Mission

The United World College movement makes education a force to unite people, nations and cultures for peace and a sustainable future. We educate individuals to take responsibility for shaping a better world.

Vision

UWCSEA will be a leader in international education. We will have a worldwide reputation for providing a challenging holistic education with an emphasis upon academic achievement, service to others, environmental stewardship, teamwork and leadership.
Welcome to the Infant School

Welcome from the Principal

Welcome to the United World College of South East Asia’s (UWCSEA) East Campus.

The UWCSEA experience - be it in the classroom or outside it - provides each child the chance to discover their strengths and learn within a secure and supportive environment. UWC’s founder, Kurt Hahn, believed in the motto ‘plus est en vous’ - there is more in you than you think. It is our aim to assist every child in our care to discover all that is in them.

All the UWCSEA teaching staff work very hard for the children in their care. Like our students, our staff embrace the ideals of the UWC movement and practice these ideals in their classrooms and through their support of our programmes.

The school has a strong management structure to ensure the care for our students both pastorally and academically. Working with me in the development of our Infant School programme are Vice Principal Mary Van Der Heijden, Vice Principal Kathryn McKenna and Curriculum Coordinator Dave Kainey. Together, our staff apply their wealth of experience to ensure your child’s time at UWCSEA is productive and memorable.

Families are always encouraged to take an active role in the many activities taking place on campus each week. We endeavour to stay in constant communication with parents to ensure they are involved in our community at every opportunity.

I hope you find this guide useful and that it answers any queries you may have about the school. I know that all members of our school community will join with me in welcoming you and your child to our school.

Craig Coutts
Principal of East Campus Primary School
UWCSEA and the UWC movement

UWCSEA

UWCSEA provides a challenging, holistic education with an emphasis on academic achievement, service to others, teamwork and leadership.

The Dover Campus was opened by the then Prime Minister, Mr. Lee Kuan Yew, in 1971 under the name Singapore International School. Affiliated with the United World Colleges (UWC) movement from the start, the association was formalised in 1975 by changing its name to United World College of South East Asia.

Originally a secondary-only school with one campus, UWCSEA today has two campuses and a highly successful Primary School programme enrolling students as young as four. The total number of students (Kindergarten 1 - Grade 12) is now over 2,900 on the Dover Campus. Once the newly opened UWCSEA East Campus is offering full capacity in 2015, the additional 2,500 available places will swell the number of students enjoying the life-defining UWCSEA education to 5,400.

In line with the UWC philosophy, UWCSEA has scholars from around the world. Currently there are 42 National Committee scholars, aged 16-19, who have been selected by the more than 100 UWC national committees on criteria that go beyond academic ability to include such factors as “constructive energy”. There are also a number of scholars on UWCSEA-supported full scholarships, some of whom start in Grade 8. Scholars form part of the 192-student boarding community (aged 11-18) on the Dover Campus, with plans for an additional 120 boarders and similar numbers of scholars for the East Campus.

The presence of scholars and other boarders helps the College to achieve its goal of a truly international education with over 60 nationalities represented in the student body. Each class is genuinely diverse, and a walk around the campuses demonstrates how well students interact with each other regardless of race or nationality. Students are encouraged to celebrate and respect other cultures with the goal of promoting international understanding.

Students excel in a variety of activities, supported by excellent facilities. The College is represented by over 120 different sporting teams, while self-expression is promoted through the Arts and other programmes. There is also an extensive programme of activities offered in addition to the curriculum.

One vital aspect of a UWCSEA education is service. Students are expected to take part in some form of social service as part of their commitment to UWCSEA values. This service is broken into three levels:

1. Service within the College, for example older students helping younger students in sports teams and in the classrooms;
2. Service within Singapore, including visiting homes and hospitals for the elderly and disabled;
3. Service in the region, becoming involved in the implementation of a range of Global Concerns initiatives in the developing world.

The College supports more than 60 Social Services programmes; over 40 Global Concerns programmes; the Initiative for Peace; several Gap Year options and nine SEALinks projects.

Amidst all this activity, UWCSEA students also gain excellent academic results. They are regularly acknowledged by the Cambridge IGCSE board as being not just the best in Singapore, but in some cases, the best in the world. IB results are similarly impressive.

UWC movement

“The striking thing about the United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief.” - Nelson Mandela, Honorary President, UWC International.

The UWC movement arose out of the work of Kurt Hahn, who hoped to avert future world wars by using education to promote international understanding. Kurt Hahn also founded Outward Bound International, the Round Square Movement and the International Award for Young People.

The UWC movement is honoured to have Her Majesty Queen Noor of Jordan as its President and Nelson Mandela as its Honorary President. UWCSEA is the second of thirteen colleges; the others are located in the UK, Canada, Swaziland, the USA, Italy, Venezuela, Hong Kong, Norway, India, Costa Rica, Bosnia and Herzegovina and Maastricht in the Netherlands, with another College planned to open in New Zealand.

Each College has its own distinctive character but all share a common mission which has become more relevant than ever:

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

More information can be found at: www.uwc.org.

Round Square member

UWCSEA is a full member of Round Square, a world-wide association of over 60 schools. Students attending Round Square schools make a strong commitment, beyond academic excellence, to personal development and responsibility.

UWCSEA was the first UWC to be invited to become a Round Square school. It is an exciting opportunity for the College to be part of an association of schools spread over 20 countries from Europe, Africa, Asia, North America and Australia, all sharing a commitment to the philosophies of the experiential educator Kurt Hahn.

More information can be found at: www.uwcsea.edu.sg/roundsquare; and www.roundsquare.org.
Putting our values into practice

We have integrated our values into every element of our school life in order to achieve our mission and vision. The Mission, Vision and Values of UWCSEA can be found on the inside front and back covers of this guide.

All members of our community – students, staff and parents – are expected to commit to these values.

Ways in which our community members put our values into practice are:

1. Creating a social environment on the College campus that cultivates:
   • a respect and consideration for others that should largely obviate the need for rules
   • a spirit of celebrating initiative and ensuring that failure is never feared
   • the commitment of the older students to act as role models and activity leaders for the younger ones
   • a welcoming atmosphere for new students that inspires students to work hard and behave responsibly

2. Serving other people, particularly those in less fortunate circumstances, on the College campus, more broadly within Singapore, and in other countries through the Global Concerns programme.

3. Developing an appreciation of the local and global challenges which humankind is facing, particularly with respect to the natural environment.

4. Developing a sensitive awareness and a respect for other cultures and ways of life through the academic programme and daily interaction with friends from UWCSEA of other races and religions, as well as the people of Singapore’s multi-racial community. To encourage the process of learning from each other, the teachers seek to use the cultural diversity in their classes as well as taking the students on expeditions.

5. Being involved in the decision-making processes which will affect their lives including the evaluation of teaching methodologies. This principle applies at all grade levels but increasingly as the students get older; it is equally relevant to the relationships between governors, parents, management, teachers and ancillary workers.

6. Working closely with the other mutually-supportive colleges in the UWC family in order to achieve the UWC mission.

7. Allocating scholarships to UWC national committees, generally in countries with cultures and languages that are poorly represented at UWCSEA, for senior students who would not otherwise have access to a similar level of education or the associated career opportunities.
College structure

Both UWCSEA campuses are overseen by the Head of College and have the same Board of Governors with representation from each campus. However, each campus has its own academic and administrative staff to support the delivery of UWCSEA’s world-class education.

UWCSEA East

The East Campus opened in September 2008 in a transitional campus in Ang Mo Kio. Initially a Kindergarten 1 to Grade 4 Primary School for 420 students, the campus will accommodate 530 children to Grade 5 from August 2009.

Kindergarten 1 to Grade 1 will relocate to the purpose-built school in Tampines in August 2010. The Ang Mo Kio Campus will then accommodate Grades 2 to 6 in 2010, and UWCSEA East will provide 900 places across both campuses.

In 2011, Grades 2 to 6 will relocate from Ang Mo Kio to the fully-completed Tampines Campus. Joined by an intake of students in Grades 7 to 11, student numbers will swell to a maximum of 1,500.

By 2015, UWCSEA East at Tampines will offer places to over 2,500 Kindergarten 1 to Grade 12 students, including 120 boarders.

UWCSEA Dover

Dover Campus has over 2,900 students from over 60 nationalities. It is made up of five schools - the three older schools are the Middle, Upper and Senior Schools and the Infant and Junior Schools form the Primary School.

The table below indicates the schools within the College campuses, the appropriate ages and the number of student places within each school.

<table>
<thead>
<tr>
<th>School (Grades)</th>
<th>Ages*</th>
<th>Dover # of students</th>
<th>East # of students**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant (K1 - G1)</td>
<td>4 - 7</td>
<td>285</td>
<td>350</td>
</tr>
<tr>
<td>Junior (G2 - G5)</td>
<td>7 - 11</td>
<td>660</td>
<td>660</td>
</tr>
<tr>
<td>Middle (G6 - G8)</td>
<td>11 - 14</td>
<td>770</td>
<td>595</td>
</tr>
<tr>
<td>Upper (G9 - G10)</td>
<td>14 - 16</td>
<td>615</td>
<td>475</td>
</tr>
<tr>
<td>Senior (G11 - G12)</td>
<td>16 - 18</td>
<td>615</td>
<td>460***</td>
</tr>
<tr>
<td>Boarding (G6 - G12)</td>
<td>11 - 18</td>
<td>190</td>
<td>120****</td>
</tr>
</tbody>
</table>

* "Age" indicates the minimum age of a student by 1 September.
** Available places when the East Campus is fully operational in 2015/2016 academic year.
*** Grade 12 will be offered from 2012/2013 academic year.
**** Boarding available from 2011/2012 academic year.
College facilities

A purpose-built facility, integrating fully-planned educational functionality into every aspect, the new Tampines Campus provides what we believe is a benchmark in design and innovation in international schools around the world. Best-practise design has been integrated across every aspect of the new campus, incorporating environmental standards into every element of the school. We have challenged traditional notions of school design and created a distinctive concept entirely suited to the unique UWCSEA ethos and educational style.

Set on 5.5 hectares (13.5 acres), the Tampines site is an L-shaped parcel of land, with excellent road access. The campus layout has been planned with core teaching areas situated in the middle, whilst green zones, sports fields and assembly halls are located around the perimeter.

The vision in the design is the provision of shared learning and social spaces, enabling all students to interact, creating a ‘UWCSEA village.’ The campus design is layered in order to maximise the use of available space, with car and bus transit areas, parking, and indoor sport spaces located below ground. The boarding house will be located in a 16-storey building in a peaceful corner of the grounds.

Specialist facilities planned include:
- theatres (tiered, black box)
- multi-purpose halls
- sports facilities - Olympic-sized and learn-to-swim pools, full-size football pitch, three sports halls, tennis courts, gymnasium
- science, IT and computer, and language labs
- fully equipped design technology workshops
- specialist music studios and teaching facilities
- art rooms, dark room, ceramics studio
- home economics facilities
- two libraries equipped as state-of-the-art resource centres

Infant School

The infant block at Tampines will be a purpose-built, self contained facility for K1, K2 and Grade 1. The building itself will be four storeys high, with the main playground on the first floor.

The Infant School is designed as a child-focused, fun place to learn. Highly innovative, the design of the block means it is broadly self contained, with access to its own multipurpose hall, a 15m learn-to-swim pool and dedicated play facilities. There will be separate, self contained parking and drop off points for parents and direct bus access.

Key concepts behind the facilities being developed in the Infant School are:
- grade-level clusters - with the youngest students on the playground level
- multi-activity classrooms - facilitating linkages between outdoor and indoor learning activities (classrooms on first floor open into the garden)
- flexible spaces with the ability to create group and individual areas
- scaled to the height of the children using the facilities

Infant students will have specialist lessons in Music, PE and Chinese, with teaching facilities for these subjects contained within the block.

The rooms will provide a flexible environment to support the curriculum and yet allow easy access to appropriate shared teaching facilities such as learning support and play areas.

Designed to enhance the child’s experience of school, the block will incorporate features such as an internal planting structure dropping down the middle of the main staircase, and a slide and climbing net connecting to the garden play spaces for unusual alternatives to the stairs! It will integrate the latest international early childhood development examples of best practice into the design.
Curriculum vision

A defining characteristic of the UWCSEA curriculum is the way we actively integrate our mission and values into every aspect of College programmes. While we combine challenging experiences with academic rigor and creative opportunities in the personal education of every student, underpinning this are the values of the College. At the core is our mission to educate individuals to take responsibility for shaping a better world.

The curriculum provides opportunities for students to develop all their intelligences - analytical, practical, creative and emotional. These then strengthen each other, leading to well-balanced, perceptive individuals who have the confidence to take action to improve the lives of others.

Experiences in sports, on expeditions, using technology, through service to others, in the art studio, and in musical and dramatic performances, are integrated with classroom learning. The ability to communicate in more than one language is a key goal. A curriculum of this ambitious nature cannot be confined to the classroom, and we place equal importance on the worth of curricular and extra-curricular components.

Life-defining experiences

Students come to UWCSEA from different educational and cultural backgrounds, with a range of levels of attainment and frequently as second language English speakers. We welcome the rich diversity of backgrounds and experiences of our students and facilitate sharing of different perspectives as one of our core values.

The challenging range of experiences on offer provides all students an opportunity to learn the lessons that will mean the most to them as individuals. Our best evidence for the success of this approach is the level of our student achievement, motivation, involvement, personal confidence, and genuine concern for others. Students discover their ‘passion’ at different times during their UWCSEA experience, but we sincerely believe a UWCSEA education is genuinely life-changing for the vast majority of our students and, in many cases, for their parents as well.

Education outside the classroom

Students develop character and learning through challenges, both within and outside the classroom. The College offers a wealth of outdoor educational experiences. We aim to enhance and enrich students’ classroom experiences with cross curricular teaching and opportunities for learning outside of the classroom.

Our philosophy applies to expeditions, residential trips, community programmes and after school activities. All students, starting in Grade 3, participate in a class expedition outside of Singapore. From Taman Negara in Malaysia to sea kayaking in Tioman, students not only gain new skills but the trips provide the opportunity to bond with their classmates.

Academic curriculum

The academic curriculum is structured around a holistic approach to education, taking into account the five elements of our learning programme. The UWCSEA profile and learning principles guide the academic curriculum so that students gain the knowledge and understanding, as well as skills and qualities, that will support them in becoming global citizens and independent learners. Using a concepts-based approach, the academic curriculum recognises the integrity of individual subject areas and explores the connections between subjects.

Primary School (Infant and Junior) – Kindergarten 1 to Grade 5

The Primary School curriculum is structured around a holistic, inquiry-based approach to learning. Guided by the UWCSEA profile and learning principles, students study Literacy, Mathematics, Languages, Science, Social Studies, the Arts and PE. They also have time dedicated to exploring concepts through interdisciplinary units. Communication, thinking, research, social and self-management skills are developed in a progressive order, recognising children’s differing learning styles and the varied paces at which they learn. Our overarching curricular goals are based on the College’s mission, vision and values.

Middle School – Grades 6 to 8

As students progress to the Middle School they refine the core interdiscipli-
Infant School staff

Our staff are passionate about their jobs and the children under their care. They want the best out of their students.

The Principal, Vice Principal, Heads of Grade, Specialist Subject Teachers and Class Teachers are responsible for the care of the children. The Head of Grade leads a team of teachers to provide a caring, challenging, orderly and stimulating environment for the students.

Staff are appointed to oversee the curriculum subjects in each grade, assisted by the Vice Principal and a full-time Curriculum Coordinator who are in charge of curriculum development. Class teachers are sensitive to the needs of the children in their class and seek to ensure that they are able to benefit fully from every aspect of school life.

All teachers hold full teaching qualifications and experienced specialists teach Music, Physical Education, Language, and Information Technology. The Class Teacher has the responsibility of delivering lessons in the core subjects and monitoring progress through assessments. However their role is also pastoral, ensuring the environment they work in is safe and contributes to the students’ personal and academic growth.

The majority of teaching staff have previous experience working in international schools before joining UWCSEA, and many held positions of responsibility in their previous schools. All teachers give instruction in activities after school and join the experiential education trips.

Teacher assistants in the Infant School work closely with the teaching staff.

Full-time secretaries manage the School Office and all queries should be directed through them.

Many nationalities are represented in the student and teacher body. The current staff includes teachers from Australia, New Zealand, United Kingdom, United States of America, India, Canada, Taiwan, Singapore, China and Nicaragua.

Infant School ethos

In order to create a sense of community with shared values and beliefs, Infant School students adhere to the Primary School ethos. This complements the UWC and the UWCSEA Mission and Vision. In essence it is a set of guiding principles that we expect all members of the Infant School community to abide by. It is of equal importance that parents are aware of and support the ethos so that all stakeholders appreciate the critical role they play in creating a positive and caring environment.

Ethos, the social environment and pastoral care

The students are made aware that unless the College’s values govern interpersonal relations on the campus, the whole UWC Mission is undermined.

Throughout the process of adjustment for new students, they will be helped and guided sympathetically by the staff responsible for their welfare. Though challenging, UWCSEA should be a happy community where initiative is encouraged and failure is not feared, a community which both students and teachers are reluctant to leave.

Pastoral support

We hope that students entering Infant School feel excited about the new challenges and opportunities open to them. To ensure that the student experience is both positive and enjoyable, and that every student is given the opportunity to reach his/her full potential, the staff together to support and help students.

As a school, we are acutely aware of the importance of pastoral care and the need for students to feel safe and happy in order to learn and develop as they should. This is supported through the curriculum as well as through guidelines for roles and behaviours in the classroom and around the campus.
Primary School curriculum

Our programmes combine the best of traditional and innovative practices to achieve quality teaching and quality learning, guided by the UWC mission, our learning principles and the UWCSEA profile.

The UWCSEA profile defines the skills and qualities our community members develop through our learning programme:

- critical thinker and problem solver
- creative and innovative
- collaborative
- communicator
- self-manager
- concerned and committed
- principles
- resilient
- self-aware

The UWCSEA profile helps teachers to establish goals, plan units of inquiry and assess performance. In all areas of the curriculum, the staff endeavour to provide students with a range of stimulating, challenging experiences and activities. These activities endeavour to make appropriate links between subjects.

Our philosophy

- Students learn through acts of inquiry and discovery and through processing concepts and information, not by passively absorbing knowledge.
- Students develop character and learn through challenges, many of which occur outside the classroom.
- Students are provided with opportunities to create products of substance of which they can be proud. These include portfolios, artwork, models, plays, concerts, research papers, films, events and computer presentations.
- A variety of teaching methodologies are employed to reflect the varied learning styles of the students.
- The variety of cultures within each class is a key learning resource.
- When teachers present concepts or information they do so engagingly, creatively and by taking full advantage of available technology.
- Students are encouraged to take control of their own learning process and are provided with frequent opportunities to reflect on this process.

Units of Inquiry

The units of inquiry give students the opportunity to explore concepts by drawing together elements of the different subject areas into a meaningful whole. This approach builds on the prior knowledge of the students to help them to construct new and modify existing understanding. Inquiry is a powerful methodology for achieving enduring understanding. However, we recognise that inquiry is not always the most efficient way of achieving understanding and direct teaching can be an equally important strategy.
Mastery of language facilitates communication and expression of thought, beliefs, concepts and feelings. The Literacy curriculum aims to ensure that all children are taught the necessary skills to use English effectively, confidently and accurately to the best of their ability. Students are encouraged to apply these skills and this knowledge in a variety of contexts, for a range of purposes and to different audiences. We also encourage our students to explore language experiences for the purposes of communication and enjoyment.

The Literacy curriculum has been designed to ensure that students acquire essential skills in:
- speaking and listening
- writing (including spelling and handwriting)
- reading

These skills are developed in a challenging and progressive manner. The students are actively involved in developing their language skills and are given every opportunity to display and share their knowledge, skills and understanding.

A wide range of resources are available to both students and teachers to support the Literacy curriculum. In addition to the extensive book collection in the library, each class has a well-stocked book shelf with books from a range of genres.

**Mathematics**

Mathematics has been developed to ensure students receive a thorough grounding in basic mathematical skills and concepts.

Through imaginative, differentiated and practical activities, students take a great deal of enjoyment from their learning, as well as recognising the application of mathematical concepts to everyday life.

Mathematics at all levels includes discussions; manipulation of concrete materials; investigations; problem solving; practice and consolidation, and mental maths. The Mathematics curriculum is divided into five main strands:

1. number
2. data handling – includes graphing and probability
3. measurement
4. shape and space
5. pattern and function

Students are provided with opportunities to work individually and in groups, within carefully differentiated lessons, designed to meet the differing learning needs of each member of the class.

We use a variety of published materials and manipulative resources to support our teaching.

**Social Studies and Science**

Social Studies and Science are taught entirely within the Units of Inquiry. This allows for in-depth exploration and the natural integration of these two important subject areas.

Science within UWCSEA is the exploration of the behaviours of, and the inter-relationships among, the natural, physical and material worlds. Science is viewed as a way of thinking and a process that strives for balance between the construction of meaning and the acquisition of knowledge and skills. The classrooms provide opportunities for students to engage in scientific investigations by making accurate observations, handling materials, recording and comparing data, and formulating explanations using students’ own scientific experiences and those of others. Students gain experiences in testing their own assumptions and thinking critically about the perspectives of others in order to further develop their ideas.

Social Studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Students develop the skills and knowledge necessary to participate actively in their classroom, their school, their community and the world; to understand themselves in relation to others. Students look at and think about their own identity and those of others, their place in the world and the human condition in learning experiences which foster sensitivity, creativity and initiative, leading to socially responsible action.

**Additional Languages**

The aims of the language courses are for the students to enjoy learning a new language, gain experience in communication and discover a new culture. Classroom activities are designed to engage and motivate students, who have four lessons of Chinese each week.

The courses are theme-based and emphasise speaking and listening skills through games, songs, repetition and role-play.

The children learn about the cultures of the countries studied through a variety of activities, led by specialist teachers of that particular language.
The aim of the ICT curriculum is primarily to teach the students to engage naturally and intuitively with technology. The ICT curriculum is directly embedded in the teaching programme, and is designed to equip our students with the skills necessary to use technology effectively in order to communicate and solve problems in a wide range of contexts and for a variety of audiences.

A variety of software programs are used, together with related equipment such as digital cameras, video cameras, microscopes and other digital mediums.

Every child has the opportunity to develop ICT skills through a carefully planned programme which relates directly to ongoing curriculum activities. The students have access to computers in their classrooms, where they are able to use and develop their skills.

Interactive white boards are a feature in all classrooms and these are used to enhance group and whole class engagement and learning in many areas of the curriculum.

The Art programme offers students a chance to foster creativity through exploring different media and techniques guided by the class teacher. The Art programme is linked to the Programme of Inquiry when appropriate.

Infant School students have two specialist music periods each week. They explore and inquire into the main concepts of music in their lessons: rhythm; melody; texture; tone colour; and dynamics and form.

The aim of the Music programme is to motivate interest and stimulate musical enjoyment. We encourage the students to develop an aesthetic response by experiencing music discovery through singing, playing, composing and movement to music.

Infant School students have two specialist music periods each week. They explore and inquire into the main concepts of music in their lessons: rhythm; melody; texture; tone colour; and dynamics and form.

Physical Education

Our broad-based curriculum and sporting activities provide the opportunities for each child to gain the understanding that physical activity is an important aspect in the development of their personal well-being.

The lessons are taught in modules to build on skill areas to help students’ knowledge and ability of different sporting pursuits. Focus areas such as aquatics, court games, gymnastics, dance and invasion games are taught on a rotational basis and allow students to develop their overall physical fitness and sports skills base.

All students attend Physical Education class twice a week. The development of gross motor skills is vital to all other areas of learning.

Art

Art appreciation is a focus of all the grades along with simple studies on a variety of artists, designers and styles.

Lessons include exposure to aspects such as modelling, drawing, painting and printing as well as working with digital media.
**Academic support**

**Library**

Our well-stocked library is used extensively for class lessons as well as for recreational reading. Children are encouraged to take books out to read for pleasure and for research, for an initial period of two weeks. Students have a regular day and time to visit the library with their class and may also go there during lunchtimes. We also have a teacher librarian who works with the students making sure they get the most out of their library and are enjoying books to the fullest.

Our collection is continually expanded with choices within all genres, including books needed for research. Students are also encouraged to suggest titles.

Parents are welcome to borrow books, and to access the wide range of information available through the library link on the eCommunity intranet.

**Learning Support**

The Learning Support programme is designed to help students develop an active approach to their learning. Specific help is provided with activities and concepts related to core academic subjects.

The Learning Support teachers work with groups of students to enhance their learning. Students are included in the Learning Support programme when a child is not making progress in the normal differentiated classroom. Parents are always contacted by the school before any support begins.

On occasions the learning support teacher may suggest that an outside professional is involved in a child’s assessment. We request that parents keep the class teacher fully informed of any extra support that students may be receiving outside school.

**Experiential education**

In line with the philosophy of UWC, students have numerous opportunities to go on school trips each year.

Carefully planned to extend and support what is being learnt in class, trips are usually related to the Unit of Inquiry. They are also another avenue for contact with other members of our community, both within the school and more broadly in Singapore. The trips are considered an integral part of our curriculum. Parents are encouraged to help with field trips.

Toward the end of Grade 1, students have a sleep over at school. A great experience, it helping students build their confidence and independence. It is also a small step towards the longer trips that Junior School students undertake.

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**Additional academic information**

**Homework**

Infant students are not given a set amount of time for homework. The school day is always busy, and children are often tired when they get home. Parents can best help their child through practical activities at home, including enjoying stories together, playing language and number games, developing language skills through conversation and including children in ordinary family activities such as shopping, cooking and laying the table.

Infant students bring home books to share and read with their parents. The number of books per week will vary depending on the age and developmental reading ability of each child.

**Reporting to parents**

Ongoing clear communication between home and school is vital for the wellbeing and progress of each child.

The reporting cycle comprises a number of elements. Formal reports are sent home twice yearly. Teachers also meet with parents for formal conferences twice during the year, with an optional third conference in Term 3. The first meeting, early Term 1, enables teachers to get a rounded picture of their students in terms of personality, interests, past education, etc. The second meeting, part of a Student-led Conference during Term 2, allows parents, teacher and students to set targets and goals together.

Each student keeps a portfolio of work and this is shared with parents and sent home for review. Apart from formal conference opportunities, teachers are always willing to meet with parents. At different times of the year parents are also invited to ‘work sharing’ events. This helps parents to be involved with, and informed about, their child’s work in a ‘hands on’ way.

In reporting to parents, the school endeavours to be open and honest as well as encouraging. Each child is considered a unique individual with varying talents, abilities and needs.
Service

Service is an integral part of the philosophy of UWCSEA and the UWC movement. The College’s three-tiered model of service provides opportunities for students in the Primary School to become involved in a uniquely structured programme.

Students participate in Social Service and Global Concerns projects within the school day. Every student is expected to be involved in some way. Students are expected to take their service commitment seriously, understanding that their participation is valued highly by those with whom they work. It is imperative that students honour their commitment to the social service programme.

Service within the College

This can involve working with other students or being involved in one-off or on-going projects such as working in the campus gardens on UWC Day.

Service within Singapore

During the year, all Infant students participate in the Social Service programme. This may involve visiting local elderly Singaporeans or hosting children from a local kindergarten for playtime or reading together in their classrooms.

Leadership and teamwork

As students move through the Infant School they are gradually encouraged to take on responsibilities. Initially these responsibilities are restricted to the classroom, with jobs such as lunch box helper and book corner monitor. However, as the children mature they begin to take on responsibilities outside the classroom, for example as a ‘playground buddy’, assisting other children who may need help during playtime.

Many of the learning activities that take place in school require students to work together in groups, both large and small. Teachers ensure that children are placed sensitively within these groups and that the roles are always varied so each student gets a chance to develop their early leadership and cooperation skills.

Activities

Lunchtime and after school Activities are not offered for students in the Infant School, as the demands of the school curriculum are such that children need to have plenty of time to rest and recharge after the busy school day.

However, once students reach Grade 2, a range of lunchtime and after-school Activities are offered and all students are encouraged to participate in the programme.

Service within the region: Global Concerns

The third tier of UWCSEA’s social service programme, Global Concerns (GC) is a dynamic initiative which enables students to put their ideals into action by establishing project groups which actively address specific issues about which the students care deeply. The student-centred approach enables committed students to take action to address their concerns.

Although GCs help to raise funds for the various organisations, the value to students goes much further. They are educated about global issues; they are introduced to concepts of leadership and organisation and encouraged to establish their own initiatives.

The GC projects are divided into four categories:
1. development projects
2. environment projects
3. empowerment projects
4. education and health projects

Global Concerns in the Infant School

Students have the opportunity to help with GC awareness as well as local service programmes and participate in fund-raising and communication programmes throughout the year.

Each grade in the Infant School adopts a GC project as its own on an annual basis, and activities are planned to raise awareness and funds for the adopted GC. Where possible links are made between classroom learning and issues raised by the GC.
Sport

There are specific ‘Days of Sport’ set aside for Infant School students. These are for swimming, athletics and team games.

Although competition is introduced and encouraged, the emphasis at this age is on participation in an enjoyable, safe and non-threatening environment. This attitude is encouraged within our day-to-day PE lessons, sporting activities and in the Day of Sport programmes. Rather than winning, the focus of enjoyment and team co-operation in play is stressed.

Performing arts

All children participate in a variety of drama and musical productions throughout the year, through class assemblies, United Nations Day performances and the Arts Festival.

These programmes enable the children to experience the thrill of performing in front of an audience. The children enjoy the excitement of the lights, the costumes, the make-up and the stage.

Parental support

Parental involvement is crucial to children’s success in school. Ongoing clear communication between home and school is vital for the well-being and progress of each child.

Parental assistance

Parents are warmly invited to join our team of helpers. Parents are contacted by the end of the first month of the school year to establish a database of helpers and a ‘class parent’ is selected for each class.

Please feel free to come forward and offer your assistance or suggest some ideas. Some of the ways in which you could assist with the successful operation of our school include:

• working alongside children to support classroom programmes
• helping with class excursions and field trips
• helping to construct teaching apparatus and resources
• assisting staff on sports days
• helping the class in the library
• maintenance, repairing and cataloguing of resource materials
• sports team coaching
• assisting with the school shows
• helping with ‘special event’ days
• ‘class parent’
• cooking
• computers
• supporting the Social Service and Global Concerns programmes

It is important to let the children settle into the school’s routines for a few weeks before parents begin their support in the classes.

Parents’ Association

The Parents’ Association is an invaluable body in the College community. They welcome your support and involvement. Details of PA activities can be found on the eCommunity intranet and events are announced in the weekly eBrief.

Student and parent records

Parents are able to update contact details for themselves and their children via the eCommunity intranet, including:

• address and all phone numbers (home, work, mobile and emergency contacts)
• email addresses

Parents must advise the School Office of changes to:

• medical conditions
• custody and access issues
Health and well-being

UWCSEA believes that a happy and healthy child will get the most out of their school experience. We have a number of initiatives in place to ensure the well-being of children on campus, and that the school is a welcoming, safe and inclusive place for all who attend.

Brain food, snack and lunch

All students are taught good hygiene and nutritional practices and are encouraged to be independent.

Infant students do not use the school canteen; parents are asked to provide brain food, snack and lunch, which are all eaten in the classroom.

Brain food, snack and lunch should be packed in separate, named containers to make it easier for the students to be independent. UWCSEA cooler bags are available from the school uniform suppliers. Please note there are no facilities to re-heat food for students and any cutlery needed (e.g. spoon, fork) should be packed with the students lunch.

Reaching school by 8:00am means an early start to the day for our Infant students. We realise that sometimes children are reluctant to eat a substantial breakfast as soon as they get up. To help our students maintain their energy and concentration levels, they have a short ‘brain snack’ soon after the start of school. This snack is brought from home and normally consists of a piece of fruit or some dried cereal. It should take no more than five minutes to eat.

We request that students do not bring chocolate, sweets, caffeinated or carbonated drinks to school. Parents may also be asked to refrain from sending specific foods, e.g. nuts, to school if their child’s class has a student with a life-threatening allergy. Specific information is provided at the beginning of the academic year if necessary.

Food allergies

The school must be notified of any allergies your child may have. Although children are not allowed to share their food, we ask nevertheless that if you are sending food in to school for a party or celebration, to check with the class teacher regarding any allergies children in the class may have. In particular we ask parents to ensure the food contains no nuts or nut essence.

Parents of food allergic children are required to complete an ‘Individual Health Care Action Plan’ (IHCAP) form. This form is sent home to the parents of any child whose medical details feature an allergy of this type. It details the specific procedures to be followed in each child’s case. The College’s teachers will not be held responsible for any deviation from these procedures but will endeavour to act in the child’s best interests.

Medical matters

A medical form must be completed for all new students as the school must be informed of any specific disabilities or allergies. Please notify the school of any changes to medical information, for example a diagnosis of asthma.

Students who contract infectious illnesses (such as measles, mumps, mycoplasma and chicken pox) need to be kept at home until they are passed the infectious stage, as do those with any other illness. Please inform the school if your child has any of the above named illnesses as we are required to inform the Ministry of Health and also need to inform other members of the class. Please do not send sick children to school.

Drink bottles and drinking water

We request that Infant students do not bring filled water bottles to school as this avoids leakage and damage to books. Cold drinking water is available at all times in the classrooms, and other pre-packaged drinks can be included in a child’s snack or lunch box. Please do not pack carbonated or canned drinks.

Drinking water fountains at an age-appropriate height are also located around the campus offering chilled, filtered water.

Sun sense

All students must wear a hat for PE, lunchtime sports, sports days and for outside play. UWCSEA sun hats are available from the uniform suppliers. Students without a brimmed hat are not allowed to play outside where there is no cover.

We recommend students also keep a roll-on sunscreen at school that they can apply before going outside to play.

First Aid

The East Campus has a full time registered nurse on site during the school day, and the dedicated First Aid Room is equipped to handle minor injuries. Most teachers, teacher assistants and secretaries receive regular first aid training. In the case of serious accidents, every effort is made to contact parents immediately. In an emergency the child is taken to the First Aid Room and, if necessary, to the nearest hospital.
Student expectations and responsibility

The school has a positive atmosphere and excellent behaviour is expected of all students. We aim for self-discipline and individual responsibility. We expect to build a partnership between students, teachers and parents, and any breaches of discipline are handled within this framework.

In the event of serious misdemeanours, parents are notified immediately and are invited to attend a meeting at school with their child.

Behaviour in the Primary School

We encourage students to show initiative, display common sense, develop a sense of self-discipline and begin to show independence and respect for themselves and others. We therefore do not have an extensive list of school rules but expect all students to:

1. Take responsibility for their attendance. This means:
   - being punctual to school – arriving by 8.05am
   - being punctual to class – arriving at class and/or activities promptly, without wasting time in between lessons and after the interval break and lunchtime bell

2. Be responsible for their classroom behaviour and ensure their actions are appropriate to the learning environment they are in, as well as being enthusiastic within the lesson and/or activity. This means:
   - walking into the classroom and settling themselves quickly
   - complying with class teachers’ differing ground rules and expectations
   - following teachers’ instructions appropriately

3. Display the self-discipline and behaviour that promotes an atmosphere of respect for students, teachers and our community as a whole. This means:
   - displaying an excellent standard of courtesy, co-operation, consideration and common sense
   - we will not accept violence, wilful disobedience, vandalism or verbal abuse
   - we will not accept bullying in any form, be it physical, verbal or silent

4. Work together for the good of ‘our team’. We all want to feel successful in what we do. This means:
   - respecting other people and their property. We do not accept the taking of property or the touching of other people and their property without their permission. Stealing is not tolerated
   - ensuring they are organised for class. This means having the appropriate equipment, books and homework ready at the beginning of each lesson
   - we do not accept physical play indoors. This is a safety precaution. It often leads to injury or damaged property
   - wearing a wide-brimmed hat when outside
   - keeping areas where they work or play tidy. We do not tolerate litter
   - children are encouraged to take pride in their school environment

We have specific policies on computer and Internet usage, bullying, and some prohibited items - such as not bringing toy weapons to school - which all students are expected to abide by.

There are also school procedures and policies on lost property, bringing money to school, class parties and birthdays, and student placement that we are happy to explain fully prior to enrolment. Full details are explained to students and parents during orientation and are available on the eCommunity intranet.

Attendance and absences

We expect regular and punctual attendance. Children who attend regularly are more likely to be successful and make progress at school.

If children are absent for any reason, parents are required to inform the school. If you are withdrawing your child from the College, adequate notice must be given in writing to the Admissions Department. If you intend to travel with your child while school is in session, you need to contact the College by 8:00am and send a note in to the teacher with the child on their return. Parents of children who are absent for reasons other than illness are asked to contact the Head of Grade or Principal.

If you need to collect your child at any time during the school day, please collect a “permission to leave school” slip from the School Office before you leave. This is to be shown at the security gate as you leave the College.

Admissions and withdrawals

The academic year starts with an orientation day. Full details of the date, time and venue are sent to all parents in July prior to the start of term, along with an introduction, information on your child’s teacher and a welcome letter. If your child starts during Term 1 or in Term 2 or 3, the class teacher will contact you to arrange a meeting prior to your child starting school.

Letters to both the Principal and Class Teacher is required prior to your travel if:
   - you intend to travel with your child while school is in session.
   - both parents are out of Singapore at the same time.

Unfortunately there have been situations in the past where parents have been out of Singapore for extended periods, leaving children in the care of a maid or a family friend as guardian. The College requires that at least one parent resides in Singapore on a permanent basis. Failure to comply with this will result in a child having to withdraw from the College. If both parents need to be out of the country for any reason, parents are required to submit a “Nomination of a Supervisor during Temporary Parental Absence” form.

Please be aware that teachers do not provide work for students who are absent. If children are absent for a sustained period of time (e.g. travelling) we suggest they keep a daily diary and read for at least 30 minutes each day.

Letters to both the Principal and Class Teacher is required prior to your travel if:
   - you intend to travel with your child while school is in session.
   - both parents are out of Singapore at the same time.
Communications

UWCSEA aims to be as environmentally friendly as possible and has instigated a communications programme that relies largely on online mediums. The communications programme is designed to keep our community informed of College events and upcoming key dates, as well as delivering key personal information such as reports and assessments in a secure online environment.

Message book

All students have a message book, which is a vehicle for day-to-day communication between home and school. Parents are encouraged to write any notes or messages to the class teacher, and teachers will also use this book to communicate with parents. Although teachers regularly check the message book, messages of a more urgent nature should nevertheless be written as a separate note and children should be asked to hand it to the teacher in the morning.

In addition to the message book, parents can communicate with teachers via phone, email and in person. Please remember that teachers are very busy during the day and may not read their emails until after school. If you wish to meet with a member of staff please make an appointment either directly with the person or through the School Office.

Meetings and presentations

Parent-teacher conferences, information evenings and a number of curriculum presentations are on the annual calendar.

Parents also have an opportunity to speak individually to specialist teachers.

Parents can make appointments to speak with their child’s teacher at any time during the school year. We also provide opportunities for parents to observe lessons or join in activities with their child through student-led conferences, exhibitions or lesson portfolios, depending on the grade.

eBrief, eFlyer and Dunia

Every Friday members of the UWCSEA community receive the school eBrief containing important information for the coming week. We request that all parents read the weekly eBrief as this is the main vehicle for us to communicate details of upcoming events. The eFlyer promotes upcoming key events that involve the whole College, and is emailed every Wednesday to the College community.

UWCSEA also produces Dunia magazine – which means earth, world or universe. This contains reports from all parts of the College and the wider community.

eCommunity intranet

Parents are issued with a UserId and Password to access the eCommunity intranet. This contains much detail on the College, including:

- staff contact information
- calendars
- news and notices

The eCommunity also contains information key to the school, including class updates, registration forms and announcements. The Parents’ Online Address book can also be accessed.

The ePortal Student Record System, accessible via the eCommunity intranet, contains detailed information on your child’s records at school, including attendance records, and reports and assessments.

Uniforms

The uniform is designed to be comfortable for Singapore’s climate and the students themselves had a voice in the design.

The Primary, Middle, Upper and Senior Schools each have a different colour of polo shirt. As part of the Infant School, students wear the turquoise polo shirt with grey shorts or culottes.

During Physical Education classes all students wear a separate PE kit.

All students are provided with details of the full uniform policy during orientation, covering items such as jewellery, foot wear, hair styles and more.

Uniform suppliers

Uniforms for all grades of the school can be obtained from the following suppliers (including made-to-measure uniforms):

Bibi & Baba
1 Scotts Road
#03-06/07 Shaw Centre
tel +65 6732 7022
fax + 65 6272 0870
web www.bibibaba.com

CPD Co. (Children’s Party Dress)
109 North Bridge Road
#05-19/20 Funan Digital Life Mall
tel +65 6737 1968
fax +65 6336 3672
email cpd_co@hotmail.com

Transport

A transport company buses students to and from the College every school day. Modern, air-conditioned buses with seat belts arrive before 8:05am in the morning and leave the College campus at 2:00pm. The buses serve most areas of Singapore.

Many students are brought to school by private cars and parents are encouraged to carpool. For more information go to: www.uwcsea.edu.sg/carshare.
Values

The UWCSEA community expects members to:
• be honest and act with integrity in all that they do
• avoid prejudice by developing views based on evidence and reasoning
• be compassionate and morally responsible
• embrace challenge in order to maximise their potential
• offer help to other people
• take an interest in and enjoy friendships with people of all cultures and backgrounds
• minimize their harmful impact on the environment

UWCSEA prepares its students to be:
• sensitive and compassionate
• educated for a changing world
• high achievers
• free from prejudice
• constructively energetic
• creative in action
• self-confident and engaging
• prepared for responsibility and service
United World College of South East Asia
East Campus
10 Ang Mo Kio Street 54
Singapore 569184
T +65 6553 1808
F +65 6553 1806

East Campus (Infant School from August 2010)
Tampines Street 73
Singapore

Admissions
T +65 6774 2653
F +65 6774 1219
admissionseast@uwcsea.edu.sg

www.uwcsea.edu.sg