



# Parent Handbook

The Board of Directors and Management of  
Melbourne International School  
75C Loewen Road, Singapore 248853

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## PART ONE

# Welcome & About Us

Who we are, what we believe, and the standards we hold ourselves to.

## Welcome Message

Dear Parents and Families,

When we founded Melbourne International School, we had one simple belief: that every child deserves a place where they are genuinely known, genuinely supported, and genuinely valued.

We have seen first-hand how the right environment can transform a child's experience of learning. Not by lowering expectations, but by changing how those expectations are shaped, and by whom. At MIS, that means teachers, specialists, and therapists working together around each child, building on strengths rather than cataloguing difficulties.

We are proud of what this school has become, but more than that, we are proud of what our students and families have made it. The community here is unlike any other we have encountered. Parents who advocate fiercely, children who surprise us daily, and a team that shows up with genuine care.

This handbook is our way of making sure you have everything you need as your child begins or continues their journey with us. Please read it, ask questions, and reach out whenever you need to. Our door is always open.

*With warmth and commitment,*



**Jayne & Ganesh**

*Founders, Melbourne International School*

## Vision, Mission and Values

### Our Vision

To be recognised as an inspirational, inclusive learning institution.

### Our Mission

To create a safe, inclusive and nurturing collaborative environment where students are supported through personalised goals, with progress guided by each child's strengths and needs.

### Our Values

- Creativity — using the imagination or original ideas to create something new or to find solutions.

- Kindness — showing generosity, consideration or concern for others without expecting praise or reward.
- Resilience — continuing or recovering quickly after being knocked down or challenged by adversities.
- Respect — showing due regard for the feelings, wishes, and rights of other people.
- Responsibility — showing good judgement, behaving correctly, and making decisions independently.

## Melbourne International School — A Snapshot



Melbourne International School is a co-educational school that follows the Foundation to Year 10 Victorian curriculum, with a Visual and Performing Arts programme (VPA) and therapy services to help each child reach their full potential. Students see specialist teachers in art, dance, music, occupational therapy, physical education and speech and language therapy. These areas of learning are also used in meaningful and directed ways by the classroom teacher to achieve literacy, numeracy, and living skills goals.

The school also offers functional academics in the areas of Maths, English and Pre-Vocational Training, and incorporates an independent living skills programme that encourages self-help and self-regulation. Each student has individual goals and learning plans set out for them to achieve.

## WASC Accreditation — A Global Benchmark for Educational Excellence



We are committed to providing high-quality education and support for students with diverse learning profiles. Our accreditation reflects our dedication to maintaining high standards in teaching, personalised learning, and student well-being.

WASC accreditation reflects a rigorous external evaluation of curriculum, teaching practices, student services, governance, and institutional effectiveness. It provides families with assurance that our programmes are aligned with internationally recognised standards for educational quality and continuous improvement.

## EduTrust Certification



Melbourne International School is proud to hold the 4-year EduTrust Certification, awarded by SkillsFuture Singapore. This award reflects the school's commitment to maintaining high standards of education and operational excellence.

## Enabling Mark



Melbourne International School has been awarded the Enabling Mark Silver, a national-level accreditation framework by SG Enable that benchmarks and recognises organisations for their best practices and outcomes in disability-inclusive employment.

## PART TWO

# Campus & Daily Life

Where we are, how the day runs, and the standards that keep our campus safe.

## Campus Location, Operating Hours and Contact Details

|                          |                                                   |
|--------------------------|---------------------------------------------------|
| <b>Campus Address</b>    | 75C Loewen Rd, Singapore 248853                   |
| <b>General Enquiries</b> | +65 6634 8891                                     |
| <b>Email</b>             | enquiries@melis.edu.sg                            |
| <b>School Hours</b>      | Monday to Friday, 8.30 am – 3.00 pm               |
| <b>Office Hours</b>      | Monday to Friday, 7.45 am – 5.00 pm               |
| <b>Closure</b>           | Closed on Saturdays, Sundays, and Public Holidays |

## Campus Facilities

Our campus facilities are designed to meet the unique needs of students with diverse learning needs. The airy and spacious site provides a quiet, warm, and secure environment. The facilities support learning, well-being, and a smooth transition towards greater independence.



### Classrooms

Classrooms are spacious, air-conditioned, and arranged to support small-group learning. Class size allows teachers to work closely with individual students while maintaining a structured group environment.



### Music, Drama & Performing Arts

This area supports our Visual and Performing Arts programme, providing dedicated space for individual and group performances, recitals, school concerts, and drama activities.



### Outdoor Activity Areas

Sporting and playground facilities in an open-air setting, giving students space for physical activity and unstructured social time.



### Information Technology

Equipped with computers and educational software that support learning across the curriculum. Older students also have access to IT facilities at The GUILD.



### Life Skills Room

One of our most purposeful spaces. Students use it for cooking sessions that integrate curriculum goals across reading, measuring, following instructions, and understanding nutrition — directly supporting our independent living skills programme.



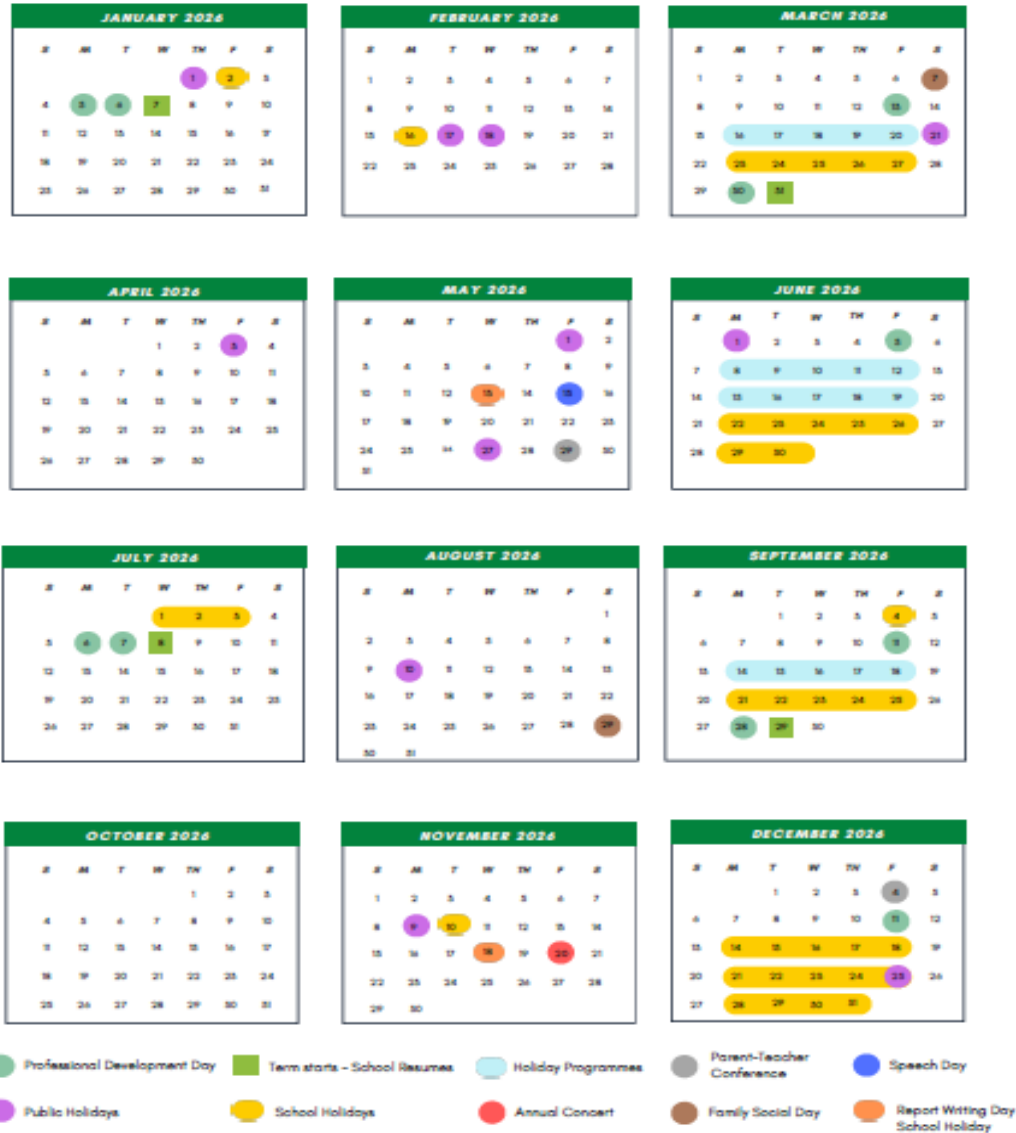
### Indoor Gym & Therapy Room

The Indoor Gym offers a safe, comfortable space for movement activities and physical development, well suited to students who benefit from sensory-based physical engagement. The adjoining Therapy Room is used for individual sessions in occupational therapy, speech and language therapy, and sensory regulation — a calm, contained space designed to minimise distraction.

## Academic Calendar 2026



# 2026 CALENDAR



The MIS academic calendar runs across two semesters. Term dates, public holidays, school holidays, and holiday programme dates are communicated to parents at the start of each academic year and are available on the school website at [melis.edu.sg](http://melis.edu.sg). Parents are encouraged to review these dates early, particularly when planning external appointments or travel, as attendance requirements apply.

## School Uniform and Dress Code

MIS requires all students to adhere to the prescribed school uniform and dress code to maintain a professional and respectful learning environment. This is standard practice for international schools in Singapore and helps to provide students with a sense of identity and inclusivity.

Students are expected to wear the official school uniform during academic hours and at formal school events, unless otherwise stated. The uniform must be worn neatly, kept clean, and kept in good condition at all times.

The school uniform is available for purchase through Lim's Uniform ([limsuniforms.com](http://limsuniforms.com)). Details on sizing, pricing, and the ordering process will be shared during orientation or upon request.

We recognise that some students may experience sensory sensitivities related to clothing, fabrics, or fit. Parents with concerns in this area are encouraged to speak with the admissions team or the class teacher so that appropriate adjustments can be considered on a case-by-case basis.

## Student Attendance and Absences

### Minimum Attendance Requirements

|                                                  |                                                               |
|--------------------------------------------------|---------------------------------------------------------------|
| <b>International students (ICA Student Pass)</b> | 90% attendance required each month                            |
| <b>Other students (e.g. PR, DP, LTVP)</b>        | 75% attendance required to receive the completion certificate |

This requirement is communicated to students and parents during orientation.

- Attendance is taken and recorded daily for all scheduled classes.
- Absentees are documented on the same day.
- Teachers or designated staff may contact the parent or guardian to verify the reason for absence.
- Reasons for absence are recorded, including cases where parents or guardians are uncontactable.
- Students absent due to medical reasons may be required to submit a valid medical certificate upon returning to school.
- The school reserves the right to request supporting documents for prolonged or frequent absences.
- Where attendance is persistently low, the school will work with parents and guardians to understand the underlying reasons and to implement supportive measures where appropriate.

## Student Code of Conduct

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The school expects all students to demonstrate behaviour that contributes to a positive, respectful, and conducive learning environment. Students are expected to:

- Conduct themselves respectfully and courteously towards staff, peers, and visitors at all times.
- Follow all instructions given by teachers and administrative staff.
- Refrain from behaviour that disrupts teaching, learning, or the general operations of the school.
- Show respect for diversity and avoid discrimination, harassment, or bullying.
- Use appropriate language and maintain professionalism within the school premises and during school-related activities.

Where concerns arise, the principal will investigate the matter and, in consultation with the Board of Directors where appropriate, determine corrective measures that are educative, proportionate, and suited to the student's needs. Behaviour may be managed through structured support strategies, including positive reinforcement, guided intervention, and positive behaviour support plans (PBSPs) where necessary.

Possible disciplinary measures may include counselling, time out, withdrawal from the situation, suspension, or expulsion. Course fees consumed during a suspension period and unutilised course fees in cases of expulsion are not refundable, subject to the Student Contract and applicable school policies.

## Child Protection and Safeguarding

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The school places safeguarding and child protection at the core of its educational environment, recognising that every child has the right to feel safe, respected, and supported. Safeguarding is a shared responsibility among staff, students, families, and relevant stakeholders.

The school is guided by the principle that the best interests of the child must be central in decision-making. This is especially important for students with additional needs, who may require tailored support and protection.

The school works collaboratively with parents, guardians, and external professionals to ensure appropriate protection and support. Students are also supported to understand their rights and to raise concerns with trusted adults.

Staff are expected to recognise signs of abuse or neglect and to respond in accordance with established reporting procedures. Concerns are documented, escalated to designated senior staff, and handled sensitively and confidentially based on the level of risk involved.

The school also promotes safer recruitment, digital safety, curriculum-based safeguarding education, and regular policy review to support continuous improvement and compliance with applicable legal requirements.

**PART THREE**

# Support for Your Child

The people, plans, and services built around each student's individual needs.

## Student Support Services

Melbourne International School provides a range of support services to meet the needs of its students. The services below are indicative and may be adjusted according to programme design, student profile, and available resources.



### Orientation Programme for New Parents and Students

The orientation programme is designed to ensure that every learner, regardless of ability or learning style, feels welcome, supported, and ready to thrive. Parents are introduced to key staff, therapists, schedules, the Parent Handbook, and the Student Contract, including key terms covered during pre-course counselling.

### Medical Insurance

Medical insurance coverage for the full course duration is available for all full-time students, including Singapore citizens and permanent residents. The school currently maintains a Group Personal Accident Insurance scheme for eligible students.

### Individualised Learning Plans (ILPs)

Each student is supported through an Individualised Learning Plan developed according to their learning needs, strengths, and goals. ILPs are reviewed periodically in consultation with parents or guardians and, where relevant, therapists.

### Counselling and Pastoral Care

Counselling and pastoral care services may be available to support students' emotional well-being, personal development, and resilience, particularly for higher-functioning students where appropriate.

## Therapy and Psychology Support

MIS uses an integrated therapy model, meaning that occupational therapy, speech and language therapy, and educational psychology support are woven into the student's learning programme rather than delivered entirely in separate clinical sessions. This allows therapists and teachers to work together around shared goals, applying therapeutic strategies in the contexts where students actually need them.



The frequency, format, and nature of therapy support will depend on each student's individual programme and support level. This is discussed with parents as part of the admissions process and reviewed periodically through the ILP process.

For students who require clinical intervention beyond what the school's integrated model provides, parents are encouraged to pursue external specialist support in parallel. School-based therapy is not a substitute for clinical or medical treatment where that has been recommended.

Therapy provision may include occupational therapy, speech and language therapy, physiotherapy, and educational psychology support, subject to programme arrangements and student need.

## Bus Company Services

The school works with an independent transportation provider. Parents who require transport services should liaise directly with the transport company.

## Home-School Communication

MIS places significant importance on regular, open communication between the school and each student's family. Parents and guardians are updated on their child's progress and day-to-day experience through the following channels.

The class teacher is the primary point of contact for day-to-day matters. Parents may reach teachers via the school's designated communication platform, which is introduced during orientation.

For matters requiring a more formal discussion, parents may request a meeting with the class teacher, the principal, or relevant therapy staff. The school aims to respond to all parent communication within two working days.

In addition to day-to-day updates, the school holds bi-annual Parent-Teacher Conferences where individual progress, ILP targets, and upcoming goals are discussed in detail.

Parents are encouraged to raise any concerns early. The school's approach is collaborative, and we are most effective when families and staff are working together with the same information.

**PART FOUR**

# Admissions & Programmes

How families join MIS, and the curriculum pathways once they do.

## Application and Admissions Process

The school implements a structured admissions and enrolment process to ensure that all students are appropriately assessed, placed, and supported in accordance with their learning needs and applicable regulatory requirements. The application and admissions process is compartmentalised into four stages.

**STEP 1**  
Enquiry

**STEP 2**  
Campus Tour &  
Assessment

**STEP 3**  
MOE / ICA  
Application

**STEP 4**  
Admissions Process

### Stage 1: Enquiry

This is the first step where the staff speaks with parents to understand the child's needs, background, and current support requirements. Parents may be asked to share relevant reports so the school can advise on the next step.

### Stage 2: Campus Tour and Assessment

Parents visit the school to learn more about the environment, facilities, and support available. The child may also attend a short assessment or trial so the school can understand the best placement and level of support needed.

### Stage 3: MOE / ICA Application

This stage ensures that all required Singapore regulations are met before enrolment. Depending on the child's citizenship or pass status, parents may need to apply for MOE exemption or ICA Student Pass approval.

### Stage 4: Admissions Process

Once the placement is confirmed, parents complete the admission documents (admissions interview questionnaire, student enrolment form, medication authority form), sign the Student Contract, and make the required payment. The school will then guide the family through orientation and prepare the child for class commencement.

## Programmes Offered

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Melbourne International School provides structured and flexible learning pathways for students with diverse learning needs. The school follows the Foundation to Year 10 Victorian curriculum with a Visual and Performing Arts Programme (VPA) as well as therapy services to help each child reach their full potential.

The school also offers functional academics in the areas of Maths, English and Pre-Vocational Training, and it incorporates an independent living skills programme that helps to encourage self-help and self-regulation. Each student has individual goals and learning plans set out for them to achieve.

## Special Needs Education



- Visual and Performing Arts Programme (Early Years)
- Visual and Performing Arts Programme (Kindergarten)
- Visual and Performing Arts Programme (Foundation Year 1)
- Visual and Performing Arts Programme (Foundation Year 2)
- Visual and Performing Arts Programme (Pathways Year 3)
- Visual and Performing Arts Programme (Pathways Year 4)
- Visual and Performing Arts Programme (Transition Year 5)
- Visual and Performing Arts Programme (Transition Year 6)

## Inclusive Education — Victorian Curriculum

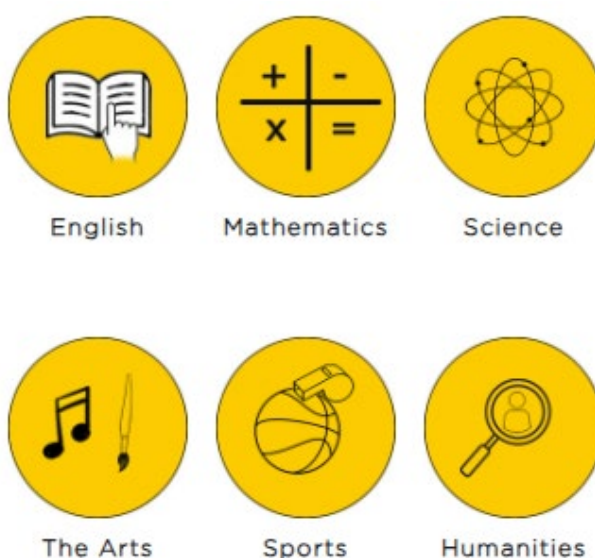
### *Level One to Level Five*

The curriculum is based on the Victorian Foundation to Year 10 syllabus which provides a broad-based curriculum, and ongoing assessments to track growth and development. The three-dimensional design of the Foundation – Year 10 Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.

Disciplinary knowledge, skills and understanding are described in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.



The six principal subject areas of knowledge are:



## Learning and Assessment

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1. MIS follows a non-exam-based model.
2. Assessments at MIS are in the form of achieving learning goals in the student's Individualised Learning Plans (ILPs). These are derived from a pupil's Statement of Needs, Therapy reports, and Educational Psychology reports as part of their diagnosis. ILPs are set up for individual pupils. These achieved targets are communicated to parents and students at the end of the academic year in a parent/teacher meeting and form the following year's targets and assessments.

## Assessment Results and Awards

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1. MIS informs parents of their child's performance at the Parent/Teacher meeting.
2. The assessment process and results are communicated to parents and their children at bi-annual Parent-Teacher Conferences (PTC). These sessions allow for a formal avenue of discussion of the progress and development of individual pupils. Teachers identify learning gaps and strengths in each pupil and the steps required to progress pupils along.

**PART FIVE**

# Fees, Contracts & Policies

The financial, legal, and regulatory framework governing enrolment at MIS.

## Student Contract

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The Student Contract is an official and legally recognised document that protects both the student and the school. It provides transparency on the terms of enrolment and serves as a key reference in the event of disputes or claims.

In accordance with applicable regulatory requirements, students enrolled in a course are issued a Student Contract. The contract is a legally binding agreement between the school and the student, or the contracting party acting on the student's behalf, and applies for the relevant academic year.

Prior to signing the Student Contract, parents or guardians will be provided with an Advisory Note. This note highlights the key terms and conditions of the contract so that families can make an informed decision before committing to the course.

The Student Contract must include accurate and complete information such as the course name and duration, fee details and payment schedule, refund policy and refund events, withdrawal and transfer terms, dispute resolution mechanisms, course commencement and end dates, and Fee Protection Scheme details.

## Fees and Fee Protection Scheme

All fees payable by students are to be clearly stated in the Student Contract and the relevant course information provided by the school. No fees should be collected unless they are properly documented and agreed upon in the Student Contract.

### Programme Fees

| Programme                                    | Amount                           | Description                                                                 |
|----------------------------------------------|----------------------------------|-----------------------------------------------------------------------------|
| Early Years, Pre-Kindergarten & Kindergarten | \$28,600                         | Covers the cost of the courses taken per academic year.                     |
| Foundation 1 & Foundation 2                  | \$33,400                         | Covers the cost of the courses taken per academic year.                     |
| Pathways 3 & Pathways 4                      | \$36,000                         | Covers the cost of the courses taken per academic year.                     |
| Transition 5 & Transition 6                  | \$38,700                         | Covers the cost of the courses taken per academic year.                     |
| Victorian Curriculum Level 1 to Level 5      | \$33,400                         | Covers the cost of the courses taken per academic year.                     |
| 2 Weeks – Trial Session Before Placement     | \$150/full day<br>\$120/half day | Covers the cost of the two-week trial session prior to confirmed placement. |

### Miscellaneous Fees

Miscellaneous fees encompass non-academic services and administrative functions essential for supporting the student experience. They are integral to ensuring the institution's overall operation and indispensable for a variety of student services.

| Fee Type                                   | Amount                    | Description                                                                                                                                                                   |
|--------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Registration Fee (non-refundable)          | \$2,000                   | A one-time fee charged at the start of each academic year to cover administrative costs of student enrolment.                                                                 |
| Development, Facilities and Insurance Fees | \$2,000                   | Charged annually; supports the school's infrastructure, library resources, maintenance of IT labs, smart TVs etc., and accident insurance for students.                       |
| Late Payment Fee                           | 7% of billed tuition fees | Applicable if fees are paid beyond the due date indicated in the student contract.                                                                                            |
| School Concert                             | \$50 – \$150              | A bi-annual event, chargeable if the student participates. Fees may cover props, costumes, orchestra arrangement etc.                                                         |
| Student Pass or MOE Fees                   | \$300                     | International students seeking a student pass, or local students requiring an MOE exemption, are charged \$300 in admin charges.                                              |
| Admin Fee — Termly / Monthly Payments      | \$50 per invoice          | The standard payment mode is per semester. Where termly or monthly payment is requested, an admin fee is charged by invoice (captured in Schedule B of the student contract). |
| Miscellaneous Administration Fee           | \$50 per invoice          | Charged for student records, testimonials, attendance records etc.                                                                                                            |

| Fee Type           | Amount                           | Description                                             |
|--------------------|----------------------------------|---------------------------------------------------------|
| Ad Hoc Session Fee | \$160/full day<br>\$125/half day | For external students attending the school's programme. |

### Optional Holiday Programmes

| Days   | Full Day | Half Day |
|--------|----------|----------|
| 2 days | \$275    | \$220    |
| 3 days | \$385    | \$330    |
| 4 days | \$468    | \$385    |
| 5 days | \$550    | \$440    |

### Optional Individual Therapy Fees

| Service               | Rate          |
|-----------------------|---------------|
| Occupational Therapy  | \$210/hour    |
| Speech Therapy        | \$180/hour    |
| Physiotherapy         | \$200/hour    |
| Clinical Psychologist | \$250/hour    |
| Art Lesson            | \$80/session  |
| Music Lesson          | \$100/session |

## Additional Fees by Support Level

Where a student's programme includes a higher level of individual therapy support, the following additional fees apply per term, on top of programme fees.

| Support Level & Included Sessions                                                                                                                                                                                                                                                                                                           | Additional Fees     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>High Support Needs – Level 1</b><br><i>Base additional fees: \$2,500/term</i> <ul style="list-style-type: none"> <li>● Occupational Therapy — 8 sessions, 30 mins each</li> <li>● Speech Therapy — 8 sessions, 30 mins each</li> <li>● Psychologist — 2 sessions</li> <li>● AAC Specialist — additional charges if applicable</li> </ul> | <b>\$2,725/term</b> |
| <b>Moderate Support Needs – Level 2</b><br><i>Base additional fees: \$1,500/term</i> <ul style="list-style-type: none"> <li>● Occupational Therapy — 8 sessions, 30 mins each</li> <li>● Psychologist — 2 sessions</li> </ul>                                                                                                               | <b>\$1,635/term</b> |
| <b>Low Support Needs – Level 3</b>                                                                                                                                                                                                                                                                                                          | No additional fees  |

## Fee Protection Scheme

The Fee Protection Scheme (FPS — the Fee Protection under the Insurance Scheme) serves to protect students' course fees in the event a private education institution is unable to continue operating due to insolvency, and/or regulatory closure. The Fee Protection Scheme also protects students if the private education institution fails to pay penalties or refund fees to students arising from a judgment against it by the Singapore courts.

Private education institutions with an EduTrust license are required to adopt the Fee Protection Scheme to provide full protection for all course fees (excluding miscellaneous fees) paid by their students.

Miscellaneous fees refer to all monies paid by parents for enrolment in MIS, except for the course application fee, GST, exam fees collected less than 2 months before the exam date (if applicable), or any other non-compulsory fee. MIS does not collect fees beyond 12 months.

MIS has adopted the FPS Insurance Scheme from Lonpac Insurance Bhd to provide fee protection for all course fees (excluding miscellaneous fees) for all our students.

## Refund and Withdrawal

### Refund for Withdrawal During the Cooling-Off Period

The Contracting Party shall be entitled to terminate the Contract without any liability within the ten (10) calendar days Cooling-Off Period by writing to the school. All Course Fees and Miscellaneous Fees will be returned within seven (7) working days of receipt of the written notice.

### Refund for Withdrawal Outside the Cooling-Off Period

The Contracting Party may terminate the Contract before the Course Completion Date by providing a written notice. Within seven (7) working days, the Contracting Party will receive a refund (if any) as determined following Schedule D of the student contract, as listed below.

#### Schedule D

| % of course fees & miscellaneous fees paid (Schedules B & C) | If written notice of withdrawal is received:                                      |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 50%                                                          | More than 3 working days before the Course Commencement Date                      |
| 10%                                                          | On or before, but not more than 1 working day before the Course Commencement Date |
| NIL                                                          | After, but not more than 0 working days after the Course Commencement Date        |
| NIL                                                          | More than 0 working days after the Course Commencement Date                       |

1. All refunds will be processed strictly in accordance with the terms and conditions stated in the Student Contract.
2. If the refund is approved, the school will endeavour to make it within seven (7) working days of receiving the written notice of withdrawal.

## Detailed Procedure

Parent/guardian submits the school's FRM-022 Withdrawal Request Form explaining the reasons. Supporting documents for withdrawal, where applicable:

- Copy of student contract
- Written notice of withdrawal
- Other relevant documents to support the Withdrawal Request Form (e.g. medical letter, relocation request)

## Processing and Assessment

- The admissions personnel/principal checks the completeness of the documents and eligibility for a refund. The staff informs the parents of the outcome based on the contract signed date.
- The withdrawal form is submitted to the Finance Manager for computation of the refund and verification of the student contract.
- Where applicable, the refund amount is calculated and communicated to the parent/guardian, along with a breakdown of the refund.

## Approval and Payment

- The refund is presented to the Director for final approval.
- Refunds are disbursed within 7 working days of receipt of complete and approved documentation.
- Refunds are made via the original payment method or bank transfer.
- The school is covered by the FPSG insurance scheme. At the end of each academic year, the Finance Manager will complete the Declaration Form for the Premium Adjustment Form for the necessary FPS adjustment in the event of a refund for that academic year.

## Appeals

If a refund request is denied or disputed:

- The parent/guardian may submit a written appeal within 10 working days.
- The school will respond within 14 working days.
- If unresolved, parties may seek mediation through the SWDA.

For more details, please visit the [SWDA website](#).

## Documentation and Record Keeping

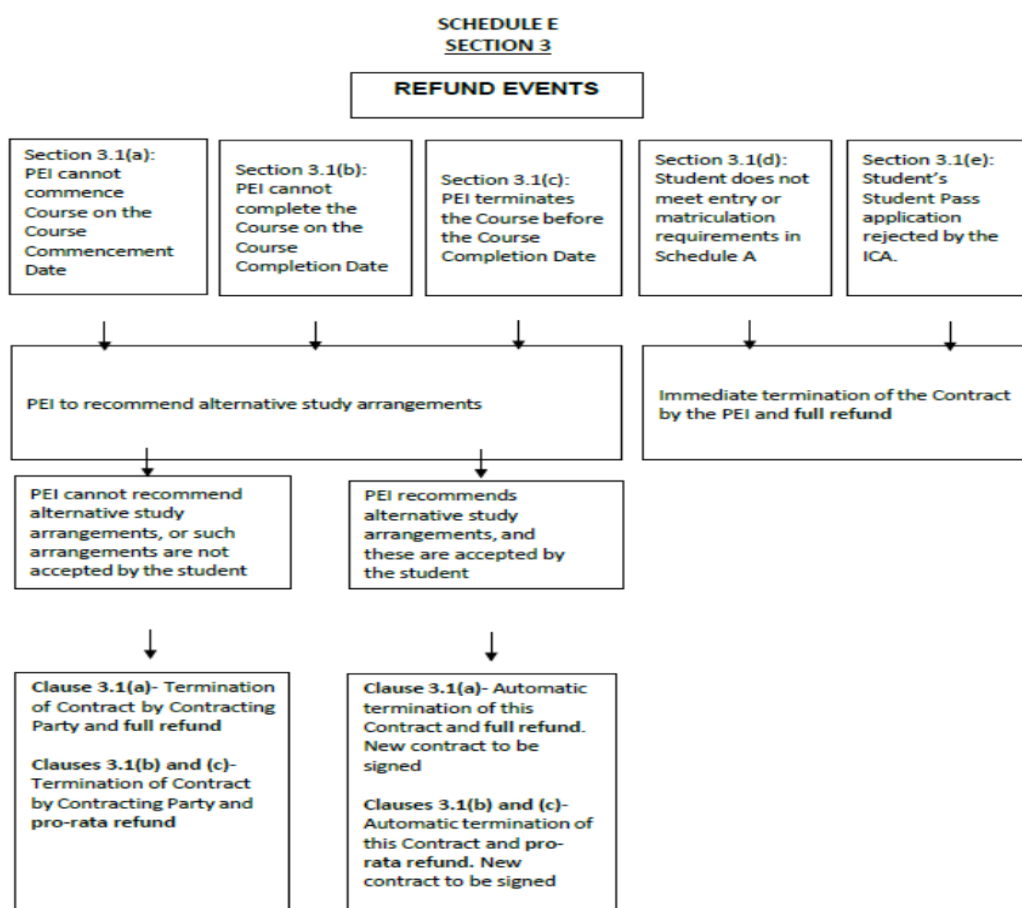
- All refund applications, correspondence, and approvals will be kept securely for 5 years.
- Refunds and justifications are subject to internal audit and EduTrust inspection.

## School-Initiated Refund

The school will notify the student in writing within three (3) working days after becoming aware of any of the following (each a “Refund Event”, clause a–e):

- Clause a. If we cannot commence the provision of the Course on the Course Commencement Date.
- Clause b. If we cannot complete the provision of the Course by the Course Completion Date.
- Clause c. The Course will be terminated before the Course Completion Date.
- Clause d. The student does not meet the course entry requirements (if applicable).
- Clause e. The Immigration & Checkpoints Authority of Singapore (the “ICA”) rejects the student's application for the Student Pass.

For international students, the tuition fees are collected only after the approval of the Student Pass; as such, there is no school-initiated refund in this case.



*Refund Events — Schedule E, Section 3*

## Identification of Refund

The need for a refund is identified by:

- Finance Department during audit
- Academic/Admissions Department due to operational changes
- Regulatory requirements (e.g. SWDA notification)
- Notification to Parent/Guardian

The admissions personnel/principal will send a Refund Notification Letter or email within 3 working days of identifying the issue. Notification includes:

- Reason for refund
- Amount to be refunded with calculation
- Refund timeline and method
- Any options for alternative study arrangements (e.g., credit transfer or course deferment)

The Contracting Party (Parents) will be informed in writing of alternative study arrangements within ten (10) working days, and the contract will automatically terminate on the date that such new written contract comes into effect, with a full refund for clause 'a' and a pro-rata refund for clauses 'b' & 'c'.

If no alternative study arrangements are proposed, or if the Contracting Party does not accept such alternative study arrangements, the Contract may be terminated by written notice. The Contracting Party will be entitled to a refund of the entire Course Fees and Miscellaneous Fees already paid within seven (7) working days of the termination of clause 'a', and a pro-rata refund will be initiated for clauses 'b' & 'c'.

## Verification and Calculation

The Finance Department verifies payment records and calculates the refund amount based on:

- Student contract terms (Version 4.1)
- Attendance records (if applicable)
- Prorated unconsumed portion (where course has started)

## Refund Approval

All school-initiated refunds must be approved by:

- Finance Manager (for payment validation)
- Director

## Refund Disbursement

- Refunds are processed within 7 working days from approval.
- Refunds are made via the original payment method (e.g., bank transfer, cheque).
- A Refund Acknowledgement Receipt is issued and signed by the parent/guardian.

## Refund Summary Table

| Withdrawal Reason                                                                                                  | Cooling-Off Period     | Refund Timing                      | Refund %                                                         | Exceptions                                          |
|--------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|
| Contract signed                                                                                                    | Yes (10 calendar days) | Within 7 working days              | Maximum % — refer to refund table in the Student Contract        | Course delivery irrelevant                          |
| Non-delivery (e.g. cancelled course)                                                                               | N/A                    | PEI notifies within 3 working days | 100% of course & misc. fees, or pro-rata refund where applicable | Requires written withdrawal within 7 working days   |
| Voluntary withdrawal (e.g. relocating, financial issues, family emergencies, studying at another institution etc.) | No                     | Within 7 working days              | Tiered by timing (e.g. 50%, 10%, etc.)                           | Based on specific PEI contract provisions           |
| Non-refundable cases                                                                                               | N/A                    | N/A                                | 0%                                                               | Fees like enrolment, disciplinary termination, etc. |

## Withdrawal Procedure

1. Parents can notify the school of their intention to withdraw their child by using the FRM-022 Withdrawal Request Form or sending an email.
2. The principal then passes the case to the Finance & HR Manager with instructions, if any, for processing.
3. The Finance & HR Manager, working with the other managers, attends to the various withdrawal matters, including:
  - Issuance of a letter to parents affecting the withdrawal
  - Informing the school fees protection insurers within three working days
  - Refunding the student where applicable
  - Issuing the past attendance records to students that are enrolling in another course in another PEI

Where a student has withdrawn without informing the school through any written request (signed hardcopy withdrawal form or an email request), we will treat this as an absence-for-an-extended-period case.

## Transfer and Deferment

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### Transfer

Transfer of class can only happen in an unsuccessful class placement. An unsuccessful placement is determined by the student's ability to meet the areas of learning of that class. Teachers will monitor the student's ability to meet the areas of learning in the first two weeks of the placement. During this time, the teachers will also assess other areas such as the behaviour or social ability of the student. If the class placement is unsuccessful, the procedure is as follows:

- Teachers will organise a meeting with parents to discuss their observations and suggestions for a transfer of class.
- Parents agree to the transfer suggestion.
- On agreement, the principal will inform the finance manager / admissions manager of the change in class placement.
- The finance manager / admissions manager will raise an addendum to the student contract to reflect this change.
- The addendum will be handed over to the parent for acknowledgement.
- The signed copy of the addendum is filed.

### Deferment

The school does not allow for the deferment of courses. These cases will be treated as unsuccessful enrolments, and parents are encouraged to re-enrol their children when ready.

## Personal Data Protection Act (PDPA)

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The school collects, uses, and discloses personal data in accordance with the Personal Data Protection Act (PDPA) of Singapore. This includes information relating to student profiles, assessments, therapy records, attendance, and family contact details. Such data is used for academic, administrative, welfare, and regulatory purposes and is protected against unauthorised access, use, or disclosure.

Parents and guardians have the right to access the personal data the school holds about their child, and to request corrections where the information is inaccurate or incomplete. Requests should be submitted in writing to the school office. The school will respond within a reasonable timeframe in accordance with its obligations under the PDPA.

Where personal data is shared with third parties, for example therapy providers, regulatory bodies, or government agencies, this is done only to the extent necessary and in accordance with applicable requirements.

The school's full PDPA policy is available on request and on the school website.

## Dispute Resolution Framework

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The school encourages students and parents or guardians to first seek resolution directly through the school's internal feedback and complaints handling process. If the matter remains unresolved, parties may seek redress via:

- The Private Education Mediation-Arbitration Scheme; or
- The Small Claims Tribunals (SCT); or
- Your own legal counsel

For more details, please visit the [SWDA website](#).

## Feedback and Complaint Management System

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- The school aims to acknowledge feedback within 3 working days.
- The school aims to resolve complaints within 7 working days where possible.
- If no resolution is reached within 7 days, the grievance may be escalated to the principal for review and a second resolution option, with the complainant kept informed of progress.
- If the matter cannot be resolved amicably, either party may approach SWDA for guidance on possible next steps.
- All complaints are documented and retained for audit purposes.

## Closing Statement

At Melbourne International School, we are committed to creating a safe, inclusive, and supportive environment where every child is valued and empowered to learn, thrive, and achieve. Through personalised learning pathways and a collaborative approach involving educators, specialists, and therapists, the school seeks to meet the unique needs of each student and support their holistic development.

This handbook sets out the key policies, procedures, and expectations that guide the school's operations and student experience. Parents and guardians are encouraged to familiarise themselves with its contents and to work in partnership with the school in upholding these standards. Melbourne International School reserves the right to review and update its policies and procedures in line with regulatory requirements and operational needs.

The school values open communication and meaningful collaboration with parents and guardians as part of each student's educational journey. Any questions or requests for clarification may be directed to the school through the appropriate communication channels.



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