

**DULWICH COLLEGE**

| SINGAPORE |

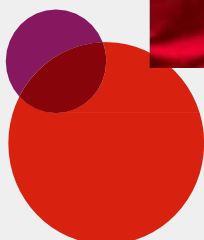


inspiration starts here

DUCKS  
Parent  
Handbook  
2020 - 2021



[singapore.dulwich.org](http://singapore.dulwich.org)







A teacher with dark hair, wearing a black and white checkered blazer, is leaning over a table and holding a red heart-shaped card with a math problem. Three young students are seated at the table: a girl with dark curly hair, a girl with blonde pigtails, and a boy in a red shirt. They are all focused on their work. The background is a vibrant mural of a jungle scene with green foliage and pink flowers. A yellow cup filled with colored pencils sits on the table. In the foreground, a sign on an easel reads 'Writing Area' in English and Chinese.

# Dulwich College (Singapore) Definition of Learning:

Good learning is a meaningful experience where students enjoy making connections between new and existing **knowledge, skills and understanding**. Students are engaged, challenged and are able to reflect independently and collaboratively on their progress.

Writing Area

写字区





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# DULWICH COLLEGE (SINGAPORE) GUIDING STATEMENTS

## *Detur Pons Mundo Building Bridges to the World*

Dulwich College (Singapore) aspires to be respected internationally as a community committed to developing individuals who seize and act ethically upon the breadth of opportunity the world presents.

### COLLEGE GUIDING STATEMENTS

#### Children come first when:

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

### COLLEGE SONG

Liberi Alleynienses,  
Quotquot annos,  
Quotquot menses.

Fertur principum memoria,  
Fertur principum memoria.

Vivit Fundatoris nomen,  
Unicae virtutis omen.

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

### MAJULAH SINGAPURA

Mari kita rakyat Singapura  
Sama-sama menuju bahagia  
Cita-cita kita yang mulia  
Berjaya Singapura  
Marilah kita bersatu

Dengan semangat yang baru  
Semua kita berseru  
Majulah Singapura  
Majulah Singapura





## VISION AND MISSION

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### **VISION**

LIVE **WORLDWISE.**

Our students have the skills and motivation to make a positive difference in the world

### **MISSION**

Graduate **WORLDWISE.**

Because we TEACH **WORLDWISE,**  
students LEARN **WORLDWISE.**

### **STRATEGIC PILLARS**

Students come first

One family of schools

Pioneering spirit





# VISION AND MISSION

At Dulwich College (Singapore) because

## Students Come First

in all that we do and we all share the same pioneering spirit...



We want our community to feel **agency** in their work and their studies

We want our community to work together to build a **sustainable** world

We want our community to benefit from the best quality **learning** possible



so we can do all of this we are developing an organisational culture focussed on student and staff **well-being**



## LEARNING PRINCIPLES

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Learning is effective when it has a clear purpose



Learning is effective when it is adapted and applied



Learning is effective when it is personalised



Learning is effective when it is relational

### Two Core Outcomes

The long-term retention of valuable knowledge, concepts and skills.  
The ability to transfer what has been retained into different contexts and situations.

# WELCOME FROM THE HEAD OF DUCKS

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On behalf of the children and staff, we welcome you to DUCKS through this booklet. DUCKS (Dulwich College Kindergarten Singapore) is a purpose-built Kindergarten set over three floors. It caters to children aged two to seven years. There are two Toddler classes, six Nursery Classes, eight Reception classes, ten Year 1 classes and ten Year 2 classes.



We refer to Toddler, Nursery and Reception classes as Foundation Stage. Year 1 and 2 are referred to as Key Stage One (KS1).

The classrooms are light and airy, and well-resourced in order to meet the needs of the curriculum. In addition, the DUCKS building has a beautiful spacious library, cooking rooms, music rooms and a multipurpose room.

Our curriculum is broadly based on the English Early Years Foundation Stage Curriculum and the English National Curriculum. However, we ensure that it reflects the needs, culture and history of our school's international community in Singapore and Asia.

Depending upon their age, the children have specialist lessons each week for PE, Swimming and Music. DUCKS is a dual language environment but in addition Mandarin is taught every day as a discrete lesson from Reception onwards. The children are grouped according to background, previous experience and ability.

There are many opportunities for the DUCKS children take on leadership roles. These range from playground buddies to Mandarin monitors to House Reps and Student Council to name but a few.

If you have any further questions after reading this booklet, please do not hesitate to contact me.

*Mrs. Joanne Woodward*  
**Head of DUCKS**



# DUCKS GUIDING STATEMENTS

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**We are all good at something**

我们各有所长

---

**We always try our best**

我们总是尽我们最大的努力

---

**We work and play together**

我们一起工作和玩耍

---

**We have friends from many different countries**

我们有许多来自不同国家的朋友

---

**We share and we care**

我们分享，我们关心

---

**We take care of our world**

我们关爱世界

---

**We grow and change together**

我们一起成长和改变

---

**We try new things**

我们尝试新的事物

# DUCKS STAFFING

## DUCKS Leadership Team

Head of DUCKS:	<i>Mrs Joanne Woodward</i>	<a href="mailto:joanne.woodward@dulwich-singapore.edu.sg">joanne.woodward@dulwich-singapore.edu.sg</a>
Deputy Head of DUCKS:	<i>Mrs Sonia Magnus</i>	<a href="mailto:sonia.magnus@dulwich-singapore.edu.sg">sonia.magnus@dulwich-singapore.edu.sg</a>
Deputy Head of DUCKS:	<i>Mr Rob Soffe</i>	<a href="mailto:rob.soffe@dulwich-singapore.edu.sg">rob.soffe@dulwich-singapore.edu.sg</a>
Assistant Head of DUCKS	<i>Mr Chris Timms</i>	<a href="mailto:chris.timms@dulwich-singapore.edu.sg">chris.timms@dulwich-singapore.edu.sg</a>
Year Group Leader of Toddler:	<i>Katie Gee</i>	<a href="mailto:katie.gee@dulwich-singapore.edu.sg">katie.gee@dulwich-singapore.edu.sg</a>
Year Group Leader of Nursery:	<i>Cerys Shanley</i>	<a href="mailto:cerys.shanley@dulwich-singapore.edu.sg">cerys.shanley@dulwich-singapore.edu.sg</a>
Year Group Leader of Reception:	<i>Kate Msaka</i>	<a href="mailto:kate.msaka@dulwich-singapore.edu.sg">kate.msaka@dulwich-singapore.edu.sg</a>
Year Group Leader of Year 1:	<i>Jon Pavey</i>	<a href="mailto:jon.pavey@dulwich-singapore.edu.sg">jon.pavey@dulwich-singapore.edu.sg</a>
Year Group Leader of Year 2:	<i>Claire Jackson</i>	<a href="mailto:claire.jackson@dulwich-singapore.edu.sg">claire.jackson@dulwich-singapore.edu.sg</a>

## DUCKS Support Team

<b>DUCKS Reception:</b>	Ashikin Adjeman +65 6890 1076 <a href="mailto:ashikin.adjeman@dulwich-singapore.edu.sg">ashikin.adjeman@dulwich-singapore.edu.sg</a>
<b>DUCKS Administrator:</b>	Manjulah Anand +65 6890 1074 <a href="mailto:manjulah.anand@dulwich-singapore.edu.sg">manjulah.anand@dulwich-singapore.edu.sg</a>
<b>P.A to Head of DUCKS:</b>	Molly Sahrudin +65 6890 1517 <a href="mailto:molly.sahrudin@dulwich-singapore.edu.sg">molly.sahrudin@dulwich-singapore.edu.sg</a>
<b>PE office:</b>	+65 6890 1510 <a href="mailto:firstname.surname@dulwich-singapore.edu.sg">firstname.surname@dulwich-singapore.edu.sg</a>
<b>Staff email:</b>	
<b>School Address:</b>	Dulwich College (Singapore), 71 Bukit Batok West Avenue 8 Singapore 658966 <a href="http://singapore.dulwich.org">singapore.dulwich.org</a>
<b>Website:</b>	



# DUCKS STAFFING

## DUCKS Class Teachers

To contact a member of staff, please use the following email structure:

[firstname.surname@dulwich-singapore.edu.sg](mailto:firstname.surname@dulwich-singapore.edu.sg)

Year Group		Class Name	Class Teacher	Leadership
Toddler	1	Ducklings	Katie Gee	Year Group Leader
	2	Cygnets	Erica Patz	
Nursery	1	Kingfishers	Collette Hall-Gray	
	2	Penguins	Alex Hall-Gray	
	3	Toucans	Cerys Shanley	Year Group Leader
	4	Robins	Sophie Wilson	
	5	Doves	Samantha Munns	Assistant Year Group Leader
	6	Starlings	Kristy Paterson	
Reception	1	Flamingos	Kate Msaka	Year Group Leader
	2	Barn Owls	Rachel Brennan	
	3	Hornbill	Andrew Wood	
	4	Swans	Chloe Forrester	
	5	Parrots	Andrew Valentine	Assistant Year Group Leader
	6	Woodpeckers	Eleanor Christie	
	7	Eagles	Chloe Parker	
	8	Canaries	Emilia Palmer	
Year 1	1	Whales	Emily Blaney	
	2	Gorillas	Jon Pavey	Year Group Leader
	3	Sharks	Christina Fenlon	Assistant Year Group Leader
	4	Pandas	Gabi Eaton	
	5	Zebras	Jude Marwa	
	6	Koalas	Jessica Timms	
	7	Leopards	Laura Mc Keever	
	8	Dolphins	Jenni Barnes	
	9	Turtles	Lindsay Hill	
	10	Otters	Abi Tranter	
Year 2	1	Tigers	Jenny Baskerville	
	2	Elephants	Liam Benjamin	
	3	Giraffes	Amanda Ward	Assistant Year Group Leader
	4	Rhinos	Beth Dunnett	
	5	Jaguars	Victoria Hope	
	6	Hippos	Hannah Ryan	
	7	Lions	Michaela Ogden	
	8	Crocodile	Rachel Halliday	
	9	Bears	Claire Jackson	Year Group Leader
	10	Orangutans	Lorna Mallory	



# UNIFORM AND EQUIPMENT

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All children at DUCKS, except those in Toddler classes, wear a simple uniform, which is available from The College Shop next to The Clock Tower Café on campus, or from Lim's Uniform Shop at 211 Holland Avenue, #02-18 Holland Road Shopping Centre. All items of uniform need to be clearly labelled with the child's full name and class. This helps return lost items.

Parents are asked to adhere to the uniform guidelines contained in this booklet.

Hair must always be clean and tidy, worn off the face and styled so as not to invite any comment for any reason. Students with hair longer than shoulder length are required to have it tied. Hair may be coloured if of a natural colour, discrete and appropriate to a school environment.

## Toddler

Toddler children wear their own clothes but they need a school hat, clearly labelled with their name and class. Some Toddler parents may wish to send their children to school in school uniform but this is not compulsory.

### Nursery to Year 2 Girls Uniform

Blue check summer dress  
White socks  
Black leather shoes  
Navy blue College cardigan

### Nursery to Year 2 Boys Uniform

Red short-sleeved polo shirt  
Navy shorts  
Black leather shoes  
Navy blue College jumper  
Navy socks



## Nursery to Year 2 PE Uniform

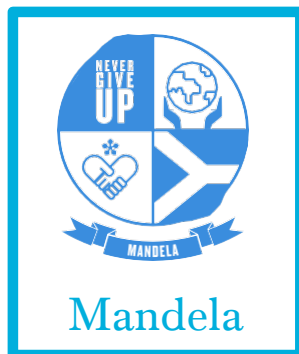
Children wear PE uniform with trainers.

Reception, Year 1 and Year 2 children should buy the House PE kit below:

In DUCKS children can wear their House PE kit for regular PE lessons as well as special events. Children in DUCKS wear their PE kit or House kit to school on PE days. Nursery children do not require a House kit.



Lee



Mandela



Shackleton



Earhart



# WHAT SHOULD CHILDREN BRING TO SCHOOL?

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## Toddler only:

- At least one change of clothes to be kept at DUCKS
- A packet of nappies and wipes (if needed)
- Plenty of underpants/knickers if they are being toilet trained

## All children:

- DUCKS school hat and book-bag. DUCKS has a 'no hat no play' policy
- Mosquito repellent – when appropriate it is recommended that parents apply mosquito repellent to their child before they come to school
- Sunscreen – when appropriate it is recommended that parents apply sunscreen to their child before they come to school
- DUCKS backpack
- Book-bag to carry library and reading books
- A labelled water bottle
- Snacks for morning and afternoon in separate labelled boxes, bags or containers – we encourage a healthy snack packed in recyclable containers
- We do not allow mobile phones or electronics in DUCKS, this also adheres to best practice in risk management and our child safeguarding policies at Dulwich College (Singapore).
- Jewellery should not be worn and any hair ribbons should be navy blue.

# LOST AND FOUND

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Lost and found is located at the receptionist's desk in the DUCKS foyer.

Staff and children are expected to respect the property of the College and of others, and to take all reasonable measures to safeguard this property and their own personal items they bring to school. The College cannot accept responsibility for personal items brought into the College. Individuals have responsibility for their own belongings.





## DUCKS FORMAT OF THE DAY

### Toddler

Day begins at 9.00am with crèche from 8.40am  
Lunch is 11.30am  
Morning Toddlers go home at 12.30pm  
Optional sleep time  
End of the day is 3.25pm

### Nursery

Day begins at 9.00am with crèche from 8.40am  
Lunch is 11.30am  
Morning Nursery go home at 12.30pm  
Optional sleep time  
End of the day is 3.25pm

### Reception

Day begins at 9.00am with crèche from 8.40am  
Lunch is 12.00pm  
End of the day is 3.25pm

### Year 1

Day begins at 8.40am  
Break is 10.00am - 10.30am  
Lunch is 11.30am followed by 30 minute playtime  
End of the day is 3.25pm

### Year 2

Day begins at 8.40am  
Break is 10.00am - 10.30am  
Lunch is 12.00pm followed by 30 minute playtime  
End of the day is 3.25pm

## LUNCHTIMES AND SNACKS

Children can choose a lunch, which is served by the College caterers, or they may bring a packed lunch from home. This social occasion takes place in the school dining room with staff and children eating together. Good table manners are encouraged. A member of DUCKS staff serves on the College nutrition committee.

It is important that children have a healthy snack each day. DUCKS do not allow sweets, chocolate or sugary items as snacks. The aim is to promote positive and healthy eating habits. With this in mind, the following items are suggested: cheese, sliced fruit, raisins, crackers, sandwiches, and yogurt. In addition, it is important that children bring a water bottle to school each day, clearly labelled with their name and class.

NB - DUCKS is a nut-free environment. No nut products are served and any food allergies or special dietary requirements will be taken into account. All snacks brought from home must be nut-free. It is the responsibility of parents to inform the class teacher of any allergies their child may have.

## PAYMENT SYSTEM

We operate a cashless system where charge cards are used to debit your catering account. Detailed information on how this works can be found on MyCollege Parent Portal under School Lunches. Please follow this link: [dcsq.fireflycloud.asia/parent-dashboard](https://dcsq.fireflycloud.asia/parent-dashboard)

# COLLECTION OF CHILDREN

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Children should be collected at the designated time. If parents are unable to collect their child themselves, they must make sure that their child's teacher is aware of alternative arrangements. Parents or carers must wear their security badge at all times. Under no circumstances will a child be allowed to depart from the premises unless they are with a person who is known to the teacher or they are with a person able to provide proof that they are authorised to collect that child by wearing the security badge provided.

Young children become anxious if their carer is not there to collect them. To avoid unnecessary upset, it is important that carers arrive on time. If they are delayed, they must telephone the DUCKS reception so that the class teacher can be informed.

If parents need to collect their child during the school day, they must let the class teacher know in advance. On collection, the DUCKS reception will give parents a permission slip to present to the guards so that they allow their child to leave the campus.

# SCHOOL BUSES

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Parents should talk to their child about being polite to the bus aunty or uncle and driver. They should also remind them that seemingly harmless 'playing' and teasing on the bus can be extremely upsetting for some children and can become a form of bullying if continued. Bad language is strictly forbidden. If children continuously misbehave, parents will receive a warning that their child may have to be removed from the bus, for their own safety as well as that of the other children.

# DROP-OFF AND PICK-UP PROCEDURES

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Children in Years 1 and 2 can arrive at DUCKS from 8.00am onwards and go straight to their class ready to begin lessons at 8.40am. Foundation stage children can arrive at DUCKS from 8.40am onwards. A crèche is provided in Foundation Stage from 8.40am to 9.00am. Children must be in school by 9.00am.

Bus children in Years 1 and 2 arrive at school and are allowed to walk up to their classroom with their friends. A member of staff takes children who come by bus in Toddler, Nursery and Reception to their class if help is needed.

In Foundation Stage bus children arriving before crèche begins at 8.40am will be supervised in their classroom by one of our Assistant Teachers.

It is important that all children are on time for their lessons as late arrival can disrupt their learning and that of their classmates.

# CURRICULUM

The curriculum in Foundation Stage is based on the Early Years Foundation Stage curriculum (EYFS) which provides a framework for the education of children from birth to five years old.

## The Prime Areas covered are:

Personal, Social and Emotional Development  
Communication and Language  
Physical Development

## The Specific Areas covered are:

Literacy  
Mathematics  
Understanding the World  
Expressive Arts and Design

Under these seven areas of learning, staff guide and facilitate a range of exciting and stimulating curricular activities that enable each child to achieve the goals and objectives appropriate to his or her individual stage of development.

The curriculum in Years 1 and 2 is based on the National Curriculum for England and aims to ensure that young people become successful learners, confident individuals, and responsible citizens. The structure of the curriculum has been designed to provide breadth and balance whilst maintaining focus on English and maths. There is a strong emphasis on children's personal development, including the development of learning and thinking skills and personal, social and emotional skills.

All areas of learning are delivered to the children through the teaching of one or two topics per school term, with the exception of maths and elements of English, which are taught as discrete subjects.

Read, Write Inc. is our phonics programme. By following the National Curriculum for England and selecting the best elements it has to offer, a smooth transition between each phase of a child's education is ensured.

# DUAL LANGUAGE APPROACH

DUCKS values Mandarin and wants children to acquire language skills in Mandarin as well as in English. DUCKS therefore uses a dual language approach in the classrooms. The aim of the dual language approach in DUCKS is to develop fluent speakers in English and Mandarin by the end of Year 2 who can comfortably switch from one language to another while always remaining secure in their first language.

In DUCKS at the start of each year, teachers will work with parents to learn which languages are spoken at home, and how they are used, to determine each child's individual language needs. Each child will receive an individual language plan that caters for that child's specific needs.

All children will hear (and use) both English and Mandarin every day, but the degree to which either language is used will depend on a child's individual needs. Both languages will be used, as appropriate, in all learning contexts.

In the early stages of language acquisition, to help children acquire the second language, teachers will be using simplified and repetitive speech; contextualised language and gestures; continual checking of understanding; structured and unstructured opportunities to use both languages; and monolingual delivery of activities/lessons.

Children in Years 1 and 2 will follow the English National Curriculum in a classroom that is rich in both Mandarin and English. A qualified teacher, who is a native English speaker, will lead the curriculum using spoken English. The children's learning will be supported by an Assistant Teacher who speaks Mandarin as a first language but who speaks fluent English as well.

The main language of the curriculum in DUCKS will be English in key areas such as mathematics and literacy, but Mandarin will be used by the Assistant Teachers in natural contexts such as at snack time or greetings in the morning. Children who need to develop their English will be supported to fully access the curriculum. The physical learning environment, including print, will be in both English and Mandarin.





The main language of the curriculum in DUCKS will be English in key areas such as Mathematics and Literacy, but Mandarin will be used by the Assistant Teachers in natural contexts such as at snack time or greetings in the morning. Children who need to develop their English will be supported to fully access the curriculum. The physical learning environment, including print, will be in both English and Mandarin.

## SPECIALIST TEACHING IN DUCKS

### Mandarin

To enhance the dual language approach, children in Reception, Years 1 and 2 will have differentiated Mandarin lessons every day.

### Foundation Stage Mandarin

The Foundation Stage Mandarin Programme is designed for children from Toddler to Reception. Children explore Mandarin everyday. The Toddler and Nursery children have Mandarin integrated into their daily activities. Children in Reception are split into three bands for Mandarin time. The aim of the Mandarin Programme is to give children an early advantage, a foundation they can build on for the rest of their lives, and to get children interested in the Chinese language at an age when it can make a real difference. Training the children in speaking ability is given priority through various interesting and dramatic teaching activities such as hands-on activities, nursery rhymes and songs, stories, and a large variety of games, which are in line with children's cognitive development. Children not only learn Mandarin but are also being immersed in the richness of the Chinese culture through featured Chinese workshops and activities. Children will be introduced to some traditional festivals like Chinese New Year, the Mid-Autumn Festival, and the Lantern Festival.

### Year 1 and Year 2 Mandarin

In Year 1 and Year 2, children have a 60-minute Mandarin lesson every day. The courses have the following aims:

- To enhance children's knowledge and understanding of Chinese culture
- To provide children with the opportunities to extend their learning of Mandarin and to help them progress from their current skill level to their potential level in four areas: listening; speaking; reading (character recognition), and writing.

The Mandarin Programme in Year 1 and 2 is taught in ability groups.







## Music

Specialist music lessons at DUCKS incorporate concepts and pedagogy from the English National Curriculum, and Kodaly and Orff Music Education. All children in DUCKS attend singing-based music lessons with their class, use a range of percussion instruments and incorporate movement activities to encourage sensitivity to beat and rhythm. From Reception onwards, children are taught foundational music reading and writing skills.

All children in Nursery and above attend a group-singing session once a week, which develops a range of repertoire, teaches material for end-of-term productions, and develops group music-making skills. In Year 2, students are offered the opportunity to be involved in an elective choir, which rehearses during CCA time for various performances throughout the year.

All children in Nursery and above are involved in at least one major performance each year, which showcase the practical performing arts skills that are taught each week. They are integrated into the activities in the classroom, and taught as a specialist lesson from Reception onwards. DUCKS holds a music Soirée when children who play an instrument can perform. Children audition for the soirée with the Music Department.

The DUCKS Music room is well equipped with a modern digital Yamaha piano, a class set of tuned and un-tuned percussion instruments, and an interactive whiteboard along with many audio, visual and print teaching resources.

## Library

Children in DUCKS are introduced to the library from as early as Toddler. Our main aim within the library is to give the children the chance to establish a love for books from a very early age.

All DUCKS children visit the library once a week with their class. Each child in Nursery and Reception has the opportunity to borrow one book at a time and Years 1 and 2 can borrow two books. During the class Library sessions, the children are given the opportunity to change their library books as well as take part in book related activities.

In the library you will find a selection of Story Sacks that can be borrowed. Story sacks are a great way to promote literacy and fun for the whole family through reading and doing related activities. A story sack is a cloth drawstring bag containing a storybook plus props and activities linked to the story. These props help adults and children to bring the stories to life, enabling you to act the story out, whilst games and other activities are an extension of the books contents.

## PE

The core aim for PE in DUCKS is to have fun and enjoy their first steps of what we hope will be a lifelong passion for sport.

Early Years children are taught a variety of basic skills, from throwing, catching, kicking, and rolling the ball to gymnastic movements; rolls, flight, taking weight on hands.

The aim for children in Years 1 and 2 is to introduce them to specific sport skills to help transition into Junior School, advancing their gymnastics and teaching them to work as part of a team.

DUCKS PE focuses on enjoyment, participation and also teaches them the basic elements of competition.

### Swimming

All children in DUCKS will have access to a swimming activity or lesson every week. The timing of this will be shared at the beginning of the academic year. Children in DUCKS are expected to wear a swim cap and a rash vest.

### Service Education

We believe service is an important aspect of values education. We will be working with parents and children to arrange service opportunities for the children in DUCKS.

### Learning Support

DUCKS offers a limited number of programmes for children who may require learning support at some point during their academic studies.

All provision is aimed at the individual child's specific learning needs and is cross curricular wherever possible. Support is often through individual or small-group withdrawal systems, but is also carried out through supporting teachers by creating effective learning strategies to remove barriers to learning in mainstream classes.





# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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DUCKS offers support for a limited number of non-native speakers of English, who need to develop their understanding and use of English in order to access and respond to their curriculum studies. This support may take place in the classroom or within small groups withdrawn from the classroom. In both cases, children will be supported by an EAL specialist.

In DUCKS we have a Student Councillor who works with all of the children across DUCKS on topics such as making friends, managing feelings, resolving conflicts etc. In addition she is also on hand to support small groups or individual children.

## ASSESSMENT

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DUCKS believes that Assessment for Learning (AFL) or formative assessment is the key to effective teaching and learning. Teachers use these methods of assessment as an integral part of the child's learning and development.

DUCKS believes that assessment of learning or summative assessment is also important. Summative assessment is concerned with summarising assessments at particular points in time and supports a range of further purposes, including tracking a child's progress, reporting, evaluating, planning, and target-setting.

## ASSESSMENT TECHNIQUES

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Children have a wide range of abilities and learning styles. The approaches to assessment reflect this and so in DUCKS, teachers:

- Observe children to understand their levels of achievement, interests and learning styles
- Use questioning to assess the degree of understanding and the possibility to extend an idea or concept further
- Use these observations to shape future learning experiences for each child
- Every child in DUCKS has an online portfolio called Tapestry.

## THE EARLY YEARS LEARNER PROFILE

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Children in the Early Years are assessed against the early learning goals in the prime areas of

- Communication Language and Literacy
- Physical Development
- Personal Social and Emotional Development

These are strengthened and applied through:

- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Expressive Arts and Design

## STANDARDISED TESTING

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DUCKS recognises the value that external data brings to us through standardised testing.

Children are assessed as follows:

**Reception, Years 1 and 2** - PM benchmark reading tests

**Year2** - GL Progress through English, GL Progress through Maths

## OVERVIEW OF REPORTING TO PARENTS

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Term:	
<b>Term 1:</b>	<b>Parent Consultation Evenings</b>
<b>Term 2:</b>	<b>Parent Consultation Evenings</b>
<b>Term 3:</b>	<b>End of Year Report</b>

## PARENT CONSULTATION EVENINGS

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These take place in Michaelmas and Lent terms, and are a chance for parents to discuss how their child is progressing, both academically and socially.

## END OF TERM REPORT

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Parents receive a written report at the end of Trinity term. This report explains the progress their child has made and their next learning steps.



## CO-CURRICULAR ACTIVITIES (CCAs)

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Children in Year 2 are part of the College after school CCA programme. We will send home details of the programme each term.

## HOUSES, HOUSE POINTS AND REWARDS

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Children in Reception, Year 1 and 2 are part of the College House events. When they enter DUCKS, all children will be assigned a House:

- Earhart (purple)
- Lee (red)
- Shackleton (green)
- Mandela (blue)

Siblings are placed in the same House.

Children receive House points from members of staff which are totalled and shared with the DUCKS community.

## SCHOOL EVENTS, PERFORMANCES AND ASSEMBLIES

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Children in Reception, Year 1 and Year 2 take part in assemblies to recognise their good work. In Reception the children are given certificates from the magic book. In Years 1 and 2, the children receive certificates relating to the DUCKS Guiding Statements.



### Productions

Children in Nursery and above take part in at least one production each year.

### Special Events

Over the course of the year, children participate in the following celebrations and activities: United Nations Day\*, Deepavali, Eid/Hari Raya, Lunar/Chinese New Year, Christmas celebrations, book week, Founder's Day and Sports Days. Parents are warmly invited to all of these events. As an international school great value is put on parents coming into class to share special celebrations from their home cultures. Parents willing to come in should speak to their child's class teacher. Year 2 children will also take part in a sleepover.

**\*As the children have an international dress-up day on UN Day in Michaelmas Term, it may be useful if parents bring a national costume from their home country during the summer holidays.**







## BIRTHDAYS

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Parents are very welcome to bring a cake to school when it is their child's birthday. The children usually prefer a simple homemade cake, cupcakes or iced biscuits. Parents are asked to check with their child's class teacher to arrange the best possible time in the day for them to bring in the cake. They should also check with their child's teacher that there are no children in the class with any food allergies. DUCKS has a strict no-nuts policy. We are unable to distribute birthday invitations for parties in class as it upsets children who have not been invited.

## EDUCATIONAL VISITS

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Children from Nursery upwards, take part in day trips at least once per term. These trips are linked to their curriculum theme.

## ABSENTEE POLICY

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If a child is going to be absent from school due to illness, parents should contact their child's class teacher before 8.30am via one of the following methods:

**Email** - [firstname.surname@dulwich-singapore.edu.sg](mailto:firstname.surname@dulwich-singapore.edu.sg)

The DUCKS Receptionist on **68901076**

If parents know in advance that their child will be away from school, they should let their child's class teacher know.

## BEHAVIOUR AND DISCIPLINE

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It is a primary aim that every member of the College community feels valued and respected, and that each person is treated fairly and well. The College is a caring community, whose values are built on mutual trust and respect for all. The DUCKS behaviour policy is therefore designed to support this in a positive way. It aims to promote an environment where everyone feels happy, safe and secure.

DUCKS has a number of rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

DUCKS expects every member of the school community to behave in a considerate way towards others and treats all children fairly and applies this policy in a consistent way.

The policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

DUCKS rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Children receive praise and rewards for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children reward stickers to stick on their work or take home.
- Teachers give stickers to children for consistent good work, behaviour, outstanding effort or acts of kindness.

Each week teachers nominate children from each class in Reception, Years 1 and 2 to show their 'good work' and those children then receive a merit certificate during the school good work assembly.

In Reception, children are recorded in the 'Magic Book'. In Years 1 and 2, the certificates are linked to the College's guiding statements. Children in Years 1 and 2, are also awarded House points for good work, behaviour and manners. All staff across DUCKS are able to award House points.

*DUCKS acknowledges all efforts and achievements of children, both in and out of school.*

*DUCKS employs a number of sanctions to enforce the rules, and to ensure a safe and positive learning environment. Each sanction is employed appropriately to each individual situation.*

*Children are expected to listen carefully to instructions in lessons. If they do not do so, they will be asked to either move to a place nearer the teacher, or to sit on their own.*

*Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task.*

If a child is disruptive in class, the teacher will discuss this behaviour with them and ask them to stop. If a child misbehaves repeatedly, they will be given time out from the rest of the class until they calm down, and are in a position to work sensibly again with others. After such occasions, the class teacher will discuss the reasons for the time-out with the child. A child may be taken to visit the Head or Deputy Head of DUCKS to discuss this behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and may need to prevent the child from taking part for the rest of that session.

In some instances in DUCKS, after consultation with the class teacher, the Head of DUCKS, and the child's parents, an individual behaviour chart may be put in place to assist the child.

If a child physically hurts another child through play or on purpose while in the playground, that child will be asked to sit out for an age-appropriate amount of time to reflect on their actions.

## There are clear guidelines for instances of biting

If a child bites for the first time, he/she will be told to stop and he/she will be made aware by the class teacher that this behaviour is unacceptable and a note will be sent home via home link book.

If a child bites for the second time, the child will be treated as above, and the child's parents will be informed by telephone and reminded of the policy.

If the child bites for a third time, the child's parents will be asked to remove the child from school until such time as the child has stopped biting.

The class teacher will discuss the school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed upon with the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class during 'circle time'.

## Bullying

The school does not tolerate bullying of any kind. If an act of bullying or intimidation is discovered, immediate action will take place to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, everything possible is done to ensure that all children attend school free from fear.

If a child threatens, hurts, or bullies another child, the class teacher will record the incident and the child will be disciplined. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

## The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher will deal with the incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the Head or Deputy Head of DUCKS. The class teacher may liaise with external agencies, as necessary, to support and guide the progress of a child. This would only take place once parental consent has been given.

The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

## The Role of the Head of DUCKS

It is the responsibility of the Head of DUCKS to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Head of DUCKS to ensure the health, safety and welfare of all children in the school.

The Head of DUCKS supports the staff by implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy.

All reported serious incidents of misbehaviour are placed on a child's file in the Head of DUCKS office. The College Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child.





## The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents are expected to read the rules and support them. Parents are expected to support their child's learning, and to co-operate with the school. The school builds a supportive dialogue between home and school, and parents are informed immediately if there are any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions. If parents have any concerns about the way that their child has been treated, they should initially contact their class teacher. If the concern remains, they should contact the Head of DUCKS.



# EARLY YEARS TOILETING POLICY

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## Aims and Objectives

Toilet training is a significant milestone in a child's life and is vital to their independence and participation in school. DUCKS recognises this is a mutual task, requiring cooperation, agreement and understanding between the child and their caregivers. This includes parents at home, and teachers at school. The best toilet-training techniques emphasise consistency and positive reinforcement and thus seek to work supportively in partnership.

Children are able to control their bladder and bowels when they are physically ready, and when they want to be dry and clean. Many children can control their bowel before their bladder. By the age of two, some children will be dry during the day. By the age of three, nine out of ten children will be dry most days. By the age of four, most children should be reliably dry.

For the purpose of this policy, it is regarded that a toilet-trained child is a child that is in control of their bowel and bladder, being aware of when they need the toilet, thus resulting in them having minimal accidents. This also includes wiping themselves or identifying that they need help.

If children start Nursery or Reception and they are not toilet trained as identified below, they will be asked to remain at home until they are sufficiently toilet trained or an appropriate plan is in place in consultation with the class teacher and Deputy/Head of DUCKS.

## Toddler

Most children will begin in the Toddlers class wearing nappies. Teachers and parents/carers will communicate regularly and work cooperatively to start the toilet training process, aiming to maintain consistent approaches and messages to the child. Once the toilet training process begins, parents and teachers will work together and discuss the use of pull-ups and underwear during this stage.

Teachers and Assistant Teachers will:

- Encourage children to identify when they need to use the toilet and ask to go.
- Take the children to the toilet at regular intervals during the day to encourage independence and the development of bladder and bowel control.
- Support the children in learning how to wipe their own bottoms and ask for help when necessary.

## Nursery

Children attending Nursery must be 'toilet-trained'. Children are not able to attend school until they are toilet-trained unless there is a medical diagnosis that complicates the training, accompanied by a doctor's note and action plan. The goal being, to have every child use the toilet independently and exit the bathroom clean. Please note, children in Nursery are not permitted to wear diapers/nappies/pull-ups during the school day and must wear underwear.

Children must be able to:

- Identify that they need to use the toilet and go independently.
- Tell an adult when they need to use the toilet so that the adult is aware that the child is in the bathroom.
- Attempt to wipe their own bottom and be able to ask for help to wipe if necessary.
- Identify when they are wet/soiled and ask for help.
- Children do not need to be dry through the night but should be able to rest at quiet time without wetting or soiling him or herself.
- Attempt to wash their own hands using soap and water.

## Reception

Unless there is a medical diagnosis, accompanied by a doctor's note and action plan, children attending Reception must be "toilet trained". Children are not able to attend school until they are toilet trained as identified below. Please note, children in Reception are not permitted to wear diapers/nappies/pull-ups during the school day and must wear underwear.

Children must be able to:

- Identify when they need to go to the toilet and go independently
- Go to the toilet when prompted by an adult
- Wipe own bottom
- Wash own hands
- Identify when they are wet/soiled and ask for help
- Have rare accidents

## Roles and Responsibilities

The role of the parents

- Toddler parents will need to provide nappies/pull-ups and spare sets of clothing, which will remain at DUCKS.
- Nursery and Reception parents will need to provide a spare set of clothing, which will remain at DUCKS
- Parents must inform teachers about the status of their child's toileting before their child begins in the class
- If there is a medical complication to the toilet training, parents should inform the class teacher and provide any relevant plans and doctor's notes
- If a child is not toilet trained when they begin Nursery or Reception, they will be required to stay home until this is completed
- Participate in meetings with teachers

## The role of the teachers

- Introduce the toilets – explain where they are in the classroom, outside and around the College
- Remind children how to use the toilets (eg. pull down pants/tights completely or holdup dress, wipe properly, flush, etc) as needed
- Regularly encourage children to use the toilet during the day
- Ensure that children have opportunities to use the toilet before and after specialist lessons and break times
- Teach, monitor and encourage hand washing and good hygiene practices
- Provide advice and support for parents experiencing difficulty in the toilet training process

## The role of the admissions department

- Explain the policy to parents during tours
- Ensure that parents are fully aware of the policy prior to accepting a place

# PARTNERING WITH PARENTS

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The College believes that parents play a crucial part in supporting good behaviour in school and welcomes and values their support in setting high expectations. The following expectations will help parents in their efforts to best support their child's development in DUCKS.

Parents are asked to:

- Be safe and considerate to others when dropping off/picking up children
- Share lifts when possible
- Not obstruct the entrance/exit by stopping in zoned areas or abuse any other parking restrictions around DUCKS
- Ensure that their child understands the standards of behaviour expected of them
- Always report any concerns about their child's well-being and work cooperatively with the class teacher to resolve matters satisfactorily
- Encourage excellent attendance and punctuality
- Not organise family holidays during term time
- Ensure that home routines support school life by ensuring that their child adopts appropriate sleep habits/patterns
- Observe progress as detailed in their child's report and let the class teacher know of any concerns or suggestions

## Security Cards (College ID Card)

Everyone, except for students in uniform, coming on to the College grounds is required to wear an official security card. These cards have photos of each individual printed on them and are issued to new families as part of the admissions process. Visitors without security cards may need to provide photo identification, such as a driver's licence, passport, or Singapore identity document, to the guards to gain entrance. The photo identification documents will be kept securely by the guards for the duration of the visit and returned when the visitor leaves the site.

For any questions regarding security cards, please contact

[DUCKS.office@dulwich-singapore.edu.sg](mailto:DUCKS.office@dulwich-singapore.edu.sg)

## Parental Involvement

Parental involvement in DUCKS is welcomed. Parents may wish to come in and share a special celebration from their home culture, help with an art activity, read with or to the children, share a board or card game, help in the library or do some cooking. Parents should contact their class teacher, DUCKS librarian, the Head of DUCKS, or the Deputy Head of DUCKS, if they wish to help in class.

## Library Services for Parents

Parents are warmly encouraged to register for their own library membership and borrow books.

## Parent Forums

Forums are carefully positioned throughout the year to address a variety of pertinent topics including: assessment, mathematics teaching and learning, Mandarin teaching and learning, English teaching and learning. Other forums may be added as necessary throughout the year as the need arises.





## Friends of Dulwich



Friends of Dulwich (FoD) is a volunteer parent organisation that provides a focal point for the College community. It serves as a fundraising vehicle for agreed charities, in addition to fundraising for selected College community events and projects.

Through class representatives they facilitate the communication between class teachers and parents in relation to volunteers for classroom or special events. The class representatives also facilitate the social interaction among families in the school community. All parents are automatically members.

FoD offers support for new families to assist them in having a smooth transition to both DCSG and Singapore.

The FoD committee meets on a regular basis. If parents are interested in getting more involved or have any questions they should email [fod@dulwich-singapore.edu.sg](mailto:fod@dulwich-singapore.edu.sg)

## COMMITTEES AND WORKING PARTIES

The College is committed to working in partnership with the parent body to foster a sense of community spirit. It recognises that input from representative samples of parents alongside that of students and staff on key issues will help to ensure that communication is open and transparent and that decisions have been made following due stakeholder representation. To this end interested parents may be invited to join College working parties or committees as appropriate and upon approval of the Headmaster.



# HEALTH AND SAFETY

The DUCKS school health centre is situated on the 3<sup>rd</sup> floor of the DUCKS building near the lift, It is staffed with two registered nurses.

Health centre contacts: 68901038/39

email: [nurses@dulwich-singapore.edu.sg](mailto:nurses@dulwich-singapore.edu.sg)

Health centre opening hours: 8.00am – 4 pm

**Medical form:** Parents are requested to update the school of any medical conditions/allergies their child may have at the start of each school year and to give the nursing team/teacher consent to administer over the counter medication should it be required.

**Medication authorisation form:** This is filled in by a parent if a student requires administration of a regular or prescription medication. Students are not allowed to carry medication in their school bags or lockers.

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

**Head Lice:** If the school is informed or discovers a case of head lice, all DUCKS parents are informed and linked to the Head lice advisory on MyCollege. Students are not sent home if found to have head lice during the school day however parents are informed and advised. They can return to school once treatment has been started.

Contagious Illness	Description	Exclusion Period	Medical Certificate Required
Chicken pox	Highly contagious infection caused by the varicella zoster virus, causing high fever and itchy blistered type rash	Once fever has settled and blisters dry and crusted over (Approx. 1-2 weeks) , <b>Fitness to return to school letter from GP is required</b>	Yes
Conjunctivitis	Inflammation of the conjunctiva of the eye, caused by allergy, virus or bacteria, may require antibiotic treatment	Can return once treatment has commenced, symptoms have cleared or letter from GP if required depending on diagnosis	No
Coronavirus (COVID-19)	Including but not limited to Fever, respiratory symptoms, body ache	As per the current MOH guidelines	Yes
Fever	Body temperature of <b>37.5</b> degrees Celsius or above. (as per special advisory during time of pandemic)	Minimum of 24 hours after temperature has returned to normal without antipyretic medication. <b>(48 hours minimum if Pandemic)</b>	Yes (during pandemic)
Gastroenteritis	Diarrhea and/or vomiting can also have fever, caused by virus or bacteria	Until 48 hours after the last episode of diarrhoea or vomiting.	No
Hand, Foot and Mouth	Viral infection that causes painful blisters in the mouth and throat, and on the hands, feet, and genital area.	Until 24 hours free from fever and sore throat. All blisters should have dried out. <b>Fitness to return to school letter from GP required</b>	Yes
Impetigo	A contagious skin infection that usually appears as red sores. The sores burst and develop honey-coloured crusts.	24-48 hours after commencing antibiotic treatment depending on location and severity, sores should always be appropriately covered before returning to school.	No
Influenza	Influenza is a viral infection that attacks your respiratory system — including nose, throat and lungs. <b>Please advise if type A or B diagnosed by Doctor</b>	Until 24 hours after temperature has returned to normal and symptoms have subsided	Yes (during pandemic)
Measles	A highly contagious respiratory infection that's caused by a virus. It causes a total-body skin rash and flu-like symptoms, including a fever, cough, and runny nose.	Contagious from <b>4 days</b> before the rash appears until about <b>4 days</b> after it goes. <b>Fitness to return to school letter from GP required</b>	Yes
Mumps	An extremely contagious viral infection of the salivary glands that most commonly affects children.	5 days after the onset of glandular swelling	Yes
Pertussis	Also known as whooping cough, it is a highly contagious bacterial disease. Symptoms include a runny nose, fever, and mild cough. This is then followed by weeks of severe coughing fits.	2 weeks after the cough begins, antibiotics shorten this period <b>Fitness to return to school letter from GP required</b>	Yes
Rubella	Commonly known as <b>German measles</b> , an infection that mostly affects the skin and lymph nodes. It is caused by the rubella virus (not the same virus that causes measles).	5 days after the onset of rash	Yes
Scarlet fever	A bacterial illness, symptoms include bright red rash, red tongue, sore throat and fever	Until 24 hours after antibiotic treatment	No
Streptococcal Throat	Bacterial throat infection most common in school age children	Until 24 hours after starting antibiotic treatment	No
Upper Respiratory tract infection	Productive cough, green sputum, persistent rhinitis, with or without fever	If diagnosed bacterial respiratory tract infection, 24 hours after antibiotic treatment once certified back by Doctor	Yes (during pandemic)

# COMMUNICATION

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In September, year level curriculum evenings are held for all parents to introduce the staff and discuss classroom routines.

The College has an online area for parents called MyCollege Parent Portal and parents will be sent the link and login details. Parents are asked to check this each week to get information on the curriculum being covered during the week and for any other notices.

Home link books provide daily communication between parents and teachers. Teachers use them to communicate about homework, attendance, behaviour, activities children are enjoying or any other matters relating to class performance. Staff check the book daily.

## App

There is a College app downloadable from the App Store by searching 'Dulwich College Singapore'. Please ensure you download and subscribe to the relevant class channel to receive up-to-date and timely alerts.

## MyCollege Parent Portal

All families, once enrolled, will receive login details for our [MyCollege Parent Portal](#). Here parents will find copies of all parent communication and other information they will find useful.

## Newsletters

The College produces a weekly newsletter called Dulwich Diaries every Friday during term-time, along with a weekly Bulletin newsletter. The newsletters contain key information for the forthcoming week along with a link to the full parent calendar. Past newsletters are available on MyCollege Parent Portal.

Every class teacher in DUCKS produces a weekly newsletter which is shared with parents.

## Regular updates via social media

- Twitter: Follow Head of DUCKS Joanne Woodward [@DCSG\\_DUCKS](#), the College [@DCSG\\_Dulwich](#) and Headmaster Nick Magnus [@Headmaster\\_DCSG](#)
- Facebook: Follow '[Dulwich College Singapore](#)'
- Instagram: Follow [@dulwichcollegesingapore](#)
- LinkedIn: Follow '[Dulwich College \(Singapore\)](#)'
- YouTube: Subscribe to '[Dulwich College Singapore](#)'

## Tapestry

Every child has an online learning portfolio called Tapestry. This builds during the year to produce each child's learning journey.

## Website

The College has its own [website](#) where information, including the calendar, is accessible. The website has information relating to College activities and descriptions of the individual schools.

## Yearbook

The College produces an annual Yearbook as a keepsake for the students and staff.





# DULWICH COLLEGE (SINGAPORE) SCHOOL YEAR CALENDAR 2020-2021

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



Month	M	T	W	TH	F	SAT	SUN	Event
March	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	<b>26 March:</b> Last Day of Lent Term <b>29-31 March:</b> Easter Holiday
April	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	<b>1-9 April:</b> Easter Holiday <b>2 April:</b> Good Friday <b>12 April:</b> First Day of Trinity Term
May	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	<b>1 May:</b> Labour Day <b>13 May:</b> Hari Raya Puasa <b>14 May:</b> School Holiday <b>26 May:</b> Vesak Day
June	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	<b>25 June:</b> Last Day of Trinity Term

School days:	181	<div></div> First/Last Day of Tem
Term 1:	75	<div></div> Public Holidays
Term 2:	54	<div></div> School Holidays
Term 3:	52	<div></div> Professional Learning Days (No School)
		<div></div> Teacher Planning Days
		<div></div> New Staff Induction

**DULWICH COLLEGE**  
| SINGAPORE |

Dulwich College (Singapore), DUCKS, 71 Bukit Batok West, Avenue 8 Singapore 658966  
[singapore.dulwich.org](http://singapore.dulwich.org)  
CPE Registration Number: 201027137D  
Period of Registration: 09 January 2020 to 08 January 2024