

Dear Students

KinderWorld's Board of Management trusts that this Student Handbook will assist you to develop good learning habits and to plan effectively to complete all schoolwork and assessments on time. It is also a useful source of information about our school policies and procedures.

Please bring your Student Handbook to school every day. It provides an essential means of communication and a record of homework that you need to do.

Please note that the amount of homework may vary from week to week depending on what other school activities you might be involved in. It is important that you complete the Assessment Planner for each term so that you can meet deadlines and prepare for the examination.

Please note that the policies and procedures set out in this handbook may change and advice will be provided through assembly announcement and the school newsletter.

The school Principal and staff are ready to help you achieve your potential. If you or your parents/guardians have any concerns, please feel free to raise your concerns with your Form Teacher. You and/or your parents/guardians are always welcome to make an appointment with your teachers or the Principal. The best time for appointments is after school normal curriculum hours.

Thank You

The Board of Management of KinderWorld International Group

Personal Particulars & Contact Details

Student Name: Class:

Form Teacher:

Home Address:

Name of Parent / Guardian:

Tel Numbers of Parents / Guardian:

(Home) (Work) (Mobile)

Email:.....

Emergency Contact Details:

Name:

Relationship to student:

Contact Number:

Email:

(Student to complete above information)

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What Sets Us Apart

With our unique blend of combining a global education with eastern values inculcating essential character-building blocks of a love for community and family, responsibility and duty, your child will flourish and grow into a confident and well-rounded individual who will make a positive difference in every way. At SISH International High School, our vision is to provide a rigorous and values-driven education that empowers students to thrive in a global society. We are committed to developing not only academic excellence but also good character, preparing young people to become responsible, confident, and capable contributors to the world around them.

Our mission is to cultivate both academic and personal growth through a culture of high expectations, mutual respect, and a commitment to student well-being—ensuring every learner feels safe, supported, and inspired to achieve their full potential. Delivering the internationally recognised Cambridge curriculum, SISH International High School integrates proven teaching methods from our network of successful international schools.

Our core values:

- Excellence
- Empowerment
- Empathy
- Ethics
- Equity

The school is in Paya Lebar Central which is within the heart of the city centre in Singapore and is equipped with state-of-the-art facilities for conducive learning.

- **16 Modern Classrooms**
- **Fully equipped with AI Centre, Science laboratory, Reading rooms, Library, Art room and Student Hub**
- **Campus-Wide Wireless Internet Connection**
- **Black box classroom (theatre)**
- **Recording and media studio**

To ensure that students' learning needs are adequately met, the school maintains a teacher-to-student ratio of 1:25 for each lesson.

School Intake

August

Term 1: August - October

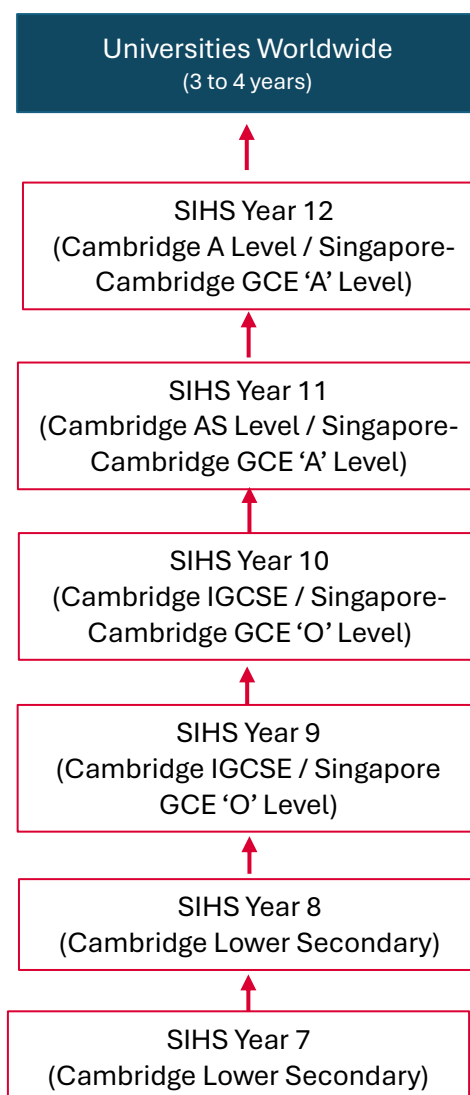
Term 2: October - December

Term 3: January - March

Term 4: April – June

Study Pathway

SISH International High School aims to provide the best possible education for our students and to prepare our students for tertiary study. We achieve this academic excellence via a comprehensive International Curriculum which includes internationally recognised certifications.



1. Course Admission Criteria

	Age	Language	Academic
Cambridge Lower Secondary Year 7	12 years old	Obtained a pass in an English subject at Year 6 or Primary 6 or its equivalent in their respective countries.	Completed Cambridge Primary Year 6 or Primary 6 or its equivalent in their respective countries with a minimum passing grade for English and Math which MUST be equivalent to 3.0 of the Cambridge Primary Checkpoint or band C for the overall score in the Cambridge CEM (Insight) assessment for MidYIS.
Cambridge Lower Secondary Year 8	13 years old	Obtained a pass in an English subject at Year 7 or Secondary 1 or its equivalent in their respective countries.	Completed Cambridge Lower Secondary Year 7 or Secondary 1 or its equivalent in their respective countries with a minimum passing grade for English and Math which MUST be equivalent to band B for the overall score in the Cambridge CEM (Insight) placement test for MidYIS.
Cambridge International General Certificate of Secondary Education (IGCSE) Year 9, Singapore-Cambridge GCE 'O' Level, Singapore-Cambridge Secondary Education Certificate (SEC) G3	14 years old	Obtained a pass in an English subject at Year 8 or Secondary 2 or its equivalent in their respective countries.	Completed Cambridge Lower Secondary Year 8 or Secondary 2 or its equivalent in their respective countries with a minimum passing grade for English and Math which MUST be equivalent to the Cambridge Secondary Checkpoint 3.0 or band C for the overall score in the Cambridge CEM (Insight) placement test for Yellis
Cambridge International General Certificate of Secondary Education (IGCSE) Year 10, Singapore-Cambridge GCE 'O' Level, Singapore-Cambridge Secondary Education Certificate (SEC) G3	15 years old	Obtained a pass in an English subject at Year 9 or Secondary 3 or its equivalent in their respective countries.	Completed Cambridge IGCSE Year 9 or Secondary 3 or its equivalent in their respective countries with a minimum passing grade for English and Math which MUST be equivalent to band B for the overall score in the Cambridge CEM (Insight) placement test for Yellis.
Cambridge International Advanced Year 11,	16 years old	Obtained a pass in an English subject at Year 10	Completed Year 10 or Secondary 4 or its

Singapore-Cambridge GCE 'A' Level		or Secondary 4 or its equivalent in their respective countries.	equivalent in their respective countries with a D grade for English, Math and Science equivalent to the Cambridge International Examination Standard or band C for the overall score in the Cambridge CEM (Insight) placement test for Alis.
Cambridge International Advanced Year 12, Singapore-Cambridge GCE 'A' Level	17 years old	Obtained a pass in an English subject at Year 11 or Singapore Junior College Year 1 or its equivalent in their respective countries.	Completed Cambridge International Advanced Year 11 or Singapore Junior College Year 1 or its equivalent in their respective countries with a D grade for at least two Cambridge AS level subjects.

1.1 Course Completion Criteria & Award

The school awards a certificate of completion and a Graduation certificate to students who have completed their studies. The criteria are as follow:

- a. A certificate of completion will be awarded to student who leaves the school having obtain minimum a 'pass' in all required subjects according to the school assessment policy for the specific grade level/standard.
- b. A Graduation certificate will be awarded to student who obtains minimum a 'pass' in all required subjects according to the school assessment policy in Year 12.

2. Course Assessment and Progression Policy

2.1 Overview

All students in SISH International High School will be assessed regularly throughout the school year by their teachers using a series of formative and summative assessments. The purpose of the assessments is to ensure that students are coping well with their learning and progression.

The assessments are designed to:

- Measure achievement of curriculum outcomes.
- Provide feedback for student improvement.
- Guide teachers in instructional planning.
- Inform decisions on progression, promotion, and graduation.

2.2 Assessment Standard

The school adopts a highly rigorous assessment system with standards aligned with the Cambridge International Curriculum. Please refer to the appendix 2 of the school's assessment policy.

2.3 Progression & Remediation

Student must achieve a minimum average of **40% score for the full school year result.**

In view of that, the school will require students who are not meeting the minimum passing grade for English, Mathematics and Science for each term assessment may be required to attend remedial support.

3. School Discipline and Student Behavioural Management Framework

3.1 Overview

At **SISH International High School**, we believe that a positive and well-structured school environment is essential for effective learning and personal growth. Our goal is to provide every student with a **conducive learning environment** that is **clean, orderly, safe, and respectful**, enabling both students and staff to thrive in their daily activities. To achieve this, we have established a **comprehensive behaviour framework** that guides how students are expected to conduct themselves within the school community.

This framework is grounded in a **restorative approach**, which emphasizes responsibility, reflection, and reconciliation rather than purely punitive measures. It seeks to help students understand the impact of their actions, learn from their mistakes, and make positive changes in their behaviour. At the same time, it ensures that **clear rules, expectations, and boundaries** are in place so that all members of the school community feel secure, respected, and supported.

The framework sets out the **principles, standards, and scope of acceptable behaviour**, as well as the corresponding consequences for actions that disrupt learning or compromise safety. By balancing **accountability with guidance**, we aim to cultivate the right values—such as respect, responsibility, empathy, and integrity—and to nurture students into becoming self-disciplined individuals who contribute positively to both the school and the wider society.

3.2 Rationale

The purpose of this policy is to establish clear expectations for student behaviour and to provide staff with consistent guidance in managing and supporting positive conduct. This policy seeks to foster a safe, respectful, and nurturing environment where students can learn effectively, develop character, and grow as responsible individuals.

3.3 Scope

This policy applies to all students enrolled at SISH International High School, both within the classroom and across all areas of the school, including co-curricular activities, school events, and when representing the school in the community. It also applies to online social media and digital interactions related to school life. We value the following:

- Personal best
- Respect and dignity
- Equity and fairness
- Cooperation and collaboration
- Self-discipline
- Quality
- Honesty
- Accountability

At SISH International High School, we have a common expectation for student behaviour as follows: **“Respect for self, others and environment through care, courtesy and cooperation”**.

A range of consequences is developed and implemented to ensure every student responds to behaviour that is consistent with our expectations of respect for self, others and the environment through care, courtesy and cooperation.

In case of serious or gross misconduct by students, schools will apply suspension and/or termination of enrolment procedures.

3.4 Principles

- Every student has the right to learn in an environment that is safe, supportive, and conducive to learning.
- Every staff member has the right to teach in an environment that is orderly and respectful.
- Behaviour management is based on fairness, consistency, and restorative practices rather than punitive measures alone.
- Positive behaviour is to be recognised, encouraged, and celebrated.
- Students are accountable for their actions and are encouraged to reflect, learn, and make better choices.

3.5 Respect, Responsibility & Relationship

- Every student is expected to:
 - Show respect for themselves and others
 - Act responsibly in all situations
 - Build and maintain positive relationships with those around them

3.6 Rights of every student and teacher

- Every student recognises and upholds the following rights:
 - The right to learn
 - The right to education and learning. They also carry the responsibility not to disrupt the learning of others.
 - The right to feel safe within the school environment. They also share the responsibility of ensuring the safety of others by acting responsibly and showing respect.
- Every teacher has the right to be respected and to carry out their role of educating and guiding students without interference.
 - The right to teach
 - The right to be safe

3.7 Schoolwide Learner Goals

SISH International High School seeks to nurture:

1. Academic Achievers

- a. Meet or exceed year level expectations
- b. Demonstrate academic growth
- c. Strive for continuous improvement

2. Confident Communicators

- a. Demonstrate proficiency in reading, writing, speaking, and listening
- b. Work collaboratively with others
- c. Use creative forms of expression

3. Critical Thinkers

Apply rational, higher order thinking skills

4. Technologically Literate Students

- a. Effectively use technology to access, organise, evaluate, create, and communicate information
- b. Understand responsible use of social media, communication, and networking tools

5. Active and Responsible Global Citizens

- a. Understand and respect their own and other cultures
- b. Demonstrate good citizenship and social responsibility through serving others
- c. Understand the importance of an active and healthy lifestyle
- d. Understand and demonstrate a set of universal virtues

3.8 School virtues

The school virtues are the core values of the school, and they will be implemented through weekly assembly programme and the classroom lessons across the grade levels to foster and encourage students to practice them.

SISH International High School Virtues Programme			
Term 1: Getting Along	Term 2: Organisation	Term 3: Persistence	Term 4: Confidence
Care	Cooperation	Perseverance	Confidence
Integrity	Responsibility	Honesty	Excellence
Patience	Service	Self-discipline	Self-respect
Generosity	Diligence	Optimism	Creativity
Teamwork	Flexibility	Commitment	Assertiveness
All Year - Respect			

3.9 Recognition of Positive Behaviour

The school recognises that reinforcing positive behaviour is as important as addressing negative behaviour. Recognition may include:

- Verbal praise and encouragement
- House points, merit awards, or certificates
- Leadership opportunities

Public acknowledgement in assemblies or newsletters

3.10 Staff Commitments

Staff at the school are dedicated to:

- Always model respectful and responsible behaviour.
- Communicate clear expectations to students.
- Apply behaviour management procedures fairly and consistently.
- Support students in reflecting on their actions and making positive changes.
- Engage parents/guardians in addressing repeated or serious behaviour issues.
- Promote restorative practices that repair relationships and build community.
- Continuously observing and monitoring student behaviour.
- Encouraging self-esteem, self-respect, and respect for others among all students.
- Modeling the high standards of personal and social behaviour expected of students.
- Remaining attentive to signs of distress or potential bullying.
- Listening carefully to students who report bullying and taking their concerns seriously.
- Reporting bullying incidents according to established procedures.
- Following up on parental complaints about bullying and providing prompt, detailed feedback on actions taken.
- Upholding and promoting the school's Anti-Bullying Policy and procedures.
- Participating in regular training on anti-bullying practices.

3.11 Parent Responsibilities

Parents are encouraged to:

- Notify a teacher if they suspect bullying.
- Advise their child to inform an adult or staff member if they experience or witness bullying, and to avoid retaliation.
- Cooperate with the school in addressing bullying incidents, whether their child is a victim or perpetrator, instead of taking personal action.

Definitions

Term	Definition
Behaviour	Refers to the actions, conduct, or manner in which individuals behave or act
Behaviour expectations	Behaviour expectations are specific standards, rules or guidelines that define the desired behaviour expected from individuals in a school environment
Behaviour policy	Behaviour policy is a set of established rules and principles that outlines acceptable behavioural issues within the school setting.
Restorative Procedure	A restorative procedure consists of a series of steps and interventions that help individuals understand the consequences of their behaviour and repair relationships with those who have been affected by their actions. It is also an opportunity for individuals to learn from their mistakes and grow.

3.12 Roles and Responsibilities

Role	Responsibilities
Non-teaching staff	• Model positive behaviour • Apply the positive discipline approach
Teaching faculty	• Manage students' behaviour effectively in lessons. • Implement the behaviour policy consistently. • Model positive behaviour; • Provide a personalized approach to the specific behavioural needs of the individual student. • Apply the restorative discipline approach and procedure. • Inform the Form teacher and other relevant stakeholders when applicable in a timely manner. • Obtain incident reports from party(ies) involved and save in appropriate folders in the 'Leadership' drive. • Record serious behaviour incidents in the Pastoral Care Tracker.
Form teacher	• Manage students' behaviour effectively in lessons. • Implement the behaviour policy consistently. • Model positive behaviour. • Provide personalised approach to the specific behavioural needs of individual students. • Apply the restorative discipline approach and procedure. • Support subject teachers and other relevant stakeholders when applicable. • Communicate with parents and other relevant stakeholders when applicable in a timely manner. • Record serious behaviour incidents in incident report forms and the Pastoral Care Tracker • Report to the Principal when applicable in a timely manner.
Principal	• Implement the behaviour policy consistently. • Model positive behaviour. • Provide a personalized approach to the specific behavioural needs of individual students. • Apply the restorative discipline approach and procedure. • Support subject teachers and form teachers when applicable. • Communicate with parents and other relevant stakeholders when applicable. • Review this behavioural policy in conjunction with the key stakeholders, giving due consideration to the school's values and vision. • Monitor this behaviour policy's effectiveness and holding the key stakeholders to account for its implementation. • Ensure that the school environment encourages positive behaviour, and that staff manage and support students effectively and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. • Review and approve the written statement of the behaviour policy. • Review this behavioural policy in conjunction with the School Leadership Team and monitor the policy's effectiveness to account for its implementation.
Parents	• Model positive behaviour • Support their child in adhering to the behaviour expectations. • Inform the school of any changes in circumstances that may affect their child's behaviour. • Cooperate with the school in the restorative procedure.

3.13 School Uniform and General Appearance

Students of SISH International High School are required to attend school in the correct school attire. School uniforms make students a part of the school community and promote pride and belonging.

- Parents are responsible for ensuring that their children are attired in the correct school attire as per policy detailed in this document.
- Students must always wear the correct uniforms and students who breach the Uniform Policy will be subject to disciplinary actions according to School Policies.

3.13.1 School Uniform Policy

- a. Any alterations on standard school uniform including but not limited to fitted school
- b. shirts and shortened skirts will not be permitted.
- c. Any clothing which includes grey pants and grey skirts including but not limited to
- d. and not purchased from the school cannot be substituted as part of the school uniform.
- e. Sparkling or decorated shoes will not be permitted. Only black, white and grey colours are permitted.

3.13.2 Accessories and Personal Appearance

a. Accessories for Girls

Female students (Girls) demonstrate their respect for the school community by

- Not wearing any accessories (e.g. bracelets, rings, necklaces, chains, brooches, friendship bands, wristbands, jewellery) with the school attire/uniform
- Not putting on make-up (e.g. foundation, tinted moisturizer, lash extensions) when they are wearing school uniform
- Not wearing permanently tinted spectacles and/or contact lenses, and decorative contact lenses
- Wearing only white, solid black, dark brown and/or navy coloured hair accessories (e.g. hair clips, ribbons, hairbands)
- Having one pair of simple, matching, metallic (i.e. gold- or silver-coloured) ear studs. Ear sticks, if used, must be transparent or plain black

b. Girls' (Female student) Hair

Female students demonstrate self-discipline and respect for school by

- Keeping their hair neat and tidy where it must be tied up or braided if it reaches below the collar
- Ensuring their fringe does not touch the eyebrows
- Clipping their fringe neatly, where necessary.
- Not dyeing, highlighting, or tinting their hair. Hair is to be kept neat, tidy, and conservative and of natural hair color.

c. Boys will not have any accessories.

d. Boys' (Male student) Hair

- Male students demonstrate self-discipline and respect for school by
- Keeping their hair short and neat; not touching the collar (as a guide, the clipper size is 1-2 for the side and 3-7 for the top)
- Not having their hair stepped, under cut, under cropped or cut in the Mohawk or Faux hawk style.
- Not having shaved hairstyles and razor lines.

- Keeping their hair in its natural colour, and must not be tinted, highlighted or dyed.
- Making sure there is no outrageous or inappropriate styling (e.g. spiking).
- Keeping their hair short and not touch the collar (as a guide, the clipper size is 1-2 for the side and 3–7 for the top)
- Shaving their moustache and beard with no facial hair
- Trimming their fringe so it does not touch the eyebrows and hair at the side must not touch the ears
- Keeping their sideburns within a half-ear length

3.14 Student's Behaviour Policy

3.14.1 Student's Behaviour expectations

SISH International High School provides a high-quality international standard of education for students. We strive to prepare students for a technology-driven and connected, globalized world. Our behaviour expectations apply to all members of our community including staff, students and parents. These expectations provide a framework for behaviour in all aspects of school life. They will be upheld by all individuals on campus and outside of the campus while wearing the SISH International High School's uniform and/or participating in any school organized or sponsored activities. The school community values and promotes the following behaviours:

- Respect for self and others
- Responsibility for one's actions
- Cooperation and teamwork
- Care for the environment and property
- Commitment to learning and excellence
- Digital citizenship and appropriate online conduct

3.14.2 To do this we need our students to:

- Be responsible for themselves and each other
- Be prepared to study and complete work according to timelines
- Follow the school's uniform and general appearance regulations
- Follow the school's behaviour expectations
- Be keen learners
- Set good examples
- Be polite and respectful

3.14.3 Respect for Self

- Wear the correct school uniform neatly and smartly with the necktie of appropriate length
- Believe in yourself enough:
 - Not to bow to peer pressure
 - Not being involved in anything that is illegal
 - Not being involved in anything that goes against school rules
 - Not be involved in anything that goes against your morals and values
- Ensure you are ready to learn by bringing the right equipment to the class, including pens, exercise book, textbooks, calculator, etc.
- Exercise personal responsibility: To complete your studies in school and in Singapore successfully, it is necessary that you exercise personal responsibility expected of you by the school and the Singapore authorities. Hence, you must
 - Comply with the rules and regulations stipulated by both SISH International High School and the Singapore Immigration, Checkpoint Authority.
 - Safeguard the School's property and maintain a clean and orderly environment inside and outside the premises, including that of the school's surrounding.

- Be aware that you should not seek employment with or without pay during your enrolment with the school.
- Always carry with you your valid Student's Pass while in Singapore.
- Be aware of the expiry dates of your Student's Pass and inform Student Services at least one month before the expiration date for necessary processing of renewal.
- Inform the student services immediately if you've lost your Student's Pass and make a police report.

3.14.4 Bullying Prevention Policy

To ensure a safe, supportive, and positive environment, SISH International High School emphasizes respect and encourages mutual understanding across the school community.

Bullying is defined as repeated actions by a person or group that cause physical or emotional harm to another, often involving a power imbalance that makes it difficult for the victim to stop. Bullying can be physical, verbal, or psychological and may occur in person or online.

The school treats all incidents of bullying seriously and has a clear policy in place to support students and parents in addressing and preventing it.

Type	Description
Properties-targeted bullying	• Appropriating and destroying property • Taking or damaging other people's belonging • Stealing money, jewelry, or school supplies, etc.
Physical bullying	• Physical assault such as hitting, kicking, slapping, shoving, throwing objects at people • Pinching, kneeling, etc.
Emotional bullying	• Threatening and manipulating others • Spreading rumours intentionally to embarrass an individual in public • Name-calling, body-shaming, etc.
	• Isolating and excluding someone from the group • Prohibiting someone from hanging out with other friends or joining group activities
	• Having a disrespectful, scornful attitude that causes an individual to have low self-esteem • Spreading embarrassing rumours, giving bad nicknames, making rude comments about appearance, etc.
	• Acts of isolating and excluding someone from a group • Not allowing them to play with others or participate in group activities
	• Behaviours showing disdain and contempt to make a person have low self-esteem • Posting and spreading images, audio, and information to cause personal injury

3.14.5 No Compromise Policy/Non-negotiable rules

The school enforces a strict policy for serious misconduct, which may result in exclusion. Offences include:

- Smoking or vaping, or being associated with smokers
- Fighting
- Severe disrespect or rudeness
- Vandalism
- Bullying or cyberbullying
- Stealing
- Misuse of the school's name or staff on social media

Other serious behaviours not listed may also be sanctioned at the school's discretion, including temporary or permanent exclusion.

3.14.6 Consequences and Restorative Practices

When students fail to meet behavioural expectations, consequences will be applied in a fair and consistent manner, appropriate to the seriousness of the behaviour. These may include:

- Reminders and Verbal warnings
- Counselling
- Reflection time or restorative conversations
- Loss of privileges
- Written reflection or apology
- Parent/guardian communication
- Detention or community service within the school
- Suspension (in serious or repeated cases)

Where possible, the school will use **restorative approaches**, which may include:

- Mediation between students and staff
- Restorative meetings to rebuild relationships
- Action plans to support behavioural improvement

3.14.7 Collaboration with Parents

Our school is committed to partnering with parents and acknowledges their important role in guiding their children's behaviour. Parents are encouraged to communicate openly with teachers about any challenges at home or circumstances that may affect a child's behaviour, such as bereavement, illness, family changes, or the arrival of a new sibling.

3.14.8 Student and Parent Responsibilities

a. Absence Notification

- Parents must notify the form teacher/student services before 8.30am if their child is absent from school.
- Our teachers/student services will log in the daily attendance of your child in the school's Learning Management System (LMS), which automatically notifies office staff and processes parent communications about absences.

b. Follow-Up Protocol

- If no absence notice is received, the school office will:

- i. Contact parents after 9:00 a.m.
- ii. Update the Principal on the situation.

c. Extended Absences

- Students who have missed a week or more lessons due to illness must submit a medical certificate to their form teacher upon return.
- They must complete the Student Leave Application form found in 3.15.2
- Parents must email the form teacher/student services with supporting documentation or specifics about the absence.

d. Contagious Illnesses

- For certain infections (e.g., chickenpox, COVID-19), a medical clearance certificate may be mandatory before the student resumes classes.

3.14.9 Punctuality

- Timely arrival is mandatory to ensure students are ready to learn and do not miss any lesson.
- Late arrivals are documented.

3.15 School Regulations and Procedures

To provide a conducive learning environment for all students, each member of the school community is held accountable for their actions and role within the school. You are expected to strictly comply with the rules and regulations stipulated by both SISH International High School and the Singapore Immigration Checkpoint Authority (for students on Student's Pass). Below are the expected behaviour and conduct for all students in SISH International High School.

3.15.1 The School Day

The classroom lesson begins promptly at 8.30am Monday to Friday. Students can arrive at school between 8.00 - 8.30am. Students can enter the classrooms at 8.25am. Classroom lesson begins at 8.30am and the class rolls are marked. The normal school curriculum will finish at 3.30pm follow by CCA and/or remedial lesson at 4pm onwards.

3.15.2 Attendance

- Students who are ill at home are advised to seek proper medical care until they are well enough to attend all classes. They are required to produce a valid medical certificate upon the day of return to school and complete a student request form.
- In case of prolonged absenteeism with valid reasons; they must inform the Student Services in a written notice and complete the student request form.
- Failure to do so would result in termination as you will be deemed to have left the school.
- Whether you are a local or international student, you must achieve the attendance rate of 75% and above to qualify to sit for your examinations. Nevertheless, the minimum attendance rate of 90% still applies to international students for the renewal of the Student's Pass issued by ICA.
- The school does not follow the school holidays granted by the Singapore Ministry of Education, except for gazetted public holidays in Singapore.
- On returning to school from absence, a student must produce a note of explanation from their parents to their Form Teacher on their first day back at school.
- For all absences, parents/legal guardians are requested to contact the school to notify the school administration on the day of absence.
- All students need to attend at least 75% of classes. Student's Pass holders are required to maintain an attendance of 90% and above to meet the requirement for course completion and graduation.

3.15.3 Student Leave Application – instructions

- Students who are absent from school must submit a leave application through this form.
- Leave applications must be submitted to Student Services at least five (5) working days prior to the intended absence.
- All leave applications MUST have 2 pages of the form completed.
- Incomplete leave application form will not be processed and submitted for approval
- In cases of illness, emergencies, or unforeseen circumstances where prior approval cannot be obtained, students must complete this form and submit it to Student Services within three (3) working days of the absence, accompanied by a medical certificate from a Singapore-registered doctor and/or other official supporting documents.
- Leave will be considered for approval under the following grounds, subject to minimum attendance requirements and valid supporting documents:
 - Medical leave certified by Singapore-registered doctors (foreign medical certificates must be officially translated into English).
 - Compassionate leave for immediate family members.
- Original copies of all supporting documents must be submitted; official English translations are required if the documents are not in English.
- Submission of medical certificates issued by Singapore-registered doctors will be treated as leave approval. Students will be notified via email if leave is not granted.
- For other grounds of absence, approval will be communicated via email. Approved absences will not be counted as absenteeism.
- In accordance with ICA regulations, all Student's Pass holders must:
 - Maintain a minimum monthly attendance rate of 90%.
 - Not be absent from classes for seven (7) or more consecutive days without valid reasons.

STUDENT LEAVE APPLICATION FORM

Name: _____ Class: _____ Student Identification Number (FIN): _____
Leave from: _____ to _____ Reason: () Medical with attached Medical Certificate () Other Reasons: _____ _____
Signature of Student: _____ Date: _____
Parent / Guardian Acknowledgement: I, _____ (name of parent / guardian) would like to apply for Leave of Absence for the non-medical reason and duration stated above and agree to bear all responsibilities that come with this request and will not hold SISH Institute and SISH International High School responsible. Parent / Guardian's Signature: _____ Date: _____
For Official Use: () Approved () Not Approved Remarks (if applicable): _____ _____ _____
Staff Name: _____ Designation: _____ Staff Signature: _____ Date: _____
1. Leave Applications must be submitted to Student Services not less than five (5) working days prior to the intended leave. 2. Incomplete Leave Application Forms will not be processed. 3. In cases of illness, emergencies or unforeseen circumstances where prior approval cannot be obtained, students, parents / guardians must complete the Leave Application Form and submit to Student Services within twenty-four hours of the absence, accompanied by a Medical Certificate from a Singapore- registered doctor (if applicable) and / or other official supporting documents. 4. Original copies of all supporting documents must be submitted within the first day of return to school; official English translations are required if the documents are not in English.

STUDENT LEAVE APPLICATION FORM / 10 NOVEMBER 2025

3.15.4 Student uniform

Students demonstrate respect and dignity for the school by

- Always wearing the school uniform properly.
- Not wearing slippers and short pants on campus

(Please refer to the section 3.13 on “School Uniform and General Appearance” for more details)

3.15.5 Voice level

Students should keep their voice level at appropriate volumes when interacting with one another in the school premises. They are responsible for controlling their voice levels during any school organised events. The expected voice levels are outlined throughout the behavioural policy and shown here:

Voice level	Description	Zone/Time
0	Silent	Test/ Exams/ Library/ When listening to others
1	Whisper	Student Hub/Peer-to-peer discussion/Chatting
2	Speaking	Collaborating in team project and work
3	Loud voice	Speaking before class or crowd, presenting answers, responses and ideas with permission from teacher
4	Shouting	Outside activities or when there is imminent danger

3.16 Emergency Contact

Illness and accidents occur unexpectedly, and the school MUST have accurate records of parents' business and home telephone numbers. These should be provided on the Enrolment Form and it is most important that the school be notified immediately of any change.

3.17 Illness at School

Students who feel ill during the school day must report to their Form teacher (sometimes sent by their subject teachers). In some cases, a parent or alternative contact is made to arrange for the student to be taken home.

3.18 Late Arrival

- Students who arrive late at school must report to student services to sign in for their attendance to be marked accordingly, in which they may proceed to attend their lesson with the permission of their respective teacher.
- Parents are required to provide a note outlining a valid reason for their lateness.
- Students will then be issued with a late slip, and this must be shown to the teacher as they enter their next classroom.
- Students who do not sign in are marked as absent for the day and parents/guardians are required to provide an explanation for their absence.

3.19 Leaving School Grounds and Application for Leave

Students require 'A Permission to Leave the School Grounds' pass to exit the school grounds early. To obtain this, the student must present an explanatory note or confirmation phone call from their parents / legal guardians/ caregivers to the student services. He/she must fill in a leave form (see 3.15.13) and attach it with relevant supporting documents.

3.20 Emergency Evacuation

Emergency evacuation procedures must be followed when the evacuation signal sounds. Students are advised of specific emergency signals and procedures.

3.21 Personal Mobile Phones / Electronic Devices

Personal mobile phones and electronic devices such as iPads and handheld game consoles are the responsibility of the students. The school cannot accept responsibility for them if lost or stolen. Devices are not permitted to be visible, turned on, or used in class unless directed by the teacher for learning purposes. If a student does not satisfy the class rules, the electronic device will be confiscated and handed to the Principal for collection at the end of the day.

3.22 Visitors to the School

All visitors to the school must report to the school receptionist before permission can be granted to meet anyone at the school. Students are not permitted to go to other parts of the campus including level 5 to meet with visitors inside or outside the school grounds, without permission from the school administration. Visitors to the school will be met by student services executives and directed to the waiting area. All visitors will be required to wear a visitor identity card.

3.23 Food Arrangement

Students who bring packed food in containers must keep them in their school bag. Food in the containers is not allowed to be consumed in the classroom. Students can only consume their packed food in the Student Hub on level 6.

3.24 Conduct on campus

Students demonstrate social responsibility and good manners by

- Not consuming food and flavoured drinks to the classroom
- Not lifting or opening the blinds in the classroom, laboratory, meeting and other special purpose rooms. They must be always lowered down
- Keep wet umbrella, and raincoat in a plastic bag before entering the campus
- Practicing proper toilet etiquette:
 - ✓ Use toilets and other facilities for their intended purpose
 - ✓ Do not vandalize school property. This includes writing on walls and defacing the cubicles
 - ✓ Flush the toilet after each use
 - ✓ Place all trash, including paper towels and feminine hygiene products, in the designated bins
 - ✓ Keep the noise level down and avoid yelling or talking between cubicles to give others privacy
 - ✓ If you notice a problem like a clogged toilet or damage, report it to a staff member instead of leaving it for someone else
 - ✓ Wait patiently for an open cubicle if one is occupied
 - ✓ Respect the privacy of others and do not look into or under cubicle
 - ✓ Use your time efficiently so that others do not have to wait for a long time
 - ✓ Avoid using the toilet area as a social hangout spot during class or breaks
 - ✓ Leave the toilet area as clean as or cleaner than you find it
- Neatly and smartly attired in the proper school uniform
- Wearing the school necktie smartly with the top button of the shirt/blouse secured
- No running on the campus

- Put on ear pods, earphones or headphones when listening to songs, music or watching video on their devices
- Be considerate and polite to one another
- Show respect to teachers, staff and management by greeting them with a half bow
- All students are required to be properly attired in proper school uniform at all times. Slippers and short pants are not allowed within the campus.
- Not engaging in physical fighting, assault, intimidation and bullying
- Not engaging in name-calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- No shouting and talking loudly on campus. Always observe the voice level shown in the table below:

Voice level	Description	Occasion/ Zone/ Time
0	Silent	Test/ Exams/ Library/ When listening to others
1	Whisper	Student Hub/Peer-to-peer discussion/Chatting
2	Speaking	Collaborating in team project and work
3	Loud voice	Speaking before class or crowd, presenting answers, responses and ideas with permission from teacher
4	Shouting	Outside activities or when there is imminent danger

3.25 Conduct in the Student Hub (Level 6)

Students demonstrate social responsibility by

- Not keeping food and flavoured drink in the locker.
- Hand their cooked food in airtight containers including sandwiches, chips, nuts, tidbits and sweets to the student services executives at level 6 administrative office for keeping.
- Consume all food and drinks at Level 6 in the Student Hub only
- Having good table manners such as clearing their food containers, wiping the table clean and picking up food waste after meals. Please dispose of used cans, bottles, plastic bags, and other containers responsibly in the designated trash bins in the Student Hub.
- Not bring your leftover or unconsumed food in the Student Hub to the classroom and/or keep them in the locker.
- Unconsumed or pre-packed food MUST be kept and stored in the food storage space at level 6.
- Not engaging or participating in conversation that may disturb or inconvenient fellow students.
- Not sleeping in the library and the hub. Failure to comply will be asked to leave the premises by student services or staff of the school.

Students demonstrate social responsibility manners.

- No talking loudly on their mobile phone and other communication devices such as laptop and iPad.
- No shouting and hitting on the tables or chairs in the Student Hub.
- Sit properly with their legs close to one another and their feet on the floor

- Always use personal earphones or earpods when they are watching videos on their devices or listening to music/songs.
- Arrange the chairs and tables gently and always put them back in the correct position after use.

3.26 Classroom

Students demonstrate good learning and responsible behaviour in class by

- Come prepared with required stationeries and school supplies in their bag
- Follow classroom rules of each subject stipulated by their teacher
- Always follow teachers' instructions and directions
- Speak in English all the time except for Chinese lesson
- Share, collaborate, and complete all given assignments in a timely manner and hand them in punctually to the teacher
- Proactively ask teachers for help when needed
- Listen attentively to teachers during instructional time
- Raise hands and wait patiently for your turn to talk
- Always keep classroom neat and tidy with the chairs to be pushed in after use.
- No writing and scribble with sharp materials or ink on the desks, chairs and walls in the classroom.
- All equipment and facilities in the classroom MUST be kept in good condition and use them correctly with care.
- Not bringing food and drinks into the classroom
- Not changing of uniform and clothes in the classroom. Please use the designated toilets and bathrooms.
- Not keeping your textbooks, workbooks, stationeries, notebooks, and personal belonging in the classroom.
- Not writing and pasting notices, notes and any other materials on the windows, door, walls, ceiling and whiteboard using adhesive, blutacks, pins, and nails that will stain the surface or peel off the paint.

3.27 Science Laboratory

Students who attend laboratory lessons must abide by the following code of conduct for safety reason:

- They are only permitted to enter and use the laboratories in the presence of lab technician or teacher.
- Strictly no consumption of food and drinks in the laboratory.
- Smoking and vaping are strictly prohibited.
- No slippers are allowed in the laboratory.
- Students must wear fully covered shoes and must be proper attired (e.g. school uniform is worn and long hair for girls is tied).
- There shall be no transferring of chemicals in or out of the laboratory.
- Whenever necessary, students should wear protective eye-goggles or rubber gloves before performing an experiment as advised by the teacher.
- Breakages and accidents, regardless of their seriousness, must be reported to lab technician or teacher.
- Students must never handle broken glassware with bare hands (e.g. use a dustpan and broom).

- After an experiment, students must clean the apparatus and equipment before putting them back in their original and respective positions. Check that all apparatus given are in good condition.
- Students must also be familiarized with safety equipment and its location (e.g. fire extinguishers).

3.28 AI Centre

Students who attend AI, robotics or computer lessons must abide by the following code of conduct:

- They are only permitted to enter and use the room in the presence of teacher.
- Strictly no consumption of food and drinks in the laboratory.
- Smoking and vaping are strictly prohibited.
- No slippers are allowed in the room.
- Students must wear fully covered shoes and must be properly attired (e.g. school uniform is worn and long hair for girls is tied).
- There shall be no transferring of equipment and/or STEM component in or out of the room.
- Breakages and accidents, regardless of their seriousness, must be reported to the teacher.
- They must never handle broken equipment with bare hands.
- After the lesson, students must clean the table and put the equipment/robotic components back in their original and respective positions. Check that all equipment given are in good condition.

3.29 Use of Library and Computers/Laptops

Students must abide to the below rules and regulations of the use of library and computers/laptops:

- All the printed publications are protected by the Copyright Act. Students are only allowed to copy up to an article or a chapter from both books and journals.
- Any students caught stealing books/computers/laptops or tearing pages off or mutilating it in any way will face disciplinary action.
- A student who has not returned book(s)/laptop(s) to SISH will not be allowed to graduate.
- Running unlicensed software and using unauthorized/counterfeit software are criminal offences which carry severe jail terms and fines.

3.30 Smoking, vaping and any illegal drug/substance

The school prohibits the following:

- Smoking and vaping are strictly prohibited on campus including the toilets and the surrounding area near the school.
- Students cannot bring cigarettes, vaping devices, refills for vape or any illegal drugs to school
- Students are not allowed to smoke when they are wearing the school uniform
- Students are not allowed to vape in Singapore in accordance to the law and will be referred to the authorities if caught.
- The possession, sale, and distribution of any illegal drug on campus or at school-related activities. Students will be referred to the authorities if they are caught.

Penalties for vaping and etomidate abusers in accordance with Singapore laws are summarised below:

Number of Offence	Vape Offences	Etomidate Abusers
First Offence	Under 18: \$500 fine 18 and above: \$700 fine	Under 18: \$500 fine 18 and above: \$700 fine Attend rehabilitation for up to 6 months
Second Offence	Attend rehabilitation for 3 months	Mandatory supervision for 6 months, including drug testing and rehabilitation
Third and subsequent offences	Face prosecution and a fine of up to \$2,000	16 and above: Undergo rehabilitation program at Drug Rehabilitation Centre and drug testing and supervision for 12 months Under 16: Mandatory supervision, including drug testing for 12 months

Important: Students on long-term passes (e.g. Student's Pass, Dependent's Pass, Long Term Visit Pass), caught for possessing or using Kpods or who test positive for etomidate may have their passes revoked or banned from re-entering Singapore, with repeat offenders facing more severe consequences.

3.31 Assessment Policy

The school has a comprehensive and structured assessment policy. All students are provided with a copy of this policy at the beginning of each year. Strict adherence to the policy is expected for all students and the school will not consider any appeal if the marking is in accordance with the standard.

3.32 Assignment extensions for term and semestrial assessment

Teachers cannot grant extensions. These can only be granted by the School Principal on the official school form, which must be completed at least 3 school days before the due date. Please refer to the SISH International High School "Assessment Policy".

Class Extensions:

In cases of prolonged teacher absence, or disruption in school routine and to ensure that students are not disadvantaged through lack of class support, dates may be changed for classes, at the discretion of the teachers in consultation with the School Principal. An extension could be granted to all classes of that subject to ensure consistency in that subject's assessment programme.

3.33 Homework

It is the belief of this school that homework should be completed regularly by all students at all year levels. All students are to prepare their own Homework / Study Timetable.

Homework / Study MINIMUM EXPECTATIONS ARE:

Year 7 (Lower Secondary)	1 hour for 5 days per week
Year 8 (Lower Secondary)	1.5 hours for 5 days per week

Year 9 (IGCSE)	1 to 2 hours for 5 days per week
Year 10 (IGCSE)	2.5 hours for 5 days per week
Year 11 (AS Level)	3 hours minimum for 5 days per week plus weekend work
Year 12 (A Level)	3 hours minimum for 5 days per week plus weekend work

There is a school expectation that parents play a supportive and supervisory role for their child's study and homework in the first few years of High School. The BEST PARENT SUPPORT IS ONE OF ENCOURAGEMENT. Remember to give PRAISE when it is due and earned.

Students are advised to:

- Spread study time over a range of subjects.
- Allow 5 minutes each evening to organise things for the next day.
- Decide on specific parts of the subject to study. Break a big topic into smaller parts and go over it several times.

3.34 Homework Completion Policy

- Students are expected to complete all homework and assignments on time.
- If minor homework is missed, teachers will record it. Parents will be notified if it happens twice per term.
- Repeated missed work may trigger interventions, including meetings with parents and teachers.
- For major assignments, a one-day grace period may be given, and new deadlines can be arranged for valid reasons (e.g., illness). Late submissions will not lose marks.
- Teachers provide support, alternative submission options, and additional help for students with special needs.
- Break and lunch times should not be used to finish incomplete homework.
- This approach balances accountability with support to help students succeed.

3.35 Disciplinary Actions for Breach of Regulations

Students are liable to be disciplined for any serious misconduct and/or breach of the school's rules and regulations. If they persistently violate the school's rules and regulations, they will be issued a written warning. They will face serious disciplinary action, including dismissal, if they continue to violate the school's rules after receiving a written warning.

INAPPROPRIATE BEHAVIOUR	POSSIBLE CONSEQUENCES / ACTION
Level 1: Minor Infractions • Failure to follow classroom rules • Late for school, classes, CCA, learning support and supplementary classes • Failure to provide acceptable documentation to justify absences. • Inappropriate attire (dress code violations) • Mild use of inappropriate language (not directed at others) • Failure to complete assignments • Minor disruption in class	• Verbal warning • Teacher-student conference • In-room time out • Parent or guardian contact • Recess detention (when advice is not adhered to)

Level 2: Moderate Infractions • Repeated Level 1 infractions • Absence without official leave and approval from the school • Defiance or refusal to comply with instructions • Academic dishonesty (cheating, plagiarism) • Disrespectful language or behavior toward peers or staff • Inappropriate use of electronic devices • Minor vandalism or property misuse • Non-compliance with school uniform policy despite repeated reminder of 2 times.	• Office referral and documentation • Letter of warning by school • Parental notification and possible conference • Detention or in-school suspension • Commitment to behavioral intervention plan • Restitution where applicable (e.g. for damaged property)
Level 3: Major Infractions • Physical altercations or fighting • Bullying, harassment (verbal, physical, or cyber) • Theft • Smoking or vaping • Non-compliance with school uniform policy despite repeated reminder of 3 times or more.	• Parent/guardian conference • In-school or out-of-school suspension • Referral to counseling or conflict mediation • Withdrawal of student and club leadership position (if any) • Withdrawal of bursary or scholarship (if any) • Notification to law enforcement if required
Level 4: Severe Infractions • Possession or distribution of cigarettes, vapes, drugs or alcohol • Possession of a weapon or dangerous object • Threats of violence or acts of aggression • Sexual harassment or hate speech • Assault on a student or staff member	• Immediate removal from school premises • Out-of-school suspension • Mandatory parent/guardian meeting • Withdrawal of student and club leadership position (if any) • Referral to law enforcement if required • Withdrawal of bursary or scholarship (if any) • Disciplinary hearing or placement in an alternative education programme

Note: This is not an exhaustive list and in some circumstances the consequences will be decided at the discretion of the school administration.

Review and Monitoring

This policy will be reviewed regularly to ensure it remains relevant and effective. Feedback from staff, students, and parents will be considered in the review process.

3.36 Intervention

Disciplinary intervention is viewed as an educational process aimed at guiding students toward self-discipline, accountability, and moral development. Through fair and consistent application of disciplinary measures, students are encouraged to understand the consequences of their actions, take responsibility for their behaviour, and make constructive changes to prevent recurrence. This section outlines the key procedures and policies pertaining to student intervention, as detailed in this student handbook, which is made available to all students. The contents herein serve as a general guide and are not intended to be exhaustive. They should be applied with discretion and sound judgment. The intervention framework is subject to continuous review, with feedback on its implementation regularly presented to the School Management for consideration and improvement.

Definition: An intervention refers to any formal action undertaken by the SISH Institute in response to a student's conduct, academic performance, or other matters that warrant administrative or disciplinary attention as outlined above and includes failing to meet the required academic standards, such as:

- Repeated failure in tests or consistently below-average results.
- Unsatisfactory class attendance or participation.
- Breaches of academic integrity and ethics such as academic dishonesty

Intervention measures are implemented to address and correct behavioural or academic issues, uphold the integrity of the learning environment, and support students in developing positive conduct and responsible attitudes.

3.36.1 Intervention Officer

A person nominated within SISH institute shall take on the role of Intervention Officer. The role of the intervention officer is primarily that of case management.

3.36.2 Primary Purpose of the role

To work alongside key staff to promote excellent behaviour and to provide intervention support for students and staff.

3.36.2 Intervention Procedures

Who can report an intervention?

A student intervention can be reported by

- A teacher
- Student Services
- Principal
- Registrar
- Exam Board
- Academic Board

How to report

Only one way can an intervention report be lodged with the institute.

- E-mail

All intervention requests must be sent via e-mail to Student Services at ss@sish.odoo.com

The keeper of this e-mail address will forward the e-mail received via e-mail to the intervention officer for their attention and action. This process must be completed on the same day as the first receipt of the e-mail. There are four categories of intervention where counselling is required.

1. Academic
2. Attendance / Discipline
3. Candidature
4. Financial

The intervention officer will verify the nature of the intervention by communicating with the request originator, establishing the facts, and documenting them.

The intervention officer will nominate the department or person to conduct the counselling meeting.

1. Academic (Academic Department)
2. Attendance (Academic Department)
3. Discipline (Academic Department)
4. Candidature (Student Services)
5. Financial Student (Services Department)

The designated department/staff and the intervention officer will agree on a date and time for intervention. If not sooner, the first meeting with the student must be within 48 hours of student services receiving the request.

4. The Course Schedule

4.1 Intake (End July)

Year 7 & 8

Semester 1:

Semester	1					
Term	1			2		
Month	End July/ August	September	October	October & November	December	January
Teaching	Regular lesson	Regular lesson	Term 1 review	Regular lesson	Semester 1 review (Week 1-2)	Regular lesson (Week 3-4)
Assessment	CBA	CBA	Term 1	CBA	Semester 1 exam (Week 1-2)	CBA (Week 3-4)
CCA	Start week 3	Regular CCA	Regular CCA	Regular CCA	-	Regular CCA (Week 3-4)
School Holiday	-	-	1 week	-	2 weeks (Week 3-4)	2 weeks (Week 1-2)

Semester 2:

Semester	2					
Term	3			4		
Month	January & February	March	April	May	June	July
Teaching	Regular lesson	Regular lesson	Regular lesson	Revision lesson	Exam Prep	-
Assessment	CBA	Term 3	CBA	CBA	Semester 2 exam	-
CCA	Start week 3	Regular lesson	End	End	End	-
School Holiday	-	1 week	-	-	-	4 weeks

Notes:

1. All students are required to attend classes from 8.30AM to 3.30PM on Monday to Friday from term 1 to 4.
2. All students will be assigned classroom-based assessments (CBA) from time to time during the school year. It is administered by subject teachers for checking understanding and monitoring their progress.
3. CBA is part of the continual assessment (formative assessment)
4. In addition to the CBA, students will be assessed termly through a summative test on the topics covered for the term.
5. All CBAs and term tests will account for 20% of the overall semester result for semester 1 and 2 separately. The other 80% will come from each of the semester exams.
6. Each student should be given at least one CBA per term.
7. All students are expected to join one CCA. It will be from 4PM to 5PM from Monday to Friday. Depending on the CCA, it will be scheduled on one of the weekdays.

Year 9

Semester 1:

Semester	1					
Term	1			2		
Month	End July/ August	September	October	November	December	January
Teaching	Regular lesson	Regular lesson	Term 1 review	Regular lesson	Revision lesson	Regular lesson
Assessment	CBA	Term 1 Midterm	Term 1 test	CBA	Semester 1 exam	CBA
CCA	Start week 3	Regular CCA	Suspended for test	Regular CCA	Suspended for exams	Regular CCA
Holiday	-	-	1 week		2 weeks (Week 3-4)	2 weeks (Week 1-2)

Semester 2:

Semester	2					
Term	3			4		
Month	January & February	March	April	May	June	July
Teaching	Regular lesson	Regular lesson	Review lesson	Revision lesson	Exam Prep lesson	-
Assessment	CBA	CBA	Term 3 test	CBA	Semester 2 exam	-
CCA	Start week 3	Regular lesson	Regular lesson	Regular lesson	Suspended for exams	-
School Holiday	-	1 week	-	-	-	4 weeks

Notes:

1. Classes will run from Monday to Friday for all 4 terms. These classes are compulsory, and students need to fulfill at least 90% for international students and 75% for local students.
2. All students will be assigned classroom-based assessments (CBA) from time to time during the school year. It is administered by subject teachers for checking understanding and monitoring their progress.
3. CBA is part of the continual assessment (formative assessment)
4. Before the end of each term, students will be assessed through a summative test on the topics covered for the term, semester or year.
5. All students are expected to join one CCA. Depending on the CCA, it will be scheduled on one of the weekdays.

Year 10

Semester 1:

Semester	1					
Term	1			2		
Month	End July/ August	September	October	October & November	December	January
Teaching	Regular lesson	Regular lesson/ Exam	Term 1 review / Exam	Regular lesson	Revision lesson / Exam	Regular lesson
Assessment	CBA	Term 1 Midterm	Exams	CBA / O-Level Exam	Semester 1 exam / O-Level Exam	CBA
CCA	Start week 3	Regular CCA	Regular CCA	Regular CCA	Suspended for exam	-
School Holiday	-	-	1 week	-	2 weeks (Week 3-4)	2 weeks (Early – mid January)

Semester 2:

Semester	2					
Term	3			4		
Month	January & February	March	April	May	June	July
Teaching	-	Regular lesson	Review & exam prep	Revision lesson	Revision lesson	-
Assessment	-	CBA	Exams (2 weeks)	Cambridge IGCSE exams	Cambridge IGCSE exams	-
CCA	Start week 3	Suspended for exam prep and exams Resumes after the school exams				-
School Holiday	-	1 week	-	-	-	4 weeks

Notes:

1. Classes will run from Monday to Friday for all 4 terms. These classes are compulsory, and students need to fulfill at least 90% for international students and 75% for local students.
2. All students will be assigned classroom-based assessments (CBA) from time to time during the school year. It is administered by subject teachers for checking understanding and monitoring their progress.
3. CBA is part of the continual assessment (formative assessment)
4. Before the end of each term, students will be assessed through a summative test on the topics covered for the term, semester or year.
5. All students are expected to join one CCA. Depending on the CCA, it will be scheduled on one of the weekdays.

Year 11 & 12

Semester 1:

Semester	1					
Term	1			2		
Month	End July/ August	September	October	October & November	December	January
Teaching	Regular lesson	Regular lesson	Term 1 review	Regular lesson	Revision lesson	Regular lesson
Assessment	CBA	Term 1 Midterm	Term 1/ Exams	CBA / Exams	Semester 1 exam / Exams	CBA
CCA	Start week 3	Regular	Suspended for exam	Suspended for exam	Suspended for exams	Regular CCA
School Holiday	-	-	1 week	-	2 weeks (Week 3-4)	2 weeks (Early – mid January)

Semester 2:

Semester	2					
Term	3			4		
Month	January & February	March	April	May	June	July
Teaching	Regular (January, week 3-4 onwards)	Revision	Exam prep	Exam prep	Exam prep	-
Assessment	Term 3 (February)	Mock exams	Cambridge AS/A level exams			-
CCA	Start 3 rd week of January	Suspended for exam prep and exams Resumes after the school exams				-
School Holiday	-	1 week	-	-	-	4 weeks

*Mock exams are full exam paper taken in strict accordance with Cambridge exam requirements under full exam supervision.

Notes:

1. Classes will run from Monday to Friday for all 4 terms. These classes are compulsory, and students need to fulfill at least 90% for international students and 75% for local students.
2. All students will be assigned classroom-based assessments (CBA) from time to time during the school year. It is administered by subject teachers for checking understanding and monitoring their progress.
3. CBA is part of the continual assessment (formative assessment)
4. Before the end of each term, students will be assessed through a summative test on the topics covered for the term, semester or year.
5. All students are expected to join one CCA. Depending on the CCA, it will be scheduled on one of the weekdays.

4.2 School Reports

Formal reports will be issued for all students on a termly basis, and your child's academic progress will be communicated to you on a regular basis through both verbal and written updates. Parents are strongly encouraged to actively support their child's learning and to maintain consistent engagement with the teacher throughout the academic year.

Towards the end of each term (1-4), reports will include the assessment results and information on behaviour as well as attendance. The marks are based on assessments conducted at the end of each term or semester. Please see the table below:

Assessment Component	Description	Weightage	Timeline
Diagnostic Test	Class test covering prior knowledge	N/A	Week 1
Class Participation	Speaking, listening, group discussions	N/A	Ongoing
Oral Presentation	Individual or group oral tasks	N/A	At least once a term
Classroom-based assessments	Short quizzes, worksheets, and workbook on key concepts	N/A	Weekly
Weighted Assessments	Concepts and content covered in each respective term.	15% each	Term 1 & 3
Semester 1 exam or Mock exams	Semester 1 will be written exam covering first half of syllabus while semester 2 or mock exam will cover the entire year or course syllabus	30%	Mid-Year
Semester 2 Exam or Mock exam (Final exam)	Practical and written exams will cover the full year or the full course syllabus (IGCSE/AS/ A-level). For mock exams, the paper will be a full Cambridge exam paper following the same duration in the actual Cambridge exams.	40%	End of Year

5. The Academic Standards

Year 7 – 10

Grades are reported on a scale of A–U or percentage bands.

Grade	Percentage	Grade Point	Description
A*	90–100%	4.0	Work of outstanding quality and an unusual demonstration of intellectual initiative
A	80–89%	3.7	
A-	75–79%	3.5	
B+	70–74%	3.3	Work of good quality that demonstrates a sound grasp of content and good analysis of subject matter
B	65–69%	3.0	
B-	60–64%	2.7	
C	55–69%	2.3	Work of acceptable quality indicating a competent grasp of subject matter
D	50–54%	2.0	
E	40–49%	1.0	Work of satisfactory quality with indicating some grasp of subject matter
F	30–39%	0.0	Unsatisfactory performance; no credit given
G	20–29%	0.0	
U	<20%	0.0	
NG	N.A.	N.A.	Non-graded subject
PN	N.A.	N.A.	Pass in non-graded subject
FN	N.A.	N.A.	Fail in non-graded subject
RP-E	40–49%	1.0	Re-sit exam/test with passing grades
RF	<49%	0.0	Re-sit exam/test with failing grades
Ab	N.A.	N.A.	Absent from school and assessment
EX	N.A.	N.A.	Subject exemption

Year 11

Grades are reported on a scale of A–U or percentage bands.

Grade	Percentage	Grade Point	Description
A	70-100%	4.0	Work of outstanding quality and an unusual demonstration of intellectual initiative
B	65 -69%	3.0	Work of good quality that demonstrates a sound grasp of content and good analysis of subject matter
C	60-64%	2.5	
D	50–59%	2.0	Work of acceptable quality indicating a competent grasp of subject matter
E	40-49%	1.5	Work of satisfactory quality with indicating some grasp of subject matter
F	20-39%	1.0	Unsatisfactory performance
U	Less than %	0.0	Unsatisfactory performance; no credit given
NG	N.A.	N.A.	Non-graded subject
PN	N.A.	N.A.	Pass in non-graded subject
FN	N.A.	N.A.	Fail in non-graded subject
RP -E	40 - 49%	1.0	Re-sit exam/test with passing grades
RF	<40%	0.0	Re-sit exam/test with failing grades
Ab	N.A.	N.A.	Absent from school and assessment
EX	N.A.	N.A.	Subject exemption

Year 12 (A-Level)

Grades are reported on a scale of A–U or percentage bands.

Grade	Percentage	Grade Point	Description
A*	80–100%	4.0	Work of outstanding quality and an unusual demonstration of intellectual initiative
A	70–79%	3.5	
B	65–69%	3.0	Work of good quality that demonstrates a sound grasp of content and good analysis of subject matter
C	60–64%	2.5	Work of acceptable quality indicating a competent grasp of subject matter
D	50–59%	2.0	
E	40–49%	1.0	Work of satisfactory quality with indicating some grasp of subject matter
U	<39%	0.0	Unsatisfactory performance; no credit given
NG	N.A.	N.A.	Non-graded subject
PN	N.A.	N.A.	Pass in non-graded subject
FN	N.A.	N.A.	Fail in non-graded subject
RP-E	40–49%	1.0	Re-sit exam/test with passing grades
RF	<40%	0.0	Re-sit exam/test with failing grades
Ab	N.A.	N.A.	Absent from school and assessment
EX	N.A.	N.A.	Subject exemption

5.1 Progression requirement and criteria for quality passes

- Student must achieve a minimum average of **40% score for the full school year result**.
- Achieve minimum B grade in at least 2 subjects for quality passes
- Exceptional cases will be reviewed by the Academic Board.

6. Supplementary Programmes and Co-Curricular Activities (CCAs)

6.1 Learning Support Classes

Learning Support classes are designed to provide targeted academic assistance to students who require additional guidance to achieve success in their studies. These classes reinforce classroom learning through structured review sessions, guided practice, and the development of essential academic competencies such as effective note-taking, time management, and examination techniques for students experiencing academic difficulties. Below are the types of classes for:

- **Curriculum Reinforcement:** Revisits and consolidates concepts taught in the regular curriculum, offering students opportunities to strengthen their understanding through structured exercises.
- **Study Skill Development:** Focuses on cultivating effective learning strategies, including note-taking methods, study habits, and examination preparation techniques.
- **Specialised Programmes** include interventions designed for English language learners.

Supplementary Learning Support classes are intended for:

- Students requiring more individualised academic support than is typically provided in mainstream classes.
- Students experiencing challenges in specific subjects or requiring reinforcement of foundational knowledge and skills.
- Students affected by personal or health-related circumstances impacting their learning.
- Students who are newly adapting to the language of instruction and require additional linguistic support.

Participation may be recommended by subject teachers, form tutors, or Principal based on ongoing academic assessment. Classes are provided with additional cost and are arranged on a continuous basis.

6.2 Assemblies and events

- **School Assemblies** – The school organises a variety of assemblies throughout the academic year to support students' holistic development and to foster a sense of community.
- **Secondary and High School Assemblies** – Assemblies are conducted with age-appropriate themes relevant to students' learning and personal growth. Class teachers and specialist teachers are responsible for coordinating and organising selected assemblies.
- **Event and Festival Assemblies** – The school also holds assemblies to commemorate significant cultural festivals such as Hari Raya, Chinese New Year, and Deepavali, as well as school-wide events including Book Week and International Day. These assemblies are planned and coordinated by class teachers in collaboration with the designated planning committees.
- **Class- or Tutor-led Assemblies** – Each class is required to lead at least one assembly per academic year, typically conducted during the designated assembly period on Fridays. These assemblies focus on the school virtues and schoolwide learner's goals related to student development. They serve as a platform for reflection, character development, and reinforcement of school values, while also helping students cultivate essential skills such as communication and collaboration.

6.3 Co-Curricular Activities (CCA)

The CCA programme provides students with a structured range of experiences designed to support the development of their interests, skills, and character. Students may select from various activities

offered across categories such as Sports and Fitness, Performing Arts, Science and Technology, Arts and Crafts, Games, Official Organisations, and others. A number of these activities are conducted by external providers with recognised expertise and professional experience.

CCA sessions are conducted throughout the academic year, commencing from the second week of each term. Depending on the activity, sessions may take place after school or during lunchtime. Participation may be on a single-term, full-term, or full-year basis, as applicable.

Parents will be informed of the registration process for CCAs via email. Please approach Student Services for the detailed information about the full CCA programme.

7. Student Admission Policy & Procedure

Please follow the below five-step process to apply, submit documents to start the admission process:

Step 1: Pre-Application Counselling

All prospective students (and their parents or guardians) are required to attend a pre-application counselling session by SISH or SISH representatives in your country. This ensures you fully understand the course details, admission criteria, and study pathway opportunities so you can make a well-informed decision about your studies.

Step 2: Complete Your Application Form

Fill out the appropriate application form and send the completed SIHS Course Application Form, with all supporting documents and pay a one-time non-refundable and non-transferable Pre-Application Fee of S\$1500 to initiate the application process. This fee includes the cost of the Placement Test, which all applicants are required to take.

You will be required to provide the following supporting documents:

- a) Recent passport-sized photo of the child (white background)
- b) Copy of the child's birth certificate
- c) Copy of the child's passport (personal details and expiry page)
- d) Copy of each parent's passport
- e) Front and back copies of the child's DP / PR / Student Pass (if applicable)
- f) Front and back copies of both parents' DP / EP / LTVP / PR / Student Pass (if applicable)
- g) Most recent official school transcripts or report cards (current and previous year)
- h) Curriculum overview if the child is homeschooled
- i) Proof of English Proficiency or IELTS or TOEFL, if applicable
- j) Immunization Status
- k) Any speech/language, educational psych testing, or learning needs evaluations/records (Required if applicable)

Documents not in English must include official translations.

Step 3: Application Review & Offer

Once your application has been successfully reviewed and accepted by SIHS, you will receive the following:

- a) Letter of Offer – Includes details about your course intake and applicable fees.
- b) Course Information – Overview of your selected programme and academic schedule.
- c) Student Pass Application Checklist – For international students requiring a Student's Pass.
- d) Accommodation Information – Details on housing options available to international students.

For international students, SIHS will submit your Student's Pass application. Upon approval, the Immigration & Checkpoints Authority (ICA) will issue an In-Principle Approval (IPA) Letter. Please note that the Student Pass process typically takes 2 to 4 weeks.

To confirm your place after receiving the Letter of Offer, you are required to pay a non-refundable and non-transferable Post-Application Fee of S\$800. Additionally, the signed Letter of Offer must be returned to the School Office by the stated deadline.

Step 4: Finalise Your Enrolment

Once your application has been approved, it's time to officially confirm your place at SIHS.

To complete your enrolment, you — along with your parent or guardian (if you are under 18 years of age) — must review and sign the SIHS Student Contract and settle the payment of the school fee along with any applicable miscellaneous fees.

Step 5: Get Ready for First Day of School

Now that you're officially enrolled, it's time to prepare for your first day! Make sure to complete the following:

- a) Report to school to complete your onboarding procedures
- b) Purchase your school uniform
- c) Buy required textbooks and workbooks (refer to the official booklist provided)
- d) Attend the orientation session for new students (this will help you get familiar with the campus, meet teachers and staff, and connect with fellow students)

This structured experience is designed to help you settle in confidently and start your academic journey on the right foot.

Students accompanied by a parent or legal guardian are required to report to the school at least two weeks prior to the commencement of classes to complete onboarding procedures and secure their Student's Pass in time for the start of the academic term. Please note that the approval of the Student's Pass is subject to the final discretion of the Immigration & Checkpoints Authority (ICA).

8. School Fees and Policy

SISH International High School is committed to transparency and accuracy for all fees.

Tuition fees may be paid either in full or opt for instalment payments spread over four terms.

Grade	Annual Fee in S\$ (including 9% GST)
Cambridge Lower Secondary Year 7	27,000 (not inclusive of GST)
Cambridge Lower Secondary Year 8	
Cambridge IGCSE Year 9 / Preparatory Course for Singapore-Cambridge General Certificate of Education Ordinary Level (GCE O-Level)	
Cambridge IGCSE Year 10 / Preparatory Course for Singapore-Cambridge General Certificate of Education Ordinary Level (GCE O-Level)	
Cambridge International Advanced Year 11 / Preparatory Course for Singapore-Cambridge General Certificate of Education Advanced Level (GCE A-Level)	
Cambridge International Advanced Year 12 / Preparatory Course for Singapore-Cambridge General Certificate of Education Advanced Level (GCE A-Level)	

	Fee per Term in S\$ (including 9% GST)			
Grade	1 st Term	2 nd Term	3 rd Term	4 th Term
Cambridge Lower Secondary Year 7	11,330.55	8,093.25	8,093.25	4,855.95
Cambridge Lower Secondary Year 8				
Cambridge IGCSE Year 9 / Preparatory Course for Singapore-Cambridge General Certificate of Education Ordinary Level (GCE O-Level)				
Cambridge IGCSE Year 10 / Preparatory Course for Singapore-Cambridge General Certificate of Education Ordinary Level (GCE O-Level)				
Cambridge International Advanced Year 11 / Preparatory Course for Singapore-Cambridge General Certificate of Education Advanced Level (GCE A-Level)				
Cambridge International Advanced Year 12 / Preparatory Course for Singapore-Cambridge General Certificate of Education Advanced Level (GCE A-Level)				

Please note that the fees listed do not include applicable charges for uniforms and accessories, textbooks, student insurance, and school administrative fees. Kindly reach out to us for further details.

While the course fee covers tuition and core instructional resources, there are some additional costs for items such as Cambridge examination fees, learning materials including textbooks or digital resources (where applicable) or co-curricular activities or special programmes (if opted for) as well as miscellaneous fees which refer to non-compulsory fees potentially chargeable on account of, or arising from, the Student's undertaking of the Course.

Compulsory Fees	Fee in S\$ (including 9% GST)
Uniforms (pay direct to supplier)	From \$50 per set
Textbooks	From \$1,068 per level
Uniform Accessories	\$21.80
Student Insurance (per year)	\$109
School Administrative Fee (per year)	\$1,000
Miscellaneous Fees (chargeable where applicable)	Fee in S\$ (including 9% GST)
Bank Transfer Charges	Fully paid by parents
Giro Return / Late Bank Transfer Charge	\$218 per instance
Late Payment Charges	\$218 per instance
EFL (English As A Foreign Language) Fee	up to \$5,000 per school year
Learning Support Fee (if applicable)	up to \$5,000 per school year
Music	up to \$3,270 per school year per instrument
Co-curricular / Camps / Workshop Activities	up to \$2,180 per term / activity paid prior to activity commencement
Field Trips	up to \$400 per excursion paid prior to activity commencement
Overseas Study Tours (not inclusive of airfare)	up to \$3,270 per trip paid prior to activity commencement
Third Party Charges (competition fees, etc.)	Bill as charged
Locker Fees	\$218 per school year
Duplicate Copy of School Reports	\$54.50 per report
Letter of Certification	\$54.50 per letter paid prior to the issuance of letter
Cambridge Examination Administrative Fee	\$54.50 per instance
Cambridge Examination Subject Fee	up to \$750 per subject
Cambridge Examination Results Appeal Fee	As charged by Cambridge
Cambridge Examination Late Registration Fee	As charged by Cambridge
Registration of Singapore-Cambridge GCE O / A Level Examination Administrative Fee	\$218 per instance
Singapore-Cambridge GCE O / A Level Examinations Fee	paid to SEAB
Singapore-Cambridge GCE O / A Level Examination Late Registration Fee	paid to SEAB
Singapore-Cambridge GCE O / A Level Result Appeal Fee	up to \$400 per subject
Administrative Fee for Refund Procedures	\$54.50 per instance

Courier Services and Administrative Fee	Bill as charged + \$27.25
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8.1 Fee Protection Scheme

FPS (Fee Protection Scheme) is a mandatory requirement for PEIs like SISH under the EduTrust certification. It safeguards students' fees if the institution ceases operations due to insolvency or closure or cannot pay a legal judgment. Under our FPS-G Insurance (Policy No. Z25BX01142809 by Lonpac Insurance Bhd), enrolled fees are covered, except for application fees, GST, miscellaneous fees, FPS premiums, and exam fees collected less than two months before exams. Detailed terms are outlined in the EduTrust FPS Instruction Manual (Version 6.0).

8.2 Refund for Withdrawal Due to Non-Delivery of Course:

The school will inform the student in writing within three (3) working days of becoming aware of any of the following circumstances:

- School cannot commence the provision of the Course on the Course Commencement Date;
- School cannot complete the provision of the Course by the Course Completion Date;
- School terminates the course before the Course Completion Date;
- School has not ensured that the student meets the course entry or matriculation requirements as stated in Schedule A of the Student Contract; or
- The Immigration & Checkpoints Authority of Singapore (ICA) rejects the Student's application for the Student Pass.

In such cases, the student will be informed in writing of any available alternative study arrangements. If the student chooses to withdraw, they are entitled to a full refund of all Course Fees and Miscellaneous Fees paid, within seven (7) working days of receiving the above notice.

8.3 Refund During Cooling-Off Period:

The PEI grants the student a cooling-off period of ten (10) calendar days from the date the contract is signed by both parties. If the student submits a written notice of withdrawal within this period, they will be eligible to a refund on all Course Fees and Miscellaneous Fees, regardless of whether the course has commenced.

8.4 Refund for Withdrawal Due to Other Reasons:

If the student withdraws from the course for any reason not covered under the cooling-off period or non-delivery of the course, the school will process a refund within seven (7) working days of receiving the student's written notice of withdrawal. The amount refunded will be determined according to the schedule outlined in the table below.

% of [the amount of Course Fees and Miscellaneous Fees paid under Schedules B and C in the Student Contract]	If the Contracting Party's written notice of withdrawal is received:
90%	more than 30 working days before the Course Commencement Date
50%	on or before, but not more than 30 working days before the Course Commencement Date
0%	after, but not more than 0 working days after the Course Commencement Date
0%	more than 0 working days after the Course Commencement Date

8.5 Placement Test

The school requires a placement assessment during admissions. This ensures students are placed at the right academic level based on their current skills in English, Mathematics, and Science.

Assessments may include interviews or written tasks to gauge language and critical thinking abilities. It's especially important for students transitioning from different systems or joining mid-year as results help determine if bridging support is needed. For IGCSE or A-Level applicants, prior academic records and subject-specific tests may also be reviewed to ensure readiness for advanced study.

8.6 Payment of Course Fees

Prior to course fee payment, all students **MUST** sign the **Advisory Note (Form 12)** and the **SSG Standard Student Contract**. The school officer will ensure that all students understand the content of the SSG Standard Student Contract before they sign on the contract. If the student is under 18 years of age; legal guardian/parents shall sign the contract.

- **For International Students**, the first installment is payable upon signing the student contract and receiving the Singapore Immigration's In-Principle Approval (IPA) Letter for a Student's Pass or two weeks before the course commencement date; whichever is later.
- **For Local Students**, the first installment is payable upon signing the student contract. The remaining fee installments if applicable, are payable on the dates indicated in the **Payment Schedule - Schedule B** of the SSG Standard Student Contract. Late payment charges may be imposed if the payment is made after the due date.

Students who fail to make his/her payment may be barred from class and/or examinations and/or all pending results would be withheld by the School. Method of payment for all fees will be in Singapore Dollar (SGD). Types of payment accepted include – **Paynow, Flywire, e-Banking, Telegraphic Transfer (T/T)**.

An official receipt will be issued immediately upon receiving of payment. Students should retain their receipts as proof-of-payment. An administrative charge will be levied for every request to retrieve a copy of the receipt.

9. Student Services Support

9.1 Provision of Student Services

Orientation Program for All Newly Enrolled Students

An orientation program will be conducted to welcome all new students prior to the starting of course. The orientation program covers the following:

- Disseminate and reiterate important course information and other information;
- Inform students of their rights (this shall include internal and external grievance and dispute resolution procedures, fee protection scheme, reference to SWDA's official website);
- Inform students of course deferment/extension criteria and procedures, suspension and expulsion conditions;
- Details of the organization awarding the certificate (if applicable); and
- Other information essential for new students.
- The Student Handbook will be used as the main source of information during the orientation.

In the event where any information is changed, the school will ensure all students are promptly notified through available communication channels and sufficient time is given to prepare for the changes.

9.2 Other Student Support Services

During the student's program of study, the students will be informed and provided with:

- a. Close collaboration with guardians for students not exceeding 18 years of age; and
- b. Career guidance programmes to assist students to proceed to higher education.
- c. Pastoral Counselling
- d. Financial assistance
- e. Community Involvement
- f. CCA
- g. Student wellness programme (Scouts, OBV)
- h. Medical Insurance

9.3 Facilities and Programmes to Enrich Student Education Experience

Student facilities and/or programmes will target to enrich the students' educational experiences and develop them holistically so that they will become socially responsible people. Facilities and programmes that SISH will provide for students to enrich their educational experiences are:

1. Orientation Program for All Newly Enrolled Students
2. Facilities and Programmes to Enrich Student Education Experiences
 - a. Student Hub
 - b. Library
 - c. Study area
 - d. AI Centre
 - e. Science Laboratory
 - f. Student lockers
 - g. Wireless Internet connection
 - h. Assistance to disadvantaged students (e.g. those with physical and/or learning disabilities); and
 - i. Academic assistance to students (e.g. language programmes, extra remedial classes)
 - j. Pre-Course Counselling Services
 - k. Counselling

- I. Student Council – bonding activities
3. Facebook community page for SISH International High School students
4. Events organised for students

10. ICA Rules and Regulations for Student's Pass Holders

The student shall comply with the provisions of the Immigration Act and any regulations made hereunder or any statutory modification or re-enactment thereof for the time being in force in Singapore.

- The purpose of stay in Singapore is solely for study only, and no other pass, extension of stay or permanent stay will be sought in Singapore. The student shall not be adopted by any Singapore Citizen or Permanent Resident in Singapore.
- The student shall not indulge in any activities that are inconsistent with the purpose for which the Student's Pass has been issued. The student shall not engage in any activities during their stay in Singapore (political, or otherwise) which may make the student an undesirable or prohibited immigrant under the Immigration Act.
- The student shall not contravene any laws which are for the time being in force in Singapore.
- The student shall not smoke, vape, administer to himself/herself or otherwise consume or be in anyway engaged in the trafficking of any controlled drug as defined in the Misuse of Drugs Act or any written law in force relating to the control of dangerous or harmful drugs.
- The student shall abide by the conditions specified in regulations 14(A) of the Immigration Regulations, where applicable. The student must not engage in any form of paid employment or in any business, profession, or any occupation in Singapore during the validity of your Student's Pass unless you also have a valid work pass issued under the Employment of Foreign Manpower Act (Cap. 91A).
- The student understand that if the Controller of Immigration (CO) is satisfied that you or any of the student's family members breaches the Terms & Conditions mentioned above, or becomes an undesirable or prohibited immigrant, CO may cancel the immigration passes issued to the student and/or student's family and the student and/or any member of the student's family may be required to leave Singapore within 24 hours of such cancellation.
- The student shall surrender the Student's Pass for cancellation within 7 days of the date of cessation or termination of studies.

Any student who remains in Singapore after the cancellation of the Student's Pass is an offence under Section 15 of the Immigration Act and the student would be liable for prosecution.

10.1 Attendance Requirement

The school is obliged to report to the Immigration & Checkpoints Authority on international students who have failed to attend classes for a continuous period of 7 days or more without any valid reason and/or have not attended classes regularly i.e. where the percentage of attendance is 90% or lower in any month of the course without any valid reason. This may lead to the cancellation of the Student's Pass for the student.

Attendance will be taken twice per lesson i.e. before the start-of-class and before the end-of- class.

11. Living in Singapore

11.1 General Information

Population: As of June 2024, Singapore's total population is approximately 6.04 million. This includes 3.64 million citizens, 544,900 permanent residents, and 1.86 million non-residents.

Ethnicity & Languages: Singapore is a multicultural society with four main ethnic groups: Chinese (75.9%), Malay (15.0%), Indian (7.5%), and Eurasian/Other (1.6%). The four official languages are English, Mandarin, Malay, and Tamil, with English serving as the primary working language.

Climate: Singapore experiences a tropical rainforest climate characterized by high humidity and abundant rainfall throughout the year. In 2023, the annual mean temperature was 28.2°C, making it the fourth warmest year on record.

11.2 Monthly Expenses

Please note that the expenses quoted are subject to inflation and may vary depending on market conditions. The amount spent also depends on your personal requirements, budget and location.

Transportation

\$S\$100-150 per month

Cost depends on the distance & mode of transport



Food & Meals

\$S\$450 - \$750 per month

Singapore is a foodie's paradise; a wide range of cheap yummy food is available to satiate your appetite



Accommodation

\$S\$600 - \$1200 per month

Rental varies with location, types of housing, facilities /amenities provided, the number of tenants house-sharing, and more factors.



Communication

\$S\$50 - \$150 per term



11.3 Transportation

Mass Rapid Transit (MRT)

- The MRT is Singapore's major rapid transit backbone, linking nearly all major areas across the island. It features 8 lines, spans around 243 km, and includes about 143 stations. Daily ridership averages around 3.4 million (2024) with frequent services every 1–3 minutes during peak hours.

Light Rail Transit (LRT)

- LRT systems—fully automated and rubber-tired—serve as feeder links in selected residential areas (Bukit Panjang, Sengkang, and Punggol), connecting to nearby MRT stations.

Public Buses

- Buses operate from early morning at 6am till around midnight, with fare variations based on distance and multiple operators including SBS Transit, SMRT Buses, Go-Ahead Singapore, and Tower Transit.

Payment for public trains and buses

- EZ-Link and SimplyGo smart cards simplify fare payments across MRT, LRT, and buses, and are widely accepted across retail and service sectors.
- No top ups needed with SimplyGo—you can tap a contactless credit card or mobile wallet directly for travel.

Taxis & Ride-Hailing

- Taxis are plentiful, metered, and can be hailed on the street, booked via apps, or found at designated stands. Common operators include ComfortDelGro and Trans-Cab.
- Ride-hailing platforms like Grab, Gojek, Ryde, TADA and CDG Zig (ComfortDelGro) offer app-based convenience with upfront fares.

Bicycles & Personal Mobility

- Bike-sharing services like Anywheel, SG Bike, and Moov let you rent bikes via mobile apps. Popular cycling routes include East Coast Park, Marina Bay, and Gardens by the Bay.

11.4 Telecommunications

Mobile Services

Students can either buy prepaid cards or sign up for fixed mobile lines, with prepaid cards widely available at post offices, convenience stores, and retailers.

Internet Services

Internet services are also available at each service operator. Users may wish to sign up with their preferred operator. On the other hand, Singapore has launched its island-wide wireless service. Over more than 500 locations are wireless enabled.

11.5 Banking and Currency

It is recommended that international students open a savings or checking account with a minimum deposit of S\$1000 (for those under 21). Banks require documents like a passport and Student Pass, and provide ATM cards for withdrawals and NETS payments. Banking hours vary but are generally weekdays 9:30am–3pm and Saturdays till noon. The local currency is the Singapore dollar, though major foreign currencies are also accepted in some shopping centres and restaurants.

11.6 Postal

Singapore Post has over 60 branches, 80 agencies, 660 stamp vendors, and 800 post-boxes, offering postal, telecom, and agency services. SAMs operate 24/7 for postal tasks, bill payments, license renewals, and prepaid card purchases, while branches open weekdays and Saturday mornings.

11.7 Public Holidays

Singapore enjoys 11 Public Holidays a year:

New Year	1st January
Chinese New Year	2 days; usually in January or February
Hari Raya Puasa	1 day; varies from year to year
Hari Raya Haji	1 day; varies from year to year
Good Friday	1st or 2nd Friday of April
Labour Day	1st May
Vesak Day	1 day; May/June
National Day	9th August
Deepavali	1 day; usually in Oct or Nov
Christmas	25th December

11.8 Leaving Singapore

Students must notify the school of any travel plans with supporting documents and submit a request form if travelling during classes. All travel and emergency leave must not affect attendance, with documents forwarded to ICA when required. Malaysian students on a Student's Pass may travel home daily as long as attendance is maintained.

Assessment Planner

Term: _____ Planner

Week	Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Week _____ notes:

Day	Subject	Notes/Deadlines
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

SCHOOL CALENDAR 2026 - 2027

FOR STUDENTS ONLY

August intake

2026

2027

DATE: 22 January 2026

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 - 24 School Holidays
20 - 24 Teacher's In-Service Day
27 Term 1 starts
5 School Days

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

9 National Day
10 Off-in-Lieu for Public Holiday
20 School Days

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21 - 25 Term 1 Assessments
30 Community Involvement Day / Learning Journey Day
22 School Days

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 Community Involvement Day / Learning Journey Day
Term 1 ends
5 - 9 Term break
12 Term 2 starts
17 School Days

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

8 Deepavali
9 Off-in-Lieu for Public Holiday
30 Semester 1 Assessments
20 School Days

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 - 11 Semester 1 Assessments
16 - 17 Community Involvement Day / Learning Journey Day
Term 2 ends
18 School Holidays
25 Christmas Day
14 School Days

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 New Year Day
4 - 15 School Holidays
18 Term 3 starts
10 School Days

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 - 8 Chinese New Year
9 - 10 School Holidays
17 School Days

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 Hari Raya Puasa
15 - 19 Term 3 Assessments
24 Community Involvement Day / Learning Journey Day
Term 3 ends
25 Good Friday
26 Term Break
18 School Days

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 - 2 Term Break
5 Term 4 starts
20 School Days

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 Labour Day
3 Off-in-Lieu for Public Holiday
17 Hari Raya Haji
20 Vesak Day
24 - 31 Semester 2 Assessments
18 School Days

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 - 4 Semester 2 Assessments
9 - 10 Community Involvement Day / Learning Journey Day
Term 4 ends
11 School Holidays
9 School Days

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 - 23 School Holidays
19 - 23 Induction and Teacher's In-Service Day
26 Term 1 starts

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOTES

- Students receive 190 school days
- Public Holidays
- Off-in-Lieu for Public Holiday
- School closed for students only during:
 - Term Break
 - School Holidays
 - Induction and Teacher's In-Service Day
- Community Involvement Day / Learning Journey Day
- Festive and Commemorative Day
- School Assessment / Exams
- Please note that this School Calendar is only applicable to parents and students.
- Students might be required to sit for exam during School Holidays as per Cambridge's stipulated exam schedule.
- Information and dates are accurate as of 1 July 2026 and may be subject to change.