

CPE REGISTRATION INFORMATION

As required by the Private Education Regulations

a) The Registration Number of the Private Education Institution

Melbourne Specialist International School

Registration Number: 201421721H

Period of Registration: 3 August 2020 – 2 August 2024

b) & c) The name and addresses of all registered premises of the Private Education Institution

Melbourne Specialist International School

75c Loewen Road, Loewen Gardens, Singapore, 248853

c) The Registered Premises:

75c Loewen Road, Loewen Gardens, Singapore, 248853

d) Learning Areas, Floor Areas and Capacity of Each Classroom

Learning Areas	Size	Seating Capacity
Classroom 1	25.07 sqm	16 Students
Classroom 2	27.8 sqm	12 Students
Classroom 3	35.06 sqm	16 Students
Indoor Gym	17.85 sqm	10 Students
Classroom 5	36.01 sqm	12 Students
Classroom 6	23.52 sqm	12 Students
Life Skills Room	33.93 sqm	12 Students
Therapy Room	6.7 sqm	1 Student

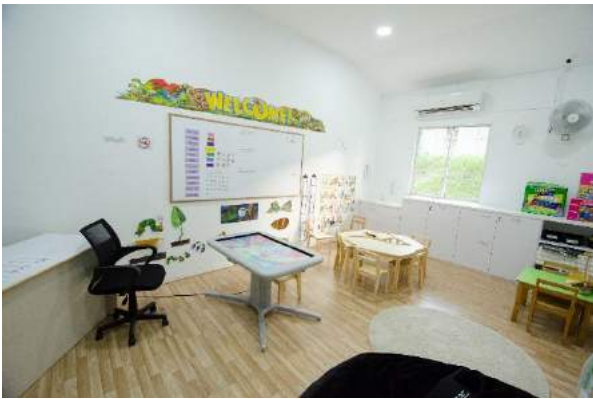
The school's building is a single-story building that is enclosed in its own-gated surroundings. It has a total floor area of 281.36m² with five classrooms, Indoor Gym, one life skills room, one therapy room, one reception area and toilets for the physically challenged and common toilets for the general public.



CLASSROOM



CLASSROOM



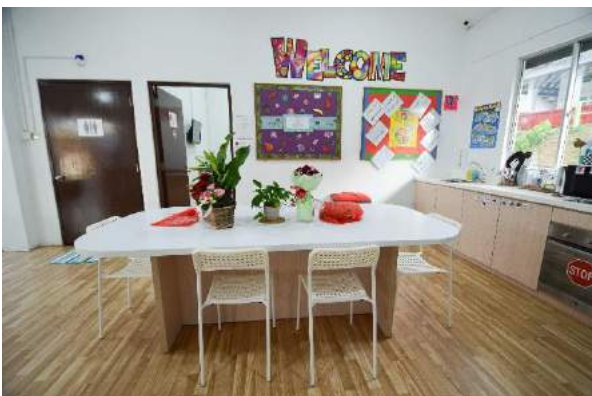
CLASSROOM



CLASSROOM



DANCE/MUSIC STUDIO



LIFE SKILLS KITCHEN

e) Specialist Facilities and Equipment

The School provides specialist facilities including:

- Indoor Gym
- Life Skills Classroom/ Kitchen
- Enclosed yards for Play Areas, Sports Ground and Basketball/Netball half Court for play, lessons and Physical Education activities

f) The name of every Manager of the Private Education Institution

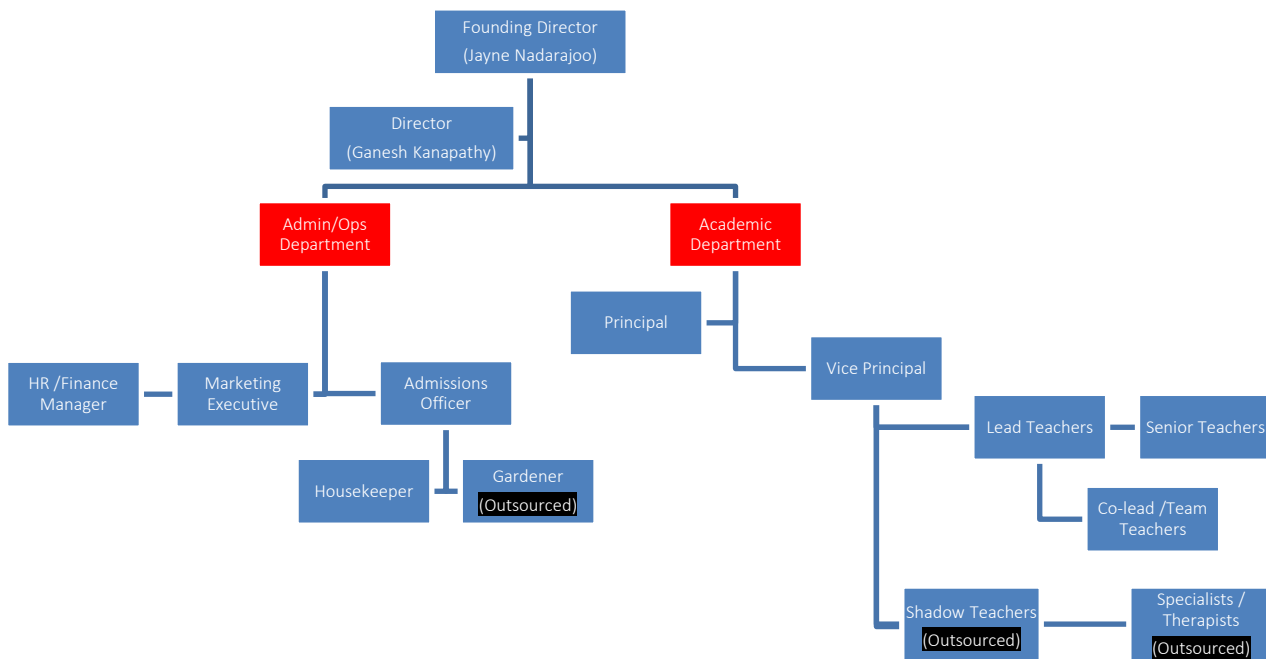
Board of Directors: Ms Jayanti Nadarajoo, Mr Ganesh Kanapathy

g) The name of every member of the Academic Board and The Examination Board of the PEI

Academic and Examination Board:

1. Jayanti Nadarajoo
2. Ganesh Kanapathy Junior
3. Aditi Rao

h) The organisational structure of the PEI, and the names of the persons having charge of or responsibility for every school, or department or faculty thereof, and every other section of the PEI.



i) The names of the courses which Melbourne Specialist International School provides the PEI has the permission of the Council to offer or provide under section 43(1) of the Act, and the modules or subjects thereof:

Course Title: Visual and Performing Arts Programme

Module
Area of Learning: Visual and Performing Arts
<ul style="list-style-type: none"> • Module: Dance
<ul style="list-style-type: none"> • Module: Music
<ul style="list-style-type: none"> • Module: Art
<ul style="list-style-type: none"> • Module: Drama
Area of Learning: English Literacy
<ul style="list-style-type: none"> • Module: Speaking and Listening <ul style="list-style-type: none"> ○ Auditory Functioning <ul style="list-style-type: none"> ▪ Auditory awareness ▪ Auditory attention ▪ Auditory location

<ul style="list-style-type: none"> ▪ Auditory discrimination ○ Receptive Language <ul style="list-style-type: none"> ▪ Intentional Stage ▪ Pre-intentional Stage ○ Expressive Language <ul style="list-style-type: none"> ▪ Intentional Stage ▪ Pre-intentional Stage
<ul style="list-style-type: none"> • Module: Reading <ul style="list-style-type: none"> ○ Visual functioning <ul style="list-style-type: none"> ▪ Visual awareness ▪ Visual attention
<ul style="list-style-type: none"> • Module: Writing <ul style="list-style-type: none"> ○ Pre- Writing ○ Writing strategies and expression
Area of Learning: Numeracy
Module: <ul style="list-style-type: none"> ○ Number ○ The operations ○ Money
Module: Spatial Relations
Module: Measurement <ul style="list-style-type: none"> ○ Length ○ Mass ○ Capacity ○ Time
Module: Probability
Area of Learning: General Studies
<ul style="list-style-type: none"> • Module: Self and Relationships
<ul style="list-style-type: none"> • Module: Daily Living
<ul style="list-style-type: none"> • Module: Personal Safety
<ul style="list-style-type: none"> • Module: School and Pedestrian Safety
<ul style="list-style-type: none"> • Module: Eating and Drinking Skills
<ul style="list-style-type: none"> • Module: Dressing Skills

<ul style="list-style-type: none"> • Module: Personal Hygiene and Grooming
<ul style="list-style-type: none"> • Module: Nutrition
<ul style="list-style-type: none"> • Module: Technology
<p>Area of Learning: Physical Education and Sport</p> <ul style="list-style-type: none"> • Module: Gross Motor Movements <ul style="list-style-type: none"> ○ Sitting ○ Crawling ○ Standing ○ Walking ○ Running ○ Jumping ○ Hopping ○ Skipping ○ Climbing ○ Forward roll
<ul style="list-style-type: none"> • Module: Ball Skills
<ul style="list-style-type: none"> • Module: Bike Education
<ul style="list-style-type: none"> • Module: Trampoline Usage
<ul style="list-style-type: none"> • Module: Wheelchair Mobility <ul style="list-style-type: none"> ○ Manual Wheelchair ○ Electric Wheelchair
<ul style="list-style-type: none"> • Module: Minor Games
<ul style="list-style-type: none"> • Module: Modified Sports

j) & k) The names of deployed teachers, courses they are teaching, and qualifications are as follows: -

Name	Qualification	Qualification awarded by	Courses / Modules deployed	Full-time / Part - time
Vickneswary Rajo	<ul style="list-style-type: none"> • Dip in Autism Studies • Dip in Special Education • Dip in Information and Technology 	<ul style="list-style-type: none"> • Autism Resource Centre • National Institute of Education • Nanyang Polytechnic 	Principal / Lead Teacher	Full-Time

	<ul style="list-style-type: none"> BA in Psychology (Ongoing) 	<ul style="list-style-type: none"> Murdoch University 		
Daryl Duane Van Hale	BA of Science in HRM - Social Work with Professional Certificate in Developmental Disabilities	Valley City State University, North Dakota	Vice- Principal / Foundation 2 Lead Teacher	Full Time
Sarana Pooja	Cache Level 4	Teaching assistant College, London.	Co-Lead Teacher, Foundation 2.	Full Time
Liew Wan Teng	BA in Science with Honours in Psychology	University of Exeter	Co-Lead Teacher, Foundation 2.	Full Time
Rana Henu	BA of Arts in Psychology	Punjab University	Foundation 1 Lead Teacher	Full Time
	Master of Arts in Psychology	Punjab University		
	Post Graduate Diploma in Special Education	Asian College of Teachers		
Jasmeet Sahai	Specialist Diploma in Specific Learning Differences	DAS Academy	Pathway Three, Lead Teacher	Full Time
	Bachelor of Science in Zoology	University of Delhi		
Dave Puliththever Ahgampadiyer S/O Veeraian Thever Manickan	Diploma in Community Services	TAFE New South Wales	Co-Lead Teacher, Pathways 3.	Full-Time
Dinesh S/O Tennarasu	Diploma in Disability Studies	College of Allied Educators	Pathways 4, Co Teacher	Full Time
Laura Marie Katriina Vuorio	BA in Fine Arts	Loughborough University	Pathways 4 ,Lead Teacher	Full Time
	Diploma In Fine Arts	Nanyang Academy of Fine Arts		

l) Information on the courses referred to in subparagraph (j) including

i) The manner in which every course will be taught

Early Years – Individual Learning Plans that include play-based learning using Dance, Music Art and Drama, delivered in full time courses with the options of 2, 3 or 5 days per week.

Pre- kinder – Individual Learning Plans that include play-based learning using Dance, Music Art and Drama, delivered in full time courses with the options of 2, 3 or 5 days per week.

Kindergarten Individual Learning Plans that include play-based learning using Dance, Music Art and Drama, delivered in full time courses with the options of 2, 3 or 5 days per week.

Foundation – Individual Learning Plans that include play-based learning using Dance Music Art and Drama delivered full-time.

Pathways - Independent and Guided Learning including Individual Learning Plans that include play-based learning using Dance Music Art and Drama, delivered full-time.

Transition - Independent and Guided Learning including Individual Learning Plans that include play-based learning using Dance Music Art and Drama plans help personalise the education experience for each child, delivered full-time.

ii) The requirements for enrolment and graduation in respect of every course

To enrol your child, you need to fill out a student application form, pay the registration fee and provide the school with information about your child, including:

1. Evidence of your child's date of birth, e.g. Birth certificate
2. Immunisation status certificate
3. Medical diagnosis
4. Health and welfare information
5. Your child's travel options, e.g. Private car, school bus etc.

All enrolments will also require the completion of the Melbourne Specialist International School privacy notice. Once your application has been received your child will be invited to spend a day with us. After this trial you will be notified in writing of the success of your application including a written report.

Requirements for graduation

Students at MSIS are assessed qualitatively. The student reports will contain a description provided by the school, on the personal qualities of the student. The assessment will capture the student's strengths as an individual, as well as the areas where he/she has displayed growing maturity or development. Students who complete schooling with MSIS until the age of 18 receive a Certificate of Graduation.

iii) The manner in which every assessment or examination for every course will be conducted

Melbourne Specialist International School- Assessment Summary Sheet

Assessment definition

Assessment at MSIS is an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve the future of our students learning.

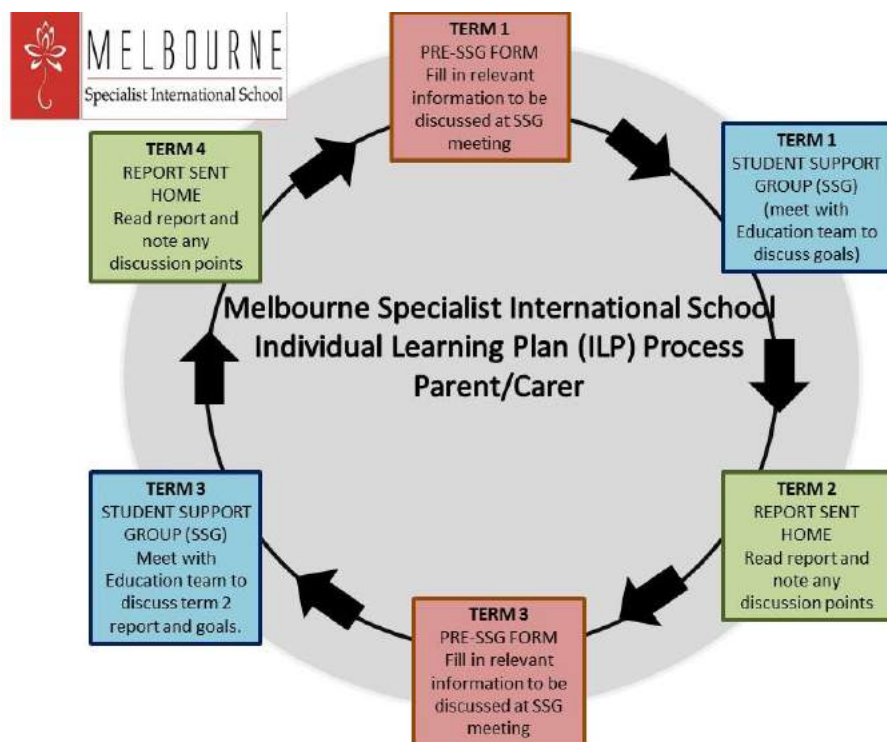
Purpose of our student assessments

Students at MSIS are assessed qualitatively. The student reports will contain a description provided by the school, on the personal qualities of the student. The assessment will capture the student's strengths as an individual, as well as the areas where he/she has displayed growing maturity or development.

Assessment for improved student learning requires a range of assessment practices to be used with three main purposes:

- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Every student at MSIS will receive an Individual Learning Plan (ILP) that is developed through a Student Support Group Meeting (SSG) that outlines what Educational Objectives will be prioritised for that student for each academic year (see ILP Process below).



Student Assessments Tools

Student assessments are made up of the following tools.

- Educational Objective Checklists
- Video footage
- Photographs
- Student Work Product

- Electronic portfolios (photographic evidence of student work backed up in school file for each student)
- Bi-annual student reports, which is marked in the school calendar.

Assessment and Reporting Cycle at MSIS:

Student Support Group (SSG)/Report cycle for each year is as follows-

Term 1	SSGs held in middle of Term 1- The priority at SSG is to establish and clarify the student's goals. ILP is written and sent home.
Term 2	Mid-year student reports written and sent home at the end of term.
Term 3	SSGs held at start of Term 3- The priority at SSG is to review progress consult parents on the report and clarify the student's goals. ILP is written and sent home.
Term 4	End of year student reports written and sent home at the end of term.

i) The commencement date and end date of every course

2021 School Year

Semester One - 5 Jan 2021 to 18 Jun 2021

Semester Two - 13 Jul 2021 to 15 Dec 2021

ii) The terms or requirements of any industrial attachment

Not applicable

n) The average teacher-student ratio for every course referred to in sub paragraph (j)

Class Ratios

Early Years, Pre-Kindergarten, Kindergarten - 1:4

Foundation 1 & 2 – 1:4

Pathways 3 & 4 – 1:4

Transition 5 & 6– 1:4

m) All fees that are payable by students for every course referred to in sub paragraph (j)

SCHOOL FEES	5 Jan 2021- 18 June2021	13 Jul 2021- 15 Dec 2021
Class	Semester 1	Semester 2
Pre-Kindergarten (Age 3 - 5 Years)		
▶ 5 Full Day	\$12,301.0	\$11,741.88

▶ Morning Half Day	\$9,840.81	\$9,393.51
Kindergarten / Early Years (Age 5 - 6 Years)		
▶ 5 Full Day	\$13,531.12	\$12,916.07
▶ Morning Half Day	\$10,824.90	\$10,332.85
▶ 5 Afternoon Half Day	\$10,148.34	\$9,687.05
Foundation Year 1 (Age 7 - 8 Years)		
Foundation Year 2 (Age 8 - 9 Years)		
▶ Full Day	\$14,761.22	\$14,090.26
▶ Morning Half Day	\$11,808.98	\$11,272.20
▶ Afternoon Half Day	\$11,070.91	\$10,567.70
Pathways Year 3 / Early Years (Age 10 - 13 Years)		
Pathways Year 4 / Early Years (Age 14 - 15 Years)		
▶ Full Day	\$15,376.28	\$14,677.35
▶ Morning Half Day	\$12,301.02	\$11,741.88
▶ Afternoon Half Day	\$11,532.21	\$11,008.02
Transition Year 5 (Age 16 - 18 Years)		
▶ Full Day	\$15,991.32	\$15,264.45
▶ Morning Half Day	\$12,793.06	\$12,211.56
▶ Afternoon Half Day	\$11,993.50	\$11,448.33
Transition Year 6 (Age 18 - 21 Years)		
▶ Full Day	\$16,606.38	\$15,851.54
▶ Morning Half Day	\$13,285.10	\$12,681.23
▶ Afternoon Half Day	\$12,454.78	\$11,888.65

APPLICATION & ADMINISTRATION FEES

The application fee is SGD \$1,200 & the administration fee is \$1,000 are payable in-full at the time of registration. –

These are one-off fees.

OTHER FEES	
	COST
One Time Payment	
▶ Pre-admission Assessment Fee - to determine grade placement/individual learning plan	\$980.00
Annually	
▶ Registration fees	\$1,000.00
▶ Development fees	\$200.00

▶ Facilities fees	\$500.00
▶ Insurance	\$100.00

Families may incur additional costs during enrolment and these costs include, but are not limited to field trips, holiday programmes, school concerts and bus transportation.

MISCELLANEOUS THERAPY FEES	
	COST
▶ Occupational Therapy	\$206.25 per session
▶ Speech Therapy	\$165 per session
▶ Art Therapy	\$150 per session
▶ Physiotherapy	\$185 per session
▶ Music Therapy	\$143 per session