singapore unless a valid work pass has been approved by the Ministry of Manpower (MOM) prior to commencement of work.

#### **LONG TERM VISIT PASS (LTVP / LTVP+)**

Learners holding a Long-Term Visit Pass are not permitted to work unless a valid work pass or Letter of Consent has been approved by the Ministry of Manpower prior to commencement of work.

#### **IMMIGRATION EXEMPTION ORDER (IEO)**

Learners studying under an EIO are not permitted to undertake part-time or casual employment in Singapore unless a valid work pass has been approved by the Ministry of Manpower (MOM) prior to commencement of work.

## Getting Ready For School

### TIMETABLE

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

### 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 Code of Conduct](#) 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 and L6 terrace) at snack time and lunchtime. Learners wishing to work can go to the Learning Resource Hub.

Children should not need to use mobile phones whilst at school and parents must appreciate that learners cannot communicate with them during lessons. Wifi in school is readily available and there is no need for learners to use phone data to connect to the internet. We provide cyber security on our network and ask that learners use our wifi for this reason. 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.

Devices are for learning and we recommend that parents check what learners are accessing at regular intervals. There is a lot of useful information for parents about supporting their children with technology [here](#). Secondary learners need to take responsibility for themselves and their learning and they should make a point of checking Canvas and their emails regularly.

New learners and those learners with a new device should register it with the IT Help Desk who will configure it for use in school.

### UNIFORM AND APPEARANCE

Learners should remember that 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. (The beige shorts should no longer be

worn).

- School polo shirt and trousers, shorts or skorts for girls. (The beige shorts/skorts should no longer be worn). Rolling of skorts is not permitted.
- Appropriate closed-toe footwear. The school cannot accept responsibility for any injuries caused by the use of inappropriate footwear. For example Crocs and slippers/sliders are not appropriate for school.
- Sun hats are optional but we advise learners to wear a hat when out in the sun.
- School House T-shirt is required for House events.
- Facial jewellery such as nose rings and eyebrow piercings are not permitted, all other jewellery should be discreet and safe for a school environment.
- Any existing tattoos should be covered up at school. 18 is the minimum age for tattooing in Singapore.
- A Nexus Hoodie (other events hoodies are not permitted as uniform but may be worn in the club or activity the learner is involved in).
- Makeup and nail polish should be kept to a minimum.
- Hair colour needs to be a natural colour.

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 that learners are suitably dressed.

## PHE AND SWIMMING LESSONS

PHE lessons are part of your child's curriculum from Years 7 to 11. Although not assessed in Year 10 and 11, lessons contribute to a well rounded, healthy lifestyle and we expect all learners to take part.

For PHE, learners should wear the full PHE kit with appropriate running shoes. For hygiene reasons learners should change at school before and after their lessons. Learners should remove jewellery, bring a water bottle and wear a hat and sunscreen if outside. The school has no responsibility for safekeeping of valuables.

Swimming is part of the core curriculum for Years 7 to 9 and all learners are expected to participate. Swimming lessons are taught and supervised by trained staff. A swimming cap should be worn for all learners. Learners should wear a 'sun safe' swimming costume and bring a towel.

A Medical Certificate (MC) is required for any medical/injury excusals from lessons and an email/note from a parent or guardian is required to explain other absences, e.g. menstruation during swimming units. By following the mantra of 'sick or fit bring your kit', we can often find a non-physical role for a learner such as coach, referee or providing feedback that allows them to take part.

## HOUSE SYSTEM

All learners are placed in one of our four Houses (Angin, Ayer, Api, Tanah) by the Learner Leadership Coordinator. Learners and staff come together in their Houses for fortnightly House

meetings and a variety of events including fortnightly interhouse events as well as whole school events.

### LEARNER LEADERSHIP

Learners will have the opportunity to put themselves forward for a number of opportunities this academic year. The House System will offer a variety of new Leadership opportunities throughout the school as Heads of House and House Captains. There will also be a number of Area Captain roles to focus on key projects within the academic year. These will be under the titles of Learner Life, Communities, Innovation, Sports, and Arts.

Roles will be advertised at the start of the academic year.

### VALUABLES

Learners are discouraged from bringing valuables to school. This includes cash, electronic devices (except their iPad or laptop) and jewellery. The school has no responsibility for safekeeping of valuables.

## 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.

| Year 7               | Year 8               | Year 9 | Year 10 & 11 | Year 12 & 13 |
|----------------------|----------------------|--------|--------------|--------------|
| MYP                  | MYP                  | MYP    | IGCSE        | IBDP         |
| Foundation Programme | Foundation Programme |        |              |              |

### YEARS 7-9

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 (IB). These criteria cover Investigating, Planning, Taking Action and Reflecting. Each criterion is marked out of 8, with 8 showing the learner has achieved the highest level. A supervising teacher, from the Year 9 tutor team, 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.

Learner should receive information and guidance from their supervisors that include:

- guidelines about the MYP project

- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback
- requirements for academic honesty.

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](#).

#### FOUNDATION PROGRAMME – TIER 4

The Foundation Programme is an immersive English programme for learners who are starting to learn English. It focuses on the Academic and Social language needed for the learners to be successfully integrated into the mainstream. The programme includes different subjects and learners move between specialist teachers.

##### **MYP Tier 4 (Foundation programme)**

29% in mainstream

| Immersive English taught by EAL |         |         | Discrete | Mainstream |         |              |
|---------------------------------|---------|---------|----------|------------|---------|--------------|
| English                         | Science | I&S     | PHE      | Maths      | Arts    | Tutor / PSHE |
| 20 hours                        | 6 hours | 5 hours | 4 hours  | 6 hours    | 6 hours | 2 hours      |

For more information on the Foundation Programme, please refer to the Foundation Programme Curriculum booklet available on the [Parent Zone](#) on our website.

For learners who are still learning English but are not beginners we offer two further tiers of support with the aim of moving learners through the programme into mainstream.



**MYP Tier 3 (Intensive English programme)**

63% in mainstream

| Intensive English taught by EAL |         |         | Mainstream |         |         |         |         |              |
|---------------------------------|---------|---------|------------|---------|---------|---------|---------|--------------|
| English                         | LOTE    | I&S     | PHE        | Maths   | Science | Design  | Arts    | Tutor / PSHE |
| iEn                             | ELA     | il&S    | 6 hours    | 6 hours | 6 hours | 5 hours | 6 hours | 2 hours      |
| 6 hours                         | 6 hours | 6 hours |            |         |         |         |         |              |

**MYP Tier 2 (Additional English programme)**

88% in mainstream

| Intensive English taught by EAL | Mainstream |         |         |         |         |         |         |              |
|---------------------------------|------------|---------|---------|---------|---------|---------|---------|--------------|
| LOTE                            | English    | I&S     | PHE     | Maths   | Science | Design  | Arts    | Tutor / PSHE |
| ELA                             | 6 hours    | 6 hours | 6 hours | 6 hours | 6 hours | 5 hours | 6 hours | 2 hours      |
| 6 hours                         |            |         |         |         |         |         |         |              |

Jessica Mascaro

Learning Area Leader for EAL

[mascaro.j@nexus.edu.sg](mailto:mascaro.j@nexus.edu.sg)**YEARS 10–11 (IGCSE)**

Year 10 and 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 and 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 provide evidence of academic performance that has been externally validated. This is important for those intending to undertake high studies at university or similar. Nexus has a flexible approach to the number of IGCSEs taken. It is far better to take fewer GCSEs 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<br>(Chinese, French,<br>Spanish) | Global<br>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 EAL programme to support their academic English skills.

CAIE and Edexcel are equal in standing and use different grading systems for IGCSE:

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

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](#).

For learners who need support to build their academic English we offer the following support programme.

### IGCSE Tier 3 (Intensive English programme)

70% in mainstream

| Intensive English taught by EAL in place of options |                               |                               | Mainstream |                     |         |         |         |         |              |
|-----------------------------------------------------|-------------------------------|-------------------------------|------------|---------------------|---------|---------|---------|---------|--------------|
| IELTS                                               | English for academic purposes | English for academic purposes | English    | Global Perspectives | Maths   | Science | LOTE    | PHE     | Tutor / PSHE |
| 5 hours                                             | 5 hours                       | 5 hours                       | 7 hours    | 4 hours             | 5 hours | 9 hours | 5 hours | 2 hours | 2 hours      |

The aim of this programme is to prepare learners for IBDP and to be able to write a 4000 word extended essay. Please note that the IELTS qualification is recognised by many universities and a pass of 6 or more shows a language level proficiency suitable for tertiary study.

## YEARS 12-13

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. 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 curriculum subjects and three core subjects (Theory of Knowledge, Extended Essay and Creativity, Activity, Service). The curriculum 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 HL / 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 and 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 give learners a choice of three different trips in Year 12 to support 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 by the IB 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 subject
- 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 in Y10 and above 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 English as an Additional Language (EAL)

### WHAT IS OUR COMMITMENT TO INCLUSIVE LEARNING?

At Nexus International School (Singapore), we're committed to creating an inclusive and empowering learning environment where every learner can thrive. We achieve this through our Multi-tiered System of Support (MTSS), which offers equitable opportunities and personalised assistance. We use a data-driven process, including assessments and classroom performance, to determine tier placements, reviewing and adjusting them each semester to ensure support always matches our learners' evolving needs and progress.

### WHAT ARE OUR SUPPORT TIERS FOR LEARNERS?

At Nexus, we categorise support into different "Tiers" for learners with identified needs / Special Educational Needs (SEN). These tiers help us provide the right level of collaborative support to ensure every learner thrives. We review each learner's tier placement regularly to ensure they are always receiving the most appropriate and effective support for their evolving needs.

- **Tier 1 Learners:** These are learners whose individual learning needs can mostly be met by their regular classroom teachers, often with a little guidance from our inclusion team. This tier also includes learners who might have potential individual learning needs that have not yet been fully assessed, or those with additional English language needs that can be accommodated in their mainstream classes.
- **Tier 2 Learners:** For these learners, individual needs have been assessed and require more support than what can typically be provided by regular classroom teachers alone. The extra help from our inclusion team aims to ensure these learners can fully access all mainstream formal and informal learning opportunities. If a learner has additional English language needs, they receive dedicated English language support.
- **Tier 3 Learners:** These learners have significant individual needs that require intensive support beyond what is offered in Tier 2. Our goal for Tier 3 learners is to provide comprehensive support so they can access, or work towards accessing the mainstream curriculum. For those with additional English language needs, this means extensive extra English language support.

### HOW DO WE PROVIDE COLLABORATIVE SUPPORT?

Our approach to support is highly collaborative, to ensure a unified approach to maximise each learner's potential:

- **Learning Support Teachers** play a key role in identifying learning challenges and providing tailored support. They work with learners to set goals, offer resources, and address emotional well-being. Crucially, they also build a transparent dialogue among learners, classroom teachers, and parents to openly discuss concerns and celebrate progress.
- **Learners** are encouraged to take ownership of their education by actively participating, communicating their needs, collaborating with teachers and parents, using agreed strategies, reflecting on their progress, and supporting their peers.
- **Parents** are vital partners, expected to communicate and collaborate actively with their children and teachers, sharing insights into their child's strengths, challenges, and background, and supporting agreed-upon strategies at school and home.

## HOW DO I SEEK SUPPORT FOR MY CHILD?

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 EAL 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. Should you require teacher input for an external assessment, please allow our Learning Support team to coordinate this.

Please contact our Learning Support Coordinator if you have any queries

.....  
Aisha Balani

.....  
Learning Support Coordinator

.....  
[balani.a@nexus.edu.sg](mailto:balani.a@nexus.edu.sg)  
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## ENGAGEMENT WITH LEARNING

The school's [Engagement and Behaviour Policy & Guidelines](#) supports 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 with a very diverse school community; 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 learning that informs teaching and helps learners to go deeper in their learning. 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 for learning may involve self-assessment, peer assessment and teacher assessment practices and includes well researched and evidence based techniques that benefit learning.

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 FEEDBACK AND REPORTS**

The Secondary School is using live feedback to learners via Canvas. There will be at least one detailed piece of feedback and grade per subject per term for each learner. This will clearly identify what the learner needs to work on and should be used as constructive criticism.

The subject teachers will keep parents and guardians informed of any issues related to their child's progress. 'Recognitions' can be seen in the Parent Portal and show how the learner has made a positive contribution. These are referenced against the Learner Profile. Concerns will be shared by phone call, email or face to face meeting. Progress reports will also appear through the Parent Portal and emails will be sent when 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. Reading fluency and mathematical ability are also tested twice a year in Y7-Y9. The outcomes of these will be shared with learners and their families.



For learners in Year 10 to Year 13 we issue termly reports. IGCSE/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.

All 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.

## OVERVIEW OF SECONDARY REPORTING

## MYP

| CAT4 E at start of programme              | Term 1                             | Term 2 | Semester Report                                                                         | Term 3                                  | Term 4 | Semester Report                                                                  |
|-------------------------------------------|------------------------------------|--------|-----------------------------------------------------------------------------------------|-----------------------------------------|--------|----------------------------------------------------------------------------------|
| <b>MYP</b><br>Year 1 Criteria             | Criterion A, B, C, D<br>NGRT & PTM |        | Criterion Grades (1-8)<br>Indicative Grade (1-7)<br>Subject comment<br>Engagement Grade | Criterion A, B, C, D<br>NGRT & PTM      |        | Criterion Grades (1-8)<br>MYP Grade (1-7)<br>Subject comment<br>Engagement Grade |
|                                           |                                    |        | Tutor comment                                                                           |                                         |        | Tutor comment                                                                    |
| <b>MYP Y8 &amp; Y9</b><br>Year 3 Criteria | Criterion A, B, C, D<br>NGRT & PTM |        | Criterion Grades (1-8)<br>Indicative Grade (1-7)<br>Subject comment<br>Engagement Grade | Criterion A, B, C, D<br>NGRT & PTM      |        | Criterion Grades (1-8)<br>MYP Grade (1-7)<br>Subject comment<br>Engagement Grade |
|                                           |                                    |        | Tutor comment                                                                           | Community Project<br>Criterion A,B,C, D |        | Tutor comment<br>Community Project grade                                         |

## IGCSE

| CAT4 F at start of programme | Term 1                                                | Term 2                             | Term 3                                                                    | Term 4                                                |
|------------------------------|-------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Year 10</b>               | Engagement grade<br>Subject comment                   | Holistic grade<br>Engagement grade | Trial exam grade<br>Holistic grade<br>Engagement grade                    | Holistic grade<br>Engagement grade<br>Subject comment |
|                              |                                                       | Tutor comment                      |                                                                           | Tutor comment                                         |
| <b>Year 11</b>               | Holistic grade<br>Engagement grade<br>Subject comment | Holistic grade<br>Engagement grade | Trial exam grade<br>Holistic grade<br>Engagement grade<br>Subject comment |                                                       |
|                              | Tutor comment                                         |                                    | Tutor comment                                                             |                                                       |

**IBDP**

| <b>CAT4 G at start of programme</b> | <b>Term 1</b>                                         | <b>Term 2</b>                      | <b>Term 3</b>                                                             | <b>Term 4</b>                                                                                       |
|-------------------------------------|-------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Year 12</b>                      | Engagement grade<br>Subject comment                   | Holistic grade<br>Engagement grade | Holistic grade<br>Engagement grade<br>Subject comment                     | Holistic grade<br>Engagement grade<br>Trial exam                                                    |
|                                     |                                                       | <a href="#">Tutor comment</a>      |                                                                           | <a href="#">Tutor comment</a><br>(hot tip: write the majority early in the term after the CAS Trip) |
| <b>Year 13</b>                      | Holistic grade<br>Engagement grade<br>Subject comment | Holistic grade<br>Engagement grade | Trial exam grade<br>Holistic grade<br>Engagement grade<br>Subject comment |                                                                                                     |
|                                     | <a href="#">Tutor comment</a>                         |                                    | <a href="#">Tutor comment</a>                                             |                                                                                                     |

**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 (in person) and during the following day (online). 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 will be invited to make appointments through a digital platform.

**Home Learning in the Secondary School****WHY DO WE HAVE HOME LEARNING?**

Home learning is a valuable tool for consolidating knowledge and [establishing positive learning routines](#).

**Home learning is meaningful because it provides learners with:**

- Consolidation to foster subject knowledge & confidence;
- Inquiry and investigative opportunities to deepen and extend knowledge;
- An opportunity to reflect meaningfully on their learning;
- Vital practice of approaches to learning skills, such as self-management and organisational skills.

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, with teacher guidance, secondary learners will become more independent and autonomous as they progress through the school.

In additional home learning set by teachers, we also expect all learners to read every day for approximately 20 to 30 minutes. This remains a crucial element of developing literacy skills and intellectual curiosity. Teachers will provide suggested reading lists throughout the academic year.

### WHAT DOES HOME LEARNING LOOK LIKE?

Home learning is shared with learners and parents through our Learning Management System (LMS). Home learning does not always have to be written or completed online, and subject areas will select activities that best support the curriculum goals.

Home learning instructions will include:

- Clear task expectations
- Clear instructions which are scaffolded to make tasks accessible to all learners, ensuring independent engagement with the assigned tasks
- Resources for support

### Digital Tools for Consolidation

Our "Synaptic Strengthening Tools" are a suite of digital resources designed to optimise the learning process through the promotion of **recall and consolidation**. SSTs offer real-time insights to identify misconceptions early, inform planning, and monitor engagement, ultimately fostering deeper understanding and ensuring every learner can reach their full potential.

Each department curates digital tools that serve to:

- Identify misconceptions early and refine our teaching accordingly
- Inform planning with real-time insights into learner progress
- Monitor engagement to ensure all learners are actively participating

Nexus learners are encouraged to take ownership of their learning, to learn how to learn, and to implement approaches to learning that support their educational process. As such, learners are expected to complete assignments on time; even more importantly, they are expected to communicate with their teachers if they ever have difficulty meeting a deadline. At Nexus, we believe it is important that young people learn to advocate for themselves and communicate challenges they may face with their teachers before a deadline.

For learners in Year 10 and above, there is an expectation that they are proactive catching up on work missed due to absence. This will typically be an email to the teacher.

**HOME LEARNING: GUIDELINES BY PROGRAMME**

| Year             | Subjects assigning H/L                                                                                                                                                                     | Time Per Subject Per Week          | Timeframe                                                                       |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------|
| <b>Years 7–8</b> | <ul style="list-style-type: none"> <li>• Language and Literature</li> <li>• Language Acquisition</li> <li>• Mathematics</li> <li>• Science</li> <li>• Individuals and Societies</li> </ul> | 30–50 minutes                      | Learners will have one week to complete any home learning assignment            |
| <b>Year 9</b>    |                                                                                                                                                                                            | 40–60 minutes                      |                                                                                 |
| <b>IGCSE</b>     | All                                                                                                                                                                                        | 40–60 minutes                      | Learners will be given at least 48 hours to complete the assigned home learning |
| <b>IBDP</b>      | All                                                                                                                                                                                        | <i>Negotiated with the subject</i> |                                                                                 |

**Home Learning Breaks (MYP)**

Calendared breaks are planned into the home learning calendar to help monitor learners' HL progress. These breaks also provide a crucial opportunity for learners to catch up on any missed learning or challenging concepts at their own pace. If a teacher observes that a child is consistently falling behind or struggling to grasp key material, they will promptly inform parents to discuss strategies and provide support, ensuring learners receive the necessary assistance to succeed.

**IGCSE****Expectations:**

- Learners will be given at least 48 hours to complete any assigned home learning
- Typically, no single task should take more than 45 minutes
- Except for coursework, home learning will be collected during lessons
- Work should be authentic and AI should only be used to support generation of ideas, not to complete tasks

**Revision and Review:** In addition to completing specific home learning tasks, learners should also regularly review and revise content from the courses they are studying. Learners will be supported to develop individual, independent learning routines.

**IBDP**

Home Learning, when set, is tailored to the subject and designed as the most effective personalised approach for each learner, aiming for the optimal outcome. This might include Internal Assessments (IAs), extending classwork, completing readings, or undertaking exam preparation.

**Expectations:**

- Learners will be given at least 48 hours to complete the assigned home learning
- Except for coursework (IAs, EEs), home learning will be collected during lessons
- Work should be authentic and AI should only be used to support generation of ideas, not to complete tasks

**Revision and Review:** In addition to completing specific home learning tasks, learners should also regularly review and revise content from the courses they are studying. Learners will be supported to develop individual, independent learning routines.

## HOW CAN PARENTS SUPPORT HOME LEARNING?

Home learning is most effective when it feels purposeful, calm, and manageable – both for the learner and the family.

Learners are encouraged to develop a habit of focused attention and effort during home learning time.

Parents are encouraged to support their child by:

- Providing an effective study space within your home
- Ensure minimal distractions
- Create a routine – set up a regular time and a distraction-free space for study
- Help your child understand what is expected of them and review their assigned work
- Ensure your child completes all their work independently. It should never be plagiarised or done by an adult
- Have your child talk through the home learning they have been assigned.
  - These questions may help promote reflection in home learning:
    - What is your plan for getting home learning done today?
    - Which pieces of home learning do you think might be tricky?
    - Where could you look or who could you ask for support with this task?

## WHAT SHOULD I DO IF MY CHILD IS OVERWHEMED WITH HOME LEARNING?

- Focus on learning, not just tasks: discuss what your child is *learning*, not just the assignments. Even if your child is not able to complete the task there is always value in discussing learning.
- Communicate struggles: If your child is experiencing difficulty, please inform the class teacher so they can further investigate and provide support.

## MANAGEMENT OF MISSED DEADLINES & CATCH UP SESSIONS

### 1. Missed Deadlines

- First missed deadline – the teacher will have a quick chat with the learner during or after the lesson about why the Home Learning was missed and to set a new deadline for completion.
- Second and subsequent missed deadlines – each occasion that a learner fails to meet a prescribed home-learning deadline, the teacher shall enter a concern on SMIS, ideally on the same day.

### 2. Catch Up Sessions

- Should a learner accrue two missed deadlines within a single term, the learner shall

be required to attend an after-school Catch Up Session, to be supervised by the subject teacher or LAL.

- The session scheduling should, where practical, take place within 48 hours of the second missed deadline.
- During the Catch Up Session, teachers will take the time to coach learners so that they are supported with reflection and are empowered to meet expectations in future.

### **3. Parental/Guardian Notification**

Concurrently with the SMIS entry for the second missed deadline, the teacher is expected to notify the learner's parents or guardians via email.

### **4. Pre-Session Completion Protocol**

If the learner submits all outstanding home-learning assignments before the convened Re-engagement Session, the supervising teacher may choose to:

- Excuse the learner from attending the session, or
- Require the learner to complete supplementary consolidation tasks designed to reinforce the relevant learning objectives.
- Have a conversation with the learner about how they can better manage their time/any concerns they may have

## **Learning Resource Hub**

The Secondary Learning Resource Hub (Library) has a well resourced print and online collection. Our online databases can be accessed 24/7 on and off campus. Learners have the opportunity to borrow four library books at a time for a period of two weeks. Learners will receive an automatic notification when a library book is overdue. To renew a book, learners just need to inform the library staff.

There is a qualified teacher librarian who collaborates with classroom teachers to support learning, research and digital literacy. Research skills are taught to help our learners efficiently navigate and evaluate information. Effective research skills empower learners to locate credible sources, analyse data and make informed opinions. These skills are essential for critical thinking and decision making in and out of the classroom.

We welcome parent volunteers to assist with Book Week and other special events. 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 library staff. They will then locate the name, author and ISBN number of the lost book and send the information home. Parents/guardians are kindly requested to provide a copy of any lost book. If this is not feasible, a replacement fee must be paid. The fee varies depending on the type of book that has been lost.



## Pastoral Care and Guidance

Children's intellectual and personal growth are inextricably linked. Learners need to feel safe and supported in order to learn. Learners are deliberately placed in small tutor groups to support their social and emotional development. 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.

### 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 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. At times it may be necessary for a family to keep a child at home until an external assessment has been completed and shared with school.

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 Designated Safeguarding Leads (DSLs).

### 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 will 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 and Year Leaders direct these sessions to help learners develop socially and emotionally and feel part of the community.

There is also a comprehensive programme (PSHE\*) 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.

\*Personal, Social, Health, and Economic education

## 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>   |
| Amanda Tranmer  | Year 8 Leader  | <a href="mailto:tranmer.a@nexus.edu.sg">tranmer.a@nexus.edu.sg</a>   |
| Steven Williams | Year 9 Leader  | <a href="mailto:williams.s@nexus.edu.sg">williams.s@nexus.edu.sg</a> |
| Cammy Lu        | Year 10 Leader | <a href="mailto:lu.c@nexus.edu.sg">lu.c@nexus.edu.sg</a>             |
| Frank Carter    | Year 11 Leader | <a href="mailto:carter.f@nexus.edu.sg">carter.f@nexus.edu.sg</a>     |
| Jim Bevan       | Year 12 Leader | <a href="mailto:bevan.j@nexus.edu.sg">bevan.j@nexus.edu.sg</a>       |
| Graeme Massey   | Year 13 Leader | <a href="mailto:massey.g@nexus.edu.sg">massey.g@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.

## ASSEMBLIES

Assemblies for the Secondary School are rotated between year groups on Fridays. Assemblies provide opportunities to promote wellbeing and enhance the sense of community and celebrate success. 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 careers counsellors 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 challenges with a child. 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

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Guardianship Coordinator

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

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## LEARNER LEADERSHIP

Learners can step forward and take on leadership roles as either a House Leader supporting the development of our new House system or in a key focus area: Sports, Arts, Communities, Learner Life or Innovation. Each role includes elements of service and opportunities to induce change at Nexus.

These opportunities are advertised through the Learner Bulletin and are open to all secondary learners, regardless of year group.

Lead Learners play an active role in shaping the school by:

- Supporting staff recruitment
- Contributing to strategic decisions
- Assisting with the general operations of the school

Additionally, learners will have the chance to collaborate with teachers, Learning Area Leaders and the Senior Leadership Team, developing valuable skills that are highly regarded by universities and colleges. Becoming a Lead Learner is an excellent way to build leadership experience, make a difference, and enhance future opportunities.

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Bethan McCormick

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Learner Leadership Coordinator

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[mccormick.b@nexus.edu.sg](mailto:mccormick.b@nexus.edu.sg)

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## 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 weekly 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 9 and above may live full-time with a legally appointed Guardian.

## DATA STORAGE AND PRIVACY

The school maintains a database 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 Notice](#) 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 have a positive impact on the community. The NCG meets on a regular basis, both formally and informally. To find out more, please go to the [Nexus Community Group \(NCG\) page](#). 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 teachers for learner references. Nexus offers to complete their own closed references only. These must be sent by the new school directly to Nexus and should be

directed to [learnerservices@nexus.edu.sg](mailto:learnerservices@nexus.edu.sg). 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        | It is our RESPONSIBILITY to                                                                                                                                                                                                                                                                                                                                                                                              | We all have the RIGHT to                                                                                                                                                                                                                                                                                                                    |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Respect       | <ul style="list-style-type: none"> <li>Be respectful of other people's backgrounds, characteristics, beliefs, and property</li> <li>Show empathy for other people's feelings, respond kindly, and ensure everybody feels welcome</li> <li>Refrain from physical, verbal and cyberbullying, threats or intimidation (including texting, chat programs, Facebook, Google Meet etc).</li> </ul>                             | <ul style="list-style-type: none"> <li>Feel valued, safe and supported</li> <li>Be treated with respect regardless of our backgrounds, characteristics, and beliefs</li> <li>Be included, feel welcome</li> <li>Not be bullied, threatened or intimidated (physically, verbally and/or with the use of communication technology)</li> </ul> |
| Excellence    | <ul style="list-style-type: none"> <li>Demonstrate positive learning behaviours</li> <li>Take ownership of our learning</li> <li>Be prepared, aware and involved in our learning</li> <li>Set learning goals to improve our learning</li> <li>Cooperate with others to achieve personal, and school goals</li> <li>Provide timely communication</li> <li>Respond positively to suggestions about our learning</li> </ul> | <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>Effective and timely communication</li> <li>Learn without disturbance</li> <li>Develop for our future</li> </ul>                                                 |
| Communication | <ul style="list-style-type: none"> <li>Speak politely and respectfully to each other</li> <li>Make our interactions with others inclusive, being respectful and acceptant of individual differences</li> <li>Afford others the opportunity to share their ideas, thoughts and feelings</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>Be spoken to politely and with respect</li> <li>Receive empathetic communication that accounts for our individuality</li> <li>Be heard and considered</li> </ul>                                                                                                                                     |
| Integrity     | <ul style="list-style-type: none"> <li>Be honest</li> <li>Take ownership of our actions</li> <li>Participate in timely restorative practice and peer mediation to resolve conflict</li> </ul>                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Feel that we can trust others and take comments at face value</li> <li>Be part of a supportive community that takes responsibility of actions</li> <li>Be supported in conflict resolution</li> </ul>                                                                                                |



|                       |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                             |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <ul style="list-style-type: none"> <li>Support others; seek help and act when I see a need</li> </ul>                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Receive support when I need it</li> </ul>                                                                                                                                                                            |
| Passion               | <ul style="list-style-type: none"> <li>Be respectful of other people's interests and passions</li> <li>Celebrate individual and team achievements</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Be happy at school</li> <li>Pursue my personal interests and passions free from social pressure</li> <li>Be recognised for individual and team achievements and that these be celebrated by the community</li> </ul> |
| Enjoyable Environment | <ul style="list-style-type: none"> <li>Keep all our classrooms and play areas free from litter</li> <li>Look after all equipment and seek permission when using the equipment of others</li> <li>Report damage to equipment and the physical environment</li> <li>Dress appropriately when at school and travelling to and from school</li> </ul> | <ul style="list-style-type: none"> <li>Be proud of our School</li> <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>                                 |

#### 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 that 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
- There are safeguarding concerns

### 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.

### 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) employs 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. Immunisation is an effective method of reducing the incidence of contagious illnesses within school age children. Immunisation 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 immunisation 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° 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) 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 and Compliance

### ACCREDITATIONS

Nexus International School (Singapore) – NISS – is an authorised International Baccalaureate (IB) World School for Primary Years Programme (PYP), Middle Years Programme (MYP) 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 Skills and Workforce Development Agency (SWDA)

under the provisions and regulations of the Private Education Act 2009 in Singapore. The registration number is 201009668C. In addition, NISS has obtained an EduTrust award (4-year certification) from SWDA. The School's Enhanced Registration Framework (ERF) registration and EduTrust details can be found in the school's profile on SWDA's website at [www.swda.gov.sg](http://www.swda.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 Skills and Workforce Development Agency (SWDA) 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 SWDA-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 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 SWDA 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 to 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 SWDA 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](#) for further information on this policy.