



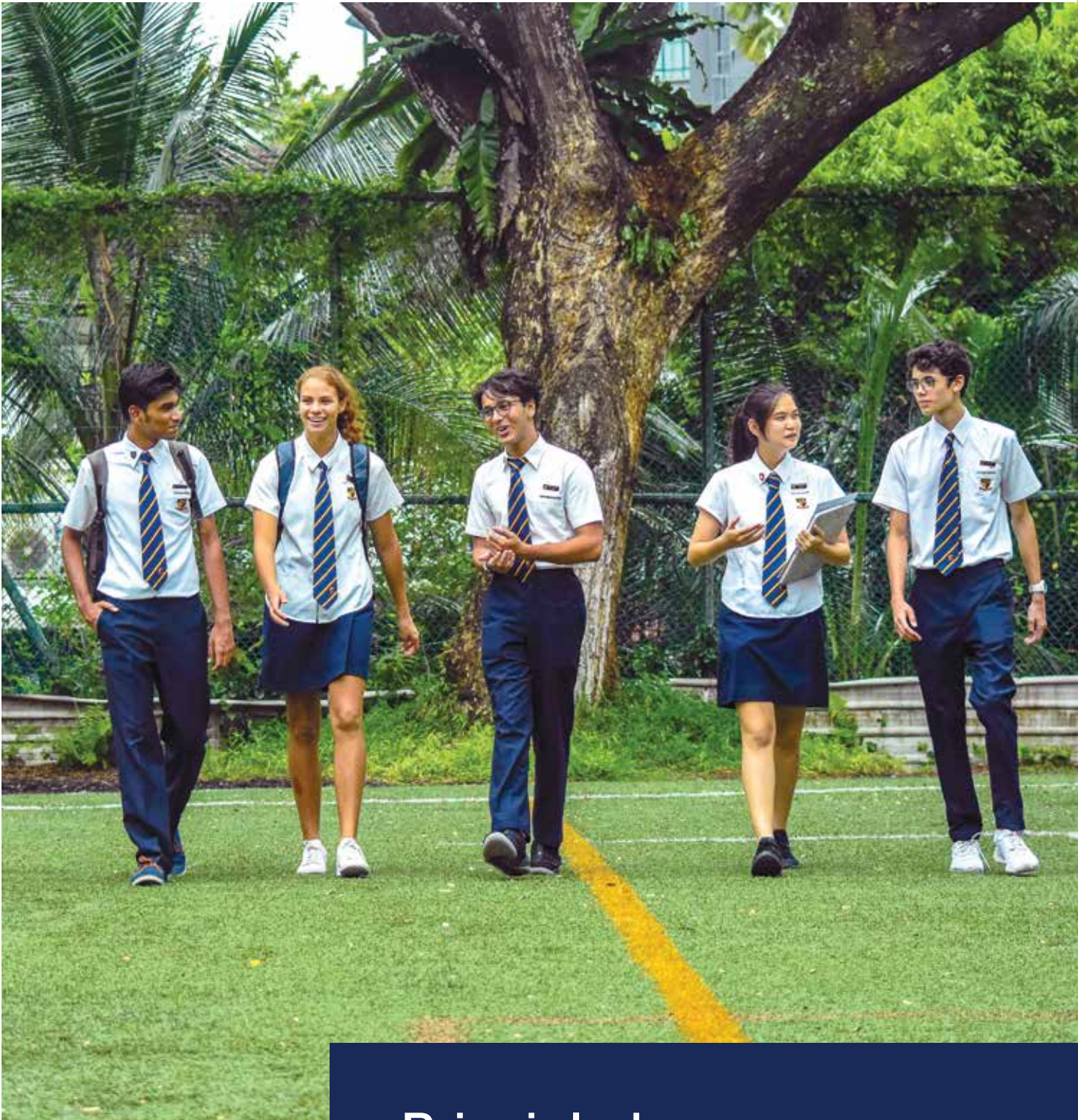
ACS
(International)

A Methodist Institution
(Founded 1886)

Prospectus

Building Through Belief





Principled

We act with integrity and honesty, and respect the dignity and rights of others.

Principal's Welcome



Choosing the right school is an important responsibility and decision for families. Similarly, nurturing and educating our students to reach their full potential is our key commitment. At ACS (International), we pride ourselves on developing well-rounded, outstanding young men and women who excel academically, physically, socially and spiritually.

We are proud of the special character of ACS (International), which sets us apart — our dual Christian and Anglo-Chinese School (ACS) heritage, and our expansive, holistic international education programmes.

Our Christian principles steeped in Methodist tradition provide us with values and beliefs that guide us every day, help us to be better people, serve and help others, and be all that we were created to be. Our ACS heritage extends back to 1886 when Bishop Oldham started the first ACS school. We have a proud history, a strong brand and an illustrious alumni network. Our holistic international education programmes based around the IGCSE and IB curricula enable our students to achieve good results in examinations, experience a wide range of service and co-curricular activities locally and overseas, and gain entry to top universities both local and foreign.

ACS (International) offers a unique mix of local and international students among its cohort. Our international students come from all parts of Asia, the Pacific and even from further abroad. The fusion of different ethnic groups enriches the learning experience for our students, enhances the appreciation of cultural differences and enables students to make friends from different parts of the world.

ACS (International) is indeed no ordinary school. To our current parents and students, we thank you for trusting us and working with us to develop individuals who are engaged, inclusive, self-assured and display fine character traits. This is a responsibility we do not take lightly. To prospective parents and students, we hope to welcome you to the ACS family soon. We believe in every student at ACS and will do all we can to build their success. We look forward to welcoming both parents and students to the ACS family to collaborate in a successful partnership between home and school.

Rob Burrough

Academics

International General Certificate of Secondary Education (IGCSE)

> 50% of results

A* & A

Multiple "Top
in the World"
award winners



International Baccalaureate Diploma Programme (IBDP)

Sustained an average score of

35



> 15% gain a score of over

40



Students with perfect score of

45



University



Students accepted into universities around the world



Acceptance into top medical schools



Entrance to Oxford, Cambridge and Ivy League universities



Heritage and Philosophy



ACS was founded in 1886 and has shaped the lives of hundreds of thousands of students. Today, it has grown to a family of six fine schools in Singapore with a total enrolment of more than 10,000 students. ACS has earned an enviable reputation for producing many of the nation's outstanding leaders, entrepreneurs, and sportsmen and women.

The ACS brand of education is based on the vision of our founder, Bishop William F. Oldham, to develop well-rounded students of strong moral character who excel academically, physically, socially and spiritually. The journey our students take from primary schools to senior secondary is one of discovery, personal development, interaction and the pursuit for excellence. At every stage, we prepare them for the many challenges that they will face when they step into society and the real world. It is a memorable journey that fosters camaraderie, encourages a remarkable sense of belonging among students, teachers, parents and alumni, and also one that cultivates the inimitable ACS spirit that has made ACS unique among other schools.

ACS (International) caters for Singaporeans and overseas students who are attracted to an international curriculum in a Singaporean context, in particular, the “ACS brand of education”. The establishment of ACS (International) is in line with the Government's aim of making Singapore an educational centre of excellence to serve Singaporeans as well as students from around the region. The school embraces the traditions of ACS. Our sister schools are ACS (Independent), ACS (Junior), ACS (Primary), ACS (Barker Road), Anglo-Chinese Junior College, and ACS (Jakarta).

ACS takes great pride in nurturing the leaders of tomorrow, and setting benchmarks for others to follow. As it continues to move forward in tandem with the times to meet the needs of the ever-changing modern world, one thing remains unchanged — the sound Christian values and principles that are responsible for the matchless ACS spirit of excellence, service and loyalty.

ACS (International) is owned by the Methodist Church of Singapore. Christian values and inclusivity underpin all that we do — in academic pursuits, on the sports field and stage, in leadership and in service to others.



Thinkers

We use critical and creative thinking skills to analyse, and make reasoned, ethical decisions.

The philosophy that underpins the School's understanding of **Exceptional Education** is manifest in our purpose, spirit, focus and beliefs.



Exceptional Education



Our Purpose

We develop outstanding young men and women who serve and lead — making positive contributions to their communities and beyond.



Our Focus

We provide 21st Century student-centred learning to maximise opportunities, potential and character development.



Our Spirit

We embrace Christian compassion and develop servant leadership to others.



Our Belief

We develop outstanding young men and women who are engaged, inclusive, self-assured and display fine character traits.

Programmes

Academics

At ACS (International), students follow a general academic programme in their first two years before selecting their subject combinations for the International General Certificate of Secondary Education (IGCSE) in Year 3 and the International Baccalaureate Diploma Programme (IBDP) in Year 5. Some students sit for the Cambridge 'O' Level in their mother tongue languages.

The school offers an English-medium curriculum plus Second Language Bridging classes at Year 1, Year 2 and Year 4. This programme is offered to students taking English as an Additional Language (EAL). Bridging students usually join mainstream classes the following year.

A one-year Foundation programme (Foundation IB) to prepare for the IBDP is available to competent English Language learners who are unable to sit for the two-year IGCSE.

An externally-run preparation course for SATs is provided for students aiming for entrance into universities in the United States of America.



Year 1 and Year 2

All students in Year 1 and Year 2 take general courses that include either a foreign language or Mother Tongue Language.

Subjects Offered

- English Language
- Mathematics
- Science — Biology, Chemistry and Physics
- Geography (Year 2)
- Inquiry, Innovations and Entrepreneurship (IIE)
- The Arts — Music, Art and Drama
- Physical Education
- History (Year 2)*
- Integrated Humanities (Year 1)*
- Religious Studies (Year 2)*
- Mother Tongue or Foreign Language (Chinese, Malay, Tamil, French, Spanish)*

** not offered to Bridging students*



Year 3 and Year 4 (IGCSE)

All students in Year 3 and Year 4 follow an eight- or nine-subject programme for two years before sitting for the final IGCSE examinations. Students follow a core curriculum of Mathematics, English Language or English as a second language, one Science, one Humanities, their Mother Tongue or Foreign Language (as per the School Language Policy) and Physical Education (PE).

Students also choose two additional subjects from the list below. Selected students may also take a third Science course for a nine-subject combination.

Subjects Offered

- English Language
- English as a second language
- Mother Tongue or Foreign Language (Chinese, Malay, Tamil, French, Spanish, Japanese)
- Mathematics
- History/Geography/Economics
- Biology/Chemistry/Physics
- English Literature
- Business Studies
- Global Perspectives
- Additional Mathematics
- Art
- Drama
- Music
- IGCSE PE

Year 5 and Year 6 (IBDP)

The IBDP is a rigorous post-secondary academic programme that seeks to develop the students intellectually, physically, emotionally and ethically. To gain both depth and breadth of knowledge, Year 5 and Year 6 students take six subjects: one subject per group and three Core elements; Extended Essay, Theory of Knowledge and Creativity, Activity and Service (CAS) over the course of two years. Three subjects are taken at Higher Level and three subjects at Standard Level.

Subjects Offered

- Group 1: English Lang. and Lit.,
Chinese Lang. and Lit., Vietnamese,
Korean, Japanese Lit.,
School Supported Study
- Group 2: English, Chinese, French, Spanish,
Japanese, Malay, Tamil
- Group 3: Economics, Business and Management,
History, Geography, Psychology
- Group 4: Biology, Chemistry, Physics, Sports,
Exercise and Health Science
- Group 5: Mathematics, Mathematical Studies
- Group 6: Music, Visual Arts, Theatre, or an
additional Group 3 or Group 4 subject





Caring

We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

The School Pastoral System

We seek to ensure that all students feel cared for and valued. The pastoral care system encourages and reinforces a student's personal and social development.

The House system is central to the school's pastoral provision and provides the means by which each student is nurtured. Each student is a member of a House and has a teacher Tutor who is primarily responsible for their pastoral care. Tutors oversee their students' conduct in school, monitor their academic work and encourage the highest standards. They help develop their tutees' character by observing the latter's relationships with other students. They enforce discipline and offer guidance and counselling. Each Head of House oversees these interactions between students, parents and staff, and contribute where necessary.

The Holland Village Methodist Church Pastor and two full-time Christian ministry staff are located on-site for counselling and support.

A specialist Guidance Counsellor provides expert support where needed. The School Nurses, the Higher Education Counsellor and the Learning Support Officer also provide specialist assistance where necessary. The International Student Pastoral Care Counsellor (ISPPC) looks after the wellbeing and pastoral care of all of our international students.

Communication

Regular communication between home and school is encouraged. Should a student require assistance, parents or students are encouraged to email their respective teacher, Tutor or Head of House. If necessary, interventions at a higher level can be requested by senior staff.

Service

We regard service to the community — local or international — as a fundamental part of the Christian faith. It complements a student's intellectual development and their academic curriculum. Service is at the core of our mission and all students are expected to contribute. Service positively impacts both the individual undertaking the service activity and the one receiving the service.

Our students are able to participate in service activities in Singapore and overseas. Our students frequently make trips to Zimbabwe, Thailand, Vietnam, Malaysia, Indonesia, Cambodia, Nepal, India and Japan. There, students work on construction and conservation projects, assist in classroom teaching, clean-up activities, and activities that provide support to the old and the very young.



Life at ACS (International)

Our Community

We regard ourselves as a family. The concept of family is important to all cultures, and in this diverse and inclusive school our unique pastoral care-linked House system and our emphasis on Christian values supports, encourages and challenges all students to achieve their potential in every aspect of school life.

We are very proud of the extensive range of opportunities and challenges which contributes to the all-round holistic education prized by the school community.

Academic activities are complemented by a wide range of co-curricular activities (CCAs); an extensive leadership programme; service and community project activities undertaken both locally and overseas; and life skills which permeate the curriculum and co-curriculum in order to develop character, confidence, resilience in our future leaders and global citizens.



Boarding Life

International students may board at either ACS (Independent) or ACS Oldham Hall hostels, or stay in an approved home-stay after their first year.

Staying in boarding provides students with the structure they need to be successful as they transition to Singapore. Each of the boarding facilities provides adult oversight of the students, including organising special events and supervised study in the evenings. Both hostels offer comprehensive accommodation packages that include laundry services, food and pastoral care programmes to support our international students.



Houses

The House system is the cornerstone of the school's pastoral network. Each student is allocated to one of eight school Houses under the leadership of the Head of House, House Tutors and student House Prefects. The smaller student numbers of 130 per House enables a strong family environment to be maintained. Each student is known by name to their House leaders.

A friendly yet competitive rivalry between the Houses is encouraged through the various Inter-House activities that occur throughout the year.



Leadership

Developing servant leadership is at the heart of our mission. We seek to equip, enable and empower our students to serve others and lead change. Embracing the Design for Change disposition, they collaborate in small groups to bring improvements to the school community.

Every year students are appointed to serve as School Prefects, House Prefects, CCA leaders and Peer leaders. School Prefects are appointed from among the senior students while the other leadership positions are open to other year groups. The School Prefect board, led by the Head Boy and Head Girl and assisted by Deputy Heads, is appointed yearly in April to serve for the next 12 months. The School Prefects are assigned to sub-committees like Ambassadors, Council, Welfare and House. The House Prefects are appointed by the Housemasters and House staff while the CCA leaders are appointed by the CCA teachers.

To recognise their leadership development and practice, Leadership Colours Awards are presented yearly to students who have been a positive influence and made significant contributions to the community within and/or outside school.



Co-curricular Activities

Promoting an all-round holistic education, we complement our academic activities with a wide range of 40 different CCAs, including sports, the performing arts, and special interest programmes. There is an emphasis on both participation and performance, plus the development of leadership skills and character-building. The duality of the schools status as both an International School and MOE school means that athletes at ACS (International) can compete in both the ACSIS (Athletic Conference of Singapore International Schools) leagues and the MOE's National School Games competitions.

Each student is expected to undertake one CCA from any group. Current CCAs include:



Interest Groups CCAs

- Chess
- Chinese Calligraphy
- Christian Fellowship
- Debate & Public Speaking
- Envoy Club
- Interact
- Life Sciences
- Mathematics Club
- Public Announcement
- Creative Direction
- Robotics
- Computer Coding

Performing Arts CCAs

- Ceramics
- Art Club
- Chapel Band
- Chinese Drama
- Classical Guitar
- Contemporary Band
- Dance
- Gu Zheng Ensemble
- String Ensemble
- Instrumental Ensemble
- Philharmonic Orchestra
- Contemporary Singer Ensemble



Sports CCAs

- Archery
- Badminton
- Basketball
- Bodybuilding
- Fitness
- Football
- National School Games (e.g. Golf, Fencing, Swimming etc.)
- Netball
- Rock-climbing
- Rugby
- Table Tennis
- Tennis
- Touch Rugby
- Volleyball

External Sports CCAs — We can provide support for other sports CCAs that may be conducted outside of school that are not covered within the co-curricular programme



Inquirers

We nurture our curiosity, developing skills for inquiry and research, and sustain our love of learning throughout life.

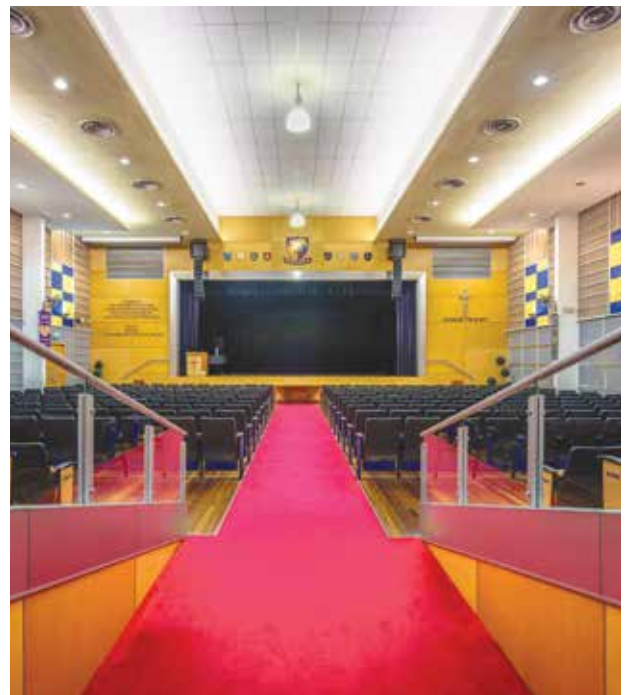
Facilities



Sports Hall



Sports Field



Oldham Chapel

ACS (International) is located in peaceful and picturesque Holland Village, close to Orchard Road. The school has been completely renovated and new building blocks added since its establishment in January 2005. All rooms are air-conditioned and equipped for Wi-Fi.

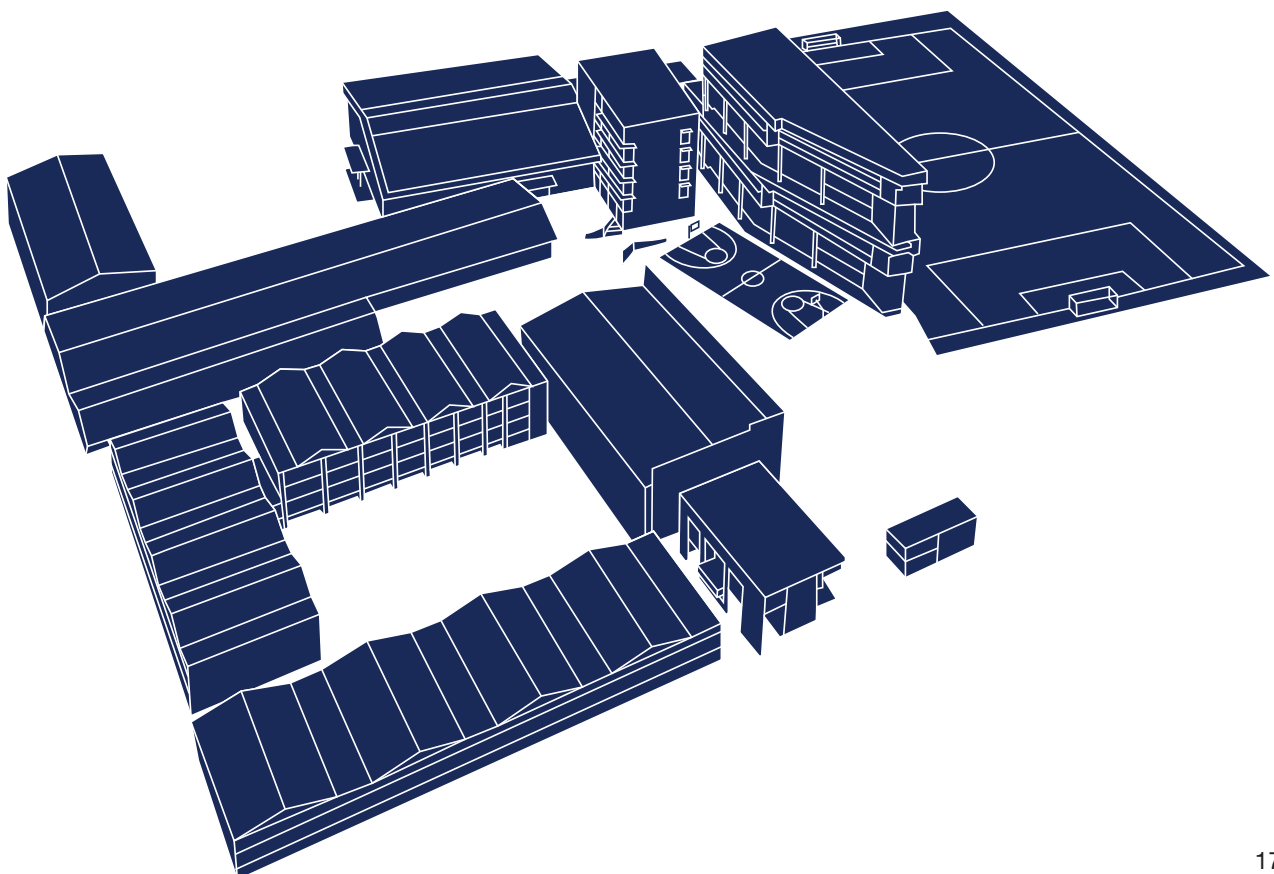
The 500-seat Oldham Chapel is used by the school for Chapel and large meetings, and by the Holland Village Methodist Church as its place of worship on Sundays.

In addition to general classrooms, the school features 15 science laboratories plus resource rooms; two specialist music classrooms plus music technology computer laboratory and four music practice rooms; a modern sports hall which is fully air-conditioned and fitted with two basketball

courts and a climbing wall; a Fitness Gym; two tennis courts; a 550-seat canteen serving Chinese, Western and Vegetarian cuisines, and snacks; a nursing station; and offices for the Counsellor, Higher Education Counsellor, Learning Support Officer and International Student Pastoral Care Counsellor.

The six-storey library block contains two storeys of library space plus two floors of general classrooms, one floor for three specialist art rooms and computer laboratory, and one floor for drama/theatre. The drama floor contains a black box, resource space and general classrooms.

The artificial astro turf, which covers a full-sized football field is a popular venue for curriculum, CCAs, lunch time and after-school activities.





Science Laboratory



Library



Art Studio



Gymnasium



Open-Minded

We seek and evaluate a range of points of view, and are willing to grow from the experience.

Admissions



ACS (International) enrolls both local and international students.



All students must participate in a short oral interview with a senior staff member.



All students must also undertake written entrance tests in English and Mathematics.



Applicants for Year 3, Year 4 or Year 5 also complete a Science paper.



Students with formal examination results such as the Singapore Primary School Leaving Examination (PSLE), 'O' Levels or IGCSE results should submit these results to be exempted from the standard entrance tests.



Students may be granted Direct School Admission into Year 1 based on the written entrance test results.



Current Year 4 students may be granted Direct School Admission into the IBDP prior to sitting for the IGCSE examinations based on good preliminary examination results.



Students who take English as a Second Language may apply to join the Bridging programme in Year 1, Year 2 or Year 4 in preparation for joining the mainstream classes the following year. Students who take English as a First Language and are applying for Year 4, are not eligible for the two-year IGCSE programme but may apply to the one-year Foundation IB course. The standard entrance tests for each level plus the oral interview form the basis of selection. Their current school reports are also considered.

For details of the Admissions procedure and school fees, visit www.acsinternational.edu.sg or contact the Admissions Department directly.



Risk-Takers

We approach uncertainty with forethought and determination, and are resourceful and resilient in the face of challenges and change.

ACS (International) at a Glance

Demographics



33

Different nationalities



1000

Students



114

Teachers



Giving an overall student-teacher ratio of 8.7:1

Student Leadership

200

Formal leadership positions: Prefect;
Student Council; Ambassador; House;
CCA Captain

Overseas Trips

20+

Per year including more than 12 for Service;
Others for Curriculum; Model United Nations;
University visits; Outdoor Education; Music Tours

Co-Curricula Activities

40

Different groups



16

Sports



12

Visual and Performing Arts



12

Special Interest Groups

Senior Leadership Team



Principal

Mr Rob Burrough

BSc (Hons); Dip Ed Man; Dip Teaching

Rob Burrough was previously at the New Zealand Ministry of Education where he served as an advisor to principals. Prior to that, he was head of Linwood College and Temuka High School, both in New Zealand, and head of The Aga Khan Academy, an International Baccalaureate (IB) World School in Mombasa, Kenya. He has also taught in Scotland. His particular skills and interests include school improvement, professional development of staff, improving pedagogy by means of best practice academic research, leadership development, mentoring and coaching others, and the development of well-rounded students through a holistic education.



Vice-Principal (Senior Division)

Mrs Tan-Lim Siew Hoon

BSSc (Hons); Post Grad Dip in Ed; Royal Soc of Arts TESS Dip

Tan-Lim Siew Hoon has taught and served as a subject head for History in Singapore schools, including River Valley High School and ACS (Independent), before joining ACS (International) in 2005 as one of the pioneering batch of teachers. She served as Head of Humanities before being promoted to Director of Leadership to develop student leadership within a Christian environment. She was formally appointed as Vice Principal in January 2015. Her initiatives include Integrated Humanities for Year 1, Design for Change (empowering students to lead change in school), Leadership Colours Awards, and annual student-led conferences like Thinkers Day. She is also a trained IB History teacher who is currently teaching IBDP History.



Vice-Principal (Middle Division)

Mr Gavin Kinch

BSc (Hons); Grad Dip. Ed; MEd.

Gavin Kinch is from the United Kingdom with recent teaching experience in the independent sector in Australia through employment at Craigmere Christian School and Tyndale Christian School. After commencing his teaching career as an Information Technology teacher, he progressed into leadership as Year Level Coordinator and then as Director of Educational Administration. In 2013, he was promoted to Secondary School Principal and created a professional learning community that saw student achievement levels rise significantly. He joined ACS (International) in January 2017. He is passionate to see students and staff develop in their confidence and ability so that they can make a positive difference to those around them.



Vice-Principal (Junior Division)

Dr Kris Achter

Ed.D; MAT; BS

Kris Achter has taught and served as an educational leader in the United States, Egypt, and Singapore. His experience working with kids ranges from coaching basketball, special needs educational assistant, International Baccalaureate (IB) Middle Years Program (MYP) teacher, Middle School Principal, Kindergarten to 8th grade Assistant Principal, and his current role as Vice Principal. His thesis research was in work-based learning and his doctoral dissertation research was in the unique role of the international school leader. He has been trained in cooperative learning structures, Responsive Classroom, and technology integration in the classroom. Previous to working in education he worked in marketing and banking.



Communicators

We express ourselves confidently and creatively in many ways, and collaborate more effectively.

ACS (International)

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