

2019 EDITION
THE UNIQUE ASIA



SCHOOLS

GUIDE

An exclusive guide to schools and education in:
Hong Kong, China,
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Established in 2009, The Unique Asia Schools Guide is filled with engaging content and information, the guide features interviews with parents and students, reports on school developments and offers guidance on everything from admissions and school interviews to the importance of bilingual learning, STEM subjects, and the best ways to plan for entry to university and boarding school.

Making the right choice for your child's education is of paramount importance. Sometimes every parent needs a helping hand in deciding on the best pathway. The Unique Asia Schools Guide is an invaluable resource for any parent considering private education for their child in Hong Kong, China, Singapore and Johor.

Supporting the guide is our education blog, 'From The Chalkface'. The blog highlights the best of current school news, key activities and achievements of schools and new trends in education. Stay connected with ITS Education Asia by bookmarking this page: www.itseducation.asia/from-the-chalkface

For school open days, tours and announcements, visit www.itseducation.asia/calendar

If there are any topics you'd like to see covered in the future, please send an email to es@itseducation.asia



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Danny Harrington
Founder & Director
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The tenth Asia schools guide, as always, brings you the most comprehensive coverage of schools and school systems in the Asia region. Whether you are looking for day school or boarding, a particular curriculum or a particular location, a great deal of the advice you need is in the pages that follow.

At ITS Education Asia, we continue to provide alternative schooling options for those who need support for their mainstream schooling and especially for those who are excluded from those options for whatever reason.

Highlights in 2018 have included expanding the number of students using ITS as a full-time option for IGCSE, A-Level and BTEC - a full suite of UK qualifications stretching from secondary school to sub-degree level. We have ever-increasing numbers of people taking their exams with us, especially for the international A-Level and for UK university entrance exams. We have revamped our website and now moved on to building new features for it.



For those with a keen interest in education for the region, we have relaunched our blog in more a social media format called From the Chalkface with short posts linking to articles of educational interest and import from around the web.

Please visit www.itseducation.asia/from-the-chalkface/

In 2019 we will be looking to expand the cities for which we can provide quality school advice, develop some exciting new web and app features, and establish connections to Australian education to go with our UK and US support.

As always, whether you need to provide for a child (as a parent/guardian or as a school), you are a student at any level, you want an educational programme for your staff or you are looking for additional learning for yourself, ITS will assist in any way it can with the pathways you want to follow.

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Innovative learning spaces and modern learning

By **Peter Kenny**
CEO, Reach Education

Industry 4

Schools, classrooms and education systems as we traditionally know them, are often time capsules or microcosms of a system with its origins in a past industrial era and imperialist times. In the reality of today's fourth industry revolution, education that persists in operating within this traditional mode, will essentially fade into antiquity and fail in their responsibility to educate children for relevance and contribution.



Education is not only about developing children for opportunity. Quality Education is about building a better society

Real failure is a failure to try

To summarize my thoughts on what constitutes a 'best (next) practice' in a contemporary learning environment concisely is a challenge too great. I will, however, endeavour to articulate the essential elements and directions schools, governments and parents need to take to 'future proof' their children and our shared society. So let me start with the most crucial time in any person's formation on their path to becoming a functional, happy and healthy adult.

The Foundation

High-quality early childhood education programs most crucially attract and retain teachers who possess a deep commitment to and expertise in early childhood education. They include small, intimate class sizes, a minimum of two hours of inquiry centred, purposeful and engaging daily activity, daily outdoor play (learning), incorporate a health, nutrition and 'developmental milestone' screening for all children, workshops and

inclusion for all parents and a programme of assessed social skill development for all children.

All children bring with them deep curiosity and potential, and this innate curiosity drives their interest to understand their world and their place within it. Children need to be provided with an opportunity for choice every day, in order to build inner leadership, confidence and ownership. Children and students cannot be expected to make wise decisions if the opportunity to make decisions is removed.

A balanced literacy and numeracy learning programme is fundamental, but equally important are the qualities, traits and social skills that are learned, reinforced and practised during this most formative period. These traits of resilience, choice, empathy and social awareness are founded in early childhood and if not determined in early childhood are missed for life. Relevance, Rigor and Relationships are the authentic three R's of education and the most important of these is relationships.

Above all, children need to be feel valued, be known, feel a sense of belonging and encouraged to build the social and emotional intelligence that plants the seeds for present and future success academically, socially, physically and emotionally. Simply put... 'Happy child – Happy adult'

The transition to school

Primary, middle and senior schooling will and should change dramatically as 'Blended Learning' options will become the preference of students and informed parents. Innovative and 'future proofed' schools will become 'co-learning' spaces and hubs for students to access teachers and learning groups daily, weekly and as required 24/7. Contemporary, relevant and sustainable schools will still need to provide outstanding and authentic early learning and elementary education but expand their impact through offering a blended curriculum that increases the effective mentoring time that educators have with each student and fuels a personalized learning programme that empowers each student individually. Our future and this generation demand this.

We need to be pragmatic when recognizing that a great abundance of educational delivery is actually an information delivery system and a mass transfer of knowledge to students. We need educators that facilitate

the 'how' to learn and place less emphasis on the 'what' or 'where' to learn. Fact; The engaging teacher-student relationship we profess and promote, simply does not exist for the majority of children rooted in a traditional model of schooling.

Whilst the private sector has the ability and regrettably, a market-driven incentive to provide innovation in education, it also perpetuates a model that can be based on profit and creates a 'class' divide.

Private and independent schools (whether national or international) are exclusive to the relatively wealthy and often enforce exclusion based on income, preferred language and outdated academic assessments. These exclusions are often profit-driven and essentially mean that many so-called "globally minded" schools are not abiding by the UN Convention on the Rights of the Child.

Government funded and sponsored schools globally need to be provided with the incentive, accountability, autonomy and financial support required to be the inclusive and sustainable institutions that build an informed and free society.

Within the next 10 years, the education sector will be the world's largest industry.

Within the next 10 years, the education sector will be the world's largest industry. It will lead international relations and be the greatest catalyst for foreign investment and exchange. Education will determine a nation's status and a future of possibilities and opportunity for the generations to come or subject them to ongoing conformity, obedience and poverty.

Informed parents and educators see beyond hype and taglines. A great school is about great people. Schools are communities of people. The quality of a school should be judged by the quality and character of its people and the strength of its leaders.

High quality and accessible blended education is the future because it has to be. Access to education can halve poverty and create peace. International education is a movement for opportunity, peace and stability for our children. Join it.



Our schools need to be hubs of education, thought, learning and connectivity. Schools need to be centres of holistic education that blend both face-to-face and the digital learning mediums that open minds. In essence, schools need to contribute to providing access through digital means to more children. Equipping pupils with the 'learning to learn' skills provides a future and opportunity. Technology is reliant on literacy so let's build from there.

If society, governments, and all stakeholders contributing to education systems invested the majority of their resources and efforts into outstanding early childhood services and education, the world would be more peaceful, productive, and equal. Economies would flourish and society's current ills could be greatly diminished. When we all know how to learn, access and education can grow exponentially.

Schools cannot be operated as corporations with a business model that is convenient for large educational management firms that report to shareholders and in 'B 2 B' communications. Though not naturally risk-takers, teachers do share one thing in common with entrepreneurs: a love of autonomy, collaboration and experimentation. We need to empower these creative educators and in fact, attract more quality people into education. Education is the only answer to a better world.

Peter Kenny is CEO and founder of Reach Education Organisation (REO). Asia's leading educational design, establishment and management organisation. REO provides expertise in design, facility planning, establishment and management. The company has won National and International Design Awards in South Korea, Singapore and Asia Pacific.
www.reacheducation.org

Space – The final frontier



Dr Jadis Blurton

Head of School, The Harbour School

We are all influenced by our surroundings. Organisational psychologists have worked for years to create spaces that maximize productivity and employee wellbeing. And yet it is only recently that we have put the same conscious effort into exploring the effects of space on children who are expected to spend many hours each day being productive, creative and collaborative. Historically, the spaces we have created for them consist of uncomfortable (and unhealthy) seating, individual workspaces, and inflexible, predictable surroundings. Today, more and more schools are recognizing that an important element in fostering 21st Century skills and attitudes is the creation of a workspace that allows for collaboration, creativity, flexibility, positivity and exploration.



It is important to note that schools are no longer defined by the four walls of the classroom. In the words of California educator Jim Gladson, “school is where the kids are.” At The Harbour School (THS), that means that school is often aboard *The Black Dolphin*, the school’s 50-foot sailing ketch which takes kids on journeys to explore and monitor coral reefs, measure coastlines, film *The Tempest* or learn about the Greek navy. But school is also often taking place in the city, on the islands, within other organizations, online, on the ocean surrounding Hong Kong or in other countries. Kids learn everywhere - it doesn’t make much sense to limit their exploration to one small space when there is an entire world to learn from.

The space that is dedicated to their learning – their physical school – must be constructed with the end user in mind. What that means is that of course, it should be airy, light, creative, and joyful. Furniture should be flexible and comfortable, with options for standing or sitting, because that’s just healthy. But importantly space itself should also be flexible, allowing for collaborative groupings or individual work, perhaps even with walls that can be moved or eliminated as tasks demand. Such environments have long been used in creative industries requiring teamwork like those developing computer games and in academic disciplines in universities such as physics and architecture. The school should be a model of its own message, with creative, compelling or surprising features like an inside tree house or marine





science touch tank or even a slide in the library.

If we are expecting students to learn to manage projects (their own or others’), they need a space where they can define problems, imagine innovative solutions, create prototypes, try and fail and try again, and assess their results. A good example of that sort of space is The Foundry, THS’s Makerspace, where students have worked to create a robotic zoo, furniture for subsidized housing, video games for someone with a disability, or a prosthetic leg for a three-legged dog. A workplace that allows for this type of exploration can be used not only for dedicated projects but also to reinforce classroom content, as students may, for example, make a printing press when learning about the Enlightenment, a compass rose when learning about maps, or a quadrant when learning about explorers which they can then use to measure buildings or coastlines.

Finally, schools should consider creating spaces that specialize in one or more areas of interest. At THS, since we are situated on an island, we have a fully functional Marine Science Center, complete with a touch tank and student labs, with projects that use not only the physical Center and The Black Dolphin but also the marine environments that surround us. Other schools might have a Forestry Center or an aeroplane hangar if those things

more accurately reflect the place that they are located. The importance here is that students are encouraged to think of “school” as a launchpad to their surrounding world, not as an end in itself.

The goals of the school are changing, and today’s schools are changing to match those goals. While we are re-imagining the ways that we teach and the reasons that we teach, if we are to be successful, we must also re-imagine the places that we teach.

For further information on THS or to arrange to arrange a tour of the campuses, visit www.ths.edu.hk/





DEMAND FOR WESTERN LEARNING CONTINUES TO GROW IN CHINA

By Anne Keeling at ISC Research

The number of parents selecting a local private school that offers an international education, teaches in the English language, and enables students to achieve globally-recognised qualifications is growing in many countries of the world, but none more so than in China.

This growth is being fuelled by the substantial increase of an affluent middle-class who can afford private education for their children, coupled with increasing aspiration by parents to prepare their children well for good higher education and career opportunities in the west.

Today, 60% of all children enrolled in China's international schools are Chinese citizens. It is a figure that is predicted to rise significantly as more Chinese-owned private international schools, which are allowed to admit local children, are established.

According to ISC Research, which supplies data,



intelligence and market expertise for international and bilingual school development, the number of International Chinese-owned Private Schools (ICPS) has grown by an average 13.6% per annum since 2012, and the enrolment of Chinese students attending these schools has grown by 17.2% during the same time.

In Shanghai, over 41,000 Chinese children currently attend the International Chinese-owned Private Schools (ICPS) throughout the city, paying an average tuition fee of USD \$17,229 for the opportunity. Most of these schools are delivering a dual curriculum programme (a foreign curriculum blended with the local Chinese curriculum) in a bilingual environment where subjects are learnt in Mandarin





and English. In Beijing, 32,000 Chinese children are doing the same. The city with the largest enrolment is Guangdong, where 45,600 Chinese children currently attend its 103 ICPS schools. Also seeing significant growth of such schools and student enrolment are Jiangsu, Zhejiang and Shandong.

It's a market that ISC Research says will continue to develop in China as the country's expanding affluent population demands a more western style of learning for their children. "Over the next 15 years, the number of high-income families who will be able to afford private education is expected to double in several of China's top-tier cities," says Grace Shi, Head of China research based in the ISC office in Shanghai. "Many ICPS schools are under development in response to this, particularly in Guangdong and Zhejiang but also in cities where international education for local Chinese children is only just emerging, such as Sichuan, Shaanxi and Fujian," she adds.

Warren Johnston is Headmaster and Chief Academic Officer at HD Ningbo, a Chinese bilingual school in Ningbo. HD also has bilingual schools in Shanghai and Beijing and a new school will open in Qingdao this August [2018]. Other HD schools in tier 1 and 2 cities are due to follow. He explains the demand

from Chinese parents: "Today, parents in many tier 1, 2 and even 3 cities in China, are looking for more choices when it comes to education for their children. Bilingual schools are one of these choices," he says. "At HD Ningbo, we blend the best of international education philosophy with Chinese curriculum.

This allows us to provide Chinese students, who may not have a foreign passport and who aim to be going abroad for university, the opportunity to have bilingual education and retain their Chinese language and culture. Through this bilingual, bicultural approach, we aim to nurture global Chinese citizens; individuals who retain profound respect and knowledge of their own Chinese culture and language, while also

possessing the linguistic skills, cultural awareness, and qualifications to be successful in an increasingly globalised environment."

Grace Shi adds that it used to be that only tier one cities that were options for international education in China. "But today we are working with investors and developers in many more cities around the country and these options continue to expand," she says.

Such developments include partnerships between Chinese investors and foreign schools, most notably, British independent schools. Due to open this year (2019) are Durham School in Tianjin, St Bee's School in Shenzhen, Adcote School in Shanghai, and Wycombe Abbey International in Hangzhou; all independent school brands originating from Great Britain.

"We are introducing a steady stream of Chinese investors to independent schools that have international development aims," says Grace. "Although the heritage of the British independent school attracts many investors from China, others are also now looking to the quality school brands from Australia, Canada and the United States to bring alternative learning options and direct pathways to their best universities, to aspirational families in China."



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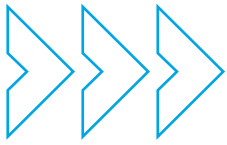
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CURRICULUM CHOICES AT INTERNATIONAL SCHOOLS

International schools now choose curricula that allow them the flexibility to address the modern global demands on their students as well as their learning and development requirements.

Instead of simply adopting a single curriculum style, some schools are mixing and matching curricula to exactly meet the learning needs of their students. Academic needs may be a major factor, but a more holistic learning approach (which incorporates personal, community and international learning) is now considered just as crucial to, wherever they may live, for the challenges they will face as adults.

Each curriculum has its advantages and disadvantages, and each school has its strengths and weaknesses. No two schools are the same and most importantly, no two students are either. Therefore, it's important to understand the basic differences between curricula offered.

Below is a list of the most common curricula used in international schools around Asia:

- The American Curriculum
- The UK National Curriculum
- The International Baccalaureate Curriculum
- The International Primary Curriculum
- Other national curricula, for example, Australian, French, German, Japanese, Canadian and Singaporean

The American Curriculum

In the United States, individual states are responsible for their own curriculum and educational processes. This means that the curriculum offered can vary from one American school to the next.

American curricula are continually evolving as they are based on learning standards and benchmarks. International American curriculum schools generally have higher standards than the public system schools within the US, and they have to be accredited by one of four national, non-governmental agencies. To gain accreditation, a school's curriculum must conform to the standards determined by an accrediting body such as for example, the Western Association of Schools

and Colleges (WASC).

Primary and secondary school education covers children from the ages of 6-18 years old. At secondary or 'high' school, students are required to take examinations in core subject areas to enable them to graduate with an American High School Diploma. Students might also take external examinations such as Advanced Placements (APs), which can strengthen their university applications. The AP Exam is administered by The College Board, an educational association based in the US.

The College Board offers a total of 34 AP subjects. Some of the most popular courses include AP US History, AP English Literature, and AP Calculus AB. All international schools vary widely in the number of AP subjects they offer. AP students receive two grades; one for AP coursework and another for the AP exam. AP tests are graded on a scale of 1 to 5 (5 being the highest). The tests are graded by The College Board, but students also have access to third-party test verification services.

Depending upon specific admissions requirements, the majority of overseas students looking to be offered a place at a US college or university must also complete SAT (Scholastic Aptitude Test), ACT (originally American College Testing) or other college entrance examinations such as TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System).

The UK National Curriculum

The English National Curriculum is a standardised curriculum that is followed by hundreds of schools around the world. This education system is characterized by a broad, well-rounded education that narrows in focus by the time students reach Year 11.

Year groups are divided into three distinctive areas:

- Early Years: Nursery and Reception (ages 3-5)
- Key Stages 1-2: Year 1-6 (ages 5-11)
- Key Stages 3-5: Year 7-13 (ages 11-18)

Assessments are carried out at three ages: seven (school year 2, at the end of Key Stage 1), eleven (Year 6, the end of Key Stage 2) and fourteen (Year 9, the end of Key Stage 3). The study of most subjects under the National Curriculum would usually culminate in the sitting of a GCSE at the end of Key Stage 4 and



studying for a GCE Advanced Level or more commonly the A-level over a two-year period. Most students study three or four A-level subjects simultaneously during Year 12 and Year 13 (ages 16–18). A-levels give students the freedom to choose their areas of study and focus on their strengths. A-levels are recognised by many universities as the standard for assessing the suitability of applicants for admission in various universities in the UK and all over the world, and many such universities base their conditional admissions offers on a student's predicted A-level marks.

The International Baccalaureate (IB) Curriculum

The IB is divided into three programmes that can be applied individually or as a whole: the Primary Years Programme (PYP) (ages 3–12), the Middle Years Programme (MYP) (ages 11–16), and the Diploma Programme (IBDP) (ages 16–19). Schools offering any of the three IB programmes must be authorized to do so directly by the IB Organization (IBO). As the IB curriculum is devised by educators rather than governments, it can be said to offer a truly international education. Programme quality is assured by the IBO as all IB schools undergo an

evaluation every five years for each IB programme they offer.

The IB programmes aim to prepare students not just for successful entry to further education, but also for success in their future lives. The programmes aim to identify a body of significant knowledge for all students from all cultures in the following domains: languages, mathematics, science & technology, personal & social education, physical education, social studies, and the arts.

The IB's methodologies draw upon strategies of enquiry to create in-depth learning about particular topics. A great deal of time is spent by students and teachers working towards answering broad questions using many resources and drawing upon a combination of subject areas. Students are learning specific skills, with the learning that is taking place also going towards answering such questions. This adds an element of relevance to the learning and a sense of 'product', rather than a seemingly unrelated collection of facts and skills.

Each of the IB's programme has its own curriculum, but IBDP is the most well-known. Over two years, students study six subjects drawn from the following six subject groups: the arts, experimental sciences, language acquisition, studies in language



and literature, individuals and society, and mathematics and computer science. Other hallmarks of the IBDP include Theory of Knowledge (TOK), CAS, and the extended essay. TOK is a compulsory course that focuses on critical thinking and the nature of knowledge. CAS stands for “Creativity, Action, and Service”, reflecting the belief that students should pursue activities outside the classroom. The extended essay is a 4,000-word paper designed to prepare students for undergraduate work. IBDP students are graded on a scale from 1 to 7 (7 being the highest). The can also gain up to three extra points for their combined results on TOK and the extended essay, bringing the maximum total grade to 45 points. The IB diploma is awarded to students who obtain at least 24 points and satisfy their requirements in CAS.

The International Primary Curriculum (IPC)

The IPC is a comprehensive, thematic and creative curriculum. With a clear process of learning, it offers specific learning goals for every subject within an ‘international mindedness’ context. Originally introduced in the year 2000 to provide an international curriculum for 14 schools worldwide, today the IPC is being implemented in over 1,500 schools worldwide. These schools include public and private sector schools, schools where children have English as a second language and those whose children are fluent in English.

The IPC is an outcome-led, enquiry based and future-oriented curriculum with thematic units. These units have been developed to bring together the social sciences and arts subjects in a themed approach so that children make links between the subjects in an exciting and stimulating way. Also included are stimulus activities to support maths and language learning goals. Recent research into how children learn most effectively has been used to write the IPC. It takes account of all learning styles and needs, incorporates the Multiple Intelligences theory (these are identified alongside each learning task) and it incorporates international understanding into much of the learning.

Hybrid schools

For lack of a better term, many international schools around the world might be considered ‘hybrid’ in the sense that they offer students a mix of different curriculum choices.

While a school, for example, might describe itself as an American-style institution, be recognized by a U.S. regional accreditation body, and offer mainly AP classes and SAT test preparation at the upper secondary level; it may additionally offer IB and A-Level classes as supplemental choices. Alternatively, it might offer a US high school diploma as its graduation certificate, while also encouraging

students to pursue the IB Diploma. Indeed it is not uncommon for some schools to offer AP, IB or A Level options to its upper secondary students.

There is great diversity in the international schools market, and this comes in the composition of the student and faculty body, in how the school is governed, and indeed in what curricular offerings it has, among many other variables. For instance, Chinese locals are traditionally restricted from attending international schools.

But a new type of school has emerged to cater to this insatiable appetite for Western-style education among the Chinese middle class. Local Chinese children can enrol in these more internationally-oriented schools, of which many offer bilingual learning and internationally-recognised qualifications. The international element – such as an emphasis on English, another foreign language or well-funded arts programs – distinguishes these institutions from Chinese public schools. They are sometimes branded ‘Bilingual Schools’ or ‘Experimental Schools’.

To name a few:

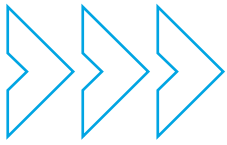
1) Dehong International Chinese School: a Chinese owned School offering a 12-year education. It

is located in the Qizhong villa area of Maqiao, Minhang District, Shanghai, and opened in September 2017. Dehong is a sister school of the Dulwich College International (DCI) schools and offers a combined programme comprising the Shanghai compulsory curriculum enhanced with the Dulwich educational philosophy and pedagogy.

2) Nord Anglia Education Group has Nord Anglia School Nantong, located near the northern bank of the Yangtse River. As one of Nord Anglia Education’s new premium bilingual schools in the country, it offers an incomparable education for children in China’s Jiangsu province. Students benefit from bilingual education, which combines the rigorous standards of China’s curriculum alongside teaching in English, and Nord Anglia’s unique personalised approach.

3) Wellington College China Bilingual Shanghai is an educational partnership between Wellington College UK and Shanghai Lujiazui Group, opened in August 2016 as the 2nd Wellington school in Shanghai. This school is strictly for Chinese nationals and for children between the ages of 2 to 6.





MANAGING THE CHALLENGES OF CHANGING TO A NEW CURRICULUM



One of the most important and challenging aspects of any relocation for families with children of school age is the smooth transition to a new school in their new location, but families are often unaware of the complexities of moving between the different education systems around the world. Moving to another country with school-age children can be an emotional time for many families.

Planning ahead

It goes without saying, if a school has good teachers, good facilities, and strong management, this will be a place where your child will thrive. But a concern is if your child will settle into the new school and will find it easy to integrate, it's here that curriculum matters. Be mindful of choosing a curriculum which provides 'an international passport'. This means one that will be recognised by education systems across the world. An international curriculum which is transferrable worldwide is important for expatriate families. The best options are: English National Curriculum, the International Baccalaureate (IB) and the US curriculum.

British Curriculum – a popular choice for UK families

Some families relocating from the UK may not be aware that a significant number of schools in Asia follow the English National Curriculum, quite closely. Choosing this option comes with the added advantage of being able to review inspection reports, which have been approved by the Department for Education for some British schools overseas (BSOs), similar to those carried out by Ofsted in England. Choosing a British international school offers students the benefit of a British education, but it is also eminently transferable. The consistency of the National Curriculum allows students to move easily, if necessary, between British schools in various locations, including the UK. However, due to the popularity of British schools overseas, they are often

over-subscribed, and while places may be available mid-year at short notice, students have a better chance of securing places at a high-quality school by filing an application early. If circumstance allows, it is advisable to apply at least 10-12 months in advance, in particular for popular British schools which have sister schools in the UK.

The popularity of the International Baccalaureate (IB)

The International Baccalaureate (IB) is a well-established International programme of learning. As of May 2018, the IB programmes are being taught in 28 countries, in over 800 schools in Asia Pacific (www.ibo.org).

Many international schools offer the IB, due to the transferable nature of the learning programme and the typically transient academic lives of their students. Whether students have studied the IB before repatriating, its fundamental approach to learning and assessments is the same worldwide, allowing students to seamlessly pick up their studies where they left off. Even though an IB programme will vary slightly in content from school to school,



a flexibility that adds to its strength, IB students around the world are fundamentally assessed against the same criteria, set by the IB, outside local government intervention. The IB provides a continuity and rigour that few other qualifications can boast, and its increasing popularity is reflected in the growing number of IB students' worldwide year on year.

Problematic moves

For parents who have chosen internationally transferable curriculum options for their children with further international moves in the horizon, the end-of-school examinations will be clearly mapped out. Many parents may have a set plan for their child, one that involves, graduating with A-level qualifications and completing a tertiary level in the UK.

However, we often meet parents, who do not have a plan in mind and face difficulty when re-entering the UK system in the UK. Many students studying an incompatible programme, face such challenges. Over the past few years, some changes have been implemented in the UK system, but unfortunately, it still remains an 'exam-focused' system and if a student attempt to step out at any time in their schooling, it is impossible for them to move back to the system. The most difficult times for students is any time during Years 10 or 11 when they are completing the GCSE programme. As this is a two-year course and the exams are regulated and controlled by different examination boards, it can be very difficult for a student to change schools at the end of year 10. So due to this, we know of many students, who pursue the IB Diploma programme when they repatriate to the UK or move to another country in Europe. If a student has not yet started the GCSE programme, a UK school might very well accept them into Year 11. It is important to manage the timing of moves and plan well ahead. For older students, it is better to move before Year 10, if this is not possible, accept the fact that your child might have to move on to a new curriculum.



Navigating school calendars

Another factor that families need to consider is the academic calendars in the Northern and Southern hemispheres. The academic year in the southern hemisphere typically aligns with the calendar year (approximately between January/February and November/December). In the northern hemisphere, the academic year typically runs from late August/early September to late /early June.

When moving between hemispheres, parents are advised to discuss the transition to the new school and at which point in the academic year is more sensible. Often we have had to deal with students, who need to repeat half-year of study and others jump ahead – both come with their own unique set of challenges and sometimes a child needs extra support if the latter is the case.

In the end, whatever option you decide is the best, you will always have to be thinking one step ahead when it comes to your child's education. If a good plan is prepared well in advance, the transition to a new curriculum and school is very easy, no matter of the age.

GRADE LEVEL EQUIVALENT GUIDE

AGE	AUSTRALIA	UK	US/CANADA	HONG KONG	SINGAPORE
3 – 4	Kindergarten	Nursery (Early Years Foundation Stage)		Kindergarten 1	Nursery 2
4 – 5	Preparatory/ Reception	Reception	Reception 1 (Kindergarten)	Kindergarten 2	Kindergarten 1
5 – 6	Reception	Year 1	Reception 2 (Kindergarten)	Kindergarten 3	Kindergarten 2
6 – 7	Year 1	Year 2	Grade 1	Primary 1	Primary 1
7 – 8	Year 2	Year 3	Grade 2	Primary 2	Primary 2
8 – 9	Year 3	Year 4	Grade 3	Primary 3	Primary 3
9 – 10	Year 4	Year 5	Grade 4	Primary 4	Primary 4
10 – 11	Year 5	Year 6	Grade 5	Primary 5	Primary 5
11 – 12	Year 6	Year 7	Grade 6	Primary 6	Primary 6
12 – 13	Year 7	Year 8	Grade 7	Form 1	Secondary 1
13 – 14	Year 8	Year 9	Grade 8	Form 2	Secondary 2
14 – 15	Year 9	Year 10	Grade 9	Form 3	Secondary 3
15 – 16	Year 10	Year 11 ([I] GCSE)	Grade 10	Form 4	Secondary 4
16 – 17	Year 11	Year 12	Grade 11	Form 5	Secondary 5
17 – 18	Year 12 South Australian Certificate of Education (SACE)	Year 13 (A-levels)	Grade 12	Form 6 (Hong Kong Diploma of Secondary Education (HKDSE))	Junior College, Polytechnic or Arts Institution





Merchiston International School (MIS) in Shenzhen is the first overseas campus of Merchiston Castle School (MCS), a top-ranked independent school located in Edinburgh, Scotland, UK with a glorious history of over 186 years. MIS is also the first international school in Shenzhen providing an authentic British education and boarding system.

MIS opened its doors to boys and girls aged 5-18 (Years 1 to 10 and 12) in August 2018. English is the primary language of instruction in MIS. Students from Years 1 to 9 study the English National Curriculum, with additional access to Mandarin (Putonghua) language learning as part of the core curriculum. Students from Years 10 to 13 study for IGCSE (International General Certificate of Secondary Education) examinations and GCE (General Certificate of Education) A Level examinations. MIS has over 50 teachers who are all highly qualified – all with teacher qualifications and experience, many with a Masters' degree and PhD, - with more than 80% coming from the UK.



MIS is a boarding school that implements the highest standards of pastoral care, food quality and safety and provides first class accommodation with a high level of support and services to guarantee a healthy, secure, happy, comfortable and richly fulfilling campus life.

What makes MIS outstanding is the vast number of activities, courses and challenges available to students on a daily basis. Adopting MCS's ethos, MIS features a wide range of Co-Curricular Activities (CCAs), supported by state-of-the-art teaching and sports facilities. Students can choose from the wide selection of activities. These range from sports to music; including gardening, languages, art, table-tennis, dance and boxercise, to name but a few. MIS students thrive from such a diverse quality program.

Students embrace the MIS experience where they live in a community where learning, personal growth and exploration are top priority; where courses and activities are abundant; where making friends is paramount; and where success is celebrated. They reside in a community where traits such as honesty, respect and hard work are valued and emphasised.

You want your child to *excel*. So do we.

Experience Nord Anglia Education's China Bilingual Schools



About Us

Providing a unique blended learning experience, Nord Anglia Education's Bilingual Schools offer students the best of eastern and western education resources and philosophies for students aged 6 - 18. The bilingual programme is based on the Chinese K-12 curriculum blended with globally respected international teaching pedagogy and education resources. Students experience a solid foundation of Chinese culture, whilst equipping them with the knowledge and skills they will need to be successful in an increasingly globalised world.

Our Philosophy

United by a common philosophy – we are ambitious for our students, and our people. By ambitious, this means that we believe that there is no limit to what our students can achieve and we will support them to achieve more than they may have ever thought possible.

Our Teachers

Our global reach and reputation ensures that we attract the best teaching talent. With over 10,000 teachers and school support staff worldwide, on average we select only one in every thirty applications received.



Our Collaborations

The Juilliard-Nord Anglia Performing Arts Programme has been designed to give students a deep engagement with performing arts - promoting cultural literacy, creativity, critical thinking and collaboration.

We want your child to imagine a world of infinite possibilities. Through our new approach to teaching science, technology, engineering, arts and maths (STEAM), your child will have the skills to invent their future with our collaboration with Massachusetts Institute of Technology (MIT).



Find out more

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WHAT MAKES A SCHOOL 'INTERNATIONAL?'

There are more international schools around Asia than ever before, but behind the name "international school," there are actually many differentiating factors for parents to consider. So what does being an "international school" really mean, and how does it benefit students?

By definition, international schools refer to schools that promote international education in an international environment, either by adopting a curriculum such as that of the International Baccalaureate, Edexcel or Cambridge International Examinations or by following a national curriculum different from that of the school's country of residence.

Some international schools have restrictions on the number or percentage of local students the school can admit, while others are unable to admit local students. For example, international schools in Singapore are prohibited from admitting students with Singaporean nationality, except under specific circumstances as mandated by the Ministry of Education.

An international school is more than just a setting with a diverse group of students and teachers. It requires embracing the local language and culture, identifying the best educational practices from around the world, and providing a strong educational base to ensure students are able to adapt to and thrive in any learning programme around the world.

A truly international school is one where global mindedness is at the heart of every decision, action, and interaction between the members of the community.

There are advantages perceived to be connected with enrolling in an international school and we list these below.

Education recognized internationally

International school accreditations assure not only the students but also parents as to the quality of a school and its commitment to provide academic programmes patterned to the global standards. Meaning to say,

whether you study at an international school in China you will still be acknowledged for having the same educational qualifications with students from other international schools around the globe.

An example of accreditations: Council of International Schools (CIS); Accreditation Service for International Schools (ASIC); Council of British International Schools (COBIS); Western Association of Schools and Colleges (WASC); National Association of Independent Schools (NAIS); Cambridge International Examinations (CIE); International Baccalaureate (IB)

A TRULY INTERNATIONAL
SCHOOL IS ONE WHERE
GLOBAL MINDEDNESS IS
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DECISION, ACTION,
AND INTERACTION

Exposure to an international atmosphere

Most international schools celebrate differences in culture and personality. Often, this appreciation for difference fosters an emotional maturity in children.

International students also tend to work through daily challenges regarding language barriers. Students even learn to live on their own, which often fosters a sense of independence. Children who learn to overcome the challenges presented in international schools usually gain confidence and maturity in the process.

Gaining more career opportunities

Many businesses today operate on a global scale. Employers look for individuals who have experience working with other cultures. Such individuals tend to be more effective when collaborating with people from various cultures. Most students who attend international schools will also learn more than one language. Many employers see multilingualism as a desired trait.

Children who study at international schools can feel confident when looking for career opportunities because of their exposure to various world cultures and languages throughout their schooling.



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Helping students reach
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and arrange your free
consultation



ITS EDUCATION ASIA SCHOOL SEARCH SERVICES

Anne Murphy, Director

Teamwork is necessary to make a good school choice. Educational consultants know schools and can help you understand their differences so you can make an informed decision about which is most appropriate for your child.

For most families, a good education is a top priority. Many schools provide exciting environments in which young people can grow emotionally, socially and academically. The choices and options can be confusing. And, like most important decisions, the choice of a school should be the result of careful and thoughtful planning.

There are many “right” and “good” schools for each student. A particular school is “right” when it has been selected thoughtfully from among options and when it is an academic and social match for a student.

Helping families make good educational choices is what we do at ITS Education Asia. To the process of educational planning, our consultants bring knowledge and experience to help a family make a decision that is well informed and wise – a decision that will best enable a student to grow to full potential.

Making good matches means that educational consultants know schools. We help our clients understand their differences. When you know how they differ, you can make an informed decision about which school is most appropriate for your child. As well as this, our consultants bring objectivity, as well as sensitivity to the issues surrounding the choice of a school.

It is important to underscore the teamwork that is necessary to make a good school choice. Parents, students, the consultant and the school admission staff are the key people who should be involved. In addition, and depending on the circumstances,

teachers, other therapists and professionals provide input. An educational consultant can help coordinate the various perspectives of those involved.

We have been helping students and families with educational decisions for over 10 years. The ability to affect the lives of young people, to help them help themselves, to assess needs and desires, to help families explore...is truly incredible work.

Our education consultants are here to guide you through every element of your child’s educational journey. We will recognise your child as an individual, celebrate their strengths, nurture their passions and help them to flourish.

To discuss how we can help you, contact us on +852 2116 3916 or email to es@itseducation.asia. We look forward to hearing from you.

EVERY YEAR WE
HELP HUNDREDS
OF CHILDREN AND
STUDENTS OF ALL
AGES AND ABILITIES
TO ACHIEVE THEIR
POTENTIAL



1. How can an education consultant from ITS help us learn about various schools?

Consultants are equipped to identify and explain the unique features and capacities of each school. We know which students a school best serves, and we represent each option fairly. Our primary concern is the welfare of each student, and the appropriate schooling recommendations are gauged to enhance the growth and development of the student.

2. What education consultancy services do ITS provide?

Although there are variations depending on the needs of each student, the following are the basic elements of most services to families:

- Discussions with student and parents pertaining to educational needs and goals.
The consultant will meet with you and your child. They will explore such things as academic ability, interests, personality, hobbies and perspectives. They will talk about issues such as your student's curiosity, friendship patterns and study habits. They will, in other words, get to know you and your child.
- Review of educational background, previous school reports, test scores, psychological data and other materials pertinent to educational planning.
- Identification of factors pertinent to both student and family in selecting a school.
- Arrange visits to schools and prepare applications.
- Organize mock entrance tests for students.
- Assistance in making a final choice among school options.
- Follow-up with the family through the enrolment and attendance phases.

3. Will the consultant get my child admitted to a school?

No. Our commitment is to enable you and your family to learn about educational options that are good matches for your student. Our judgment is informed by a professional assessment of the

circumstances, requirements, aspirations, abilities and needs of your student. While we assist in your communication with schools and maintain professional relationships with schools, we neither accept nor solicit compensation from any school. We are compensated directly by our clients and their educational development.

4. Does the consultant help find schools for students who have behavioural, emotional and/or therapeutic needs?

Yes. We work with families who are in need of schools of these types. There are students who demonstrate behavioural issues, learning issues, and emotional and social problems. These students often require a school that meets academic, social and behavioural/ personal growth needs. We use a multidimensional approach to identify the most appropriate setting for the student.

5. How do ITS consultants stay current on "what it's like" at various schools?

By spending several weeks a year visiting schools, attending professional meetings, writing, reading and by being immersed in the world of children, education professionals, parents and schools. And things change over the years.



Responsive Relationships The Key to Language Learning

Children come into this world with their brains and hearts wired to learn and communicate. They are instinctually motivated to connect with others. However, we are living in a time where the trust for children's natural abilities and motivation to learn language has been replaced with flash cards, isolated language lessons, specialized toys, DVDs, and iPad apps, which lack the true nature of learning language. Every day, we stare into the face of advertisements that claim to make our children smarter at higher speeds. In all of this, we are losing track of what really matters and what research tells us when it comes to learning.

More than anything, what children truly need are safe and secure environments with warm, nurturing and responsive relationships. These types of relationships are what continue to motivate children's desire to deepen their communication and language skills. When adults are responsive to children's communication, they give children the strong message that they are valued and that they can have an effect on the outside world, making things happen when they express themselves.



Living in Hong Kong, children come to school with diverse language backgrounds, home language experiences, and individual characteristics. It is absolutely essential that we recognise children as individual, responding to their personal needs. Supporting and honouring their home cultures and languages builds children's self-confidence, self-identity and connection with their families.



At the Early Childhood Education (ECE) Section of Yew Chung International School (YCIS), relationships always come first. YCIS believes in the natural capabilities of children and embraces their differences. YCIS provides a bilingual learning environment, with two teachers in the classroom – one teacher connecting with children through English and another teacher connecting with children through Cantonese. Mandarin is also incorporated as there is a teacher that often comes to visit classrooms and builds relationships with the children in Mandarin. Teachers closely get to know individual children and families, as the partnership between home and school is critical in understanding and supporting the child's development. The true purpose of language is supported through these responsive relationships, connecting with children in meaningful ways, to build the necessary solid foundation for life-long holistic success.



EDUCATION IN HONG KONG



Why Choose Our School?

As a parent you want your child to excel.
So do we.

Nord Anglia International School Hong Kong (NAIS) is part of a **global family of 56 premium international schools** located in 27 countries across the Americas, Europe, China, Southeast Asia, and the Middle East. Nord Anglia Education (NAE) teachers and school staff look after more than 51,000 students globally. The school's unique Global Campus allows students to connect with pupils from NAE's schools around the world through virtual learning and exchanges.

At NAIS Hong Kong we promise to support your child to be their best and achieve more than they ever thought possible. Our world-leading teachers deliver excellent academic outcomes through teaching a globally respected curriculum enhanced by collaborations with pre-eminent organisations, such as **The Juilliard School** and **Massachusetts Institute of Technology (MIT)**. By individually tailoring our approach to your child, we ensure that they will get ahead in our ever-changing world.

NAIS offers an **all-round through-train education** for students aged 3-18, with specialist teachers in Music, Drama, PE and Mandarin from the very start of a child's educational journey. The school follows the EYFS framework, IGCSEs and IB Diploma*.

With a choice of three fantastic campuses across Hong Kong, your child will love coming to school and learning with us.

Get in touch with our friendly admissions team to find out more.

*NAIS is pursuing authorisation as an IB World school


Lam Tin
*Primary /
Secondary*


Tai Tam
Pre-school


Sai Kung
Pre-school

INTERNATIONAL SCHOOLS

Hong Kong operates a vibrant and competitive international and local school sector with schools offering curricula of the United Kingdom, the United States, Australia, Canada, Singapore, Hong Kong and the International Baccalaureate. Many schools also identify with a particular country (such as Japan, Singapore, Canada or France) and offer separate English and foreign-language sections. There are also an increasing number of private independent schools that emphasize a compulsory Mandarin Chinese component, reflecting Mandarin's growing influence in Hong Kong.

For expatriate families, international schools are most often the best choices. There are over 50+ international schools in Hong Kong. They are listed as Private International Schools, Private Independent Schools and the English Schools Foundation (ESF). The most sought-after schools are very competitive and have long waitlists.

Types of schools

Private international schools are in constant demand in Hong Kong. The majority of these schools follow an

IB, British or American curriculum, though as with many countries worldwide, there are international schools which teach a national curriculum in their native language – the German Swiss International School Hong Kong (GSIS) and the Lycée Français International (French International School) are just two examples.

Applications

Many schools accept applications as soon as a child is born, once a birth certificate can be provided that is. Schools which accept applications this early are: Discovery Bay International School, French International School, German Swiss International School and Kellett School, Kiang Su & Chekiang School. In the majority of cases, the date of receipt is important in determining a child's place in the queue – strictly chronological. However, the date of application is usually the weakest form of priority, behind corporate debentures, siblings, and specific nationals.

All other schools other than those already mentioned will accept applications only within a prescribed period – usually one or two years before



intended entry. To name a few: American School Hong Kong, Canadian International School, Chinese International School, English Schools Foundation, Hong Kong Academy, Hong Kong International School, ICHK Hong Lok Yuen, Malvern College, Nord Anglia International School and The Harbour School. While these schools accept applications one or two years in advance of entry, the date of application is not a factor considered. As long as the application is in by the deadline, it will be considered. It is important to submit complete applications to schools on time and take note of your preferred schools' application policies.

School fees

Annual tuition fees vary, from (lowest) HK\$98,000 to (highest) HK\$205,000 (Primary school). And of course before you pay the annual fee, you need to pay an application fee and (in most cases) an assessment fee. Upon acceptance of a place, an entry deposit is due and either a refundable or non-refundable debenture. It doesn't stop there: a capital levy fee is expected too, again fees vary, anything from HK\$10,000 to HK\$60,000. And last, but not least, there are some other hidden costs: transport, lunch, art supplies, and extracurricular activities. It's worth noting that while some costs may seem high, other items are often included within the school fees, such as technology, books, and classroom materials.

Private Independent Schools (PIS)

There are seven "private independent schools" in Hong Kong. They are: ESF's Renaissance College and Discovery College, the Independent Schools Foundation Academy, Victoria Shanghai Academy, PLK Choi Kai Yau, International Christian School and Yew Chung International School (Secondary).

These schools are given land on a 10 year lease and a grant to construct a school building. Otherwise, they are funded by tuition fees and other fundraising efforts. The only on-going grant they receive from the government is reimbursement of rates. As a result, the schools are obligated to set aside at least 10% of its total school fee income for scholarships and other financial assistance programmes. And, they are also obligated to ensure that at least 70% of the student population are Hong Kong Permanent Residents.

English Schools Foundation (ESF)

ESF was formally established in 1967 to provide a modern liberal education through the medium of the English language for English speaking children. ESF has five secondary schools, nine primary schools and a school for students with special educational needs across Hong Kong Island, Kowloon and the New Territories. Two "all-through" Private Independent Schools and five kindergartens are operated by ESF's affiliated company, ESF Educational Services Limited (ESL), which also offers English language classes and sports activities. Over 17,500 students are currently educated under the ESF system; with 70 per cent of students have parents who are permanent residents of Hong Kong.

ESF fees and school zones

Fees: From August 2016, the Hong Kong SAR Government started phasing out the recurrent subvention to ESF (year by year over a period of 13 years). In 2018-19, all other year groups (except Years 1 to 3) will continue to enjoy the subvention from the government, including new students joining Years 4 to 13 in the year. For the new academic year, 2019-2020, there will be a fee increase of HK\$470 per month for Primary, HK\$550 per month for Secondary (Years 7 to 11) and HK\$590 per month for Secondary (Years 12 and 13). The average increase across all years is 4.8%. For its private independent schools, Discovery College and Renaissance College, the increases are 6.1 per cent and 5.9 per cent, respectively. At its five kindergartens, fees would rise by 5.1 per cent to 6.9 per cent. All increases are subject to approval by the Education Bureau.

Catchment: Parents can only apply to the ESF primary or secondary schools in the school of zone according to their Hong Kong residential address (not applicable to Discovery College and Renaissance College). Students from overseas can only apply to the school of zone for their expected area of residence in Hong Kong. Applicants from Hong Kong and applicants from overseas have equal status. Zones are adjusted from time to time in the light of changing numbers.

Kellett School goes green

Kellett School, the British International School in Hong Kong, has long taught environmental topics in both its Prep and Senior schools. Student groups often bring environmental issues to the attention of the student body and the management team has been seeking ways to reduce energy consumption.

Now the school is taking its commitment to reducing its impact on the environment to a whole new level. Thought to be a first in Hong Kong, Kellett is going way beyond 'quick wins' (of which many have been implemented already), and embarking on a wholesale green audit to ascertain the scale of the school's environmental footprint. Conducted by sustainability experts, the audit assesses eight areas defined by the British Government's Department for Education; food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local wellbeing and global dimension.

In order to fully understand the school's impact it has been busy gathering data, such as food waste from the school dining hall, the mode and distance staff and students travel to school, and the carbon footprint of school trips and training overseas. The data gathered



will be used to determine areas of focus as well as what changes and investments are needed, so that deep sustainable changes can be instigated and students can see best practice solutions in action. In addition, the assessment of the school's current impact will enable measurement of the differences new initiatives are making. Once the results of the audit are in, the school will reach out to its parent and study body for ideas, skills and support as the school develops a Sustainability Policy and Action Plan to make Kellett more sustainable for generations to come.





STAMFORD
AMERICAN SCHOOL
HONG KONG

AMERICAN EDUCATION WITH A GLOBAL MINDSET

When one hears of an American School, a strong Mandarin language program doesn't often spring to mind immediately. However, Stamford American School Hong Kong is committed to developing globally-minded individuals which is expressed by embracing the values of the IB learner profile, service learning, collaboration with other Cognita Schools worldwide and through a world language program.

Learning another language helps students to not only broaden their linguistic skills but also their curiosity and understanding of another culture. The goal of all three of Stamford's world language programs is to develop students that are bilingual, bi-literate and bi-cultural. Stamford offers two daily language options and one bilingual option, giving students a gateway to the world.

The daily language program is offered in Mandarin or Spanish with varying proficiency levels to support both beginner and advanced students. The program is forty minutes each day and is grouped by grade and language proficiency, allowing some classes to focus on the basics while others tackle more advanced research projects and presentations.

The Bilingual Program at Stamford is currently offered in lower elementary. It follows a 60/40



English/Mandarin dual immersion model, using simplified Chinese characters. This means that students spend approximately 40% of their time with the homeroom teacher fully immersed in Mandarin and about 60% of their time in English. These apply for homeroom classes including Math, STEMinn (Science, Technology, Engineering, Math & Innovation), Inquiry and Second Step. All students enrolled in our Bilingual Program will also participate in Stamford's daily Foreign Language Block by attending Mandarin class with a language teacher. This daily Mandarin instruction is an integral part of their language development. All other specialist classes are conducted in English.

A solid language foundation allows students to soar in whichever pathways they choose. To allow even more flexibility for graduates,

Stamford offers both an American Diploma and the International Baccalaureate Diploma Program; both provide access to universities worldwide. As an additional bonus, those who achieve high proficiency in languages can also pursue a dual language IB diploma.

Living in an international city such as Hong Kong ignites children's natural curiosity of the world, Stamford offers a high-quality international education and the opportunity to learn an additional language for its students. But language alone is not enough to foster a global mindset, the culture of Stamford embeds this in its teaching, learning and core values. This combination of language skills and a focus on global citizenship will ensure that when students graduate from Stamford, they have an education that will open doors worldwide.

Accepting applications for 2019/20 and beyond – apply today!

www.sais.edu.hk

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COGNITA

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BOARDING SCHOOL OPTIONS IN HONG KONG

Something which is perhaps not common knowledge is that there are very good boarding school options in Hong Kong. In fact, the first schools in Hong Kong were boarding schools, as they were mostly orphanages run by churches and other non-profit organisations to provide a home and education for children. Most of these schools now operate as local schools and no longer offer full boarding facilities.

St. Stephen's College

St Stephen's College, situated on the scenic Stanley Peninsula in Hong Kong, provides boarding for secondary students within its spacious, historic campus.

There are six dormitories on campus, namely East Wing, West Wing, Martin Hostel, North House, and College House offering 394 boarding places to boys and girls who, whilst living separately, share the same dining hall. Boarders are also grouped into wards, each led by an Assistant Warden who acts as their guardian, tutor and counsellor, supervising them and taking care of their daily lives.

Boarders leave school for home on either Friday evening or Saturday morning and return for supper on Sunday. There are two study sessions every evening from 7:15-9:30pm when boarders are to complete their school assignments, do revision, and prepare for the next school day. A tutorial class supervised by

teachers is arranged for Secondary 1 and 2 boarders in the first session.

For more information, visit: www.ssc.edu.hk

Diocesan Boys' School

Diocesan Boys' School has been offering boarding facilities since 2008, the school offers boarding to interested students in Grades 7 to 12. The school campus in Mong Kok can house up to 150 students at a time and accommodates boarders from Mondays to Fridays. Each house is staffed by 2 to 3 teachers. The school's boarding school is a popular choice as it offers their boys a chance to help each other with school work, participate in extra-curricular activities in close-knit teams and develop their independence. Apart from Chinese language and Chinese history, all subjects are taught in English. French is also offered as a second language for non-Chinese speaking students. The school follows a curriculum which prepares students to either take the Hong Kong Diploma of Secondary Education (HKDSE) or the IB Diploma. Diocesan Boys' School has always been revered as one of the best boys' schools in Hong Kong.

For more information, visit: www.dbs.edu.hk

Li Po Chun United World College

A well-established boarding school in Hong Kong is Li Po Chun United World College. Taking in students only for the last two years of senior secondary school,



all 256 students live on campus and study the IB Diploma programme. The students are split into 4 boarding houses and there are typically four students per room. The school tries their best to ensure that there are two students who are studying in their first year while the other two students are studying in their second year. Where possible, the school also attempts to balance the number of local Hong Kong students with overseas students in each room to promote cultural diversity.

All of the full time teaching staff also board and act as tutors outside of lesson times. This allows for a thorough opportunity for students and teachers to bond and tutors help guide students in all facets of their study life. A special feature of Li Po Chun United World College of Hong Kong is the breadth and depth of activities that students undertake outside of the “taught” curriculum. In the afternoons and weekends students are involved in over 90 different activities based around the themes of Creativity, Action and Service. Students also participate in at least one activities week either in China or the rest of the world per year.

For more information, visit: www.lpcuwc.edu.hk

Harrow International School

Harrow International School Hong Kong is the first international boarding and day school in Hong Kong. It is the fifth member of Harrow Family of Schools and the third in the Asia region. 2015-16 will be the third year of operation and the student body has now grown from its starting total of 750 in September 2012 to over 1,000. Students in Years 6 to 13 have the option of boarding. There are currently six houses for Years 6 to 8 and ten houses for Years 9 to 13, each house offering places for 25 boarders. Most of the boarding is on a weekly basis (Sunday evening to Friday afternoon) and currently over 50% of Upper School students are boarders. Full Boarding for Years 6-8 may be limited and parents should check availability with the Admissions department prior to submitting an application form. Priority will be given to siblings whose parents wish their children to be in the same House.

There are currently three boys’ and three girls’ Prep School Houses (Years 6 to 8), and four boys’ and three girls’ Senior Houses (Years 9 to 13). Resident

in each House is a House Master or House Mistress, a Resident House Tutor and in Prep Houses, a Gap Tutor. However, Upper School visiting tutors (all Upper School teachers are members of a House pastoral team and have responsibility for a group of tutees in their House), together with two resident matrons and a day matron, are also very much involved in the supervision and monitoring of activities in the Houses in the evenings and at weekends.

For more information, visit: www.harrowschool.hk



Hong Kong Adventist Secondary School

Hong Kong Adventist Academy (HKAA) is an English language co-educational primary and secondary school, located on the campus of Hong Kong Adventist College in Clearwater Bay (near Sai Kung). The school consists of students and teachers from around the world offering a true international view, and is part of the Seventh-day Adventist Church which has over 8,000 schools and 65,000 teachers worldwide, making it the 2nd largest education system in the world. HKAA boasts low class sizes of around 15 students per class on average. The philosophy of the school is to prepare students not only academically but also spiritually, mentally, socially and physically. Hong Kong Adventist Academy does not operate its own dormitory. However HKAA’s sister institution Hong Kong Adventist College that shares the same campus, owns and operates a dormitory to provide food and lodging for secondary and college students alike.

For more information, visit: www.hkaa.edu.hk

If you are interested in learning about more boarding school options, please refer to our ‘Going Abroad’ section and Singapore section.

CANADIAN INTERNATIONAL SCHOOL (CDNIS)

By Vivian Fung

It was about 15 years ago when the time came to choose a school for my first child. CDNIS had just opened its second phase with additional classrooms and a beautiful library. Shortly after we entered the library during the school visit, my son made himself comfortable in the circular glass-walled library pit with a book. It soon became his favourite place in the school for years. He always came home with a book from the library and truly developed the joy of reading. He does not only read for pleasure, he also participated in the Battle of Books tournament which encouraged him to read different good books while having fun competing with peers.

Since becoming members of CDNIS, we never regretted our decision. Though the school had not started its IB programme at that time, they already taught my son to be responsible, respectful, and most importantly, to enjoy learning. My husband and I never had second thoughts as such we decided to send our other two children to CDNIS. As my children continued to advance towards to higher years, they developed into individuals of not only high academic outlook but into well-rounded interests with a multitude of interests beyond simply the classroom curricula. Not only did they continue to enjoy learning the IB curriculum, they became risk takers and

participated in various clubs and activities during their spare time. They participated in different sports teams even when they were not particularly talented in sports. They learned about teamwork, cooperation, time management, and built lasting friendships. They were also heavily involved in Habitat for Humanity, a global non-profit housing organization who has a vision of a world where everyone has a decent place to live. My 3 children were also active participants of the Model United Nations, a student-led activity in the school which engaged students and allowed them to develop deeper understanding into the current world issues. My husband and I are extremely pleased to see the opportunities the school has provided for my children and to witness how my children have developed to be responsible citizens who are selfless and are attentive to the world around them.

“ ***CDNIS has taught my children to become lifelong learners*** ”

CDNIS has taught my children to become lifelong learners. Two of my three children have now graduated from CDNIS under the IB program; one of them is studying in Canada while the other one is studying in Hong Kong. The guidance counsellors in CDNIS are among the most genuine and resourceful individuals of which have really helped them to identify the best fit within their university selection based on their strength and interests. I am really grateful to see how my children are becoming the people they are.



Parent Reviews

NORD ANGLIA INTERNATIONAL SCHOOL HONG KONG

By Yenni Muchsin

When I was looking for a school for my elder child, Isabelle, I was inundated with choices. Hong Kong, if nothing, has a whole plethora of international schools for parents to choose. I wanted a school that has a diverse student population, is welcoming of a multicultural expat family, and offers a creative and nurturing educational environment for my child to blossom and grow. Luckily, I have a friend whose child had enrolled in Nord Anglia International School Hong Kong (NAIS), and she told me about the school with experienced teachers, quality curriculum and the happy and confident students. When I visited the campus and talked to the staff and faculty, I left assured that NAIS is the school for my daughter. To date, both my daughters, Isabelle and Victoria, are learning and growing with NAIS.

NAIS offers an excellent curriculum, combined with proven teaching methods that has been praised and approved by many parents and experienced educators. I love the school's modern teaching method which allows my children to learn more with less homework. The school is teaching relevant skills and providing up to date knowledge to prepare the students for the modern world. Languages, Mathematics and Art are not the usual boring compartmentalised subjects. Instead they are made relevant when intertwined with STEAM topics. NAIS has a group of highly-qualified teachers and staff who are absolutely heart-warming. They bring out the best in my children – stimulating their minds and

increasing their confidence. My elder daughter, Isabelle, is very interested in the arts. She is given plenty of guidance and opportunities to experience and to engage in this subject so that she can discover her own potential. She has been inspired by many artists, authors, and musicians' workshops organised by the school. My second daughter, Victoria, has improved academically, thanks to her patient teachers and a positive learning environment. Beyond the classrooms, my children get to enjoy an extensive choice of after-school activities and forge closer friendships with their school mates.

“ *NAIS has a group of highly-qualified teachers and staff who are absolutely heart-warming.* ”

NAIS is not just a school. It is a family. The school's international environment and inclusive culture makes it the best fit for my multicultural family. My children benefit from its diverse community and enjoy learning about world cultures through events in "Global Campus" and the annual International Day. My children always enjoy these special events because they have the chance to introduce their home country and also to experience other cultures. Parents are not excluded in their children's educational journey. We are encouraged to volunteer and participate in school activities, so as to better understand the school's ethos and learning environment. These activities also allow us to forge closer bonds with the faculty and staff, as well as the other NAIS families. For me, volunteering my time during International Day, library reading sessions and community outreach programmes are definitely memorable and are treasured time spent with the NAIS community. For any parent asking me whether I have made the right choice in choosing Nord Anglia International School for my children, my reply would be a resounding, "Yes!"



YEW CHUNG INTERNATIONAL SCHOOL

By Michelle Sun

Michael, our son, joined Yew Chung International School (YCIS) in the Early Childhood Education Section at the age of two, and is currently studying at Year 5 in the Primary Section. I definitely agree that YCIS provides Michael with an environment of low exam stress and happy childhood, so that he can allocate sufficient time to developing his personal interests and expanding his full potential. With reasonable amount of assignments, Michael spends time on what he really enjoys, such as challenging advance Mathematical problems and playing piano and violin and so on.

After joining YCIS, I witnessed a transformation in Michael from being shy to confident with a sense of achievement. For example, he is also part of the School's Orchestra where he keeps sharpening his musical talents. Recently, he won two gold medals and the Grand Champion in his grade at the 14th International Mathematics Contest (Singapore) and the 5th Malaysia International Mathematics Olympiad Competition (MIMO). He also accomplished 2nd runner up awards in two team events.

I particularly like the YCIS's innovative flexible learning spaces, which is called the "Learning Communities" and its education approach of Integrated Subjects Learning where children are prepared to collaborate on projects of different topics. When Michael takes part in the projects, he reflects a respect for others and their opinions. The YCIS's motto of "Align with Science and Technology, with Culture and Arts, with Love and Charity", which aims at equipping students to become global citizens, is also inspiring.

“ I particularly like the YCIS's innovative flexible learning spaces, which is called the “Learning Communities”



Parent Reviews

INTERNATIONAL COLLEGE HONG KONG (ICHK)

By Stuart & Elisabeta Cranfield

When we arrived in Hong Kong, we did the rounds of looking at various schools, and trying to resolve the balance of school first or house first. It was not just our choice. Our two children had to be involved in the decision of which schools they went to. We were happy with what we saw in our initial visit to ICHK so the decision was made.

Any child needs to be happy in their school environment for them to learn and develop to their fullest potential. In the seven years that our daughter and the five years that our son have spent there, we believe they have both done so

ICHK dares to be different and encourages its students to express themselves test for themselves their own boundaries. It is refreshing in Hong Kong to have an international school that while pushing its own boundaries of how students learn; it is doing so while not being preoccupied with the grades, or potential grades of students applying to go there. Perhaps most importantly, students are not forced

into a predetermined mould of appearance and behaviour. They need the space and opportunity to express themselves. Yes, it must be in a way that is respectful and not offensive to others but it does not need to restrict their individual expression. These would not be allowed in other schools in Hong Kong. We are so glad that both our children were able to spend all, or at least the majority of their secondary education at ICHK; in an environment which has allowed them to develop and learn as individuals.

“ *ICHK dares to be different and encourages its students to express themselves and test their own boundaries* ”



KELLETT SCHOOL

By Susannah & Sam Harvey-Jones

We have seen a step change in all our children since joining Kellett. They each have different abilities and interests, and the school has expertly catered to them individually thanks to its small class sizes, world-class teaching and facilities and exciting curriculum. Their tailored learning has been complemented by excellent specialist support where additional behavioural or academic needs have been identified. There is a highly dynamic approach to learning at Kellett. Learning does not just take place in the classroom, but also through a variety of carefully planned experiences including music, technology, art and theatre. This practical and varied approach keeps education stimulating and relevant and helps to foster the love of learning and inquisitiveness you see in so many Kellett children.

There are so many opportunities for children to excel through the strong sports, arts and music faculties. We love that Kellett is highly inclusive, and our children, whatever their ability, are encouraged to take part. It's not only those best at sport in the teams or the best singers in the musical – it's about being brave, putting your hand up, getting involved and trying your best. There are innumerable opportunities for parents to be in the classroom on trips, in productions and through our fantastic Kellett Cares charity to name a few. There is always a team of eager parents supporting on the poolside, football pitch or netball court. This parent involvement helps to foster



“ Kellett provides an outstanding British Education in an international environment and is constantly striving to improve ”

a great community. I like that Kellett invests in us as parents through the many workshops that keep us up to date on the latest thinking and strategies to help us support our children.

Kellett provides an outstanding British Education in an international environment and is constantly striving to improve. This on-going betterment through heavy investment in CPD for teachers, review of curriculums and procedures, parental feedback and learning from experts keeps Kellett at the absolute forefront of education. I am excited by the Positive Education journey Kellett is taking where our children's wellbeing is at the heart of every decision. Positively Kellett is equipping our children with essential life skills to enable them to thrive in the ever-changing complex world they live in.

Looking forward, we are also greatly encouraged by the excellent academic results achieved at Kellett that allow so many students to access their university and course of choice. Our children are privileged to go to a school with so much on offer. When we

asked ours what they most liked about Kellett, they said that 'it was easy to make friends and that everybody was kind'. Knowing they will spend their day learning, in an environment surrounded by friends and teachers who care about them as individuals, is so important to us. They feel safe and happy and this, coupled with the huge variety of learning opportunities, will give the best outcome of all ... A love of learning and a confidence for life.



A world-class education in a unique world city



Getting the right school for children is often the most important decision every family has to make. Thankfully, Hong Kong is home to some of the best schools in the world.

The largest international school organisation in the city is the English Schools Foundation (ESF). For over 50 years, ESF has been at the heart of Hong Kong life, providing world leading teaching and learning to thousands of students in their 22 schools.

Starting from as early as six months, ESF students can transition seamlessly from playgroup to kindergarten and then from primary and onto

secondary. They also offer award winning after school sports and language programmes. Everything that your family requires, under 22 roofs.

Students from around the world can transition into the ESF school system easily, thanks to the fact that they have adopted the International Baccalaureate (IB) at every level – from kindergarten to secondary.

The IB has been designed specifically to meet the needs of learners from any cultural background. It is a system based on encouraging students to solve problems, analyse complex issues and to work with their peers. The final qualification, the IB Diploma, is accepted by universities across the world.



Adam Hughes, ESF Director of Education

A System on a Mission

“At ESF, we are on a mission: to unlock potential and to help every student to the best that they can be. Walk into any of our classrooms and you will see students working together to problem-find, not problem solve. You will see them grappling with complex issues and coming up with solutions. And you will see them flipping effortlessly between working independently and collaboratively with others – in their own classroom, in another ESF school or with another group of students on the other side of the world.”



World Class Results

Global league tables of education systems will regularly include ESF in their upper reaches. The results that students receive are amongst the best in the world.

“We understand that academic results are hard currency. It is by getting good grades that students can go on to the best universities and, ultimately, onto their chosen career path”, says Belinda Greer – CEO of ESF. “So, while we work hard to help students develop all of their skills, we never lose sight of just important it is to ensure academic research stays at the top of our priority list.”

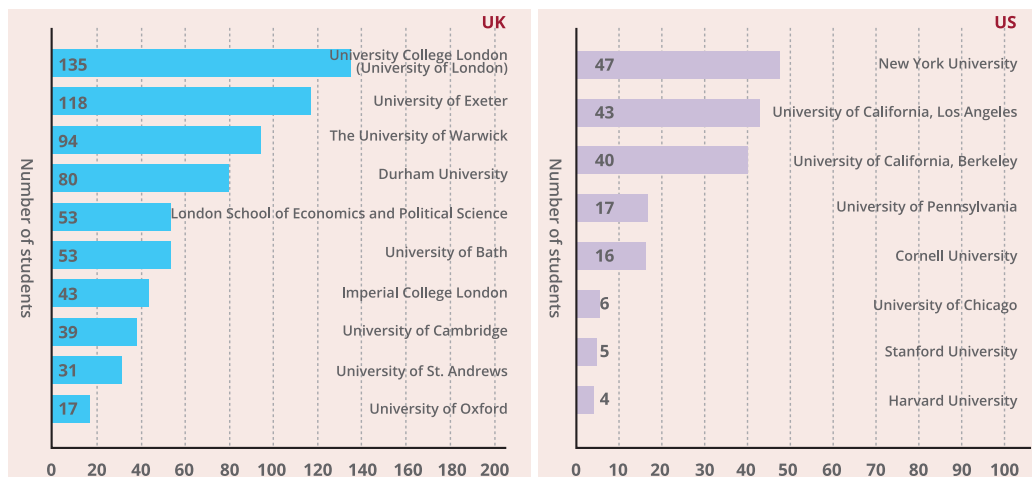
And the results speak for themselves. ESF sits well above the global average for all of the major qualifications. And while those who get the very top marks often grab the headlines, it is the sheer volume of success at all levels that really sets ESF apart from any other education system:

International Baccalaureate (IB) Diploma Results	ESF 2018	World 2017
Students awarded the Diploma (24 points or more)	943 (98.5%)	78.40%
Students awarded Bilingual Diploma	127	17,829
Mean score of students	36	29.78 (in 2018)
Students achieving 30 points or more	88.90%	53.70%
Students achieving 35 points or more	62.90%	26.60%
Students achieving 40 points or more	25.70%	7.90%
Students achieving 45 points (maximum)	16	278
Mean grade per subject	5.62	4.7



Where ESF students go for higher education

Some of the popular university destinations for ESF graduates (2014-18)



Meet our alumni



Christine Chau

Christine graduated from ESF King George V School. Having scored the maximum 45 points in the IB Diploma examination in 2017, she attributed her success to her teachers.

"I think the main reason I got a 45 was because of my teachers and because of how helpful and resourceful they were," she shared. "I have the most supportive friends, family and teachers who have all helped me pass through the stressful times and I cannot thank them enough for that."

Christine is now in the University of Hong Kong studying Law.

Come and join the ESF family

ESF schools welcome any child who can benefit from an English-language curriculum.

For parents wishing their children to enter K1, Years 1 and 7, Central Application is open from 1 to 30 September of the year before they want their children to enter the school.

If you are planning to enter other year groups, application can be made at any time during the year. Please refer to the ESF website for immediate vacancies.

All applications are submitted online on the ESF website: www.esf.edu.hk/application-form/.

You can find out more visiting our website www.esf.edu.hk or by following us on social media.



English Schools Foundation

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Using unique approaches to teaching and learning Nord Anglia International School



By Naima Charlier, Head of Curriculum and Head of Campus, Sai Kung

At Nord Anglia International School Hong Kong (NAIS), we promise parents that their children will:

- Succeed through our individualised approach in a safe, caring and happy environment
- Be encouraged to have self-respect, respect for others and to contribute as a global citizen
- Have the opportunity to discover and nurture interests and talents

I will focus on the first one of these promises – how we deliver an individualised approach to learning.

For us at NAIS, this is a many layered and complex approach to a very simple idea. We need to know our students really well, and understand, at any given moment, where they are in terms of their learning. We call this ‘formative assessment’ and our teachers are highly trained and able to do this constantly. By knowing

the students well, we can design a plan to help them achieve their potential by supporting them through a journey of discovery and possibility.

Formative assessment is one part of how we make our learning personalised but it is not everything we do. All our teachers differentiate, which means that the level of instruction and the level of support a child receives differ according to their individual needs. This can be the type of work students do, the accessibility arrangements in place, or the scaffolds we use to support them as they learn. For instance, a child without a strong grasp of English might work with a native speaker as a partner. The student that is doing the helping also benefits as they learn through the challenge of explaining things to others. The supported child might also receive vocabulary in advance, so they can pre-learn it at home or with a support teacher before the lesson. We have found this particularly effective in Secondary science where technical vocabulary can be hard for non-native children to access. Supporting through differentiation lessens any potential barriers to learning.

Children are also given opportunities to differentiate their own learning. After input from the teachers we often offer a choice of ‘hard’, ‘harder’ or ‘hardest’ tasks for the





children to do to develop their learning. This approach allows children to stretch themselves and stops us putting a ceiling on their learning. Many children will choose to challenge themselves with the ‘hardest’ task first, seeking support where needed. Part of the Nord Anglia philosophy of learning stems around the idea that there is no limit to what a child can achieve, and we encourage all our children to “Be Ambitious”.

An individualised approach is also about finding what interests a particular student and using that as a ‘hook’ to engage their interest in learning. We use this a lot with our youngest children. If a child loves trains, we will use this passion to teach numbers, letters etc., rather than expecting them to be interested in what we had planned.

This way the curriculum becomes tailor-made to the child. We are responsive to the needs and interests of our children and will change our plans to follow what interests them.

I have had parents ask me about the individualised method of teaching and wondering how teachers can possibly manage it for all students. My response has always been, “This is what we do.” As a teacher, who

went through training 25 years ago in England, I can say that this is what we were taught to do. We should know how to do it, and it is an expectation of all teachers. It may be demanding but it is the best way for children to make progress and enjoy their learning. This will only come when the work is pitched perfectly to suit their interest, ability and needs. And at Nord Anglia International School Hong Kong, individualised learning and teaching is what we do.



▶▶▶ PRESCHOOLS IN HONG KONG



The True Benefit of Learning through Play

"Play is the work of children" as Jean Piaget boldly states. A child engaged deeply, beginning with original ideas, tests and confirms his thought processes via various methods during this 'child's work'. His tower of blocks, now standing several feet in the air, starts to wobble. With great concern, the child tries his best to bring stability to his creation, however, unsuccessful in its eventual fate of crashing to the ground. With a deep sigh, the observed child surveys the crashed blocks, and with a purposeful move, begins the building again.

The medical world confirms a child's brain is exploding with active neurons, working hard at connecting pathways with each and every experience. As a child grows and develops, the brain begins to prune the neurons not utilized. Play affords children real life experiences, where they are able to explore, repeat, reflect, test and connect. The more triggered to problem solving in unexpected and spontaneous ways - the more the neurons build instinctual and competent abilities along with the resilience.



As in the child committed to his design and building of his structure, play presents opportunity for children to develop thinking practices that are authentic to life, such as: original and creative ideas, testing and experimenting with those ideas, connecting and building previous knowledge to new knowledge. Play not only allows a child to develop metacognition, but also the 'soft skills' essential for success. Resilience, the ability to see from multiple perspectives, confidence in one's identity while understanding diversity, self-regulation, empathy, and effective communication to name a few, are not skills learnt from books - these are skills life teaches us, and there is no better teacher for a child, than play. Jean Piaget was right, "play is the work of children", very important work!

At Yew Chung International School (YCIS) play transforms children's minds, hearts, and souls to be joyful and motivated learners, every day. Play is observed, evaluated, planned for, and supported at YCIS, as children's important and vital work. Each and every child's daily endeavors are valued, just as each and every child is valued at YCIS.

HOW TO FIND A GREAT PRESCHOOL FOR YOUR CHILD

Choosing the right preschool can be a daunting process, but the key to the decision lies in knowing what you want and what is best for your child. Choosing a preschool means being picky and asking a lot of questions because, after all, it should be a place where your child learns to love school and learning. Once you have decided on the best preschool for your child, you then need to help your child adjust to this big change. It's important to know that many private pre-schools carry out selection interviews with prospective students to test their language, social and cognitive abilities and some have a playgroup, meaning existing students get priority for a K1 place.

For many parents, enrolling their child in a preschool is much more confusing than enrolling in a primary school. Parents can feel stressed and overwhelmed when it comes time to choosing a preschool because many accept applications from birth, or have very strict application deadlines. Although there is no definitive plan for choosing at the "right" preschool, programmes do have some signposts. You just have to know they are there.

Here are important points to consider:

(1) Focus on the teachers.

Children's learning and development revolve around relationships with adults, and the teacher-child relationship should be a special one. Great teachers are warm and nurturing, and they guide children rather than punishing them. They tell children what to do, rather than what not to do. They find fun opportunities to nudge learning, like singing songs that teach about rhymes or helping children count the number of legs when they find an insect. Great teachers are curious about each child's unique personality and needs, and they believe every child has potential.

Great teaching is most visible when you see it in action, so it's very helpful if you can tour preschools. Of course, many of us aren't able to visit during school hours, but we can ask current students' parents about how the teachers interact with kids and how much experience they have. Some schools often hold Open Days on Saturdays, so be mindful to ask about any special events when you are in contact with any staff at a preschool. You can learn a lot during a quick tour if you know what to look for and what questions to ask.



Nord Anglia International School



What to look for in a preschool

- How do adults talk to children? Do they bend down to their eye level, use their names, and talk in a warm, encouraging way? Or do they sigh, roll their eyes, and talk down to children?
- Is there a daily routine? Do children seem to know what to expect and what is expected of them? Look for clues that teachers use consistent guidance — for example, about how to treat others or how to cope with transitions.
- What do teachers do when conflicts arise? Do they give children strategies for managing social challenges and explain why they are important?
- Are children active and happy, with choices of activities and plenty of time to play outside?
- Do you see children’s art on the walls? If the art is varied and messy or you don’t know what it’s supposed to be, those are good signs! However, if every child made a butterfly in the exact same way, that suggests teachers are focusing on compliance rather than creativity?

- How much teacher turnover is there? A high turnover rate can be a sign that teachers are unhappy or treated poorly, and can compromise chances for children to build stable, trusting relationships?

For many families, selecting a programme mostly comes down to cost and convenience. Those factors are indeed very important, but there is a surprising array of programmes within each price range. Spending a few minutes learning about a programme is well worth the effort. Asking questions isn’t disrespectful; in fact, most preschool staff welcome questions. After all, preschool should be all about exploration and learning new things — for parents, too!

Great preschools can look very different and, as we often tell our children, “You shouldn’t judge a book by its cover.” There are many hidden gems out there, just as there are also a great deal of programmes that look great on the outside but feel hollow inside. As you get ready to send your child off to school, it’s worth doing a little homework, well before your child has to do any of their own.

Wilderness International Kindergarten: An oasis for children



A fundamental principle in establishing Wilderness was to ensure that all children had a secure foundation that addresses and reinforces the social, emotional, physical and cognitive milestones during childhood development.

At Wilderness, we believe that all children need to be playing outdoors and connecting with nature daily. We see the outdoors as an appreciation of the natural world and is integral to growing up. Numerous studies confirm that being surrounded and exposed to nature is hugely beneficial for healthy growing bodies, emotional health and the development of each child's intellect. Our garden is a natural sensory experience surrounded by plants, herbs, birds and flowers that allow our children to explore their green environment and learn through experiential play. The rocks and logs in the garden allow children to navigate uneven surfaces that transfer to children developing their balance, coordination and becoming physically stronger and more confident in themselves. Natural resources such as shells, pebbles and pinecones are all open-ended materials allowing their imagination to run wild and connecting them with the authentic natural world.

The wonderful outdoor garden is also a perfect environment for socializing, playing games and collaborating with peers to solve the many problems created by child-initiated and teacher supervised play. The opportunity to learn and make friends is endless. You cannot overstate the importance of friendship and relationships in a child's life. Time spent outdoors not only helps children to nurture existing friendships but also helps children to make new friends and teaches them how to maintain these friendships.

Social skills are the foundation for academic success and growth into a

functional, happy and confident adult. Knowing how to cooperate with others, following classroom expectations and acting responsibly are key indicators for a child's success at school and beyond. Examples of specific social skill learning are - teaching children how to take turns, taking responsibility for your own action, how to invite others to join in activities, how to compromise, learning to stay calm, asking for help, respecting others and how to be assertive. All critical skills they will take with them into successful adulthood.

We now know that the quality of child development at the time of school entry predicts performance in school programs. However, more importantly, we know that both the quality of nurture and nature in Early Childhood have profound impacts on the life chances, intellect, physical, emotional, social and authentic well-being of students.





We know that each child is different with their own strengths, talents, needs and character and so are each parent's experiences. We plan and personalize our learning programmes for each child to ensure they are equipped with an essential core of knowledge and skills that are then built upon to set them up for further learning.

Excellence in early childhood education is so much more than learning to read, write, and becoming numerate. It is about learning to establish positive relationships, learning the rules of belonging to a group, learning self-regulation skills and learning how to learn. Empathy, Resilience and Social awareness are determined and founded before the age of five, so it is critical that these qualities are essentials in high-quality early childhood education.

The well-being initiative in our Wilderness program has a focus on incorporating mindfulness and daily yoga into the curriculum. Children are taught to recognize their feelings, slow down and calm their mind through simple breathing exercises. Our mindfulness program helps children increase their focus, concentration and reduces stress and anxiety. It also helps them with their confidence, self-esteem and creativity. This authentic holistic approach to early childhood education, not only promotes a healthy

lifestyle but ensures each and every child at Wilderness arrives motivated and enthusiastic about learning.

Our Wilderness promise is to ensure each child:

- Feels safe, secure and a true sense of belonging
- Feels more confident as a result of being involved in our learning programs
- Will explore and discover their world through exploration and heightened curiosity
- Will choose their own learning and play activities from a daily menu of planned interactions by expert early childhood professionals
- Will experience positive social interactions and learn how to build positive relationships between other children and adults.
- Will love learning and experiences happiness daily.

Our philosophy is sound but it is our actions that truly make Wilderness an oasis for Children.

Come find out more about our learning oasis, visit our website to book a tour:
www.wilderness.asia



A PARENTS' GUIDE TO THE MONTESSORI CLASSROOM

The purpose of Montessori education

Dr Maria Montessori observed that children learned best when discovering and experiencing for themselves rather than having information drilled into them. Doing this learning for herself has a profound impact on the child's self-construction into an autonomous, interested adult who is constantly learning and bettering herself. A truly educated individual continues learning long after the hours and years she spends in the classroom because she is motivated from within by a natural curiosity and love for knowledge. Dr Montessori believed that the goal of education should not be to fill the child with facts from a pre-selected course of studies, but rather to cultivate her own natural desire to learn, with an adult preparing the environment and guiding the child's exploration.

Toddler programme

In the Montessori classroom this objective is approached in two ways: first, by allowing each child to experience the excitement of learning by her own choice rather than by being forced; and second, by helping her to perfect all her natural tools for learning, so that her ability will be at a maximum in future learning situations. The environment is created by a trained Montessori educator to be interesting and appealing, where choices amongst the deliberately limited resources lead the child to greater skills,

while learning to collaborate, cooperate and navigate learning within a community of other children. Dr Montessori also discovered that there were different stages of child development, and scientifically designed the learning environment and approaches which change with the child's changing nature.

Montessori materials

The Montessori materials have this dual long-range purpose of motivation and desire towards the perfection of skills in addition to their immediate purpose of giving specific information to the child.

The use of the materials allows complex concepts to be introduced to the child during the young child's unique period for learning that Dr Montessori identified as the "absorbent mind". The process is particularly evident in the way in which a two-year-old learns his native language, without formal instruction and without the conscious, tedious effort that an adult must make to master a foreign tongue. Acquiring information in this way is a natural and delightful activity for the young child who employs all his senses to investigate his interesting surroundings.

Since the child retains this ability to learn by absorbing until he is almost seven years old, Dr Montessori reasoned that his experience could be enriched in a classroom where he could handle materials that introduce basic educational information. Over 100 years of experience have proven her theory that a young child can learn to read, write and calculate in the same natural way that he learns

to walk and talk. In a Montessori classroom, the equipment invites him to do this during his own periods of interest and readiness.

Dr Montessori always emphasized that the hand is the chief teacher of the child. In order to learn there must be concentration, and the best way a child can concentrate is by fixing his attention on a task he has chosen and is performing with his hands.





The International Montessori School

The importance of the early years

In *The Absorbent Mind*, Dr Montessori wrote, "The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six." Modern psychological studies based on controlled research have confirmed these theories of Dr Montessori. After analyzing thousands of such studies, Dr Benjamin S Bloom of the University of Chicago, wrote in *Stability and Change in Human Characteristics*, "From conception to age 4, the individual develops 50% of his mature intelligence; from ages 4 to 8 he develops another 30%...This would suggest the very rapid growth of intelligence in the early years and the possible great influence of the early environment on this development."

Suitable ages

Although the entrance age varies in individual schools, a child can usually enter a Montessori classroom between the ages of two or three, depending on when she can be happy and comfortable in a classroom situation. She will begin with the simplest exercises based on activities that all children enjoy. The equipment that she uses at three and four will help her to develop the concentration, coordination and working habits necessary for the more advanced exercises she will perform at five and six. The entire program of learning is purposefully structured. The optimum learning of the soft skills of independence, collaboration and self-control, as well

as the foundations and extensions of reading, writing and mathematics evolve naturally for the child who experiences the complete 3-year cycle from ages 3-6.

Parents should understand that a Montessori school is neither a babysitting service nor a play school that prepares a child for traditional kindergarten. Rather, it is a unique cycle of learning designed to take advantage of a child's sensitive years between three and six, when she can absorb information from an enriched environment. A child who acquires the basic skills of reading arithmetic in this natural way has the advantage of beginning her education without drudgery, boredom, or discouragement, and is establishing a strong foundation to build the skills needed for success in life.

The children at work

The Montessori classroom is indeed a child's world, geared to the size, pace and interests of boys and girls between the ages of three and six. It is designed to put the child at ease by giving him freedom in an environment prepared with attractive materials. These materials are arranged on low shelves within easy reach of even the smallest youngster. The tables and chairs in the classroom are movable, permitting a flexible arrangement for many activities. The children also work on small mats on the floor where they are naturally comfortable.

The Montessori Materials in the classroom can be divided into five main groups: The Practical Life Exercises, which are the beginning activities for three- and four-year-old children and which extend in difficulty for older children; The Sensorial Materials, which extend and differentiate the senses, which are of particular interest to the three and four year olds; the language materials, the mathematical materials, the mathematical materials, which allow a young child the chance to explore concretely before they can abstract; and the cultural areas which await each child's moments of interest in reading, arithmetic, and geography. Grace & Courtesy lessons are a non-material but key component of the learning in the classroom, where the teacher role plays what to do when another friend wants to use your material, how to let others know you would like some help, among many other important life skills to help the child problem-solve in social situations.

The role of the teacher

In a Montessori classroom, there is no front of the room and no teacher's desk as a focal point of attention, because the stimulation for learning comes from the total environment. Dr Montessori always referred to the teacher as a "directress", and her role differs considerably from that of a traditional teacher. She is, first of all, a very keen observer of the individual interests and needs of each child, and her daily work proceeds from her observations rather than from a prepared curriculum. She demonstrates the correct use of materials, which can then be individually chosen by the children. She carefully watches the progress of each child and keeps a record of his work with the materials. She is trained to recognize periods of readiness. Sometimes she must divert a child who chooses material that is beyond his ability; at other times she must encourage a child who is hesitant. Whenever a child makes a mistake, she refrains, if possible, from intervening and allows him to discover his own error through further manipulation of the self-correcting material. Each small success with the material provides the incentive for the child to attempt ever more challenging work.

Mixed age groups

If classroom equipment is to be challenging enough to provoke a learning response, it must be properly matched to the level that an individual child has already reached in his past experience. This experience is so varied that the most satisfying choice can usually be made only by the child himself. The Montessori classroom offers him the opportunity to choose from a wide variety of graded materials. The child can grow as his interests lead him from one level of complexity to the next. Having children ages three through six together permits the younger children to observe a graded series of models for imitation, and the older ones an opportunity to reinforce their own knowledge and build their confidence by helping the younger ones. The Montessori teachers actively encourage this positive interaction, for each child to see others in the community as both resources and opportunities to give back.

The toddler programme

Many Montessori schools have initiated toddler

classes for children 18 months to three years. The toddler environment is designed for the toddler who is in the "unconscious Absorbent Mind" phase of development. Activities are simpler than the classroom for three to six-year-olds. The focus is on oral language and practical life activities such as food preparation, which the toddlers can freely choose, and accomplish successfully on their own, with similar guidance from a trained Montessori teacher. Tables and chairs are smaller and the teacher-child ratio is lower. The toddler program offers very young children a unique additional year of self-development in a tender atmosphere of special understanding, respect and support.

Of fundamental importance is the gradual separation of each child from his or her primary caretaker, usually the mother. The Montessori toddler program protects this fragile stage of development by creating a very gentle and slow parting of each adult-child couple. As the toddlers gradually become comfortable in their new environment they learn to trust the teacher and the other children around them. Simple sensorial activities in the classroom respond to the toddlers' urge to use all their senses – indeed their whole bodies – to explore everything around them.

The toddler program also appropriately accommodates the very young child's sensitive period for language by offering creative and intriguing concepts to expand their growing vocabularies. Joining conversations, listening to stories, classifying objects and learning songs and poems all nurture their budding language skills.

Many of the activities in the toddler program highlight the self-help skills that lead to independence. Children are gently urged to hang up their own coats and aprons and to problem-solve rather than say, "I can't." Since this is an age of very strong imitation, the teachers constantly model appropriate social skills, good manners and consideration of others. These budding skills are helpful foundations as the child moves into the 3-6 classroom.

Through song, dance and freedom of choice, the toddlers have access to a variety of large muscle activities that offer them opportunities to jump, climb, balance, crawl or skip. These exercises, as well as



creative art activities, are offered for each child to choose. This freedom in a safe space is crucial to the toddler program. However, it is always tempered by two important limits that will be beneficial for a lifetime-respect for others and respect for the environment.

Elementary programme

Dr Montessori observed that the brain of the young child changed as they reached the age of 6-7. The Montessori programme developed, therefore changed with the child. This is called the Age of Reason, and the child now wants to learn socially, is extremely conscious of the why and how, especially with regard to morality.

“I went to 13 different schools all over the world. One was a Montessori school in Germany from age 9-11 and it changed the way I thought. Years later, I knew I had to have the Montessori elementary for my children. I wanted my children to have the adaptability and confidence the Montessori approach could provide, knowing we had no idea where they might end up in school. I knew they could be successful. And I wanted them to be able to read, wrote and speak Chinese

too, without hours of homework! Clearly, I had to start a Montessori school. It is so amazing to watch children blossom over 9 or more years, and become leaders and collaborators far beyond their peers at other schools. And they are so kind to each other. Our kids can spot another Montessori kid - they are the self-starters who want to do something to make things better in their new secondary schools. And then do it. They are the students other schools want!”

Anne Sawyer, Co-Founder of the International Montessori School

As Montessori preschool programs have proliferated, parents have seen the changes in their children and there has been a great demand for Montessori elementary classes for both six to nine-year-olds and nine to twelve-year-olds, and now into secondary school. In the Montessori elementary classes, children now want to learn socially. Children who have completed the Montessori programme for three to six-year-olds can simply continue their natural learning process at their own pace, using their immense database of knowledge and their strong reading and mathematics skills to explore the entire universe from their new perspectives. Long blocks

of time encourage extended spans of concentration, uninterrupted by bells indicating a sudden change of subject.

Compared to the period preceding it, and that which follows it, Montessori believed that the second stage of development, ages six through twelve, is one of great stability. Growth without major change marks this period as the children exhibit fairly constant styles of learning and relatively even emotional behaviour. During these more serene years, students are capable of accomplishing a great deal of mental work. As E M Standing writes, in "Maria Montessori, Her Life and Work," "It is their 'years of plenty;' and if given the right opportunity and the right means, they will lay up a great store of cultural information."

The integrated curriculum of the Montessori elementary classes encourages children to see the critical relationship among all subjects and, indeed, among all aspects of life. The elementary teachers follow Dr Montessori's plan for Cosmic Education – presenting the universe first and then relating subsequent learning to its place in the cosmos. For example, the history of the earth, beginning billions of years ago, is made vivid to the students when they work with a magnificent Time Line on which the era of human beings is only a tiny segment at the end.

The elementary curriculum more than covers the mathematics, language, science, history and geography taught in traditional schools. Drill in these basic subjects is replaced by a variety of creative activities; this motivated learning thus avoids the boredom that often leads children to a withdrawal of interest or rebellion. In their individualized work, the children learn to set goals, to manage time, to organize projects and to use a variety of resources. In addition to using the advanced Montessori materials for math, grammar and science, they read and discuss children's classics, and express themselves in art, music, drama and poetry. Creative writing is a daily activity. A foreign language, physical education and field trips are also included. Montessori elementary programs give youngsters basic learning skills, confidence, self-esteem, an appreciation of other cultures and peaceful techniques for conflict resolution – qualities that will serve them well in any future learning situations.

Using Montessori at home

The return on your investment in Montessori will be enhanced if there is a consistency between your home and your child's classroom. This does not mean putting Montessori materials in your living room. It means taking the Montessori perspective. With this perspective, your attitudes, your pace, your expectations and the limits you establish for your child will be in keeping with the principles that Maria Montessori developed for her teachers – principles that came from her lifelong observation of the nature of children. To gain this perspective you can related books and articles, such as "Montessori Insights for Parents of Young Children" by Aline D Wolf.





IMS

培育探索精神
發揮學習潛能
A Natural Way to Learn

學問

Younger children possess a remarkable ability to absorb the world that surrounds them. Maria Montessori believed that the years from birth to 6 are the most critical period for nurturing a child's natural curiosity and for laying the foundation for all future development. The goals of the IMS Casa dei Bambini programme are to foster independence and to support children in moving toward a mastery of self and the environment.

The classrooms are prepared Montessori Dual-Language environments designed to encourage children to discover the world and speak both English and Chinese. Interest-based activities encourage children to develop a love of learning and trust in their own ability to find the answers to their questions.

THE VALUE OF PLAYGROUP CLASSES

“My child is only 10 months old, and cannot even sit still for 20 minutes, much less a 1-hour class. Is it really worth it to send him to school?”

Tanya Price, relocated from Hong Kong in June 2018

“Will my child receive priority for a K1 place if I send her to the playgroup?”

Stephen Roberts, relocated to Hong Kong in October 2018

These are some of the questions that parents express when we meet with them to discuss playgroups and preschools. In Hong Kong, children can attend Playgroup as young as 3 months old. Some parents may worry that playgroup is just another “child-minding” or “babysitting” service. Other parents fret about their children being stuck in a classroom for 2-3 hours. It is normal to have these concerns. Applications are accepted from birth for some of the most popular playgroups and primarily because these playgroups provide priority for entrance to the school’s nursery programme. It is common for parents to file applications at Art Plus, Kinder U, Victoria Playgroup, and some others as soon as they obtain the birth certificate.

Playgroup in Hong Kong is far from child-minding

The BEST playgroups in Hong Kong come with an expert-backed, age-appropriate, dynamic curriculum that fulfils the needs and potential of young active learners along with priority of a ‘through-train’ education, something very important if you are considering bilingual or local schools.

Whether it is through multiple intelligence, play-based activities, outdoor play, sensory play, the key in any playgroup is to engage children in the learning process with enthusiasm and ‘bring to life’ every aspect of the curriculum.

Children are active learners and they learn best when they are actively involved. Dynamic activities in a playgroup can encourage children to embrace learning as fun, rather than something to be feared or dreaded.



What do playgroups offer in Hong Kong?

Playgroup in Hong Kong is not about aimless free play – nor is it about “drilling” little 15-month-olds with Chinese and English. Playgroup provides a creative and enriching environment filled with movement and games, music, art, rhymes, stories, group projects, dramatic play, hands-on learning, as well as the exploration of numeracy and phonics.

As little as your child may seem, do not underestimate the learning potential and curiosity of young minds. Some 12-month-olds may not be able to stay focused for an entire storytelling session at first – but give them a month or two and observe how their attention improves drastically.

With the right balance of lessons, sharing in groups, as well as multi-sensory experiences such as stories, music, songs, puppetry and kinaesthetic activities, your little one will pick up both cognitive skills and EQ skills in playgroup.

The good news is that these skills can be learned from a young age in playgroup – and will go on to benefit them for an entire lifetime.

There are many options for baby and toddler playgroups offering stimulating, affordable and flexible options. We’ve outlined information on the most popular.

Art Plus

The focus of the program at Arts Plus is on developing children's Multiple Intelligence through interactive and theme-based activities; fostering children's intellectual, emotional, social and artistic development through fun and interactive learning.

www.artsplus.com.hk

Baby Buddies

Baby Buddies Playgroup is based on the British national curriculum "The Early Years Foundation Stage". The playgroup is for children age 3 months to 3 years old, offering a child-centred approach to learning allowing a child to lead the way, along with a rich Mandarin bilingual programme for all age groups.

www.babybuddies-hk.com

BabySteps Playgroup

BabySteps is the first premium playgroup in Hong Kong applying therapeutic approaches to Early Childhood Education. Their unique and innovative curriculum stimulates little ones' passion for learning, and ensures their healthy psychological growth.

www.babysteps.com.hk

City Kids

Bebegarten Education Centre
Bebegarten Education Centre provides a stimulating and nurturing learning environment for children aged six months to six years. Bebegarten follows a bespoke 'emergent' curriculum, "The Language of Children", designed to constantly evolve in response to the changing needs and interests of children, parents and teachers.

www.bebegarten.com

Discovery Mind Playgroup

Discovery Mind International Play Centres and Kindergartens are fully licensed pre-schools catering for children from 15 months to six years, offering both international and bilingual (Putonghua & English) classes and UK Early Years Program.

www.discoverymind.edu.hk

ESF Playgroups

Depending on the age of your babe, they can tailor the curriculum and choice of language (Mandarin or English) accordingly. Children can join as young as 6 months.

www.esflanguagecentre.org.hk

Highgate House School

Established in 1992, Highgate House School is the only accredited Steiner Waldorf preschool in Hong Kong and is fully registered by the EDB. Their integrated curriculum is offered from birth to 6 years, in either English, Bilingual or pure Mandarin.

www.highgatehouse.edu.hk

ISF Playgroup

The Playgroup program is designed for children aged two to three who are interested in applying to The ISF Pre-School. The classes are small in size and are conducted in Putonghua or English. The program offers children a taste of the learning experience at The ISF PreSchool.

<http://preschool.isf.edu.hk/en/program/>

Kinder U Playgroup

Kinder U encourages the efficiency of right brain learning method, which implies that young children can master hundreds to thousands of vocabulary words by their automatic brain process functions for pictures. The centre provides playgroup and reading club courses for Chinese and English reading

www.kinderu.org

Mulberry House

Mulberry House is Hong Kong's first Reggio Emilia inspired Mandarin Immersion School. Their effective and engaging classes are led by 2 hands-on educators with a maximum of 8 children, providing the right balance of personal attention and social interaction. Playgroup is for children ages 0-2.5 years.

www.mulberryhouseasia.com

Parkview International Pre-School Hong Kong (PIPS)

The school opened in 1989 and has been an IB world school since 2009; it caters for children aged 12 months to 6 years. They offer English, Bilingual (English and Putonghua) classes with a maximum class size of eighteen students. Children experience an indoor and outdoor learning environment with gardens, a giant sandpit, climbing frame, science exploration area, music rooms and PE area.
www.pips.edu.hk/

Safari Kids

Safari Kid's proprietary Early Years Program integrates a play based (6 months-5 years old), inquiry driven approach with a focus on Creativity and Art, Drama, and much more. Safari Kid's international nursery in Repulse Bay is the only dedicated international unaccompanied day care centre in Hong Kong for children between 10 to 24 months of age along with their child care centre in Happy Valley.
www.safarikidinternational.com/our-centres/hong-kong/happy-valley
www.safarikidinternational.com/our-centres/hong-kong/repulse-bay/
www.safarikidinternational.com/our-centres/hong-kong/pok-fu-lam/

Sunshine House International

For children from 12 months, a Bilingual program is offered. Children learn through the British National curriculum and The Early Years Foundation Stage (EYFS) with more emphasis on creativity and specifically tailored for children's multi-cultural experience living in Hong Kong.
www.sunshinehouse.com.hk

Tutor Time International Nursery

Tutor Time International Nursery & Kindergarten is the first preschool from USA to successfully implement a full immersion bilingual (English & Mandarin) program from 6 months to 6 years. TT offers a full immersion, bilingual English/ Mandarin program for Infants.
tutortime.com.hk/en/home

Victoria Playgroup

Victoria offers programmes for children aged 8 months to 3 years old that are uniquely positioned to stimulate a child's curiosity through play-based learning and messy play. Victoria have operated a playgroup for many years – BeeBee Kids (8 months – 3 years old) and opened a new childhood centre 'Playpark' in November 2018. As with all other Victoria early childhood offerings, Cantonese is the dominant language with English and Mandarin to supplement.
www.victoria.edu.hk/en/upper-kornhill-intro.php
www.victoriaplaypark.com

Woodland Preschool

Woodland Preschools have been educating young ones from 6 months to 6-years-old since 1978, and recently joined, the Cognita Education Group of Schools. Classes comprise of: Group Time; Sensory and Messy Play, Physical Development, Music and Movement and Stories. Playgroup classes are offered in many of the Woodland Preschool campuses.
www.woodlandschools.com

Wilderness International Kindergarten

Wilderness offers playgroup programmes for children ages 6 months-36 months old. The beauty of the programme is the connection to nature, not only through activities and classes but also with significant outdoor play and children learn English, Mandarin, numeracy, arts and crafts and cooking.
www.wilderness.asia





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🌐 www.abacus.edu.hk

Hillside

43B Stubbs Road, Hong Kong
☎ 2540 0066 | ✉ kinder@hs.esf.org.hk
🌐 www.hillside.edu.hk

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Connect us on:



The core principal of early years education and care



By *Ruth Hanson, Head of Tai Tam Pre-school Campus (Nord Anglia International School)*

Trends and fads come and go like the seasons. They can enter all aspects of our lives, including our children's education. The latest methods and new resources all claim the high ground and as parents and educators, we strive to find the 'best' way of doing things. However, children's education is far too important to be swayed by the current trend or fashion.

Earlier on in my career, I started working as an early years consultant at a children's hospital, helping them to set up their children's centre for 0-5-year-olds. I was enthusiastic, excited and eager. I thought I knew what good early years education looked like and I was employed to replicate it. When I presented my list of play resources and furniture to the Head of School (I had followed the trend at the time and chosen all natural materials and aesthetics over artificial plastic and loud colours) I was told that the materials were unsuitable as the hospital needed items that could be completely sanitised – the complete contrast! I felt naïve that I had overlooked the key principle of putting the

child's needs first but also challenged to look deeper into the principles which underpin good early years education.

I look back on my time at the children's hospital with gratitude. It was a defining moment for me. Trends will always come and go in every arena – but 'good early years education' is not about the resources or the furniture. It is about the child; understanding the child stood in front of you and their development, and how you as the educator and carer are going to respond, interact and enter into discourse with them.

Of course, there are many aspects that can enrich this discourse, but our underlying principles must shape it. These principles need to be clearly seen in our practice every day, and for every child that we care for. They must be at the centre of our decision making.

At Nord Anglia International School Hong Kong (NAIS), we promise that our pupils will flourish through individualised approaches to learning and have opportunities to discover and nurture their interests and talents. In addition to this, we have four key principles at NAIS that we hold central to what we do every day:

- **A Unique Child** - every child is a competent learner from birth and can be resilient, capable, confident and self-assured.





- **Positive Relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and carers.
- **Enabling Environments** - the environment plays a key role in supporting and extending a child's development and learning.
- **Learning and Developing** - children develop and learn in different ways and at different rates, and all areas of learning and development are equally important.

Our four principles shape how we; view the child, build strong relationships with both the child and parent, reflect on the learning culture we create, and value young children's growth and development.

At NAIS, it is our priority that all children learn in purposeful and creative ways, enabling them to make outstanding progress that is personal to them. It's about what we do - providing individualised early years education that allows children to be ambitious, confident, independent learners - and why we do it - we are passionate in teaching children and committed to providing the best education and opportunities for every child.

As we move forward, with new technologies and new ways of doing things, we must ensure that as educators,

our focus is always on the needs of the children – believing that each child is a unique individual and that our responsibility is to facilitate their learning and development the best way we can. And at NAIS, this is always the core of our focus.

To learn more about Nord Anglia Pre-Schools and early years program, visit:
www.nordangliaeducation.com/our-schools/hong-kong/learning/early-years-nursery-lower-and-upper-kindergarten



PRESCHOOL INTERVIEWS

In Hong Kong, the number of spaces in the most popular preschools is smaller than the number of children who apply. This makes entry all the more difficult. No wonder parents today say that one of the most daunting tasks they face is to get their child admitted to a good school.

Even the word 'admissions' can seem synonymous with 'nightmare'. Once a child has a secure spot in a preschool, you can finally relax – at least for a while.

Preschool interviews are generally gauged to the age of the child and are play-based with some question and answer time.

When you bring your child to the school for the interview and speak with the director and teachers, be aware that they are interviewing you, too. By getting to know the parents, the school is also able to see how a child is being brought up, what the child's needs are, and how the parents address those needs.

What are children expected to know?

The interview tests the manner in which the child is able to explore the five senses of sight, touch, sound,

smell and taste. The ability to identify colours and shapes, as well as counting and building simple structures with objects, drawing a picture, sticking two felt eyes in the right position on a felt face, identifying pieces of fruit, are common parameters that children are judged on.

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What do schools like to see in the interview?

Independence is an indicator schools look out for. From something as simple as putting shoes away or tidying up toys after play, these actions lend a window to how the child behaves at home. Teachers like to see a child engaged and demonstrate the



understanding of instructions and questions, such as: “pull the truck towards me”, “roll the ball on the ground”, and a sample of questions may include “is your t-shirt red?”, “is there a turtle in the picture?”, “what colour are your shoes?”

How to Prepare for the First Preschool Interview

1. Encourage your child to talk: Most children shy from expressing their views in front of strangers. To overcome this hurdle during admission interviews, target their social interaction. You may let your child role play to others or sing a song. Another approach would be to ask your child to converse in the chosen language for the interview at family gatherings, during play dates, and at social gatherings when appropriate. Ask your child to introduce themselves by making eye contact, shaking hands and answering questions. Encourage them to order their own meals at a restaurant or speak on the phone to a family member.

2. Play smart: The staff will judge your child’s communication, interaction, motor, cognitive and academic skills. Identify your child’s shortcomings and work harder on those aspects. Work on their speech, body language, attention, and handwriting. Puzzle solving is another great way to hone a child’s dexterity and problem-solving skills.

3. Make learning fun: Boost the learning process of your child by helping them observe the colours and letters of street signs, the number plates of vehicles, certain words written in books, newspapers or on restaurant menus. Strive to make learning more fun and interactive.

4. Stimulate curiosity: The teachers may want to test the observation skills and alertness of the child being interviewed. Always point to the things in your child’s surroundings and encourage them to understand the scenario. Ask them questions and allow them to question anything. Clear doubt(s) in any possible way you can.

5. Develop social etiquette: Teach your child to greet and behave around people politely, especially adults. Make sure they address teachers as “Ms”, not aunty or other casual terms. Give some tips on greeting someone for example with a handshake or at least a hello. A child who says “sorry” and “thank you” definitely creates a good impression and not only of



the child but of the entire family. Good attention and pleasant expressions are also crucial.

6. Don’t stress your child: Do not put undue pressure on your child with your worries. Ensure healthy and enjoyable preparation. Allow them to rest and provide healthy food. Reward efforts rather than prioritizing attainment of goals.

7. Do your homework: Parents are also asked various questions when they come to schools seeking admission for their child. You might be asked about your interests, activities, lifestyle and work. Some schools also ask parents how they deal with challenging situations, like fussy eaters and disciplining the child.

8. Briefing about the big day: Brief your child about the school and the questions to be asked in the interview. Take your child to the school before the interview and show them the campus and allow them to interact with the people there. Most schools allow this in order to break the normal belief that a kindergarten interview is a nightmare for the child.

PARENTS MEANINGFUL QUESTIONS

Q: How many preschools should I apply to?

A: You can apply to every preschool in Hong Kong. There is no regulation preventing you from filing numerous applications but take into consideration which stream you want your child to be in for primary school and also the cost of each application. Applications for bilingual and local kindergartens are during specific times of the year. International kindergartens accept applications throughout the year. The only issue is the number of spaces.

Kindergarten planning stages:

- Do you have a target primary school in mind? If so, look for affiliated preschools.
- Does your target school offer a 'pre-reception or reception' grade, and if so, APPLY EARLY!
- Are you targeting "sought-after" preschool? Learn about the application and admissions process and their priority system.
- Does your preferred preschool have a playgroup? If so, apply from birth.

Q: Are parent portfolios necessary?

A: Most preschools do not accept 'résumés' – in fact, many will clearly ask for parents not to send (check with local schools if they require supplementary materials). Don't lose sight of the fact that schools are genuinely interested in your 'parenting skills' and how you nurture your child, instead of your college achievements and awards. Most schools prefer to accept students with a balanced lifestyle who are not forced into a hectic schedule. Honestly speaking, even at a young age, nearly every child can win some sort of competition – and schools are well aware of this.

Q: Is there any difference between local and international preschool interviews?

A: Interviews at international preschools usually last about 50-60 minutes, and allocate more time to group play sections and free play. Pre-

Nursery interviews are accompanied and the main purpose from Nursery to K2 is observing the child's social behaviour, understanding of the English language and if there are any underlying learning issues. Local kindergarten interviews are usually shorter. Many of them are parent-accompanied conversations with tasks for children to complete but with a strong focus on a child's understanding of Mandarin or Cantonese.

Q: What happens if my child can't answer a question or is disruptive?

A: This is very common, and many times a child (even if they know the answer) is unable to give the 'right' answer immediately, there will always be hesitation (most likely due to nervousness or shyness). Excitement, confusion and even anxiety can cause a child to stumble and even get upset. To prepare for this kind of situation, parents can encourage the child to express their true feelings, or politely ask the teacher to repeat the question. Organise 'structured playdates' with other children (even older) and have another parent present so you can set up a pretend 'group interview'. Children can learn how to tackle disputes and how to behave appropriately in this type of environment.

Q: Should I enrol my child in interview preparation courses?

A: If a preparation course can give a child more confidence, by all means, yes. Some children can behave very differently in a new structured classroom environment compared to their kindergarten. They might be quite shy, disruptive and non-responsive, so engaging them in a group learning setting can make up for the absent interaction and prepare them for what is ahead.

Meet Jaqueline McNulty Founding Principal, Malvern Pre-School



Jacqueline McNulty is founding principal of Malvern College Pre-school Hong Kong. She was part of the founding team who opened the Pre-School in September 2017. Jacqueline tells us about the joys of



her role and the stimulating learning environment that her students enjoy every day.

Goodness, there are so many joys in my role!

As the Founding Principal of a world-leading international Pre-School, it has been a pleasure and a privilege to have overseen the opening of our school from its draft design phase to its excellent and smooth operation over a year later, and I credit the amazing team we have at Malvern College Pre-School Hong Kong for its contribution to making this happen.

I truly love all aspects of my job. As a morning person, I normally begin my working day around 7.00am and my team arrive close behind me. They are very dedicated, always setting up thought-provoking projects and enticing learning activities ready for our pupils when they arrive at Pre-School. I love watching the team constantly changing the learning environment, varying activities on a daily basis, according to the interest of our pupils. They are committed to doing their very best for each pupil and building such a strong and collaborative team gives me great joy.

For me, having the opportunity to bring Malvern College UK's ethos to our pupils living here in Hong Kong is a very rewarding part of my job. Each month we focus on one of the Malvern College 'Qualities' which we illustrate at our Friday assembly using early childhood stories and songs in both English and Mandarin. It is wonderful to come together as a school community and to dance and sing together.

To give MCPS pupils access to the great outdoors, via our incredible Forest School program, is certainly a great joy for me. I believe we offer an amazing opportunity to connect to nature and to learn from

nature here in Hong Kong! At Malvern College Pre-School Hong Kong, we believe that the 'environment is the third teacher' and so we are continuing to develop our innovative Forest School Program.

Every MCPS pupil will participate in Forest School once a fortnight and they will be guided by our own Level 3 Forest School Leader from the UK who works exclusively with us at MCPS. We have two fantastic Forest School sites located in Sai Kung. Both have a beach, woodland and access to diverse outdoor spaces allowing our pupils to connect and extend their learning in the EYFS curriculum.

We also continue to strengthen our Robotics program. Our MCPS pupils love our Pre-School robot 'Zenbo'. Zenbo complements our bilingual focus by speaking to our pupils and reading stories to them in both English and Mandarin. Zenbo can be operated by voice command and loves to visit classes, singing English and Mandarin songs.

“We believe that the
'environment is the
third teacher”

It is a joy to welcome our pupils and parents or caretakers at the start and close of each day. These connections are very special to me as they allow me to have regular contact with our families. We have already established very strong working partnerships with our supportive parent group and we continue to strengthen these home-school connections through our monthly Class Contact meetings (Parent Class Group Representatives).

I love seeing our pupils growing up. Our pupils from last year have now moved up into the next class year group and seeing their progress and development is so rewarding for us all. Certainly, one of the greatest delights is working with our beautiful MCPS pupils and their families. To see each pupil skipping happily into school because they can't wait to start their session, and even (sometimes) crying at the end of the day because they don't want to leave us, is not only an absolute joy to witness but it helps us to know that we are doing a great job.

Malvern College Pre-School Hong Kong



Reggia Emilia philosophy and early years Forest School

Malvern College Pre-School Hong Kong (MCPS) recognises the importance of the Early Years in laying a firm foundation for future learning and success. It is their vision to create a world-leading educational programme designed to nurture the potential in every child through its stimulating and developmental Early Years programme.

Drawing on over 150 years of heritage from Malvern College in the UK, MCPS believes its youngest children will develop their individual strengths through a personalised approach of active, play-based learning. The school seeks to foster life-long learning and to encourage each child's curiosity, kindness, resilience, self-awareness, open-mindedness, collaboration, risk-taking, independence, integrity, and humility. The Pre-School provides a secure, organised and innovative environment for children to engage in a balanced, holistic education programme. Combining creative, academic, sports and outdoor activities it also includes the successful 'Forest School' programme.

MCPS offers this extensive programme in the firm belief that children will be more than ready for a smooth

transition into full-time primary education. At MCPS, children learn through both a structured and a free-play programme which fosters inquiry, self-development and hands-on learning. Research has shown that this emphasis on active, play-based learning together with a balance of child-initiated and adult-led activities, develops skills, knowledge, and confidence that are not possible in a more formal classroom setting.

The educationally harnessed play programme builds on England's Early Years Foundation Stage (EYFS) curriculum, which sets expectations for each age and stage of a child's developmental progress. The programme encompasses the seven interconnected EYFS Areas of Learning and Development, namely





Communication and Language, Personal, Social and Emotional, Physical, Understand the World, Literacy, Mathematics, and Expressive Arts and Design.

MCPS welcomes and celebrates diversity within each child's unique background. They expect a portion of their pupils will be learning English as an additional language and therefore their experienced teachers are trained to ensure those children will acquire good standards in English. The Pre-School also has a team of dedicated Mandarin speaking teachers, as a prominent feature of their curriculum is to expose children from diverse cultural backgrounds to the Chinese language.

Malvern College's world-leading reputation consistently attracts the most qualified people to work for them. Recognising the importance of strong leadership, the Pre-School's team of experienced and passionate leaders possess the personal and professional skills to inspire excellence in all areas. Each classroom has a qualified native English-speaking Early Years teacher, who is supported by a full-time Mandarin-speaking teacher. All the Early Years staff are experienced, caring and dedicated practitioners who provide a supportive and stimulating learning environment where children feel not only safe but happy and therefore have the optimal opportunity to thrive and learn.

MCPS is one of the first schools in Hong Kong

to operate a 'Forest School' programme with Level 3 certified Forest School leaders. The school firmly believes that access to an outdoor environment is as important to a child's wellbeing and education as is a conventional kindergarten space. Children at MCPS will have regular access to this cutting-edge opportunity to extend their education beyond the confines of the classroom walls. This exposure to a myriad of exciting and challenging opportunities will enhance their everyday suburban life, and "round-off" their education in an enjoyable and fun way.

At MCPS the home-school partnership is truly valued and parents are recognised as a child's first teacher. The school's principal and its teachers will seek to develop this relationship by holding monthly sessions to offer insights to parents on topics including EYFS curriculum, Forest School, positive parenting, children's physical development, and many more.

MCPS believes that every child is precious and unique, ready to shine and to achieve their dreams. At MCPS, each child is greatness waiting to happen!

For further information, visit:
www.malvernpreschool.hk/

Play is a child's world



By Alison Linda Euler

Founder - Baby Buddies Ltd / Alison's Letterland

Play underpins the Early Years Foundation Stage. It also underpins learning and all aspects of children's development. It is never too early to play with your child, it is never too early to learn. Through play, children cover all seven areas for the foundation stage including: communication and language, physical development, personal, social and emotional, literacy, mathematics, understanding the world, expressive arts and design.

It is through play that children practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others.

Babies and young children are powerful learners, reaching out into the world and making sense of their experiences with other people, objects and events. As they explore and learn, children are naturally drawn to play. Play is recognised as so important to their well-being and development that the right to play is set down in the

United Nations Convention on the Rights of the Child (1989), and play is a fundamental commitment within the Early Years Foundation Stage.

There are many forms of play to help children to learn and to become confident learners for the future. Play sits at the centre of Early Years provision. Children are naturally motivated to play. A play-based program builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems.

Playful approaches and successful outcomes for babies and very young children, few would question the central role of play and exploration within close, respectful relationships to support early development.

Learning at play group

Babies and young children love to play with anything from their fingers and toes, to their toys, as well as with sounds and with adults and children. When babies play, their whole bodies are involved in reaching, grasping, rolling and touching things. As they become more





mobile and they gain control over their body. Babies enjoy putting things together such as piling blocks on top of one another or banging balls together or filling and emptying containers.

Babies and young children also enjoy looking at books, listening to stories and rhymes and joining in with songs. As they hear and join in with stories, songs and rhymes and look at books, babies become familiar with different sounds and words, and they begin to anticipate events. Babies and young children are learning all the time. They learn through looking, listening, touching, tasting, investigating, exploring, experimenting and through playing and talking. This means that babies and young children need to have opportunities to practice play through their five senses experiment with natural materials, and the company of an adult.

Learning at preschool

As children grow, so does their play and their need to play with other children and to extend their play within their peer group. Providing high quality planned experiences for children's play is an important way for adults to

support children's learning that is both enjoyable and challenging. When children play, they are learning at the highest level.

As children enter preschool play becomes more elaborate and allows children to express their personal, social and emotional needs through imaginary role play games and experiences.

Play can extend other areas of their learning – for example, developing language skills by promoting talk between children or introducing new vocabulary that they use and act out in their play. Mathematical skills can be learnt by counting out the cakes in the tea set, matching the correct shape and coloured buttons, the list is endless as is a child's curiosity to learn through play.

Such a playful approach to learning builds on children's interests and responds to their ideas for play and allows scope for structured activities to teach specific skills and knowledge. Play and learning cannot be divided during the early years because as children are discovering the world around them through games, gestures and experiences, this will assist with their development as people think we can safely say that children do learn through play.

Baby Buddies International Playgroup and Alison's Letterland International Kindergarten have been serving families in Hong Kong the very best possible start in early years education since 1996. We believe that children learn through play-based learning and provide learning opportunities for babies all the way to pre-primary age.

To arrange a visit and meet the staff of Baby Buddies, visit www.international-playgroup-kindergarten.com or send an email directly to alison@international-playgroup-kindergarten

TOP 10 INDOOR ADVENTURES

1

TRAMPOLINES & CLIMBING IN NORTH POINT

Visit Ryze Trampoline Park and Hong Kong's hottest indoor activity venue for climbing, Verm City, in the same building. Bring your socks and get ready for fun.

2

GO BOWLING

Head indoors for some bowling fun with the fam. Want something ultra unique? Check out Tiki Tiki in Sai Kung - it's a family day out at it's best! Rock and bowl... let's go.

3

GO HOVERBOARDING!

If racing on a track with your kids on a hoverboard sounds fun - Azzita is your indoor fun zone! This futuristic place offers hoverboard racing, billiards, air hockey, table football and more for kids ages 6+!

4

GET PAMPERED WITH THE KIDS

Ten Feet Tall is not your average foot massage spa. For families looking for a little chill time together, you can rent a private room, order frozen yogurt, and plug in a movie for the kids while you enjoy.

5

GO SLOT CAR RACING

Kids aged 4 and up are heading to the racetrack in Quarry Bay for a bit of mini play at ARace, Hong Kong's first slot car racing establishment.



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www.littlestepsasia.com



TOP 10 INDOOR ADVENTURES

6

ESCAPE FROM AN EXCAPE ROOM

Escape rooms are a great option for pre-teens and teens. They present a scenario puzzle and guests are to solve it and escape together as a team. Try Lost Hong Kong and Freeing Hong Kong in the city.

7

GO TO A BOARDGAME CAFE

Are you a boardgame lover? If so, then Jolly Thinkers is the place for you, offering a huge collection of games for sale as well as spots in which to play to your heart's content.

8

GO ART JAMMING

There are a variety of places to go art jamming in Hong Kong with the kids. Most of which, offer drop-in fun for kids and adults. The famous Art Jamming has moved to Wong Chuk Hang and offers jam sessions, an outdoor terrace, and parties.

9

ENJOY A COOKING CLASS

Cooking classes are a great way for little ones to learn the basics and to help express themselves. From making eggs to a magnificent cake, there are classes in Hong Kong for all levels.

10

GO ICE SKATING

Hit the ice! For little ones, the ice skating rink at Elements Mall is great as they offer little animals that the young ones can push around on the ice. Megabox and Cityplaza are fab for older kids looking to swirl, skate, and spin.



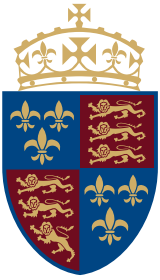
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THE PRIMARY PATHWAY: HOW TO CHOOSE A PRIMARY SCHOOL

The well-being and holistic growth of students during primary school years are pivotal to their lifelong development and mental health. In Hong Kong, most parents invest a great deal of energy in identifying and pursuing primary schools appropriate for their children, and the parents' preferences are influential to schools.

There are several primary schools in Hong Kong and finding the RIGHT CHOICE for your little one can be quite tedious in the initial stages. However, many of the schools offer a through train education, so if your child enters at upper kindergarten, reception level, or Year 1, there is nothing more to stress about – unless of course, you decide to transfer to another school.

For some parents, the decision about a primary school is simple. Their child moves on to an ESF school after kindergarten. Other parents want to look further afield at private schools and need to plan well in advance.

There are many factors to take into consideration when choosing the right school, we offer some expert tips:

Think ahead

Check the school's application dates for Year 1 entry; you usually have to apply for a place in September or October (1 year prior to entry). If you've got a lot of potential schools on your list, perhaps go to the open days the year before, so you can whittle the list down. Perhaps go to the Christmas fair to get a sense of the school's atmosphere.

Getting in

You might feel instant love for the school only to find you have missed the application date for their Reception programme which means there will be limited places for Year 1. It's a bit tedious, but reading each school's admissions criteria carefully before you even start may save some heartbreaks later. And something else to know is that every school receives more applications than the places available so some situations are just out of your control.

Inside scoop

Is there a dynamic new Principal who has made a strong impression? Are there lots of staff changes? (this can indicate an unhappy atmosphere, but may just mean lots of teachers' contracts have come to an end or also some contracts were not renewed.





International College Hong Kong - Hong Lok Yuen

Post questions on social media platforms, speak to colleagues and neighbours about your school choices. Ask lots of questions.

Go to the open day

This is vital as you will get a real sense of what the school is like, albeit on its best behaviour (they won't be letting the naughtiest kids show prospective parents around!). We recommend thinking about these points:

- What is the Principal like? How do children (and staff) behave in their presence?
- Does the Principal know the children by name?
- What are the classrooms like? Lots of artwork by all children, or a select few?
- Are the students well-mannered and do they greet the visitors?
- What happens at playtime?
- Is there additional help in class from teaching assistants? Do they welcome help from parents?
- How are the children grouped for teaching?
- What technology is available (smart boards etc.)?
- Extra-curricular activities: are there chances to learn a musical instrument?
- What after-school clubs are available and can students select their preferred activity?
- What languages are offered and how many sessions per week?

Follow your gut feeling

This is the most important part – you may not be able to explain why you feel one school is a better fit for your little one than another but keep your antennae on high alert when you visit and always go with your gut instinct. Try to imagine your child in the Year 1 classroom, can you visualize it? Would your child be happy in the school?

Consider your child's personality and talents

If they're shy and quite reserved, then a big school may not be the best option if you have a choice. If they're energetic and need to let off steam regularly, how much outside space is there and when can they use it? (Some schools teach some lessons outside – Forest School Programmes, for instance). Is discipline very strict or is there a more relaxed feel? Where possible, match a school to your child.

At a glance

- Think ahead and get your application done early.
- Check out the admission criteria before you apply to see if your child will be eligible.
- Consider your little one's personality and talents and try and find a school that is best matched to them.

IMPORTANT APPLICATION DATES FOR 2020-2021 ACADEMIC YEAR

The deadline for submission of applications to international schools vary. Some schools have a strict application period, and applications received after the deadline are placed on a waiting list but some schools do make exceptions for relocating families. There are many schools which accept applications on a rolling basis (no deadline), and a small few accept an application from birth. This chart outlines a list of admission deadlines for specific schools for the lower primary years. *Any school not listed on this chart accept an application on a rolling basis.

Anfield Primary School

Year 1

DOB: Children born in 2015

Application Period: August 1-October 22, 2019

Year 6

DOB: Children born in 2010

Application Period: August 1-October 22, 2019

Canadian International School

Pre-Reception

DOB: 3 years old by August 31

Application Deadline: October 2, 2019

Reception

DOB: 4 years old by August 31

Application Deadline: October 2, 2019

Preparatory

DOB: 5 years old by August 31

Application Deadline: October 2, 2019

Grade 1

DOB: 6 years old by August 31

Application Deadline: October 2, 2019

Christian Alliance International School

Preparatory

DOB: 5 years old on or before August 31

Application Deadline: September 3-October 31, 2019

Grade 1

DOB: 6 years old on or before August 31

Application Deadline: September 3-October 31, 2019

Chinese International School

Reception

DOB: 4 years old by August 31

Application Deadline: September 1, 2017-October 15, 2019

Year 1

DOB: 5 years old by August 31

Application Deadline: September 1, 2018-February 28, 2020

ESF Primary Schools and ESF Private Independent Schools (Renaissance College & Discovery College)

Year 1

DOB: 2015 born children

Application Period: September 1-September 30, 2019

Harrow International School

Kindergarten 1

DOB: September 1, 2016-August 31, 2017

Application Deadline: November 1, 2019

Kindergarten 2

DOB: September 1, 2015-August 31, 2016

Application Deadline: November 1, 2019

Year 1

DOB: September 1, 2014-August 31, 2015

Application Deadline: October 1, 2019

Hong Kong International School

Reception 1

DOB: 4 years old by August 31

Application Deadline: October 31, 2019

Reception 2

DOB: 5 years old on or before August 31

Application Deadline: October 31, 2019

Grade 1

DOB: 6 years old on or before August 31

Application Deadline: October 31, 2019

Independent Schools Foundation Academy (ISF)

Foundation Year

DOB: Age 4 years 8 months by Aug 31

Application Period: August 15, 2019-October 1, 2019

Grade 1

DOB: Age 5 years 8 months by Aug 31

Application Period: August 15, 2019-November 30, 2019

Grade 2

DOB: Age 6 years 8 months by Aug 31

Application Period: August 15, 2019-February 15, 2020

Grade 6

DOB: Age 10 years 8 months by Aug 31 (September 1, 2007-December 31, 2008)

Application Deadline: August 15, 2019-February 15, 2020

International Christian School

Pre-Grade One:

DOB: 5 years old before September 1

Application Period: September 1-October 31, 2019

Island Christian Academy

Year 1

DOB: Child born in 2015

Application Deadline: September 1-October 31, 2019

Korean International School

Reception

DOB: Born between September 1, 2015-August 31, 2016

Application Period: September 1, 2019-November 30, 2019

Year 1

DOB: Born between September 1, 2014-August 31, 2015

Application Period: September 1, 2019-November 30, 2019

Norwegian International School

Year 1

DOB: 2015 born children

Application Period: September 1, 2019-October 31, 2019

Singapore International School

Preparatory Year 1

DOB: born in 2016

Application Deadline: 1 August 2019-September 30, 2019

Preparatory Year 2

DOB: born in 2015

Application Deadline:

Primary 1

DOB: born in 2014

Application Period: August 1, 2019-September 30, 2019

Primary 2

DOB: born in 2013

Application Period: August 1, 2019-September 30, 2019

Primary 3-Primary 6

Application Period: August 1, 2019-September 30, 2019

Victoria Shanghai Academy (for 2021 entry)

Year 1

DOB: 5 years and 8 months old by August 31

Application Period: November 2019-March 2020



IMS

IMS is dedicated to assisting children in the process of becoming the next generation of leaders who are well-educated, self-actualised individuals, committed to and capable of contributing to the betterment of the world. At IMS, we aim to cultivate children who :

- Have a lifelong love of learning and an exploring mind
- Are happy, self-confident, and comfortable with change
- Are competent in synthesising and applying knowledge to better understand the world they live in and use these skills for lifelong learning
- Communicate fluently in English and Chinese with joy and confidence
- Are well prepared to embrace the challenges of a broad spectrum of secondary curricula
- Possess a strong moral compass and see to contribute to society in a unique and individual way
- Growing up in a Montessori environment makes all the difference for the child. IMS children are kind.

培育探索精神
發揮學習潛能
A Natural Way to Learn

AN ESF EDUCATION: HOW TO PREPARE FOR YEAR 1 APPLICATIONS

Applications for Year 1 commence on 1 September, 2019

The English Schools Foundation (ESF) is the largest and oldest provider of English-medium international education in Hong Kong. For parents who have children born in 2015, you should apply for Year 1 from 1 to 30 September 2019, so as to start in August 2020.

Application process

Since August 2018, a 'one-form' application system was introduced for all ESF primary and secondary schools, as well as the two Private Independent Schools (PIS) – Discovery College (DC) and Renaissance College (RCHK). The process is as follows:

- Only one online application needs to be submitted, highlight selected preference of schools. You may choose up to three selected schools: the ESF school of the zone, DC and/ or RCHK.
- If a parent chooses the ESF school of the zone as a selected school, there will be an additional option available for parents to select an alternative ESF out of zone school.
- If there is an opportunity to interview, this additional option may be considered if the three preferences of schools are not available; however, parents will be responsible for arranging transport to the out of zone school as there will not be a school bus service.

Selection criteria

ESF/ PIS schools are not selective: admission is through interview/ assessment and depends above all on the student's ability to benefit from an ESF education. Moreover, school places are offered according to the zone (geographic location of the students' address) for ESF primary schools. Discovery College and Renaissance College remain zone free. School zoning applies for all ESF primary based on residential address at the time of application. For ESF's two Private Independent Schools, the Admissions Policy has to be in line with the Hong

Kong Government's requirements for all Private Independent Schools (PIS):

- RCHK and DC have no catchment area. Any student residing in Hong Kong can apply to attend.
- When the Colleges are at full capacity, at least 70% of the total students enrolled must have at least one parent who has Hong Kong permanent resident status.

SINCE AUGUST 2018, A 'ONE-FORM' APPLICATION SYSTEM WAS INTRODUCED FOR ALL ESF PRIMARY AND SECONDARY SCHOOLS

Top facts about ESF

- ESF runs 22 educational institutions in Hong Kong. It is the largest international educational foundation in Asia.
- There are 17,770 students from 75 different nationalities in ESF kindergartens, primary, secondary and all-through schools.
- About 70% of the students have parents who are permanent residents of Hong Kong.
- All Year 6 ESF students are offered a Year 7 place in an ESF secondary school. ESF operates only five secondary schools.
- In 2018, 16 ESF students achieved the perfect score of 45 points in the IB Diploma examinations; more than 95% go on to leading universities worldwide.
- The waiting lists for ESF schools are long on the Kowloon-side. They are relatively shorter on Hong Kong Island-side. As of June 2018, there were about 2,000 on the waiting list across all ESF primary and secondary schools.



Priority admission

Priority for an admissions interview/assessment will be based on the following ranking criteria:

- Corporate Nomination Rights Nominees.
- The children of full-time teaching staff at ESF or ESF Educational Services Ltd.
- The children of full-time support staff at ESF or ESF Educational Services Ltd.
- The siblings of students already attending an ESF primary or secondary school, a private independent school (PIS) or Jockey Club Sarah Roe School.
- Individual Nomination Rights Nominees.
- Current students requesting internal transfer.
- The children of former students who have attended an ESF/PIS school for a minimum of three years or are former ESF/PIS students returning from a period overseas or siblings of former students who have attended for a minimum of three years and graduated from an ESF/PIS secondary school in Year 13.
- Children attending an ESF International Kindergarten** [Note: contingent upon the child attending the kindergarten continuously until the end of Term 3 prior to entry into primary school].
- Children nominees from universities with collaboration agreements with ESF.
- Other applicants who can benefit from an English-medium education.



Glenealy ESF School

Priority interviews

1. Priced at HK\$500,000 per ESF Individual Nomination Right, HK\$400,000 per Discovery College (DC) Nomination Right and per Renaissance College (RC) Nomination Right.
2. A maximum of 150 ESF Individual Nomination Rights will be issued every year. For Discovery College and Renaissance College, a series of 300 INR applications per College may be made to any year group, with a maximum of 30 and 60 places being reserved respectively for Year 1 Central Applications every year.
3. INR deposit of HK\$50,000 is only refundable if a child is unsuccessful at interview.
4. The remaining balance of HK\$450,000 is payable immediately when an ESF place is accepted. For a PIS place, the remaining balance of HK\$350,000 is payable immediately when the place is accepted.
5. Sibling rights apply once the first child is enrolled into and attending an ESF/PI school.
6. Applications will be considered in strict order of receipt.

Further information can be found on www.esf.edu.hk/admissions-policy



Discovery College

Extraordinary benefits of learning Mandarin as an additional language

Learning a second language has been proven to offer a swath of cognitive, health, and educational benefits. And Mandarin seems to be the hot language at the moment. Smart parents recognize the role China is going to play in future and that's why in last few years there has been a huge increase in demand for Mandarin Chinese. And even some high-profile wealthy families starting to push the language to their kids at a young age. Jessica Ye Trainor, founder of the Mulberry House Mandarin Immersion school firmly believes that aside from the practical gains of knowing Mandarin as an adult, young children benefit in many ways from learning Mandarin. She rounded up with a few:



1. Expose Your Kids to a World of Opportunities

Learning mandarin exposes students to great literature and a rich culture with over 5,000 years old. Moreover, Mandarin Chinese is the most widely spoken language in the world, which is not only spoken in China, but also other countries such as Malaysia, Taiwan, Singapore, Indonesia, Thailand, Brunei, Philippines and Mongolia. China's economy has become a huge force and only looks to extend its influence in the coming decades. There will be a great need for people who can speaking Mandarin to bridge the gap between China and other countries. Learning this language will give your child a head starts in life.

2. Improve Brain Power

Studies have shown that Mandarin speakers use both sides of their brains. Mandarin involves learning language, sounds, drawing, and math all at once, so it activates more regions of the brain and improves cognitive development overall, even in adults. This will certainly keep brains motoring. In fact, Mandarin speakers use more of their brain more of the time. This more balanced brain could lead to enhanced problem-solving skills and emotional intelligence, as well as greater creativity. Since Mandarin writing relies on thousands of characters, learners of Mandarin Chinese have to



a vast number of visual symbols, activating more regions of the brain than some other languages which rely on a phonetic alphabet. Through learning Mandarin, children can become more adept at visual communication, more readily interpreting symbols in visual art and understanding nuances in symbolism and visual communication.

3. Cultivate Artistic Skills

One of the most distinctive differences between Mandarin Chinese and English is that Chinese is a tonal language while English is an intonation language. The meaning of a Chinese word depends not only on the phonemes which make up the word's pronunciation, but also the pitch variations of the syllables or words. By learning Mandarin, children will get more familiar with tones and sounds. This actually helps cultivate their musical senses. And a study at the University of California in San Diego suggested a strong correlation between fluency in a tonal language, and the development of perfect pitch, which is an indicative of certain advanced cortical processes. Besides, the written words are actually iconographic characters rather than letters. These symbols and characters are created using 'strokes' rather like painting.

4. Enhance Hand-Eye Coordination

Chinese is written in a different way than western languages, allowing children to develop better motor skills. The act of writing Mandarin characters requires brush or pen strokes in multiple directions, with differentiating hand pressure. Writing in this way can improve fine motor skills and spatial recognition in children.



With all these benefits, Mandarin language learning for young children is sure to be an asset for their whole life, regardless of their eventual interests or profession. Enrolling your child into a Chinese language program is an investment, which will pay your child handsomely in future. Get them started today!

For more information, please visit www.mulberryhouseasia.com/ or email hello@mulberryhouseasia.com

AFFORDABLE INTERNATIONAL PRIMARY SCHOOLS

In Hong Kong, parents are willing to make extreme sacrifices to be able to afford the high school fees for their child to study in an English-medium school. It is common to put a child's name on the waiting lists at certain schools from birth, and many even buy expensive debentures so their children are guaranteed an interview. Debentures cost ranges from HK\$800,000 to HK\$10,000,000 for the most sought-after international schools.

Fees at international schools in Hong Kong have risen by 8.5% since 2017, with the cost of an education at a private international school escalating to US\$22,046 (HK\$2.7 million). Hong Kong now ranks as the ninth most expensive country in the world. The highest annual tuition fees for Primary level range from HK\$178,183 to HK\$205,500.

The cost of education is a concern for many parents in Hong Kong, and over the past few years, an increasing

number of expatriate parents are unable to afford these astronomical fees. What options do you have if you can't afford these fees but still want your child to attend an international school? It's not all doom and gloom, there are a few schools with relatively low annual fees, no debentures and minimum entry fees. Here is the information on these schools:

Discovery Mind Primary School (DMPS): The annual tuition fee for Primary 1-6 is HK\$97,000 with an additional fee of HK\$7,000 for the annual capital levy.

Delia School of Canada: Pre-Grade-Grade 5 ranges from HK\$110,000 to HK\$115,000 and a deposit of HK\$11,000 is required upon acceptance of a place.

English Schools Foundation (ESF): The annual tuition fee for an ESF school has remained quite affordable despite the fact that the government withdrew their annual subsidy of HK\$283 million in 2016. The school fees for the academic year 2018-19 are as follows: (Years 1 to 3) – HK\$111,200; (Years 4 to 6) – HK\$93,900. Additional fees include: HK\$10,000 deposit to secure a place and a one-off, non-refundable capital levy (NCL): Year 1(HK\$38,000);



ESF Primary School



Discovery Mind Primary School

Year 2 (HK\$36,000); Year 3 (HK\$34,000); Year 4 (HK\$32,000); Year 5 (HK\$30,000); Year 6 (HK\$28,000)

Funful English Primary School is a part of the Funful Group of Schools, which also includes Sear Rogers International School. Annual tuition fees are at the lower end of the scale at HK\$86,900 for Years 1-6.

Generations Christian Education operates the Norwegian International School and Island Christian Academy (IslandCA) (in collaboration with the Chinese YMCA). Annual tuition fees are quite reasonable at both schools. Fees for Primary (Year 1-6) at Island CA for this academic year, are HK\$128,300. Additional costs include: deposit of xxx and capital levy HK\$xxxx. The annual fee at Norwegian International School is even lower, HK\$102,000 per annum.

HKCA Po Leung Kuk School: They have no annual levy, no debenture and no hidden costs. The annual

fees are reasonable, in line with the charitable mission of Po Leung Kuk. The only additional costs are for field trips, some after-school activities, bus, lunch, stationery and uniform. The annual tuition for 2018-2019 is HK\$96,900

Korean International School: The annual tuition fee for 2018-2019 for Primary level is HK\$100,900. Upon acceptance of a place, a non-refundable registration fee is payable which is HK\$10,090

Lantau International School (LIS): LIS offers the lowest fees amongst all international schools. The annual fee for Primary 1 to Primary 6 is HK\$78,500 for the 2018-2019 academic year. An additional fee for the CCF (Capital Contribution Fund) is HK\$23,550 and is completely refundable if a child leaves the school.

School	Area	Curriculum	Annual Fees HK\$	Annual Capital Levy	Other payments	Debiture	Type of School
American School Hong Kong (ASHK)	Tai Po	US Common Core Stem Program	168,500 - 179,500	First time students: 32,500 Existing students: 20,000		Individual: 612,500 (optional, 7 year depreciation & exemption from capital levy)	International
Anfield School Hong Kong	Shatin	UK	120,000				Private
Australian International School (AISHK)	Kowloon Tong	Australian	140,800	20,000	Reservation deposit: 10,000 (goes towards annual fee)	Individual: 100,000 (mandatory, depreciating) Gold: \$3M (non-refundable, non-transferable)	International
American International School	Kowloon Tong	US standards-based program	HK\$2,900-139,000	1 st Child: HKD12,000 2 nd Child: HKD8,000 3 rd Child: HKD6,000			International
Christian Alliance International School (CAIS)	Lai Chi Kok	Canadian (Alberta)	117,000 - 141,000	27,500	Entry deposit: 10,000 (credited against student's final tuition payment) Reservation fee: one month tuition fee (credited against the first tuition payment)	Individual Capital Note: 560,000 for first child, 504,000 for second child, 476,000 for third child (mandatory, exemption from capital levy)	International
Carmel School Association	Shau Kei Wan	IPC	158,880				International Jewish School
Canadian International School (CDNIS)	Wong Chuk Hang	IB PYP	111,000 - 153,500	35,000		Individual: \$1.2M (transferable), Corporate: \$1.2 M (transferable)	International
Chinese International School (CIS)	Braemar Hill	IB PYP	205,500	28,000	Deposit: 75,000; or the Annual Levy \$17,500 plus the sum of \$52,500		International Bilingual
Dalton School Hong Kong (DSHK)	West Kowloon	Dalton	181,500	30,000			Private Bilingual
Della School of Canada (DSC)	Eastern Kowloon	Canadian (Alberta & Ontario)	115,000				International
Discovery Bay International School (DBIS)	Discovery Bay	English National Curriculum	115,000			School development levy: 50,000 for first and second child, 40,000 third child onwards (one-time payment) School development levy: 450,000 (Premium Fast track)	International

School	Area	Curriculum	Annual Fees HK\$	Annual Capital Levy	Other payments	Debture	Type of School
Discovery College (DC)	Discovery Bay	IB PYP, IB MYP, IB DP	130,000		Deposit: 24,520 (2 month deposit, offset by first month tuition and last month of enrollment) Non-refundable building levy: 7,120 (exempted if INR paid, mandatory)	Individual nomination rights: 400,000 (non-refundable/non-transferable)	ESF (Private Independent)
English Schools Foundation (ESF)	Hong Kong Island, Kowloon New Territories	IB PYP, IB MYP, IB DP	72,000 - 93,000		Non-refundable capital levy: 38,000 (one-time payment) Refundable capital levy for current students: 25,000 and for third child or more 10,000 Deposit fee: 10,000	Individual nomination rights: 400,000 - 500,000 depending on the ESF school (non-refundable)	International
French International School (FIS)	Happy Valley/Wan Chai/Tseung Kwan o	UK, IGCSE, IB DP	123,327			Private: 90,000 (non-transferable, refundable) Corporate: 250,000 (transferable, refundable)	International Two Streams
German Swiss International School (GSIS)	Peak Pok Fu Lam	UK, IGCSE, IB DP	154,060			Standard: 500,000 (refundable) Development: 432,250 (non-refundable) Capital bond: \$5M (optional, non-refundable) Capital levy: 600,000, (required per student exempted if purchased a capital bond)	International Two Streams
Han Academy	Aberdeen	Cambridge Primary	198,000			Capital bond: 600,000, (required per student exempted if purchased a capital bond)	Private Bilingual
Harrow School	Tuen Mun	English National Curriculum	166,671	60,000		Fully subscribed	International
Hong Kong Academy (HKA)	Sai Kung	IB PYP	186,700	27,000	Entrance fee: 25,000 for first child and 12,500 for each additional child	Family debture: 590,000 (mandatory, exempts one student from 1 capital levy)(refundable)	International Private
HKCA Po Leung Kuk School (PLKIS)	Causeway Bay	IB PYP	96,900				Private

School	Area	Curriculum	Annual Fees HK\$	Annual Capital Levy	Other payments	Debenture	Type of School
Hong Kong International School (HKIS)	Repulse Bay Tai Tam	American-Style Curriculum	189,200	18,500	Entry fee for new students: 15,000	\$2M (optional however, fully subscribed)	International
Island Christian Academy (ICA)	Mid-Levels	. IPC	116,500				International
International Christian School (ICS)	Sha Tin	US	119,700		Reservation deposit: 11,970 (credited against first tuition payment)	Individual: 250,000 for first child 180,000 for second child; 140,000 for third child (one-time, mandatory payment)	Private Independent
ICBK International Primary	Hong Lok Yuen	IB PYP, Forest School Program	123,000	17,500		Capital debenture: 70,000 per child (mandatory, non-refundable, non-transferable)	International
International Montessori School (IMS)	Stanley	Montessori	161,500 - 163,000			Personal nomination right (Primary): 75,000 (non-refundable, non-transferable)	International Bilingual
Independent School Foundation Academy (ISF)	Cyberport	Owa, IB PYP, IBDP	188,940	45,000 first year, 30,000 for second and subsequent years		Individual: 200,000 (100,000 is refundable) Capital note: \$6.5M (optional, transferable, net available)	Independent Bilingual
Japanese International School (JIS)	Tai Po	IB PYP	107,850	15,200			International
Kiangsu Chekiang International School (KCIS)	North Point	UK, IGCSE, IBDP	82,500		Registration deposit: 13,200 (2 months deposit, refundable once child has left school and completed 1 year)		International
Kingston International School	Kowloon Tong	IB PYP	130,000 - 148,000			Capital levy: 120,000 for new students at KIS 60,000 for Y4 - Y6, new students at KIS (mandatory one-time payment, non-refundable, non-transferable)	International Bilingual

School	Area	Curriculum	Annual Fees HK\$	Annual Capital Levy	Other payments	Debiture	Type of School
Korean International School (KIS)	Eastern	UK, IGCSE, A Level	100,900				International
Mahvern College (MCHK)	Providence Bay	IB PYP, IB MYP, IBDP	160,000	38,000		Corporate Nomination Right \$3.5M (optional, transferable, refundable) Individual Nomination Right (not available) Individual Nomination Certificate: \$3.1M (non-mandatory, refundable, transferable)	International
Mount Kelly (MKHK)	Tsui Sha Tsui	UK	154,990 = 165,000	75,000		Individual Debiture: 500,000 (exception from capital enrollment fee, optional, non-refundable)	International
Nord Anglia International School (NAIS)	Lam Tin/Tai Tam/Sai Kung	English National Curriculum	157,090		Capital enrollment fee: 100,000 (non-refundable, non-transferable)		International
Norwegian International School (NIS)	Tai Po	Owa, IPC	102,200				International
Renaissance College (RC)	Shatin	IB PYP, IB MYP, IBDP	118,100		Deposit: 23,620 (2 month tuition fee, offset against first month's tuition and credited to last month of enrollment, non-refundable, non-transferable) Non-refundable building levy: 29,200 - 50,000 depending on year of entrance (mandatory one-time payment)	Individual nomination rights: 500,000 (non-refundable)	ESF Private Independent
Shrewsbury School	Tseung Kwan O	English National Curriculum	169,000	45,000		Standard capital certificate: 200,000 (mandatory for Y1 & Y2 students, otherwise optional for other years, depreciating value, exemption from annual capital levy) Premium capital certificate: 300,000	International

School	Area	Curriculum	Annual Fees HK\$	Annual Capital Levy	Other payments	Debenture	Type of School
Stamford American School (SAIS)	Ho Man Tin	Inquiry-based learning STEMIan Bilingual Program	170,700	30,000		Capital levy: 150,000 (mandatory for students without a debenture, one-time payment or pay annual capital levy) Individual: 500,000 (valid for 8 years, refundable at a reduced face value) Corporate: \$2M, \$3M or \$5M (non-refundable, transferable)	Private
The Harbour School (THS)	Aberdeen/Kennedy Town	US Curricular Standards STEAM Program	150,000 - 181,000	30,000		Family debenture: 400,000 (exempts one student from paying annual capital levy) Individual: 200,000 for first child (mandatory, refundable), 100,000 for second child (mandatory, refundable)	International
Think International School	Kowloon Tong/Sham Shui Po	IB PYP, UK, IGCSE, IBDP	103,000 - 111,000			Individual capital levy: 60,000 (mandatory, refundable)	International
Victoria Shanghai Academy (VSA)	Aberdeen	IB PYP	129,400			Primary: 350,000 for first child, 175,000 for second child, 87,500 for third child (mandatory, non-transferable, refundable)	Private Independent Bilingual
Yew Chung International School (YCIS)	Kowloon Tong	English National Curriculum	197,220			Personal: 200,000 (redeemable) Personal with Singapore passport: 120,000 Corporate: 500,000 (valid for 8 years)	Private Independent Bilingual
Singapore International School (SIS)	Southern	Singaporean - IBDP	122,000	Personal debenture holders: 10,000 (per annum) Corporate debenture holders: 80,000 (one-time payment)	One time entrance fee for personal debenture holders: 13,000		International



LOCAL PRIMARY SCHOOL OPTIONS

You might think that the only option for expat children is an international school, but nowadays, there are many local schools catering to expatriate children. There are no fees other than travel, lunch, books and uniform. Another positive is that every child residing in Hong Kong is entitled to an education. So although you might not receive a place in the most popular school, you are guaranteed a school place. There are some things you might want to know before you set your mind to sending your 5-year-old to a local school:

1. The class sizes of local schools tend to be bigger, some classes have 40 children.
2. The facilities tend to be older and smaller.
3. The teaching style is rigorous, demanding and academic with lots of homework and testing.
4. The application procedure can be tedious and complicated.
5. Many schools the language of instruction is mostly Cantonese for all subjects, excluding Mandarin and English.
6. The level of English language teaching can be quite poor at some schools.

The application process

1. Discretionary places admission stage

Each government and aided primary school need to earmark about 50% of its Primary 1 (P1) places as discretionary places. During the stage of "Discretionary Places Admission", parents may apply to only ONE government or aided school in or outside the POA school net in which they reside. There are two categories of discretionary places admission:

A. Applicant children with sibling(s) studying or parent(s) working in the school

- This category will take up about 30% of a school's P1 places.
- If such applications are less than 30% of a school's P1 places, the remaining places will be allocated by the school according to the Points System.
- If such applications exceed 30% of a school's P1 places, the shortfall will be made up by the P1 places reserved for the Central Allocation.
- All applicant children of this category will be admitted by the school

B. Selection of applicant children according to the points system

- Each primary school will allocate not less than 20% of its P1 places to applicant children according to the Points System. If the number of applications for discretionary places received by a school exceeds its quota, the school should admit the applicant children according to the Points System below:
- 1. Parent(s) teaching or working full-time in the kindergarten or secondary section if it is of the same address as the primary school(20 points).
- 2. Sibling(s) studying in the secondary section if it is of the same address as the primary school(20 points).
- 3. Parent(s) being a school manager of the primary school(20 points).
- 4. Parent(s) or sibling(s) being a graduate of the primary school(10 points).
- 5. First-born child (the eldest child in the family irrespective of sex)(5 points).
- 6. Same religious affiliation as the sponsoring body which operates the primary school # (5 points).
- 7. Parent(s) being a member of the same organization which sponsors the operation of the primary school ##(5 points).
- 8. Applicant child of the right age (5 years 8 months to 7 years old)(10 points).

2. The "Central Allocation" stage

Each primary school needs to allocate 50% of its P1 places for the Central Allocation. The Central Allocation is composed of 2 parts. Part A which takes up 10% of the Primary One places earmarked for Central Allocation is the "Unrestricted School Choices". Parents can choose up to any 3 government or aided primary schools in Hong Kong. Part B takes up the remaining 90% of the Primary One places earmarked for Central Allocation. Parents of applicant children residing in the school net concerned are to make their choices strictly from the "Choice of Schools List for Central Allocation" of their school net while parents of applicant children residing in the Mainland are to make their choices strictly from the "Choice of Schools List for Central Allocation [For Applicant Children Residing in the Mainland]".

Parents need to select primary schools available in their school net in order of preference and enter as many school choices as possible in the Choice of Schools Form.

The selection process

- The computer-programmed Central Allocation will first process the choices from Part A and then Part B. For oversubscribed schools, the order of priority in allocating places will be determined by random numbers generated by the computer for individual applications. This is to ensure fairness to all applicant children.
- The computer will consider all applicant children's first choices in Part A in the order of their random numbers.
- After processing all applicant children's first choices, the computer will repeat the same procedure to check the second and then the third choices of the unallocated applicant children.
- The computer will repeat the procedure for those who have not been allocated a place to check all the applicant children's school choices in Part B until all applicant children are allocated school places. When vacancies in the selected schools are filled up, the applicant children will be allocated to a school from the "Choice of Schools List for Central Allocation" of their school net which has not been chosen.

Direct Subsidy Scheme (DSS) primary schools and private primary schools

DSS primary schools and private primary schools are excluded from the Primary One Admission System. If you wish to apply to these schools, you will need to contact the schools directly. Once your child has been accepted an offer of a P1 place in a DSS primary schools, you will not be allocated P1 places through the Primary One Admission System.

Student admission

Since DSS schools may admit their own students, they are allowed greater flexibility to establish reasonable and professionally sound criteria for admission of students which are consistent with their own tradition and educational objectives.

Curriculum

To meet the policy objective of catering for different needs of students and coping with the fast-changing demand of society, DSS schools are allowed to have greater flexibility in curriculum design than public sector schools. Nevertheless, DSS schools are still required to offer principally a curriculum targeted at local students and prepare them for local examinations.

Tuition fees

DSS schools are allowed to charge an amount of school fees as approved by the Education Department Bureau (EDB). DSS schools are required to offer to parents a fee remission and scholarship scheme with a set of eligibility benchmarks so that students will not be deprived of the chance to attend DSS schools solely because of their inability to pay fees. DSS schools are required to set aside at least 10% of their school fee incomes for the fee remission and scholarship scheme.

BEYOND THE MOST SOUGHT-AFTER SCHOOLS: EXPLORING ALTERNATIVE PRIMARY SCHOOL OPTIONS

There is no shortage in Hong Kong when it comes to international schooling options, so as you embark on securing a primary school place for your child, you may like to consider a small primary school or a less competitive school. It might be the case that you only intend to remain in Hong Kong for the first few years of your child's primary education. With this in mind, there are many reputable options. We've done the research for you.

Anfield School

Anfield is an independent Catholic international school, comprising of a primary school and two large kindergartens that follow a curriculum that is underpinned by the Early Years Foundation Stage and the English National Curriculum.
www.anfield.com.hk/

Discovery Mind Primary School (DMPS)

With two campuses on Lantau Island in Tung Chung and Discovery Bay, DMPS offers classes for Year 1 to Year 6 students, who are taught using the British National Curriculum and International Primary Curriculum, enhanced with a creative and challenging Mandarin programme. Additionally, DMPS has Learning Support Assistants that work closely with all students and Teachers.

www.discoverymind.edu.hk/dm_en

Dalton School Hong Kong (DSHK)

DSHK is a child-centred, dual language (English/ Putonghua) primary school integrating the heritage of Chinese culture and traditions with the progressive Dalton Plan and the US Common Core for English. This new school in Tai Kok Tsu opened from Years 1-2, in 2017 and will roll out Years 3-4 from September 2019.

www.dshk.edu.hk/eng/

HKCA Po Leung Kuk School

HKCA Po Leung Kuk School, opened in August 2017. The school currently accommodates Grades 1, 2, 3 and 4 and Grade 5 will be added in the 2019-20 academic year. The school has been granted candidate school status for the IB PYP and is targeting authorization in 2020. HKCA has no capital levy, no debenture, and fees are competitive something unique for an international school.

www.plkis.edu.hk/

International Montessori Primary School (IMS)

IMS provides students with a dual-language (Mandarin & English) education through the true principles of Montessori. Every class is taken by one English-speaking teacher and one native-Mandarin speaking teacher, and at least one teacher is AMI-trained. The IMS Primary Years Programme includes English, maths, science, Chinese, science, art and PE, and specialist classes in art, music, PE and IT, and a Montessori Creativity-Action-Service (CAS) programme for upper primary students. Students who live the school at the end of Year 6 are well prepared for any top secondary school in Hong Kong.

www.ims.edu.hk/

Japanese International School (JIS)

Operated by Hong Kong Japanese School Limited, JIS shares its campus with a Japanese section of the school. The Japanese International School has 170 students of 22 nationalities (about 25% are Japanese) while the Japanese section has approximately 400 students. JIS offers all the unique benefits of a smaller school, close-knit and friendly community where parents always feel very welcome. Students are engaged in a stimulating, enquiry-based learning environment with the choice to learn Mandarin or Chinese.

es.jis.edu.hk/

Lantau International School (LIS)

LIS is like no other school in Hong Kong, it is nestled amidst the green scenic splendour of South Lantau in three campuses and is one of the few schools on Lantau Island to offer the British National Curriculum. The Curriculum follows the requirements of the British National Curriculum and the guidelines of the SATS examination system.

www.lis.edu.hk/

Norwegian International School (NIS)

Founded in 1984, Norwegian International School (NIS) is an international, English-language kindergarten and primary school located in Tai Po, with a family-like Christian environment and a close-knit community. NIS is a Christian school that stays true to its founding Biblical principles and values, and the curriculum features a strong emphasis on Christianity and a weekly chapel meeting.

www.nis.edu.hk/

Shrewsbury International School

The new Shrewsbury International School which opened in August 2018 marks the arrival of another Great School of Britain to Hong Kong. It brings all the traditions and values of the highly reputed British Shrewsbury School and delivers a Primary programme of student linked to the English National Curriculum. There are at least six classes in every primary year group, and each with around 20 children.

www.shrewsbury.hk/

The benefits of a small primary school: Meeting individual needs



In the ever increasingly complicated landscape of International Schools in Hong Kong, it is sometimes difficult to find the right school that fully meets your child's needs. We are a small, community based, family orientated, inclusive school located away from the hustle and bustle of city life on Lantau Island. We have campuses in Discovery Bay and Tung Chung and the small size of these enables us to work closely with all our families, fostering close relationships, with the focus on getting to know each and every child as an individual. Every single child matters to us and we foster a positive and caring environment with the aim being to grow confident, happy, self-motivated and resilient learners.

A child's balanced and positive mind

We believe the emotional wellbeing and safety of our children is paramount to their individual success. From Kindergarten to Primary, pastoral care is embedded in all we do and social and emotional skills are taught explicitly.

Our teachers as mentors look after every aspect of a child's wellbeing.

Our approach to learning

We ensure that each child progresses at their own individual level through differentiation, intervention and support programs. We involve children and parents in feedback and target setting. Regular assessment provides us with a detailed picture of each child's needs, and we provide support as required plus extension and challenge for our more able learners. We foster an optimal learning environment with small classes, high teacher to student ratio, opportunities for independent, peer and group work and learning that is customised at the right level and pace for each individual, unique child. Our broad and balanced curriculum, based on the National Curriculum of England and supplemented with the International Primary Curriculum, sets high standards and supports our very international body of students with diverse needs and interests.

Yet our focus is not only on academic endeavours. We explore together the three school values of Respect, Responsibility, Resilience and these values underpin every aspect of school life.





Discover the world with a global mind

We focus on developing essential skills for 21st Century living: Communication, Collaboration, Critical thinking, Creativity and Citizenship, equipping our children with a ‘toolbox’ to support them on life’s journey.

We strive to make the children’s learning exciting, fun, meaningful and challenging. Lessons are designed to meet individual needs and support the children in their development. We have high standards; the children feel pride in their achievements and we enjoy celebrating their successes.

In all that we do our 5 key aims remain at the forefront of our minds:

- To foster a positive, caring environment, which promotes, self-esteem, self-confidence and self-discipline
- To provide a broad, balanced and relevant curriculum for all which promotes high standards of learning.
- To equip children with the skills needed to lead successful lives in a global world.
- To establish an effective partnership between school, home and the community.
- To create a ‘Happy School’ where individuals can flourish in different ways.

We always say to parents; you are the experts when it comes to your children; you fully understand their needs and motivations. The best way to decide if our school is right for your family is to come and visit us. We look forward to meeting you and introducing you to our school.

Locations

Discovery Bay Campus:
1/F, Shop 102, 92 Siena Avenue,
Discovery Bay, Hong Kong
Tel: +852 2914 2202
Email: primary@discoverymind.edu.hk

Tung Chung Campus:
G/F, Shop A-D, Seaview Crescent,
No. 8 Waterfront Road,
Tung Chung, Hong Kong
Tel: +852 2915 0666
Email: primary_tc@discoverymind.edu.hk
Website: www.discoverymind.edu.hk

Facts about DMPS

Teachers & Assistants: 12 Teachers; 8 Learning Support Assistants

Teacher/ Student ratio: 1:12

Curriculum: British Primary & International Primary Curriculum (IPC)

Frequency & Duration of Mandarin Language Classes:

Year 2 to 4 – four 45 minute lessons per week,
Year 5 and 6 – 45 minute lesson daily

IT: Integrated into all learning, with Chromebooks and iPads

Admission: Applications are accepted throughout the year

Transport: 2 school bus routes (within Discovery Bay, and Discovery Bay to Tung Chung)

To learn more about DMPS, visit:
www.discoverymind.edu.hk/dm_en

STUDENT REVIEWS

What do students really think about their school? Find out directly from students who attend international schools in Hong Kong.

Stamford American School

Nick Overbaugh – Grade 4

“I really enjoy new things at school every day”



What I love the most about Stamford is the Stem Lab, because there are so many interesting and cool things for example a 3D printer. My favourite subject is Drama. I like to act and I am thinking of becoming an actor someday. I enjoy learning new things at school every day. I play the clarinet, which I really like. I am also part of the Stamford Fencing school team. We train 4 times a week and it's always very satisfying. Stamford is a fun school and it has great teachers and subjects. At the end of the day, you feel that you really learned something.

Kellett International School Hong Kong

Haile and Lucy (twin sisters) – Year 6

“Kellett School is all about being together”



We've both been at Kellett School since Reception. Kellett is all about being together. The school lets us learn and grow together. You can be friends with whoever, it doesn't matter about the year group. We really like the teachers because they are kind and they teach in a fun learning way. We both love music lessons. The teacher is kind and caring and we are constantly being challenged to improve our abilities. We learn and play different musical instruments which is always an exciting part of our day. Also, Art is fun and we are able to try different techniques in our artwork. We enjoy playing and being with our friends because they are funny and kind. It is a great way to talk to people and to get off phones. Haile plays the clarinet and enjoys doing her tap dancing. Lucy plays the cello and does Grade 4 ballet.

Malvern College Hong Kong

Shasya Shinde – Prep 6

“I love being able to express myself freely in classes”

Here at Malvern, I love being able to express myself freely in classes and share my opinions and perspectives about the units of inquiry. I enjoy asking thought-provoking questions in lessons. All the teachers are very kind and they always greet you as you walk around the school, and I particularly enjoy lunchtime and the opportunity to play and hang out with friends. I like to go to the library the most, as there are many books to choose from. I also enjoy using the school's facilities such as the sports hall. After school, I take part in badminton and netball co-curricular activities, they are a lot of fun. The best part of my day is going to Art, Music, PE and Chinese lessons; I like all of these specialist lessons because of the level of creativity. In Music, my classmates and I got the opportunity to choreograph our dance for the Christmas concert whilst in Art we enjoyed making a 3-D model of a festival park. In PE, we get to play games and activities that raise awareness of how different people experience sports.



Canadian International School (CDNIS)**Kyan Legge****Grade 5****“I really like that I have friends from all over the world”**

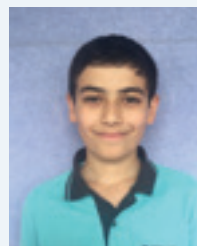
I have been at CDNIS since Reception and I am currently in Grade 5, so I have been a student at CDNIS for 7 years. CDNIS is a really friendly school and you can make friends very quickly.



In my class, there are kids from Canada, USA, Hong Kong, Australia, India, the UK, France, Sweden, Japan, Korea and lots of other countries. My favourite subject is PE because I like sports. I like running and expressing myself through play. It makes me happy when I play. We have PE only twice a week but I wish we had it every day. I have a few teachers in Grade 5 as we have different teachers for Performing Arts, Visual Arts, Chinese and PE. I really like all of my teachers and some of them have been at CDNIS for a long time. Mr. Wah is really funny and he likes to joke around and make us laugh during PE. He is a good coach and explains things really well. There are so many fun things at CDNIS that it is hard to pick my favourite. But the one event I really have a lot of fun at is Halloween. All of the students from Pre Reception to Grade 12, and even the teachers and principals, dress up. There is a competition for Best Costume, Most Creative Costumes, Team Costumes and more. And we can go trick or treating in the school office.

Nord Anglia International School (NAIS)**Alberto****Year 6****“I like a lot about NAIS HK”**

I am currently in Year 6 at Nord Anglia International School. My teacher's name is Mrs Kiszka-Rhodes. I think she is very kind and always happy.



She helps us when we are struggling and explains things really well. I like a lot about NAIS HK. We get taught a lot of topics which are very interesting. There are lots of fun things to do and ‘Theme’ lessons are very active. I love learning alongside my friends here; everyone is really welcoming. I like Theme lessons the most – which are a mix of Geography and History. There are a wide range of activities we get to complete so every lesson is different. I loved making a parachute (linked to the Battle of Britain learning) and seeing if my egg pilot would survive when we dropped them off the 5th floor. I also really like PE because we get to be very active and I love that. Our Principal, Mr. Cooklin, is also really very nice. We have a special day at school where a student can be Principal for the day and Mr Cooklin always enjoys it! He is a really good Principal because he really cares about everyone at NAIS HK.

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From The
Chalkface

The First Forest School Development Centre outside the UK



ICHK Hong Lok Yuen has been officially named as Asia's inaugural Development Centre in 2018 – marking an important milestone in its vision of becoming a leader in outdoor learning and Forest School education in Hong Kong.

Sarah Blackwell, Chairperson of the accrediting organisation Archimedes Earth, travelled to Hong Kong to present the award. To secure the accreditation, the school's sites and programme were audited and assessed by FSE, the UK's largest and most experienced Forest School training providers.



The school is now looking to go above and beyond this qualification and become the regional centre for Forest School teaching and learning. It has already organised HK's first Forest School Level 3 practitioner training course, with local and overseas participants taking part.

In 2018, a major programme was set up in order to embed the Forest School philosophy into the school curriculum. Forest School Leader Ho Mei Chau delivers a structured programme of lessons, which enable students to learn and thrive in the outdoors.

Unlike other schools in Hong Kong, the school has

a spacious outdoor campus with its own forest school area that students regularly access.

Its stunning location in the New Territories also provides children with unrivalled opportunities for learning beyond the classroom in locations like Tai Po Kau and Bride's Pool.

Learning outdoors is, therefore, part of the school culture and not just an 'add-on' to the school programme. Ho Mei is among the first of Hong Kong's qualified level 3 Forest School practitioners and passionately believes in the benefits of outdoor learning. His role at the school marks an amazing personal journey, as he was a student himself when the school first opened 35 years ago, and now has a child of his own in pre-nursery.

Ho Mei said: "Research shows that if children

have access to a rich outdoor environment, they will have greater self-esteem, be more confident and develop better concentration, resilience and independence. In Hong Kong, this is especially important as outdoor space is so limited and many children don't get enough opportunities to be outside.

"At Forest School, students are engaged in activities, which as well as developing a deep appreciation for nature, encourage them to become

independent, solve problems, use their imagination, take appropriate risks within boundaries and initiate learning for themselves.

"We are delighted to have received this accreditation. It is a huge step for us and is especially meaningful as we celebrate our 35th anniversary. But more than that it represents a real milestone for outdoor education in Hong Kong."

For further information, visit: www.ichk.edu.hk/home/our-school/primary/our-forest-school/

Malvern College Pre-School Hong Kong (MCPS) and Malvern College Hong Kong (MCHK) Forest School Programme



Malvern College Pre-School Hong Kong (MCPS) and Malvern College Hong Kong (MCHK) are the first schools in the territory to run a Forest School programme. Taught by qualified Level 3 practitioners, trained by the U.K.'s Forest School Association, the Forest School programme has a philosophy of child-led learning, with a focus on developing all of the senses. It provides children with regular access to the outdoors and gives them the opportunity to play and to explore. MCPS and MCHK firmly believe that children should learn to manage risks so, under careful supervision, children are taught to identify a potential hazard in nature, and to evaluate what the possible consequences of engaging with that may be for them. They also learn to think, to question and to problem-solve and to communicate, collaborate and to lead in small teams.

Each Forest School session is designed around a specific educational theme. These are sometimes subtle (e.g. exploring the site) or can be more obvious (e.g. science- based focused on butterflies, water,

insects, ecosystems, fairies or nature investigations etc.). Teamwork skills are developed through games and activities and individual skills and the building of self-esteem comes through activities such as hide and seek, shelter building, tool skills, or by the lighting of fires (by the Forest School Educators), environmental art and so on. Each activity develops intra and inter-personal skills as well as practical and intellectual skills. Malvern College's preparatory school, The Downs Malvern in the United Kingdom, also runs a Forest School for its Early Years students, which continues to achieve exceptional results.

"Our Forest School programme runs in all weather conditions as long as it is safe," said Ms. Jacqueline McNalty, Founding Principal of Malvern College Pre-School Hong Kong. "As our children extend their education beyond the confines of the classroom walls and are exposed to suburban life, they will grow in confidence and self-esteem. Allowing children to develop holistically also increases their physical and social skills, and has a positive effect in all areas of their life and learning."

For further information, visit:

www.malverncollege.org.hk/forest-school-experience-day/



FULL STEAM AHEAD FOR 21ST CENTURY CITIZENS

Most parents will already be familiar with STEM- an integrated approach to the teaching of Science, Technology, Engineering and Mathematics, aimed at developing students' skills in critical thinking, problem-solving, creativity, innovation, communication, collaboration and entrepreneurship.

Adding the "A" to the STEM subject areas

STEM has now morphed into STEAM by incorporating the Arts into the established science and maths-oriented subject areas. Increasingly, STEAM – Science, Technology, Engineering, Arts and Mathematics – are identified as essential future-focused knowledge and skills. Educators are challenged to integrate STEAM in interdisciplinary approaches with problem-solving, creativity, analytical and critical thinking, and innovation. At the same time, schools are challenged to integrate meaningful, interdisciplinary STEAM learning challenges via makerspaces, robotics and code club initiatives.

STEAM schools such as **American School Hong Kong (ASHK)** acquire "kits" from partnering companies, such as Pearson Education. These contain all the necessary materials for students to embark on group projects, in which they must work together to plan, design and, ultimately, build something useful. All STEAM lessons are based on the Next Generation Science Standards which are designed to prepare students to succeed in a global economy.

The STEAM curriculum uses the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) along with the Engineering Design Process (Ask, Imagine, Plan, Create, and Improve). Standards for Earth Science, Life Science, Physical Science and Engineering are developed for each grade level. All students learn the importance of taking accurate measurements, recording data, and analyzing results.

The benefits of STEAM can be summed up by

the words of engineer and physicist Theodore von Karman, "Scientists discover the world that exists; engineers create the world that never was." At American School Hong Kong, teachers are dedicated to maximizing the creative and innovative capacity of our students to help them become what our Mission statement speaks to: "independent critical thinkers, and responsible global citizens who excel in their future studies and careers."

In June 2018, ASHK announced the collaboration agreement with MIT App Inventor, an intuitive, visual programming environment at Massachusetts Institute of Technology's (MIT) Computer Science and Artificial Intelligence Lab (CSAIL). MIT App Inventor demystifies coding through a graphical drag and drop interface, allowing students to create simple mobile applications (apps) in under an hour. Through a range of knowledge sharing initiatives and professional development for teachers, the MIT App Inventor curriculum was rolled out to Middle School students.

For further information on ASHK, visit:
www.ashk.edu.hk/



Nord Anglia International School (NAIS) in collaboration with MIT introduces students to an innovative way of learning the STEAM subjects which encourages creativity, experimentation, and teaches them how to apply their skills to real-world situations. Every spring term, students visit MIT to immerse themselves in a culture of hands-on problem-solving and have the opportunity to go to the annual Cambridge Science Festival in Massachusetts, while teachers visit MIT every summer for training from its experts. Activities during the MIT visit include everything from building robots, to bioengineering, to coding. MIT has led



consistently on STEAM concepts. Their philosophy – Mens et Manus (Mind and Hand) – captures the blend of theory and practical application that is critical to a quality education. Inspired by MIT, a core element of NAIS STEAM programme is to encourage students to learn-by-doing, helping them to develop a greater understanding of their knowledge by testing theories in practice. A series of real-world challenges have been devised by MIT for the students each term. In addition, Nord Anglia Education Group launched a number of regional festivals and events across the organisation to bring more students closer to the work of its world-class partners. The STEAM festivals follow the success of STEAM Week at MIT, an annual and extremely popular global event where four students from each NAE school go to the university to experience a week of STEAM-lead activities and challenges.

For more information, visit: www.nais.hk/steam



STEAM LEARNING CENTERS IN HONG KONG

Bricks 4 Kids: With their theme based project kits, children are inspired and motivated by STEM based principles. They enhance self-esteem, improve fine-motor skills, and teach important classroom lessons such as organization and following directions.

bricks4kidz.com.hk

Coding 101: Coding101 is established by a group of IT and education professionals who aim at providing the best quality STEM and coding education to school children. They have instructed over 10,000 student hours in STEM and coding education. Courses include robotics (Makeblock), electronic blocks (Metas), electronics (Arduino/ Raspberry Pi), 3D Printing, Minecraft Education, etc.

www.coding101.hk

Creative Coding: They offer fun STEAM, design thinking programming and robotics courses for kids 6 and up. Preparing kids for jobs that don't exist yet.

www.creativecoding.hk

Dalton Learning Lab: The Dalton Schools have joined with Outblaze to offer coding courses for ages 8-13. The courses introduce the fundamentals of programming and algorithms, plus skills like communication, collaboration, creativity, storytelling, logical thinking and problem-solving. The robotics courses teach principles of science, technology, engineering, and math (STEM) as students design, build and programme their own robots and are suitable for ages 8-13.

www.daltonlearninglab.com

Koding Kingdom: They provide coding lessons to children between the ages of 5-15. Their teaching method is based on the school's motto of the 4Cs: Construct, Conceptualize, Customize and Create. Students are divided up by their age and ability. Apart from foundational courses, there are also specialty courses such as Minecraft, which has students engineering Redstone circuits, to develop their knowledge of engineering science.

www.kodingkingdom.com/home

Techbob Discovery Center: This STEAM learning center opened in Repulse Bay in early 2019. The programmes are suitable for kids aged between 3 to 18 to explore the exciting world of STEAM learning. The impressive 4,000-square-foot space at The Pulse, aims to enlighten, engage and empower children to learn and apply the fundamental concepts of science, technology, engineering, art and design and maths, while having heaps of fun along the way. Activities at Techbob Discovery Center include robotics, game and web coding, architecture, entrepreneurship, and creative learning.

www.techbob.com/tdc/

CREATIVE MAKERSPACES AND FLEXIBLE LEARNING SPACES TO SUIT STUDENTS' LEARNING NEEDS

International schools in Hong Kong are beginning to set new standards with their architectural designs that focus on the best learning environment for students. Some of Hong Kong's well-established and newly-developed international schools have spaces that promote co-operation and inspire students to become more engaged in a particular subject.

A culture of creativity and discovery in Education: Makerspaces

Schools such as Canadian International School, Hong Kong International School, Nord Anglia International School, The Harbour School and Yew Chung International School have active Makerspaces and inspirational learning spaces that promote innovation, design, technology, problem-solving and teamwork using such things as 3-D printers, woodwork and hand tools.

So what is a makerspace? Well, it can be clearly defined as a place where students can gather to create, invent, explore and discover, using a variety of tools and materials. "Makerspaces are not about the tools; they're about enabling making and creating".

No two school makerspaces are exactly alike, nor should they be. Makerspaces are as unique as the school cultures they represent. Makers are artists, crafters, knitters, seamstresses, builders, programmers, engineers, hackers, painters, woodworkers, tinkerers, inventors, bakers, graphic designers and more.

We know that in today's job market there's an increasing need for people with 21st-century skills, especially the ability to innovate, collaborate and respond to change in creative ways. By teaching students to be collaborative and creative, schools are sharing the same goals as employers.

Makerspaces

Canadian International School of Hong Kong

emphasizes the importance of Makerspaces rather than Makerspace, enabling innovation to be embedded into everyday learning across the whole

curriculum. While dedicated spaces such as The Hive and OneDoor, equipped with Virtual Reality, 3D printers, laser cutters and other state of the art equipment, provide a focus for larger design and community-based projects, students have access to traditional tools and the latest technology throughout the school.

"From as young as age 5, students are using the Design Thinking Model, from Stamford University D-School, to define real-life problems, develop ideas, prototype and test solutions. To ensure that everyone has access to the resources they need to support this process, bespoke Maker Carts, designed by CDNIS Blueprint Club students and fabricated locally, are equipped to meet the specific needs of individual projects and pushed out into classrooms around the school. Small Makerspaces, around the Lower School, are also being designed and built by the students themselves, while the one-to-one robotics programme ensures that every child from Grades 4-6 has access to a robot in their own classroom," says Lower School Principal Dr Helen Kelly.



At **Hong Kong International School (HKIS)**, their newly-designed makerspace, The Wonder Lab, is created specifically for early elementary students to explore, discover and cultivate their curiosity. It is the hub for STEM-related activities and technology projects, inspired by the Reggio Emilia approach to learning. It consists of a think and design zone for students to plan projects, a builder's workshop with real tools and workbenches, and a broadcasting/sound studio for students to document their learning. Their Innovation Space allows students to think and make whatever they want. Opportunities for designing, building, playing, creating are all part of

what makes this space a hub of learning. Electronics, robotics, coding, programming and more expands the boundaries of children's thinking through projects and experiences.

At **Nord Anglia International School**, their innovative, interdisciplinary approach to teaching Science, Technology, Engineering, Art and Maths (STEAM) inspires students to create and build through hands-on, cross-functional activities and challenges and to ask intelligent questions about the topics they are curious about. Developed in collaboration with the Massachusetts Institute of Technology (MIT), their curriculum and newly opened Maker Space encourages students to work together to find innovative and creative solutions to complex problems. Broken down into three distinct areas space encourages groups of students to work collaboratively and share ideas while sitting on the raised amphitheatre or visualising ideas on the full-length whiteboard and Lego walls. Students are encouraged to create solutions to problems in the workshop area, which is equipped with the latest in 3D printing and electronics technology, and present ideas through the use of high-quality videos created in the green screen and media room.



In **The Harbour School's Makerspace**, first graders have made sound waves, third graders have made wave machines to illustrate erosion, and middle school students built an entire life-sized furniture unit for a subsidized housing flat! Another dedicated space at The Harbour School is its marine wet lab, complete with a touch tank for younger students to interact with marine animals, where students can create or participate in scientific experiments related

to the ocean. "In a Makerspace, wet lab, art studio or black-box theatre, the learning space itself creates an invitation to become engaged in a different way with subject matter that has been introduced. By taking the learning experience out of the classroom itself, we can encourage students to think differently, take risks, persevere through a problem and work with others in ways that create lasting memories and a love for learning", says Jadis Blurton, Director & Founder of The Harbour School.



Innovative learning spaces

At **Yew Chung International School (YCIS)** the recent secondary campus renovations have been transformed for flexible and collaborative learning. Students and teachers use the open-air podium space offering non-classroom space and openness to inspire. The created areas lend support to observational learning, information-based learning, project-based learning, spontaneous learning, peer and individual learning. With a range of seating and gathering options, students often have the ability to select the most optimum and beneficial way for them.





Karrie Dietz, Head of **Stamford American School**, says, “Inspiring students to be innovative, collaborate and develop a love of learning is important. We believe the learning environment plays an important role in contributing toward this inspiration and therefore we have been very purposeful in the design of our new learning spaces.” The spaces have been designed to create a modern feel, selecting colours carefully and including a lot of windows to maximize natural light. “We also believe it is important to provide easy access to innovative resources to promote exploration, and so, therefore, technology tools are not only available in our well-resourced STEMInn lab but also in classrooms.”

A state-of-the-art, adaptable environment to suit many different learning scenarios is at the heart of the new **Shrewsbury International School** interior space. Principal, Ben Keeling, explained, “We thought deeply about the different ways in which children learn and engage throughout and beyond boundaries marked within a school. Careful consideration of communal spaces will encourage discussion and provide teaching staff with the opportunity to build interconnected learning communities.” Classrooms will be equipped with the latest technology to further enhance collaborative opportunities.

It’s wonderful to know that all these new learning spaces are coming into existence in Hong Kong schools. From my own personal experience, I know that students need to be in classrooms that inspire them—spaces that are light, airy, and filled with examples of work that they aspire to do. Each school will have a variety of spacious classroom settings and

each classroom will be set up based on what is necessary to meet learning objectives.

But it’s important to note that schools will prioritize configuring classes to inspire learning first and foremost, and, where appropriate, reflect the diversity of environments that students are exposed to outside a school setting. Nowadays, students have beautiful spaces that make them feel good to be at school. And as we know, may

it be as an educator or parent, is that when students are engaged in their activity and they feel comfortable in their space, deeper learning happens.



Makerspaces: The benefits

Makerspaces can have a significant impact on student learning and development.

Maker education fosters curiosity, and iterative learning, which in turn leads to better thinking through better questioning.

The learning environment fosters enthusiasm for learning, student confidence, and natural collaboration.

Maker education leads to determination, independent and creative problem solving, and an authentic preparation for real world by simulating real-world challenges.



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FUTURE PROOFING KIDS WITH INNOVATIVE STEM EDUCATION



Preparing children for the future is a difficult task as the ever-changing technological landscape is transforming the way we live and work. The World Economic Forum recently listed the top skills needed in what has been coined the “Fourth Industrial Revolution.” These skills aren’t subject specific but involve higher order thinking skills such as complex problem-solving, critical thinking and creativity to name a few. These are the skills students develop in Stamford’s STEMinn program (science, technology, engineering, math, and innovation).

In addition to STEM, Stamford has chosen to focus heavily on innovation, which allows students to learn through a cross-curricular approach and produce projects that solve real-world problems, just as

they would in a real job. This project-based approach gives students hands-on experience to develop all ten in-demand skills from age five until graduation.

STEMinn is integrated into inquiry units and further supported by Stamford’s Innovation Center and the STEMinn Lab, both equipped with the latest technology such as 3-D printers, VR goggles, Apple Pens and many more. However, a lot of great ideas start with “low tech” materials, in fact, many projects start from basic cardboard prototypes before moving onto design software such as Tinkercad, so these spaces are also stocked with a variety of materials they can use for construction. To ensure this modern approach to teaching and learning flows seamlessly, Stamford’s

dedicated STEMinn coordinator oversees STEMinn program planning across specialist departments and supports all faculty.

To ready children for the future of work, Stamford integrates technology into its core programs including art, math, drama, literacy and more. Stamford offers a 1:1 iPad program in elementary and a 1:1 laptop program in middle school. Students also learn coding and robotics, and acquire abstract concepts through a variety of innovative educational apps. To ensure the use of technology is purposeful, a dedicated Educational Technology coordinator is in place to help link the latest in technology with the curriculum. Technology is ever-changing, with the STEMinn program Stamford prepares graduates with technological literacy and more importantly the soft skills that will set them apart from their peers so that they can embrace the limitless possibilities of the future world.



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THE NEXT PHASE: CHOOSING A SECONDARY SCHOOL

There's a lot to consider when choosing a secondary school in Hong Kong and competition can be quite fierce. In choosing one, you will want to know about a school's results, admissions policies, external exam results, university placements, extra-curricular classes, university counsellors, and its learning support systems.

This section covers everything you will need to know about secondary schooling in Hong Kong, the following areas are covered:

- Curriculum choices
- Choosing a secondary school
- IB Diploma and A levels: The key differences
- University applications
- Business and Technology Education Council (BTEC)
- IGCSEs and A-Levels
- External exam scores

Curriculum Choices

Broadly speaking, the secondary curriculum at an international school is a skills-focused programme which is more specialized than a primary curriculum; based on subject disciplines and developing greater

independence of thought, identity and value system.

Each curriculum provides students with broad and balanced programmes of study in a combination of core subjects and option block. To name a few: Science (Physics, Chemistry, Biology); Languages (Chinese, Spanish, French, German or English as an Additional Language); Computer Science; Drama; Music; Art and Humanities (Economics, History, Geography).

The key aim of each curriculum at secondary level is to develop a student's critical thinking, analytical skills and the ability to communicate ideas effectively so that students can think independently and apply knowledge to real life in a range of subjects. Let's look in-depth at what is available for secondary level students.

International Baccalaureate (IB) Middle Years

Until recently, there have been very few curriculum options for the middle years and, as a result, many schools have introduced the IB's Middle Years Programme (MYP), which is designed for 11 to 16 year olds, or the International Middle Years Curriculum (IMYC), which is a follow-on to the IPC and has been created to meet the very specific learning needs of 11 to 14 year olds.



Nord Anglia International School

Both the MYP and the IMYC provide a rigorous, thematic, creative approach to learning that follows a similar structural framework to their primary partners.

International General Certificate of Secondary Education (IGCSE)

The IGCSE is a two-year course of study with externally set syllabus with assessment criteria for Years 10 to 11. In total, five ESF secondary schools offer this programme, along with some others, to name a few: French International School, German Swiss International, Harrow International School, Kellett School, Nord Anglia International School, YMCA Christian College and Yew Chung International School. The IGCSE examinations are externally set which is similar to the IB Diploma final examination period. Grades are awarded with students typically taking between seven to ten subjects. Students will also be able to access a range of co-curricular courses in the creative, community service and physical domains.

As part of global changes to GCSE examinations, some subjects have been graded on a new 9-1 scale. This means that students have letter grades for some of their examinations and a number grade for others. A grade 4 is broadly equivalent to a low-grade C and a grade 8 or 9 is broadly equivalent to a grade A*.

In 2018, students from some of the above-mentioned schools achieved impressive results. At the French International School (FIS), half of its students achieved seven A*/A grades or better with almost one third awarded nine or more A*/A grades. Two students, in particular, stood out, one achieving nine A* plus one A grade and another excelling with 10 A* plus one A grade. Furthermore, of the 117 students at Yew Chung International School, 85% of students were awarded distinctions or merits and 41% of students received a distinction.

Around 1,000 Year 11 students from the ESF secondary schools – King George V School, Island School, Sha Tin College, South Island School and West Island School – took their IGCSEs this year. 58% of students were awarded either A* or A grades and 94% were awarded A*-C grades. At Harrow International School, a total of 66% of students, achieved A*, 89% at A*-A, and 99% at A*-C. At Kellett

School, 80% of students achieved A*-A and 99% were A*-C; three Year 11 students at the Kowloon Bay campus received A* grades in all their exams.

IB Diploma Programme

The IB's most common post 16, the pre-university qualification that aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically". Many schools that offer the IB Diploma, firstly offer GCSE up to 16.

Young people completing the IB Diploma are able to engage critically and socially with others and be aware of our increasingly globalised world. Universities find this to be highly attractive, as IB graduates are being prepared for life as well as tertiary education. In total 31 schools offer the IB Diploma Programme in Hong Kong. Some of these include Canadian International School, Chinese International School, ESF Secondary Schools, French International School, German Swiss International School, Hong Kong Academy, International College Hong Kong, Li Po Chun United World College and Yew Chung International School.

IB Career-related Programme

The CP is a framework of international education addressing the needs of students engaged in career-related education. It leads to further/ higher education apprenticeships or employment. It is the equivalent of the UK's BTEC, although with a distinctly more academic shell.

A-Levels

A-Levels follow after the GCSEs and usually focus on traditional academic subjects as opposed to vocational qualifications such as BTEC or the IB Career-related Programme. Admission into A-levels is dependent on GCSE results and students usually choose their four A-Level subjects for Year 12, to work towards AS-Level. After the AS examinations, the students proceed with their strongest three subjects to A-Level in Year 13. They are assessed after the two years by a series of written exams, though some arts and sciences may assess practical skills too. Prerequisite grades can vary from school to school so it is important that students are aware of this.

Kellett School: The Best of a British Curriculum



Kellett School provides an outstanding British education to the English-speaking community in Hong Kong. Kellett was opened by a group of British parents back in 1976 who sought a high-quality British-style education. Nothing has changed. That is what our parents are after.

A Kellett education seeks to extend beyond the classroom and is centred around engendering 'a love of learning and confidence for life' in all of our students. At Kellett, we have a clear vision of what we want our students to achieve during their time with us: a rich variety of transferable skills, a global outlook, physical and mental well-being and achieving their own individual personal excellence.

Following the British curriculum, in the Senior School, Kellett offers I/GCSEs and A-Levels exclusively. Our I/GCSE and A-Level results consistently place Kellett well above the UK national average and compete

with top UK independent schools. Our 2018 I/GCSE results saw 80% of our grades result in A*-A grades, and at A-level 47% were A*-A. A-Levels are the UK's gold standard for university entrance and are seen as a rigorous, tried and tested method of assessment.

They are also widely recognised internationally as one of the best routes into top universities around the world. Kellett's alumni, known as Old Kellettonians or OKs, are a testament to that. The most recent cohort of Sixth Form graduates are headed to the leading universities of the USA, Australia, France, Canada, Hong Kong and China, alongside the Best of British tertiary establishments. A-Levels have currency worldwide. Some argue that A-Levels allow those who are clear on their career or study path to specialise and therefore better prepare for university.

However, whilst that is certainly true for some of Kellett's students, we have plenty of others who simply want to study what they love with no clear roadmap ahead. A-Levels provide the discipline of self-study, deep levels of investigation and rigorous exams that prepare





students for the rigours of both university study and the workplace. Ultimately a curriculum is only as good as the teachers that deliver it. We are fortunate to have the best, recruited directly from the UK. The strength of our teaching staff is evident through the fantastic public examination results that we achieve year upon year, consistently placing Kellett well above the UK national average and rivalling top UK independent schools.

Kellett welcomes all families to visit our school campuses for a tour which happen weekly and can be booked via our website www.kellettschool.com, or by contacting our Admissions Department at admissions@kellettschool.com



A-LEVEL OR IB DIPLOMA? AN INCREASINGLY TRICKY CHOICE

**Danny Harrington, Founder & Director,
ITS Education Asia**

When it comes to school choice, one question at the forefront of anyone's mind has to be the curriculum. And this is not something that should necessarily wait. Assuming most people want some stability for secondary schooling, we are talking about anything from 5 to 7 years at a single school culminating in either of these two curricula (in the UK or many, many international schools). So it makes sense to have one eye on the last two school years and the final examination series even when a child is starting down in Year 7. That said, the earlier a child starts at a school, the less importance there should be on the final years as long as you are prepared to consider a switch at Year 12 if that appears sensible. But whether you are taking a guesstimate for a Year 7 child or making a decision alongside your Year 12 child (at this age they must be part of the decision), what are the key points as far as curriculum goes (don't forget all the other factors)?

Purpose:

A learner going into post-16 education these days is essentially starting not a two-year course but a five or six-year stage which will end with a tertiary qualification of some sort. The days of 18-year old school leavers going to work in any great numbers have ended. Yes, there are some examples of high-end apprenticeships and we are perhaps seeing a renaissance of industry-funded education with the likes of Dyson University, but for now, educating to 18 means educating to 21 or 22 years of age. Generally, the default/ primary aim is to achieve a bachelor degree which requires accessing a university. So the purpose of the final school qualification may be said to be two-fold: first to get into university; second to be prepared for learning at university. This is where in my opinion we have the first clear division between A-Levels and IB Diploma. Achieving a set of three

grades at A-Level is quantifiably an easier task than achieving both three HL grades plus a total score in the IB Dip. So A-Levels win in terms of getting on to a course. But once there, I feel the IB Diploma has prepared the learner that much more for the type of learning and tasks that university courses require. One small caveat here is the university destination. When going to places with four-year bachelor there is more of a continuum from school to university and the distinction matters less. But a UK university destination with standard three-year bachelor programmes requires some thought.

Choice:

As something of a corollary to the above, there is the question of choice, both in the school curriculum and the university course. At school, which subjects are on offer? Not all schools provide all subject choices in either curriculum, so be aware of what subjects you can take. And for a university, what kind of a course do you want to take? Do you even know? There is no rule that says you should decide on a university course while choosing your school curriculum but it helps. This is where IB Diploma may have a slight advantage as you have to follow six subjects as opposed to the standard three or four at A-Level. You keep your options open for longer. That said, (a bit of history here) A-Levels were never designed to be a choice of three nor to be an extra exam on top of GCSE. Originally the aim was that students followed a broad curriculum to age 16 when they took GCSE exams in the subjects they wished to discontinue but NOT in those they wanted to continue. A-levels would then be taken two years later. But human nature being what it is, people decided to accumulate as many exams as they could. There is no reason why someone can't take on more A-Level subjects and then discontinue if they decide it is not for them, perhaps using the AS exam to put a marker down for people like admissions officers. The disadvantage in the IB Diploma choice is that it is actually quite limited as everyone has to take maths and two languages, so the real choice is effectively also three subjects.

Structure:

Now things get tricky because there are actually now two different A-level options. In the UK, A-Levels have

returned to a pre-2000 linear structure – all exams at the end of the two-year course. Learners can no longer “build” A-levels from modules, nor “cash-in” AS modules. Once an AS is sat then the subject is closed. To do a full A-level in the same subject would require starting the course over. Outside the UK, the Curriculum 2000 modular structure has been retained as the International A-level. These are fully recognised as 100% equivalent to GCE A-Levels from within the UK. In theory, no IALs will be available to any learners in the UK and no GCE A-Levels to those outside. While this is about where you register for the exam, for all intents and purposes it is a geographical exclusion of the whole course. So on the A-Level side, choosing a curriculum can also mean choosing whether to school in the UK or not. The IB Diploma remains a mostly linear course with add-ons. Choose 6 subjects – 3 limited, 3 elective – and the level of study for each. Take exams in each of these at the end of two years. Plus do an extended essay, the theory of knowledge and CAS over the two years to complete the Diploma.

So what does all this mean?

Learners, and those advising them need to understand their strengths and weaknesses. To me, top academic students do not need to worry so much. They are likely to do well in either. So, on one hand, you could say that top students will be able to gain their place with either but be better prepared with IB. But that is only true if they limit themselves to three A-Levels and top students often take four plus one or two AS levels. In this case, then the top student may find the greater freedom of choice with A-Levels to be advantageous. A student with a very strong idea of a university course and/or career, such as medicine, may well find A-Levels more attractive. Weaker students should, in my opinion, go the A-Level route. It is possible to cut down as far as two A-Levels and still find

a tertiary course, perhaps more vocational leaning. Students may even decide to forget the whole question and take Level 3 BTEC (and could always add one A-Level). The flexibility of the UK options at this end of the spectrum is quite excellent. I’m afraid I don’t believe in IB Certificates yet, although many educators do.

As always, it is us mere mortals in the middle that have the hardest decision to make and perhaps we blow it out of proportion. If curriculum choice seems too hard, take a step back and think about all the other components of school choice. It may be that your priorities mean that the curriculum is not going to matter so much so you shouldn’t let it stall your decision. But if you are left with a straight choice between two schools and the only difference is the curriculum, I would say ask yourself whether you are a mainstream student who should be in a mainstream school and if the answer is yes look ahead to university destination. If you think the UK, then go A-Level, if you think elsewhere, IB Dip. Why? A-Levels are part of a total UK system. IB is designed to fit across an international spectrum. If you are not a mainstream type, then go A-Level full stop.

ITS Education Asia offers alternative routes to International A-level both at their Hong Kong schools and online. Call to make an appointment if you are not a mainstream student or unable to access quality international education in your locality.





APPLYING FOR UNIVERSITIES IN THE US: WHAT YOU NEED TO KNOW

Michael Li

**Director of US Admissions,
ITS Education Asia**

The process of applying to US universities goes far beyond a good SAT or ACT score. Students must perform admirably in school subjects and engage in meaningful extracurricular activities. Choosing universities, and building portfolios, as well as sourcing meaningful recommendations, are important steps. Here is how you get started:

Choosing universities

There are over 2,000 four-year colleges and universities in the US, so the landscape of institutions for higher learning is rich with opportunities for students of all abilities and interests. A school that has a higher “ranking” does not mean that it is the best possible school for the student. Often times these rankings are manipulated by universities. So while a ranking may be a general guide of a university’s merits, students should evaluate universities on how the school aligns with their passions.

Students should strongly consider what knowledge and skills they hope to attain from a university education, and look for schools that are strongest in those departments. Students should consider geographical preference, desired major, the proportion of international students, and many other factors when selecting schools. Students should do plenty of research on each school – there is a vast amount of information available on university websites and there are countless forums in which current students and recent graduates contribute.

Application essays

Students will usually have to write one or two long essays (500-650 words) and any number of smaller supplemental essays (250 words or less). More

competitive universities are likely to have numerous supplemental questions, whereas less competitive universities might have no supplemental questions at all. For the long essays, virtually all schools accept the Common Application. The most notable schools that do not use the Common App are the big, public state schools (University of California, Washington, etc.). Students who apply to only Common App schools can use the same long essay for each school. Common App essay prompts are known by early summer and most universities release their own supplemental writing prompts by Aug 1st.

In the final summer before applications, once a student is narrowing down a list of possible universities, they should begin drafting their application essays. A student who starts writing early will have essays that are cleaner, clearer, and more thoughtful. Students do not have to finish their essays in the summer, but brainstorming and drafting some of the essays early can greatly reduce the burden as application deadlines approach.

Hobbies and projects

The umbrella term “extracurricular activities” often encourages students to hoard: there is a failed belief that more is better. This is simply not so. Almost all top university applicants have extremely packed lists of activities. Extracurricular activities have very little value to US admissions committees because they don’t help differentiate between applicants. Unless a student has accomplished something at the national, international, university professional level, these activities are mostly overlooked. These days, almost all students are required by their school to do a certain level of community service (i.e. CAS hours for IB students). Students should use these time requirements to find hobbies and projects they are passionate about, rather than choose from uninspiring lists of volunteer opportunities. To volunteer is to follow. Universities are looking for students who will forge their own path. In order to get the most out of their extracurricular activities, students should find activities that they are truly passionate about. Instead of working for any charity, students should find organisations that align with their moral beliefs. If the student is concerned with saving the environment, she/ he should volunteer

for a recycling or sustainable energy company. If the student believes that education is the most important asset a child can have, she/ he should find a place to teach. If the student wants to use technology to build solutions to human problems, she/ he should find engineering/ tech firms and beg them for an internship. Finding activities that align with a student's passions can help the student discover what skills and experiences they hope to harvest from their university education. Too many students go to universities simply because it is the next step after secondary school. Thinking now about the issues our communities face helps students define their future ambitions, and when these passions are conveyed to university admissions officers, those students will stand out in the crowd.

Preparing for the SAT/ ACT

Let's be honest about the SAT and ACT: they have zero value for the student. Students in IB/ AP/ A-Level programmes gain foundational knowledge and problem-solving/ critical thinking skills that serve them for the rest of their lives. Students have nothing to show from the SAT/ ACT except for a score. The SAT and ACT are tools of the university admissions offices. A bad SAT score can help the university exclude the applicant. However, a great SAT score does not guarantee admission. There is a Harvard legend that a student scored in the SAT 99th percentile, and then took the test twice more to achieve a perfect score, so Harvard rejected him outright on the basis that his academic priorities were misguided.

The SAT/ ACT should be taken by students as late as possible because their academic, intellectual, and emotional development occur exponentially in the teenage years. We recommend that students take their first official test at the end of Year 12/ Grade 11 (in March/ April/ May/ June). If students feel they want a second chance at the test, they should take it at the beginning of Year 13/ Grade 12 (in September/ October/ November/ December). Never take either test more than twice (many students insist on taking the official SAT as many times as they can). However, research shows that the student's second official SAT is usually the highest scoring. Students should begin to familiarise themselves with the

demands of SAT/ ACT near the beginning of Year 12/ Grade 11. Students should start with a mock test to diagnose their weaknesses. Often students are not the best judge of their own abilities, so an experienced SAT/ ACT mentor is beneficial in almost every case. Because the SAT and ACT are thoroughly standardised, students can drastically improve their score by understanding the strategies that the tests are designed around. There are aspects of the tests that take time to practice and improve (i.e. vocabulary, argument dissection), so students are encouraged to dip their toes in early on.

At ITS Education Asia, we help students choose universities, build portfolios, and craft narratives around their experiences and personalities. If you want to discuss the application process with an admissions counsellor, please visit:
www.itseducation.asia/sat/



SECONDARY SCHOOLS CURRICULUM & EXTERNAL EXAM SCORES

School	Curriculum	External Exams	Scores 2017-2018
American International School	US Standards-based programme AP International Program	AP	GPA 92.3% students: 3+ 54 students: AP Scholar Awards
Australian International School Hong Kong	A Measures of Academic Progress (MAP Australian Curriculum) New South Wales Higher School Certificate IB Diploma	HSC IBDP	61% students: 80%+ in one or more HSC subjects 46% students: 90%+ in one or more HSC subjects 8% students: 45/45 points
Canadian International School of Hong Kong	IB Middle Years programme IB Diploma Ontario Secondary School Diploma	IBDP	Average score – 37/45 points 1 student: 45 points 12 students: 43 or 44/45 points
Chinese International School	IB MYP IB Diploma	IBDP	Average score – 37.76/45 points 43 students: 40+ points; 41 students: 35-39 22 students: 30-34
Christian Alliance International School	Alberta Curriculum	AP	86.1% students: 3+/5
Discovery College	IB MYP IB Diploma Applied Learning Pathway	IBDP	Average score – 35.3/45 points 21.1% students: 40+ points
Discovery Bay International School	British National Curriculum (I)GCSE A-Levels	(I)GCSE A-Levels	60 % students: A*-A First cohort in 2020
Elsa High School	IB MYP IB Diploma	IBDP	Average score – 38/45 points

School	Curriculum	External Exams	Scores 2017-2018
ESF Secondary Schools	(I)GCSE	IGCSE	1,000 graduates 32% students: A* 58% students: A*-A 94% students: A*-C
	IB Diploma	IBDP	1,000 graduates – Average score 36/45 points; 16 students: 45 points; 246 students: 40+ points 851 students: 30+ points
	Applied Learning Pathway		
French International School of Hong Kong	French National Curriculum	(I)GCSE	33% students: A* grade
	UK National Curriculum	IBDP	Average score – 38/45 points 1 student: 45 points 9 students: 40+ points
	(I)GCSE		
	IB Diploma		
German Swiss International School	UK National Curriculum	(I)GCSE	89.6% students: A*-A
	(I)GCSE	IBDP	Average score: – 39.84/45 points Two students: 45/45 points; Eight students: 43 or 44 points 55% students: 40 points
	IB Diploma		
Harrow International School Hong Kong	(I)GCSE AS-Levels A-Levels	(I)GCSE	66% students: A* 89% students: A*-A; 99% students: A*-C 83% students: A*-B grades
		A-Levels	83% students: A*-B 61% students: A*-A 30% students: A*
Hong Kong International School	US Standards-based programme	AP	GPA Scores 33% students: 3.67-4.00 45.5% students: 3.33-3.66 14% students: 3.00-3.32 7% students: 2.66-2.99 AP Results 435 students: 94 students: 3+/5 77 students: 4/5

School	Curriculum	External Exams	Scores 2017-2018
Hong Kong Academy	IB Middle Years Programme HKA Diploma (U.S. high school based diploma) HKA Diploma (six IB courses) IB Diploma	IBDP	Average score – 33/45 points
Kellett School (The British International School in Hong Kong)	UK National Curriculum (I)GCSE A-Levels	(I)GCSE A-Levels	590 Students 53%: A* 80%: A*-A 95%: A*-B 99%: A*-C 100%: A*-E 183 Graduates 21%: A* 47%: A*-A 74%: A* - B 91%: A*-C
Li Po Chun United World College	IB Diploma	IBDP	Average score – 35.9/45 points 24% students: 40 points One student: 44 points Three students: 43 points
Renaissance College	IB Diploma IB Career-related Programme (CP)	IBDP	Average score – 36/45 points 20% students: 40+ points
Singapore International School	Singapore curriculum (I)GCSE IB Diploma	(I)GCSE IBDP	68% students: A* Average score – 37/45 points
Victoria Shanghai Academy	IB MYP IB Diploma	IBDP	Average score - 36/45 points One student: 45 points Two students: 44 points 22 students: 40 points or higher
YMCA of Hong Kong Christian College	(I)GCSE A-Levels Hong Kong Diploma of Secondary Education (HKDSE)	(I)GCSE A-Levels	31.5% students: A*-A; 78.8% students: A*-C 33% students: A* or A; 98.9% students: A*-G 88.2% students: A*-C

School	Curriculum	External Exams	Scores 2017-2018
Yew Chung International School (YCIS)	UK National Curriculum	(I)GCSE	41% students: A*-A
	(I)GCSE	IBDP	Average score – 35 points
	IB Diploma		Two students: 45 points

AP: Advanced Placements” The test is given a score from 1 to 5. Any score that’s 3 or higher is considered a passing score.

A-Levels: (Advanced Level) is a subject-based qualification conferred as part of the General Certificate of Education

IBDP: International Baccalaureate Diploma

(I) GCSE: International General Certificate of Secondary Education

BTEC: The Business and Technology Education Council

GPA: Grade Point Average

SAT: Standardized College Admissions Tests

MAP: Measures of Academic Progress

IB MYP: International Baccalaureate Middle Years Programme



Yew Chung International School

Find out why CDNIS was named one of the world's most innovative schools



The choices in Hong Kong are vast for parents hoping to find a top-notch school for their children. Many boast great facilities, stellar education and impressive teachers. But if you're looking for a school that incorporates all those characteristics and still stands above the rest, you should take a closer look at the Canadian International School of Hong Kong (CDNIS).

CDNIS has just been recognised as one of the most innovative schools in the world – not just in Hong Kong – by the prestigious Cambridge Strategies Innovation 800, which highlights how the University of Cambridge inspires its students to be the world's next great innovators. Innovation 800 covers a range of subjects, including the University of Cambridge's famous graduates (such as the famous Monty Python team as well as the philosopher Erasmus) and examines the Cambridge equivalent to Silicon Valley, Silicon Fen.

Adopting a model developed by the World

Economic Forum, CDNIS launched Project Innovate in 2017, a school-wide curriculum focusing on future-ready learning. Building on new educational pillars – core skills, character building, creativity, communication, critical thinking and collaboration – students are taught to use their skills and attributes to solve the world's problems. With hands-on experimental learning and design, students work together to solve problems. They use a range of traditional and current tools (using the latest technology) to prototype solutions. Even children as young as 5 and 6 years old have mastered these techniques – they designed and constructed an outdoor mini-maker space to be used by the school's youngest learners!

Founded 27 years ago, CDNIS has impressed so many around the globe that it is often visited by international dignitaries and leaders. Last year the Federal Chancellor of Austria, Mr Sebastian Kurz, visited the school and was so inspired by CDNIS's innovation and commitment to education he decided he will return again next year! What did he love about it? The kids got to show off their digital portfolios and e-book programme and demonstrated how they use iPad Pros, 3D printers, laser cutters and Virtual Reality headsets as part of their learning.





Although recently recognised for its unique educational direction, CDNIS has always been a forward-thinking school. “We were one of the first Apple Distinguished Schools in Asia and one of the first schools in Hong Kong to roll out a laptop programme,” says Head of School David Baird. “When the school was established

in 1991, founding members were committed to offering a future-ready education for all students. Today, CDNIS is known as a highly innovative school and continues to develop programmes and partnerships with innovative institutions, companies and organisations around the world.”

Want to check out the school for yourself? Join one of the regular tours led by a CDNIS Senior Administration Team for prospective parents every Tuesday during the school year.

Further information can be found here.
www.cdnis.edu.hk/



A Dynamic Learning Community

- ◆ A DSS English-medium school with a strong Christian faith and CARES principles
- ◆ A multi-cultural community with about 70% international students from over 40 countries
- ◆ Dedicated to providing an excellent pastoral care system and student-centred learning experiences
- ◆ With green campus facilities: artificial turf pitch, multi-purpose grass field, running track, music block, fine arts center, etc.



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School Fees (2018-2019)

Hong Kong curriculum (leading to HKDSE) HK\$34,000–HK\$42,000
 International curriculum (UK GCE 'A' Level) HK\$55,500

- ◆ No levy, no debenture
- ◆ Scholarships available for outstanding students



YHKCC Outreach Programme to spread love and care



Over 70% of YHKCC students come from 40 countries worldwide. They bring with them their own country's history and culture, creating a dynamic international environment. One of the YHKCC's core values is to be a responsible citizen and serve one another with love. The inclusion of the annual service outreach programme provides students with a valuable opportunity to give back to the community, both locally and around the globe, as well as cultivating a commitment to meet societal needs in a very practical way. By participating in this meaningful programme, students gain authentic, eye-opening experiences and life-lessons that they cannot learn in the classroom, which help them become more internationally-minded and develop a strong sense of personal responsibility.

All Form 3 and 4 students participate in programmes which aim to help people in need, both locally and overseas. Outbound destinations include Cambodia, Philippines, Thailand, Taiwan and China. The type of service work ranges from farming, building homes or public facilities, digging and laying bricks to teaching in orphanages, cleaning beaches and hostels, and helping the elderly and disabled.



Form 1 and 2 students join Life-wide Learning and Discovery Camps, which are designed to develop interpersonal, cooperation skills as well as a greater degree of independence. The Work Experience Programme for Form 5 students enables them to gain valuable experiences in the work place and strengthen their communication and presentation skills.



The various outreach programmes spread love and care, as well as demonstrating unity in diversity. All human beings are of equal value and should be valued and respected accordingly.



SECONDARY SCHOOL APPLICATIONS: A SURVIVAL GUIDE

Beginning secondary school is one of the landmark moments in a young person's life, but new beginnings can bring both excitement and anxieties for incoming first-year students. The transition and admissions process can be easier for students who attend a 'through-train' school because Year 6 students just simply move onto another area of the campus. Spaces can be quite limited for Year 7 at certain schools, though not all, and if your child does not attend a school with a Secondary school section, there are many options available. It is important to be aware of the admissions process for individual schools. For instance, parents who want their children to enter ESF in Year 7 for 2019-2020, the central application is open from 1 to 30 September, 2019. Application to enter other year groups can be made at any time during the year. If there are no vacancies, applicants will be added to a school's waiting list. All other schools accept applications one to two years in advance for their Senior School section. Late applications received after the deadline would be considered on a case-by-case basis, without guarantee of placement. British schools do not accept applications for Year 11 due to GCSEs being a two-year course and for Year 13 due to A Levels being a closed, two-year course. Due to the two-year programme structure of the IB Diploma, Grade 12 applications will normally be considered only for students who are already enrolled in an IB Diploma Programme.

Gaining entry into a secondary school

Each school expects prospective students to sit an entrance test and to attend an interview with the head of school or a senior member of the teaching staff. Commonly, students are tested on their English comprehension and writing skills. Some schools also expect a child to complete a maths test, as well as a verbal and non-verbal reasoning test.

When preparing for these tests, students should ensure that all subjects are afforded attention, but should divide that attention proportionally according to their own strengths and weaknesses. It's also a good idea for them to complete practice test papers,

for instance 11+, 13+, ISEE or SSAT test papers.

Structure your child's preparation so that subject learning decreases and revision increases as the day approaches.

Preparation is key

It's very common to hear teachers and admissions managers telling students that little—or even no—preparation is needed for school entrance tests and that the head of school "just wants to know the real you," and "all you have to do is be yourself." To a point, this is very good advice, however, it's only part of the story. Who, in all honesty, would not want their child to be well-prepared for an entrance test? While schools do genuinely want to know more about the prospective student, for more competitive assessments—perhaps for selective schools—the Head of Secondary, really wants to understand how a candidate's mind works too so it's important that students understand what is expected of them.

Interviews and the art of conversation

For parents, the interview is the most dreaded part of the process. After all, most parents feel more responsible for their child's social graces than they do for their maths skills. The worst thing is you don't know what to expect. Most young teenagers are not used to talking formally to adults. They are not used to presenting themselves in a one-to-one situation.

If you can, talk to parents whose children have been interviewed at your preferred school to get an insight into what your child might be asked. Help your child to prepare by getting them to consider possible interview questions and to think about these in depth. Students may be asked why they would like to join the school and the reasons they like the school. It's also common for interviewers to ask what the student can offer to the school and what they like to do in their free time.

On the day of the interview, dress appropriately—smart but casual—and try not to stress your child with last-minute instructions—you don't want a child on the brink of tears when they walk through the door.

In the end, the most important thing is for everyone to try and stay relaxed. If you think the stress or pressure is getting to be too much, seeking the advice of confident academic consultants can reassure you and your child, so don't be afraid to ask for help.



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POST-SECONDARY OPPORTUNITIES WITH BTEC

**Danny Harrington, Founder & Director,
ITS Education Asia**

The BTEC has been around since 1984 and has become a very well established 'alternative' route in England and Wales. But it is also recognised by hundreds of institutions worldwide and means students can complete a truly transnational educational qualification at a fraction of the cost of traditional international education options. For example, the ITS BTEC in Business costs about USD10,000 over two years – to get the same 2 years bachelor level programme physically at a university in the UK would cost close to USD40,000 for the tuition only. The total cost would be around USD60,000.

BTECs can be used both to enter and progress through employment or as a way back to an academic course – many universities accept BTEC levels 4 and 5 as an entry to years 2 and 3 of a bachelor programme respectively. At ITS we have brought in the Level 5 HND. This means it can be used by 1) students coming straight from school – they prefer flexibility,

cannot afford to go overseas, or perhaps didn't get the grades they needed which helped indicate they were better off away from exams, 2) people in work who want to undertake learning and accreditation that will help their career but without leaving their job, 3) potential entrepreneurs, 4) mature students who have a curiosity for the subject. We have an agreement with the University of Sunderland to allow our graduates to complete one more year with them and upgrade their BTEC HND to a BBA.

The BTEC is different because: it is assessed by on-going project and assignment work and classroom performance, not examinations; there is generally more flexibility in the time taken to complete; the subject range is more 'vocational', although that term is becoming a little dated; and it provides a single system which can cover all the key levels of assessment we demand from formal education.

We have chosen the Business qualification as it provides a platform for a range of other degrees, including popular Business degrees of course, and is very useful in its own right for people wanting to enter or progress in the modern business world. It is particularly useful for people who are not traditionally academic but recognise the need for post-secondary qualifications in the 21st-century job market.

For more information please visit www.itseducation.asia/online/btec.html



BUSINESS AND TECHNOLOGY EDUCATION COUNCIL QUALIFICATIONS (BTEC)

BTECs are work-related qualifications suitable for a wide range of students, having been designed to accommodate the needs of employers and allow progression to university for degree courses. BTECs are delivered by the Edexcel Examination Board and they provide a practical, real-world approach to learning alongside a key theoretical background. They are recognised by colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide. BTECs are not examination based.

Students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied (e.g. BTEC Introductory, BTEC National). In order to complete each unit, students must achieve a set of outcomes. BTECs are available at the following levels:

BTEC Entry

These develop the initial skills for either a broad work sector or for everyday life where confidence is needed by students. BTEC Entry Certificates are suitable for any student aged 14 years old and above and are designed for students with learning difficulties or those who struggle with traditional learning.

BTEC Introductory

These are at Level 1 and offer an entry point to industry sectors and encourage the development of personal and work-related skills. The BTEC Introductory qualifications are suitable for any student aged 14 years old and above and are designed for those who are not able to achieve A*-C grade GCSEs, but who are motivated by a work-related course.

BTEC Firsts

These are Level 2 qualifications which are the equivalent of traditional GCSEs grades A*-C. The BTEC First is suitable for students aged up to 16 years old and is designed for those who are capable of achieving A*-C grade GCSEs but wish to focus on a work-related vocational qualification or work area.

Students may take BTEC Firsts alongside core GCSE subjects such as English, maths and science.

BTEC Nationals

These are designed as specialist qualifications for Level 3 students who have a clear view of their future career or are seeking progression to higher education. BTEC Nationals are equivalent to A-Levels and are highly valued by universities, further education colleges and employers. These qualifications are suitable for students aged 16 years old and above and are recommended for those who have achieved at least four A*-C grade GCSEs or have completed a BTEC.

BTEC HNCs and HNDs

The BTEC Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) are Level 4+ 5 higher education qualifications. The HNC is often studied part-time alongside full-time employment. A Higher National Diploma student will develop management and other higher level technical skills required by employers. After a period of usually two years, students often progress to the final year of degree programmes.

The time taken to complete a BTEC is dependent on the size and level of the qualification. A BTEC will generally take 1-2 years to complete depending on whether the student is studying full- or part-time.

In Hong Kong, The English Schools Foundation (ESF) offers a range of applied Business and Technology Education Council qualifications across five schools. Students can choose a BTEC Award and take IB subjects or study an A-Level subject outside of their ESF School. For example, a student can take an Engineering certificate and A-Level Maths/ IB Standard level Maths for entry into engineering courses. A student could take Digital Media, Applied Business and IB Art, which could lead to an interest in further study in advertising. Alternatively, Performing Arts could be combined with Digital Media and an A-Level/ IB English or Chinese course for further study in the performing arts.

To learn more about the combination of BTEC and A-Levels, contact us on info@itseducation.asia.

STUDENT REVIEWS

Yew Chung International School Catherine Lee

Now a Year 1 medical student at CUHK, Catherine Lee shares how her overall English proficiency was gradually enhanced within the multicultural learning community at YCIS where teachers and students from varied nationalities are always eager to exchange.

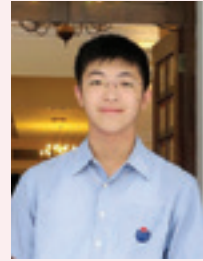


Graduated from YCIS in 2018

During university application, she was asked to submit a concise personal statement in 250 words which was too limited to record her huge participation in the activities at YCIS. With the help of the counsellor from University Guidance Office, she reflected on the experience of taking part in a tropical rainforest research trip in Indonesia, plus volunteer experience in a hospital. Her all-around qualities, together with academic excellence and colourful extra-curricular activities joined, have adequately equipped her to get into one of the top universities in Hong Kong.

Yew Chung International School Alvin Tse

Whilst Mathematics are commonly perceived by local students as tedious and strenuous, interestingly, Alvin Tse finds attempting mathematical problems full of fun. A passionate lover of the numbers coupled with a problem solver's mindset, Alvin



Graduated from YCIS in 2018

has started his journey at Oxford to conceive the solutions to those unsolved mathematical problems in the world. Recalling his learning experience at Yew Chung International School (YCIS), Alvin enjoys the multicultural and bilingual-focused learning environment that help nurture his learning motivation. He participated in a series of regional and global contests and took home awards in Mathematics and Physics. On facing challenges, Alvin advises students should not be frustrated to give up right away. Instead, they may leave the problem for some time and re-attempt it later on for solutions will appear with a clearer mind.



YMCA of Hong Kong Christian College Jandy Yuen, 5A

To me, the most unique feature of YMCA is the execution of both local and international curricula in the YHKCC enables the diversification of the student body with many cultures.



With a good balance between rules and freedom, the school offers high autonomy to students. It enables us to be more disciplined, open-minded and proactive. It is also a driving force for us to think out of the box. The gift of independence is another characteristic of YHKCC. With many different leadership roles offered, it nurtures us good leadership and interpersonal skills to become a prudent, decisive and valuable person. Those skills equip us to be successful global leaders to take challenges with confidence. Moreover, our opinions are well taken into consideration with full support in the listening community, making us feel like a big family.

I am studying in the GCE A-Level curriculum and taking Religious Studies, Business Studies and English Language and Literature. I am interested in those subjects but I thought I just had mild strength on them at the very beginning. I was then encouraged and inspired by teachers to step out of my comfort zone and challenged myself to take up something new to widen my horizon. With ample guidance and support from teachers, I made the right decision and did well on these subjects now. It was a breakthrough of me.

The school offers endless care to every student beyond their educational needs. The personal and focused relationship between teachers and students is something that has changed my entire high school experience as my personal development is constantly being put first. It feels like we are going through a journey altogether with the teachers who are striving to provide guidance and support to ensure we reach our highest potential. Teachers constantly encourage us to

aim for the best and through their instalment of confidence and encouragement, barriers are brought down and determination is brought up. When going through times of hardship and doubt, we are closely connected to hurdle the obstacles towards the goals. I have learnt the importance of perseverance that is a valuable calibre to succeed in the future.

From the mass opportunities that I have been given from the school, it has solidified my goal to become a Lawyer in the future and my next step would be applying to study Law in university both locally and overseas.

International College Hong Kong (ICHK) Felix Olesen

ICHK is a very small school which has allowed me to have the privilege of taking part in many normally sought-after activities. The school's rural environment helps to create a unique atmosphere in which



students are enabled to actively create their own opportunities. ICHK also provides caring, willing and hard working teachers who go out of their way to try and make learning an enjoyable experience, which reflects upon the achievements of their students.

Personally, ICHK has enabled me to learn from my failures and to bounce back with an even greater desire for improvement and learning. The time I have spent doing the IB diploma at ICHK has allowed me to not only work on improving my attainment but also who I am as a person. There is absolutely a stigma about the hard work that the IBDP imposes on its students, but as a student of this small school, I take pride in saying that every ounce of effort has been worth it. With perseverance, hard work and an excitement for learning, there is very little that an ICHK IB student can't do.

International College Hong Kong



The difference a small school makes

ICHK Secondary is a small community school. It is intentionally small and our policies, approaches and culture all flow from this deliberate decision. We are guided by research that indicates that small communities do a better job of recognising and catering for the needs of their members.

Small classes allow our teachers to design and deliver their lessons to meet the needs of individual students. With a low student to teacher ratio, learners receive the individual attention and guidance they need; there is a high degree of interaction between teacher and student, and also between students, which is key to our learning philosophy.

Students with a specific interest or passion are more likely to find these noticed and built upon, while learners experiencing difficulty are quickly identified and issues rapidly addressed. Teachers are also more likely to notice any changes in behaviour or performance immediately and are able to take the necessary steps

to address these issues right away. A small academic organisation can provide the assurance that many parents seek for their children and for their own relationship with a school. Community spirit is encouraged in the small environment. Strong relationships can be developed across the home-school partnership and school leaders can be far more involved with individual students than they could be at larger schools. At ICHK, staff prides themselves on knowing every child by name.

A smaller student body also offers greater opportunity for each student to experience participation and leadership growth. It is a circle that promotes a sense of belonging in students: a sense of pride in their community, their school, and themselves.

A small school allows for flexibility within the curriculum. At ICHK we recognise that one size does not fit all, and there is a strong investment in personalised education. A Free Learning programme, unique courses like Human Technologies and a diverse activities programme, all help to broaden and enrich learning.

But there is nothing small about the international education students receive at ICHK. An innovative curriculum, strong exam results and a history of adding value, provide an international education that is deeply



connected to Hong Kong, Asia and beyond. Our cutting-edge approach has led to recognition from Cambridge University, which included us in its list of the 100 most innovative schools in the world.

ICHK was the only school in Hong Kong to be featured in the Innovation 800 project, which was created to celebrate 800 years of excellence at Cambridge.

The university's research wing Cambridge Strategies were impressed by the complex of initiatives – Human Technologies, Big History, the 5+1 Model, Deep Learning, outdoor-based activities – that we have adopted to enrich our students' experience of school and their understanding of themselves as people and learners. And it is not only Cambridge Strategies that have applauded us. Innovators and leading lights from across the educational world are increasingly turning to ICHK and commending our approaches to learning.

The school is working with a team from Ednovators, which has been tasked with creating an education blueprint for future generations, and we have been hailed as cutting edge by the acclaimed American Harker School. We are one of only two schools in Hong Kong to have been accepted as members of the Mastery Transcript Consortium. Meanwhile, innovations from our school are also being showcased globally at conferences, and there is a rapidly growing interest from professional colleagues from across the world. ICHK is a small school, which has made a big commitment – to provide our students with the very best education we can offer, day in, day out, year on year.

We continue to evolve a school experience that best prepares young people for a rapidly changing world, and we are proud to be pushing the boundaries and expectations with regards to what secondary education could and should offer young people.

ICHK secondary mission

“Our mission is to educate all our students, unlock their potential and offer an experience that best prepares them for life beyond school.”

To find out more about ICHK, visit: www.ichk.edu.hk/home/our-school/secondary/

ICHK was the only school in Hong Kong to be featured in the Innovation 800 project, which was created to celebrate 800 years of excellence at Cambridge.





EXCELLENCE IN INTERNATIONAL EDUCATION
KINDERGARTEN TO SECONDARY
A STRONG COMMUNITY ETHOS
BEAUTIFUL GREEN LOCATION

International College Hong Kong

International College Hong Kong is a dynamic IB world school across two campuses in the beautiful New Territories

ICHK Hong Lok Yuen has been providing high quality education for more than 30 years, and follows the IB Primary Years Programme, with a solid foundation in Maths and English. At our primary and secondary sites, inspirational teachers work in partnership to deliver a through train education to students of all nationalities.

ICHK Secondary is a school which is proud to embrace innovation in learning, and a unique and stimulating curriculum has been developed for students. Classes are kept deliberately small as individual attention and guidance is key to the learning philosophy. Learning is centred on the UK National Curriculum, with an inquiry approach in Years 7-9, GCSEs in Years 10-11 and the IB Diploma Programme in Years 12-13.

The school celebrates strong academic results, has a strong community ethos and provides a supportive environment where students of all nationalities can thrive.

Kindergarten and Primary Campus

3, Twentieth Street, Hong Lok Yuen, New Territories.

Tel: (852) 3955 3000 Email: info@ichkhly.edu.hk

Web: www.ichk.edu.hk

Secondary Campus

60 Sha Tau Kok Road, Sha Tau Kok, New Territories

Tel: (852) 2655 9018 Email: info@ichk.edu.hk

Web: www.ichk.edu.hk



ONLINE LEARNING – OPENING OPPORTUNITY

**Danny Harrington, Founder & Director,
ITS Education Asia**

Online learning is inevitably included in most conversations around the future of education. Many feel this future has already arrived. But most online learning is traditional distance learning delivered electronically. So it arrives quicker and ready to use in our modern computing tools, but it is still mostly made up of learning guidelines and materials to digest. Some of it leads to real examinations and qualifications. Much does not. The much vaunted MOOCs, for instance, are fantastic tools for giving access to high-quality materials but a) garner no qualification and b) what if you don't understand the material? How do you learn?

The jury is still out as to whether distance learning is as effective as traditional classroom learning, and to a certain extent, it depends on how you measure the outcomes and what you might rate as a success. Studies have been produced declaring both sides to be superior. It is in my mind almost impossible to decide as any one student can only experience one of the delivery methods at any one time so how can you judge whether they would be better off with the other one? That said, across statistically significant populations, it seems that distance learners are able to achieve at least as good grades as traditional classroom learners. But is this the best or only measure of quality and success? This is especially pertinent when we ask what pathway these learners follow. For instance, can a distance-learner then perform in a classroom-based university environment or a team-based work environment for which they are equally qualified on paper but for which they have had no 'soft-skills' preparation? Equally, one might ask can a classroom learner work with the same level of independence that a distance learner has experienced?

What is clear is that learners are still being denied options that would allow them to make the learning choices that they feel suit them. There is still a lack

of democracy in educational choice. Those who are isolated have no option other than migrating or do distance learning. Those who would suit a course offered far away are similarly disadvantaged. Students close to traditional schools are often sent to them with little thought for the alternatives and so submit to the rigidity of the institution.

Surely the internet presents an opportunity to expand choice by offering live learning with qualified teachers in a one-to-one or classroom environment alongside offline resources? Providing real options for learners as they get the flexibility of choosing class times, course length, the pace of learning and all the other benefits of distance learning, with the immense bonus of trained teacher and peer group input, must be the desired outcome. And it has to happen with real qualifications and a real support network so that students get to follow their desired pathways. In other words, why don't we use the internet to move school online and to democratize it while giving students exactly what the world demands of them when they move on?

That's why ITS Education Asia opened its schools to the world using a bespoke offline resource and online live classroom platform to offer real school online and real choice to learners. Currently, we offer options for students to complete a wide range of IGCSEs and IALs from our Edexcel Academic Centre [exams can be taken at ITS in Hong Kong or at a local exam centre for overseas students], IELTS, SAT, BTEC in Business and a range of tutorial support and counselling services.

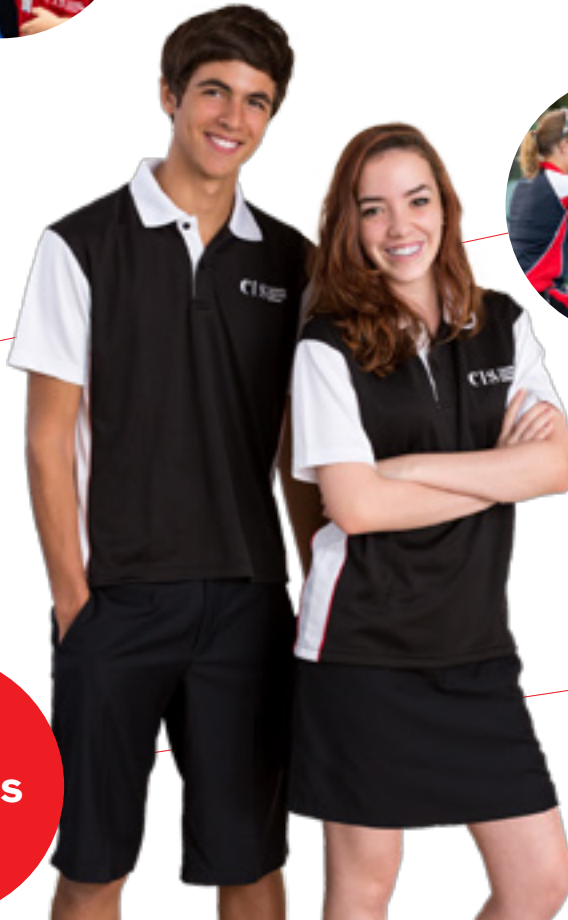
If you think online learning could be for you, find out more at www.itseducation.asia/online



A photograph of a classroom with students raising their hands. In the foreground, a young boy in a light blue polo shirt looks up with his hand raised. Behind him, a girl in a blue sweater also has her hand raised and is smiling. The background is slightly blurred, showing other students and classroom furniture. The text 'EDUCATION IN SINGAPORE' is overlaid in a light green, outlined font, preceded by three green arrow symbols pointing right.

EDUCATION IN SINGAPORE

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need for a
successful
future?**



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At CIS we understand it's not just excellent academic results that will prepare your child for a successful future. Instead, it's a balanced, holistic education covering a broad range of subjects including the arts, sport, leadership and community service. Our students leave school with the skills to thrive, succeed and own the future no matter what it looks like.



Learn more about our teaching approach at www.cis.edu.sg/inquire or speak with an Admissions Executive at 6724 8088.

CIS Canadian
International
School



PRIVATE INTERNATIONAL SCHOOLS

Singapore currently has ~70 international schools and kindergartens that teach in English. These have over 5000 full-time staff and about 50,000 students, according to the International School Consultancy, which provides data on the international school market. More international schools are planned for Singapore in 2020 as it plans for a huge influx of foreigners over the next 15 years. According to the Department of Statistics, the current population of Singapore is 5.7 million people, with the resident population of Singaporeans and Permanent Residents being 4 million, and the rest foreigners.

Many international schools also cater to the needs of families who seek instruction in languages other than English. These include schools that teach using Dutch, French, German, Japanese and Korean. If you intend to return to your home country after Singapore, sending your child to these schools can help ensure continuity with your home language and the national curriculum. A list of schools with the specific curriculum is outlined as follows:

National curriculum school

Choosing national curriculum schools to ensure minimum disruption when transferring between countries, and for older children, allow easy entry to university in their home country. Many parents look no further than this option when looking for a school in Singapore. Typically, these schools demonstrate strong cultural ties with Asia to make the experience a unique one for children enrolled here.

- **Australian International School** offers both the IB and Australian National Curriculum. Students get to choose between the IB DP and the New South Wales Higher School Certificate (HSC) in high school.
- **Dover Court International School** teaches a high-quality programme based on the English National Curriculum and has been adapted for their international community of learners. They offer the internationally acclaimed IB DP in Years 12 and 13.
- **Dulwich College (Singapore)** offers the English National Curriculum which is designed to meet the needs of the international community. The IB DP is offered in Years 12 and 13.
- **GESS** provides education with both a German and an international IB curriculum with a European focus. The school has daily Danish lessons in the Primary Section.
- **Hollandse School Singapore** offers a Dutch curriculum to primary students.
- **Singapore Korean International School** offers the national curriculum of South Korea.
- **Lycée Français de Singapour** offers a French education to expat children.
- **Insworld Institute** gives secondary students the chance to choose between the Pearson Edexcel GCSE, A Levels and BTEC Extended Level 3 Diploma in Business.
- **International Community School** offers the American Curriculum with a holistic international overview strongly rooted in Christian faith.
- The **Japanese School Singapore** is present with three campuses in Singapore and offers a Japanese Certificate of Graduation.





- **NPS International and Global Indian International School** offer the Indian CBSE education from K-Grade 12, with the option of the international IGCSE followed by the IB DP. DPS International School offers the ICSE/ ISC curriculum and Yuvabharathi International School offers the CBSE curriculum.
- **Singapore American School** offers an excellent American-based curriculum with an international perspective.
- **Stamford American International School** offers both a credit-based American high school diploma and the IB DP.
- The **Swiss School in Singapore** is a primary school offering education according to Swiss standards.
- **Tanglin Trust School** offers the English National Curriculum with a global focus. Students in their final two years of high school have the option of choosing either the A-level pathway or the IB DP.

Curriculum choices at international schools

Many expatriates are happy to immerse their younger children in an international curriculum where no nationality is dominant. The number of such offerings from international schools has increased over the years due to increased demand from expatriates. They exhibit a diverse mix of cultures with all students having equal footing and celebrate annual global celebration days. For expats on the move typically every couple of years, the mix of international

curriculums allows children to transfer and continue their education easily. They offer a combination of the International Baccalaureate, the International Primary Curriculum and the UK National Curriculum (IGCSE – International General Certificate in Secondary Education).

- **Canadian International School** – IB Primary Years/ Middle Years/ IB DP
- **Chatsworth International School** – IB Primary Years/ Middle Years/ IB DP; Chatsworth High School Diploma.
- **GEMS World Academy** – IB Primary Years/ Middle Years/ IGCSE/ IB DP
- **Hillside World Academy** – offers a bilingual Primary Years / Middle Years / IB DP
- **ISS International School** – IB Primary Years/ Middle Years/ IB DP
- **Nexus International School Singapore** – IB Primary Years/ IGCSE/ IB DP
- **One World International School** – IB primary years/ IGCSE/ IB DP
- **Overseas Family School** – IPC/ IB Middle Years/ IGCSE/ IB DP
- **SJI International School** – International Primary Curriculum/ IGCSE/ IB DP
- **Tanglin Trust School** – IB Diploma Programme in Years 12 and 13
- **United World College of South East Asia** – offers a unique UWCSEA best practices bespoke curriculum K1-Grade 8, leading to the IGCSE and IB Diploma Programme

Hybrid curriculum schools

These schools offer a dual curriculum approach, combining a home country curriculum with one or more international curriculums. They typically are culturally diverse, have qualified teachers to deliver both programmes, and are an excellent choice for a family unsure about which academic path to choose at a young age.

- **Australian International School** offers both the IB and Australian National Curriculum. Students get to choose between the IB Diploma Programme and the New South Wales Higher School Certificate (HSC) in high school.
- **GESS** provides education with both a German and an international IB curriculum with a European focus.
- **NPS International and Global Indian International School** offer the Indian CBSE education from K-Grade 12, with the option of the international IGCSE followed by the IB Diploma Programme.
- **Stamford American International School** offers both a credit-based American high school diploma and the IB Diploma Programme.
- **Tanglin Trust School** offers the English National Curriculum with a global focus. Students in their final two years of high school have the option of choosing either the A-level pathway or the IB Diploma Programme.



Local international schools

- Anglo Chinese School (International)
- Hwa Chong International School
- St. Joseph's Institution (SJI) International School



DID YOU KNOW?

- There are currently over 70 international schools in Singapore, providing education for around 50,000 students.
- The Singaporean government coordinates the availability of international school places in line with demand.
- International students in local schools constitute 4% and Permanent Residents constitute 10%.
- Similarly, Singaporean student enrolments constitute approximately 5% of the total international school population.
- The number of foreigners in Singapore on Employment Pass is about 187, 700 – meaning that they earn a minimum of SGD3,600 per month to qualify for this status. This is about the monthly high school fees of a top international school if all costs including uniform, meals and transport are added in.
- Singapore's local education system is meritocratic in its focus on identifying and developing the very best talent and, equally important, directing it towards public service.
- According to the Organization for Economic Cooperation and Development (OECD), Singapore's local curriculum is home to the "world's best education system" in a study published in May 2016.
- In local bookstores, a little more than half the floor space is dedicated to assessment manuals, consisting of practice questions based on the school curriculum from Pre Kindergarten to Grade 12.
- Private tuition to keep ahead of the class is very common and it is a 1.1 billion Singapore dollar industry. 8 out of 10 students take private tuition in Singapore in academic subjects.

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FINDING THE 'RIGHT FIT' SCHOOL

By Vandana Rao, Client Services Manager

ITS Education Asia

Seasoned expatriates are used to living an almost nomadic life, moving countries every few years. They do not find the prospect of moving to a new country, settling into a new job or finding new schools for their children stressful. To many first time movers, the experience can be quite daunting. Singapore is relatively an easy place to live for expatriates, given the language of communication is mostly English, the country is small and about 35% of the population consists of foreigners with different backgrounds. Still, the process can be challenging and the first worry on a parent's mind is schooling and finding the 'right fit' for their child.



Savvy parents are looking for a school that will fulfil their child's needs both emotionally and academically and allow them to be recognized for their talents/skills. Ideally, a mix of familiarity and comfort, with the opportunity for seizing the ability to do something more adventurous is sought. For example, a curriculum that the parents are familiar with, and understand, along with the ability to learn a new language, skill or sport. There is no doubt a lot to consider, as the type of school you choose can impact your child's emotional, mental and social development.

Here are some valuable tips which will help you navigate the system:

- Research Singapore schools online and make a shortlist of the ones that appeal to you. Write

to the schools and explain your situation. Make enquiries about spaces, the true reality of the waiting lists, the suitability of the school based on your child's learning traits and personality and gauge from the response if you think it is the right school for your child.

- Application timelines are critical. Ensure you submit your applications well in time for the next academic year. Some international schools in Singapore have priorities for certain types of passports, some strictly follow the date of the application while others offer portions of their seats for the next academic year in stages or 'waves' while others do so based on withdrawals of existing students. Keep this in mind when applying.
- Visit the schools on your shortlist and even those that might not be your preferred choice but have spaces - if you have time. A school tour is the only way you can possibly understand the true value of a school and discover first hand if it is everything you have read about. Most international schools offer individual school tours, while others only do group tours. Look closely at the engagement between teachers and students in the class, the activities the classroom is involved in, the smiles and interaction you get from the students. Examine the layout of the classes, the structure in the classroom, the art and/or writing displayed. Many times, this visit is the deciding factor in choosing a suitable school from a not-so-suitable one.
- Learn about things beyond classrooms and textbooks. Extra-curricular activities that may excite your child, language choices offered, a multi-cultural environment where they do not feel like a minority, the ethos of the school, etc. This will play a role in your child's happy transition.
- Shortlist three schools that you think really fit your needs and if they have long waitlists, visit another two that have a confirmed place for your child. You will have a good basis for comparison and will be able to take a more informed decision after visiting five schools. Consider location, pricing, application fee and refund policy in case of multiple applications.

- Compare the curriculum of the new school to the current curriculum your child is used to. While the adjustment process between different curricula is seamless in lower grades, high school children may struggle if faced with a challenging and more rigorous curriculum coupled with social integration. Ensure your child is placed in the grade appropriate to their learning as cut-off dates vary between schools. Most international schools in Singapore follow the 1st September cut-off date.
- Enquire with colleagues and friends of friends for their personal experience. Query them carefully, as what works for one family does not necessarily work for another. Upon having a conversation with them, tick off points that they bring up that works for them but not for you. Query with an unbiased source about the school that would work best for your child – especially when you are on the fence with your decision.

KEY QUESTIONS

1. How long will you stay in Singapore?

The length of your stay is a major factor to consider for the choice of school for your child. If you are on a short term assignment and looking to stay in Singapore for less than three years, considering an international school that mirrors the education system in your home country would be ideal. This will help your child to easily integrate into your home country's school system when the time comes to go back home and be ready for any major external exams.

2. Do you want to expose your child to a different culture?

Putting your child in a local school can make going to school a 'not so easy' experience, but it can also be very rewarding in helping them shape a stronger personality and making them more adaptive to change later in life. Many preschools in Singapore follow a bilingual school system, and it can become a significant advantage for your child's future to be able to learn a second/third language. However, Singapore's school system also has high academic standards, a stringent testing system, a competitive environment and a relatively lower emphasis on arts and humanities. This needs to be taken into consideration when deciding on a local school.

3. What is your budget?

The cost of tuition can definitely be a huge concern when choosing a school. International school fees for primary and secondary school can range from

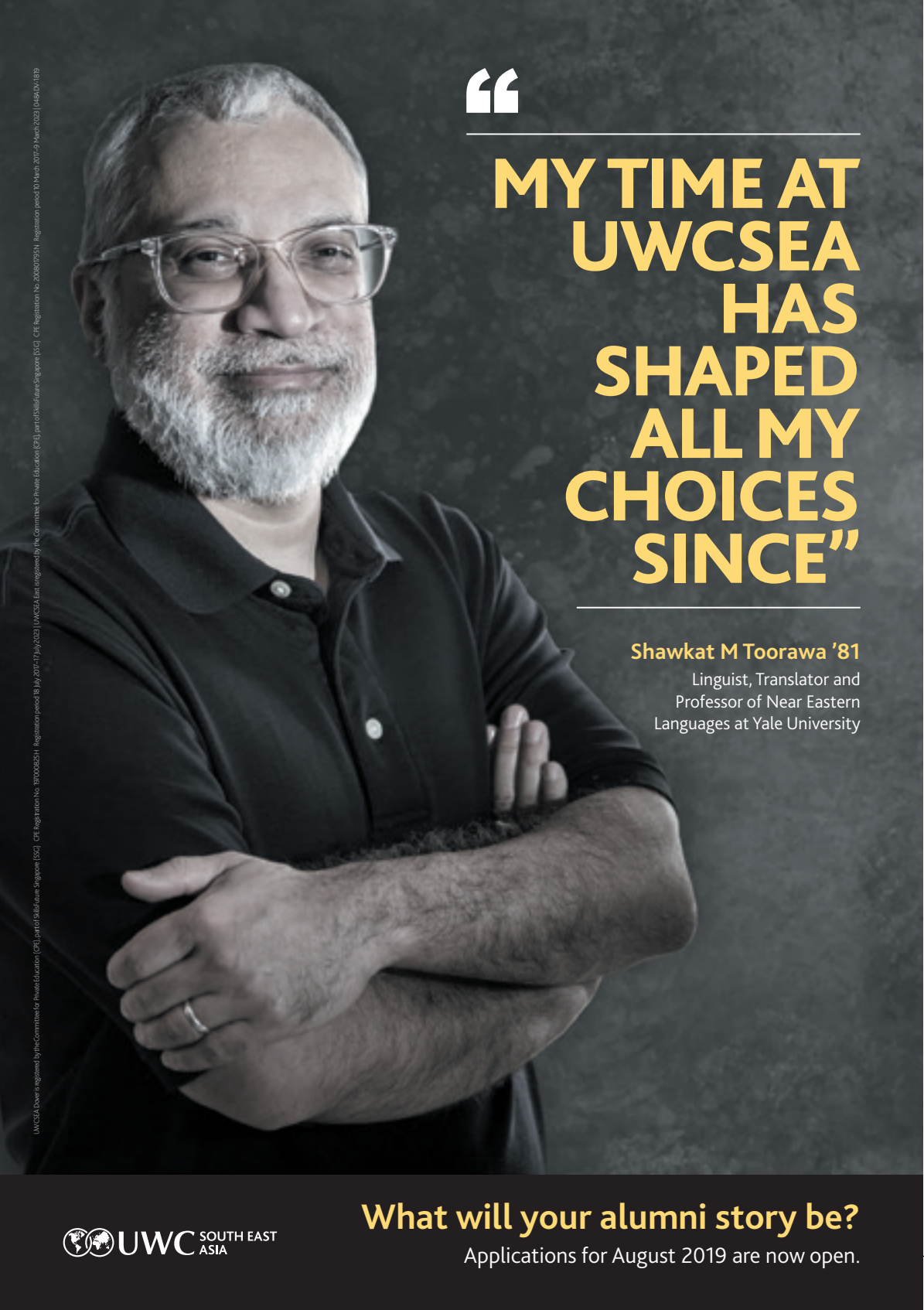
SG\$25,000-SG\$45,000 per annum, compared to around SG\$10,000 for non-ASEAN students in local schools. So there is no doubt that the cost of sending your child to a private school will be a key factor if school fees are not part of an expat package.

4. What facilities are important?

While most international schools in Singapore have great facilities, you might want to look for schools with a specific infrastructure to cater to your child's interests. For instance, if your child has been dancing competitively in your home country, you may want your child to continue doing this in Singapore. If your child loves swimming and is very sports-oriented, you might want your child to have access to an extensive sports programme or if your child is talented in the Arts, you may want a school which focuses strongly on performing arts and music. Most schools offer good choices, but it will need to be specific to yours.

5. What type of school life do you want for your child?

Do you want your child to be in a big school with students from all over the world or would you prefer one that provides a more intimate and familiar environment? Some schools also offer more emphasis on a counselling or support system for children, providing a close-knit community and outlet for new students. Some children thrive from day one in a new school, and some, unfortunately, struggle for months.



“

**MY TIME AT
UWCSEA
HAS
SHAPED
ALL MY
CHOICES
SINCE”**

Shawkat M Toorawa '81

Linguist, Translator and
Professor of Near Eastern
Languages at Yale University

What will your alumni story be?

Applications for August 2019 are now open.

DOVER COURT INTERNATIONAL SCHOOL

By Sarah Booyesen

From the moment we found out that we would be moving to Singapore, our first concern was to ensure that all 3 of our children would be in a school that would be able to accommodate all of their individual talents and needs. It was rather daunting being faced with all the options that were presented to us, however from the moment we stepped inside Dover Court International School we knew we had found the right school. It's homely and welcoming feel from the staff and students alike was exactly what we were looking for, along with great facilities which are also improving year on year. Our needs for our children ranged from the highly academic to the creative and dramatic and Dover Court has met all these needs. Our children are thriving in an environment where they feel safe and confident to express and challenge themselves to their full potential.

“ The whole staff, from teacher to nurses and Mr Short, take immense pride and care for the children ”

This is a completely unique school in Singapore where it is still relatively small and can afford to have that family feel, where everyone knows everyone else and they all care about them, yet has incredible space and facilities where children are able to run free and participate in all sorts of sports, from track and athletics to swimming (in a covered pool) and yoga. Along with its collaboration with the Juilliard Performing Arts School, it truly encompasses the whole child approach to life-long learning. The whole staff, from teacher to nurses and Mr Short, take immense pride and care for the children in a way that

I have rarely seen in another environment and are always on call to help in any shape, matter or form.

The staff, parents, and children of Dover Court International School have most certainly been an incredible asset in our lives and have definitely been a key role in ensuring we have settled happily into our new life here in Singapore!



GESS

By Charlotte Guerry

We have been living in Singapore for over 7 years and decided to send our twin daughters to GESS when they turned 3.

First and foremost, GESS is a community school where you will immediately feel at home. Teachers, parents and students build a very strong tri-party relationship throughout the school year. Teachers frequently update parents on the units-of-enquiry, progress made in class and often invite parents to participate in events or arts & crafts activities.

What we also appreciate about GESS is that it is not solely centred on academics. GESS offers a holistic programme that truly develops children's autonomy and critical thinking. Children not only attend weekly language, arts, sports, music and cooking lessons but also celebrate most Asian and European festivals and national days.

I have seen incredible changes in my daughters since enrolling. Like most kids of their age, they used to have difficulties sharing, they would not always listen or would easily take a backseat when not in

their comfort zone. They are now completely different persons!

They have grown leaps and bounds in their confidence, resilience and interest in learning new things. They now say things like "Everything that is in the classroom is meant for sharing" or "What shall we do about this?" They also offer to help clear the table, ask me questions about how the world works and are very eager to learn how to read and write.

We are most grateful for the calibre of the teachers and for the extra attention that was given to my daughters when they most needed it.

“ *GESS is a community school where you will immediately feel at home.* ”



Parent Reviews

SINGAPORE AMERICAN SCHOOL

By Kyle Aldous

Amelia started in her second year of preschool at SAS and is now in kindergarten. Kyle is the Director of Communications at the school and he attended SAS his senior year of high school, graduating class of 2002.

Our experience at SAS has been beyond our expectations. We were somewhat prepared with Kyle's previous experience, but as a parent, seeing the resources and support Amelia has received is incredible. The early learning centre was renovated in the Reggio Emilia style of learning: floor-to-ceiling glass walls, open concept spaces, student mobiles, indoor and outdoor exploration tables. Amelia's teachers are inspired by the Reggio Emilia method and their classrooms reflect that. Amelia often came home singing Mandarin songs, talking about the latest visiting artist puppeteer and demonstrating techniques from her Move-and-Groove classes.

The best part of SAS is definitely the teachers. We may only have a child in kindergarten, but the level

of personal care and interaction from Amelia's teachers has been above and beyond. The teachers are amazing across the board. Even though Amelia is the youngest in her class, she is thriving as a leader and learner. It's because she is surrounded by incredible teachers who are invested in her and nurture her daily. A school like SAS is hard to find. The teachers and staff truly know and care about my child personally, and have set her up with the tools to succeed.— Leah and Kyle Aldous

“ *Our experience at SAS has been beyond our expectations* ”



AUSTRALIAN INTERNATIONAL SCHOOL

By Nicola Rice

Our children are British and American and grew up in Switzerland attending the local school in Zurich. They have been attending AIS since we arrived in Singapore almost two years ago and are completely thriving as engaged students in a dynamic, vibrant and nurturing environment. The Heads of School, Heads of Year and the teachers are extremely committed, caring and passionate about educating children. They have got to know each of our children as individuals which have been a key part of them adapting to their new environment enhanced by the welcoming AIS community.

Right from our initial contact with AIS through their informative Open day and the time and commitment that the Admissions Team took time to understand the background, interests and the specific needs of each of our children, we knew we had found the right school! As you walk from one end of AIS starting at the world-class Early Learning Village up to the Secondary School (IB and HSC), you are overwhelmed by a compelling sense of contented, engaged and enthusiastic students, teachers and parents. AIS has an outstanding academic record combined with an extensive range of sports, creative arts, design and technology, languages (Mandarin

and European) and music and drama facilities. The CCA programme has something to suit everyone's interests, from novice to expert and all are welcomed and embraced.

In addition, there is a common thread that pervades throughout all aspects of school life at AIS including resilience, respect, integrity, fair play, teamwork and every student is given the opportunity to fulfil their potential.

Our children are in a distinctive, unique environment at AIS which is enabling them not only to become the 'best version of themselves' but to develop a comprehensive set of life skills that will remain with them for the rest of their lives and future chosen career path.

“ AIS has an outstanding academic record combined with an extensive range of sports, creative arts, design and technology, languages ”



Parent Reviews

ST JOSEPH'S INSTITUTION INTERNATIONAL SCHOOL (SJI)

By Jackie Wen

Prior to our move to Singapore in 2009, we looked at a couple of different international schools for our boys. We found out about St Joseph's International School (SJI) through a friend who had lived in Singapore for a long time. Upon meeting with the admissions people at SJI, we felt this school would be the right fit for our family. The school was very new and did not have any track record at the time. However, it felt right to us and we have been with the school ever since.

What attracted us to SJI was their values, and how students were taught to respect the different cultures and religions. Although a Lasallian Catholic school, SJI was respectful that other families attending the school were not Christians. Families were always welcome to attend Friday morning mass service with the Catholic families and staff from SJI. When we first started with SJI, the Elementary School Principal Ms Grant, impressed us with her ability to remember each student's name, their parent's name, and what the family had been doing over their school break. These little instances left an impact on the way our children were cared for at the school. As the school is small, it felt very intimate and nurturing for the

children.

We found SJI to be a very international school with children from all over the world. It was great for our children to learn about the different cultures and share in their friends' experiences. Now both my boys are very happy in the high school, with friends from primary. They have also made new friends with local Singaporean students that have joined the high school which has a mix of local and expat students. Overall, our family has been very happy with our children's holistic learning at SJI and we look forward to our boys graduating from the school!

“ What attracted us to SJI was their values, and how students were taught to respect the different cultures and religions ”



GAINING ENTRY TO SINGAPOREAN LOCAL SCHOOLS

Singapore has the highest-achieving primary and secondary pupils in international education tests in mathematics and science. These international rankings – Trends in International Mathematics and Science Study (TIMSS) – are published every four years, based on tests taken by more than 600,000 students, aged nine to 10 and 13 to 14 in 57 countries. This is reason enough for many foreigners on the island to seriously consider a local school option for their children.

Singapore’s public education is open to expatriates and foreigners, is taught in English, and places a strong emphasis on Math, Science and Language from a very young age. Their fees tend to be far lower than private international schools as well. However, public schools are required to give priority to Singaporean passport holders, then consider those with permanent residency status, and finally consider those students on other visas. In recent years, demand has been far greater than supply and hence it is advisable not to rely on the possibility of a place in a public school for this very reason.

If you wish to apply for public school admission, the process is set out below.

Admission to Primary 1

International students aged 6 to 6+ as of 1 January in the year of school admission can seek admission to

Primary 1, by registering at the primary school with vacancies during Phase 3 (for international students) of the annual Primary One Registration Exercise which takes place in the year prior to admission. The process usually commences in June for citizens, but international student applications are not made until end August (after Singapore citizens and Permanent Residents have completed the process) and a decision on the availability of a place may not be made until November – only a month or so prior to the start of the academic year. There is a non-refundable biennial donation to the national education fund of S\$1,000, payable in advance as part of the application process to public schools.

Registration procedures for primary one:

Each child should be registered at only one school at any one time and the options available are based on the residence of the family and schools in the immediate area. If a child is registered at more than one school, he may lose his place in the school of choice and it is best to avoid this double registration as the portals are linked. The number of Primary One vacancies each school will offer for the Primary One Registration Exercise is made available in June before the registration begins. Singaporeans apply in the first round in July, followed by permanent residents, and foreigners only in August. Parents can refer to Primary School Vacancies by Phases for information on vacancies for each school.

Registration is conducted at the primary school with vacancies. The hours of registration are from

The following documents are required for registration:

Non-Singapore Citizens/ Non-Singapore Permanent Residents	1. The child’s Birth Certificate
	2. The child’s Passport
	3. The child’s Immigration Exemption Order/ Dependant’s Pass/ Student’s Pass/ Long-Term Visit Pass (if any)
	4. Both parents’ Passport/ Singapore NRIC/ Entry or Re-entry Permit
	5. Both parents’ Employment Pass/ Work Permit/ Long-Term Visit Pass (if any)
	6. The child’s Immunisation Records
	7. Any other documents as required by the school to support the registration

8.00am-11.00am and from 2.30pm-4.30pm on the scheduled registration day. Parents are required to submit the registration form (available at the school during registration) and required documents. Alternatively, parents can authorise a person to register their child on their behalf. An original letter of authorisation is required from the parent. Balloting is conducted if the number of applications to a school exceeds the number of vacancies. Parents can refer to Primary Schools Conducting Balloting to find out which schools will be conducting balloting at the end of each registration phase.

Parents are notified of the results of registration by post. Parents of non-Singapore Citizens/ non-Permanent Resident children who registered under Phase 3 are notified of the outcome by 30 November - only a short time before school is due to commence in January.

Admission to primary 2-5 & secondary 1-3

International students aged 7 and above as of 1 January in the year of school admission, and who wish to seek admission to mainstream schools, are required to sit for the Admissions Exercise for International Students (AEIS) in September/October for admission in the following year. The Supplementary Admissions Exercise for International Students (S-AEIS) is held for those who missed the previous testing and is held in February/March for admission in the current academic year, though chances are lower as most schools will already be full. The AEIS is held at a large venue with thousands of participants and is a standardised test for those entering Primary School 2-5 and Secondary 1-3 the following year. The exercise tests proficiency in Maths and English and applications are done online via the Ministry of Education's web site well in advance. The cost is SG\$672 to register.

After the test, a child may be offered a place in a public school based on how well they performed and the availability of seats. International students are encouraged to seek admission to their age-appropriate level. The Ministry of Education does not recommend admission to levels where international students will be more than two years older than their classmates, though it does make it easier for older children to pass a lower grade test.

Age requirements:

Level seeking admission to admission)	Appropriate age (as at 1st January of year of admission)
Primary 1	6 to 6+
Primary 2	7 to 7+
Primary 3	8 to 8+
Primary 4	9 to 9+
Primary 5	10 to 10+
Primary 6	New students are generally not admitted at this level.
Secondary 1	12 to 12+
Secondary 2	13 to 13+
Secondary 3	14 to 14+
Secondary 4	New students are generally not admitted at this level.
Secondary 5	New students are generally not admitted at this level.
Pre-University 1	16 to 16+
Pre-University 2	New students are generally not admitted at this level.
Pre-University 3	New students are generally not admitted at this level.

Direct Schools Admission (applicable only to secondary students)

Some secondary schools allocate places based on a more flexible Direct Schools Admission (DSA) process, which recognises students' non-academic talents rather than academic grades. Students can seek admission to a secondary school based on their talents and achievements in sport, the arts or leadership - not just their PSLE results and academic ability. The DSA process gives schools greater flexibility and means that students do not have to sit the AEIS. At participating schools, the number of places available for admission through DSA is capped by the government at 20%. Students must apply directly to the school.

NEW SCHOOLS

Some of Singapore's top international schools are moving to completely new grounds and others have already opened their doors since early 2018. Learn more about these new campuses here.

Chatsworth International School – new Bukit Timah Campus opened in August 2018

Chatsworth International School in the East has closed and the Chatsworth group has instead opened their second campus in Bukit Tinggi in August 2018.

Previously occupied by GESS, facilities include a sports complex, swimming pool, basketball court, football pitch, performing arts hall, art and music rooms, science labs, a library and a canteen.

The existing Orchard Campus has become an expanded primary school for students from Kindergarten through to Year 6. The Bukit Tinggi campus offers education from Kindergarten all the way through to the IB DP.

Curriculum: IB PYP, MYP, IB Diploma Programme

New address: Bukit Timah Campus,
72 Bukit Tinggi Road, Singapore 289760

Website: www.chatsworth.com.sg

EtonHouse International School – opened in April 2018

EtonHouse International School recently opened a new boutique branch in the Orchard area for Years 1 to 13 - its fifth campus in Singapore and will enrol 300 students. Ideal for students who need a high teacher-to-student ratio and parents looking for a boutique style small school environment. They offer the SMART (Science, Maths, Art, Research Technology) programme. The curriculum has been designed for students who are graduating into an ICT-focused world.

Curriculum: Inquiry-based approach to learning, inspired by the IB/ PYP, IGCSE & IBDP

New address: 10 Tanglin Road, Singapore 247908

Website: www.ehis.edu.sg

GESS

– new campus opened in August 2018

Doors to the new and impressive purpose built GESS Campus at Dairy Farm opened in August 2018. The

new school boasts an Olympic-sized pool, indoor sports hall, black box theatre, visual arts studios, cooking lab, design technology studios, 400-seater auditorium, and music and vocal instrument practice rooms, apart from brand new classrooms, canteens and outdoor areas. Located opposite the Dairy Farm Nature Park, the new campus is very impressive with plenty of environmentally-friendly features such as vertical greenery and a rainwater-harvesting system.

Curriculum: German Section and European Section PYP / MYP / IB DP along with the choice of the German Abitur

New address: 2 Dairy Farm Lane, Singapore 677621

Website: www.gess.sg

Global Indian International School (GIIS) – opened in April 2018

The new Global Indian International School campus in Punggol is one of the most technologically-advanced SMART campuses in all of Asia. Seven-stories high, it has more than 130 classrooms fitted with TV display panels, tablets and high-speed internet. The campus also has facilities like sports data analytics and smart safety features like facial recognition. Students also have the opportunity to learn from faculty members from specialised fields and industry leaders and will have access to learning resources from international universities through virtual classrooms. Long-distance group projects will be implemented with fellow GIIS students from campuses across seven countries. GIIS also boasts a green campus and is involved in plenty of ongoing water conservation efforts. The second phase of sports facilities is yet to be completed.

Curriculum: CBSE (Central Board of Secondary Education, IGCSE and IB DP choice in higher grades

New address: 27 Punggol Field Walk, Singapore 828649

Website: www.schoolofthefuture.sg

Middleton International School by EtonHouse – opened a second campus in Tampines in May 2018

Middleton International School by EtonHouse open of a second campus in Tampines in May 2018. After a successful launch at Upper Bukit Timah in January 2017, Middleton has expanded to offer its very own

innovative approach to international education at half the school fees charged by others. The campus offers hard courts, sports fields, specialist studios and a cafeteria. The new campus can house up to 1,000 students, and currently offers a through train pathway from Nursery 2 to Grade 6 and will eventually run till High School (three to 18 years old). The pre-school will follow the EtonHouse Inquire-Think-Learn programme, while the primary programme follows United Kingdom's curriculum for English, and is inspired by the Ministry of Education for the mathematics, science and humanities subjects.

Curriculum: Inquiry-based approach to learning, inspired by the IPC and IGCSE

New address: 2 Tampines Street 92

Website: www.middleton.edu.sg/tampines

Nexus International School – new campus opening in 2020

Nexus International School (Singapore) will be moving to Aljunied in 2020 from its current Ulu Pandan site. The primary school will be based on the lower floors; a double-storey library, sports halls, play deck and other communal areas in the middle floors; and the secondary school on the upper floors. Families looking at schools in the Central and Eastern parts of the Island will find this a wonderful option. The new site can take up to 2,000 students, and boasts a cutting-edge list of modern facilities, with a strong environmental focus. A state of the art sports field, 50m Olympic-sized swimming pool, a 700-seat theatre and the latest innovative learning environments are some of the things you can expect.

Curriculum: PYP and IGCSE followed by the IB Diploma.

New address: Aljunied Road

Website: aljunied.nexus.edu.sg

One World International School (OWIS) – new location and campus since January 2018

One World International School (Nanyang) opened its new doors to students in January 2018. Located in the Jurong area, the school offers children an outstanding global education, without the hefty price tag. With fees at \$17,271 for early years and primary students, and \$19,857 for secondary students, this is excellent value for money for those families for whom

the international school fees are not paid for by the company. Students can also expect a green emphasis in the school's design. Using the natural world as an inspiration, the entire site sits on a naturally-landscaped environment with extensive outdoor play and sports facilities.

Curriculum: IB PYP, IGCSE, IB DP

New address: 21 Jurong West Street 81, Singapore 649075

Website: www.owis.org





➤➤➤ PRESCHOOLS
IN SINGAPORE

Welcoming children from
6 months to 6 years old.

Playgroup, Nursery,
Preschool & Kindergarten



2, 3 or 5 Full or Half
Day Programme,
including a nap option
for our youngest
children.

“ Where children are capable and full of potential and the learning environment ignites curiosity and invites children into an active learning process.

Where time for creativity and the natural environment is available and accessible for children at all times.

And where a connected and intimate school community recognises that learning is best supported through children’s interactions and relationships with peers, families, educators and staff who believe in them. ”



Journey through the Infant School



By Jo Osman, Deputy Head of Infant School at Tanglin Trust School

Settling into nursery

We begin our journey in nursery. First-time parents are often more nervous than their children as they prepare to leave their child for the first time. The transition into nursery includes opportunities for parents to come and meet the teacher with their child, which help to build confidence and make things feel more familiar. The individual orientations with families and alternate days at the beginning of nursery are crucial. The teachers glean as much information as possible about each child's interests, preferences and developmental needs. Spending time in the classroom within a smaller group allows for detailed observation and interaction by the adults. Being in a calm, purposeful atmosphere means even the most reserved child can begin to make friends with their new classmates.

By the time the children become full-time, it's as if they have always been with us; it is no accident that this is called the Foundation Stage, where children develop the necessary solid and secure base from which to take risks and challenge themselves. During the year, they will follow threads of fascination and intrigue, delight and curiosity, through which they will develop the key skills needed to communicate effectively. They will flourish socially, emotionally, physically and linguistically across a broad range of experiences. When ready, the children learn to appreciate a story, hear the beauty in language, create marks, and identify number or shape through their

play. Memorable experiences beyond the curriculum enrich their experience, such as going on the bus and MRT to Chinese Gardens, joining their parents at our festive Sing-A-Long or learning how to ride our TTS Foundation Blazing Balance Bikes. Even as young as three we recognise leadership potential, encouraging all children to take a turn as a Planet Protector or Sun Monitor, and each class revels in the opportunity to prepare the weekly Snack Hatch, promoting and serving their healthy snacks to the other classes.

“I feel happy in nursery and I love cooking.”

Charlotte

On to reception

The next stop on our journey is to reception. Each class warmly welcomes new friends and those who have been with us throughout nursery, return confidently, eager to get started on all that reception has to offer! The children continue to be carefully assessed as they play and learn, and when they demonstrate readiness, they will begin to learn to read, taking books home to share at a level designed to build their confidence. Reception is often the year when the greatest changes take place. From knowing single initial sounds to reading whole books independently, scribbling incoherently to writing words and even sentences, and from reciting their first numbers to adding and taking away groups of objects. But not to worry if they are not there yet. Every child develops in different ways at different rates, and with support and encouragement, they all get there!

“My favourite thing about Reception is when mummies and daddies come in for mystery reader! I loved the giant!” Kiaan



Up to Year 1

No less exciting, there are many similarities in the learning environment, although the expectations are progressively more challenging as the children develop as learners. Their reading becomes more fluent, vocabulary wider and depth of understanding more advanced. They may be able to memorise more mental maths facts and understand more about place value, applying their growing confidence to solve a range of calculations, often using concrete strategies.

Their awareness of the wider community is enhanced through outdoor education trips. There are more opportunities for leadership, where they develop a sense of responsibility and practice public speaking. They learn about democracy through the Student Council elections, learning how they can use their voice to initiate change and help others by becoming an E-Cadet or Tech Leader. The children also have the opportunity to explore sportsmanship and a sense of belonging through the termly House events and Sports Day.

“I love getting the Star of the Week certificate. It made me feel so proud. My favourite activity was around the world day.” Daisy

At the end of the year, they are eager to try out the lunchtime Choir and after school taster Co-Curricular Activities, in preparation for Year 2.

The final step, Year 2

And so, here they are, suddenly the eldest in the school; those to whom other children look up to with respect and admiration. Within their extended leadership roles, they lead assemblies, actively fight sustainability issues, engage in articulate discussions with visiting VIPs and encourage their peers to take care of their wellbeing both inside and outside of the classroom. They continue to develop more independence in their learning, collaborating effectively in groups and making decisions about how they learn best and which tools they choose to use. They ask effective



questions to extend their thinking and are developing a growth mindset, appreciating that although they might not understand something ‘yet’, they will eventually, if they persist and work hard at it. They are able to work at more abstract levels and solve more complicated problems, as well as help others in their learning.

Learning opportunities continue to extend into the wider community, with adventurous trips, lessons in the senior school science and design technology labs, and a whole host of activities in the junior school, in preparation for their transition into Year 3.

“I loved Pedal Power in Year 2. You get to do lots of cycling and you learn how to be safe on a bike.” Marco

And there we have it, teetering at the end of the branch; our children are more than ready to fly from the Infant nest, spreading their wings as they make their way into the junior school, both in the academic sense, as well as socially and emotionally. They will be missed but we take heart, as we know they will soon return as buddies, classroom helpers, or playground captains, sharing their own joyful memories of their infant experiences.

For further information, visit www.tts.edu.sg

EARLY CHILDHOOD PROGRAMMES AND SCHOOLS IN SINGAPORE

Finding a preschool that satisfies your little one's curiosity, while providing a caring and stimulating environment are some of the key considerations you think about as you embark on the school search this early. Children from the tender age of 18 months, right up to the age of six years old, are enrolled in numerous local and international nurseries and preschools in Singapore. However, finding the preschool that feels perfect for your child is a big decision. With so many options available for families, we've put together a comprehensive guide to finding the right one for your little one.

Playgroup

There are a plethora of structured, fun and stimulating playgroups in Singapore. These organised playgroups offer loads of fun that will help little ones improve their motor skills, introduce them to music, arts and crafts, and help them build their social skills – all of which will help when they move on to

preschool. Most playgroups are catered for children between 18 months to three years, but some have programmes for infants aged two months upwards.

Kindergarten

In Singapore, many international schools use the term kindergarten to describe the first, and sometimes the second, year of primary school education. However, the Singapore Ministry of Education uses the term kindergarten to mean a preschool that provides a structured three-year preschool programme for children aged four to six. Children do activities that develop language and literacy skills, basic number concepts, social skills, creative and problem-solving skills, appreciation of music and movement, outdoor play, English as a first language and Chinese, Malay or Tamil.

Local vs international

Local preschools provide a three-year childhood education programme for children who fall between the ages of three-six years old. Students attending the local pre-school programme are taught language skills, simple mathematical concepts, basic science





concepts, arts and crafts, problem-solving skills and music appreciation through play. Children are taught in English, although there is the option of Malay, Mandarin or Tamil language classes. Comparatively, an international pre-school system is known to provide a more holistic view of education and less pressure on tests and exams. Some of these schools also follow a certain education philosophy and approach, such as Montessori, Reggio Emilia, or Waldorf schools.

Preschools integrated with 'through-train' schools

Many parents like to select a preschool which is part of a larger school. When your child transitions from kindergarten to primary school they can stay in an environment which they are already familiar and comfortable with. At the same time, you don't want your child to be overwhelmed or intimidated by children that are older than them. A good kindergarten, which is integrated with primary and secondary schools, will be self-contained enough that the child has room to explore and interact with children in their own peer group. It is common for many preschools to offer Mandarin classes with

many of the through-train schools offering a strong bilingual programme. The preschools which focus heavily on Mandarin would be the best choice if you wish to enrol your child in a local Primary school. But, before you choose a preschool, examine a school's timetable, and understand what the children will be doing throughout their day.



14 things to consider when choosing a preschool:

1. Is the location of the campus convenient to home and transport options?
2. Have you thought about which early childhood programme will suit your child and transition to primary school in Singapore or your home country?
3. How do the class sizes and teacher-to-child ratios vary amongst the preschools on your shortlist?
4. Is Mandarin taught as a second language, and for how many hours per day?
5. Are extra-curricular activities offered at your preferred schools? If so, would these be activities your child will like?
6. Do you know the educational backgrounds and teaching qualifications of the staff?
7. Are parents encouraged to participate?
8. How does the preschool communicate with parents about the child's experiences and learning?
9. Is there flexibility around the times, and number of days per week, that your child can attend?
10. What is the daily and weekly schedule?
11. Does the school celebrate different cultural holidays?
12. Have you been informed about how discipline is handled?
13. Will the school provide references/school reports?
14. Are snacks provided?

White Lodge International Preschool and Kindergarten



Established in 1999, White Lodge International Preschool and Kindergarten has eight preschools located around Singapore for children ages 6 months to 6.5 years.

Each of our preschools offers a warm, safe and secure environment designed to encourage the natural curiosity in each child to flourish.

With teaching time for 47 weeks of the year, sibling discounts, flexible drop off and pick up times, free activity clubs and childminding after school hours, these are just a few of the extra benefits offered that make White Lodge a first-class choice for your child's first step into education.

Our curriculum

Using the Early Years Foundation Stage Framework (EYFS) from the UK, as well as US, Australia and Singapore MOE Frameworks, we provide the perfect balance between academic success and learning through sensory experiences, art, music and play.

Each term exciting units of inquiry are introduced using the theories of High Scope, Reggio Emilia, Howard Gardner and guided by a list of learning objectives from the EYFS curriculum framework.

We offer a well-balanced schedule with an equal focus on personal and academic success for all our students from a young age. Values are a big part of our school curriculum and each term we dedicate a week



to focus on the five values that differentiate us from other preschools:

- We celebrate differences
- We keep it real
- We encourage imagination
- We love learning
- We respect our world

Our children learn through exploration and discovery. Our teachers play an active role as a facilitator in the child's learning journey by encouraging them, extending their skills, helping them take risks and to think broadly in a safe and nurturing environment. With a dedicated Head of Mandarin responsible for the second language curriculum, children gain exposure to the Mandarin language, culture and history on a daily basis.

Many methods are used to teach the syllabus through reading, writing, singing, storytelling, drama, play, and art. The Mandarin curriculum is based on the Singapore kindergarten and primary school framework.

Similarly, our Mathematics programme is based on the renowned Singaporean Mathematics Curriculum and provides a strong foundation for continued learning at the primary level.

Our team

The White Lodge staff comprises of qualified, dedicated and experienced educators. Teachers are carefully selected for their work experience, positive personalities and passion to provide the most secure, nurturing and stimulating environment for the children. Teachers are trained in early childhood, music, drama and first aid.





Our programmes

Our programmes range from Playgroup to Kindergarten for children ages 18 months to 6.5 years with the aim to encourage and further develop self-esteem and confidence, social skills, decision-making and problem-solving skills.

Providing 2, 3, or 5-day placements, with half or full day options, you will find an arrangement that suits your needs and requirements. In addition, a 90-minute Parent and Child classes are available for children aged 6 months to 2.5 years at selected centres. These interactive sessions introduce children to various activities such as circle time, music and movement, art, and sensory and play. These sessions are a wonderful opportunity for young children to be introduced to basic social skills and for parents to socialise. With the understanding that often both parents return to the workplace after starting a family, these sessions are also open to caregivers too.

To support the needs of families with young children and working parents, White Lodge offers free programmes from 2.15 - 5pm daily. Children are engaged in fulfilled activities like Book Club, Gardening Club, Musical Theatre, Fitness Club and Games Club.

Family involvement and celebrations

Family involvement is welcomed and embraced at White Lodge. Regular school trips are organised on a Saturday morning around the unit of enquiry that the children are focusing on in class to encourage discovery and provide an extension to outdoor learning.

We have wonderful, annual year-end concerts and art exhibitions. Other events such as United Nations Day, Sports Day and End of Term celebrations are just a few events that parents can attend

White Lodge has a diverse community with over 20 different nationalities represented among its families. UN Day promotes a better understanding of individual countries' culture through food and festivities. It also helps to foster unity regardless of language, nationality or religion through learning about everyone's country of origin.

For further information,
visit www.whitelodge.edu.sg/

INTERNATIONAL SCHOOLS OFFERING PRESCHOOL PROGRAMMES AND LOCATIONS:

- Australian International School, www.ais.com.sg/ *Serangoon
- Canadian International School, www.cis.edu.sg/ *Lakeside + Tanjong Katong
- Chatsworth International School, www.chatsworth.com.sg/ *Orchard + Bukit Timah
- Dover Court International School, www.nordangliaeducation.com/our-schools/singapore *Dover
- Dulwich College (Singapore), www.dulwich-singapore.edu.sg *Bukit Batok
- GEMS World Academy, www.gwa.edu.sg *Yishun
- GESS, www.gess.sg *Dairy Farm
- Hollandse School Preschool, www.hollandeschool.org *Bukit Timah
- Nexus International School, www.nexus.edu.sg/ *Holland
- Overseas Family School, www.ofs.edu.sg *Pasir Ris
- Singapore American School, www.sas.edu.sg *Woodlands
- Sir Manasseh Meyer International School, www.smm.edu.sg *Sembawang
- Stamford American International School, www.sais.edu.sg/ *Serangoon
- Swiss School in Singapore, www.swiss-school.edu.sg/en/ *Bukit Timah
- Tanglin Trust School, www.tts.edu.sg/ *Portsdown Road
- United World College South East Asia, www.uwcsea.edu.sg *Dover + Tampines
- Bright Juniors, www.brightjuniors.com.sg/find-your-closest-centre/
- Brighton Montessori, www.brightnontessori.com.sg/
- British Council, www.britishcouncil.sg/pre-school
- Cambridge, www.cambridge.school/locate-us-singapore-booking
- Carpe Diem, www.carpediem.com.sg/our-centres/
- Cherie Hearts, www.cheriehearts.com.sg/find-your-closest-centre/
- Chiltern House, www.chilternhouse.com.sg/centres/
- Dream Kids, www.dreamkids.com.sg
- Emile, www.emilepreschool.com/wp/ *Gifted + STEAM focus
- EtonHouse, www.etonhouse.com.sg/schools/
- Le Petit Gaulois, www.lespetitsgaulois.wixsite.com/lespetitsgaulois *French/English
- Learning Vision, www.learningvision.com/
- Little Skool House, www.littleskoolhouse.com/
- Lorna Whiston, www.lornawhiston.com/
- Maple Bear, www.maplebear.sg/
- Mindchamps, www.mindchamps.org
- Montessori For Children, www.montessori.edu.sg
- Odyssey, the Global Preschool, www.theodyssey.sg/
- Pat's Schoolhouse, www.patschoolhouse.com
- Pink Tower Montessori, www.pinktower.edu.sg
- PMI, www.pmi.com.sg
- Raffles Montessori, www.rafflesmontessorikindergarten.sg/
- Rosemount International School, www.ris.edu.sg
- Schoolhouse By The Bay, www.schoolhouse.com.sg/
- Shaw's, www.shaws.school/
- Small Wonder, www.smallwonder.com.sg
- Two By Two, www.twobytwo.sg
- Waldorf Steiner, www.waldorfsingapore.com
- White Lodge, www.whitelodge.edu.sg

PRESCHOOLS WITH THEIR LOCATIONS IN SINGAPORE:

East preschools:

- Alphabet Playhouse, www.alphabetplayhouse.com.sg/
- Apricot Academy, www.apricotacademy.com
- Bibinogs, www.bibinogs.com

Central preschools:

- Alphabet Playhouse, www.alphabetplayhouse.com.sg/
- Blue House Nursery and International Preschool www.bluehouseinternational.com/
- Bibinogs, www.bibinogs.com
- Brainy Child, www.brainychildmontessori.sg/
- Brighton Montessori, www.brightnontessori.com.sg/
- Cambridge, www.cambridge.school/locate-us-singapore-booking
- Carpe Diem, www.carpediem.com.sg/our-centres/
- Cherie Hearts, www.cheriehearts.com.sg/find-your-closest-centre/
- Cherry Brook Preschool, www.cherrybrook.edu.sg
- Children's Cove, www.childrenscove.sg
- Chiltern House, www.chilternhouse.com.sg/centres/
- EtonHouse, www.etonhouse.com.sg/schools/
- Growing Up Gifted, www.gugifted.com
- Hi-5, www.hi-5school.com.sg/
- House On The Hill Montessori, www.houseonthehill.com.sg
- Kiddiewinkie, www.kiddiwinkie.com.sg/
- Le Clare, www.leclare.edu.sg/
- Learning Vision, www.learningvision.com/
- Little Hands, www.littlehands.com.sg
- Little Hands Montessori, www.littlehandsmontessori.com.sg/contact-us/
- Little Oaks Montessori, www.littleoaks.com.sg
- Little Paddington, littlepaddington.com/
- Little Skool House, www.littleskoolhouse.com/
- Little Village, www.littlevillage.com.sg/v2/
- Little Woodlands Montessori, www.littlewoodsmontessori.com
- Maple Bear, www.maplebear.sg/
- Mindchamps, www.mindchamps.org
- Newton Kindergarten, www.newtonkindergarten.com/
- Odyssey, the Global Preschool, www.theodyssey.sg/
- Oliviers, www.oliviers-french-montessori.com
- Pat's Schoolhouse, www.patschoolhouse.com
- Pegasus International Kindergarten, www.pips.com.sg/

- Pibo's Garden Preschool, www.pibospreschool.com
- Pink Tower Montessori, www.pinktower.edu.sg
- Raintrees International Kindergarten, www.raintreeskindergarten.com/contact-our-preschool/
- Swallows And Amazons, www.swallowsandamazons.com.sg/
- The Children's Place, www.thechildrensplace.com.sg/
- The Prep Place, www.theprepplace.com.sg/
- Tots & Teddies, www.tots-and-teddies.com/
- Viv's Schoolhouse, www.vivschoolhouse.com/
- Wee Care, www.weecare.com.sg
- White Lodge, www.whitelodge.edu.sg

West preschools:

- Bright Juniors, www.brightjuniors.com.sg/find-your-closest-centre/
- Brighton Montessori, www.brightnontessori.com.sg/
- Cambridge, www.cambridge.school/locate-us-singapore-booking
- Canterbury Cove, www.canterburycove.com
- Carpe Diem, www.carpediem.com.sg/our-centres/
- Cherie Hearts, www.cheriehearts.com.sg/find-your-closest-centre/
- Children's Cove, www.childrenscove.sg/
- Early Years Montessori, www.earlyyears.edu.sg/
- Hundred Thoughts, www.hundredthoughtspreschool.com/
- Learning Vision, www.learningvision.com/
- Little Green House, www.littlegreenhouse.com.sg/
- Little Skool House, www.littleskoolhouse.com/
- Mahota Preschool, www.mahotaeducation.sg/ *Outdoor/STEAM focus
- Maple Bear, www.maplebear.sg/
- Mindchamps, www.mindchamps.org
- Our Children's House, www.ourchildrenshouse.com.sg/
- Pat's Schoolhouse, www.patschoolhouse.com
- The Little House Montessori, www.thelittlehousemontessori.com/
- White Lodge, www.whitelodge.edu.sg

South and Sentosa preschools:

- Carpe Diem, www.carpediem.com.sg/our-centres/
- Cherie Hearts, www.cheriehearts.com.sg/find-your-closest-centre/
- EtonHouse, www.etonhouse.com.sg/schools/ (Sentosa)
- Lorna Whiston, www.lornawhiston.com/
- Little Skool House, www.littleskoolhouse.com/
- Maple Bear, www.maplebear.sg/
- Mindchamps, www.mindchamps.org

North preschools:

- Bright Juniors, www.brightjuniors.com.sg/find-your-closest-centre/
- Brighton Montessori, www.brightmontessori.com.sg/
- Cambridge, www.cambridge.school/locate-us-singapore-booking
- Carpe Diem, www.carpediem.com.sg/our-centres/
- Cherie Hearts, www.cheriehearts.com.sg/find-your-closest-centre/
- Learning Vision, www.learningvision.com/
- Little Green House, www.littlegreenhouse.com.sg/
- Little Skool House, www.littleskoolhouse.com/
- Maple Bear, www.maplebear.sg/
- Mindchamps, www.mindchamps.org
- Nature Stars, www.naturestars.sg/
- Pat's Schoolhouse, www.patschoolhouse.com
- Small Wonder, www.smallwonder.com.sg



THE REGGIO EMILIA PHILOSOPHY

The Reggio Emilia Philosophy is an innovative and inspiring approach to early childhood education, which values the child as strong, capable and resilient; rich with wonder and knowledge. The programme allows children to explore and discover in a supportive and rich environment, where the curriculum is created around the children's interests.

So, what exactly is the Reggio Emilia philosophy? To help improve your understanding of this philosophy, here is a quick introduction.

First, it is important to realise that the Reggio Emilia philosophy is simply that – a philosophy. Education centres that are guided by it are not 'Reggio Emilia accredited' as there is no formal process for this. The philosophy simply guides the decisions of teachers in how they approach education. To understand it better, it's important to know the three core principles of the Reggio Emilia philosophy: the child, the environment, and the teacher.

The child

The Reggio Emilia philosophy values the child as central to their own learning, not simply an empty vessel waiting to be filled with knowledge. Children are able to pursue their own interests and revisit and build upon ideas at their own pace. You may have heard of something called the '100 languages of children'. This concept recognises that children have multiple ways of thinking, playing, exploring, speaking and doing. The Reggio Emilia approach encourages children to use every tool they have to express themselves.

The environment

A Reggio-inspired environment, often referred to as 'the third teacher', is one that is open and free-flowing. It enables uninterrupted exploration, play and learning. Outdoor spaces are valued just as highly as formal classrooms, and the design of the space should allow children to move freely between the two. In addition, it is important that children have free access to stimulating resources, as they cannot be the owner of their learning journey without this.

The teacher

Teachers are encouraged to observe children rather than to direct them. It is important that children are allowed to experiment in their own way, make mistakes and find new solutions. The role of the teacher is to gently move students towards areas of interest to them, and this can only be done through careful observation carried out over time.

The benefits of the Reggio Emilia approach

1. Encouragement

Children in Reggio settings are active constructors of knowledge, who are encouraged to be 'researchers'. Most of the educational experiences within Reggio take the form of projects, where children have opportunities to actively participate, explore and question things. There is also a very strong emphasis on the social development of children as part of the community and their relationships to other children, their families and teachers.

2. Explorative

The Reggio approach starts from the premise that children use many different ways to express their creativity, understanding and thoughts (the 100 languages). This perspective has been endorsed by many artists, who state that these different ways of thinking, exploring and learning are expressed through drawing, sculpting, music, dance and movement, painting and drama.

3. Problem solving techniques

Children are given learning projects that provide extensive research opportunities, including real-life problem solving among peers, and opportunities for creative thinking and exploration. The children are placed in small group settings with projects and are introduced to materials, questions, and opportunities that provoke children to further explain the topic.

Blue House Nursery and International Preschool: Loose parts play



“The beauty of playing and constructing with “loose parts” is in its ability to ignite imagination and creativity in children, whilst offering experiences that hone spatial awareness, tactile sensitivity, social constructs and layout neural pathways through self-directed experiences that simply cannot be garnered from a “one-outcome only” expensive electronic toy.

To the untrained eye, “loose parts” might be mistaken for simply throwing together objects of no discernible purpose within the preschool setting, such as a plastic crate and tubes, wooden twigs and acorns of varying sizes or metal chains and magnets that clink around noisily in a metal pot. Loose parts can consist of natural or man-made materials, such as twigs, pebbles, acorns and leaves or rubber tubing, balls, and rings, metal washers, screws and bolts and even plastic jar lids, detergent caps and so on. The list is endless.

At Blue House, those items can be carried, moved, taken apart or combined in ways that create a symbolic representation of what a child’s story is. A crate becomes a house for a puppy (that happens to be a ball of wool) and a plastic tube becomes a tool of experimentation for testing how fast a ball can slide out the other end compared to a wooden ball. Castles, robots, dragons and skyscrapers are magically brought into existence by materials that appear random and varied in texture, shape and size.

When children use objects in representational ways, their imagination is exercised as children visualize or relate a shape or form to what they try to represent with these loose parts, within spaces that offer an open-ended conclusion (or an opportunity to further extend creativity after new ideas come to light).

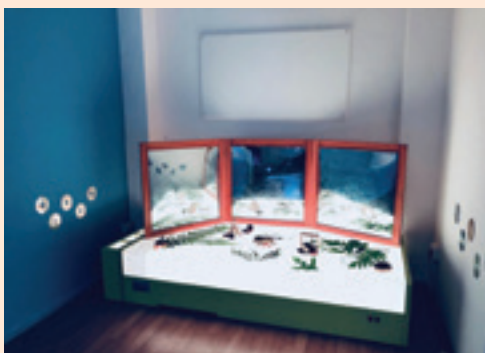
Experimentation of how objects can be combined, to create vertical or horizontal three-dimensional constructions, help children test balance points, observe gravity, weight and surface mass. Imagine trying to stack a variety of objects one atop the other but with each piece being of different characteristics. The amount of lateral thinking and problem-solving skills involved to test various





combinations that work towards your desired construction takes a great deal of perseverance and observation of how each material's features affect the overall outcome.

Engaging with loose parts also offers young children tactile input on the various materials around them. Instead of the store bought plastic toy that only does one thing, a basket of wooden twigs, metal washers, rocks, elastic bands and colourful ribbon offer opportunities to experience flexibility, knots, twirling and wrapping one thing around another. The tactile and visual exploration offers various avenues of deductive reasoning on how each material reacts to different forces and movements in little hands.



Freedom to play with these objects in the way that makes sense to them allows children to engage with materials on different levels and with others in ways that are not limiting. With ample supply of loose parts provided ahead of time within the play area, these items do not restrict children's desires to share social experiences whilst manipulating these objects.

The sharing of exploration and adding to each other's theories and ideas makes way for communication, negotiation, planning, execution of ideas and to create a shared project of play that offers learning from playmates.

When guided with skilful intervention by an observant Educator, 'loose parts play' paves the way for independent discovery and inspires curiosity. Through the introduction of materials that might be unusual in the home, or normally out of reach, we can extend children's excitement of these "new toys" and marvel at the inventiveness and revelation that is the essence of childhood".

For further information, visit:
www.bluehouseinternational.com

BILINGUAL EDUCATION

What is a bilingual education?

A truly bilingual education involves teaching academic content in two languages – a native and a secondary language. It involves the almost equal utilization of two languages as a means of instruction for students and is considered part of or the entire school curriculum.

What are the benefits of a bilingual curriculum?

Years of research shows that bilingual education can strengthen the executive function of a child's brain. Because bilingual students are taught to use two languages at the same time, switching consistently, it develops skills for functions such as inhibition, switching attention, and working memory. Hence, students who are being educated bilingually, often perform better on tasks which require multi-tasking, decision making and problem-solving, even though they have nothing to do with the actual use of the language. They are also supposed to be stronger in Math concepts, words problems, logical thinking and memory retention.

Many national and international preschools in Singapore offer a bilingual English-Mother tongue or English-Mandarin curriculum where both the English and second language teachers are co-partners and

are present in the class the entire time. Oftentimes, the instruction is exactly half and half making it truly bilingual.

Let us start with Mother tongue bilingual schools. Being away from extended family and friends, children at times lose the skills of their parent's native language, simply because they do not hear it as often as they would in daily interactions in their home country. The exposure to their native language is largely from their parents at home. In today's mixed society, even having parents from the same language background is getting less common, and hence languages are lost to children. Choosing a bilingual programme from one's home country is a good way to inculcate values, cultures and verbalisation skills. Research shows that keeping up one's native language has several positive effects, and another one is setting the ground for multilingualism. Some national schools in Singapore do an excellent job of this.

On the other hand, many parents, whether residents of Singapore or those who have recently moved to the city, choose a bilingual Mandarin preschool. For expat parents, the opportunity to immerse their child in a bilingual programme at a young age is something very special. Starting



language development as early as possible is always encouraged. Imposing languages to children who are older at primary or secondary levels may prove rather difficult. Moreover, not getting enough of the language at home, it is good to have maximum exposure in school with their friends and teachers. It is crucial for parents to learn more about the curriculum of the school, its teachers and possibly even sitting in during a trial class. They will then be able to make an informed decision as to whether their child will be happy in school, feels settled in a classroom full of children speaking in an unfamiliar language, and be inspired to learn Mandarin.

Shortlist preschools that offer interactive and fun programmes. Most little ones learn best through play, when they are involved in conversations and when they are engaged. When it comes to embracing the learning of Mandarin, a curriculum that incorporates 'learn, play, and discover' through a selection of structured, unstructured, and routine activities provides the best language opportunities for children. This allows them to create, explore and discover and offers many opportunities to develop their social, emotional, motor, language, and cultural skills.

Private international schools (mother tongue bilingual)

1. Canadian International School (CIS): Canadian International School is one of the pioneers of delivering a strong bilingual programme in Singapore. With their proven track record and reputation, they now offer an English-French bilingual programme at their Lakeside campus for Grades 1 and 2. Each class has two qualified teachers - one English speaker and one French speaker. Instruction is fully aligned to the International Baccalaureate Primary Years Programme and students have equal exposure to both languages with classes in English one day and French the next.

2. GESS: Starting in August 2018, GESS offers the German-English bilingual track in Kindergarten at their new campus in Dairy Farm. They hope to carry this programme through into primary school in the coming years. The programme works on a 50-50 split, with a German teacher doing the morning session followed by the English session by the afternoon session in English and vice versa.

3. Lycee Francais De Singapour: Students can join the Anglais + Program (a French-English program where lessons are taught in both languages equally) from Kindergarten to Grade 5. This model has worked well for the school for many years and with the growing interest in bilingual education, it will carry on being a popular choice.

Private international schools (Mandarin bilingual)

1. Canadian International School (CIS): One of the first schools to offer the bilingual immersion programme, they have seen it grow very successfully from Kindergarten well into Middle school. The syllabus is fully aligned to the IB Primary Years Programme (PYP), promoting intercultural understanding and inquiry-based learning as they study in Singapore. Students attend classes (with the respective teacher) in English one day, and in Chinese the next, ensuring equal exposure to both languages. Additional Chinese language acquisition classes are taught five times each week by separate native speaking teachers with students grouped according to their proficiency levels.

2. Dulwich College (Singapore): The Dual Language approach in the early years (DUCKS) gives children an opportunity to become comfortable speaking two languages at an early age. Lessons are taught by a native English speaking teacher with a Mandarin speaking assistant teacher. Within the framework of the English National Curriculum, linguistic development in both languages receive equal attention and are tailored to meet each child's individual needs. Alongside the dual language environment, children from reception have set Mandarin sessions every day.

3. Hillside World Academy (HWA): The school strives to be both bilingual and bicultural, half the teachers in this school speak both English and Mandarin fluently and use it every day across all subjects. Their 'Dual Language' programme refers to the bilingual and near bilingual emphasis in Kindergarten and all the way through to upper Primary school. They offer exchange programmes with their sister school in Beijing to experience an authentic Chinese lifestyle and practical use of Mandarin.



4. Singapore American School (SAS): A few years ago, Singapore American School launched the Chinese language and cultural immersion programme to their youngest grades to an excellent response. Students work towards fluency while building the foundation for continued academic success. Through the bilingual program, students have language opportunities integrated into every moment, allowing them to have a deep understanding of the language and culture and to eventually become global citizens.

Bilingual preschools and childcare centres

Bibinogs offers a play-based Mandarin immersion preschool, with small class sizes and friendly teachers. Adult-accompanied and drop-off programmes start from six months of age.

Offering little kids a stimulating and fun environment, the fun and interactive Mandarin Early Childhood Programme at **Eton House Preschools** around Singapore are for children one and a half to six years. The schools offer an inquiry-based curriculum, children are taught solely in Mandarin in the nursery years before progressing to a bilingual environment once they reach kindergarten.

LEAP Schoolhouse offers a popular bilingual preschool programme for little ones eight months to six years, with alternate days of English and Chinese instruction. The school offers an integrated approach to learning, the children are constantly challenged to

ask questions and make inferences as they carry out language tasks in their classrooms.

Newton Kindergarten is a small church-based preschool with a full Mandarin immersion programme. Offering classes from playgroup to kindergarten, students complete their preschool education in a predominantly Chinese speaking environment, with an emphasis on interactive learning activities.

Two by Two School House also offers a parent-accompanied playgroup for babies from 18 months to three years. Their play-based, child-initiated approach merges project work with arts and fitness and is a ton of fun for littlies.

Joy Little Schoolhouse is the first Mandarin Immersion Child Care Centre in Singapore to deliver a curriculum, which capitalises on Howard Gardner's Multiple Intelligences, wholly in Chinese. Children from two to six are engaged in subject areas such as drama, healthy life skills, communication, Maths activities, Science exploration, Music and Arts & Crafts in Chinese. The curriculum is specifically tailored to support the optimal development of both the Chinese and English language in children across various age groups.

The Children's Place offers Mandarin and English (50/50) creative learning programmes for children age eighteen months to six years. The basic principle of the programme is to promote spontaneous creativity, free expression, and active learning.

MULTIPLE INTELLIGENCES

Vandana Rao, Client Services Manager
ITS Education Asia



The theory of Multiple Intelligences was developed in 1983 by Dr Howard Gardner, Professor of Education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. Vandana Rao explains her research on this and the strong implications for student learning and development.

The Multiple Intelligences approach is one that is becoming widely-adopted by pre-schools in Singapore. Vandana Rao explores how the approach came about, its impact on education, the key features of a Multiple Intelligences classroom, and how your child can benefit from it.

Background on Multiple Intelligences:

Based on his research, Gardner theorized that there are multiple types of intelligence that affect how we process and comprehend information. His work encouraged those in the field of education to recognize that children's thinking and learning skills vary widely from child to child. One size really does not fit all, and teachers should determine how students learn best and should then adapt their teaching strategies to maximize that intellectual ability and ensure student interest. This would ensure that students have a better understanding of materials introduced in class. This gave rise to the recognition of the need to develop alternative teaching methodologies and means of assessment. Gardner's research suggests that more emphasis is needed on meeting the needs of learners who have strengths

such as artistic, musical, or bodily/ kinesthetic intelligence. The theory suggests that because of their learning differences, many students do not process information effectively when it is presented in traditional ways. While some prefer listening and imbibing, other prefer visual learning while some others learn best using tactile methods of feeling and touching. He also suggests that many children who are labelled as underachievers may actually be learners whose needs are not being met by traditional methods of instruction. Gardner's work indicates that if students are not learning when taught in traditional ways, teachers should try using other methods to help students understand their own strengths and weaknesses.

Multiple intelligences include:

- 1. Verbal/ linguistic intelligence** – Typical characteristics are strong verbal, or language-based intelligence. People exhibiting this form of intelligence have a strong command of their language and how it is used. They are often very good writers and public speakers, good at debating or giving persuasive speeches. They also have the ability to explain things well and use clever wordplay and humour when telling stories. They do well in the fields of writing, journalism, teaching, lawyers, public speakers, diplomats, and so on.
- 2. Logical/ mathematical** – People with these strengths are adept at using numbers and solving mathematical problems. They are logical and orderly thinkers who often enjoy sciences, computers, statistics and other math-based subjects. People who are strong in logical-mathematical intelligence are good at reasoning, recognizing patterns and

logically analyse problems. These individuals tend to think conceptually about numbers, relationships and patterns. They have good problem-solving skills with complex computations and like conducting scientific experiments. They make good scientists, bankers, accountants, engineers and anything related to the field of technology.

3. Visual/ spatial – People who are strong in visual-spatial intelligence are good at visualizing things, directions and following maps, interpreting graphs and charts, recognise patterns easily and are good with putting puzzles together. They are likely to enjoy subjects that heavily involve visual elements such as architecture, art, photography, and graphic design and make good architects, engineers, artists, designers and will thrive in related fields.



4. Bodily/ kinaesthetic – Some people are just adept at hands-on learning and manual tasks. They have excellent hand-eye coordination and good physical body control. They are often athletic and agile showing high levels of dexterity. They may also enjoy crafts, carpentry, mechanical activities and show an aptitude for this from a young age itself. These characteristics are often seen in dancers, athletes, martial arts experts, gymnasts, actors and those who like to create with their hands by the sheer act of doing – like sculptors, chefs, builders, carpenters and jewellers.

5. Musical/ rhythmic – Typical traits are to have well developed skills in the ability to create music, recognise patterns, rhythm and sound and an appreciation for the subject. They are likely to enjoy listening to music, performing music, and may respond well to learning through songs as children. They have a flair for playing instruments and can ‘play by ear’, recognise tone and pitch, memorise lyrics to



songs easily and make great musicians, composers, singers, conductors, music teachers and similar fields. People with this ability often treat it as a hobby, rather than full-time careers.

6. Interpersonal – These are people who have the gift of making friends, being the life of the party and generally just popular in any age group of friends. Those who have strong interpersonal intelligence are good with understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. They make great communicators both verbal and non-verbal, are able to see things from different perspectives, show empathy, good tact and diplomacy and are able to resolve conflict and create positive relationships. The popular catchphrase for them today is ‘people’s person’. This is an extremely strong skill and can be used in any field of work – but mainly in counsellors, salespeople, front office personnel, airline crew, public relations, communications, marketing, politicians, etc.

7. Intrapersonal – Constantly labelled introverts as they tend to be isolated in their thinking, people with these traits are usually self-reflective and good analysts. They understand ideas based on their own experiences and opinions. They have very high levels of understanding their own self, deal well with stress, are usually calm in difficult situations and explore relationships with others slowly, eventually forming deep friendships. They understand themselves really well – something which in reality is very hard to do. They make good philosophers, counsellors, mentors, scientists, fields that require a lot of quiet thinking and analysis, doctors, writers and judges.

8. Naturalist – Very apt in today’s day and age, those with naturalistic intelligence are able to be one with

nature and are environmentally conscious. This is one of the most recent additions to the theory of Multiple Intelligences and has been met with some resistance. Those with these traits have a well-developed interest in the natural world and are driven to nurture the environment, learn more about different species of plants, animals, and the universe. They enjoy geology, biology, and other natural sciences. They are highly aware of subtle changes in the environment and are happiest outdoors, gardening, trekking, exploring and being one with nature. They show an avid interest in botany, zoology, biology and make good conservationists, researchers, environmentalists, organic farmers, travel writers, etc.

The Multiple Intelligences classroom

Pre-schools that adopt the Multiple Intelligences approach in Singapore typically have the following classroom features:

- Different specialised 'learning areas' that are designed to develop each type of intelligence.
- Activities that are designed to focus on one or a few of the intelligences at a time.

- Assessment on each of the intelligences using a variety of factors, rather than on a generic test.
- A well-balanced mixture of indoor and outdoor activities. How Does This Approach Benefit My Child?
- Children weak in a specific intelligence will be identified and given the opportunity to develop that intelligence.
- Your child will be able to develop each of the 8 intelligences, setting the foundation for becoming a well-rounded individual.
- Your child will be able to discover his or her strengths and work towards building on those strengths for the rest of their lives.
- By recognising that each child is "intelligent" in his/ her own way, naturally acts as a booster for the child's self-confidence and self-esteem, all of which is critical in determining one's learning attitude in later years.

As we move forward with new methods of teaching, this is surely one that should be looked into closely.



Singapore American School Chinese Immersion Programme



A day in Chinese immersion hubs

By *Kinjal Shah*

I had never attended a language immersion class before, and I was excited to discover the Chinese immersion hub at Singapore American School.

Zhang and Li Laoshi and Xi and Yan Laoshi were happy to have me and ran through their program for the day, letting me know that they will not be speaking in English at all.

One hub. Two teachers. Two instructional assistants. 29 students. Fifteen with Ms Julie Zhang, and another 14 under Ms Holly Xi. A hub of two full-curriculum kindergarten Chinese language immersion classes enables teachers to collaborate while moveable walls and distinct learning spaces provide flexibility to best instruct and facilitate learning.

8:00 a.m. Students started trickling in, curious about the stranger in the room but ignored me for the rest of the day.

Nǐ hǎo (hello)! Zǎoshang hǎo (good morning)!... Nǐ hǎo ma? (How are you?) filled the room and finally, both sections of the room settled down awaiting further instruction.

The morning meeting saw students greet each

other and their teachers, talk about their favourite colours, animals, and foods, read the date, and even take attendance—all in Chinese!

Qǐng ānjìng (please be quiet), Wǒmen yìqǐ chàng gē (let's sing a song together), and hěn hǎo (very good), were words I heard all day.

My eye caught two very different personalities in this amazing little world of kids who were adventurous enough to explore and enjoy this little slice of Chinese culture. One, a shy little girl called Stella. The other, a bubbly, cheerful personality—Florence. I tried to see the day through their lens.

8:30 a.m. Math time. I've never learned mathematical concepts in another language, so I was excited to see how this could be accomplished. The classes were combined and with the roll of a die, flashcards, and little toy animals, children explored numbers.

The next 30 minutes offered insight into how students were being trained to read, write, and even think in Chinese. This was far more than a bilingual program. It was a truly immersive experience.

9:00 a.m. Recess. Snack time. Playtime. I chatted with a couple of girls about what they thought of learning Chinese.

"It's hard but fun."

"I love singing in Chinese."

Handing over a banana, "Can you please help me peel this xiāngjiāo?" Another says "This is a cǎoméi (strawberry)."





Whoa! Two weeks into school and they were already using Chinese words in conversation.

9:30 a.m. Mr Pearson, the counsellor came in to talk about learning goals for students. Starting with why they came to school, he asked each student what they hoped to achieve through the year.

10:15 a.m. If I were a kid, this would be my favourite part of the day. Out came play dough, ice-cream sticks, and a table-top clock set up at stations across the room. Kids could walk over to the activity of their choice and make Chinese letters from the materials provided, or spin the clock hands to try and read the time. What an amazing way to learn how to write before they actually learn how to write characters.

A dedicated administrator—Ms Sally Lean—who has lived in China for almost two decades, the elementary school admin team, the kindergarten Professional Learning Community team, and even counsellors who speak Chinese team up to ensure that best practice models are implemented in immersion classrooms.

11:05 a.m. Lunch, Recess, Play

11:55 a.m. Here, one class went swimming and the other for music. These specials, as well as English Literacy Acquisition classes, are conducted in English.

The immersion program model is a 75/25 model,

meaning 75 per cent of daily instruction is in Chinese, with the other 25 per cent in English (mainly specials of art, music, PE, and English/language arts). This means that all their classroom learning is in Chinese, so the students don't just learn a language, they use the language for learning.

12:35 p.m. The students head on to Kevin Donaghey's class for English Literacy Acquisition (ELA). Donaghey's daughter is also part of the Chinese Immersion class and I asked him why he and his wife chose to opt for the immersion curriculum instead of the regular program? He responded, "Why not? I can teach my kids English, but where are they going to be able to experience this level of language and cultural immersion at this age? Even when we go out to eat, I get my daughters to place their orders in Chinese, and it's an amazing experience!"

Students enjoyed English writing practice and activity stations, exploring word building. Florence was pretty quick with her writing work and it didn't take her long to get the hang of the activities that followed.

1:15 p.m. Back in their hubs, students learned about family. Teachers put up family photos and taught students how to address their bàba, māma (parents) and xiōngdìjiěmèi (siblings). This was followed by a sing and dance session teaching family relationships. I was amazed to see students knew the songs, especially when it came to the chorus. It was great to see Stella dance and open up!

1:45 p.m. Back to exploring mathematical concepts in Chinese, with rolling the die, and playing with different objects and toys. Stella and some other kids had the opportunity to roll the die and responded to questions, getting an instant confidence boost.

2:35 p.m. Immersion students attend Perceptual Motor classes. It's a great way for kids to acquire and improve movement accuracy.

3:00 p.m. Queueing up to go home! Say Zàijiàn (goodbye) to teachers and friends!

For further information,
visit: www.sas.edu.sg

TOP 10 INDOOR ADVENTURES

1

ARTSCIENCE MUSEUM

Let your tyke's imagination go wild in the 50,000 square foot space with roaming exhibitions from the classics to contemporary. Look out for the ArtScientist Workshops for kids.

2

SUPERPARK SINGAPORE

Designed with Finnish heart and Finnish know-how, SuperPark is a unique, purpose-built, indoor activity park where people of all ages and sizes come here for movement, friendship, and fun.

3

PLAYtopia Indoor Playground

Indoor playground within a library? Love it! What's more, the entire play area looks as if it's constructed within a gigantic ball pit. Teeming with slides, slides and more slides, this indoor play arena was created in collaboration with Pororo Park.

4

KINETICS

If your kiddos seem to be climbing your walls these days, get them out of the house and actively climbing walls in a safe and fun environment at Kinetics, Singapore's indoor bouldering and climbing facility.

5

MARITIME EXPERIENTIAL MUSEUM & AQUARIUM

Little hands are encouraged to explore and interact with what's on show at the Maritime Experiential Museum and Aquarium (MEMA). The glass and steel building houses tons of interactive displays and an exhibition dedicated to the history of the maritime Silk Route.



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TOP 10 INDOOR ADVENTURES

6

CLIP N' CLIMB

Looking for an action-packed, revolutionized climbing experience for you and the kids? This theme park climbing facility features thrilling, colorful climbing challenges with different difficulty levels suitable for all levels of climbers.

7

SINGAPORE ART MUSEUM

SAM currently hosts the world's largest public collection of modern and contemporary Southeast Asian artworks. Get a group together for your own private storytelling and writing workshops, as well as speech and drama performances.

8

SINGAPORE NATIONAL LIBRARY

At over 58,000 square meters, Singapore's National Library has something for everyone! The Central Public Library, located in the basement, is home to the world's first green library for kids.

9

WESTGATE WONDERLAND

Going shopping with the kids in tow is no problem at Westgate Wonderland, the mega outdoor playground on top of Westgate Mall. Step into a whimsical fantasy garden, teeming with gigantic insects, giant replicas of flora and fauna, and a ten-meter high treehouse as its centerpiece.

10

LET EM' PLAY

Let 'em Play is Singapore's new family-centric edutainment hub located in the West, where they offer a wide range of activities and programs that are suitable for both adults and children.



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PRIMARY SCHOOLS IN SINGAPORE



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FINDING AN INTERNATIONAL PRIMARY SCHOOL IN SINGAPORE: THE INSIDE SCOOP

Vandana Rao

Client Services Manager

ITS Education Asia

Primary school education is usually offered to children seven to twelve years old.

It is sometimes called an Elementary school and is compulsory in some parts of the world. As these formative years are when the basics of math and language literacy are taught, it is extremely important to choose a school that offers a strong foundation in the primary years. To many children, it is the first taste of a 'big' school, and the switch from kindergarten can be initially daunting to young children.

The easiest transitions are made by kids with siblings already attending the primary school. The most difficult transitions are for those who move to a primary school with no familiar faces of classmates from kindergarten or even their local playground. However, children are resilient and it is surprising how quickly they actually settle into their new school. Questions to bear in mind when shortlisting a primary school:

1. Which curriculum will best suit my child's educational needs? This is one of the most important criteria to bear in mind when shortlisting schools. A family's personal circumstances, passport they hold and general understanding of what will consequently suit their child in the long term is very important. If a family is sure about repatriating to their home country, the decision is easy. If a family holds the passport of a country where secondary and tertiary education is offered free of cost, this is another similarly straightforward decision. However, families that are used to constant movement every few years must consider the wider scope of curricula available and choose what they think will suit their child best.



2. What is the waiting list situation? While a school may be the absolute perfect fit for your child, a long waitlist is not ideal. If circumstances are such that you can apply earlier and get a place just in time for a primary school start, it is the ideal situation. Oftentimes transfers are not timed so perfectly and a long wait list in your top choice school is possible. At times like this, most families will place their child in the school they have as the second choice, bearing in mind that either they stay there the whole time or transfer schools once space becomes available in the preferred school. It could just be that the second choice school works out just fine for the period of a family's stay in Singapore.

3. What second languages are taught at the school? While most schools teach the curriculum in English, the second language is equally important. In today's day and age, most children are bilingual and sometimes trilingual and to maintain the language level, there must be exposure to it in school. It is hence important to understand how the second language is taught, how many times a week, and the quality of the language teachers.

4. What are the class sizes and teacher-student ratios like? As Primary school is usually a child's first foray into a large school, a class size that is large enough to have an interesting mix of genders, nationalities and interests is important. A very small class size may make a new child stand out and feel awkward, whereas a very large class could make a child feel lost in a crowd. Ideally, a good primary school class size is 16-22 children with a teacher to student ratio of 1:10 on an average.



5. What does the leadership team have in mind for the future? It is good to understand the vision, ethos and leadership style of the board of directors and heads of school. Their passion, commitment and enthusiasm to maintain a good overall standard and their plans for the schools' future are a good indicator for you to choose a school. If their thinking is very similar to yours then you will find the decision making easier, especially if you want to stay long term.

6. How does the school deal with discipline? Every family has a different take on how discipline should be handled. Some families prefer a very strict code of conduct while others prefer a softer and more gentle way of handling it. It is also important to ask a prospective school how they deal with bullying and consider if it is a satisfactory answer and mirrors your ideas of discipline.

7. Will the extracurricular activities offered be of interest to my child? Given the plethora of after-school activity choices from horse riding to golf and parkour to rock climbing, it will help to identify ones that your child is passionate about and reconfirm if a school offers them. It is difficult to know at the start of primary school if your child will pursue them into the secondary section, but it helps in decision making. It is also a good idea to understand how an activity is worked into the curriculum and if it will help broaden his or her educational experience.

8. Does the school offer experiential learning opportunities via trips, community service and cultural immersion? Today, education is far more than just book knowledge. Does the school offer children the chance to take their learning and put it into actual practice? Do they inculcate in their students the feeling of belonging to a society and make them good global citizens? Do they help children step out of their comfort zones and immerse themselves in different cultures and communities?

9. What is the level of parent engagement in the school? Parents like to be involved in the initial settling in of a child and many like to continue with some form of involvement, either at the class level or on a larger scale with the school community. The extent of parent engagement is palpable with a visit to the parent association and this could also influence your decision. A warm welcoming feel is all that is needed to make a school feel special to a family. An open door policy on matters of concern regarding a child's well-being is also something to look out for.

10. Where is the school located? If some schools on your shortlist are similar in many respects, then shortlist them using the distance to your home as a criterion. It makes the child's commute short and easy and also makes it convenient to visit the school to volunteer, drop off and pick up should you not want them to take the school bus.



GEMS World Academy (Singapore): Building Confident Learners



By Mike Gilmour, Deputy Principal Early & Primary Years at GEMS World Academy (Singapore)

As the education landscape continues to evolve, the focus shifts from content-driven learning to a concept based, skills-focused pedagogy.

At GEMS World Academy (Singapore), we are acutely aware that our role as educators is to prepare students for a rapidly evolving world in which the future is not clearly defined. So we constantly ask ourselves what skills do students require to be successful in the future? Skills that will allow them to function in positions of responsibility that have not been invented yet. In addition to the required skills, we also continually assess what knowledge students need to acquire to be successful.

One area that we work hard to develop in students is confidence. While confidence is not a skill, it is a by-

product or characteristic of a highly engaged learner who is learning within a supportive environment.

Confidence can be seen throughout a student's learning journey and it does not always have to take on the form society typically classifies as confidence. A student's confidence can be displayed personally in their approach to a new concept or learning engagement. Or, it can be seen in how students collaborate with one another in group learning settings as well as in more formal settings in school assemblies and projects.

In order to develop confident students, a school needs to create an environment in which confidence is modelled and encouraged. Modelling confidence for students, like all other areas of learning, is a vital component.

Students will interpret and action what educators do way more than what they say. If a teacher models confidence through their passion for a topic, this will influence the students approach to the topic way more than what is said. I believe that there are three key areas required in order to develop confidence within students.





of a risk-taking environment where students and staff are encouraged to attempt new things in their learning without the fear of failure. For too long society has determined that failing or making mistakes is bad, and therefore we have evolved into a risk-averse society where people are so fearful of making mistakes that they seldom attempt anything out of the norm. Creating an environment where we model risk-taking for students allows students to develop a confidence that is not restricted by the fear of failure. When this is in place, failure simply becomes part of the learning journey, or inquiry cycle as we refer to it.

Student Agency

Student Agency is a key component of student confidence, as students will always be more engaged in a topic that they are passionate about. In fact, all human beings are more engaged in topics they are passionate about! So as a school it is vital that we are empowering our students to have a voice in their learning. Ultimately, students should be driving their own inquiries with the support of the educators. For too long the model was reversed, whereby educators would drive the direction of all student learning. This model leads to a disengaged student population who are not passionate about their learning and therefore display limited motivation and confidence. Creating an environment where students are engaged in their learning journey and are passionate about what they are learning will lead to student confidence.

“Supporting students as they learn is important”

Risk-Taking Environment

Supporting students as they learn is important. However, in order to create confident students, we need to take it one step further. A generally supportive environment is simply not enough. We actually require the formation

Individual Value

The final area that I feel is vital for the development of student confidence is understanding individual value. As a school, it is one of our objectives to help students identify what they are passionate about, but also to realise the value they have as an individual. When one truly knows their intrinsic value and what they offer the world, they are then confident to share that. As educators, we work hard to highlight student value as we remind students that all perspectives and passions are important. Individuality is critical to student confidence and identification of purpose.

Building confident learners is a priority for any school but needs to be seen as a by-product of the three areas mentioned above. Forcing students, for example, to speak publicly in order to demonstrate their confidence will do the exact opposite as confidence has to be authentic.

Create the correct environment for confidence to develop and then observe as students develop their own confidence in line with their passion.

For more information visit www.gwa.edu.sg

IMPORTANCE OF CHOOSING THE RIGHT CURRICULUM

The word curriculum is a bit daunting to non-educators. Sometimes it seems so vast that it encompasses everything and at other times it seems so vague it appears to be all fluff. So how do you tell which school curriculum in Singapore is best for your child?

Basically, each school's curriculum defines what students are expected to understand in every subject area at each grade level. It provides the teachers with the path to what they are to teach, how they are to teach it and how they are to assess what the students have learned. A curriculum at all schools is aligned with standards and benchmarks, assessments and practices.

In Singapore, the international school market is dominated by three different systems of education: American, British, and International Baccalaureate. No matter which of these parents choose, their children will learn mathematics, science, literacy and social studies. But there are differences with how they are taught.

An effective curriculum provides teachers, students and parents with a measurable plan and structure for delivering a quality education. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. An evidenced-based curriculum acts as a roadmap for teachers and students to follow on the path to academic success.

Finding out about each curriculum style is important – because one may suit your child more than another. Try to assess what type of child you have: are they sporty, academic, quiet, free-spirited etc? Matching your child to the school's facilities and extracurricular activities is also important and might take precedence. Remember the school you choose will, along with your input, be responsible for shaping your child's social development and personality.

Also, your child's age will be a high consideration. Your child might be the youngest in the year for a British curriculum school but they might fall in the middle of the year group in another curriculum as different styles of education split children into academic years using different age categories.



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Canadian International School: New French-English bilingual programme for little ones



There are many international schools in Singapore. But there is only one that offers a French-English bilingual programme that is fully aligned to the IB PYP framework. In August 2018 the Canadian International School Lakeside campus launched a new French-English bilingual programme for children in Grades 1 and 2. Albana Bertin, CIS French teacher for the bilingual programme, explains the reasons why CIS launched this new programme.

How does CIS teach these languages?

All learning is done through inquiry. CIS is not a big fan of teaching language through textbooks. Instead, we try to use authentic materials – such as songs, stories, TV and websites – as much as possible and engage students in active, hands-on activities like acting out plays, cooking and participating in quizzes. We also place a strong focus on creating authentic experiences where

learning mirrors real-life activities. We don't translate. All learning is done through immersion.

There aren't many French-English bilingual programmes in Singapore. What is the object of CIS' programme?

We want to educate students to become bilingual, biliterate and bicultural in both French and English. We feel this will provide them with many cognitive advantages, such as improved concentration, mental flexibility and problem-solving capabilities. We also believe it will give them a competitive edge in tomorrow's job market.

Five years ago, we successfully launched a Chinese-English bilingual programme for students in kindergarten to Grade 6. After that, we developed a reputation as offering one of the best bilingual programmes in Singapore. We now believe we are well placed to offer an additional bilingual programme, this time French-English.

Tell us about a few key features of the programme.

Each class has two teachers – one English speaker and one French speaker. Instruction is inquiry-based and fully aligned to the International Baccalaureate Primary Years Programme (IB PYP). Students also have equal exposure to both languages – classes are in English one day and French the next.





What do you love most about teaching?

I love accompanying my students through their learning and seeing them progress. Watching how a new language offers them new ways for understanding the world around them is very fulfilling. I love helping them to understand each other better. It gives me hope that they will be more tolerant adults, world-savvy and culturally-sensitive.

For further information, visit:

www.cis.edu.sg/learning/french-english-programme



CHILDREN AND TECHNOLOGY: 8 WAYS TO FIND A BALANCE

By Vandana Rao, Client Services Manager
ITS Education Asia

“I want to put a ding in the universe” said Steve Jobs.

And what a huge ding it has been. There is not a single area of our lives untouched by technology. It has invaded our space and we have let it do so ruthlessly. It has changed the way we work, the way we socialise and most importantly, the way we think. One of the differences that have been most noticeable is the change in the way that children play and interact with each other from previous generations. Although technology does provide many positive benefits for learning, it also can have several negative effects on child development and quality of life.

One of the biggest differences in the way that children live today is that they don't get as much exercise as they used to. This is because technology such as computers, smartphones and television encourages them to be sedentary when they get home from school, as opposed to going outside and playing with other children.

Before we cast off technology as a societal evil, it must be accepted that technology can be both beneficial and harmful to different ways in which children think. This influence isn't just affecting children on surface thinking. Rather, because their brains are still moulding and developing, frequent exposure to overstimulating technological devices is wiring their brains in a different way to previous generations.

Exposure to technology isn't all bad either. Video games and other screen media improve visual-spatial capabilities, increase

reaction times, and the capacity to identify details among the clutter. Also, rather than making children stupid, it may just be making them different. The ubiquitous use of Internet search engines is causing children to become less adept at remembering things and more skilled at remembering where to find things.

Given the ease with which information can be found these days, it only stands to reason that knowing where to look is becoming more important for children than actually memorising the answer. Not having to retain information in our brain may allow it to engage in more “higher-order” processing such as contemplation, critical thinking, and problem-solving.

What does all this mean for children? The bottom line is that too much screen time and not enough other activities, such as reading, outdoor games, and good old unstructured and imaginative play, will result in children having their brains wired in ways that may make them less, not more, prepared to thrive in this crazy new world of technology.

How do we find a balance?

- **Walk the talk.** Because children follow what you do far more than what you say, limit your own media use. It's no use preaching about reducing screen time if you as an adult fall prey to it yourself. In fact, you'll be more available for and connected with your children if you're interacting



with them, getting them to help around the house, running errands for you, heading to a pool or sports area for some outdoor time or just simply an afternoon of board games.

- **Engagement:** If screens are interesting to both you and your children, then co-engage with your children when they use screens. It encourages conversations, social interactions, bonding, and learning. Play a video game with your kids. It's a good way to demonstrate good sportsmanship and gaming etiquette. Watch a show from your generation with them and you will have the opportunity to introduce and share your own life experiences and perspectives—and similarly try to understand theirs. Screen time should not necessarily be 'alone' time, and this can make the whole experience better.
 - **Sacred times:** Mealtimes at the dining table, larger family and social gatherings, and children's bedrooms at night time should be screen free. Talk about the school day, upcoming events like a birthday party or school play and engage conversation. It allows you an insight into your child's social life and allows them to articulate their thoughts and feelings. Recharge laptops and mobile phones overnight, outside your child's bedroom to help him or her avoid the temptation to use them when they should be sleeping. These changes encourage more family time, healthier eating habits, and better sleep.
 - **Time management:** When used thoughtfully and appropriately, usage of digital media can, in fact, enhance daily life. A video call to a grandparent many miles away is one such example. But when used inappropriately or without thought, media can displace many important activities such as face-to-face interaction, family-time, outdoor-play, exercise, and sleep. As a parent, set limits - kids need and expect them. Know your children's friends, both online and off. Know what platforms, software, and apps your children are using, what sites they are visiting on the web, and what they are doing online.
 - **Don't use technology as a babysitter:** Media can be very effective in keeping kids quiet, but it should not be the only way they learn to deal with boredom. Children need to be taught how to identify and handle strong emotions, come up with activities that are engaging without the use of an electronic device, or calm down through breathing, talking about ways to solve the problem, and finding other strategies for channelling emotions.
 - **Research educational apps:** More than 80,000 apps are labelled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than just a swipe or the push of a button. Read the reviews carefully and also who writes them. There are some established educational institutions and educators who blog about age-appropriate apps, games and programs to guide you in making the best choices for your children.
 - **Allow for some online downtime:** Contrary to the parent's generation, today's children get some respite from gruelling homework by spending some time on social media. Social media can support teens as they explore and discover more about themselves and their place in the grown-up world. They may have a constant stream of what you deem unnecessary chats online about trivial things, laced with emojis and silly selfies. It is part of the world they live in and if it is just chit chat and easy banter, do allow them some time with their online peers. Keep lines of communication open and let them know you're there if they have questions or concerns.
 - **Warn children about the importance of privacy and the dangers of social media:** Teens need to know that once the content is shared with others, they will not be able to delete or remove it completely. Just be sure your teen is behaving appropriately in both the real and online worlds. Many teens need to be reminded that a platform's privacy settings do not make things actually "private" and that images, thoughts, and behaviours teens share online will instantly become a part of their digital footprint indefinitely.
- The effects of technology on children are complicated, with both benefits and costs. Whether technology helps or hurts in the development of your child's thinking depends on what specific technology is used, how it is used and its frequency.

Outdoor learning

Roald Dahl once said, “The more risks you allow children to take, the better they learn to take care of themselves.”

Although most school children, in Singapore, do get to go on a field trip away from school once or twice a year, it often isn't the norm for students to enjoy nature as a part of their school day. Unfortunately, students who don't have the opportunity to learn outdoors may be missing out on opportunities to excel both academically and socially.

Exposure to outdoor learning brings multiple benefits, be it a feeling of adventure, a sense of oneness with the environment and a lifelong love for the outdoors or simply the health benefits from breathing fresh air.

Some of the other benefits include:

1. Students who get to experience an outdoor learning environment tend to be more attentive and, therefore,

have a better recollection of the information shared during an activity.

2. Children often have too much exposure to digital screens via television, iPads and phones. This can result in a 'nature deficit disorder', which may lead to academic and possible psychological issues. Outdoor learning allows children to hone in on the beauty of nature and re-focus.

3. Children who are exposed to outdoor environments naturally inspire children to be more physically active.

Considering all these benefits, outdoor learning may be something all schools should try to incorporate.

Two international schools, Australian International School and Tanglin Trust School explain about what outdoor learning experiences their students are exposed to.

“Now I see the secret of making the best persons, it is to grow in the open air and to eat and sleep with the earth.”

Walt Whitman

Australian International School: Taking learning beyond the classroom



The Australian International School's exciting Outdoor Education Program gives all students from Prep to Year 12 the opportunity to take part in an outdoor learning experience. Students will develop key skills such as teamwork, leadership and resilience, whilst broadening their awareness and appreciation of the natural environment. Head of Outdoor Education, Catherine Siew discusses the importance of Outdoor Education for today's children and their social, emotional and physical development

Tell us more about the Outdoor Education program at AIS...

AIS sees the tremendous value of reconnecting our students with the outdoor environment through a carefully structured, progressive outdoor education program. Now more than ever, with the pressures of digital technology, rising youth depression and increases in childhood obesity, we need to encourage our children

beyond the classroom and provide positive and enriching connections to nature.

The aim is for every child to enjoy their experience in the outdoors, whether it's a short day trip in the younger years of the school, or an extended 10 day camp in Secondary School. We encourage students on the program to push themselves outside of their comfort zone – it's really inspiring to see a child do something they



thought they could never do, and experience that sense of achievement and growth in confidence that comes with taking risks.

The outdoors is a wonderful level playing field, which gives every child the opportunity to be themselves, develop stronger social relationships, strengthen bonds with teachers, and more importantly gain a better understanding of themselves. Children grow through reflection and positive experiences, and we try to provide these experiences through the program.

What kind of outdoor experiences can students expect to take part in on the program?

The recent Year 4 outdoor trip was to Gunung Ledang in the Province of Johor in Malaysia. A group of 9 and 10-year-olds travelled to Malaysia to take part in activities such as river tracing, waterfall and jungle hiking, fire lighting, cooking damper, navigation and shelter construction. The objective of the trip was to take children outside of their comfort zone by exposing them to challenges in the outdoor environment. They encountered many physical, mental and social challenges including slippery rivers, challenging hikes, being away from mum & dad and living in a confined space with other students who they wouldn't normally mix with.

A highlight of the trip was the waterfall walk, which became a natural waterpark for the children. They thoroughly enjoyed getting wet – swimming and sliding in the rapids and cheering each other on – it was a pleasure to see them away from technology and just being kids.

How does the Outdoor Education program develop leadership skills and improve environmental awareness?

Many of the activities on the program instil leadership, for example, hiking and bushwalking require there to be a natural leader in the group to keep people motivated and moving forward. On activities such as rock climbing or zip lining, children can feel quite nervous and it takes a lot of courage to be the one who steps forward and goes first. This is a great way of instilling good leadership skills and helping children understand that leadership is not about being the best, it's about setting a good example for others around you.

The whole program focuses on the outdoors and



the natural environment. During the waterfall walk in Malaysia, many children noticed that there was rubbish at the side of the river and started to question why it was there and what impact it was having on the natural environment. Seeing issues like this on a small scale encourages them to think about wider problems of pollution and environmental hazards and how these may be harming the world as a whole.



For more information or to organise a personal tour of the Australian International School, contact our friendly Admissions team on +65 6517 0247 or visit www.ais.com.sg

Tanglin Trust School: Outdoor education in the Junior School



By Martin Foakes, Head of Outdoor Education

Progressive, meaningful programmes that build outdoor skills from an early age have enormous benefits for student wellness and academic resilience. Outdoor Education can be so much more than the annual school trip and at Tanglin Trust School we are committed to making sure that carefully constructed outdoor learning is embedded throughout the school curriculum.

For our very youngest children in Infant School, a morning trip to West Coast Park in Singapore with the class teacher feels like a real expedition. By the time our students reach Year 12, they are ready for an extended trek in the Himalayas after their summer exams.

Finding the right level of challenge and adventure for Junior School students can be tricky. We need to strike a balance between finding an inspirational location as well as a variety of unique experiences.

Part of the answer lies in the progression. For each

year group, we scaffold the new experience to build upon the learning that happened on previous trips. In the Junior School, we begin the outdoor learning journey with an overnight camp at the Singapore Zoo in Year 3. This naturally progresses onto a two-night experience (Pulau Ubin and Sentosa) in Year 4, and by the time they reach Year 5 students are ready for three nights away in Malacca. On each trip, the children stay away for slightly longer and go slightly further away from home.

Throughout the pivotal Year 6, we think about the transition to Senior School. This means that at the end of Year 6 we really need the 'best trip ever'! Sarawak has everything, from rich and vibrant tribal culture at the Iban longhouse, to jungle adventure, wildlife (bearded pigs, hornbills and Orang-utans) and catching up with British colonial history in Borneo.

Our residential from Year 3 to 6 enrich the curriculum by allowing students to use skills learned inside the classroom in a different environment while also increasing cultural awareness. Outdoor learning is also deeply and explicitly connected with the classroom curriculum, for example, the Year 6 base turns into a real living rainforest and the artistic, cultural influence of the



tribes of Sarawak can be seen adorning the walls and doors of each classroom in the weeks running up to the trip. By the time our students go to Sarawak, they already know what they are going to see in the longhouse, and they are well informed about the wildlife – which makes the learning even more impactful.

Alongside curriculum programmes, Junior School children can also choose to join optional programmes to Cambodia, Perth and a ski resort. These encourage personal development and provide fantastic opportunities for emotional independence, physical challenge and adventure.

Overall, students learn to take responsibility for their own decisions in the outdoors. This is where the magic lies – by teaching students how to look after themselves and each other in a challenging environment we are encouraging the development of our core values - Respect, Responsibility and Purpose.



For more information, visit: www.tts.edu.sg

Influential Impacts of Learning Outdoors

Using the environment as an educational context helps students become engaged and enthusiastic about learning, which results in increased attention to school work.

Children, who experience outdoor learning, demonstrate higher levels of motivation and interest in learning about the environment. In addition to motivating students, outdoor learning can greatly improve students' academic performance and test strategies.

Teachers who have conducted outdoor learning with their students agree that exploration is an important aspect of building critical thinking skills. It provides opportunities for connecting their learning between different subject areas to the world around them. Students are able to hypothesize, investigate issues, build understanding and conduct research through open-ended projects.

Learning in the outdoors provides an immediate and real experience for students that sparks questions,

offers avenues of exploration and investigation, and is available at little to no expense to everyone.

Free outdoor learning spaces in Singapore

Botanic Gardens, Ulu Pandan Park Connector, MacRitchie Reservoir, Sungei Buloh Wetland Reserve and Bukit Timah Nature Reserve.



Botanic Gardens bandstand

FINDING THE IDEAL SCHOOL SIZE – BIG SCHOOLS VERSUS SMALL SCHOOLS

**Vandana Rao, Client Services Manager
ITS Education Asia**

Finding the right fit school for a child is of utmost priority for parents. It can take many hours of research, weighing objectively the merits of each school, the emotional connection one feels upon entering a school and last but not least - prioritisation of your child's needs and your educational values and education expectations.

School size – large, small or somewhere in between – will play a huge factor in your child's success in a new learning environment.

However, when it comes to school size, there is no right size that suits every child. Some students thrive in a smaller environment where they receive quite a lot of attention, while other students are more comfortable in a larger school, where a variety of activities and peer groups are available.

What it comes down to is that all schools have their advantages, and disadvantages, which should be carefully weighed when choosing a school.

A prudent parent of a primary-going child usually asks about maximum class size, teacher to student

ratio, adequate individual attention and looks for a nurturing and warm environment.

Parents of children in secondary schools focus more on the infrastructure and facilities, clubs and social engagements, subject choices, external exam scores and university placements.

But what are the benefits of both small and large schools? Let's examine these in more detail.



Dover Court International School

Small school benefits:

- More individual attention and support due to a lower teacher to student ratio.
- A tailored approach to learning; individual study plans are easier to arrange.
- Open and closer communication avenues exist between academic and leadership teams.
- The intimate learning environment offers the opportunity to delve deeper into the curriculum and move through it at a faster or slower pace as needed.
- Smaller student numbers facilitate the development of close-knit friendships.
- Maybe a better fit for children who are shy or introverted or need additional learning support.
- The close-knit community feel allows for a strong sense of belonging.



Singapore American School

- Smaller schools such as ISS International School, Canadian International School (Tanjong Katong), Chatsworth International School, and International Community School offer a certain community spirit that can sometimes be lacking at sprawling campuses in Singapore.

Large schools benefits:

- Offer a greater variety of academic programmes, co-curricular programmes and sometimes a combination of programmes such as A-levels & IB Diploma/ IB Diploma & AP.
- Bigger facilities with modern equipment and innovative learning labs.
- Stronger reputation with post-secondary institutions if the school is well-established.
- Large faculty of teachers, specialists and counsellors to deal with a student's individual psycho-educational needs.
- Higher opportunities for offering a range of scholarships and bursaries.
- A larger diverse community of students with the opportunity to experience different cultures and traditions.
- Something available for all learner types and personalities.
- Larger alumni network that helps foster



GESS

relationships after graduation.

- A higher level of competition; grades, sports, clubs, etc.
- More subject choices in higher grades due to a higher number of students.

In Singapore, schools with large campuses which compete not just because of size but in terms of academic reputation, extra-curricular activities and facilities are United World College South East Asia (UWCSEA), Singapore American School (SAS), Tanglin Trust School, Australian International School (AIS), Canadian International School (Lakeside) and Stamford American International School. Singapore American School is indeed fortunate to have a sprawling 37-acre campus and is currently the largest single campus school in Singapore with 4000 students.

Other schools which fall in between small and large in terms of size are St. Joseph's Institution International, GEMS World Academy and Nexus International School.

In the end, the choice of a small school or a large one comes down to personal preference, your child's learning needs and their personality. Size alone does not determine a school's success, but it certainly can be a contributing factor to the success of your child.



UWCSEA

HOMEWORK – DOES IT REALLY HELP?

**Vandana Rao, Client Services Manager
ITS Education Asia**

A topic on a lot of parent's minds when they visit a potential new school, or during conversations with teachers, revolve around the school's homework policy. While progressive education theorists have highlighted its negative impact on mental and physical health, public opinion has always swayed more in favour of some form of homework. This is a trend across the world, probably to keep up with a high standard of education. Why has the shift been leaning slightly towards a pro homework policy in recent years? What are the pros and cons of homework? Is it really beneficial to primary school children? From mathematical word problems to daily reading hours, and pages of neat handwriting to research projects, the type and amount of homework given to students has been debated for many years.

Studies show that a healthy amount of homework aids student achievement in terms of improved grades, test results, and memory retention by repeated practice of assignments. Homework helps to reinforce class learning and develop good study habits and life skills. It also allows parents to be involved with their child's learning and monitor their progress. This said, what happens

when a child is overworked in school, cannot cope with assignments given by various subject teachers, is juggling numerous after-school activities and has a meltdown ever so often at the mere mention of piling homework? What then is the point of adding homework to a child's already bursting schedule?

"Why has it been accepted as gospel for so long that homework is necessary? The answer, I think, lies not in the perceived virtues of homework but rather in the clear deficiencies of what happens in the classroom. Homework becomes necessary because not enough learning happens during the school day... The broadcast, one-pace-fits-all lecture... turns out to be a highly inefficient way to teach and learn."

*Salman Khan, The One World Schoolhouse:
Education Reimagined*



Pros	Cons
Improves achievement grades in students	Increases stress in students
Helps to reinforce classroom learning	Reduces time given to other productive activities
Leads to better time management skills	Leads to reduced hours of sleep
Inculcates discipline and good study habits	Can lead to cheating and copying to keep up
Allows parents to be involved in their child's learning	Encourages parents to complete assignments for their children if they are unable to cope
Encourages independent problem solving	Encourages private tutoring to cope
Practice makes perfect	The repeated emphasis on non-essential learning
Helps parents find out if their child has any learning difficulties	Children who are not fully academically able feel the big divide between the more academic ones

Finding a solution

A healthy balance is achieved when homework is needed to reinforce key concepts learnt in class. A quick recap of Algebra taught in school by giving children a few problems to solve at home immediately tells a teacher if the child has understood a concept based on how they do their Algebra homework. A teacher can recap on the same topic the next day if most children are struggling with it, and remedy any problems. Alternatively, they can carry on with the next assignment if most of the class submit work of good quality and show an understanding of the topic. It is an excellent indicator of the current standard of a particular cohort. Similarly, some subjects need more practised learning and homework provides just that. Reading homework is actually beneficial as it gives a child some quiet time, allows them to discuss the book with family, comprehension of the story and leads to good reading habits which they can carry with

them throughout their life.

A school should be able to understand that some days it is not possible to do homework and they should be forgiving in situations that involve travelling parents who cannot at times supervise their children's homework, an after-school activity or sports match that ended late, illnesses and other similar situations. Many schools loosely follow the '10 minute rule' when it comes to homework, i.e 10 minutes per day per grade level with first grade as a starting point, 20 minutes for second grade and so on. This is the sum total of all homework per day, across all teachers and to include reading, math and any project work.

As long as the homework policy is benefiting the child, with both parents and the educators on the right track to a positive learning outcome, it is beneficial to a student.



Dover Court International School (DCIS): An inclusive British international school in Singapore



Founded over 45 years ago, Dover Court International School is an inclusive British international school in Singapore. We offer a broad, balanced and differentiated programme operating within the framework of the English National Curriculum. We are passionate about how children learn and committed to ensuring that the aspirations and potential of every student are fostered and nurtured. DCIS is part of Nord Anglia Education and benefits from the opportunities gained from being part of a family of over 55 schools worldwide. We welcome students from 3 to 18 years old, from Nursery to Year 13.

DCIS starts in the Lower Primary School with our Nursery and Reception years where we provide structured learning through play. Children then progress through Key Stages 1 and 2, following a well-planned and tested programme of study in a range of core and extension subjects. Through the International Primary Curriculum, we are able to teach the National

Curriculum in a thematic way.

Our Secondary School offers a balanced educational programme that spans across humanities, mathematics, arts, languages and sciences, based on the English National Curriculum. In Key Stage 4 students sit examinations in a range of subjects, earning IGCSE qualifications, which are recognised worldwide. Our Sixth Form offers the International Baccalaureate Diploma Programme in preparation for any future study options DCIS students may follow.

Students who do not speak English as their first language can access additional support through our English as an Additional Language (EAL) programme up to, and including, Year 9. English levels are measured

It is our mission to nurture the potential of every single student in a dynamic and challenging learning environment





by using assessments that link to the CEFR (Common European Framework of Reference For Languages) so that we can best meet the needs of each student.

Our Department of Supportive Education provides an environment where students of all abilities flourish. It is our mission to nurture the potential of every single student in a dynamic and challenging learning environment. At DCIS, academic success is as important as all-round development and we try to live up to our motto every day. Nurturing Ambition – Celebrating Diversity.

For further information, visit:

www.nordangliaeducation.com/our-schools/singapore

United World College of South East Asia: Remaking the identity bubble; understanding and helping your child transition into a TCK community



By: Brian Ó Maoileoin, Primary School Principal, UWCSEA Dover

Back beneath the dark economic skies of 1997, some friends had to return to Ireland to live, taking with them their two children, who were born in Mount Elizabeth Hospital in Singapore, and who had attended an international school here for their first few years of education. Condo living, domestic help, school holiday trips to exotic Asian locales all left behind, along with friends from many cultures. Ireland meant for them attending a very rural three-room schoolhouse, which was located so far west it was nearly in the Atlantic. The children took this in their stride for the most part. Mum and Dad, not so much. Mum turned up at her first morning meeting of class parents with, much to

everyone's great astonishment, a bottle of red wine and some dips: "Brian", she wrote after a few months, "they've never even heard of hummus!"

But school was their biggest worry because it really couldn't be more different. Meeting her kids off the bus on the first evening, having spent the day consumed with worry, Mum asked how the day had gone:

"Pretty good", the first one said. "There are only 14 kids in our class and that's the whole of Grade 5 and 6."

"And two Muslim women visited us", offered the second child, in a tone that did nothing at all to suggest that this should be considered an extraordinary piece of news.

"They were very nice."

"Two Muslim women?", Mum asked, "Are you sure?"

"Yes. They were very kind and smiley. They did a big talk."

"Muslim women? What did they talk to you about?"

"Jesus mostly. And Confirmation. Live in a convent they said. They were very nice."

The notion of Third Culture Kids is something that should be part of the conversation each time an international move is being debated across dining tables. It is a term used to describe children who spend





One way that we can help our children is to have them keep a photo diary and a portfolio of their lives thus far - achievements inside and outside of school. This is fairly easy to do electronically - pictures, certificates, team photos, and so forth, which they can show people when they move. Whether anyone takes in all this information about your child is largely immaterial; they have had a chance to share it and to feel that the little identifying bubbles are back bobbing around their heads again.

a significant amount of time living in a place which lies outside of their parents' culture. Typically, they assimilate many cultures but feel no ownership or belonging to any. It can be equally stimulating and depressing for them.

When discussing what it's like for a child to move, sociologist David Pollock talked about the little invisible bubbles of identity that float around a child's head as they walk around. People who know them well will identify them as the kid who played the piano at an assembly, who is big into karate, who won an award in Grade 4 for public speaking. When they move, no-one knows anything about them - all those little identifiers pop and they feel that sense being among strangers and the weariness of having to build it all up again. Socially, it is not much different for adults; professionally it is a lot worse - but that's for another article entirely, and usually, the adults are making the decision to move so are mentally more prepared for the challenges.

And of course, another strategy

is to find for them a common ground which identifies them with other Third Culture Kids. The UWCSEA Alumni Association does that very well and has been very active in helping us to say farewell to our leavers in a way which makes them know we have valued their contribution to the school and that we hope for their continued association with us. There are regular get-togethers and reunions and many of our former students have been very clear about the benefits they feel from contact with people who at least understand what they are talking about and who have, in a sense, a type of common transcultural heritage.

For further information, visit:
www.uwcsea.edu.sg





SECONDARY SCHOOLS IN SINGAPORE

SINGAPORE AMERICAN SCHOOL

SPIRIT. DRIVE. VICTORY.

Where students bleed red, white, and blue. Where Eagle pride is etched on our walls, championship banners, and hearts. Where IASAS games are a prized tradition and 'Go Eagles' is our rallying cry! On the track, on the court, in the pool, and on the pitch—nothing tops watching Singapore American School Eagles throttle the competition. From spirit week and weekly games, to IASAS tournaments with everything on the line, SAS pride unites over 60 years of Eagles who now span the globe and continue to celebrate as our Eagles carry on a rich legacy of victory. Go Eagles!



JOIN THE SAS FAMILY AT
WWW.SAS.EDU.SG/ADMISSIONS

Singapore American School CPE Registration Number: 196400340R
Registration Period: 22 June 2017 to 21 June 2023
Accredited by the Western Association of Schools and Colleges

INTERNATIONAL SECONDARY SCHOOL SYSTEM

When looking for schools that offer an International Baccalaureate curriculum parents have many choices in Singapore. There are also a few schools following the British National Curriculum that offer the IGCSE followed by the A-levels. And there is the flexible American Programme offered at some international schools.

International schools offer various academically sound curricula, rich extra-curricular activities, motivated teachers, creative learning environments and excellent support systems for global families on the move. They are designed to allow students to continue their education in a stimulating environment that is not too different from what they are used to, and that will allow them to smoothly transfer home to their passport country or to the next placement location. For many families, they are truly the perfect choice.

Some schools focus on a bicultural and bilingual education while others create a miniature version of a particular country inside the school gates, emphasizing on a particular culture and language. Yet others focus on a unique multicultural environment, offering the advantage of learning from each other in a very diverse setting, with no dominant nationality.

Though the International Baccalaureate (IB), UK National Curriculum and the American based curriculum are, by far, the most popular and hence, most widely-offered, you can choose others. Examples include German School Leaving Certificate, CBSE and ICSE Indian Curriculum, New South Wales Board of Studies Higher School Certificate, and French High School Certificate Baccalaureate.

Foreign languages offered in international schools vary from Mandarin (the most popular), French, German, Spanish, Dutch, Japanese, Korean, to other minority languages. In the primary years, the emphasis is more on introducing the language, familiarising children with stories and songs, basic words, and such. Once in higher grades, the emphasis is on the four skills of listening, speaking, reading and writing.

The level varies, with secondary schools moving towards more intermediate and advanced classes and fewer beginner-level classes. Towards the end

of secondary school, students can choose to take two foreign languages provided the school permits this and/or take one foreign language at a normal or higher level for their final high school examination.

CHOOSING A PRIVATE INTERNATIONAL SCHOOL IN SINGAPORE FOR SECONDARY EDUCATION

Choosing a secondary school can be extremely simple if one is looking at just one academic pathway. The choices are limited for most national curriculum, with a choice of just one or two schools in Singapore. However, choosing a more widely accepted stream of the American, British or International Baccalaureate gives rise to more choices and thereafter, careful selection. Parents would be wise in making a shortlist first and then discussing the shortlisted options with their children.

While brochures, websites and hearsay are all a good way of getting to know a school's unique features, savvy parents look beyond glitzy marketing to the curriculum, facilities, teaching staff and core values. Pastoral care and discipline are vital areas to quiz a school about, and their policy on responsibility, personal and social well-being, and self-awareness. This will often give an insight into how a school views its responsibility to students.

As your child will spend five to six years in a secondary school, the school should suit the child, rather than forcing the child to suit the school. If your child isn't academic, making them cram for a math or Mandarin test could put them off learning for life. Be honest about your child's strengths and look for the school that best suits them.

When deciding which school to apply for, it's important to find out about the ways in which a particular school will guide and support your child's individual needs and interests. A good starting point is to physically visit the schools which interest you.

Whether your child is in Year 5 or 6 (also known as Grade 4 or 5), this is what you should be looking out for when you visit a school:

- The results achieved by the school – but don't forget these can depend on a range of factors, such as the attainment of students on entry to the school, the numbers who have English as an additional language or who have special educational needs. Academically selective schools will also have a better average, and it is expected to be so. Will your child be accepted here?
- Think about the journey your child will have to undertake (for at least five years) if they get into the school you want. Can they cope with leaving home at 6.45am, arriving home after 5pm and then doing homework coupled with demanding hours of after-school activities and/or sport?
- Look at the teacher turnover – is it a stable workforce or is there a high turnover? If there is a high movement of staff, ask why.
- How long has the Principal been in charge – too long, not long enough? Try and get a chance to hear him/her talk at the open days, get an understanding of the ethos and how hands-on he/she is.
- Look at the extra-curricular activities the school offers – are there thriving after-school clubs and weekend events?
- Does the school have a well-supported, active and successful Parent Teacher Association?
- Look at the wider curriculum – will there be good opportunities for your child to develop or foster other skills in areas such as sport, the arts, leadership skills and work-related learning?
- Don't be put off by shabby premises, look beyond the paintwork. Is there a "can do" ethos in evidence? Equally, don't be blinded by state-of-the-art premises. A school may have wonderful grounds and you may be blown away by the space – but by the time your child is 14 she won't be running around in them, she'll be sitting on a bench with a bunch of friends.
- Can you visualise your child in the school environment you are looking around? Will it suit their personality – what may be perfect for a friend's child may not be perfect for your child. Each child is different, and you as the parent know him or her best. It's also worth remembering

that your child may be enthralled by the sports facilities, but it's up to you to make the right decision for your child - and gently persuade them.

- Most importantly, what is the behaviour of the current students like? Are they polite, happy, proud of their school? Do you see them make eye contact, open doors for you, greet teachers in a friendly manner?



Questions to ask your child when choosing a secondary school

Although it's important to remember that the final decision is with you as you're the parent, it's worth asking your child about their thoughts on which school they prefer and why.

- Why do they want to go there? If it's just because that's where their friends are going then you'll need to probe a bit further. Choose the best school for the overall growth of your child, not the one where they'll have the best social life.
- Find out what their hopes and dreams for the future are. Although what they want to do when they grow up will probably change by the time they're old enough to work, it's worth finding out if they've got an idea of what they're interested in.
- What extra-curricular activities might they be interested in? Schools aren't just about learning the basics. Some students really excel at arts or sports and if they're at a school that brings out this side of them, then so much the better. Plus, children who aren't as academically successful as other kids may lack confidence if there's nothing else that they're encouraged to do.
- Can you afford the fee in a particular school, or can some of the activities like swimming and tennis be done in your own condo at no extra expense? School fees are just an indicator, but do factor extras for uniforms, outdoor trips, bus, school lunch, etc.

UWCSEA at a glance

One College, Two Campuses

Our community

K-12 students

5,592

Boarders

324

Scholars

89

Languages spoken

72

Student teacher ratio



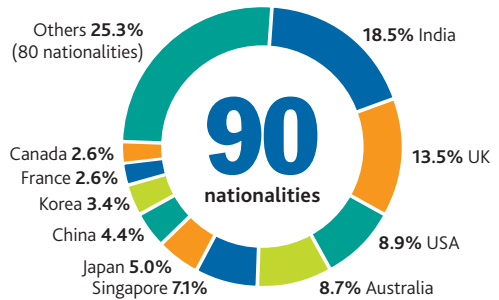
Full-time teachers

494

Part-time teachers

80

Student nationalities



Class of 2018 IB Diploma results

Average IB Diploma score

UWCSEA **36.2**

Worldwide (2017) **29.9**

IB Diploma pass rate

97.9%

UWCSEA



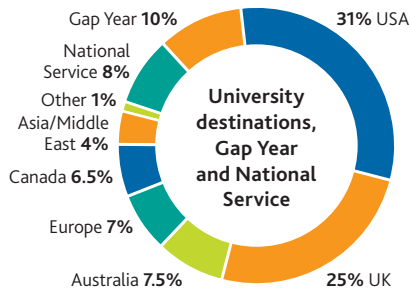
78.4%

Worldwide (2017)



Students

572



Percentage of students achieving bilingual diploma

24%



Number of languages bilingual diploma awarded in

37

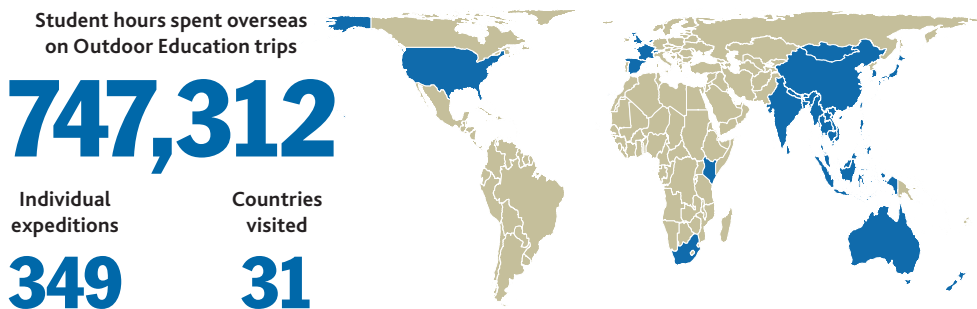
UWCSEA offers a unique, mission-driven education that equips students with knowledge and skills to become active contributors in shaping a better world long after they graduate. UWCSEA is one of 17 UWC schools and colleges around the world who share this mission.

Learning Programme Highlights

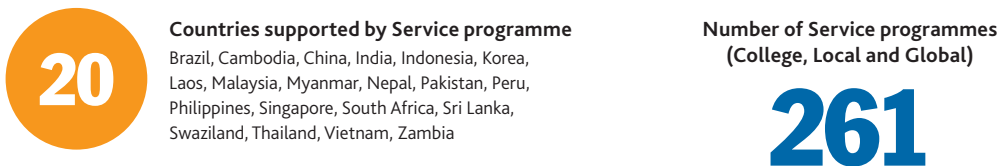
Activities



Outdoor Education



Service



Find out more at www.uwcsea.edu.sg

LOCAL SECONDARY SCHOOL SYSTEM

Children in Singapore local schools take the Primary School Leaving Examination (PSLE) at the age of 12 (Grade 6 equivalent) and the results of this exam largely determine entry into secondary schools.

There are about 155 secondary schools to choose from. Apart from the Special, Express and Normal streams which most Singaporean parents are familiar with, there are two specialised Normal (Technical) schools where students would graduate not just with N-levels but also an Institute of Technical Education Skills Certificate.

Some schools offer the six-year Integrated Programme that allows students to bypass the O-level examinations while others follow a "dual track" model which gives their students the option to take either the O-levels or the Integrated Programme.

With the exception of schools offering the Integrated Programme, which leads to either an International Baccalaureate Diploma or to an A-level exam, most students are streamed into a wide range of course combinations at the end of their

second year, bringing the total number of subjects they have to sit at O-level to between six to ten, with English, Mother Tongue or Higher Mother Tongue Language, Mathematics, one Science and one Humanities Elective being compulsory. Several new and interesting subjects such as Computing, Theatre Studies and Drama are being offered at schools in tandem with the Ministry of Education's revised curriculum.

Students will learn a lot in the local secondary schools. Various subjects, such as math, English, mother tongue and individual science subjects will be included in the syllabus at this level. In addition, students can do a lot of social activities and events. With their involvement in the community, they can learn more about the social life and values. This will establish their character as well as their personal leadership abilities that will be useful when entering the workforce a few years later. In addition, since the Singapore Government implements the policy of a strong second language, this will enrich their language knowledge and aid in communication across borders.



TUITION FEES

Based on residence status, the category of the monthly tuition fees for Secondary schooling is as follows:

2019				
Level	Nationality	Monthly School Fee (\$)	Monthly Miscellaneous Fee* (\$)	Monthly Total Fee (Maximum) (\$)
Primary	Singapore PR	180	13	193
	IS (ASEAN)	440	13	453
	IS (Non-ASEAN)	700	13	713
Secondary	Singapore PR	320	20	340
	IS (ASEAN)	720	20	740
	IS (Non-ASEAN)	1,250	20	1,270
Pre-University	Singapore PR	400	27	427
	IS (ASEAN)	980	27	1,007
	IS (Non-ASEAN)	1,600	27	1,627

2020				
Level	Nationality	Monthly School Fee (\$)	Monthly Miscellaneous Fee* (\$)	Monthly Total Fee (Maximum) (\$)
Primary	Singapore PR	205	13	218
	IS (ASEAN)	465	13	478
	IS (Non-ASEAN)	750	13	763
Secondary	Singapore PR	380	20	400
	IS (ASEAN)	780	20	800
	IS (Non-ASEAN)	1,400	20	1,420
Pre-University	Singapore PR	460	27	487
	IS (ASEAN)	1,040	27	1,067
	IS (Non-ASEAN)	1,750	27	1,777

* There is a financial assistance scheme to help Singaporean students who meet a specific qualification to pay their fees. It is a way to support education in Singapore to be able to cover all students with varied economic backgrounds.

You can read the terms in the pages of the official website of the MOE. www.moe.gov.sg

Top 20 secondary schools in Singapore

- Nanyang Girls' High School
- Raffles Girls' School (Secondary)
- Methodist Girls' School (Secondary)
- Hwa Chong Institution (Boys)
- Raffles Institution (Boys)
- CHIJ St. Nicholas Girls' School
- Anglo Chinese (Independent) (co-ed)
- National Junior College (co-ed)
- Dunman High School (co-ed)
- Cedar Girls Secondary School
- Catholic High School (Boys)
- St. Joseph's Institution (Boys)
- Singapore Chinese Girls' School
- Victoria High School (Boys)
- River Valley High School (co-ed)
- Temasek Junior College (co-ed)
- Anderson Secondary School (co-ed)
- Bukit Panjang Government High School (co-ed)
- Nan Hua High School (co-ed)
- Crescent Girls' School

Enrolment procedures

To apply to a local secondary school, passing the PSLE test is required. The result will determine the track of the school so that students can learn to fit their abilities and interests. The requirements for admission application may vary between schools. Therefore, you are advised to visit the website of the school before applying.

For foreign students who wish to study in Singapore, a student's pass or visa is required. You can visit the site of the ICA (Immigration and Checkpoints Authority) of Singapore to get information on the visa applications. Foreign students also have to pass an Entrance Test in Mathematics, English and mother tongue language. In addition to the performance of the student in the School Assessment Test, a documentary proof that shows the previous level has been completed is required.

There is DSA-Sec Exercise that was first introduced by the MOE in 2004. It is to promote holistic education and allow students to demonstrate their talents and achievement in seeking admissions

to certain secondary schools. The participating secondary schools can choose P6 students to be considered for admission. It is based on the talents and achievements of the students before the release of PSLE results. It is important to know that after getting admitted through the DSA-Sec Exercise, students are not allowed to transfer to another school.

Once the PSLE results are received, most students are placed in Secondary schools using the S1 posting process.

Note for expatriate families:

For those expatriate parents who prefer their children to integrate into a local schooling environment and would like to place them in public schools, you can do so by registering them through the Ministry of Education (MOE). However, do bear in mind that getting a placement in a public school may not be that easy, considering priority is given first to Singaporeans and Permanent Residents, and school admission is conducted in accordance to phases.

International students seeking admission into public schools are considered as phase three applications, meaning, they will only be considered if there are additional spaces in the school. Alternatively, you can call the school of your choice directly to see if they are willing to take your child in.



Nurturing Ambition



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Dover Court International School (Pte) Ltd is registered with the Committee for Private Education. CPE Registration No: 197100313E
Registration Period: 05/07/2015 to 04/07/2019. The Committee for Private Education (CPE) is part of SkillsFuture Singapore (SSG).

A STEAM education at CIS: equipping students with essential skills to succeed in the future



STEAM at CIS is an interdisciplinary teaching approach that stands for science, technology, entrepreneurship, arts and maths. It plays an integral part of our school curriculum and equips each student with essential skills (collaboration, research, problem-solving, critical thinking and creativity) that are vital for succeeding in the 21st century regardless of where their interests or passions lie.

Engaged, meaningful learning

STEAM at CIS is integrated across our entire school. Our approach is student-led and hands-on. We focus on activities where students have the opportunity to make connections between the five disciplines and solve real-life, authentic problems. This not only helps them to think critically and approach problems from multiple perspectives but also keeps them motivated and excited to learn more.

STEAM in action

One example of a recent STEAM project is our grade 7 design class designing and creating their own apron using upcycled materials (waste fabric) for use during their design class. The process involved following the four stages of the design cycle (research, planning, creating, evaluating) and applying a wide range of knowledge and skills such as researching textile waste issues in Singapore to scale drawings, measuring and calculating surface areas.

The impact this experience had on the students was significant. By giving them the opportunity to apply their knowledge and convert their ideas into a reality that had genuine value, they felt a sense of ownership and purpose and became more engaged in wanting to learn more. They also developed a better understanding of how the world really works. They understood that none of the challenges they faced creating their own apron could be solved through the knowledge of art (design) or maths alone, nor that there was a bubble sheet answer for everything. Instead, they learnt that they needed to apply a range of disciplines together with thinking creatively and approaching problems from multiple perspectives.





At the end of the project, a mini fashion parade was held where each student showed off their finished apron in front of their classmates. Observing how proud they were of their work and also their enthusiasm and willingness to share their discoveries, techniques and designs amongst the rest of their peers, was very special.

Equipped for success

A STEAM education at CIS has something to offer every student. Our hands-on, inquiry based approach provides each student with a set of crucial skills designed to give them a competitive edge for tomorrow's job market, no matter what their chosen field is.

To find out more about CIS' STEAM programme book a personal tour with their Admissions Team on +65 6734 8088 or register at www.cis.edu.sg/admissions/openhouse for their next Open House.



CHOOSING HIGH SCHOOL ELECTIVES

Vandana Rao, Client Service Manager

ITS Education Asia

There comes a time in early teenage life, when children start gearing up slowly and surely towards subject choices and a career path. Though still young and mostly undecided about the future, they need to choose subjects for their IGCSE or GCE - O level examinations. And even before they are done with these, they need to choose subjects for their IB Diploma, A-levels or the credit based AP classes. As children are still young at the age of 13-14, they could be affected by a lot of external factors, and not be true to their calling.

Most may not know their path of study yet, and some may just want to shortlist what their friends choose to ensure being in the same classes. Parents always want the best for their children and may choose on their behalf, leading to a child's unhappiness.

Keeping a balance between all the aspects is ideally a good way to go about it. When undecided about a particular field of study, choosing a blend of

general subjects coupled with some subjects that one is strong and passionate about is a good starting point. Here are some helpful suggestions:

- **Choose to your strengths:** Choose a few subjects that you are good at, and are strong in. They may not be the most challenging for you in particular, but the ease of studying them and scoring well in them will be of great use when you're keeping up with a heavy high school schedule. Studying subjects that come naturally to you and those that you are strong in will take up less time, allowing you to focus on those that are harder.
- **Choose subjects you enjoy:** When a student enjoys and is passionate about a subject, the levels of motivation to study are high. Even if the subject you are most passionate about, may not be a natural career choice or relevant to the future you want to have, the sheer joy of studying it will get you good grades and keep the overall average up. Choosing an art form, for example, could have a wonderful de-stressing effect on the whole academic experience if the other subjects are more text heavy.



- **Speak with a school counsellor:**

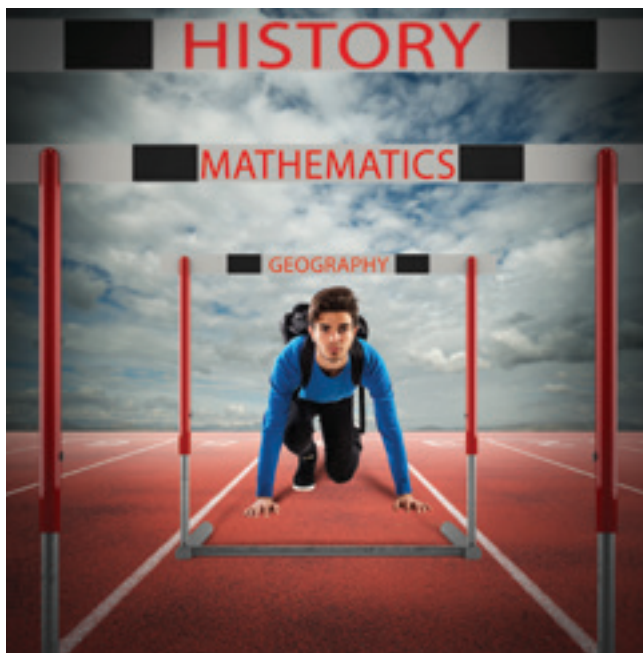
School counsellors do a great job in understanding your strengths and passions. Speak with them about your dreams, goals and possible subject choices. They will look at your attainment grades, teacher comments, listen to your feedback, and suggest subjects for you to consider taking. If you are completely undecided, they may recommend a few general subjects that could offer a good base for a variety of career paths later on. They are usually very experienced and can help you understand yourself better.

- **Choose subjects that you are required to take to complete your high school with a recognised certification:**

Some curricula require you to take certain subjects compulsorily. For example, the IB Diploma Programme is not complete without Math or a Language component in the final two years of high school. Ensure you take these, even if you are not keen on them, as you will otherwise not have the required certification.

- **Make a shortlist:** If you need to choose, say, six subjects, make sure you include a couple of backup options on the list. It is not always possible to find the right combination and you may need to restrict the choices based on the core requirements. If you end up with more subjects on your list than you are allowed to take, cut out the ones you would least enjoy, or any subjects that have overlapping topics.

- **Backup choices:** It is sensible to have your first choice list, and some back-up options and a plan B or second choice list as well. Reasons can be varied – too many students choosing the same subjects and limited seats within classes, overlap of class timings with your core schedule, school offering your subject choice to be taught externally and having to take extra effort to do so or something as simple as not liking the subject



chosen – especially if it is your first exposure to it.

- **Research and ask questions:** Try to know and understand a subject before choosing it. Subjects like Philosophy and Psychology can be very new to a teenager and therefore it is important to know what the syllabus covers before choosing it. Most schools will give you the content sheet over the next two years, so do read up on subjects you have had no exposure to. In case a particular subject seems very interesting but you are still unsure about the career paths with it, reach out to someone in the profession.
- **Parental advice:** Ensure your parents approve of your selected subjects and career path. Ideally, you should get your say as you are the one studying the subjects. However, parents always have your best interests at heart, even if they are slightly over ambitious in their thinking. Elaborate and explain your reasons for choosing them, and make them see your point of view as well. As a student, also consider that parents can help point out any areas of strength that you may have missed out. Consider their suggestions and give them a chance to explain their reasons for requesting you to take/drop certain subjects as well.

Tanglin Trust School: A unique IB Diploma experience



Tanglin Trust School is unique amongst other schools in Singapore in offering students the choice of either A-levels or the IB Diploma at Sixth Form. This means that students can choose the right course for them.

Tanglin has been offering the IB since 2009. The Class of 2018 achieved brilliant results. Three students were awarded the maximum 45 points and 25% scored 40 points or more. Tanglin's average score was 38.1, well above the world average of 29.7 points.

The Tanglin core

The IB Diploma at Tanglin is designed to allow every student the opportunity to achieve their academic and social potential. In addition, the Sixth Form environment with its leadership and co-curricular opportunities, endorses high expectations and a sense of community.

The IB programme package is called 'The Tanglin Core'. In addition to subject specific knowledge, the academic challenge of concurrently addressing six

subjects (3 at Higher Level and 3 at Standard Level), the Extended Essay (EE) and Theory of Knowledge (TOK) encourages and equips students with the capacity to take responsibility for their own learning, engage meaningfully in real world situations and assertively state points of view.

Students must also participate in the school's Creativity, Activity, Service (CAS) programme, which provides opportunities for independently managed, experiential learning beyond the curriculum. It involves real, purposeful activities, personal challenge, thoughtful consideration and reflection on outcome and learning. A focus on oral and presentational skills is also a key feature of IB assessment across all the subjects, supporting the development of skills employers are looking for.

Personalised support

At Tanglin, the breadth of choice is great. We offer a wide variety of options, so students can find their passions. But to thrive, students need to make vital connections – and to realise their potential takes the confidence that comes from personalised support. This bespoke support, combined with the number of students studying the IB, creates a special environment where all



students are known well, and everyone is supported to be the best they can be.

We are a centre for dedicated, resourceful and enthusiastic teachers who are progressive in their outlook; who lead by example and always go the extra mile to extend the imagination of our students.

The experience of our IB qualified staff, including many IB workshop leaders, is highlighted in our most recent British Schools Overseas (BSO) inspection, which said: “The teachers’ enthusiasm for learning is often infectious, leading to students seeing learning as a highly worthwhile and enjoyable process; students are highly motivated to succeed.” BSO Inspector 2017.

Alongside a very strong pastoral and academic support system, IB students can access fantastic facilities in the Sixth Form Hub. These include collaborative study areas, a common room, quiet study rooms, a fully resourced library and close links with the Careers and University Guidance Office.

Lasting values

We promote the characteristics of the Tanglin Learner Profile to prepare students for an independent life and

for progression to higher education. Students strive to be: risk takers, resilient inquirers, knowledgeable, thinkers, communicators, open minded, balanced, reflective, principled and caring. They can be who they are and discover who they might become.

As one Year 13 student said: “The IB requires students to be proactive and dedicated to work on demanding subjects as well as self - researched projects. I feel that I am more independent in my studies and I value the international insight that the IB offers.”

Going to school is not just about formal learning, it is also about developing a community of lifelong learners. Achievements and successes at all levels are celebrated at Tanglin. We are very proud of all our students’ achievements, with 92% securing their first-choice university in 2018.

For further information, visit:
www.tts.edu.sg



GESS launches the first Junior Engineer Academy outside Europe



If your child dreams of joining the ranks of young innovators and future engineers, the opportunity is ripe in GESS. This international school has become the first ever school outside of Europe selected to offer the esteemed Junior Engineer Academy programme, which till date has only been offered by schools in Europe.

The Junior Engineer Academy network was inceptioned by the Deutsche Telekom Stiftung (German Telecom Foundation) in 2005 to promote early interest in technical and engineering sectors among young students between the ages of 13 and 14 (typically in Grade 8 and 9).

The making of tomorrow's engineers

Great engineers, scientists and technical experts are not made overnight. Realising that, GESS wants to use this programme to set young children with an interest in engineering down the right path towards discovering a successful career in the field!

The entire initiative will expose students to real-life engineering challenges while also equipping them with the skills in the areas of industrial design, materials science, coding, sensors, robotics and more to take on these challenges confidently.

The programme will run as an after-school elective for academically driven Grade 8 and 9 students. The entire duration of the programme is 2 years and students who complete it will be awarded a certificate endorsed by GESS, the Junior Engineer Academy network and Deutsche Telekom Stiftung.

Bringing engineering knowledge alive

One of the key highlights of the programme is that it goes beyond the classroom and the school setting! Students will work with university academics, scientific bodies and industry experts like NUS Pomeroy Studio, XentiQ, Bosch, Pepperl&Fuchs who are partnering with GESS in delivering this programme.

Partners will offer:

- Opportunities for visits to the company and research centres
- Lecture, seminars and training from industry experts
- Supervision and consultation for subprojects
- Access to engineering equipment for students to get a real sense of what it is like to use such resources in a professional environment
- Internship opportunities, wherever possible

The core focus of the programme at GESS will be on sustainable urban living spaces, which is in keeping with Singapore's dense urban environment. Students will not just acquire knowledge and skills but they will get a concrete opportunity to put it into action as they build GESS's very own green wall. This converts the Academy into an experience that is connected to our students' personal experiences.

Other exciting perks

This programme enables students to start building networks in the engineering industry and this opens up unique internship and vocational training opportunities for them. In future, there might also be opportunities for students to travel overseas to expand their understanding of engineering.

About GESS

GESS is an international school in Singapore with students of over 65 nationalities. The school has strong European foundations and believes in developing confident, forward-looking students through a celebration of respect, openness and inclusiveness. GESS is recognised for its languages and offers a choice between two main curricula: the German Curriculum or the International Baccalaureate (IB) programme in English. Many other languages are offered as part of the unique 'mother tongue' and language enrichment programmes. The school caters to students of all ages, starting from 18 months to graduation at 18 years. In August 2018, GESS moved to a new purpose-built campus with brand new facilities on Dairy Farm Lane.

For more information visit www.gess.sg/

YOUNG INNOVATORS AND FUTURE ENGINEERS



Choose
IB or GERMAN
CURRICULUM

THE MAKING OF TOMORROW'S ENGINEERS

The first school outside Europe to offer the Junior Engineer Academy.

GESS opens doors for Grade 8 and 9 students to join the ranks of future engineers! Students will even get the chance to learn directly from industry experts from NUS, Bosch, Pepperl+Fuchs and more.



JOIN OUR
OPEN HOUSE

REGISTER NOW
INFO.GESS.SG/OPEN-HOUSES



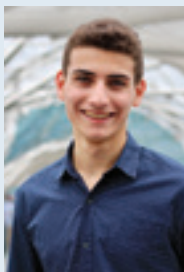
STUDENT REVIEWS

High school students' views on who influences their thinking about education and careers

As they think about their future, high school students can face a wide range of education and career choices. How do they choose? Who helps young people make their educational and career choices? In particular, to what extent do schools help students with these decisions? Given the importance of education and career decisions for life success, these are not idle questions. Learn more about what students have to say from some of Singapore's most popular international schools.

Faisal Halabeya, Class of 2018 Singapore American School

Every SAS Eagle—student or faculty—have one thing in common: they seek to convey and explain the intuitive ideas that underlie every subject. And that approach has allowed me to love everything from physics to math to poetry.



At SAS, I learned to teach myself. Classes here are both challenging and independent, it's extremely rewarding to find out what I know and what I don't on my own and then go out and ask those specific, clarifying questions. This skill serves me well in the self-driven environment of college.

My teachers have been patient and kind; my counsellors have shown me ways to be more in tune with myself and to convey my identity successfully; my friends have always been there for me through the years.

It's hard to boil down my experiences into one defining achievement, but at the end of the day, I am most proud of having been able to secure my future for the next four years. Applying to and affording college, and generally knowing where I would be in a year's time has been a defining challenge during my senior year.

Meghan Togher, Year 13 Tanglin Trust, Class of 2019

"I joined Tanglin Trust School in Reception and now I am a proud member of the Year 13 cohort. Although I have always been at Tanglin, I truly believe no other school could have provided me with the sense of belonging that Tanglin



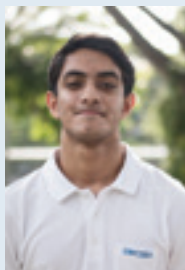
excels at. The support I have received from staff and my peers has guided me to achieve highly in my subjects, and it never fails to amaze me how committed and dedicated the teachers are to help me accomplish my best.

My favourite subject is IB Diploma Geography. Recently I had the opportunity to travel to Chiang Mai in Thailand to enhance my knowledge of the physical nature of rivers and expand my cultural experiences. Another trip I will never forget was the Year 12 school trip to Tanzania and Malawi. Prior to the trip, I organised a 200 person touch tournament to fundraise for the conservation project we were joining- Operation Wallacea. During the trip, we earned our Scuba PADI qualifications, gained valuable independent research skills, and developed our understanding of wild animal welfare. The trip was not only an incredible once-in-a-lifetime opportunity but also allowed me to gain vital work experience, contributing to my application to study Veterinary Medicine at university.

Tanglin provides many opportunities to flourish and everyone gets the chance to shine. Over the years, I have developed my passion and commitment to a range of sports, including volleyball, basketball, touch rugby and netball. Also, as this year's Head Girl, I'm keen to continue focusing on aspects of the school community including recognition of achievement within the sport and art departments, individual well-being, eco-friendliness and further developing the school's connections with the wider Singapore community."

Karan Jaisingh, Grade 12
UWCSEA Dover, Class of 2019

A student of the College since 2007, I am honoured and proud to be part of this vibrant and diverse community. My 12 years at UWCSEA have been nothing short of amazing, moulding me to be a lifelong learner, helping me step out of my comfort zone, discover my true self and enjoy every moment of everything I do.



Right from the first sleeperover in school at the age of 7 to the community building Cambodia trips in Primary School, to the gruelling three week trip to Ladakh in High school, the outdoor trips have opened my eyes to the world and the positive change that each individual can make. UWCSEA is also a place where I built extremely strong friendships with people from various backgrounds, most recently the Scholars in high school.

From Grade 1 right through high school, the teachers have been far more than just teachers - educators, mentors and people to look up to and emulate. I have been an integral part of the Math and Computer Science competitions both locally and abroad, Model United Nations events, Head of Sports Council Media, Head of Photography for the school magazine Interscol, the dance team at UN Night, and actively involved in both basketball and squash for the College. My passions for both Computer Science and photography have been nurtured by the College, and I have been given the best opportunities here to develop them - leading to building a website for Gond artists in India to reach out to a wider network of potential buyers to keep the craft alive. UWCSEA has also encouraged me to run programmes after school for other high schoolers who are interested in Machine Learning and Artificial Intelligence at the innovative Ideas Hub.

I hope to study Computer Science in the US after completing the IB Diploma Programme and will carry a piece of UWCSEA in my heart and do my best to live up to the high ideals imbibed here.

Julia Bartholomeusz, Class of 2019
Canadian International School

I have been attending the Canadian International School (CIS) for 10 years, and I am currently in my final year (Grade 12). The thing I value most about CIS is the strong sense of school community. The diverse international environment



of CIS and the exposure to different cultures within the school fosters an incredibly tolerant community, which I find valuable as I have grown up as a third culture kid. Furthermore, in my time at CIS, I have been exposed to a variety of different extracurricular opportunities that have allowed me to grow and develop outside of academics. These include various theatre productions, both acting and student directing, Model United Nations and participating in multiple conferences in Singapore, as well as Student Council.

My favourite subject is Higher Level Literature, as we get to explore a variety of works from different regions, and I feel that the works we read are relevant and deal with a variety of themes. A major highlight of my time at CIS was being elected President of the Student Council, as it has awarded me valuable communication and organisational skills, and allowed me to take up a position of responsibility. When I graduate, I plan to study History and Politics at university and further pursue my interest in international relations and global politics.

BOARDING LIFE IN JOHOR & SINGAPORE

Families looking at boarding options need not look as far as the US, Australia and/or Europe. There is a selection of wonderful boarding schools both in Singapore and neighbouring Johor, offering an excellent quality of education to children.

Students who attend these boarding schools come from all over the world, creating a rich and culturally diverse student community. Strong friendships are forged at boarding schools which broaden horizons and last a lifetime. But there is much more to the international boarding school advantage than campus atmosphere and friendships. The faculty members at leading boarding schools are passionate individuals who pursue teaching as a calling rather than a mere vocation. Such passion is contagious and produces students who pursue their own callings with the same zeal.

The campus environment also breeds higher degrees of responsibility, independence and individualism. Students are well cared for by the adult staff, but they generally learn to step out and explore on their own earlier in life than their home-bound

peers. Furthermore, young international students are in a much better position to acquire and master the English language than older learners. Rather than playing catch-up with language proficiency once they enter the international university scene, they are prepared to meet and grapple with the concepts of higher education from day one.

The best international boarding schools also offer facilities and programmes with which regular secondary schools simply cannot compete. Music and arts education flourish; aspiring athletes receive expert coaching, and gifted learners are encouraged to attain higher-level certifications and credits before they have even entered university.

The decision to send children to boarding schools is a difficult one, and families must consider the options very carefully.

Searching for a boarding school

Start a list of what you consider the most important aspects of a boarding school. Cost is normally a concern for any family and their budget. Tuitions will vary and deciding how much you are willing to pay will be the first step. Other considerations may be if the





school has a religious affiliation, their dress code, the number of students in the school, the acceptance rate if they offer certain sports or other extracurricular activities. Any other matters that are important to you should be added to a list.

The next step is taking the list and identifying the boarding schools that fit within that desired spectrum of wants. At this stage, you will want to look at schools that may not fulfil all of your criteria. 10 schools is a good starting number to initially look over. Then you will start to narrow your list down. Visit as many schools as possible. The feel of individual schools cannot be experienced through brochures and information alone.

Some of the last steps in the process would be admissions testing, applying and paying for the chosen boarding school.

Helping in choosing a boarding school

Finding the right boarding school for your child is one of the most important and expensive decisions you will ever make. You might try to research thoroughly on your own, only to find that most websites look alike, and very few give information on the profile of typical accepted students. If you need guidance, ITS Education Asia can help.

We are professionals who are paid by the family to advise them on the boarding school search and admissions process. We offer full-service comprehensive packages that span over a year's time, also provide have shorter packages or an hourly rate. A typical consultation starts with a focus on the student's background and interest in boarding school. This includes a review of his transcript, testing, activities, interests, and academic successes and challenges of the past. A dedicated consultant will talk with the student and parents about goals for the future and what they hope to get out of the boarding school experience.

Consultants might give examples of schools that are nurturing or offer learning support, or those which give extra help to students when they need it, whether they ask for it or not! Your dedicated consultant will discuss the pros and cons of the more rigorous schools. We know the inside scoop on boarding schools, and we get this through campus visits, meetings with admissions officers, and by seeing the successes of the students who we place at schools.

For further information on our services, visit www.itseducation.asia

SINGAPORE LOCAL BOARDING SCHOOLS

Anglo-Chinese School (Independent) Boarding School (ACSI)

Established in 1994, the ACS (Independent) Boarding School is home to about 500 students and staff. Each hall has carefully selected resident staff members who provide a balance of academic and pastoral support. The school aims to provide a comfortable, secure and caring environment for living and learning. It believes in inculcating moral and social values based on Christian principles and virtues. It fosters esprit d'corps and develops leadership potential in a closely knit community by enhancing self-confidence and nurturing a sense of communal responsibility. Holistic development is encouraged through a wide range of enrichment, cultural, recreational and sporting activities. The Warden of the Boarding School is the Principal of the Anglo-Chinese School (Independent) and the Deputy Wardens are Deputy Principals in the school. The Warden is assisted in the day-to-day running of the Boarding School by various administrative, maintenance, cleaning, custodial and security staff. The boarding school provides wireless internet access, daily laundry, a weekly change of linen and daily meals. A nurse in the Boarding School Medical Centre looks after health matters. The Junior Common Room Committee provides student leadership in sporting and adventure activities, cultural functions and special events. Academic support is provided through 'Prep Time', nightly two-hour homework and study preparation sessions supervised by staff who are also teachers. There are also weekly fellowship meetings at which testimonies; songs, music and messages are shared between staff, boarders and invited guests.

For more information, visit

www.acsindep.moe.edu.sg/

Nanyang Girls High School International Students

Nanyang Girls' High School is a premier all-girls secondary school in Singapore. Founded in 1917, it participates in the Integrated Programme along with Hwa Chong Institution.

The two Residence Wings of the school provide a safe and comfortable home for students, teachers and families who stay for an extended time while they study or work in Singapore. Well-equipped with facilities that offer a cosy and safe living environment, the Residences are the ideal choice for those who want to enjoy close proximity to schools, universities and city areas and who enjoy the vibrancy of a big community as their extended family. There are 2 or 3 bedroom options, and air-conditioned rooms are available as well. Each room has either a garden, greenery or an open view of the fields. The rooms have a warm and rustic wood-finish in pastel colours that create a restful ambience. There is complimentary Wireless Internet access, fans, ceiling lights and also a biometrics fingerprint access. Air-conditioners are available where requested. The boarding facility is easily accessible to the city centre and Orchard Road. Public transportation is also conveniently accessible. It is also close to numerous primary, high schools and universities for graduating students. Nanyang Boarding provides a family atmosphere for students, emphasizing family values and community. Boarders enjoy a fulfilling boarding life, with programmes that encourage them to form a wide circle of friends and learn to live harmoniously with others. The vibrant and supportive atmosphere at the boarding school allows the boarders to learn to manage their time and personal space, developing them into self-disciplined and independent individuals.

For more information, visit: www.nygh.edu.sg/



SINGAPORE INTERNATIONAL BOARDING SCHOOLS



United World College South East Asia (UWCSEA)

Background: Boarding at UWCSEA reflects the international nature of the educational experience on offer at the College, with students from all over the world living and studying alongside each other. The boarding houses are a comfortable 'home from home' for young people aged between 13 and 18 years, all of whom study in an English-medium school.

Boarding Feel & Community: UWCSEA has state of the art facilities for sport, arts, science and IT. The busy life of UWCSEA boarding provides students with many opportunities to contribute to the residential community as well. Boarders are encouraged to join house committees to represent boarders' views and enthusiasms, and actively work together to support social, charitable and sporting initiatives and events. The supportive and caring boarding environment nurtures boarders' self-confidence, self-management and leadership skills, and is true to the mission of the UWC movement to make education a force to

unite people, nations and cultures for peace and a sustainable future.

Resident 'house parents', who are also teachers in the school, lead a team of dedicated 'day parents' who not only look after the smooth running of the boarding houses, but also plan activities that develop the feeling of family in the houses, and support students with settling in.

Application Process: The application process for boarding is the same as for day students. All prospective boarders are interviewed. The interviews usually take place in Singapore at one of the campuses. However Admissions staff can occasionally conduct an interview in a potential student's home country while visiting on promotional tours. When applying for a place in the boarding programme, applicants are assigned a place at either the Dover or East Campus, depending on their profile.

Students who join the boarding houses are asked to commit to remain a boarder for one full academic year, in the case of Grade 8 to Grade 10 students. And until the completion of the IB Diploma Programme, in the case of Grade 11 and 12 students.

For more information, visit at www.uwcsea.edu.sg/boarding



Breakfast 7.15-7.45am

Breakfast check-in at Santai is compulsory for everyone. We go directly to lessons from there. If we're not feeling well we can go to the clinic to see the Doctor.



Wake up 7am

This probably seems like a sleep-in to our day community ...



Lights out! 11pm

Younger students go to bed earlier, however in Grade 11 our main lights go off at 10.30pm, and reading lights at 11pm. WiFi curfew starts at midnight and runs until 5.30am.



CommuniTea, relaxation and organisation 9-11pm

At 9pm, we have a bed time snack, and time for a chat and a catch up with friends and Houseparents. Hang out with friends, get ready for the next day, extra study, make a snack, read ... also, if you're in Grades 8-10, hand in your device at 'technology curfew'.



A SCHOOL IN THE L BOARD

A Grade 11 Boarder explains what
boarder in UWCSEA East's

Study time 7-9pm

Homework, prep, call it what you will, every weekday except Tuesday, Grades 8 and 9 are in the 6th floor Common Room; Grades 10 and 11 are in the Kishore Mahubani Library; and Grade 12 in their own rooms. On Tuesdays, if you're up to date with your school work, you can join a community activity with your 'boarding family'. This can be anything from sharing 'My Story, to a sports or art activities, baking or a film night.





School day 8am-3pm

Tampines House is 'out-of-bounds' during the school day, unless you're in Grade 11 and 12 and have a 'free' in the last timetable block (1.45-3pm). If you're ill, you stay in the clinic under supervision from the nursing staff.

Lunch is in the canteen with our day students—we have a pre-loaded ewallet in the student pass to cover it.



Afternoon tea or after school activities 3-4.15pm

(some sports run up to 6.30pm)
If you don't have an Activity after school, it's a dash back to Tampines House for afternoon tea before it disappears!



Free time 4.15-6pm

AKA, touch base with our Houseparent, hang out with our 'boarding family', study, make a snack in the kitchen, collect our laundry, or even message our parents. We can go off-campus if it's pre-approved—Grades 8 and 9 can go up the road to the Hawker Centre or Fairprice, while the rest of us can venture farther afield.



Dinner 6-6.45pm

Our themed dinners are another way for us to share our culture—through that most important of mediums, food. (Food is a major preoccupation for boarders!)

On Monday nights we have a 'House Assembly' to run through operations for the week and share and celebrate the achievements of our community.

SCHOOL DAY THE LIFE OF A BOARDER

What a school day in the life of a
Tampines House looks like.



Weekends in the UWCSEA HOUSE

Saturday

Friday

3pm

Your weekend starts now!



3-5.30pm

Sign out of the house

Go to a movie, explore the local mall, bike the local park connector... but first, afternoon tea!

6.30-7.30pm

Dinner

Meals are served in the Pavilion canteen for those on campus.



7.30-9pm

Relax in the house

Pre-planned activities led by boarding staff, based on who is in the house—think pizza making night or other cooking, movie night, mah jong, board or computer games.

9-10.30pm

Check in to the house

You only get to go off campus with pre-approval from the boarding house, and you need to check back in by curfew—this time depends on your grade.

Grade 8 and 9: 10pm back on campus.

Grade 10: back on campus by 10.30pm.

Grade 11 and 12: back on campus by midnight.

10pm onwards

Bedtime and lights out

Grade 8 and 9: 10pm in their room with tech handed in. Lights out 10.30pm.

Grade 10: 11pm in their room with tech handed in. Lights out 11.30pm.

Grade 11 and 12: midnight in their room, with lights out 12.30am.

Wifi stays on for Friday and Saturday nights.

Flexible routines

Weekends in the boarding houses run from Friday after school to Sunday night, when the 'school night' routine kicks back in. There are many activities on offer, and access is available to some school facilities including the gym, swimming pool and music practice rooms. Students are also encouraged to explore Singapore.

Supervision

A duty team of Houseparents is rostered 24/7 and are available to support boarders. The medical clinic is staffed by a registered nurse.

Overnight leave

If you've organised it in advance (and your parents have approved it), boarders can overnight at a friend's house in Singapore. Boarders can sometimes invite a day student to stay in the house, or swap beds for the weekend between Tampines House and Dover Boarding.

12.30-1.30pm

Lunch



9pm onwards

Check in to the house

10pm onwards

Bedtime and lights out

Sunday

From 7am

Breakfast in the house

We make our own breakfast when we wake up. Eggs, cereal, milk, bread and spreads, juice and more are delivered to the house kitchens the night before.



11am

Check in

We get to sleep in as long as we like, but need to check in with the duty team by 11am.



1.30-6.30pm

Outdoor pursuits

Boarders are encouraged to take up a weekend activity—sports on the weekends including tennis, cricket, rugby, swimming, badminton, hockey—or play an instrument, explore Singapore, and more.



3pm

Afternoon tea

6.30-7.30pm

Dinner

10.30am-12.30pm

Brunch and relaxation

Brunch is available whenever we feel like it. Sunday sleep-ins are often followed by hanging out while waiting for a load of laundry or as we tidy up our rooms. We can also make plans off campus, as long as we are back by check in.



12.30-4.30pm

Free-choice afternoon

Pool is open with a lifeguard on duty; we've also got access to tennis, badminton, football, volleyball, hockey pitch and a gym.

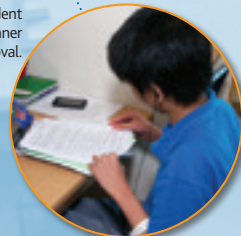


4.30pm

Check in

Grade 8, 9 and 10: School night routine kicks in.

Grade 11 and 12: those on 'Independent Study' can stay off campus until dinner time with pre approval.



3pm

Afternoon tea

5-6.30pm

Study time

Yes, on Sunday!

6.30-7.30pm

Dinner

7.30-9pm

Free time, duty team or organisation

Free time: touch base with our Houseparent, hang out with friends, study, make a snack, or even message our parents.

Duty team (on rotation): at 8.30pm a 'room' is responsible for cleaning the kitchen and all common areas. In a year each room does this 3-4 times.

Organisation: get ready for the week ahead.



9pm onwards

Bedtime and lights out

Back to our 'school night' routines. WiFi goes off at 12am.



Hillside World Academy



Background: Hillside World Academy (HWA) is a three-tiered International Baccalaureate (IB) World school with a strong emphasis on English and Mandarin bilingualism. At HWA, quality education can be achieved across all levels within the IB programme integrating the discipline and rigour of Eastern pedagogy, with the inquiring, creative, and collaborative classroom practices of Western pedagogy. HWA's goal is to provide an all-rounded learning environment with an emphasis on a balance of competencies in English and Mandarin, in both academic outcomes and student development. HWA is a community-based academy and the distinctively smaller student body and class sizes allow the school to focus on everyday school operations, as well as each student.

Boarding and community: International students from 25 nationalities are able to enjoy HWA home-stay style boarding facilities in a quiet residential area within a 10 minute walk away from the school in northeast Singapore. The boarding houses are generally 4-8 bedrooms residential dwellings with an average of 8 students per house, giving a 'home away from home' feel. Students have choices of single one bedroom, 2 or 4 to a room with meals and laundry services provided. The school nurse is accessible 24/7 as she resides in the dormitory. From Mondays to Thursdays boarders attend the daily 2 hours teacher-supervised self-study, a time when students can do homework, read or prepare for the following day's classes. Students have access to the nearby Serangoon Sport Stadium where there is a 400m running track and a standard full-sized football field.

Next door to the stadium is a Swimming Complex with an Olympic-sized swimming pool. For leisure, shopping or weekly groceries, students visit the not too far NEX mall with an assortment of retail shops, eateries and a cinema, which is popular with students during the weekends.

Application process: Apart from the documents required for day scholar, prospective boarders need to submit their full passport details, medical information and existing conditions and allergies. Parent's detailed information and emergency contact person's details are also essential.

For more information, visit www.hwa.edu.sg/

Hwa Chong International School (boarding)



Background: Founded in 2005, Hwa Chong International School (HCIS) is a member of the Hwa Chong family of schools. The school's mission is to develop internationalism, innovation and independence in students. As a local international school, half of the students are Singaporeans or Permanent Residents, a requirement of the Ministry of Education (Singapore). The rest of the student body comprises of international students from over 20 countries. HCIS has distinguished itself as a highly sought-after school over the last decade. Students under the guidance of the school have achieved much, be it in accolades in competitions at both the local and international arena, or scholastic achievements and admission to well-known universities. The school currently offers an integrated six-year programme which prepares students for the Cambridge International General Certificate of Secondary Education (IGCSE) at Year 4 and the International Baccalaureate Diploma (IBDP) at Year 6.

Boarding and community: Hwa Chong International School Residence Office commits to promoting holistic development of boarding students by creating a positive living and learning environment to enhance student learning beyond the classroom. The school provides quality programs, services and facilities for students to grow and develop in various aspects of their lives. Through quality interaction with qualified and caring residential Teaching Assistants, students are inspired to discover more about themselves and others, while reflecting on how to become inclusive and exemplary leaders, life-long inquirers and caring members of the community. HCIS aims to inculcate good habits and attributes in international students. The routines, close attention, sincere care of the resident mentors serve to complement the moulding process and create harmonious living. The experience brings about the values of responsibility, respect, consideration and a sense of overall well-being. Application process: Enrolment is open to local and foreign students throughout the academic year. Students are required to sit for an admission test and a one-to-one interview. A registration form, birth certificate, academic certificates of the last 3 previous years, and a registration fee of SGD535 are to be paid.

For more information, visit www.hcis.edu.sg/

BOARDING LIFE IN JOHOR

Marlborough College Malaysia



Background: Bringing with it the rich heritage from one of England's finest and most respected public schools, Marlborough College Malaysia provides an opportunity for students in South East Asia to enjoy education of the highest quality, combined with an association of a world-renowned institution, without

the need to travel to the United Kingdom. The 90 acre site has a 50 m swimming pool, a small training pool in the preparatory school, a sports hall, gymnasium, fitness suite, health and well-being centre (with 24 hour medical cover), four squash courts, eight tennis courts, six netball courts, an international-sized cricket pitch, three fibre-turf, rugby/football pitches (fibre-turf is used on the majority of English Premier League football grounds and on most of the international rugby pitches), in addition to six other pitches.

Boarding feel & community: Boarding Houses are staffed by teams of educators who work generously to sustain and uphold the health and happiness of young people in their care. Housemasters and Housemistresses (HMs) are supported by Resident House Tutors, Graduate and gap assistants, Dames and visiting Tutors. The Houses vary in character, composition and location but they all share the central ethos of the Marlborough community, one of which engenders a tremendous spirit and sense of comradeship, which is borne out in a broad range of inter-House competitions: in quizzes, public speaking, debating, general knowledge, drama and singing. The co-educational boarding nature offers wonderful opportunities to young people but also makes certain demands: readiness to live as a boarder within a tight-knit community is key to prospects of success. A number of places each year are designated for boarding only.

For more information, visit

www.marlboroughcollegemalaysia.org

Raffles American School

Background: Raffles American School is a learning community that empowers students to achieve their academic and life potential. RAS serves students Pre-K through 12th grade. The rigorous and rich academic and co-curricular programs encourage student growth through a learning outcome approach, acknowledging multiple types of intelligence and paths to learning. Student success is achieved through collaboration with parents, a balanced focus on intellectual, emotional, physical, and social progress, and a profound belief that all students can learn.



Boarding feel & community: Boarding students immerse themselves in the school community and take advantage of all extra-curricular activities and the sports available to them. Learning outside the classroom, whether it is on the sports field or in a club or activity, helps students develop social and learning skills for success. Students aim to be a model for their peers and recognize their unique place in society. Students also understand the value of social service by giving back to the community through outreach programs and activities, which enable them to understand their place within society, while understanding the important trait of having humility.

For more information, visit
www.raffles-american-school.edu.my/

Excelsior International School



Background: Excelsior is a member of the Singapore-based Raffles Campus Group, an educational management group that specialises in the development, management and operations of international schools catering to children from the age of 3 to 18 years. It is controlled by a not-

for-profit Singapore-based organisation, Raffles Campus Foundation Limited. Over the past 10 years, Raffles Campus has operated and managed Excelsior International School in Singapore, Raffles International School (two campuses) in Dubai, United Arab Emirates (U.A.E.) and Raffles International School in Rajasthan, India. In early 2015, Raffles Campus commenced its operations and management of its first pre-school in Australia. The school is registered with the Malaysian Ministry of Education, is accredited for Cambridge programmes including Checkpoint and IGCSE examinations, and is an authorized IB World school. The language of instruction, communication and understanding is English.

Boarding feel & community: The purpose-built campus spreads over 20 acres and houses world-class learning, sporting, recreational and boarding facilities along with IT, Science and Multimedia laboratories. There is a range of sporting and recreational facilities such as an indoor Sports Hall, two swimming pools, tennis courts, a full-sized artificial turf soccer field and a 400-metre all-weather running track along with a 527 seat auditorium for the arts. These resources support EIS' Three Pillars of Excellence in Education – Academics, Sports and the Arts. Excelsior provides boarders with a campus environment that facilitates cross-cultural experiential learning and supports the philosophies of cultural respect and intercultural awareness and understanding. Boarding is provided within the main campus building facilitating a homely familiarity enabling boarders to settle in quickly.

For more information, visit: www.eis.edu.my

A DAY IN THE LIFE OF A BOARDER

By Alex Hark



MARLBOROUGH COLLEGE MALACCA



I was a day pupil for my first couple of years at Marlborough, but switching to boarding has been the best decision I have made thus far.

Being a boarder has allowed me to take part in more co-curricular activities than ever before, without sacrificing any of my academic progress. I'm able to do everything from delivering a speech over dinner at Lectern Club to making use of the music facilities to practise my flute solo for Orchestra. I have been able to take full advantage of many more sporting

opportunities, from early morning fitness sessions like Running Club to evenings of 'Thursday Night Lights' matches for House football. The College is a hive of activity from before sunrise to after sunset, and being a boarder allows the possibilities to stretch beyond the limits of the school day.

We also get to share our experience with 40 other girls who essentially become your sisters. You spend your time living together and form lifelong friendships which are of enormous value. It is these friendships that I think are the foundation on which the boarding experience is built. You are supported and encouraged by not only your friends around you, but also by the house tutors. The amount of pastoral support that we receive is extraordinary. Every week I meet in house with my tutor who helps me with everything from my university application to how I should organise my time. However, the support doesn't end there; your housemistress, house tutors and dame are always on hand to help with everything. One thing I love is how our close-knit community means we have a home away from home. For example, I love how we celebrate every girl's birthday in House, and have weekend trips away or go on trips.

I think boarding has really helped to prepare me for university and beyond as it has enabled me to take up positions of responsibility such as House Captain. The boarding community fosters the perfect environment for me to step outside my comfort zone and try new things in order to develop both leadership and a better understanding of my own capabilities.





»»» SPECIAL
EDUCATIONAL
NEEDS

SPECIAL EDUCATIONAL NEEDS HOW TO IDENTIFY THEM:

Special Educational Needs (SEN) is a legal term. It describes the needs of a child who has difficulty or disability which makes learning harder for them than for other children their age. Around one in five children has SEN at some point during their school years. Some children have SEN right through their time in school. SEN covers a broad spectrum of difficulty or disability. Children may have wide-ranging or specific problems. E.g., a child might have difficulty with one area of learning, such as letters or numbers. Or they might have problems relating to other children, or to adults. Each special educational need has a unique impact on each child and young person. We have endeavoured to pull together our combined experience of each special educational need and their description.

Dyslexia: Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling.

- Spaces between the words on a page are difficult to recognise, meaning words jumble together.
- The print seems too small.
- Reading is painstaking and takes a long time.
- It is difficult to find your place on a page if you look away.
- It is difficult to keep the sequence of letters in your head.
- Concentration span seems short, as the effort involved is great.
- Maths and language learning may be difficult.
- Mental processing takes longer.
- They have a poor short-term memory, personal organisation skills and/or poor sense of direction.
- They can be slow in information processing, motor skills processing, left-right orientation and time awareness can be poor.
- Copying information by a classroom board appears very difficult.
- They may possibly have low self-esteem.
- They may demonstrate high verbal intelligence and articulation will appear ahead of their age.
- They may prefer to engage in conversation with adults instead of their peers.



Dyspraxia: A form of developmental coordination disorder affecting fine and/or gross motor coordination. It may also affect speech.

Characteristics include:

- Clumsiness – dropping things or tripping up.
- Disorganised with their belongings.
- Very little or no sense of time.
- Poor body co-ordination.
- Little sense of direction.
- Very short attention span.
- Difficulty in carrying out precise tasks which require coordination and accuracy, for example, using scissors, can openers, writing neatly, tying bows, riding a bicycle.
- Difficulty working safely and accurately in a laboratory and kitchen.
- Some difficulty in predicting the consequences of their actions.
- Demonstrating behaviour which is reactive and/or spontaneous or appearing out of control.
- Lack of awareness of the personal space of others.

Dyscalculia: A math learning disability that impairs an individual's ability to represent and process numerical magnitude in a typical way. Characteristics include:

- Using fingers to count out math solutions, long after peers have stopped using this method.
- Trouble recalling basic math facts.
- Difficulty linking numbers and symbols to amounts and directions.
- Difficulty making sense of money (handing a cashier a fistful of bills and change rather than counting it out, for example).
- Unable to tell time on an analogue clock.
- Difficulty recognising patterns and sorting out right from left.

Attention difficulties (ADHD, ADD)

These are some of the characteristics of a child with attention difficulties:

- Their mind is always 'buzzing with lots of different things' and they find it hard to concentrate on one thing at a time.
- Behaviour is consistently impulsive, inattentive and often overactive.
- They appear to find it hard to sustain attention, listen and follow instructions and to organise themselves or their belongings.
- They may be forgetful, blurt out answers erratically, make inappropriate comments and/or interrupt.
- They may fidget, leave their seat in class or sit and appear to gaze into space.
- They appear to have difficulty with sequential organisation of thought.

Specific language impairment

These are some of the characteristics of a child with specific language impairment:

- They display some difficulties when processing speech sounds and in using them correctly.
- They tend to confuse or substitute sounds.
- They have difficulty organising words into sentences; muddling verb tenses, have difficulties with conjunctions and prepositions.
- They may sound like much younger children.
- They have difficulty recalling the right word to say what they mean.
- They have difficulty remembering the meaning of new vocabulary, and in understanding new concepts and ideas.
- They may have difficulty in knowing which language/words to choose to describe different social situations and feelings.

Asperger's Syndrome

These are some of the characteristics of a child with Asperger's syndrome:

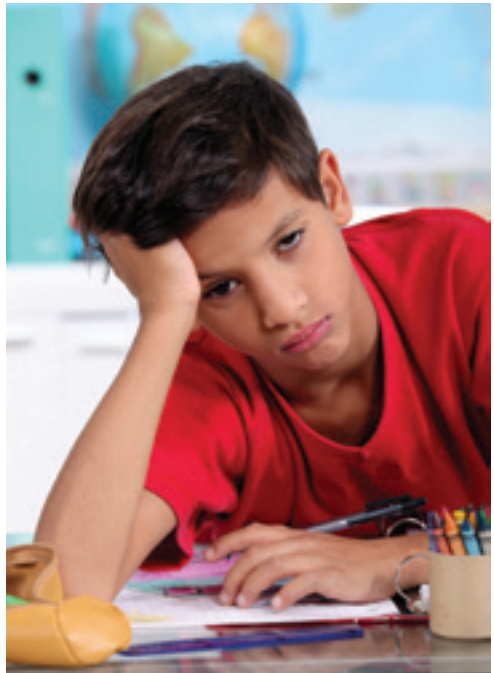
- Difficulty with social interaction, imagination and flexible thinking.
- Difficulty with abstract concepts.
- They may take language literally.
- Pieces of information may remain 'disconnected'.
- They may seem rude.

- Find it difficult to make small talk, and talk at people rather than to them.
- There may be a lack of awareness of turn-taking and in interpreting body language, facial expressions, gestures and vocal volume.
- Eye contact may be avoided.
- Difficulty in appreciating others' thoughts and feelings.
- Find humour difficult.
- They may be obsessively tidy.
- They may have idiosyncratic interests.

High-functioning (or mild) Autism

These are some of the characteristics of a child with (high-functioning) autism:

- They may find eye contact very difficult.
- They may prefer to be alone and don't like other children invading their personal space.
- They may flap their hands when upset.
- They may have delayed speech.
- They may be very literal, which makes it difficult for them to make friends and to understand instructions given orally.
- They may find change difficult.
- They may be repetitive.



SEN SUPPORT AT INTERNATIONAL SCHOOLS

Finding the right school for your child is a challenge in any situation. But if you know your child has additional learning needs and is going to require extra support at school, it can be even more difficult.

The vast majority of schools will make it clear on their websites how they build SEN support into their school programmes, and of course, each child's experience will be unique.

Offering information and asking questions

The most frequently offered advice from schools and professionals is to be upfront about the extra support your child may require. Sandra Price, who has moved five times within Asia, says, "The first thing we always do once we know a move is on the horizon, we research and contact suitable schools prior to even negotiating the move with my husband's HR department. We know very well, that there is nothing worse than signing a contract, and then discovering there is no schooling option.

"...make absolutely certain that the school you are looking at has the support you need..."

It's sensible to supply the school you've chosen with an educational psychological evaluation so that they can determine the extent of any difficulties. As Sandra points out, this in itself can be a challenge, as schools are supplied with different documentation and styles of assessment from many different countries. "In some cases, you might get nothing or something very cryptic (like a number – which tells you nothing really). Psycho-educational reports and Individual Education Plans (IEPs) are something we get only from very developed countries.

As well as being upfront with the information you have, the other advice from Sandra is to ask as many questions as possible of the school. If the school does provide learning support, how much will your child receive and how often will you have meetings to stay up to date? Will they provide you with an IEP for the year? If the school cannot cover all of your needs, do they have the resources available to help you secure the necessary support such as tutors, psychologists or occupational therapists?

As a parent, Stephen Marshall puts it, "Don't be afraid to push! Push hard! Be demanding. And

make change happen if they aren't willing to do what you need. Who says you can't be the first? Make absolutely certain that the school you are looking at has the support you need. And if they don't, can they help you with outside resources? Can those resources come to the school? Be honest up front even if it means that a school says they can't help you – better to find out early than when you really need the help.

Making the most of support

One of the challenges Maxine faced was discovering her children both had additional learning needs once she was already living in Beijing. "Our main difficulty was in finding a native English speaker who could do the necessary testing once we knew our sons needed some help at school. We were on the waiting list from September until December for the testing as there were only a few reputable people in the city that could do it," she says.

Through her experiences in Beijing and subsequently living in Kuala Lumpur, Maxine has several pieces of advice for parents considering an international school for their child with SEN. Her younger son, for example, has what's known as Non-Verbal Learning Disorder and required the help of an occupational therapist. Maxine found an OT who was willing to visit him at school: "This was hugely important," she says. "Not having to go outside of school for his appointments kept his mind in the right place and he wasn't so exhausted." So, arranging for therapists to visit your child at school can be very helpful if the school allow it.

Parents whose children have additional needs will be more aware that they will have to advocate for their child throughout their education. When you throw an international move into the mix, this becomes even more true. One huge advantage that parents have today is the accessibility of support online. This might mean a forum based in your home country, which allows you to keep in touch though you're far away, there is also a network of expat forums and groups all over Asia for meet-ups and information sharing about SEN. Join forums via Facebook and other social media," Maxine advises, "The beauty of technology today is we can research even from afar to find out what experiences other people have had."

The Children's Institute: Understanding students' special education needs and celebrating their differences



*By Jeremy H. Greenberg, Ph.D., BCBA-D
Director, The Children's Institute of Hong Kong*

It's been said that if you meet one person with autism, you've met only one person with autism. In other words, a diagnosis of autism or Autism Spectrum Disorder (ASD) describes a spectrum or wide range of both strengths and weaknesses. Each child presents as a unique individual with likes and dislikes just like you and me.

In order for teachers to understand how a person is affected by ASD or other special education needs (SEN) a great deal of care and effort may be needed. Professionals use a variety of assessment instruments both formal and informal to learn what makes the person tick. These instruments might include family history interviews, questionnaires, medical records, standardised tests, teacher or school reports, reinforcer preference assessments, and behavioural observations. It is only through this deep and thorough understanding of the person as an individual, that an optimal treatment plan can be developed. A

comprehensive evaluation of this type is needed in order for the person to be addressed and cared for in an appropriate and dignified manner. Also, the process should be repeated about once per year since young children's development usually changes rapidly.

The process of assessment is not simply about making a list of behaviours that a student with SEN cannot do and setting out to teach those behaviours. Assessment cannot only be about identifying weaknesses. We all have weaknesses and it's relatively easy to find those! Rather, finding the strengths in a student with ASD or SEN is really what it's about. To truly appreciate and understand a person as an individual, both strengths and weaknesses need to be identified and later addressed. The best professionals will identify the student's strengths then capitalise and develop those so that the student can be happy and successful in school and in life.

I'm reminded by a student that I will call Robert who came to our school about ten years ago when I first arrived in Hong Kong. Robert was around 4 years old and had severe behaviour and learning problems. Robert couldn't listen, couldn't speak, read, write, and could barely sit in a chair by himself.





Through a massive amount of patience and after a lot of hard work and expertise from his caring teachers, Robert began to improve. One day, a few months into his schooling, his teacher learned that Robert enjoyed colouring. In fact, he was actually quite good at it! It seemed to calm him down and give him focus.

On my lunch break that day, I immediately went to the nearby stationery shop to stock up on sketch pads, markers and crayons. We were able to find Robert's strength simply by paying attention to what he liked and providing regular opportunities to develop those skills. We've had other students who have been observed to excel at music, dancing, maths, and more. Our goal is to encourage our students to develop their skills in an area that they enjoy and happen to be good at while continuing to work on skills that are challenging.

We all have something that we are good at. It takes a bit of effort to discover that something in students with SEN but it's well worth the effort. The big smiles on the student's faces will reward your efforts in doing so.

About TCI

The Children's Institute of Hong Kong Limited (TCI) was founded in 2003 by the parents of two children with special education needs. Today, TCI operates as a leader to the provision of special education services in Hong Kong Special Administrative Region (HKSAR). TCI is located within and closely affiliated with The Harbour School, a general education and progressive kindergarten and primary international school (THS).

TCI serves children and their families using evidence-based and state of the art treatments derived from the science of Applied Behavior Analysis (ABA). This is made possible, but not limited to the following three elements:

Inclusion

TCI's relationship and close proximity to THS provides our students with opportunities for inclusion and to learn in a general education and international school setting. All of our students are THS students first. THS is accredited by the Western Association of Schools and Colleges (WASC).

Science

Professional staff are supervised in-house and trained in evidence-based teaching techniques by international full time Board Certified Behavior Analysts from the Behavior Analysis Certification Board, Inc. (USA). TCI was first in Hong Kong to have BCBA's.

Community

TCI improves the community through training and consultation services to local schools (Cantonese), work with professional organizations (Hong Kong Association for Behavior Analysis), and through guest lectures and research with local universities.

Please contact Dr. Jeremy H. Greenberg to discuss a customized service package for you or your organization.

Tel: +852 2816 5222

Web: www.tcihk.org

Why do I need my child to have an assessment?

By Sarah O'Connor
Acorn Care,
Founding Director

Children are assessed as part of the natural path of life. Even before birth, the process of comparison begins, 'how much are you eating?', 'how often does the baby kick?' From birth onwards, we assess our children in comparison to others who slept longer, grew faster or walked earlier. This is a typical feature of parenthood, reflecting on how our own protégées are developing. Students in school are continuously being assessed with homework, exams and benchmarking, all of which are prevalent here in Hong Kong. You don't have to look far to find social commentary on parents questioning their children's



achievements or boasting of their triumphs.

Assessments performed by teachers are necessary to guide the daily teaching and learning process. The idea being that 'if you can't measure it, it doesn't exist', can contribute to a pattern of excessive testing and controversy. We have learned to shy away from assessment. Often our experience is that it is overdone, or not used as a supportive tool. We can be critical of ourselves when we benchmark our progress against others and unless we utilize the results effectively there is often little positive impact. As individuals, we have different strengths, and comparison to others in an unstructured forum can lead to lowering of self-esteem or morale. Confidence can be shattered as we look at results in a negative manner. It is of course always possible to use the findings in a positive way, to glean insights otherwise not understood, to monitor progress and support understanding of how individuals can adapt and increase their potential. Too often we as parents want to know where our children fall on the 'infamous' bell curve, are they average in the classroom compared to their peers,





are they falling behind, and will they meet the criteria expected of them? Instead, we can look at results to find out what type of learning style best suit our children and what strengths they can build on.

The truth (if you didn't figure it out already) is that we are all different. That means that we will develop at different rates, seen to be advanced in some areas or behind in others. A gifted mathematician who lacks creativity or the musician who struggles to make friends will find success in their field of passion. As teachers, we have seen every combination and enjoy every success story. As parents, we know that the child is impressionable and what is seen to be a strength one year is lost to a different passion the next.

Figuring out where students strengths and challenges lie is important and relevant but really only for that snapshot in time. It guides teachers and parents in determining the next steps in the teaching and learning process. It can allow for realistic expectations and can elicit the best learning environment to allow students to flourish. Any assessment should be used in conjunction with other information that will facilitate a larger picture for a comprehensive understanding.

On occasion, we as parents are guided by the school to seek out additional information. Teachers are well-qualified professionals in their field and the assessments they use in class will guide their practice, but they are limited. Teachers may sometimes observe that they are not seeing the whole picture and an individual's

performance in their class is not well understood. The scores they are achieving are contrary to what is expected of them or they are displaying indicators of challenges well known by teachers to be obstacles to learning if not addressed. This can seem daunting out of context and we can become lost and confused. If the teacher hasn't been clear in articulating the challenges or if we see our child at home quite different from the child being described it can be alarming to be notified that there are issues. What we need to understand is that there are professionals who

have trained specifically in administering appropriate assessments that can pinpoint issues.

The idea of a stranger being able to determine the fate of our child seems incongruous. We ask if it is really important and necessary, maybe we can give it time and wait it out. Rather than shirk away we should see this as a wonderful opportunity that allows for immediate support and early intervention. It is important that at the same time we don't forget the strengths of the child we know, that their funny character, their creative or imaginative selves have not been overlooked. If you are asked to get a full assessment outside of school, it doesn't need to have a negative process. Look at it as a valuable opportunity to really understand your child's learning styles, how they are accessing their educational opportunities. Consider it a chance to observe them in the 'now' so that they have a chance to do well in the future.

Acorn Care offers full learning assessments for students to determine the current academic level, student potential for achievement and provide learning strategies and interventions to support at home and in school.

www.acorncare.com.hk/diagnostic-assessments

Email: info@acorncare.com.hk

Tel: + 852 9810 4514



ITS EDUCATION ASIA

Does your child have special educational needs?

Finding suitable programmes for educating children with special needs is often not as easy as it may initially seem.

When you choose our Special Needs Service as part of an ITS School Search Programme, a qualified special educator will be assigned to your family to assist you in making informed decisions about school placement and to help advocate for your child.

We are professional educational consultants. Through our services, we facilitate positive, proactive communication and cooperation between parents of children with special needs and school personnel.

Here when you need us.



www.itseducation.asia
or email us on es@itseducation.asia



SPECIAL EDUCATIONAL NEEDS SUPPORT HONG KONG

LEARNING SUPPORT

Acorn Care

The core of Acorn Care's philosophy is that every child has the right to equal education, accessing support where necessary. Acorn Care either connects families to opportunities and provisions in HK or offers their services to meet the individual needs of your child. Acorn Care combines educational and therapeutic approaches for assessment, evaluation, individualised intervention, and advocacy on behalf of children and families.

www.acorncare.com.hk

Autism Recovery Network

Autism Recovery Network provides private autism therapy sessions either in the privacy of your home or at the Sheung Wan centre. The therapists use the principles and methods based on Applied Behaviour Analysis (ABA) and offer individualised treatment plans.

www.autismrecovery.hk

Cedars Centre of Development and Resources for Students

The Cedars Centre of Development and Resources for Students (CEDARS) is a one-stop service unit for students with physical and sensory abilities needs, learning and developmental abilities, mental illnesses, chronic medical illnesses, and multiple different abilities. CEDARS provide a comprehensive support service to help university students adjust to the new environment and learning from various aids and equipment, funding resources, employment preparation, special examination arrangements, a peer buddy support and study skills coaching.

www.cedars.hku.hk/SENSupport

Child Development Centre (CDC)

The Child Development Centre (CDC) has spent over 40 years offering specialised education, therapy, and assessment for children with individual needs. Through a variety of learning tools, curricula

and methodologies, CDC's goal is to address an individual's needs through individual education plans (IEP), evidence-based practices, a multidisciplinary team and child-centred teaching. In addition, home visits, individualised therapies, group programmes and support for parents are also an option.

www.cdchk.org

Child and Family Centre (CFC)

CFC offers psychological services for children and families. Dr Knight and his team of therapists work together with local schools, kindergartens, physicians, and other professionals to bring a multidisciplinary approach to meeting the needs of children. The Psychologists can provide individual assessments of cognitive ability (IQ tests) for children and adults. The tests that are used include the Wechsler Intelligence Scale for Children (WISC-4) and others.

www.childandfamilycentre.com.hk

Growing Roots Children's Centre

The centre provides a comfortable and home-like learning environment, which stimulates the interest and initiative of children in learning new skills and gaining knowledge to explore and develop their talents and potential. SEN support includes English speech and language therapy, occupational therapy, physio therapy, music therapy and assessments for schools.

www.growingroots.com.hk

Heep Hong Society

Heep Hong Society has been helping families for over 50 years by providing professional training and education to children of all ages with different abilities. This also includes rehabilitation services to support students with special educational needs in kindergartens.

www.heephong.org

Hong Kong Down Syndrome Association

The main services of the Hong Kong Down Syndrome Association are to provide integrated family support and vocational rehabilitation services. It helps clients develop their personal growth in every aspect of life whilst educating the public about social inclusion.

Although the majority of the services are provided in Cantonese, there is an English Speaking Group to support families and children with Down Syndrome.
www.hk-dsa.org.hk

The Jadis Blurton Family Development Centre

The Jadis Blurton Family Development Centre is a multi-disciplinary team of psychologists and education experts who offer assessments, counselling and innovative developmental interventions. All psychologists, therapists and counsellors are appropriately licensed (many in two countries).

www.blurton-fdc.com

Nesbitt Centre

At the core of the Nesbitt Centre is the plan for young adults, who are differently abled, to have the same opportunities to develop and use their talents and skills in society. The services include educational excursions, a residence where students live in a safe and supervised environment and are given the training to help them take responsibility for their own lives, and a training course called the Preparation for Life Programme Plan.

www.nesbittcentre.org.hk

SPOT

At SPOT (Speech, Physio, and Occupational Therapy), the team of therapists and psychologists believe in providing holistic, transparent and evidence-

based therapy with a focus on a collaborative team approach. The experienced specialists offer a multi-disciplinary approach for children with both physical and learning disabilities.

www.spot.com.hk

Psynamo

Psynamo offers a wide spectrum of services from clinical psychology, counselling and speech therapy, to occupational therapy, workshops and nutrition courses. Their aim is to treat patients who have low self-esteem, depression and anxiety through a unique neuro-biopsychosocial perspective in which all affecting factors are taken into account to contribute to an individually-suited long-term remedy. Their theory highlights the importance of self-awareness and well-being as a positive outcome in a healing regimen.

www.psynamo.com

Physiokids

Physiokids provides private paediatric physiotherapy services for children from birth to 16-years-old with problems in physical and sensory-motor development. The therapists work on a holistic basis using an individual treatment plan that focuses on improving fine and gross motor skills, balance and coordination, strength and endurance as well as cognitive and sensory processing/integration.

www.physiokids.com.hk



Integrate HK

Integrate offers coordinated professional assessment, intervention, support and consultancy services for individuals of all ages in Occupational Therapy, Speech and Language Therapy, Educational tutoring and Consultancy for schools and organisations and more

www.integratehk.com.hk

EDUCATION PROVISION FOR CHILDREN WITH LEARNING DISABILITIES

There are a number of schools and specialists centres for children across a range of disabilities. However, waiting lists can be very long, so once your child has received a diagnosis; it is best to register. Below is a list of centres that work with English speaking children with physical and learning disabilities.

Autism Partnership School

Registered with the Education and Manpower Bureau, the Autism Partnership School has full access to resources provided by its founding organisation, Autism Partnership. The school caters for Cantonese and English-speaking children aged from 4 years 8 months to 11 years old. The curriculum is an autism-specific curriculum with applied behaviour analysis and an average class size of 10-12 students.

Address: 2/F, 17b Ventris Road, Happy Valley, Hong Kong

Tel: +852 2526 3061

Email: autism.partnership.foundation@gmail.com

Bridge Academy

Bridge Academy Education Centre is the first and only organization in Hong Kong offering education programmes based on a combination of Applied Behaviour Analysis (ABA) and Chan-based Mind-Body Intervention. To cater to students' individual needs, Bridge Academy provides various programmes to children with different learning challenges from age 2 – 11 including Integration Programme, Group Programme, Partnership Programme, and Intensive 1-on-1 Programme. Students spend most of their time with a 1-to-1 therapist; they also

have an opportunity to engage in paired and group lessons providing an all-around experience. Bridge has adopted the National Common Core Standard Curriculum and provides a comprehensive education including Literacy, Music, Numeracy, Literacy, Art and Physical Education.

Address: 3F, Wui Tat Centre,

55 Connaught Road West, Sheung Wan

Tel: + 852 3563 8060

Email: info@bridgeacademy.com.hk

The Children's Institute of Hong Kong (TCIHK)

The Children's Institute of Hong Kong Limited (TCI) was founded in 2003 by the parents of two children with special education needs. Today, TCI operates as a nonprofit school for children with special education needs and has been granted charitable organization status under the Hong Kong Special Administrative Region. TCI is located within and closely affiliated with The Harbour School, a general education and progressive kindergarten and primary international school (THS). TCI serves children and their families using evidence-based and state of the art treatments derived from the science of Applied Behavior Analysis (ABA).

Address: 2nd Floor, Kennedy Town Centre,

23 Belcher's Street, Kennedy Town, Hong Kong

Tel: +852 2812 2144

Email: info@tcihk.org

The Jockey Club Sarah Roe School

This is a purpose-built school for children and young people with severe learning difficulties. It provides education for children with special needs for students aged 5-19 years old.

The school's modified curriculum uses a theme approach to foster a child's development. Strong emphasis is put on integrating therapy provisions with academic learning including the use of a sensory curriculum, and secondary students follow the Asdan Award Programme. The average class size has a teacher-student ratio of 1:8.

Address: 2B Tin Kwong Road, Homantin, Hong Kong

Tel: +852 2761 9893

Email: info@jcsrs.esf.edu.hk

The Rainbow Project

Founded in 1999, Rainbow Project is a charitable organisation set up in Hong Kong. In the learning centre in Sai Ying Pun, Rainbow Project caters for the needs of children within the Autism Spectrum Disorder coming from multinational English speaking backgrounds. A Homeschooling program is also offered where teachers come to a family's home to teach kids in their regular home environment. Be it academic or occupational, the program focuses on improving skills, as well as behaviour, outside the classroom setting. And there is also weekly Saturday Class on offer for older kids (8-16 years old), which focuses on Science and Art exploration and exposes the children to social interaction.

Address: G/F, Yuen Fai Court,

No.10 Sai Yuen Lane, Sai Ying Pun, Hong Kong

Tel: +852 2548 7123

Email: rainbow@rainbowproject.org

Watchdog Early Learning Centre

The Centre offers intensive and well-rounded early intervention and therapy, including specialist teaching (individual and group), speech therapy, occupational therapy and physiotherapy. Watchdog also offers special programmes in sensory integration and therapeutic listening, and the average class size is six students.

Address: G/F East Wing, 12 Borrett Road,
Mid-Levels, Hong Kong

Tel: +852 2521 7364

Email: info@watchdog.org.hk

SEN SUPPORT IN MAINSTREAM SCHOOLS

The following schools and organizations offer support to children with special education needs in Hong Kong:

Aoi Pui School (APS)

APS is the only Private Primary School in Hong Kong catering for both Cantonese and English speaking students with ASD (Autism Spectrum Disorder). Established in 2013, AP School adopts an Applied Behavioural Analysis (ABA) approach for

children aged 4 years 8 months or above and small classes with a high teacher-student ratio. Offering a formal school curriculum based on the English National Curriculum, since 2013, 50% of students have reintegrated into mainstream schools in HK or abroad. The school provides customized education plans based on an Individualized Education Program (IEP) in order to assure that the programmes are reviewed and adjusted to the individual student's learning abilities and their progress are well documented and reported to parents.

www.apschool.edu.hk

Canadian International School

Canadian International School provides for students with special needs and is a member of the Dyslexia Association of Hong Kong. It retains the service of occupational and language therapists.

www.cdnis.edu.hk

Carmel School

Carmel school's TLC (The Learning Connection) program offers assistance to children who need extra language support or who have learning difficulties.

www.carmel.edu.hk

English Schools Foundation (ESF)

ESF offers three broad options for students with special educational needs, based upon identification of need using the ESF levels of adjustment 1 to 6. Firstly, within mainstream classes in kindergartens, primary schools and secondary schools (levels 1 & 2), secondly within learning support centres in primary and some secondary schools (levels 3 & 4) and thirdly within the Jockey Club Sarah Roe School (levels 5 & 6).

Mainstream class with possible support: Many students whose special educational needs require minimal teaching and learning adjustments are catered for within mainstream classes in all kindergartens and schools. These students are able to access the normal curriculum in these settings with minimal adjustment or support.

Learning Support Centres: Students whose special educational needs require more extensive teaching and learning adjustments are catered for within learning support centres within ESF primary schools and secondary schools. There are currently

212 LSC places in total, 107 of which are secondary places. There are no learning support centres attached to ESF kindergartens, and this option does not exist for young children.

www.esf.edu.hk/sen-overview

Generations Christian Education

The group of schools offer inclusion for children with individual needs who may be able to access the curriculum according to the professional resources available at each school. Limited spaces are available. Teachers and principals are dedicated to providing all students the support they need to be active and ambitious learners.

In the inclusive learning programme, students with individual needs are incorporated into the classroom where they have the opportunity to learn and to grow together in regular class surroundings. This inclusive learning environment is created through simple accommodations and modifications to the curriculum, teaching and learning materials, and instructional strategies, thereby fostering an unconditional acceptance of the child.

For more information go to www.generations.edu.hk/curriculum/individual-education-needs/special-education-needs/

Hong Kong International School

Hong Kong International School (HKIS) accepts students with special needs in regular classes and provides supplemental services for students with mild learning needs. Students with special needs are admitted if they can be adequately supported by the type and level of support available at the school. Admission decisions for students with special needs are made by HKIS' Admissions Committee.

www.hkis.edu.hk

Kellett School

Kellett is an inclusive school and aspires to meet the needs of all its students. Both the Preparatory and Senior sections have a limited number of places available for students with Special Educational Needs whose individual requirements can be met in a mainstream setting, through provision of a differentiated curriculum. The number of places is determined by the level of student need within the

SEN programme at the time. Priority for SEN places is determined by the date of registration and waitlist status. Additional priority is given to siblings. It is unusual for Kellett School to admit students whose behavioural needs are such that they could prevent their peers from fully accessing their curriculum entitlement.

www.kellettschool.com

Hong Kong Academy (HKA)

HKA has provision for children with a range of learning difficulties and has a Learner Support team of 25 therapists, teachers and co-teachers who support students from PK1 (3 years old) through to G12. This support can range from weekly therapy sessions to a full-time 1:1 teacher for an individual student. HKA accepts students with any level of needs, as long as they can be successful in mainstream school setting with the support structures provided.

www.hkacademy.edu.hk/

The Harbour School (THS)

This works with children as individuals and tailors learning to their specific needs. It is not a special needs school but they have children who are considered advanced, in addition to children needing extra support in certain areas. About 40 per cent of the school's population receives additional services because they are either advanced or behind by two years in an academic area. In-class, however, differentiation allows all children to progress at their own rates in reading, writing, and math. A small number of students (about 10 per cent) have more serious difficulties that are best served through their partner The Children's Institute with one-to-one programming. These children integrate into the mainstream classroom as is appropriate for each child with their one-to-one teacher. Children at The Harbour School learn to understand and appreciate their own strengths and weaknesses, as well as those of other children.

www.ths.edu.hk/

The fundamentals of special education: What parents need to know



**By Breanna Crockett,
Managing Director**

Special Education is a loaded term. As a mother, and I am sure parents/guardians would agree, everyone wants a 'special education' for their child. Children on average spend a quarter of their lives at school (if we go by the latest Hong Kong life expectancy statistics). It is a long time, as a parent, I hope that my child loves this time period and reflects back on it as a happy experience. Many people are responsible for ensuring a child enjoys school, that they're engaged, develop healthy relationships with their peers and reach their potential. However, parents have that important first step of finding the right school in order for their child to receive a 'Special Education.'



What parents need to know before finding the right school

The best way to find the right school is to understand your child and their needs. Parents/guardians can go about this by considering how their child learns best. If you know your child's learning profile, you'll have a stronger grasp of how to help them learn and you can be a better advocate for them at school. Consider your child's learning profile. Their profile is a mixture of learning preferences, strengths, and challenges and is shaped by the categories of learning style, intelligence and thinking. (I don't really understand this paragraph). Your child will not approach every new learning task in exactly the same way as the next child. But how your child interacts with information does fall into patterns that let them draw on their natural talents and preferences. Those patterns are learning strengths, and they guide the pathways to learning.

Learning strengths involve your child's abilities in combination with their existing skills and talents as well as their knowledge base, which all help them to take in new

information. Talents and abilities are ways of thinking, feeling or acting that can be used productively.

For instance, your child may naturally know how something works just by taking it apart or remember directions after only going to the destination once or even understand how other people are feeling.

Observe your child, start to view where their strengths are and how they best take in information. These strengths can be used to overcome challenges, especially in a classroom. For example, if your child struggles to organize their thoughts when writing a story and is a visual learner they could carry out planning using a picture timeline.

To get a more in-depth picture of your child's learning profile, your child can undertake a learning profile assessment. These assessments are very in-depth and usually include a multi-disciplinary team such as a psychologist, occupational therapist and speech and language therapist. The assessment measures the different parts of the IQ. These parts may include how a child retains information and manipulates it for use within everyday tasks. These parts of IQ are skills such as working memory (how they retain and manipulate information), phonological awareness (their ability to process sound vital for spelling or visually), and visual processing (how they remember sequences and predict shapes necessary for reading).

Following one of these in-depth assessments parents/guardians are presented with a full report of all the child's strengths, areas of challenges and how they can use their strengths to overcome challenges. This kind of report will offer strategies for the parents and teachers to best support your child's learning. These assessments are particularly important if you have concerns about your child's learning ability. Results from these assessments may report that your child has ADHD, Specific Learning Disorder (dyslexia, dyscalculia or dysgraphia,) Autism or another developmental disorder. These diagnostic results will allow your chosen school to provide the right assistance to your child.

Additionally, impairments in hearing or vision can be considered, adaptive equipment can be prescribed to support your child at mainstream or a specialist school. For example, a communication board can be used for the child to communicate more effectively with their teacher



if they are non-verbal or the most effective wheelchair could be prescribed to be used around the school and participate in sports during lunch time and physical education.

The information from this type of assessment can equip you with finding the right school. You need a school that will see your child for all their strengths and support their challenges. That is why we encourage parents guardians to share their child's reports with schools, because in our opinion, if you feel you cannot, then the school is probably not the right fit for your child.

Working with the school to ensure your child reaches their potential

It is best to find a school that looks at your child as an individual with individual learning needs. If your child has strengths as a visual learner, discuss with the school what they can do specifically to use this strength in different classroom settings. For example, providing your child with a visual timetable or asking them to draw a story plan first to organize their thoughts.

If your child is found to have an impairment affecting their learning, then under the Education Bureau of Hong Kong, your child is entitled to special services. Many schools around Hong Kong now have a Special Education Needs (SEN) head teacher. The SEN is vital to the coordination and provision of extra support. I highly recommend that parents are familiar with the SEN teacher and work with them to ensure your child reaches their potential. If the SEN teacher is willing, it is always most effective when the parents/ guardians coordinate a meeting on a regular basis with the SEN and the child's

support team. This support team may include your child's occupational therapist, speech therapist and/or psychologist. Together the child's Individual Learning Program (IEP) also known as the Student Learning Profile (SLP) can be discussed and goals for the coming term/ year can be agreed upon. The goals must be (SMART) Specific, Measurable, Achievable, Relevant and Timed. Once these goals are set, the team can work together with your child to support them to achieve the goals within the timeframe.

Therefore, it is best to understand your child and their learning profile. Find a school that you feel will work with your child and their strengths as well as support the areas they find challenging. Work with that school and in particular the SEN teacher to develop a sound Individual Education Plan with everyone from your child's support team.

Hong Kong has a growing number of inclusive mainstream and specialist schools to choose from. Above all, ensure that as a parent you feel comfortable that the school you choose for your child will work hard to ensure they become their best self.

How do I get started with SPOT?

Here are some options:

- Contact one of the team for an informal chat, email contact@spot.com.hk with your enquiry and request to be put in touch with a therapist. You will be contacted within 1-2 working days.
- Arrange a parent consultation with one of the clinicians.
- Book a Screening Assessment Appointment. Call + 852 2544 5835 and ask for a Multi-Disciplinary Team Screening Assessment. These assessments are held on Thursday mornings and are run by a Speech Therapist, Occupational Therapist and Physiotherapist. They are a thorough and excellent means of establishing a child's potential therapy needs.
- If you already know what you are looking for and just want an appointment then call + 852 2807 2992 and speak to the reception team.

Teens and Dyslexia: The secondary consequences which affect adolescents

By Sarah O Connor

Acorn Care, Founding Director

Although dyslexia is a term that is in common vernacular, it is often misunderstood. This is probably due to the varying range of difficulties encountered by individuals but it is worrying when even the experts can't agree. The concern is more around those who go "under the radar". Children who are identified early on will be given the support they need to build a strong foundation in their academic studies. But there are dangerously too many that won't have that kind of support until secondary school (or beyond); Steven Spielberg was diagnosed at the age of 60! It's too easy for a smart kid which an above average (or superior) IQ and higher-order language skills to compensate for low-level deficits in reading and writing. It might be that a child has learned coping mechanisms in school so that they are never noticed to be struggling in class.

They seek support from peers in group work, they find excuses to avoid handing in work and they volunteer for tasks that they know they are capable of. In fact, children often become quite good at covering up problems with learning as they get older. Students with dyslexia are renowned for being quick thinkers, creative and see the bigger picture (they might miss the trees, but they see the forest). The gifts of dyslexia can mask the challenges that it carries.

What is dyslexia?

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.

- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- In teenagers this might present as issues with reading (poor fluency, omissions or insertions of text, avoids reading out loud), organisation (finds it hard to remember the sequence of how something happened, or quickly forgets the teacher's instructions), finds it difficult to keep track of homework (what to do and the deadline), handwriting and spelling
- Teachers and parents need to look out for these signs, as the impact of a later diagnosis can be quite detrimental. It is common to point the celebrities who have seemingly overcome dyslexia and are highly successful in their field; Walt Disney, Tom Cruise, Richard Branson, John Lennon and even Albert Einstein.
- We dismiss the numbers at the other end of the scale, where a higher than average proportion of prisoners have dyslexia. Diagnosis at a school of dyslexia will often circumvent the label of 'lazy' and 'disruptive'. Without the support and intervention, undiagnosed students may be subjected to a cycle of depression, delinquency and failure.





Years of frustration coupled with limited success can dent the strongest of confidences. Self-doubt and self-recrimination erode self-esteem. If a person with dyslexia meets a task that in reality (or in their perception) is too hard, they will meet with stress and anxiety (when you find yourself in a situation that is beyond your control) and adolescents with dyslexia are particularly vulnerable. Such feelings of inferiority usually develop around the age of 10, after which it becomes harder to counter the effects and build a positive self-image. A powerful argument for early intervention.

When students experience academic problems they become discouraged and feel inferior to others. Research shows that when a person enjoys the success they credit themselves and when they fail they look at where the mistakes took place and plan to fix them for next time. However, when a person with dyslexia has the same success they will often attribute the success to luck and failure to themselves.

A cycle of low achievement will elicit negative perceptions of self and can bring about lack of confidence and frustration with poor relationships developing. Throw verbal abuse and humiliation into the mix and you have a student who can spiral down into low self-esteem with detrimental consequences.

There are of course many students with dyslexia who present very differently from this model. They will have high self-esteem, come from close families and display confidence about their strengths (in sport or art

or music). They are often very strong in a social and academic supportive environment that can elevate their confidence about their non-dyslexic peers!

Don't let dyslexia dominate

- Encourage early identification and diagnosis.
- Understanding what Dyslexia is.
- Realise the challenges and prepare for them.
- Minimise weakness and celebrate personal strengths.
- Self-understanding leads to self-acceptance and can help to increase self-acceptance.
- Teach teenagers what self-advocacy is and how to implement it.



SPECIAL EDUCATIONAL NEEDS SUPPORT SINGAPORE

Parents of children with special educational needs (SEN) often have to work very hard to get the right support they need for their child. When moving overseas, the process becomes even more challenging, and the situation becomes even more uncertain, with little to no support in some international schools.

Most international schools in Singapore support students with mild special educational needs, such as mild Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Dyspraxia and Dyslexia, as well as students with physical and sensory impairment.

In most cases though, a mainstream school, no matter how well-intentioned, will not suit the child's complete needs. Parents will need to investigate a school specialising in the provision of education and care for children with specific learning difficulties and to cope with particularly demanding emotional and social issues that can arise.

Here are some of the options offered in many mainstream schools in Singapore:

Mainstream with a shadow teacher in the classroom

Under this option, the parent pays for a teacher to shadow the child in the classroom. Some schools like Eton House Broadrick Road allow this, while others with their own in-house learning support, however, tend not to want to take an external shadow, even if the parents are keen and willing to fund it. Choosing this option depends largely on the needs of the child and what the school feels able to accommodate. Its success also rests somewhat on the relationship and communication between the teacher, shadow support and parent.

Mainstream with in-house learning support

Some parents find that with the right teacher, and some external support, the mainstream system works for them. This is the most sought-after option, as it allows children to function in a mainstream school environment while still getting the support

they need. Depending on the level of support needed, schools offer either a 'push in' where a teacher works with the child in the same class as mainstream kids or 'pull out' where the child moves to another, usually smaller classroom size to work separately with the specialist teacher in a quieter setting. However, there are few schools offering this support with immediate availability, with Dover Court International School being the most popular choice for most families in this situation.

A specialised school with a mainstream curriculum

In some cases, kids just find mainstream school hard. They just need a couple of years of support to get back on track, and then they are able to reintegrate into mainstream schools. In Singapore, Dover Court International School, Integrated International School, Melbourne Specialist International School and The Winstedt School offer this option. Smaller learning environments, lower teacher to student ratio, a calm and nurturing facility and more focus on the social and emotional well being than excelling academically can very quickly show an upward curve in a child's progress.

When doing research for your move to Singapore, you should take these things into consideration:

- When applying to schools, be upfront with your child's needs. Not only is this required when applying to most schools, but it is essential to let them know what your child's needs are so that they can plan ahead and in some cases, arrange for the necessary resources in advance.
- If you think you will need testing for your child during your time abroad, whether to confirm your suspicions of a learning disorder or to update your child's records (many schools require retesting every 2-3 years), are there local resources in your language that can provide this service? Contacting your child's new school is a good way to find this information as there will have been other children that they have referred for testing. Some schools may also be able to provide testing by qualified professionals.
- If the school does not provide any learning support, will they help you find ways to



supplement your child's education with tutors, occupational therapists, etc and will they also follow any accommodations that need to be made for your child? For example, allowing a dyslexic child to have more time on an exam as a result of their processing speed or questions read out to them if they feel nervous during tests.

- If the school does provide learning support, how much will your child receive and how often will you have meetings with educators to stay up to date? Will they provide you with an IEP (Individual Education Plan)?
- If the school cannot cover all of your needs, do they have the resources available to help you secure the necessary support such as tutors, psychologists or occupational therapists?
- Something to keep in mind related to OT (occupational therapist) – some schools, when asked, will allow an OT to come to your school to meet with your child during non-essential classes at your cost. Similarly for ST (speech therapy) and any other specialised requirements.

It is also important to research not just the laws, but the schools themselves to see if there have been any issues related to admissions and/ or support of children with special needs in the past.

Connect with parents who face the same struggles and triumphs as you on Facebook and social media groups

SSNAP – Singapore Special Needs and Parents
www.facebook.com/singapore.ssnap or email them at sspecialneedsandparents@gmail.com

Special Needs Kids Singapore
www.facebook.com/groups/488991321113132/

International Asperger Parent Support Group
www.iapsg.com

Singapore International Asperger Parent Support Group www.iapsg.com/
 Singapore Autism - Parents Need Support Too!
www.facebook.com/group.php?gid=28483856727

Melbourne Specialist International School



MSIS is located in the lush Dempsey area of Singapore. It provides a unique and innovative model for teaching a range of students with special needs, aged between 3 and 21 years.

Melbourne Specialist International School uses an integrated approach to deliver its programme to students. An important part of this approach is to bring arts-based therapy and teaching closer together using the Foundation – Year 10 Curriculum Framework from Victoria, Australia as a guide.

Each student's individual needs are considered and an Individual Learning Plan (ILP) is tailored especially for them. We work collaboratively with various Specialists and Therapists to engage the students and drive the curriculum creatively. This is a child-centred approach where our teachers use the power of concrete experiences mediated through dance, drama, music and visual arts

as a way to immerse our students in a deeply engaging learning environment. This approach enables us to more readily achieve literacy, numeracy and living skills goals to further facilitate each student's development.

Our team of specialists

MSIS supports our students with a range of services delivered by our therapy team. This includes specially qualified members of staff such as a Clinical Psychologist, Art Therapist, Music and Dance Therapists, Occupational Therapist, Physiotherapist, Speech and Language Therapist with access to a Counsellor and Osteopath when needed.

These specialists and therapists share their expertise with the classroom teachers who utilise that knowledge to enrich their own daily lessons. MSIS also provides one-on-one therapy sessions that can be done within the school premises. This alleviates the need for the child to travel to various appointments in multiple locations.





Our campus

The MSIS campus is a single-story building that is enclosed in its own gated surrounding and complete with a playground and trampoline on site. Swimming lessons are conducted on a weekly basis and the pool is located at an adjacent location within walking distance. Students have daily access to a gym that is also located a short walk away.

Hands-on learning through real-world experiences

MSIS provides programmes aimed to prepare students to function actively in their community, as independently as possible. Students have the opportunity to learn Food and Beverage job skills; including how to prepare food safely and cook recipes at a café in Dempsey Hill and Loewen Gardens. Others also receive work experience as teaching assistants at White Lodge, a nearby preschool. They read stories to the children, help with outdoor and snack time, and assist teachers in setting up and tidying away activities.

"Sarah enjoys Maths and we've found that she is able to understand concepts and patterns well. Sarah's math

skills transfer well to her job training, as measurements and counting are very important in a kitchen. Sarah is doing her vocational training in the pastry kitchen at Jones the Grocer and gets to design and make various kinds of cakes and cupcakes, pies and pastries. She really enjoys this position and is always happy to finish her break and get back to the work area. - David and Kamoiwan Wiemken, USA/ South Korea "

For more information, visit www.msis.edu.sg

SPECIALIST CENTRES

Singapore may be small, but when it comes to schools, therapy centres and organisations for children with special needs, there are a lot of choices available. From Early Intervention Programmes and Special Education Schools to therapy centres and support groups, we hope you will find what you need to make your move to Singapore easier.

Dynamics Therapy

An effective outcome-focused therapy centre for children with holistic integrated treatment. These include occupational therapy using sensory integration gyms and rooms specially designed for speech therapy, social skills training, fine motor skills training, educational therapy, assessments, and group sessions. They also individualise goals which are SMART (Specific, Measurable, Agreed upon, Realistic and Time Based). Dynamics Therapy also offers Motor Development, Counselling, Psychological Assessments and Physiotherapy.

Address: **583, Orchard Road,
Forum The Shopping Mall, Singapore 238884**
Tel: **+65 6100 9235, 6734 2634, 6734 2664,
6737 8958.**
Email: **inquiry@odynamics.com.sg**
website: **www.dynamics.com.sg**

Dyslexic Association of Singapore (DAS) Academy

A private education institution led by a multi-disciplinary team of professionals with extensive experience in teaching learners with dyslexia and helping them achieve their potential. Also focusing on associated learning differences, the DAS Academy offers programmes from foundation to tertiary levels. They also run certificate courses and workshops for parents and caregivers to equip them with skills and tips for supporting children at home.

Address: **1 Jurong West, Central 2, 05-01, Jurong Point, Singapore 648886**
Tel: **+65 6444 5700**
Email: **info@das.org.sg**
website: **www.das.org.sg**

Genesis School for Special Education

Genesis offers a child-centred, family-oriented programme providing full time and resource educational services to students with special needs including Language Delay, Language Disorder, Autism, Asperger Syndrome, Attention Deficit Disorder and Developmental Delay. Their services start with Early Intervention for very young children considered to be at risk for normal development based on current developmental milestones, and continue through preschool, kindergarten and primary and secondary school academic levels, as well as providing life skills and pre-vocational classes for older students who have reached their academic potential. There's also a parent support group where caregivers can share their knowledge, resources and experiences.

Address: **9, West Coast Road, Singapore 127 296**
Tel: **+65 6733 1172**
Email: **info@genesisschool.com.sg**
website: **www.genesisschool.com.sg**

Integrated International School

The ethos of this school is built on the principle that every child is capable of success that goes beyond one definition and that success spans a wide spectrum of possibilities. They also believe in the theory of multiple intelligences and ways they might prefer to demonstrate their learning. This school offers the Australian curriculum with two educational approaches; Mainstream and Support for children with learning differences and unique needs. The Integrated International School (IIS) offers intimate classrooms along with study plans customized to foster individual and collective strengths no matter what the child's skill and ability level. The uniqueness of the Specialised Teaching and Responsive Students (S.T.A.R.S.) approach lies in its multidisciplinary team of behavioural therapists, counsellors, psychologists, occupational therapists and teachers who work together to design individualised education programmes.

Address: **41, Sunset Way, 01-01 Clementi Arcade, Singapore 597 071**
Tel: **+65 6466 4475**
Email: **info@iis.edu.sg**
website: **www.iis.edu.sg**

Kaleidoscope Therapy Centre

One of the longest-running private therapy centres in Singapore, Kaleidoscope offers a wide range of services under one roof. They provide support for the emotional, developmental, social and academic needs of a child, also offering occupational therapy, speech-language therapy, psychomotor therapy, social/behavioural support, creative therapy and educational support services. Services include individual and group therapy, as well as parent programmes. The programme facilitator holds free information talks every few months for parents and caregivers to gain new insight into relationships, important decisions, illness and change.

Address: **200, Turf Club Road,
The Grandstand 07-05, Singapore 287994**
Tel: **+65 6468 8991**
Email: **info@kaleidoscope.com.sg**
website: **www.kaleidoscope.com.sg**

Kidz-Pediatric Occupational Therapy

They are pediatric occupational therapy consultants who provide updated and quality care to children. They offer sensory integration, sensory modulation and tools to assist children with self-regulation by educating parents and caregivers. They also offer intervention techniques to those with motor planning issues, covering dyspraxia, dyslexia, autism, ADHD, pervasive disorder, and associated conditions. The goal is to help a child identify the challenging aspects of various tasks and assist him/her in managing these challenges and increasing self-esteem. The occupational therapists here have worked internationally and are very familiar with the demands of a cross-section of medical systems.

Address: **19 Tanglin Road, 04-04,
Tanglin Shopping Centre, Singapore 247909**
Tel: **+65 6887 5090**
website: **www.kidz-potc.com.sg/**

Melbourne Specialist International School



The school is located in the lush green surroundings of Loewen Gardens in a single storey building enclosed in its own-gated surroundings. Occupational therapy, speech therapy, physiotherapy, art therapy and music therapy are offered along with social work.

The school caters to children aged 3-21 years of age. The Early Years comprises planned activities that promote learning, personal growth and independence as well as developing interpersonal skills, such as teamwork, turn-taking and sharing. Students enjoy numerous specialist classes as well. The next stage is the Foundation programme where language and communication skills are honed. Literacy and the development of speaking and listening, early reading and writing are designed around the Semesters scope and sequence "theme" for the term. Numeracy and extracurricular activities follow through in line with the learning programme. Pathways sub school caters for students between the ages of 10 to 14. Arts-based visual and performing arts program implements methods that meet the needs of students. A team-based approach using the expertise of teachers and therapists offers extensive experience in planning a program that supports student communication and aims to develop independent living skills. Literacy and numeracy are a regular timetabled series of lessons with a focus being literacy and communication, awareness of print, and developing an understanding of multiple ways to communicate. Socialization programs within this area are also offered. Independent living programs such as cooking at The Pantry, gardening, swimming and visits to Riding for the Disabled (RDA) Singapore are included.

Address: **75C, Loewen Road, Singapore 248853**
Tel: **+65 6634 8891**
website: **www.msis.edu.sg/**

Mighty Oaks Learning Centre

The Mighty Oaks Learning Centre offers unique educational and therapeutic group programs for young children aged 3-6 years with developmental challenges. Based on the DIR/ Floortime approach and the Learn Tree Model developed by Dr Stanley Greenspan, there is a strong emphasis on social communication, while also addressing any attentional, sensory or motor-based challenges the child may have. The early intervention programmes focus on each child's individual learning profile and place a strong emphasis on the child's social communication including the ability to interact with other children. The Mighty Oaks programme provides a high quality individualized academic and therapeutic service to

children in small groups, utilizing the latest scientific research tools available. The goal is for students to be able to access the mainstream curriculum upon leaving the school. Although Floortime is at the core of the curriculum, other approaches such as sensory integration and visual strategies from TEACCH are used to help the children and structure the learning.

Address: **312A Tanglin Road, Block S 01-02, Phoenix Park, Singapore 247976**
Tel: **+65 6736 2663**
Email: **info@mightyoakslc.com**
website: **www.mightyoakslc.com**

Milestones Education

Milestones offer support to students with learning difficulties who are placed in mainstream classrooms in order to help them function independently and successfully in a regular school environment. The following services for students, professionals and students' families are offered by Milestones:

- Shadow teaching support for students with learning difficulties enrolled in local and

international mainstream kindergartens and schools.

- Home tuition services.
- Case management.
- Individual and group social skills training.
- Professional, family and caregiver workshops.

Address: **102 Yishun Ave 5, Singapore 760102**

Tel: **+65 9815 1897**

Email: **info@milestones-education.com**

website: **www.milestones-education.com/index.html**

Olive Tree Development Centre

Olive Tree extends educational therapy and special education programs and remediation to children with learning difficulties such as Dyslexia, Dyscalculia, Autism, ADHD, GDD etc, catering to preschoolers and school-age children. The Early Intervention Program (EIP) is a customized group intervention program for children aged 1 to 7, aimed at preparing them for the academic rigour of primary school. EIP is based on the Carolina (US) Curriculum of Assessment



and covers all the domains of learning. They provide personalized learning services for children with special needs and community support for families in the developmental journey of their children. The centre has a close relationship with parents and caregivers and equips them with clinical techniques that can be applied and generalized at home, so each child's learning is not confined to the therapy setting. Occupational therapy, speech therapy, educational therapy, art therapy, music therapy and Applied Behavioural Analysis are available.

Address: **179A, Thomson Road, 2nd Floor, Goldhill Shopping Centre, Singapore 307626**

Tel: **+65 6252 5200**

website: **www.olive-tree.sg/**

The Winstedt School

Set up in 2002 to help the differentiated learner, The Winstedt School provides support for students with emotional or behavioural problems, and those with language-based learning difficulties or disabilities. Their Learning Support Centre bridges learning gaps and helps to lay the foundation for continued learning, while their Integrated Therapy provides occupational and speech and language therapy to children from infancy to teenagers. As an independent inclusive school, they have designed a curriculum to best suit the needs of their students. The Winstedt School provides two mainstream international curricula that meet the needs of every learner; The IPC (International Primary Curriculum), IMYC (International Middle Years Curriculum)™ UK, the Edexcel IPC and Edexcel Lower Secondary Curriculum based on the UK national curriculum. Some of the programme highlights include a comprehensive math curriculum, daily Mandarin classes, a well-researched language and literacy programme, ICT skills, and integrated therapy classes such as penmanship, speech and occupational therapy.

Address: **1208 Upper Boon Keng Rd,**

Singapore 387312

Tel: **+65 6715 5373**

Email: **info@winstedt.edu.sg**

website: **www.winstedt.edu.sg**



Treetop Therapy Centre

A team of Speech and Language Therapists use evidence-based principles and a Reggio Emilia approach to provide a wide range of services, from one-on-one intervention and in-school teaching to training and supervision for parents. In order to achieve this, our Speech and Language Therapists provide a team around the child by nurturing ongoing involvement from parents or caregivers and creating strong links with all the educational and health professionals who may be involved.

Address: **The Oasis, 03-01,**

87 Science Park Drive, Singapore 118260

Tel: **+65 6779 7600**

Email: **enquiries@treetop.com.sg**

website: **www.treetop.com.sg**

Wee Care

The goal of this school is to give all children an equal opportunity to learn in a safe and secure environment so as to graduate as confident, capable, articulate and creative individuals with a clear sense of self and purpose. Wee Care's range of special needs' services is designed to assist and enrich the lives of children with mild to severe developmental needs. They offer a variety of programmes including individual and group therapy sessions, First Starts (a primer for a child's hoped-for eventual step into a mainstream setting) and Home Buddy (a programme for children with autism).

Address: **56 Tanglin Road # 02-03**

Friven & Co Building, Singapore 247964

Tel: **+65 6836 1450**

Email: **enquiries@weecare.com.sg**

website: **www.weecare.com.sg**

Dover Court International School



Our approach to inclusive education began over 40 years ago and has grown into a programme that is internationally recognised as exemplary. Our Department of Supportive Education provides an environment where students of all abilities flourish. At Dover Court International School we are passionate about inclusion, it is our mission to nurture the potential of every single student in a dynamic and challenging learning environment which values enquiry, perseverance and reflection. We treat all students as individuals. We know that all journeys are different and the same is true for learning. Students have different needs and learn at different paces and we have developed our programmes to accommodate it. Whether a child requires a short-term intervention or more structured ongoing support, Dover Court has a range of unique learning pathways that enable all students to access learning, thrive and grow into happy and well-rounded individuals, prepared for their next step in study, training or the world of work.

Our programmes start in Early Years from the age of 3 and our curriculum is closely aligned with the English National Curriculum, with appropriate adaptations made to meet the needs of the individual student. We graduate the level of support we provide appropriately to meet each individual student's needs and we have structured this support into four unique learning pathways.

All children accessing our mainstream curriculum in pathway 1 receive support through appropriately differentiated teaching. In pathway 2, children may access support through a dedicated learning support team, which may take place in their mainstream class or within specialist sessions or groups. For children that require further support, pathway 3 offers a curriculum that is tailored with a greater ratio of teaching adults to students, 2:8. Where greater support is required, pathway 4 provides an individualised curriculum, focussed on delivering key academic and functional life skills with the highest ratio of teaching adults to children 3:8. In our early intervention programme for children in Nursery and Reception (3-4 years of age) this ratio is 4:8.



In addition to this tailored level of support, students are able to access a range of therapy services on site including speech and language therapy, occupational therapy, physiotherapy, counselling and our Educational Psychologist. Our team of staff delivering this support are all experienced special needs professionals having worked in settings across the UK and Europe. They bring with them a significant amount of training and experience in areas including; autism, ADHD, global delay and moderate, severe and profound learning difficulties. We also have specialists in areas including dyslexia, speech and language and early intervention.

Our facilities have been carefully designed to meet the needs of our students. We have an indoor sensory space, movement and physiotherapy suite for students that require these services. Our sensory garden and outdoor learning spaces have been designed to support students with sensory needs. Our classrooms have been designed to be low arousal in our pathway 4 environment, to help focus and engage learners.

We use a range of strategies to support transition into the mainstream to support inclusion for students in our smaller classes. In addition to integration and joint timetabling, we also incorporate strategies including a circle of friends and buddying. These simple tools help to build friendship groups for our students with additional learning needs, building their confidence to play and work with other children across the school.

Social, communication and life skills are important elements of our curriculum and support programme at Dover Court. We have a comprehensive personal, health, social and citizenship curriculum at the school, which runs from our early years, across primary and into our secondary school. Our therapy team members also work in class to support the transfer of taught skills. In addition, in our secondary school, we teach the ASDAN curriculum, which is designed to build on these essential skills, developing: teamwork, communication, social and employability skills, which lead to accredited qualifications. A comprehensive work placements programme with training organisations and employers complements this.

Inclusion is our motivation for the learning pathways. They are designed to ensure that students are able to succeed both academically and socially. We



achieve inclusion through carefully structured integration opportunities. In pathway 3, we integrate students with pathway 1 classes during less academic subjects, so that students are able to socialise, communicate and learn with their peers. Integration for individual students takes place in the same way in pathways 3 and 4 in more challenging academic subjects. Where students are more independent, this may lead to a carefully planned transfer. In addition, each class within our learning pathways are integrated with a mainstream class for events such as assemblies, field trips, sports days, concerts, and various social activities. The environment at DCIS belongs to every child and our learning pathways ensure that students receive the most appropriate support for their level of need, in an environment that supports effective purposeful inclusion.

For more information, visit
www.nordangliaeducation.com/our-schools/singapore



A photograph of three young women walking on a grassy path outdoors. The woman in the foreground is a Black woman with curly hair, wearing sunglasses, a striped cardigan, and white shorts, carrying a yellow backpack and holding a notebook. Behind her is a white woman with blonde hair, wearing sunglasses and carrying a white bag and books. In the background is an Asian woman wearing a straw hat and sunglasses, holding a coffee cup. The background is filled with green trees and foliage.

▶▶▶ GOING
ABROAD FOR
SCHOOL &
UNIVERSITY

CHOOSING A SCHOOL IN THE UK

In an increasingly global community, there are now so many options all around the world for schooling and university studies. Knowing what is available and finding out details about applications, admissions and so forth is invaluable when making important decisions at this time. In the following pages, you can find out about schooling options in the UK and university options in the UK and US.

The UK continues to have a reputation for educational excellence that makes it a highly desirable destination for students from all around the world. Degrees from top UK universities are highly valued around the world and attending a UK school or taking UK school qualifications certainly seems to smooth a student's chances of gaining a place at such a university.

Types of schools

Publicly funded schools are referred to as state schools. In most areas of the country, students go to primary school from the age of 5 to 11 (UK school years 1 to 6) and then move on to secondary school (years 7 to 13). While the vast majority of state schools are day schools, there are also a large number of state boarding schools in the UK where the education is free as in all state schools, and parents just pay the boarding fees. As with all state schools, these are only open to UK nationals.

Private schools/ Independent schools

Private schools, public schools and independent schools are those with no state funding, instead, they rely on tuition fees covered by parents, guardians or companies. Public schools are independent schools but not all independent schools are public schools! (Public schools in many countries outside of England are actually state schools). In the UK independent schools are 'independent' because of their freedom to operate outside of some government regulations, though they have, of course, to conform to official standards of education, and are regularly inspected.

Students often attend a pre-preparatory school between the ages of 4 - 8, a preparatory school between the ages of 8 - 13 (years 3 - 8), moving on to senior school at the age of 13 (year 9). Many of

the most famous UK schools such as Eton, Harrow, Rugby and Winchester, are senior schools that do not admit students until they are 13 years old. Most of the schools which fall into the category as 'private' are highly selective.

Entry assessments

For a small number of schools, the only way to gain a place is to register a child's name from birth. The selection in the early years is not very intensive; a calm and gentle assessment is conducted, to see if a child will fit the school's requirements. Oral communication, interaction, play and social skills are also examined. In most cases, by 7 or 8 years old, a child is tested in maths and English possibly with some form of IQ test to measure potential. Many schools will invite the child along for the day to see how they fit with other children. Often they are trying to ensure a child is appropriately placed rather than screening.

Most senior schools use the Common Entrance exam to assess whether the child (at 11 years old) or (at 11 or 13 years old) will be able to meet their academic requirements.

Schools may also use tests in other subjects for the purposes of streaming (grouping students of similar levels of ability into classes). Some schools allow students to take entrance tests as soon as they apply for a place; others require tests to be taken at a particular time of year. Most schools allow tests to be taken in a child's home country and tests typically take place between November and January of the academic year before entry. If students perform sufficiently well in tests, they will be invited to interviews. As entrance tests are based on what UK students are expected to have studied by specific ages, students who have been educated in other systems are likely to benefit from some targeted tuition to help to them familiarise themselves with topics with which they are not familiar.

BOARDING SCHOOL – OPTIONS IN UK AND ASIA

Deciding to choose a British boarding school for your child can be one of the biggest decisions you will make and it is not only a big decision to find the right school but also to prepare for a new family dynamic of being separated and how you will still be able to care for and be in touch with your child. For HK-based parents who have traditionally looked to the UK, there is an added complication now as more UK independent schools set up satellite schools, complete with boarding, in the Asia region.

Of course for much of the question of boarding school choice advice is the same regardless of location. But there are a couple of things to think about when deciding on Asia or UK.

ITS Education Asia works closely with a number of partner organisations in Asia and UK as well as running our own schools and consultancy. We draw on expertise for the following suggestions from Debbie Gispan and Nicky Sakpoba who run Panoba, based in London.

Panoba is an Executive Lifestyle Service Company (www.panoba.co.uk) that specialises in offering a bespoke and tailored service to overseas families in many areas, but education is at the core. Debbie and Nicky pride themselves on having a 100% success rate of placing overseas children into UK boarding schools and ITS is very happy to work with them.

Debbie notes that with well over 500 independent British boarding schools to choose from, most overseas families find the school search a real uphill

struggle and often fall foul of the normal mistakes many families make like hearing about a school from a friend and deciding that is the right school for them, or taking the top 10-15 from the league tables and asking for one of the those; deciding before they even get in touch that they have a list of schools they want and nothing else. Managing to secure a place in a 'top-named' UK school does not ensure the happiness and success of that child. British boarding schools, in general, have always prided themselves on offering a top all-round education and this is true for far more than just the "top-named" ones.

Nicky adds that for overseas families especially, being so far away from home can be tough. Panoba works with guardian companies who offer the homestay options and if the family have their own relatives in the UK who will act as the legal guardian for exerts and half-terms but can't attend school events, they offer an Academic Progress Service (APS) which gives families peace of mind to know that come parent's evenings someone will be there with their child and support them and find out how they are progressing. They then report back to the families abroad and highlight any areas of concern or anything social or academic that they feel should be flagged. Even though children are in an excellent school, parents or a guardian must remain involved throughout to ensure that the child feels supported and encouraged.

However, there are a couple of differences worth noting. Although many Asia-based schools a run on the same lines as the UK original staffed with similar





people and often have a Principal who has worked at the home school, they sometimes use the IB Diploma for Years 12 and 13. This is excellent academic preparation for university but it is often felt that it lets down those with lower academic goals and in this comparison, UK A-levels may be a better choice. If a UK school in Asia sticks with A-levels it will almost certainly use the International version which is split down into modules, each examined alone and over the course of study.

This is hugely preferable to the UK where the full A-level course is examined in one go at the end of two years. Also, note that schools in China have to include core curriculum material which conforms to government guidelines even though it may not relate to examination courses being taken.

Let's finish with some dos and don'ts from Debbie and Nicky.

DO: come into the process with an open mind and don't have a set name or idea of where your son or daughter needs to go even before you start.

DO: ensure that you give as much information to the agent or school about your child so that you can get the best and most suitable choices available.

DO: start early. You would be surprised how many times we take calls from families in May/June looking for a place for that September and seeming surprised when the schools they are keen on are full.

DON'T: just go by league tables and exam results to choose a school. A school has so much more to offer than the classroom.

DON'T: presume that all UK Schools have the same entry criteria and processes. They can vary widely and that's where taking an agent to guide you can be most beneficial.

DON'T: assume that a School that is right for a family friend will be the right school for your child.

Britain's most sought-after boarding schools

Let's now have a look at some specific schools that are all well-respected options for you and your child to consider. We have provided some names below which should give you a starting point when researching boarding schools, though there are many more excellent boarding schools that could have also been mentioned. For further information on other boarding schools, please contact ITS Education Asia.

Best for prestige and connections

When it comes to the elite, Eton College in Windsor comes up trumps. It's where Princes William and Harry went, not to mention numerous Prime Ministers, actors and other important people. If it's prestige you're after, you'd be equally well served by Harrow School, Westminster School, Charterhouse and Winchester College, which are all very famous, as are Rugby and Shrewsbury Schools. These all belong to the prestigious group of so-called 'public schools' – the oldest, most exclusive fee-paying boarding schools in the country. If your child goes to any of these, they will be following in the footsteps of countless celebrated alumni and they'll have the potential to be among the political and business leaders of tomorrow.

Best for exam results

League tables are worth looking at to see which boarding schools are consistently ranked highest on academic merit. In 2017, the top co-ed boarding schools by A levels were compiled from the % of A + B grades scored at A-levels. To name a few: Cardiff Sixth Form College; Queen Ethelburga's College; Wellington College; Concord College; Bromsgrove School; King's College; Epsom College in Epsom; Marlborough College; Rugby School; Ashford School; Christ College. You can look at league tables on www.Best-Schools.co.uk.

Only a handful of schools offer the IB DP exclusively in the UK. A brief list of these schools with an average of 35 points to 39.7 out of 45 points are as follows: Wellington College (39.7); Cheltenham Ladies College (39.2); Sevenoaks Schools (39.1); Bromsgrove School (37.4); Charterhouse School (37.0); Bedford School (35.9); Malvern College (35.3). Sometimes there are a few gaps in research data because the information is not freely available or a school will not supply it. Exam results are not the only criteria by which to judge a school. Indeed, many schools are quite selective in their admissions. Be aware your child may not necessarily thrive in a high-pressure academic environment.

Best for location

Location is a subjective factor, so which you consider being the best will depend on your own boarder preferences. If you're looking for a city-based boarding school then Westminster, Harrow and St Paul's could be good choices; all three are in London, and therefore easy to access from overseas. If you're more in favour of a countryside boarding school, Charterhouse has a leafy setting in Godalming, Surrey, while Dauntsey's in Devizes, Wiltshire, is set on its own 150-acre country estate. Stowe School in Buckinghamshire is set in another beautiful country estate.

The opportunities offered by boarding schools in the UK are second to none, but with so many to choose from, it's going to take a little while to find the perfect one for your child. They may seem very similar when you first start your research and you have only their websites and other literature to go on, so it's definitely worth making some appointments to visit in

person with your child to get a feel for the atmosphere and surroundings. If you need to return again then do. Allow around a year and a half to find a suitable school, as this should give you enough time to do your research properly and ensure you make a good decision for your child's future.

Examinations in UK secondary/ senior schools

Recently, the government has made attempts to change the examination system for England. However, plans to replace the GCSE have been abandoned and the system to the end of year 11 remains the same for now. A student will typically need to achieve at least five B grades at GCSE or IGCSE in order to be able to progress to an academic year 12 programme. Those that do not achieve these grades tend to follow vocational programmes such as BTEC or City & Guilds. There are opportunities for other pathways but these are rarely followed by international students.

The GCE A-level is the gold standard of the UK secondary education system and is primarily used to access further and higher education. The A-level is just being reformulated back into an early version with modules being dropped and the courses being examined in their entirety at the end of two years. AS levels stay but are de-linked from full A-levels. This means that you can no longer 'build' your A-levels. The A-level has two main rivals: the IB Diploma and the Cambridge Pre-U. The IB Diploma is well-known in Hong Kong as it is the predominant post-16 qualification at international schools. The Cambridge Pre-U is not widely offered in Hong Kong, though that may change soon, but is being offered at a growing number of the UK's top schools.

A key question when choosing a school is to know as much as possible about the curriculum (or curricula) that it offers and whether it is right for your child. Some students are better suited to a certain curriculum, and it is important to make the right choice to optimise your child/ children's chances of gaining a place at a top university.

INDEPENDENT SCHOOLS: ARE THEY THE RIGHT OPTION FOR YOUR CHILD?

There are as many worries about choosing an independent school as there are families considering this option. Our children are the most important people in our lives and so concern for their welfare and their future is paramount. However, when it comes to education families are in the eye of a swirling tornado of facts, figures, information, misinformation, media, marketing, rumour, reputation and even politics. No wonder so many people find the decision about where to go so difficult.

The most important question that everyone is thinking even if they're not asking it is "Is this the right school for my child?" But it is very hard to answer. It's like asking if your marriage will be a happy one or will you enjoy a holiday. None of us can see into the future and so we have to make do with assembling the evidence as best we can and help every parent to make accurate, honest and fair decisions about the schools on offer.

Although we are all different there are a number of common worries that parents have and here are the top 5.

Will my child fit in and will they make friends?

The induction programmes for new pupils at boarding schools are second to none. Well trained, professional pastoral staff make every effort to personalize the process so each family and each child are known before they arrive. Most schools have a "buddy" system of matching new pupils to existing ones and some will begin the process months before new children start school.

Making friends is an unpredictable business but staff and older students will make every effort so that nobody is left out. The broad range of extracurricular programs offered in boarding schools means the children do a variety of activities with a wide cross-section of the pupils. This exposes children to all sorts of other people and helps to nurture relationships.

How will they cope with living away from home?

Pastoral care is the number one priority of everybody working at a boarding school. If this isn't right then the pupils will not flourish. For some, the move into boarding is very natural and for others, there can be homesickness and settling in period. There are countless examples from schools where those



who felt terribly homesick, to begin with, went on to loving boarding the most. Schools will do everything they can to help everyone settle in and then monitor them regularly. Added to this, parents/ guardians can contact the school whenever they want about whatever they want. Staff welcome contact from parents as more communication eases the process of caring for their children.

How will I know what's going on?

Some children are very good at telling their parents what they're doing. Others pass on the bare minimum. Boarding schools have a great deal of expertise in modern communication and are very eager to inform parents what is going on. School websites, apps, social media and other means are used widely so everybody is kept in the loop. Do remember that a good old fashioned phone call is sometimes the simplest way to find out.

I hear children from state schools get better offers at top universities so is going to an independent school a disadvantage?

These stories have been circulated in the media for some time but are not borne out by any evidence. There is absolutely no disadvantage for any child when they apply to universities if they have been to a fee-paying school. The careers advisory services in good independent schools are far superior to what is

on offer in many state-funded schools and during the application process, it is the advice and guidance that usually makes all the difference.

It seems very expensive. Why not use the money for private tuition and local clubs and societies?

Private tuition, local clubs and societies and other methods of "plugging the gap" so a child has a more rounded education is certainly a step in the right direction. However, this approach itself can be quite expensive and there is always a question mark over quality. A boarding school will offer a genuinely well rounded, fulfilling education and keeps young people stimulated, educated and cared for 24 hours a day. It is the vital 'value-added' component of the schooling that is shown to boost exam grades. The sense of achievement, self-confidence and "can-do" attitude developed at a boarding school will not be so easily achieved by a succession of tutors.

Having attended a great many school leaving services, leaver's balls and speech days in boarding schools the overriding conclusion is that children love their time at school and they are grateful to their parents for deciding to send them there. Spending time finding the right school and committing the considerable investment in your child's education could well be the very best gift any parent can give.



TOP BOARDING SCHOOLS IN CHINA, SOUTH KOREA & THAILAND

From its varied geography and breath-taking natural phenomena to its friendly inhabitants and their extraordinary cultures, Asia is perhaps best defined by one word: diversity. It's no surprise that the boarding schools in China, Hong Kong, Singapore, Malaysia, South Korea and Thailand are attractive to adventurous students keen to use boarding school as a springboard to an international career. Below is a selection of the most popular Boarding Schools in these regions.

CHINA

Harrow International School Beijing, is one of the top co-educational boarding schools in Beijing. Harrow offers the internationally recognized qualifications of IGCSE and A-Levels as well as some specific extra English qualifications such as IELTS and the Cambridge ESOL papers. Students are eligible to board from Year 6 with girls and boys divided into two house systems. All students belong to one House and develop a strong sense of belonging and allegiance to their House over the course of their time at Harrow Beijing. Harrow's House system offers students a personalized experience, which is modelled on the best practice of British independent boarding schools. Each student's pastoral care is provided by their Class Teacher and guidance and oversight is provided by the Assistant Head Pastoral of the Lower School.

Currently, there are students from 26 different nationalities attending the school. Students from Harrow Beijing command places in the world's top universities, particularly in the UK and US.

www.harrowbeijing.cn

Malvern College Chengdu opened in September 2015. Malvern is a traditional full boarding and day school with boarders and day students in the same Houses. In addition to studying for IGCSEs and A-levels, students will have the opportunity to engage in a wide range of co-curricular activities such as sport, music, drama, art, debating and The Duke of Edinburgh's Award Scheme. There are eleven Houses each of which provides boys and girls with a

family base during their time at Malvern. All Houses have their own kitchens, laundries, pupils' kitchen, recreation rooms with a range of facilities such as table tennis and snooker, a reading room and access to television, DVD player, video and a payphone. In the Lower School, new pupils are allocated a study area and boarding pupils will be in small dormitories. In the Sixth Form pupils enjoy the privilege of personal studies or bed studies in which they may study.

www.malverncollege.org.uk/malvern-college-chengdu

*Malvern College, Qingdao, also offers boarding
www.malverncollege.cn/en/

Wycombe Abbey International School (Changzhou), is the first overseas affiliate of Wycombe Abbey School in the UK and opened in 2016. All students in Secondary choose to board, and it is also very popular in Primary and about 90% of the Academic Staff also live on the campus. Boarding at the school is identical to the leading UK boarding schools. There is a family atmosphere within the boarding community. New pupils quickly learn to appreciate the many ways in which their new brothers and sisters offer advice and guidance, allowing them to develop into mature young men and women. In Secondary, the majority of the teaching is the British syllabus and all examinations at 16+ (IGCSE) and 18+ (A Levels) are the same as students studying in the UK. All classes, excepting Chinese, are taught in English. In addition to their Academic lessons, pupils are prepared for IELTS (required for UK visas and University entrance), TOEFL, ACT, SAT, Common App (for US applications) and UCAS (for UK university admission). The School also guides and supports the pupils in their choices of subjects at school and university degree courses.

www.waiscz.com/web/secondary/school-life/boarding

*Wycombe Abbey will open a second campus in Hangzhou in September 2020.

SOUTH KOREA

Branksome Hall Asia is the sister school of Branksome Hall, a 112-year-old independent girls' school in Toronto, Canada, consistently ranked as one of the world's best boarding schools. Founded in 2012, and located on the UNESCO World Heritage site of Jeju-do, in Korea, this IB World School offers the Diploma Program, Middle Years Program and the Primary Years Program. The purpose-built Residence facilities – shared rooms in the Junior Residences and single ensuite rooms in the Senior Residences – are of the highest standard. Students have access to all school facilities including an Olympic-size pool, gymnasium, fitness centre, yoga rooms, dance studio, artificial turf, Performing Arts Center, and library. Residence students come from a wide variety of countries, including Malaysia, Japan, China, Hong Kong, the US, Canada and Australia.

www.branksome.asia/

THAILAND

Bromsgrove International School, Thailand (BIST) is affiliated with Bromsgrove School in England. Bromsgrove School is one of the top five UK co-educational boarding schools and its school in Thailand maintains the same high standards. The school offers flexible boarding, weekly and full boarding options. Students come from all over the world including the UK, Korea, China, Russia and Europe.

www.bromsgrove.ac.th/boarding-school-thailand

British International School, Phuket, is an English medium, co-educational, day and boarding school that was established in 1996 in the heart of Phuket, Thailand. Its purpose-built 44-acre campus includes high-quality boarding accommodation and provides world-class facilities that enable students to excel in sports and the expressive arts, as well as in their studies. The student population consists of some 870 day and boarding students with over 45 different nationalities represented.

www.bisphuket.ac.th

Rugby School Thailand is leading the way in a new era of international schools in Thailand. The 80-acre

campus sits in the majestic, rolling countryside of Thailand's Eastern Seaboard near Pattaya, Chonburi, and the educational experience at the school is based on the expansive mindset and traditional values of a 450-year-old British private school model. The school takes boarders from Year 3 to Year 13, with dedicated boarding accommodation for Prep School boarders and Senior School boarders. The family-friendly approach to boarding offers three different options: Day Boarding, Weekly Boarding and Full Boarding.

www.rugbyschool.ac.th/boarding/

Harrow International School, Bangkok is a co-educational boarding and day school that embraces its vibrant host city. The school responsive to the needs of our community, ensuring that responsible and sustainable charitable service is central to the experiences of our students.

Harrow Bangkok benefits from outstanding purpose-built and spacious facilities and is staffed by a faculty trained and experienced in the best of independent and maintained sector educational practice.

www.harrowschool.ac.th/

United World College, Thailand, is the only international school south of Bangkok fully authorised to offer all three International Baccalaureate (IB) programmes. The Boarding House provides a 'Home away from Home' for all boarding school students aged 13 and above. Boarding at UWC Thailand International School consists of a Boarding House with a maximum capacity of 84 students, as well as two satellite villas situated three minutes' walk from the school campus, which house a further 26 students. The villas are reserved for Grade 11 and 12 students. Boarding staff live on campus or at the villas, and supervise students according to a rota. Boarding options are flexible and cater to each individual's needs. Students can either enrol in full-time boarding seven days a week, or weekly boarding, where students stay Monday through Friday.

www.uwcthailand.ac.th

*Information on boarding life at United World College South East Asia can be found in our Singapore Secondary Schools section.

Pathways to Educational Success

BESPOKE EDUCATIONAL CONSULTANCY SERVICES

- Concerned about your children's needs and their success in school and life?
- Overwhelmed with school choices or the lack of options available for your children?
- Confused about the school admissions process?

ITS Education Asia Can Help

Academic Tutoring
School Placement Services
University Admissions Advice
School Entry Testing
Online Education
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Central: (852) 2116-3916

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info@itseducation.asia



APPLYING FOR UNIVERSITY IN THE UK: WHAT YOU NEED TO KNOW

If you are considering going to a UK university, you need to know about UCAS. Added to this, finding out about LNAT for legal studies or BMAT for medicine or veterinary courses may be important for you. Finally, if you are considering a non-traditional route to university, you may like to consider an International Foundation Year or Foundation Degree programme as your starting step towards earning your degree.

UCAS– Things to Consider When Applying to UK Universities

**Sue Smith, Director of Examination Services,
ITS Education Asia**

The Universities and Colleges Admissions Service (UCAS) is the body in the UK where university applications are processed. There are a number of things to be taken into consideration when thinking about an application to a UK university.

Candidates may apply to up to five university courses, and the majority of applicants make full use of this by using all five of their choices. Unlike the US system, candidates apply for a specific course or programme so there is no chance to apply as a

candidate with an undeclared or undecided major, as happens in the US. Also different from the US system, candidates write only one personal statement, which is submitted to all of their choices. For this reason, it is quite important that the candidate's five choices are broadly similar as the same personal statement needs to easily cover all the courses applied for.

Below are five important steps to follow when applying to universities.

Step 1: Choose the area of study

There are a number of ways to research subject choice. There are often university fairs hosted in Asia, and these can be an excellent way of finding out what is involved with individual courses and what the course at particular universities would entail. Universities usually send Admissions Officers to the fairs, so there are people on hand to answer specific questions about courses and about other areas too such as accommodation options. It is also possible to do a good deal of research using the internet as all of the universities have websites which contain information about their programmes, as well as entrance requirements. Finally, look at some of the student satisfaction surveys for universities as well as the more traditional league tables.



Step 2: Check whether a chosen course has specific requirements other than secondary school grades that need to be fulfilled

Sometimes courses have specific requirements that must be fulfilled prior to an application being submitted, for example, IELTS scores, the LNAT, BMAT or UKCAT admissions tests. Such requirements can mean students spending a lot of time preparing for these tests in the summer prior to making their application.

Step 3: Decide on which universities to apply to

Once the course or programme of study has been settled on, you need to decide on your choices of universities. Candidates are encouraged to consider a number of factors when thinking about where they want to study. Rankings in the league tables is one method, a preference for a certain geographical location or a certain style of the university should all be considered, for example, whether you would prefer a campus or a city university.

Choose a 'reach' university, one that you might be able to get into; then choose two universities that you would be happy to attend and finally two safety universities which should be very possible to get into.

Step 4: Check your secondary school curriculum subjects match the requirements of your chosen universities

Your choice of senior secondary curriculum subjects might impact on the likelihood of being accepted for your preferred university. For example, many economics programmes in the UK now require students to have a good pass in Maths, and this usually means they will accept A-level Maths but not IB Standard Level Maths. This means that an IB student would need to take IB Higher Level Maths in order to fulfil the entry requirement. Many students might prefer to do Standard Maths, which is considered easier to score a high grade in, and do A-level Maths as an add-on subject, rather than risking a lower, and therefore unacceptable, grade at Higher Level. Some schools also administer the IB in ways which can be limiting to a student. For example, in the IB it is generally possible for a student to elect to do two science subjects – a virtual 'must' for a student considering a study course in medicine

or veterinary science. However, some schools don't allow for two science subjects and instead insist on a creative subject to be taken in Group 6. In this case, a potential medical student would need to either consider taking the additional (usually required) science as an add-on (possibly as an A-level), or change schools to one which gives students the flexibility to take two science subjects, e.g. chemistry and biology.

Step 5: Complete your application for UCAS

Students at international schools generally use their school as their UCAS centre, and some schools in Asia are also UCAS centres. If a student is unable to use their school or if their school is not a centre, there are other options. Some other places have status as a UCAS centre, including ITS, and these centres can act in the same way as a school would act – guiding the student through the process, offering advice about choices, the personal statement and the replying to offers as well as providing the student with a reference. Students can also apply as an independent candidate, but there is a risk in this as the student will have virtually no access to guidance in this case.

Step 6: Write your personal statement

This is arguably the most important step in the submission process. A student's personal statement is designed to showcase him/ her to the universities he/ she is applying to, explaining the student's reasons for choosing the particular study programme and showing how the student's choice of academic subjects at senior secondary level will contribute to making the student a good candidate for this study programme. While it might be useful to also give details of extra-curricular activities and work experience the student has completed, nothing is more important than the academic side of this application.

It is very common for students to have heard a number of inaccurate rumours about what to include and how much emphasis to put on different elements in their personal statement. This is why the assistance of an experienced personal statement editor can prevent a student from making a mistake that can harm their statement's chances of being well received. There are also very precise word



limit requirements that need to be adhered to and students are advised to make sure they understand these requirements before they begin their first draft in order to avoid writing in excess of this limit. As a UCAS application is so crucial to a student's future, it is well worth the effort of consulting experienced professionals, such as those at ITS Education Asia, to help with this important next step.

Specific subject examinations

LNAT

The National Admissions Test for Law (LNAT) is a test that is used by UK universities to help when selecting candidates for undergraduate law courses. The test is designed to assess students' aptitude for the study of law. It consists of an essay and 42 multiple-choice questions. The multiple-choice questions measure reading comprehension skills and logical reasoning abilities. The universities below all require law degree applicants to take the LNAT. C

- University of Birmingham
- University of Bristol
- Durham University
- University of Glasgow

- King's College London
- University of Nottingham
- University of Oxford
- University College London
- University of Manchester

BMAT

The BioMedical Admissions Test (BMAT) is a two-hour test consisting of three sections. It tests:

- Aptitude and skills
- Scientific knowledge and application
- Essay writing skills

Students have the opportunity to sit BMAT once per academic year. Taking the BMAT is a requirement for some medicine, veterinary medicine and related courses at the following UK universities:

- University of Cambridge
- Imperial College London
- University of Oxford Medical School
- Royal Veterinary College*
- University College London
- Leeds' School of Medicine
- Brighton & Sussex Medical School (Graduate entry)

ENGLISH LANGUAGE PROFICIENCY TESTS

US and UK colleges and universities typically require non-native English speakers to take English language proficiency tests. However, an admissions office may waive this requirement if a student has completed several years of his/her schooling in an English-medium school.

The three leading English language proficiency tests are TOEFL, PEARSONS TEST OF ENGLISH (Academic) and IELTS. Before registering for any of these exams, please check with the university to which you are applying to ensure scores from either test will be accepted and ask about the possibility of waiving the requirement.

The score needed will depend on the exact programme that you are interested in studying at University.

The Test of English as a Foreign Language (TOEFL)

The (TOEFL iBT test), administered via the internet, measures your ability to use and understand English at the university level. There are four sections to this test (listening, reading, speaking and writing) and it takes approximately four and a half hours to complete the entire test, with each section being taken online. TOEFL scores are based on your performance on the questions in the test. You must answer at least one question each in the reading and listening sections, write at least one essay, and complete at least one speaking task to receive an official score. You will receive four scaled section scores and a total score:

- Reading Section (Score of 0-30)
- Listening Section (Score of 0-30)
- Speaking Section (Score of 0-30)
- Writing Section (Score of 0-30)
- Total Score (0-120)

In addition to your scores, your official score record also includes performance feedback that is a reflection of your performance level and a description of the kinds of tasks that test takers within the reported score range can typically do.

There is no passing or failing TOEFL score; individual higher education institutions and agencies set their own score requirements. TOEFL scores are valid for two years after the test date and there is no

limit to the number of times you can take the test.

More than 8,500 colleges, agencies and other institutions in over 130 countries accept TOEFL scores.

Pearsons Test of English (Academic)

PTE is an academic English test for international students that is secure, accessible and offers quick results. The test is widely accepted by:

- Institutions that award degrees, diplomas or certificates
- MBA programmes
- Pathway and foundation programmes

PTE Academic is also accepted by the UK Border Agency (UKBA) for Tier Four and Tier Two visa applications. PTE Academic is a fast and flexible English language test and you are never kept waiting for a test date or for your results. In fact, when you take PTE Academic, you receive your test scores typically within five working days. You are able to view your English test scores online and you are sent an e-mail when your score is available.

Your overall score is a mark out of 90 points, which gives a good indication of your English Language abilities in real-life academic situations.

An overall score:

- Below 43 indicates a level of English which is insufficient for academic contexts
- Above 84 indicates an excellent command of the English language

Most university admissions require a minimum score of 50-65.

If you would like help studying for any of the above examinations, contact ITS Education Asia to find out more about specialised tuition from trained teachers. ITS Education Asia is an official accredited PTE centre.

IELTS (International English Language Testing System)

IELTS is a test that measures the language proficiency of people who want to study or work in environments where English is used as a language of communication.

IELTS provides a valid and accurate assessment of the four language skills: listening, reading, writing

and speaking. It is the four-skills test that has become the world's most popular English language four-skills based proficiency test, and there are two versions in order to serve both academic and non-academic purposes (general training).

The distinction between the modules lies in the subject matter of the Reading and Writing components. The format each module of IELTS takes has remained consistent since 1995, and you can select the module that best suits your needs. Both these modules are graded using the same criteria.

Over 6,000 organisations in 135 countries rely on IELTS to help select the right people, including:

- Education providers in Australia, New Zealand and the UK, as well as most universities in Canada.
- More than 3,000 higher educational institutions and programmes in the US.
- Immigration authorities in Australia, Canada, New Zealand and the UK.
- Professional registration bodies worldwide covering areas such as accounting, engineering, law, medicine and nursing.
- A wide range of employers from sectors such as banking and finance, government, construction,

energy and natural resources, aviation, health and tourism.

An easy to use 9-band scale clearly identifies proficiency levels, from non-user (band 1) through to expert (band 9). There is no pass or fail in IELTS, and their scoring scale has remained consistent and acquired currency around the world over the last two decades. Candidates receive an overall band score, as well as individual scores for each test component (listening, reading, writing and speaking).

The IELTS test provides an accurate picture of a candidate's language skills at a certain point in time, which is important as language skills can diminish over time if they are not actively maintained.

In many Asian countries, IELTS is examined by The British Council. ITS Education Asia is listed with The British Council in Hong Kong as an approved provider.

If the proficiency examination you need to take is not listed here, contact ITS Education Asia, to find out more about our tuition services.

Tel: +852 2116 3916

Email: info@itseducation.asia

www.itseducation.asia





APPLYING TO UNIVERSITIES IN THE US: WHAT YOU NEED TO KNOW

Michael Li, Director of US Admissions

The degree is not destiny

Today, students see a university degree as inevitable and necessary. The great irony is that more students than ever are going to university not for what they get at university, but what they get after university. Students rarely want to be part of the academy. They want the degree. They get proof of competency, but very little else.

Universities and employers are complicit in the pending disillusionment of the student. Students often decide their major based on the subject(s) they score highest during secondary school. (This is a terrible way to choose one's direction!) Universities then have students to work towards degrees that do not challenge students in ways that prepare them

for actual professional work. Universities evolve at a glacial pace - majors do not plug in nicely to the ever-evolving landscape of careers as students and parents might imagine. Employers comply by using degrees as a screening process. But a pre-existing job is not what any young person should aspire to. Why aspire to a role that someone else has defined for you? Why aspire to a role that has already been filled by someone else?

We should not be teaching our students how to fit into the subsuming myopia of capitalism. And it starts by telling them that their degree is not their destiny. Students should not aim to fit in. They should aim to fashion society upon their own ideals. They should impact society, not the other way around. Students who understand this early enough in the process are in a better position to attend these highly sought after universities. These students know how a university education will equip them with the necessary knowledge to impact the world in their own way. A university does not make a student. A student makes what he or she will of a university.

The US university system is the best place in the world for students who are going for the right

reasons. When students are first introduced to ITS, they are primarily interested in attending certain universities because of prestige. They subscribe to the false belief that strangers will respect them for where they have been and who they have associated with, rather than who they are.

When students leave ITS for a university, they have already begun the eternal process of discovering what to do with themselves. If they continue to fuel their curiosities, we have no doubt that they will eventually find answers as long as they are asking themselves the right questions. And the first question must be, "Why am I going to university?"

Narrative as proof: The essays are the essence of the US university admissions system

Soon, the SAT/ ACT may only be required by a minority of schools. Here, the narrative will weigh heavier. When a student's essays make it to an admissions committee, it falls into a lion's den of sorts. A writing evaluated by a room of writers, mostly professors. Writing is at the heart of a professor's work: they read existing literature and write to contribute to it.

Veteran admissions committee members can often tell in three sentences whether an essay has the potential to intrigue. Outside of these committees, people speculate if an essay needs to be more personal, emotional, or intellectual. Inside of the committees, these distinctions are not important. Any experience, if robust and unravelled neatly, can undergird a memorable essay.

Students and parents alike believe an essay can be crafted from pure imagination. They hire consultants believing there are readymade essays waiting to

purchased off the shelf. Yes, our imaginations can certainly produce vivid fantasies about reality. But even the most creatively-endowed writers benefit from a lived experience that allows their work to exude a richness of reality, even if it's total fiction.

For a student, however, the best route to narrative derives from experience - anything that demands their initiative. A student who begins to find their way through the world will have stories to tell. Armed with irreplaceable experience, a student can then begin to focus on storytelling.

A story must unfold directionally: each word, each phrase, each sentence is a step. Any inconsistency can undermine the path that the reader walks along. A story must be personal: these steps must be the steps of the author. A story must take the reader somewhere: the author must also know where he or she is trying to go. A story must be meaningful: the author must have a purpose.

An author must also be a reader. Language is the amalgamated processing of all previous encounters we have had with that language. A student who hardly reads 650 words each day can scarcely be asked to conjure up a cohesive 650-word essay. Factor in the pain of transcribing one's reality and a prudent recommendation for aspiring students is to digest tens of thousands of words every week.

An academy is a place for the wealth of human knowledge to accumulate. The best places to study are looking for students who can cobble together their histories into tales that are not finished, but just beginning. The narrative begins not from the imagination, but from experience. The narrative is proof of experience.





US university applications – requirement breakdown: The extracurricular activities – do they matter?

Around twenty years ago, extracurricular activities became a household buzzword for any student putting together a competitive application at a US university. Today, almost every university applicant has more entries on their CV than the Common or Coalition Applications will accept. Virtually every school encourages students to engage in the world outside of the classroom, but what are they really encouraging? Service trips; Forced community service; A charity run or a walk. The list of increasingly standard extracurricular activities grows and grows. Of course, no one need argue that these activities harm the volunteers or the beneficiaries. But the value of the altruism is often fleeting, detached, and seen as a chore.

Sports are not particularly valuable to bolster a student's application (unless competing at the national and international levels). But sports are a fantastic way for a student to balance the immense mental pressures that come with school and university applications.

All internships are not created equal. Paper pushing and data entry are not formative experiences. Most students do not engage in an internship long enough to be useful. And company managers rarely have the energy or creative to find a proper use for an intern.

Admissions committees have very little means to verify a student's activities. There is a perceived incentive for students to fabricate or embellish their activities, and a perceptible counter-incentive for admissions committees to give them zero weight.

So, do extracurricular activities even matter?

At ITS Education Asia, we argue very much that they do. Quality over quantity - but what constitutes quality? A quality extracurricular activity is one that pushes a student interest into the reality beyond the university. This can be academic, societal, professional, or athletic. A quality extracurricular activity is one where the prestige of the activity is secondary to the experience gained. It is not important who or what the student has associated themselves with. Rather, value comes from how meaningful the problems and ideas are to the student.

We have worked with students who consider problems with billion-dollar solutions at technology firm internships. Other students have become small-time entrepreneurs, building their own business model and encountering realities about a business that cannot be learned in a university classroom. Others have taken existing green technologies and mass-produced then disseminated these small environmental solutions.

The wealth of experience students derive from a truly meaningful undertaking are impossible to fathom. I am constantly delighted and humbled by what our students discover when they follow their curiosity and support it with hard work. These experiences are meaningful for the essays. But more importantly, they give students a head start on finding their own self-determined purpose.

USA destinations:

If it is an American institution you wish to attend then you will make a much more individualized application. There are no restrictions on the schools you apply to however each one will need to be thought through carefully as they are all subtly different. A US application often needs even more counselling support. ITS Education will help with all aspects including:

- Course choice
- Personal statement writing
- Writing of references
- Submission of exemplary work
- Subsequent advice regarding offers



INTERNATIONAL
SCHOOLS
DIRECTORY

PRESCHOOLS IN HONG KONG

ALISON'S LETTERLAND INTERNATIONAL PLAYGROUP AND KINDERGARTEN

Website: www.letter-land.com**Tel:** +852 2504 1978**Email:** info@letter-land.com**Curriculum:** UK National curriculum Early Years Foundation (EYFS)**Grades:** Playgroup-K3**Alison's Letterland** - Preschool / Kindergarten

10 Cleveland Street, Marco Polo Mansions 2 Floor, Causeway Bay

Baby Buddies - Preschool / Playgroup

26 Leighton Road,

Capital Commercial Building 4 Floor, Causeway Bay

Baby Buddies - Preschool / Playgroup

78 Bonham Strand, Workington Tower 2 Floor, Sheung Wan

Baby Buddies - Playgroup / Nursery

LG-02, Office Block 1, North Plaza 92 Siena Ave, Discovery Bay

ANFIELD INTERNATIONAL KINDERGARTEN

Website: www.anfield.com.hk/new/kowloon-tong-campus/**Address:** 5 Cumberland Road, Kowloon Tong, Kowloon**Tel:** +852 2794 3668**Email:** admin@anfield.edu.hk**Curriculum:** U.K Early Years Foundation Stage**Grades:** Nursery-K2

ANFIELD INTERNATIONAL KINDERGARTEN AND NURSERY

Website: www.anfield.com.hk/new/whampoa-campus/**Address:** L2, Phase 1, Laguna Verde, 8 Laguna Verde Avenue, Hung Hom, Kowloon**Tel:** +852 2766 3882**Email:** admin-lv@anfield.edu.hk**Curriculum:** U.K Early Years Foundation Stage**Grades:** Nursery-K2

BEBEGARTEN

Website: www.bebegarten.com/main.aspx**Address:** Level 3, One Island South, 2 Heung Yip Road, Wong Chuk Hang**Tel:** +852 3978 8255**Email:** info@bebegarten.com**Curriculum:** Child-initiated curriculum**Grades:** Nursery-K3

BRITISH COUNCIL INTERNATIONAL PRE-SCHOOL

Website: www.britishcouncil.hk/en/preschool**Address:** 1/F, British Council, 3 Supreme Court Road, Admiralty**Tel:** +852 2913 5290**Email:** preschool@britishcouncil.org.hk**Curriculum:** UK-based International Primary Curriculum (IPC)/ bilingual programme**Grades:** K1-K3

BLOOMING BUDS PRESCHOOL & CHLD CARE CENTRE

Website: www.bloomingbuds.com.hk**Address:** Unit 7, Floor 1, Island Crescent, 8 First Street, Sai Ying Pun**Tel:** +852 2887 9921**Email:** enquiry@bloomingbuds.com.hk**Curriculum:** Reggio Emilia**Grades:** Playgroup-K3

CITY KIDS PRE SCHOOL AND PLAYGROUP

Website: <http://citykidshk.org/>**Address:** 2/F, East Wing, 12 Borrett Road, Mid-Levels**Email:** officemanager@citykidshk.org**Tel:** +852 2522 4446**Curriculum:** Early Years Foundation Stage**Grades:** Playgroup-K2

DISCOVERY MIND INTERNATIONAL PLAY CENTRE & KINDERGARTEN

Website: www.dmk.edu.hk/index.php**Curriculum:** UK National Curriculum (International Section); Integrated curriculum (Bilingual Section)

Discovery Bay Campus

Address: 401 Marina Commercial Centre, G/F, 2-9 Coastline Villa,

Peninsula Village, Discovery Bay

Tel: +852 2987 8088**Email:** enquiry@dmk.edu.hk**Grades:** Playgroup-K3

Tung Chung Campus

Address: G/F Seaview Crescent, No.8 Water Front Road, Tung Chung**Tel:** +852 2987 8070**Email:** enquirytungchung@dmk.edu.hk**Grades:** Playgroup-K3

DISCOVERY MONTESSORI SCHOOL

Website: www.discoverymontessori.info**Curriculum:** Montessori**Grades:** Toddler Programme-Primary 1

Discovery Bay Campus

Address: Suite 101, 92 Siena Avenue, Discovery Bay**Tel:** +852 2987 1201**Email:** enquiry@discoverymontessori.info

Central Campus

Address: 3/F Mandarin Building, 35-43B Bonham Strand, Central**Tel:** +852 2850 8006**Email:** enquiry@dmcs.edu.hk

ESF INTERNATIONAL KINDERGARTENS

Website: www.esf.org.hk/esf_kindergarten**Curriculum:** IB PYP**Grades:** K1-K2

Abacus Campus

Website: www.esfkindergartens.org.hk/schools/abacus**Address:** Mang Kung Uk Village, Clearwater Bay Road, New Territories**Principal:** Frances Hurlay**Tel:** +852 2719 5712**Email:** kinder@abacus.esf.org.hk

Hillside Campus

Website: www.esf.org.hk/esf_kindergarten/hillside/hillside**Address:** 43B Stubbs Road, Hong Kong**Principal:** Christopher Duncan**Tel:** +852 2540 0066**Email:** kinder@hks.esf.org.hk

Tsing Yi Campus

Website: www.esf.org.hk/esf_kindergarten/tsingyi/layout**Address:** Maritime Square, 33 Tsing King Road, New Territories**Principal:** Victoria Bewsey

Wu Kai Sha Campus

Website: www.esf.org.hk/esf_kindergarten/wukaisha**Address:** Level 1, 599 Sai Sha Road, Shatin, New Territories**Principal:** Christopher Coyle**Tel:** +852 2435 5291**Email:** kinder@wks.esf.org.hk

Tung Chung Campus

Website: www.esfkindergartens.org.hk/schools/tung-chung**Address:** 1/F, Commercial Accommodation, The Visionary, 1 Ying Hong

Street, Tung Chung, Lantau, New Territories

Tel: +852 3742 3500**Email:** admissions@tc.esf.org.hk

ETONHOUSE INTERNATIONAL PRESCHOOL

Website: www.etonhouse.com.hk**Address:** LG/F Kindergarten, Mayfair By The Sea I, 23 Fo Chun Road, Tai Po**Tel:** +852 2780 5700**Email:** enquiry@etonhouse.com.hk**Curriculum:** Reggio Emilia**Grades:** Nursery-K2

FAIRCHILD JUNIOR ACADEMY

Website: www.fairchild.academy**Address:** 22/F Park Commercial Centre, 180 Tung Lo Wan Road, Tin Hau**Tel:** +852 2898 161**Email:** info@fairchild.academy**Curriculum:** Reggio Emilia/ British Columbia Early Learning; Ontario Early Years Framework**Grades:** Playgroup (6 months)-K2

FAIRCHILD KINDERGARTEN

Address: Kindergarten: G/F & 1/F, Kung Chian Tower, 351 Des Voeux Road West, Shek Tong Tsui
Tel: +852 2803 2638
Email: info@fairchild.academy
Curriculum: Ontario Early Years/Early Years Foundation Stage (EYFS)/Reggio Emilia
Grades: Playgroup (6 months)-K2

KIANG SU & CHEKIANG KINDERGARTEN

Website: www.kcis.edu.hk/eyfs
Address: 30 Ching Wah Street, North Point
Tel: +852 2570 4594
Email: inter@kics.edu.hk
Curriculum: Early Years Foundation (EYF)
Grades: Nursery-K3

GARDEN HOUSE PRE-SCHOOL AND KINDERGARTEN

Website: www.gardenhouse.hk
Address: 7 Silverstrand Beach Road, Clearwater Bay, Kowloon
Tel: +852 2358 1177
Email: info@gardenhouse.hk
Curriculum: Waldorf Steiner
Grades: Nursery-K3

HIGHGATE HOUSE PRE-SCHOOL (INTERNATIONAL STEINER WALDORF PRESCHOOL)

Website: www.highgatehouse.edu.hk
Address: 2/F 100 Peak Road, The Peak Red Hill Plaza, 2 Red Hill Rd, Tai Tam Tuk
Tel: +852 2849 6336
Email: info@highgatehouse.edu.hk
Curriculum: Waldorf Steiner
Grades: Nursery-K3

THE HONG KONG MONTESSORI FOR CHILDREN

Website: www.montessori.com.hk
Address: House A, Phoenix Garden, RBL 1033 Tai Tam Village, Stanley
Tel: +852 2813 9589
Email: www.hongkong@montessori.edu.sg
Curriculum: Montessori
Grades: Playgroup-K3

INDEPENDENT SCHOOLS FOUNDATION PRESCHOOL

Website: www.preschool.isf.edu
Address: Shop 2-4, G/F, Tung Fai Gardens, 17 Po Yan Street, Sheung Wan
Tel: +852 2559 8518
Email: psenquiry@isf.edu.hk
Curriculum: Early Years of IPC (International Primary Curriculum), 70% Mandarin/ 30% English
Grades: Year 1-Year 2

INTERNATIONAL MONTESSORI SCHOOL

Website: www.montessori.edu.hk
Email: admin.ab@ims.edu.hk
Curriculum: Montessori
Grades: Toddler Programme-Casa Programme (5 years old)
Mid-Levels Campus
Address: Mezzanine Entrance, Tung Fai Gardens, 17 Po Yan Street, Sheung Wan
Tel: +852 2857 7007
Aldrich Bay Campus
Address: G/F, i-UniQ Grand, 155 Shau Kei Wan Road, Shau Kei Wan
Tel: +852 2156 9033
South Horizon Campus
Address: G/F, Blocks 23 to 23A South Horizons, Ap Lei Chau
Tel: +852 2861 0339

KINGSTON'S INTERNATIONAL PRESCHOOL

Website: www.kingston.edu.hk/en
Address: 12-14 Cumberland Road, Kowloon Tong, Kowloon
Tel: +852 2337 9049
Email: enquiry@kingston.edu.hk
Curriculum: IB Early Years
Grades: Playgroup (1-years-old)-K2

KORNHILL INTERNATIONAL NURSERY

Website: www.kornhill-edu.com
Address: 16 Hong Shing Street, Kornhill, Quarry Bay
Tel: +852 2884 4186
Email: inkids@kornhill-edu.com
Curriculum: Thematic approach
Grades: Nursery-K3

LEAPFROG KINDERGARTEN (HKPPA)

Website: www.leapfrogkindergarten.org
Address: 11 Pak Tam Chung Village, Sai Kung Country Park, Sai Kung
Principal: Louise Heap
Tel: +852 2791 1540
Email: admin@leapfrogkindergarten.org
Curriculum: UK Early Years Foundation
Grades: Playgroup-K2

LITTLE DALTON

Website: www.littledalton.com
Address: Shop KG01, G/F, Wah Sin House, Wah Kwai Estate, Pok Fu Lam
Tel: +852 2792 2566
Email: info@littledalton.com
Curriculum: Dalton Curriculum
Grades: Playgroup-K2

LOU PICHOUN

Website: loupichoun.com
Addresses: 1/f, 5 Stanley New Street Stanley
1/F 4, Shing Ping Street (near Sing Woo Road)
G/F Door C, 22 Fung Fai Terrace, Happy Valley
Tel: +852 2813 2456
Email: loupichounhk@gmail.com
Curriculum: Play-based (French & English)
Grades: Nursery-K3

MASS INTERNATIONAL PRESCHOOL

Website: www.masspreschool.com
Address: Shop 2, G/F & LG/F, Lai Tak Plaza, Tai Hang Road
Tel: +852 3955 1588
Email: info@masspreschool.com
Curriculum: Play-based, multilingualism teaching approach (English, Mandarin, Spanish)
Grades: 6 months (Nursery)-K3

MALVERN COLLEGE PRESCHOOL HONG KONG

Website: www.malvernpreschool.hk/contact
Address: G09-G12 Coronation Circle, 1 Yau Cheung Road, Kowloon
Tel: +852 3898 4668
Email: mcpsinfo@malvernpreschool.hk
Curriculum: Early Years Foundation Stage (EYFS) & Forest School programme
Grades: Nursery-K2



MOUNT KELLY INTERNATIONAL PLAYGROUP & PRESCHOOL

Website: www.mountkellypreschool.edu.hk
Playgroup Address: Unit 201-206, 2/F, Austin Tower, 152 Austin Road, Tsim Sha Tsui
Preschool Address: Shop 5 on G/F & 1/F, The Austine Place, 38 Kwun Chung Street, Jordan
Tel: +852 2110 1978
Email: admissions@mountkelly.com.hk
Curriculum: Early Years Foundation Stage (UK National Curriculum)
Grades: Nursery-Reception

MILLS INTERNATIONAL KINDERGARTEN

Website: www.millsinternational.com.hk
Address: The Spectacle, 8 Cho Yuen Street, Yau Tong, Kowloon
Tel: +852 2717 6336
Email: preschool@millsinternational.com.hk
Curriculum: UK National Curriculum & MindUp Curriculum
Grades: Playgroup-K2

MORNINGSTAR PRESCHOOL & CHILD CARE CENTER

Website: www.morningstartschools.com
Address: Block 2, G/F Chi Fu Fa Yuen, Pok Fu Lam
Tel: +852 9736 5241
Email: info@morningstartschools.com
Curriculum: Reggio Emilia Approach
Grades: Playgroup-K2

NORD ANGLIA INTERNATIONAL NURSERY & KINDERGARTEN

Tai Tam Campus
Address: Red Hill Plaza, Red Hill Road, Tai Tam, Hong Kong
Sai Kung Campus
Address: 285 Hong Kin Road, Tui Min Hoi, Sai Kung, N.T.
Tel: +852 3958 1488
Email: EarlyYears.admissions@nais.hk
Curriculum: Early Years Foundation Stage (UK National Curriculum)
Grades: Nursery-Reception

NORWEGIAN INTERNATIONAL SCHOOL (KINDERGARTEN)

Website: www.nis.edu.hk/kindergarten
Address: 175 Kwong Fuk Rd, Tai Po, Hong Kong
E-mail: kinder@nis.edu.hk
Tel: +852 2638 0269
Curriculum: Biblical Foundation for Early Childhood Education & The International Primary Curriculum (IPC)
Grades: Playgroup-K2

PARKVIEW INTERNATIONAL SCHOOL (PIPS)

Website: www.pips.edu.hk
Curriculum: IB PYP
Hong Kong Parkview Campus
Website: www.pips.edu.hk/hk/index.html
Address: Tower 18 Parkview, 88 Tai Tam Reservoir Road
Tel: +852 2812 6023
Email: pipsinfo@pips.edu.hk
Grades: Playgroup-K3
Kowloon Campus
Website: www.pips.edu.hk/kln/index.html
Address: Podium level, Kowloon Station 1, Austin Road West, Kowloon
Tel: +852 2812 6801
Email: pips_rg@pips.edu.hk
Grades: Playgroup-K3

PODS

Website: www.pods.com.hk
Address: 11 Tin Hau Temple Road, Tin Hau
Tel: +852 3460 3560
Email: info@pods.com.hk
Curriculum: Multiple Intelligence Theory
Grades: 10 months (pre-nursery)-K3

RIGHTMIND KINDERGARTEN

Shum Wan Campus
Address: G/F, Broadview Court, No.11 Shum Wan Road, Hong Kong
South Horizons Campus
Address: UG/F, Block 26-28, South Horizons, Phase 4, Ap Lei Chau, Hong Kong
Tel: + 852 2875 0452
Email: rightmindkg@kinderu.org
Curriculum: Cambridge Letterland Phonics Program, Kinder U's Zhonghua Zijing, Kinder U Active Math Program, Chinese – Di Zhi Gui, Right-brain teaching approach
Grades: Playgroup-K3

SAFARI KID INTERNATIONAL PRESCHOOL

Website: safarikidasia.com.hk
Address: L101 Chi Fu Landmark, Chi Fu Fa Yuen, Pok Fu Lam
Tel: +852 2177 0001
Email: infohk@safarikidasia.com
Curriculum: Reggio-Emilia, Waldorf (Steiner), and Montessori teaching methods
Grades: Nursery

SAFARI KID NURSERY

Website: www.safarikidasia.com
Address: 16 Min Fat Street, Happy Valley
Tel: +852 2177 0001
Email: happyvalley@safarikidasia.com
Address: Shop G106A - 107A, The Repulse Bay, 109 Repulse Bay Road
Tel: +852 2874 3007
Email: repulsebay@safarikidasia.com

SAI KUNG INTERNATIONAL PRESCHOOL (SKIP)

Website: www.skip.edu.hk
Address: 159 Che Keng Tuk Road, Sai Kung
Tel: +852 2791 7354
Email: skip@skip.edu.hk
Curriculum: UK Early Years Foundation
Grades: Playgroup-K2

SMALL WORLD CHRISTIAN KINDERGARTEN

Website: www.smallworld.edu.hk
Address: 10 Borrett Road, Mid-Levels
Email: office@smallworld.edu.hk
Tel: +852 2525 0922
Curriculum: International Primary Curriculum-Early Years
Grades: Pre-Nursery-K2

THE SOUTHSIDE KINDERGARTEN

Website: www.southside.edu.hk
Address: G203, The Repulse Bay, 109 Repulse Bay Rd, Repulse Bay
Principal: Alison Sewell
Tel: +852 2592 7527
Email: info@southside.edu.hk
Curriculum: UK Early Years Foundation
Grades: Playgroup-K3

SUNSHINE HOUSE PRESCHOOLS

Website: www.sunshinehouse.com.hk
Curriculum: Theme-based Bilingual Programme
Grades: Playgroup-Year 1
Chi Fu Campus
Address: G/F, Block 1, Fu Lai Yuen, Chi Fu Fa Yuen, Pok Fu Lam
Tel: +852 2551 3781
Email: chifu@sunshinehouse.com.hk

DISCOVERY BAY NORTH CAMPUS

Address: Shop 106, 1/F, 92 Siena Avenue, Discovery Bay North
Tel: +852 2987 0813
Email: dbaynorth@sunshinehouse.com.hk

POK FU LAM CAMPUS

Address: Commercial Building Block A, Pok Fu Lam Gardens
Tel: +852 2551 3213
Email: pokfulam@sunshinehouse.com.hk

TUNG CHUNG CAMPUS

Address: No. 2 Mei Tung Street, Tung Chung Crescent, Lantau Island
Tel: +852 2109 3873
Email: tungchung@sunshinehouse.com.hk

THINK INTERNATIONAL KINDERGARTEN/ NURSERY

Website: www.think.edu.hk/TIS-Kindergarten
Address: No. 117 Boundary Street, Kowloon Tong
Tel: +852 2338 3949
Email: think_tis@think.edu.hk
Curriculum: Activity-based
Grades: Playgroup-K3

TUTOR TIME INTERNATIONAL NURSERY/ KINDERGARTEN

Website: www.tutortime.com.hk
Curriculum: US-based curriculum
Grades: Playgroup-K3

KOWLOON TONG CAMPUS – DORSET CRESCENT

Address: No.1 Dorset Crescent, Kowloon Tong
Tel: +852 2573 9188
Email: info@tutortime.com.hk

KOWLOON TONG CAMPUS – SUFFOLK ROAD

Address: No.9 Suffolk Road, Kowloon Tong

Tel: +852 2529 1188

Email: info@tutortime.com.hk

NORTH POINT CAMPUS

Address: LG/F Braemar Hill Shopping Center, 45 Braemar Hill Road

Tel: +852 2529 1833

Email: info@tutortime.com.hk

MID-LEVELS CAMPUS

Address: Shop A-B, G/F Botanical Court, 5 Caine Road, Mid-levels

Tel: +852 2529 2288

Email: info@tutortime.com.hk

VICTORIA EDUCATIONAL ORGANIZATION

Website: www.victoria.edu.hk

Curriculum: IB PYP & Reggio Approach

Grades: Playgroup (upper Kornhill campus) Pre Nursery-K3 (all campuses)

Belcher Campus

Address: Portion of Level 3 (Kindergarten Area) The Westwood, 8 Belcher's Street

Tel: +852 2542 7001

Email: bgvkoffc@victoria.edu.hk

Harbour Green Campus

Address: G/F, Harbour Green, 8 Sham Mong Road, Kowloon

Tel: +852 2885 1928

Email: hgvk@victoria.edu.hk

Harbour Heights Campus

Address: 5 Fook Yum Road, Ko Fung Court, Harbour Heights, North Point

Tel: +852 2571 7888/ +852 2571 3456

Email: hhnvoff2@victoria.edu.hk

Homantin Campus

Address: 1/F, Carmel-on-the-hill, 9 Carmel Village Street, Homantin

Tel: +852 2762 9130

Email: hmtoffc@victoria.edu.hk

Lower Kornhill Campus

Address: 2-8 Hong On Street, Kornhill

Tel: +852 2885 3331

Email: lkvkoffc@victoria.edu.hk

Middle Kornhill Campus

Address: 2/F, 18 Hong On Street, Kornhill

Tel: +852 2885 1888

Email: mkvkoffc@victoria.edu.hk

South Horizon Campus

Address: Phase II, Podium Level, South Horizons

Tel: +852 2580 8633

Email: shvkoffc@victoria.edu.hk

Upper Kornhill Campus

Address: G/F, 14 Hong Yue Street, Kornhill

Tel: +852 2513 1208

Email: ukoffc@victoria.edu.hk

VICTORIA KINDERGARTEN & INTERNATIONAL NURSERY – CAUSEWAY BAY

Website: www.cbvictoria.edu.hk

Curriculum: IB PYP (Trilingual/Bilingual learning)

Grades: Pre Nursery-K3

Address: 32 Hing Fat Street, Causeway Bay

Tel: +852 2578 9998

Email: inquiry@cbvictoria.edu.hk

WOODLAND PRE-SCHOOLS

Website: www.woodlandschools.com

Curriculum: Montessori and UK Early Years Foundation (EYFS)

Grades: Playgroup-Year 2 (6 years old)

WOODLAND KENNEDY TOWN PRE-SCHOOL

G/F-2/F, Hau Wo Building, 3C Davis Street, Kennedy Town,

Tel: +852 2817 2011

Email: kennedytown@woodlandschools.com

WOODLAND PEAK PRE-SCHOOL

Address: 81 Peak Road, The Peak,

Tel: +852 2849 6192

Email: peak@woodlandschools.com

WOODLAND POKFULAM PRE-SCHOOL

Address: G/F Commercial Complex, Wah Fu (III), Wah Fu Road,

Pokfulam,

Tel: +852 2551 7177

Email: pokfulam@woodlandschools.com

WOODLAND POKFULAM ANNEXE

Address: 7/F, Commercial Complex, Wah Fu (III), Wah Fu Road, Pokfulam

Tel: +852 2872 6186

Email: pokfulam@woodlandschools.com

WOODLAND HARBOURSIDE PRE-SCHOOL

Address: 3 Aberdeen Praya Road, Aberdeen

Tel: +852 2559 1377

Email: whs@woodlandschools.com

WOODLAND HAPPY VALLEY PRE-SCHOOL

Address: 2 Hawthorn Road, Happy Valley,

Woodland Happy Valley Playgroup Annexe

Address: 1/F, Happy Court, 39E Sing Woo Road, Happy Valley (entrance from Yuen Yuen Street)

Tel: +852 2575 0042

Email: happyvalley@woodlandschools.com

WOODLAND SAI KUNG PRE-SCHOOL

Address: Shop D, G/F, Marina Cove Shopping Centre, Sai Kung, N.T.

Tel: +852 2813 0290

Email: saikung@woodlandschools.com

WOODLAND MONTESSORI ACADEMY

Address: 1/F & 2/F, On Fung Building, 110-118 Caine Road, Mid-Levels

Woodland Junior Academy

Address: G/F, Kam Kin Mansion, 119-125 Caine Road, Mid-Levels

Tel: +852 2549 1211

Email: montessoricr@woodlandschools.com

WOODLAND BEACHSIDE PRE-SCHOOL REPULSE BAY

Address: 2/F, 35 Beach Road, Repulse Bay, Hong Kong

Tel: +852 2592 4077

Email: beachside@woodlandschools.com

WOODLAND REPULSE BAY MONTESSORI PRE-SCHOOL

Address: G118-119 G/F, The Repulse Bay, 109 Repulse Bay Road

Woodland Repulse Bay Montessori Annexe

Address: Shop G204, The Repulse Bay, 109 Repulse Bay Road, Hong Kong

Tel: +852 2803 1885

Email: montessorirb@woodlandschools.com

WILDERNESS INTERNATIONAL KINDERGARTEN

Address: Ground Floor, Po Tak Mansion, 85 Smithfield Rd, Kennedy Town

Tel: +852 2595 9066

Email: admissions@wilderness.asia

Curriculum: Reggio Emilia

Grades: Playgroup-K1

YMCA INTERNATIONAL KINDERGARTEN

Website: www.ymcaikg.edu.hk

Address: 2/F, 41 Salisbury Rd, Tsim Sha Tsui, Kowloon

Tel: +852 2268-7766

Email: kindergarten@ymcahk.org.hk

Curriculum: Early Years Foundation Stage (EYFS)

INTERNATIONAL PRIMARY SCHOOLS IN HONG KONG

ANFIELD PRIMARY SCHOOL

Website: www.anfield.com.hk

Address: 2 Lung Pak Street, Tai Wai, Sha Tin, New Territories

Email: office@anfield.com.hk

Principal: Vicky Davies

Tel: +852 2692 8823

Curriculum: British National Curriculum

Grades: Years 1-6

Tuition Fees: Year 1-Year 6: HK\$123,500

School Overview: Anfield is an Independent Catholic, International School, comprising of a Primary school and 2 large Kindergartens, whose curriculum is underpinned by the Early Years Foundation Stage and the English National Curriculum. The robust curriculum, embraces the notion of promoting a globally – minded education of the very highest quality. Anfield enjoys an enviable reputation as thriving, dynamic, happy, caring and supportive schools with a strong family atmosphere. Anfield School has a standout programme for special educational needs. Its St Bosco Centre caters for children with moderate learning difficulties including autism spectrum disorder, speech and language disorders/ communication difficulties, and developmental delay. The Catholic nature of the school ensures students develop an understanding of faith in today's society and there is also a strong emphasis on Chinese (Mandarin) as a second language as well as lessons in French and Spanish.

CHINESE ACADEMY PRIMARY SCHOOL (CAPS)

Website: www.caps.edu.hk/index.php/en/

Address: 77 Caroline Hill Road, Causeway Bay, Hong Kong

Email: enquiry@caps.edu.hk

Principal: Ms Ramida Din

Tel: +852 2499 8000

Curriculum: Integrated Inquiry Studies (IIS) & IBPYP (Chinese & English)

Grades: Grade 1-3

Tuition Fees: HK\$122,650

School Overview: A new bilingual school which will open in 2019 for primary level students with the initial capacity for 84 students. This school is jointly established by the Confucius Hall of Hong Kong and the International Chinese Academy Education Foundation (ICAIEF). The secondary school is expected to be ready for the 2021-2022 academic year. CAPS will offer a curriculum that aims to fuse traditional Chinese principles and Western culture, with 60 percent of its teaching time in English and the remainder in Putonghua (traditional Chinese writing). Classes will incorporate teachings of Chinese philosopher Confucius but also adopt British education traditions. The secondary school is expected to be ready for the 2021-2022 academic year. Graduates of the primary school of Chinese Academy may continue their education in the secondary school. The secondary school will offer IBMYP (with GCSE as option), followed by IBDP (with GCEAL as option).

DALTON SCHOOL HONG KONG

Website: www.dshk.edu.hk

Address: G/F, Imperial Cullinan, 10 Hoi Fai Road, Kowloon

Email: info@dshk.edu.hk

Founding Principal: Larry J. Leaven

Tel: + 852 3612 4660

Curriculum: US-based Dalton Plan (Chinese & English)

Grades: Years 1-4

Tuition Fees: HK\$181,500

School Overview: DSHK is a child-centered, dual language (English/ Putonghua) primary school integrating the heritage of Chinese culture and traditions with the progressive Dalton Plan and the US Common Core for English. This new school in Tai Kok Tsu opened from Years 1-2, in 2017 and will roll out Years 3-4 from September 2019. As it states on its website: "We will have a school that will provide our children with a window into the past and skills for the future." Building upon the success of Little Dalton (littledalton.com) and founding DSHK upon the rich traditions of the Tsinghua University Primary School and Helen Parkhurst's Dalton Plan, DSHK students are equipped with multicultural awareness, critical thinking and language skills.

DISCOVERY MIND PRIMARY SCHOOL (DMPS)

Website: www.dmeps.edu.hk

Address: Shop 102, 92 Siena Avenue, Discovery Bay North, Lantau Island (Years 1-3); G/F, Shop A-D, Seaview Crescent, 8 Tung Chung Waterfront Road, Tung Chung (Years 1-6)

Email: enquiry@dmeps.edu.hk

Principal: Rachel Humphrey

Tel: +852 2914 2202

Curriculum: UK National Curriculum & International Primary Curriculum (IPC)

Grades: Primary 1-6

Tuition Fees: HK\$107,965

School Overview: DMPS has become a school that is organic, evolving and with each new academic year, it goes from strength to strength. Both campuses are located in spacious areas on Lantau Island (Discovery Bay & Tung Chung). Both campuses offer a friendly, harmonious atmosphere where each child is treated as an individual. DMPS provides students with a nurturing, well-balanced learning environment where teachers and staff are very supportive; accommodating students' needs with utmost care. Students are provided with academic and non-academic challenges so they can flourish intellectually, as well as emotionally. The primary school integrates the UK National Curriculum with the International Primary Curriculum (IPC), as well as a comprehensive Putonghua programme. The goal of the programme is to create forward thinkers, well-rounded and balanced young children. The Tung Chung campus enrolls around 130 students from Year 2 to Year 6, and the Discovery Bay campus enrolls students from Year 2 to Year 4, and children are supported in the transition from one of DMPS' after K3 into one of the campuses.

HKCA PO LEUNG KUK SCHOL

Website: www.plkis.edu.hk/

Address: 62 Tin Hau Temple Road, Hong Kong

Email: info@plkis.edu.hk

Principal: David Priest

Tel: +852 3465 8400

Curriculum: IB PYP

Grades: Grades 1-Grade 4

Tuition Fees: HK\$96,900

School Overview: HKCA Po Leung Kuk School, opened in August 2017. Po Leung Kuk is an organization strongly associated with education in the city, with 113 registered schools and more than 50,000 students within its network. While HKCA Po Leung Kuk Primary School is the first of its schools to offer the PYP (IB primary years program), this international approach is not an entirely new concept within the network. The school currently accommodates Grades 1, 2, 3 and 4 and Grade 5 will be added in the 2019-20 academic year. The school has been granted candidate school status for the IB PYP and is targeting authorization in 2020. HKCA has no capital levy, no debenture, and fees are competitive something unique for an international school.

HAN ACADEMY

Website: www.hanacademy.edu.hk

Address: G/F-2/F, 33-35 Wong Chuk Hang Road, Aberdeen

Email: admission@hanacademy.edu.hk

Principal: Ms. Shirley Su

Tel: +852 3998 6300

Curriculum: Cambridge Primary (Chinese & English)

Grades: Year 1-6

Tuition Fees: Year 1-6: HK\$198,000

School Overview: Han Academy was established in 2017 to deliver a bilingual international education. Due to its recent opening, it is still developing, currently it has a small student body of 70 + students which means all grades have small class sizes (10-14 students). Children study in both Mandarin and English, with four branches offered for Chinese: Chinese Language and Literature, Chinese Debate, Chinese Drama and Performance, and Chinese Library Course. As well as bilingualism, the school focuses on STEM, art, music, Chinese dance and sport. The school will increase grades from 2019 onwards, offering Secondary school students the Cambridge School Program and Cambridge IGCSEs.

INTERNATIONAL MONTESSORI PRIMARY SCHOOL

Website: www.montessori.edu.hk

Address: Phase III, Ma Hang Estate, Stanley

Email: apply@montessori.edu.hk

Principal: Stephen Palmer

Tel: +852 2566-7196

Curriculum: Montessori International Primary Years Programme

Grades: Primary 1-Primary 6

Tuition Fees: Lower Elementary: HK\$161,500; Upper Elementary: HK\$163,000

School Overview: IMS provides students with a dual-language (Mandarin & English) education through the true principles of Montessori. Every class is taken by one English-speaking teacher and one native-Mandarin speaking teacher, and at least one teacher is AMI-trained. As stated on the website: 'we are committed to those talented and creative individuals who want to continue their own journey of development, and it is the IMS mission to make our school a "home" for our team. The IMS Primary Years Programme includes English, maths, science, Chinese, science, art and PE, and specialist classes in art, music, PE and IT, and a Montessori Creativity-Action-Service (CAS) programme for upper primary students. Students who live the school at the end of Year 6 are well prepared for any top secondary school in Hong Kong due to their strong foundation in both Chinese and English. The school also enrolls MA students from its pre-school campuses: Aldrich Bay, Mid-Levels and South Horizons.

JAPANESE INTERNATIONAL SCHOOL (JIS)

Website: www.jis.edu.hk

Address: 4663 Tai Po Rd, Tai Po, NT

Email: esinfo@jis.edu.hk

Principal: Simon Walton

Tel: +852 2834 3531

Curriculum: IB PYP

Grades: Reception-Years 6

Tuition Fees: HK\$107, 850

School Overview: Operated by Hong Kong Japanese School Limited, JIS shares its campus with a Japanese section of the school; other schools in the group include the Japanese School in Happy Valley and the Junior High School in Quarry Bay, which both follows the Japanese school calendar and curriculum. The Japanese International School has 170 students of 22 nationalities (about 25% are Japanese) while the Japanese section has approximately 400 students. It is affiliated to International College Hong Kong and, as such, is able to offer a through-train education where about 50% move onto. JIS offers all the unique benefits of a smaller school, close-knit and friendly community where parents always feel very welcome. Students are engaged in a stimulating, enquiry-based learning environment with the choice to learn Mandarin or Japanese.

KINGSTON INTERNATIONAL SCHOOL (KIS)

Website: www.kingston.edu.hk

Address: 113 Waterloo Road, Kowloon Tong, Kowloon (Lower Primary);

105 Waterloo Road, Kowloon Tong, Kowloon (Upper Primary)

Email: enquiry@kingston.edu.hk

Principal: Eliza Wong (lower)

Principal: John Harper (Upper)

Grades: Years 1-6

Tel: +852 2337 9031

Curriculum: IB PYP

Tuition Fees:

School Overview: Kingston International School was founded in 2001 to deliver an international alternative in education to Hong Kong's local schools. Kingston has successfully provided a challenging and stimulating environment that nurtures the balanced development of students who, in their own unique way, grow into active and responsible world citizens. The school offers a truly bilingual learning experience with classes of maximum of 22 students per teacher, ensuring students get more than enough one-on-one attention from their teacher during class hours. The school develops well-rounded students with an international perspective and a life-long love of learning through low student numbers/high teacher ratio. Kingston has three campuses - the Kindergarten and Children's Centre which houses our early years programme for children 1 to 4 years of age, a Lower Primary campus for students from Year 1 to Year 3 and an Upper Primary campus for students from Year 4 to Year 6. As stated on their website: "Although we

have three campuses we are still a small school with a community feel. We maintain small class sizes and have an English and a Putonghua class teacher for each class. "Around a third of Kingston's primary students continue their secondary education at International College Hong Kong (ICCHK), where they receive priority for admission.

LANTAU INTERNATIONAL SCHOOL (LIS)

Website: www.lis.edu.hk

Address: DD328 Tong Fuk Village, Lantau

Email: lisadmin@lis.edu.hk

Principal: Serge Bethier

Tel: +852 2980 3676 (Years 1-3); +852 2984 0302 (Years 4-6)

Curriculum: British National Curriculum

Grades: Reception (4 Years old)-Primary 6

Tuition Fees: HK\$83,500

School Overview: LIS is like no other school in Hong Kong, it is nestled amidst the green scenic splendour of South Lantau in three campuses and is one of the few schools on Lantau Island to offer the British National Curriculum. Classrooms are in three different buildings: one is the former village school built in 1975 by the government, which was totally refurbished in 2001. Another is a prefabricated building imported from UK in 1998, one is a 700sqft floor renovated in 2004. The third campus (P4/P6) is in Pui O. Class sizes are 22 at lower primary and 24 in upper primary. The curriculum follows the requirements of the British National Curriculum and the guidelines of the SATS examination system.

NORWEGIAN INTERNATIONAL SCHOOL (NIS)

Website: www.nis.edu.hk

Address: 175 Kwong Fuk Road, Tai Po (Kindergarten);

170 Kam Shan Rd., Tai Po (Primary)

Email: office@nis.edu.hk

Principal: Bonnie Chan

Tel: +852 2638 0269 (Kindergarten); +852 2658 0341 (Primary)

Curriculum: International Primary Curriculum (IPC), Biblical Worldview Curriculum, UK National Literacy Framework

Grades: Playgroup-Year 6

Tuition Fees: HK\$102,000

School Overview: Founded in 1984, Norwegian International School (NIS) is an international, English-language kindergarten and primary school located in Tai Po, with a family-like Christian environment and a close-knit community. NIS is a Christian school that stays true to its founding Biblical principles and values, and the curriculum features a strong emphasis on Christianity and a weekly chapel meeting. Its kindergarten campus is located in a heritage building furnished with a woodland playground, whilst its primary school boasts of a spacious natural green environment with large areas for outdoor play and sports. NIS provides strong pastoral care to its students, laying the foundation for achieving academic and personal goals in preparation for Secondary schools in Hong Kong.

SHREWSBURY INTERNATIONAL SCHOOL

Website: www.shrewsbury.hk

Address: 10 Shek Kok Road, Tseung Kwan O

Email: enquiries@shrewsbury.hk

Principal: Ben Keeling

Tel: + 852 2480 1500

Curriculum: UK National Curriculum (Early Years Foundation Stage, Key Stage 1 & 2)

Grades: Nursery-Year 6

Tuition Fees: Nursery: HK\$137,000; Reception: HD\$147,000;

Year 1-6: HK\$169,000.

School Overview : The newest British school in Hong Kong, opened in Tseung Kwan O in August 2018 and offers primary school children a strong foundation and education for Secondary level to British boarding schools. The purpose-built school in Tseung Kwan O has been designed primarily for primary age children, from an aquatics centre and music school to a centre of excellence for gymnastic and dance studio; private music rooms, sports hall with running track, rooftop football pitch, and science labs. The curriculum provides a Primary programme of study linked to the English National Curriculum which has been developed especially to meet the needs of the, multi-lingual, international student body. There is also a strong focus on STEM subjects (science, technology, engineering and mathematics), the arts and PE. There is also a strong focus on the learning of Chinese with children having classes every day. The specialist teaching team deliver programmes to Advanced, Intermediate and Foundation groups.



INTERNATIONAL SECONDARY SCHOOLS IN HONG KONG

LI PO CHUN UNITED WORLD COLLEGE HONG KONG (LPCUWC)

Website: www.lpcuwc.edu.hk

Address: 10 Lok Wo Sha Lane, Sai Sha Rd, Sha Tin, New Territories

Email: office@lpcuwc.edu.hk

Tel: +852 2640 0441

Principal: Arnett Edwards

Curriculum: IB Diploma

Grades: Y12 & Y13

Annual Tuition Fees: (Inclusive Fees) Local Hong Kong students: HK\$288,000; Overseas students: HK\$380,000

School Overview: Li Po Chun United World College is part of the United World Colleges movement and as such shares the mission and values of all the Colleges. Li Po Chun United World of Hong Kong is a 100% residential community and only for students during the final two years of their IB Diploma Programme. Around 45% of our students come from Hong Kong, and the remaining 55% come from around the world. Staff and students live in four residential blocks that curve along the ridge overlooking the waters of Starfish Bay and Tolo Harbour. The 256 students of LPCUWC live in the 4 residential blocks on campus. Each room is shared by four students. Residences and rooms are deliberately diverse, socio-engineered in order to offer the students the best opportunities to share in a meaningful way. The class sizes are small by Hong Kong standards, usually averaging about 16 and all classes are of mixed ability; there is no streaming. The number of applications varies each year, ranging from about 300 to over 500. LPCUWC is unique among schools in Hong Kong as only selective students are invited to come to Hong Kong specifically to study at LPCUWC. In almost all cases, their families are still living in their home countries. The international/overseas students mainly come on scholarships, and are selected by the UWC National Committee in their home country. In 2018, 119 students graduated; 24% of the graduates received 40/45 or more points. One student achieved 44 points and three others achieved 43 points.

YMCA OF HONG KONG CHRISTIAN COLLEGE

Website: www.ymcacc.edu.hk

Address: 2 Chung Yat St, Tung Chung, Lantau

Email: info@ymcacc.edu.hk

Tel: +852 2988 8123

Principal: Dion Chen

Curriculum: HKDSE, IGCSE, U.K. A-levels

Grades: Forms 1-6

Tuition Fees:

Form 1: Local	HK\$45,000	International	HK\$102,569
Form 2: Local	HK\$42,000	International	HK\$99,569
Form 3: Local	HK\$42,000	International	HK\$99,569
Form 4: Local	HK\$39,500	International	HK\$109,947
Form 5: Local	HK\$39,500	International	HK\$109,947
Form 6: Local	HK\$36,500	International	HK\$106,947
Form 5: GCE	HK\$59,000	International	HK\$129,447
Form 6: GCE	HK\$55,500	International	HK\$125,947

School Overview: YMCA of Hong Kong Christian College (Direct Subsidy School) in Tung Chung (Lantau Island) was set up 10 years ago with expatriates making up just 10 per cent of the student body. Similar to all DSS schools, it has its own admissions policy so applications are filed directly to the school (usually around September every year for entry into first year of secondary (Year 7-Form 1)). It is situated in a spacious and beautiful area on Lantau Island, and is fully-equipped with generous-sized classrooms, specialist rooms including a fine art centre and drama room, and sports facilities including an artificial turf pitch, multi-purpose sports field, four-lane running track. Students have the choice of studying the local Hong Kong Diploma of Secondary Education (HKDSE) or GCSEs and A-Levels. More than 70% are international students and represent over 40 different nationalities. Class sizes are small (25 students) and the school promotes an individualized teaching approach and has strict rules about bullying and the use of personal devices during school hours. The school has taken measures to ensure expatriate students can cope with requisite Chinese modules in the local curriculum. Instead of taking Chinese history, which requires a good command of the language, the children sign up for Hong Kong Chinese studies, which covers Chinese culture and history and gives them sufficient grounding to undertake liberal studies in senior form.



INTERNATIONAL “THROUGH-TRAIN” SCHOOLS IN HONG KONG

AMERICAN SCHOOL HONG KONG (ASHK)

Website: www.ashk.edu.hk

Address: 6 Ma Chung Road, Tai Po, New Territories, Hong Kong

Email: admissions@ashk.edu.hk

Tel: +852 3919 4111

Principal: John Jalševac (School Director)

Curriculum: US Common Core & STEAM Programme

Grades: KG to Grade 8

Annual Tuition Fees: KG2: HK\$146,000; Grade 1-4: HK\$168,500;

Grade 5-6: HK\$179,500; Grade 7-8: HK\$187,500

School Overview: ASHK, opened in Tai Po in August 2016. ASHK is Esol Education's only school in South East Asia; the Dubai-based Esol group has a portfolio of nine international American schools and has a strong track record of graduates attending universities including Stanford, Yale, Columbia and the London School of Economics. ASHK is one of only a few schools in the New Territories to follow the US Common Core framework, and plans to launch the International Baccalaureate Diploma Programme in the near future. Its enquiry-based approach to learning is enriched by a focus on STEAM (science, technology, engineering, art and mathematics). ASHK is very much an American-style school; the majority of teachers come from the US followed by Canada, and teaching is heavily influenced by American methods including Common Core, MAP testing and Next Generation Science Standards. The school also offers a strong Chinese language programme and options to study French and Spanish. ASHK offers scholarships to all elementary and middle school students, and these are either merit-based, means-tested, or offered to under-represented students.

AMERICAN INTERNATIONAL SCHOOL (AIS)

Website: <https://www.ais.edu.hk/>

Address: 125 Waterloo Road, Kowloon Tong, Hong Kong

Email: admin@ais.edu.hk

Tel: +852 2336 3812

Head of School: Cameron Fox

Curriculum: US-standards base curriculum & AP

Grades: Early Childhood 1 to Grade 12

Annual Tuition Fees: Early Childhood (Half-day): HK\$82,900;

Early Childhood (Full-day): HK\$123,500; Grade 1-4: HK\$129,200;

Grade 5-8: HK\$139,000; Grade 9-12: HK\$152,600

School Overview: AIS is a fully accredited, private, independent school, delivering a US-based curriculum. Recognised for its positive, student-centred approach to teaching and learning, AIS values the strong sense of community across the school. The school serves approximately 850 students from Early Childhood through Grade 12. AIS is most definitely American by name and by nature from the delivery of the US Common Core, the bald eagle in its logo, sports teams called The Eagles, and American trained teachers. The school has an international student body, in fact only 13% of students are in American; other nationalities include Hong Kong, South Korea, China and India. AIS embraces e-learning, from its dedicated computer labs and computer pods to its e-library and use of electronic versions of core textbooks. All Grade 4 and 5 students are provided with a Chromebook and all middle and high school students are required to Bring Your Own Technology (BYOT) to school. AIS delivers a robust US college- preparatory academic program. Students take SAT tests on campus from Grade 8, and Grade 12 students work towards their Advanced Placement (AP) examinations which includes 16 AP subjects and the AP Capstone. AIS students score higher than the AP global average most year in most subjects with GPA scores of 3+.

AUSTRALIAN INTERNATIONAL SCHOOL HONG KONG (AISHK)

Website: www.aishk.edu.hk

Address: 3A Norfolk Road, Kowloon Tong, Kowloon, Hong Kong

E-mail: info@aishk.edu.hk

Tel: + 852 2304 6078

Head of School: Mark Hemphill

Curriculum: Australian Early Years Learning Framework, NSW

Education Standards Authority (NESA) New South Wales Higher School

Certificate (HSC); IB Diploma

Grades: Reception to Year 12

Annual Tuition Fees: Reception: HK\$102,600; Preparatory-Year 6: HK\$147,500; Year 7-10: \$170,200; Year 11-12 (New South Wales High School Certificate): HK\$178,700; Year 11-12 (IB Diploma): HK\$214,500

School Overview: Operating on an Australian school year (late January to mid-December), AISHK facilitates a seamless transition for those students entering from Australian or Southern Hemisphere schools and eventually departing to tertiary institutions worldwide. The school is well-known for its dedicated teaching staff, Australian heritage, strong sense of community and a well-rounded education where academics, sports, drama and extra-curricular activities play a vital role in educating students. AISHK operates during an Australian school year (late January to mid-December). More than 80% of its 1,000 student body are Australian or New Zealanders. This is an ideal school for anyone arriving from Australia or planning to repatriate in the future. Class sizes are at a maximum of 25, and a maximum of 20 in the Reception classes. One of the strong attractions of the school is the close-knit, vibrant and friendly atmosphere. As part of the Australian National Assessment Programme – Literacy and Numeracy (NAPLAN) tests are held each year for all students in Years 3, 5, 7 and 9. Each year, students from Year 3, participate in the Australian schools' competitions for Mathematics, English, Science and Computer Studies. Academics is not just the primary focus of AIS, a huge amount of effort and resources in put into students overall happiness, ranging from counselling, career guidance, wellbeing classes, peer support and buddy programmes and assertive and resilience behaviour programs.

CANADIAN INTERNATIONAL SCHOOL (CDNIS)

Website: www.cdnis.edu.hk

Address: 36 Nam Long Shan Road, Aberdeen, Hong Kong

E-mail: admissions@cdnis.edu.hk

Tel: +852 2525 7088

Head of School: David Baird

Curriculum: IB PYP, MYP, IB Diploma and Ontario Secondary School Diploma (OSSD)

Grades: Pre-Reception-Grade 12

Annual Tuition Fees: Pre-reception and reception (half-day):

HK\$111,800; Preparatory-Grade 3: HK\$153,500; Grade 7-8: HK\$172,100;

Grade 9-10: HK\$188,900; Grade 11-12: HK\$198,800

School Overview: For 25 years, CDNIS has prided itself in not only being one of the top academic schools in Hong Kong, but also one which is well-known for having a strong focus and emphasis on developing international mindedness and global awareness. CDNIS is the only school to offer a dual-diploma programme, senior students take both the IBDP and the Ontario Secondary School Diploma (OSSD). In addition to the rigorous academic programme, students experience a wealth of extra-curricular activities and clubs, while community service and philanthropy are a fundamental part of students' experience. CDNIS has a history of innovation, from becoming the first Apple Distinguished School in Hong Kong 10 years ago to being the first international school in Hong Kong to introduce a 1:1 laptop programme. Mac laptops are compulsory from Grade 4 through to 12, and the school has robotics and coding labs as well as evolving MakerSpaces. Another strong feature of CDNIS is their strong Chinese programme, and this is boosted by their dedicated Chinese Cultural Centre.

There's a two-stream approach to teaching Chinese that is based on ability and although it does not offer a bilingual programme, CDNIS' Chinese offering is truly impressive. Each year, the school turns out elite graduates. In 2018, IBDP graduates, were amongst the best in Hong Kong: 12 students scored 43 or 44 points out of the maximum of 45 points; average diploma score was 37; and 43 students scored 40 points or higher.

CHINESE INTERNATIONAL SCHOOL (CIS)

Website: www.cis.edu.hk

Address: 1 Hau Yuen Path, Braemar Hill, Hong Kong

E-mail: cis_info@cis.edu.hk

Tel: +852 2510 7288

Head of School: Sean Lynch

Curriculum: Dual-language programme; IB MYP, IB Diploma

Grades: Reception to Year 13

Annual Tuition Fees: Reception: HK\$155,100; Year 1-6: HK\$205,500;

Year 7-11: HK\$242,700; Year 12-13: HK\$246,000

School Overview: CIS is recognised as one of the most sought-after schools in Hong Kong. The school has a rich cultural mix of students. The in-take for every grade is ethnically diverse with over 31 different



nationalities representing the student body. In total there are 1,430 students attending CIS and the teacher/ student ratio is 1:9. The school's defining characteristic is its dual-language curriculum, which means that all students pursue a single programme taught in both Mandarin and English. The student body of 1,500 students come from diverse backgrounds. While about two-thirds of students are ethnically Chinese, they represent some two dozen nationalities with family roots in many parts of the world. The school recently completed a redevelopment of its facilities. The renovations include, specialised school library, science and technology hub, four gymnasiums, fitness room, 25m indoor swimming pool, outdoor climbing wall, 200-seat auditorium and a 200-seat dram studio. A unique feature of CIS, is the one-year academic and residential programme for all Year 10 students at CIS' Hangzhou campus in China. Students are immersed in Chinese culture and language, while continuing their education in English within the framework of the IB Middle Years Programme. CIS graduates are amongst the elite in Hong Kong and their achievements and scores are highly recognised. In 2018, 109 members of the Class sat examinations for the full IB Diploma, and 100% were successful in earning the Diploma. The average total Diploma score was 37.8 points out of a maximum 45 points, with 38.5% of students scoring more than 40 points, which is often considered the threshold for entry to the world's top university programmes.

CHRISTIAN ALLIANCE P.C. LAU MEMORIAL INTERNATIONAL SCHOOL (CAIS)

Website: www.caisbv.edu.hk

Address: 33 King Lam Street, Lai Chi Kok, Kowloon, Hong Kong

Email: info@caisbv.edu.hk or admissions@caisbv.edu.hk

Tel: +852 3699 3899

Principal: Dr. Cora Hui

Curriculum: Canadian Alberta Curriculum, AP International Diploma (APID)

Grades: Preparatory-Year 12

Annual Tuition Fees: Preparatory: HK\$113,400; Grade 1-3: HK\$126,400; Grade 4: HK\$132,840; Grade 5: HK\$142,560; Grade 6: HK\$152,280; Grade 7-9: HK\$164,700; Grade 10-12 HK\$180,100

School Overview: Christian Alliance P.C. Lau Memorial International School (CAIS) (previously called Christian Alliance International College) is a primary and secondary Evangelical Christian school. The school is a non-profit organization and is owned and operated by the Kowloon Tong Church of the Chinese Christian and Missionary Alliance (KTAC). A new open for the CAIS community, opened in August 2017, in Butterfly Valley, Lai Chi Kok and offers additional places for 300 more students. This spacious and innovative campus in Butterfly Valley provides not only 1,600 extra places but also an important platform for students and staff to unleash their full potential. AIS students enjoy an environment that facilitates building character and spiritual growth. This is accomplished in a number of ways, including through Christian ethics classes, regular chapels, spiritual emphasis days and camps. The school delivers a student-centred, inquiry-based approach that emphasizes integration of technology across the curriculum. In addition, the secondary program provides opportunity for students to enrol in a number of Advanced Placement courses that can be counted toward the 100-credit Alberta Diploma requirement.

DISCOVERY BAY INTERNATIONAL SCHOOL

Website: www.dbis.edu.hk

Address: Discovery Bay, Lantau Island, Hong Kong

Email: dbis@dbis.edu.hk

Tel: +852 2914 2142/2987 7331

Head of School: Paul Tough

Curriculum: Early Years Foundation Stage framework, International Primary Curriculum (IPC) English National Curriculum, IJ GCSEs, AS/ A-Level

Grades: Nursery-Year 13

Tuition Fees: Nursery and reception: HK\$106,800; Year 1-6: HK\$115,800; Year 7-11: HK\$153,800; Year 12-13: HK\$175,000

School Overview: Located in Discovery Bay on Lantau Island, this is an inclusive school which is far removed from the busy city experience. Not many schools in Hong Kong are located in a pristine setting with mountainous views and closely to a beach. The unique learning experience at DBIS has been enhanced by the ever-present sense of community, personalised learning, strong student-teacher relationships, high teacher-to-student ratios and the unique opportunity for students to explore the school's in-house Forest School Programme. The school's

involvement in FOBISIA and ISTA and other international and charitable associations has advanced the students' global awareness and open-mindedness. It is a school which really places emphasis on cultural diversity and this is achieved through themed Discovery Days and the celebration of different religious and cultural festivals. The growing success of the school is obvious from the most recent IJ GCSE results. In 2018, 60% of students, achieved A* - A grades and 90% were graded A* to C. The first A Level results will be in August 2019.

FRENCH INTERNATIONAL SCHOOL (FIS)

Website: www.fis.edu.hk

Address: 165 Blue Pool Road, Happy Valley, Hong Kong

Email: International Stream – admissions@fis.edu.hk;

French Stream – inscriptions@fis.edu.hk

Tel: +852 2577 6217

Headmaster: David Tran, Headmaster; Ian Clayton (Head of International Stream)

Curriculum: English National Curriculum, IGCSE, IB Diploma (International stream); French Ministry of Education (French stream)
Grades: Reception-Year 13

Annual Tuition Fees: Reception-Year 6: HK\$123,327; Year 7-11: HK\$157,608; Year 12-13: HK\$197,142

School Overview: FIS is an independent and non-profit school governed by a Board made up of 12 elected parents and representative members from the French Consulate. Having opened in 1963 with 30 French-speaking students. FIS has since then, been a popular school and is currently one of the largest international through-schools in Hong Kong with over 2,673 students from Reception/ Moyenne Section to Year 13/ Terminale over 4 campuses. FIS was the first school in Hong Kong to be authorised as a World IB School in 1988, and celebrated 30 years of excellence in the IB Diploma Programme in 2018. A new state-of-the-art, environmentally friendly campus with a botanical garden opened in Tseung Kwan O in September 2018, the school's fourth, creating 950 primary and junior secondary school places (the latter for French stream students only). The truly unique feature of this school is the bilingual learning experience the students' are immersed in on a daily basis from the age of four. While English is the common playground language at FIS, students graduating from the school are fluent in both French and English. Scholarships are available in the International Secondary Stream since September 2018, 2 full partial Scholarships, both financial need and merit based, for the International Baccalaureate Diploma Programme for Year 12 students. In 2018, the IBDP graduates, achieved an average score of 35 points which is 5 points above the world average of 30 points (May 2017). 27% of FIS students received the prestigious Bilingual Diploma.

GERMAN SWISS INTERNATIONAL SCHOOL

Website: www.gsis.edu.hk

Address: 11 Guildford Road, The Peak (The Peak Campus);

162 Pok Fu Lam Road (Pok Fu Lam Campus); 30 Oi Kwan Road, Wan Chai (Wan Chai Campus); Room 7, 1/F, East Garden Plaza, 66 Yi Chun Street, Sai Kung (Sai Kung Campus)

Email: info@gsis.edu.hk

Tel: +852 2961 4007

Principal: Ulrich Weghoff (Principal); Grit Cichon (Deputy Head);

Curriculum: International Abitur (German stream); UK National Curriculum,

IJGCSE, & IB Diploma (International stream), German International Abitur Examination (DIAP)

Grades: Kindergarten-Year 13

Annual Tuition Fees: Kindergarten: HK\$148,960; Year 1-6: HK\$154,060; Year 7-11: HK\$183,610; Year 12-13: HK\$194,100

School Overview: GSIS in Hong Kong is unique among Germany's international schools. Here, the school offers two streams of education – one stream in German, reflecting German curriculum and taught in German. It was established in 1969 by German Swiss families who were looking for a bilingual German-English education in an international setting. Long-renowned for academic excellence in teaching and student achievement: GSIS has grown into one of the most highly selective and leading international schools in Hong Kong. In the International stream, German is a compulsory subject from year two (approx. seven years old). Children are also offered a third language option – of Mandarin or French. In the German stream, the students are offered a choice of English, Mandarin, French and Latin to study. In 2016, the school opened its newly refurbished of its Peak campus. The result

is a modern campus that boasts first-rate science labs, professional music and art rooms, and a black box theatre for student productions, as well as a year-round indoor swimming pool, a rooftop sports pitch, and two large multi-purpose gymnasiums. In recent years, more than 99% of IGCSE grades were grade B or above and 70% were awarded an A*. In 2018, IBDP graduates achieved a commendable 100% pass rate, with an average IB Diploma score of 39.84 points, which qualifies students amongst the best in the world. Two GIS students achieved the maximum score of 45 points, whilst eight more candidates achieved 43 or 44 points with 55% of our cohort achieving a score of at least 40 points.

THE HARBOUR SCHOOL (THS)

Website: www.theharbourschool.edu.hk

Address: 2/F, Kennedy Town Centre, 23 Belcher's Street, Kennedy Town Harbour Village Campus (Kindergarten): 2/F, 23 Belcher's Street, Kennedy Town Ap Lei Chau Campus (Elementary): The Garden: 138 Lee Chi Road The Grove Campus (High School): 332 Ap Lei Chau Bridge Road
Email: info@theharbourschool.edu.hk

Tel: +852 2816 5222

Head of School/ Founder: Dr. Jadis Blurton

Curriculum: US-based curriculum/ Gifted Programmes and Learning Support

Grades: Pre-K-Grade 8

Annual Tuition Fees: Pre-kindergarten and kindergarten: HK\$158,000; Grade 1-6: HK\$181,000; Grade 7-8: HK\$189,500; Grade 9-12: HK\$191,500

School Overview: The Harbour School (THS) first opened its doors in 2007 with only 11 students on Smithfield Road in Sai Wan. In 2017, THS opened a permanent campus in Ap Lei Chau for all elementary and high school students. The campuses: The Harbour Village prep school in Kennedy Town; The Grove primary school in Ap Lei Chau; and The Garden secondary school, also in Ap Lei Chau. The Harbour School strongly believes in individualism of each child, therefore tailors the curriculum and instruction for all grades. It is of Hong Kong's most fully inclusive school, and welcomes students with varied learning characteristics. It is often the case for students to be allocated to a grade based on their "best fit" socially and academically.

THS offers a small school feeling, with a personalized teaching approach, specialized subjects, innovated learning labs, small class sizes, its very own sailboat (The Black Dolphin) for an outdoor classroom and sailing trips and a progressive curriculum. THS offers an American curriculum that has been adapted to align with both American and British standards; also, all teaching and learning is based on the American Education Reaches Out (AERO) standards. And to be expected for this innovative school, Technology is a strong focus for the students learning; its Tools Not Toys 1:1 laptop programme requires all students from Grade 3 to have a laptop. THS is also quite different to other schools, purely because half the student population are mainstream learners, about 40% have learning support because they are either advanced or behind by two years in an academic area, and roughly 10% are offered 1:1 support for more serious learning difficulties through THS' partner school The Children's Institute.

HARROW INTERNATIONAL SCHOOL

Website: www.harrowschool.hk

Address: 3B Tsing Ying Road, Tuen Mun

Email: info@harrowschool.hk

Tel: +852 2824 9099

Head of School: Ms Ann Haydon

Curriculum: EYFS, UK National Curriculum, IGCSE, A-Levels

Grades: Kindergarten-Year 13

Annual Tuition Fees: K1-2: HK\$145,557; Year 1-5: HK\$166,671; Year 6-8: HK\$190,380; Year 9-11 \$190,380; Year 12-13: HK\$197,930

School Overview: Harrow Hong Kong education is based on the same ethos and identity which characterises a Harrow education in the U.K. and is a place where the best of Western and Eastern traditions are fused. Since opening in 2012, the school has built a reputation as one of the most sought-after, selective British Schools in Hong Kong and there are many reasons for this. The school aims to develop the motivation, skills and determination in its students to make a difference to the world in which they live. It aims to promote leadership in a variety of forms: leading from the front; being an effective team player; and positive personal leadership. There is a high expectation of students and teachers; excellence in academic work; high quality pastoral care

and genuine focus on developing an individual's talents and skills.

Although Harrow Hong Kong is a selective school and admits students with the aptitude, ability and personality to thrive in their rigorous and diverse learning community. Students don't necessarily have to be highly academic, they still want students who are strong in the arts, sports or music.

It's one of Hong Kong's few international boarding schools. The school offers weekly as well as full-time boarding from Year 6 with the capacity to accommodate around 440 secondary school boarders. Each House is led by a House Master or House Mistress, who is supported by a team of Upper School tutors: they nurture a family atmosphere that brings a large school down to a human scale. The highly effective pastoral arrangements are centred on the 'House' system which is central to each student's daily life. The 2018 A Level results, 30% were A* grades, 61% were A* or A, and 83% were A* to B. For IGCSEs, 99% of the Year 11 cohort scored C grades and above; 66% were A*, and 89% were A* or A.

HONG KONG ACADEMY (HKA)

Website: www.hkacademy.edu.hk

Address: 33 Wai Man Road, Sai Kung, New Territories

Email: office@hkacademy.edu.hk

Tel: +852 2655 1111

Principal(s): Stephen Dare (Head of School), Virginia Hunt (Primary school); Douglas Musco (Secondary school)

Curriculum: PYP, MYP, IB Diploma

Grades: Pre-Kindergarten-Grade 12

Annual Tuition Fees: Pre-kindergarten 1-2: HK\$149,800; Kindergarten-Grade 5: HK\$186,700; Grade 6-8: HK\$205,600; Grade 9-10: HK\$214,200; Grade 11-12: HK\$223,000

School Overview: "Small school, Big ideas." Hong Kong Academy was established in 2000 as an independent, non-profit, international school with 2 teachers and a total of 28 students. The school was founded on the premise that ALL students, and all members of the school's community, bring a unique set of talents and strengths to the school. Now, with over 600 students, HKA offers the International Baccalaureate Primary Years, Middle Years and Diploma Programmes for students from Pre-Kindergarten through 12th grade. HKA philosophy is to value active inquiry, celebrate curiosity, and engage students in the wonder of learning. Kindergarten and Primary have no less than two teachers at one time which mean students' individual needs are of high consideration. HKA has a diverse student body representing over 40 different nationalities. HKA is one of the few schools in Hong Kong that provides opportunities for students with special needs to be integrated into the mainstream classroom. About 10% to 15% of HKA students receive some level of learner support ranging from mild to intensive. HKA's philosophy firmly supports the belief that all students benefit from an environment where students requiring support are a part of the inclusive classroom. It is committed to maintaining a diverse, collaborative and captivating learning environment in which students become adaptable, confident and tolerant. HKA offers the Global Citizen Diploma (GCD), which is an optional qualification that complements the IB Diploma and HKA High School Diploma. It is an opportunity for students to explore and develop their own interests, passions and goals in relation to action and service and to share their stories with others, both at HKA and around the world.

HONG KONG INTERNATIONAL SCHOOL (HKIS)

Website: www.hkis.edu.hk

Address: 23 South Bay Close, Repulse Bay (Lower Primary);

6 South Bay Close, Repulse Bay (Upper Primary); 700 Tai Tam Reservoir Road, Tai Tam (Middle School); 1 Red Hill Road, Tai Tam (High School)

Email: advancement@hkis.edu.hk

Head of School: Alan Runge

Tel: +852 3149 7000

Curriculum: American, SAT's, Advanced Placement courses

Grades: Reception 1-Grade 12

Annual Tuition Fees: Reception 1-Grade 5: HK\$196,200; Grade 6-8: HK\$201,900; Grade 9-11: HK\$225,000; Grade 12: HK\$225,950

School Overview: HKIS celebrated its 50th anniversary in 2018, an impressive milestone for the school. It has two campuses with a total of more than 2,600 students from Reception 1 through Grade 12. Its rigorous American-style curriculum combined with its state-of-the-art facilities, wide range of Advanced Placement Subjects and impressive university placements make it the go-to school for many families relocating from the US and those permanently living in Hong Kong (but

welcomes students of all nationalities – total of 40 in fact). HKIS has earned great popularity in Hong Kong which makes it a very competitive school and many grades have long waitlists. The school operates a wait pool rather than a wait list, so when a place becomes available, it goes to the students seen as the best ‘fit’ for the school. The school is also deeply-rooted on strong Christian values with strong pastoral care. Class sizes are roughly 23 students, although there is 12 students in most senior years. There is a two-stream Chinese programme, which teaches Mandarin as a second language and Mandarin for near-native speakers. A strong feature of the school is the community services which are mandatory for all students. The school takes this very seriously. High school students are expected to sign up to the 15 service clubs which the schools has been enlisted with, such as UNICEF and Greenpeace. HKIS encourages student achievement in an inspiring environment, and the programs reflect the rich multi-cultural and international character of their student body. HKIS offers a warm and inclusive learning environment for over 2,600 students of 40 nationalities and diverse religious backgrounds. HKIS is proud of its strong sense of community and its students’ excellent achievements. There is an option of taking AP courses in Grades 11 and 12 (total of 27 offered) and students can earn additional credits for College by signing up to one or more of the 40 after-school courses offered throughout the Global Online Academy (GOA). In 2018, similar to all other years, high school graduates were expected to top colleges in the US, and renowned universities in the UK, and Europe. The class of 2018 GPA scores were very impressive with 33% achieving 3.33-3.66; 45.5% achieved 3.33-3.66 and 13% achieved 3.00-3.32.

HONG KONG ADVENTIST ACADEMY (HKAA)

Website: www.hkaa.edu.hk/

Address: 1111 Clearwater Bay Road, Sai Kung, New Territories

Email: info@hkaa.edu.hk

Head of School: Dr. Frank Tam

Tel: + 852 2623 0034

Curriculum: International Primary Curriculum (IPC), US Common Core Standards, US High School Diploma, AP

Grades: Pre-Grade 1-12

Annual Tuition Fees: Primary: HK\$95,000; Secondary: HK\$113,000

School Overview: Hong Kong Adventist Academy (HKAA) is Hong Kong’s only Adventist private school. It opened in 2011, HKAA and till this day, maintains its small and growing school community of around 200 students and is growing in popularity with the Adventist community within Asia. There’s a large population of children from Korea, the US and Japan, but around 40% of students come from Hong Kong. While Hong Kong Adventist Academy is offering an Adventist education, they are accepting non-Adventist students. The majority of teachers come from North America, with many of them living on campus. HKAA is a selective school and all students are interviewed by a Chinese teacher and a homeroom teacher. Religion plays a key role in HKAA due to the affiliation with the Seventh-day Adventist Church. Children have bible stories and religion class at elementary level to lessons in Christian values at middle and high school. The curriculum is truly international with students being offered a combination of US, UK and Hong Kong curricula, alongside this deeply-rooted religious education and added Chinese elements. At high school level, HKAA focuses on a very American-led curriculum in which students are awarded SAT scores and a GPA. It offers boarding options for secondary students aged 12 and above, and it has around 140 spaces available on campus.

ISLAND CHRISTIAN ACADEMY (ISLANDCA)

Website: www.islandca.edu.hk

Address: 70 Bridges Street, Sheung Wan

Email: admissions@islandca.edu.hk

Principal: Jon Keetty

Tel: + 852 2537 2552

Curriculum: International Primary Curriculum & International Middle Years Curriculum

Grades: Year 1-Year 9

Annual Tuition Fees: Year 1-6: HK\$116,500; Year 7-9: HK\$128,300

School Overview: Island Christian Academy is an international school located in the heart of Hong Kong Island, a short walk from popular residential areas in Mid-Levels and Sheung Wan. Opening its doors in 2012, the school is operated by Generations Christian Education, who have established a strong reputation in Hong Kong over the last 30 years through sister schools Small World Christian Kindergarten and Norwegian International School. The school nurtures the whole

child in an environment where each student is empowered to flourish academically, physically, socially and spiritually. Learning at IslandCA is based around the International Primary Curriculum (IPC) and International Middle Years Curriculum (IMYC), which are widely-used and respected enquiry-based curricula. The school recently achieved IPC accreditation, becoming the first school in Hong Kong to do so. This achievement is reflected in IslandCA’s strong academic results, with student cohorts performing highly in the International School’s Assessment year on year.

INDEPENDENT SCHOOLS FOUNDATION ACADEMY (ISF)

Website: www.isf.edu.hk

Address: (Academy) 1 Kong Sin Wan Road, Pokfulam; (Pre-School) Shop 2-4, G/F, Tung Fai Gardens, 17 Po Yan Street, Sheung Wan

Email: enquiry@isf.edu.hk

Head of School: Dr. Malcolm Pritchard

Tel: +852 2202 2000

Curriculum: Mandarin & English immersion programme (Foundation Year-Grade 5); MYP/IBDP

Grades: Foundation Year (K3)-Grade 12

Annual Tuition Fees: Foundation year-Grade 5: HK\$188,940; Grade 6-10: HK\$219,520; Grade 11-12: HK\$238,630

School Overview: The Independent Schools Foundation Academy is one of the most sought-after bilingual (Putonghua and English) schools in Hong Kong. ISF is a highly selective school which “aims for mastery in both languages by upper secondary, backed by a deep appreciation for Chinese and other civilizations.”

From K3 to Year 12, classes are delivered in Mandarin and English using inquiry-based and collaborative learning in Hong Kong’s highly competitive education market. From K3, Mandarin is used as the primary language of instruction (70%). This balance gradually redresses itself until Grade 10 where English is the primary language, being used 80% of the time. Since 2004, the school has focused on delivering education steeped in Chinese culture accentuated with global awareness. The aim is to ensure children attending the school have a strong connection to their Chinese identity, without overlooking the diversity and value of other cultures. The campus is quite impressive with facilities including a 180-seat black-box theatre, art rooms, music practice rooms, junior science laboratory, indoor gymnasium with a vertical climbing wall, rooftop playground, senior study centre, two libraries, basketball courts, the Sporting and Cultural Centre houses a 25m six-lane indoor swimming pool, a performing arts centre with a 850-seat auditorium, multi-purpose sports courts, a wushu practice room, a tennis court, and a covered play area. Academic excellence is a top priority of ISF Academy and students are challenged to go above and beyond in order to achieve successful results. The 36 members of the 2018 graduating class of 2018 achieved great results. One student gained the maximum 45 points for the IB Diploma; 6 students scored 44 or 43 points and 16 students scored 40 points or higher. The average score was 39 points.

ICHK PRIMARY & SECONDARY



Website: www.ichk.edu.hk

Address: Primary: ICHK Hong Lok Yuen (Kindergarten and Primary) 3, Twentieth Street, Hong Lok Yuen; Secondary: 60 Sha Tau Kok Road, Shek Chung Au, Sha Tau Kok

Email: (Primary): info@ichkhly.edu.hk; (Secondary): info@ichk.edu.hk

Principal: Heads of School, Toby Newton & Adam McGuigan

Tel: (Primary): +852 3955 3000; (Secondary): +852 2655 9018

Curriculum: PYP, IGCSE, IB Diploma

Grades: Nursery-Year 12

Annual Tuition Fees: Nursery-Year 6: HK\$123,000; Years 7-9: HK\$158,000; Year 10-11: HK\$164,700; Year 12-12: HK\$175,500

School Overview: International College Hong Kong HLY is one of the few International Baccalaureate schools in Hong Kong to offer classes from Kindergarten to Secondary with students transferring from the Hong Lok Yuen primary school to the Secondary School in Sha Tau Kok. Both campuses are set in tranquil, peaceful areas and both schools offer a warm, friendly feel. The school describes itself as a true community school where collaboration, personalised learning and a commitment to the individual, is designed to ensure that everyone can grow, flourish and thrive and there is no doubt strong pastoral care exists throughout campuses. The Primary school is relatively small with 2 form entry. Class teacher to student ratios are 1:5 in pre-nursery, 1:8 in nursery, 1:12 in reception to year 3 and 1:24 in the upper years. The curriculum emphasis is on inquiry skills and developing motivated, enthusiastic

and open minded learners with a strong focus on numeracy and literacy skills for primary level students. The primary campus is home to a beautiful outdoor garden where children can grow their own vegetables, and herbs. It recently also introduced the Forest School Programme. It is now the leader in outdoor learning and Forest School education in Hong Kong. The secondary campus focuses on providing students with an innovative, personalized, research driven education. Class sizes are small at this campus also with most grades having 24 students per class (2 form). In 2017, the school was chosen as one of those featured in 'Innovation 800', created to celebrate 800 years of excellence at Cambridge University. Other key features for students include the school's own programmes: Human Technologies, Big History, Digital Creativity and Visual Thinking, the 5+1 pastoral model and Free Learning.

KELLETT SCHOOL – THE BRITISH INTERNATIONAL SCHOOL IN HONG KONG



Website: www.kellettschool.com

Address: 2 Wah Lok Path, Wah Fu, Pok Fu Lam (Pok Fu Lam Preparatory); 7 Lam Hing Street, Kowloon Bay (Kowloon Bay Preparatory and Senior)

Email: kellett@kellettschool.com

Principal: Ann McDonald

Tel.: +852 3120 0700 (Pok Fu Lam Preparatory); +852 3120 0700 (Kowloon Bay Prep and Senior)

Curriculum: UK National Curriculum, IGCSE, A-Levels

Grades: Reception-Year 12

Annual Tuition Fees: Reception-Year 6: HK\$164,400; Year 7-11: HK\$ 204,200; Year 12-13: HK\$210,300

School Overview: Kellett School has grown significantly since it was founded as a small primary school 40 years ago. Today, the school has expanded to two campuses, with preparatory and secondary schools on the Kowloon Bay Campus (KLB), and a prep school on the Pok Fu Lam Campus (PFL). Although on opposite sides of Hong Kong, both schools offer students a nurturing learning environment and there is a family atmosphere throughout and this is deeply rooted within the school since it was founded. This is a much-loved school by many families of various nationalities but in particular expatriates from the UK. Applications are accepted from birth which makes the demand for Reception places very competitive. A very strong strength of Kellett School is the specialist classes in art, drama and music. There are music lessons for all year groups from Reception, recorder tuition in the early years, and studies as varied as garage, ukulele, Chinese music and African drumming. The KLB auditorium provides a professional setting for concerts, performances and presentations, which are held throughout the year by all year groups. An adapted version of the English national curriculum is followed, from the foundation stage through to International GCSEs/ GCSEs and A-Levels. Languages are prominent throughout the school, with Mandarin compulsory from reception and with French offered as an option from year three in primary. Students choose between these two languages in years seven, eight and nine, with Spanish and Latin being offered as further options in year 10. The 2018 IGCSE results were well above the UK average: 80% of Kellett students scored A* to A; an impressive 99% were graded A* to C.

KIANGSU & CHEKIANG SCHOOL (LOCAL AND INTERNATIONAL SECTION)

Website: www.kcis.edu.hk; www.kcs.edu.hk

Address: Local & International Primary Section: 30 Ching Wah Street, North Point

Email: inter2@kcis.edu.hk (Secondary school); inter@kcis.edu.hk (Primary school); enquiry@kcs.edu.hk (Local)

Principal: Mr. C.L. Fong (International sections) Mr. Wong Po Ming (Local Section)

Tel.: International: +852 2570 4594; Local: +852 2570 4108

Curriculum: UK National Curriculum; (I) GCSE & IB Diploma; Local Stream: Local Hong Kong Curriculum & New Senior Secondary Curriculum (NSS)

Grades: Kindergarten-Year 13

Annual Tuition Fees: (International Fees) Kindergarten: HK\$66,000; Reception: HK\$66,000; P1-6: HK\$82,500; Secondary: HK\$108,000; Local **Primary Fees:** HK\$41,500

School Overview: There are two streams offered under the same umbrella. The local stream caters to students from Nursery to Secondary. Lower levels are housed in the same buildings in North Point and Secondary campuses for local section are located in Braemar Hill; Kwai Chung and Shatin. All sections follow the local curriculum and

use Putonghua as the main medium of instruction, with traditional Chinese characters. English is also taught daily. This local stream is very different to international section, teaching methodology is similar to the strictness in a traditional Chinese school and classes are large [about 42 -45 students per class]. The International Primary opened in 2002, and this has smaller classes of 24 students. The British National Curriculum forms the basis of the curriculum offered modified for Asia. The vast majority of children are Chinese speakers. And due to this, this has been named a 'local international school'. The Chinese program in this section is also very strong and the programme is divided into two streams for Chinese – Native and Chinese. The secondary school offers IGCSE and the IB Diploma program, but again it has a very strong local feel. In the 2018, the IB DP average score was 37 points; 33.3% of students achieved 40 or more points and four students achieved the distinction of scoring 44 out of a maximum of 45 point.

KOREAN INTERNATIONAL SCHOOL (KIS)

Website: www.kis.edu.hk

Address: 55 Lei King Road

Email: kisints@kis.edu.hk

Principal(s): Mr Christopher Chadwick (International section);

Dr. Seo Jaechol (Korean section)

Tel.: +852 2569 5500

Curriculum: Korean Curriculum, Cambridge International Program, IGCSE's, A-Levels

Grades: Reception-Year 13

Annual Tuition Fees: Reception: HK\$79,800; Primary: HK\$100,900; Secondary: HK\$112,300

School Overview: KIS operates separate curriculums: Korean Section following Korean curriculum set by Ministry of Education of Republic of Korea, with the Principal appointed by the Ministry; and International Section which follows Cambridge International Programme, with internationally appointed Principal and teaching staff. Despite this duality, KIS seeks to foster the same values in all students. In the English speaking programme of the school, each child is required to adopt a second language and the choices are Korean or Mandarin. The school enrolls students from all ethnic groups. The Korean Section is a Korean school for Korean children and taught by Korean teachers. The English Section is an international school for students from different countries. The school is an active member of the Cambridge International Primary Programme [CIPP] which provides curricular materials and support for all levels in math, science, English and English as a second language. Students can choose from 31 extra-curricular activities, including language, music and dance, sports, arts and crafts.

MOUNT KELLY SCHOOL HONG KONG (MKSHK)

Website: www.mountkelly.edu.hk/

Address: G/F, Austin Tower, 152 Austin Road, Tsim Sha Tsui, Kowloon

Email: admissions@mountkelly.edu.hk

Principal: Lisa Milanec

Tel.: +852 2157 9557

Curriculum: British National Curriculum

Grades: Year 1-Year 8

Annual Tuition Fees: Year 1-Year 2: HK\$154,990; Year 3-Year 4: HK\$165,000; Year 5-Year 6: HK\$165,990; Year 7-Year 8: HK\$184,998

School Overview: Mount Kelly School Hong Kong (MKSHK) is one of Hong Kong's newest schools, offering a British traditional style education. Its Austin Tower campus in Tsim Sha Tsui houses a prep school for students aged five to 13 years (Years 1-8), and the Austin Place campus has a pre-school for students aged three to five years old, a centre for babies and toddlers aged six to 36 months, as well as an adventure play centre for children under six. MKSHK is the first stand-alone British prep school in Hong Kong to both offer the National Curriculum of England and prepare students for the Common Entrance set of exams that are accepted by top UK independent secondary schools. And, it promises future Year 8 graduates from MKSHK a place at Mount Kelly School in the UK, its UK sister school. The school boasts small class sizes, with an average of just 15 students per class; a mainly British team of teaching staff; and an extended school day so students can participate in extra-curricular activities. A highlight of the MKSHK calendar is the Shackleton Programme, a popular feature in the Mount Kelly UK curriculum. Once a month, students take part in challenging outdoor pursuits and other activities. MKSHK also plans to open a second larger campus in Tuen Mun, New Territories, which will offer Years 1 through to 8 and boarding for Years 6 to 8.

MALVERN COLLEGE SCHOOL (MCHK)**Website:** www.malverncollege.org.hk/**Address:** Fo Chun Road (Intersection with Chong San Road), Providence Bay, New Territories**Email:** info@malverncollege.org.hk**Principal:** Dr Robin A Lister**Tel:** +852 3898 4699**Curriculum:** IB Primary Years, IB Middle Years & Forest School Programme**Grades:** Pre-Nursery-Year 9 (2018 -2019 academic year)**Annual Tuition Fees:** Pre-nursery-Kindergarten 2: HK\$107,030

School Overview: Malvern College Hong Kong opened in August 2018 on a brand new purpose-built campus that's located adjacent to the Hong Kong Science Park. The seven storey state-of-the-art campus is designed specifically with Malvern College's culture, ethos and philosophy in mind. The school benefits from its unique location close to the Science Park by offering experiential learning through Forest School activities and outdoor pursuit opportunities. A low teacher-student ratio of 1:10 and dedicated tutor time are key to the Malvern College approach. Every child has a tutor to support them; however the role of the tutor is to look after the child both academically and pastorally. The College states in its Vision statement that it "seeks to develop independent, forward-thinking individuals who demonstrate strength of character and responsibility". Malvern College is committed to giving students a rich learning environment enabling them to become vibrant, inquiring learners, passionate about engaging with the world as global citizens. In line with the experience of a traditional Boarding School environment, the school incorporates practices and activities more commonly found in a British independent Day School. This includes a House system, House dining – community dining as a way to educate dining and social etiquette, Evening activities – for one day a week, older students are required to stay until 8pm to organise and participate in house/ school activities e.g. Young Enterprise, Charities, and student magazine, and weekend field trips. Placing equal emphasis on the personal development of students, a wide range of co-curricular activities is on offer also. The school offers scholarships to deserving students by nomination and by application. Scholarship categories include excellence in the Humanities, Sciences, Arts, Sports, Music, and special scholarships.

**SINGAPORE INTERNATIONAL SCHOOL (SISHK)****Website:** www.singapore.edu.hk**Address:** 23 Nam Long Shan Road, Aberdeen (Preparatory & Primary); 2 Police School Road, Aberdeen (Secondary)**Email:** general@singapore.edu.hk**Principal:** Pek Wee Haur**Tel:** +852 2872 0266 (Preparatory & Primary); +852 2919 6966 (Secondary)**Curriculum:** Singapore-based bilingual curriculum, Singapore Lower Secondary Curriculum, IGCSE, IB Diploma**Grades:** Preparatory-Year 12**Annual Tuition Fees:** Preparatory: HK\$77,248; Primary: HK\$122,000;

Secondary: \$153,000; IB Diploma: HK\$185,000

School Overview: The Singapore International School (Hong Kong) is the only school outside Singapore that is supported by the Ministry of Education. It was established in 1991 with an enrolment of 200 students. Today, it has grown to an enrolment of approximately 1,320 students of more than 20 nationalities, with Singaporeans and Hong Kong citizens forming the majority. It is recognised as a rigorous highly selective bilingual school and strives towards excellence in education. It delivers a well-balanced education with a rich curriculum that focuses on the academic, physical, aesthetic, moral and social development of each student. The school puts a strong emphasis on rules, there are various policies covering areas such as attendance and punctuality, academic honesty, discipline and anti-bullying. Over the last few years, students have been winners of the Outstanding Cambridge Learners, including Top in the World (Additional Mathematics, Global Perspectives and Mathematics) and Top in Hong Kong (Biology, Global Perspectives, Music and Physics).

STAMFORD AMERICAN SCHOOL HONG KONG**Website:** www.sais.edu.hk**Address:** 25 Man Fuk Rd, Ho Man Tin**Email:** schooloffice@sais.edu.hk**Head of School:** Karrie Dietz**Tel:** + 852 2500 8688**Curriculum:** American Education Reaches Out (AERO) and Common Core Plus**Grades:** Pre-Primary-Grade 8**Annual Tuition Fees:** Pre-primary-Grade 5: HK\$170,700; Grade 6-8: HK\$187,400

School Overview: SAS is relatively a new school in Hong Kong, but as part of the international Cognita group of schools, which has 70 schools worldwide, it prides itself on a strong academic reputation, high standards, innovative learning and global mentorship similar to that of its sister campus, Stamford American International School (SAIS) in Singapore. The school is open for Kindergarten through to Grade 9 and will introduce Grades 10 through to 12 in future years. Stamford American School is one of the very few schools to offer a standards-based American curriculum. Students are also offered 2 daily language choices in Mandarin and Spanish, with 4 proficiency levels offered in each language at grade level. The school provides specialist programmes across all subjects, including a problem-based Science, Technology, Engineering, Mathematics and Innovation (STEMinn) Program, a differentiated Fountas and Pinnell Leveled Reading Program, structured Physical Education based on the Society of Health and Physical Education standards, and a challenging Visual and Performing Arts Program based on the Massachusetts Art Curriculum. Students will eventually have the choice of graduating with the International Baccalaureate Diploma or a High School Diploma or both.

**NORD ANGLIA INTERNATIONAL SCHOOL (NAIS)****Website:** www.nais.hk**Address:** Lam Tin Primary and Secondary School:

11 On Tin Street, Lam Tin, Kowloon

Tai Tam Pre-school: Red Hill Plaza, 3 Red Hill Road, Tai Tam

Sai Kung Pre-school: 285 Hong Kin Road, Tui Min Hoi, Sai Kung

Email: admissions@nais.hk**Principal:** Brian Cooklin**Tel:** 852 3958 1428**Curriculum:** Early Years Foundation Stage framework, English National Curriculum, IGCSEs, IB Diploma *NAIS is pursuing authorisation as an IB World school**Grades:** Nursery-Secondary**Annual Tuition Fees:** Pre-School: HK\$78,390-HK\$142,660; Primary: HK\$157,090; Secondary: HK\$175,231

School Overview: Nord Anglia International School Hong Kong (NAIS) is part of a global family of 56 premium international schools located in 27 countries across the Americas, Europe, China, Southeast Asia, and the Middle East. Nord Anglia Education (NAE) teachers and school staff look after more than 51,000 students globally. The school's unique Global Campus allows students to connect with pupils from NAE's schools around the world through virtual learning and exchanges. Nord Anglia holds exclusive collaborations with two of the world's most prestigious organisations, The Juilliard School – giving students a unique opportunity to learn about music through iconic works and regular connections with musicians; and the Massachusetts Institute of Technology (MIT) – bringing a new approach to learning the interdisciplinary subjects of Science, Technology, Engineering, Arts and Mathematics (STEAM). NAIS is committed to educational excellence and students across the NAE family produce final year results well above the world average with one in three going on to their university of choice. Mandarin is taught throughout. The school's class sizes range from 20 per class (in Nursery and Lower Kindergarten) to 24 per class (in Primary and Secondary). With a focus on individualised learning, teachers ensure that all students have a creative and transformational learning experience.

**VICTORIA SHANGHAI ACADEMY (VSA)****Website:** www.victoria.edu.hk**Address:** 19 Shum Wan Road, Aberdeen**Email:** reginahui@vsa.edu.hk**Tel:** +852 3402 1000**Head of School:** Dr. Maggie Koong**Curriculum:** Primary Years Programme (PYP); Middle Years Programme (MYP); IB Diploma**Grades:** Primary 1-Year 12**Annual Tuition Fees:** Year 1-5: HK\$129,400; Year 6: HK\$147,400; Year 7-8: HK\$149,500; Year 9-10: HK\$150,800; Year 11-12: HK\$186,800

School Overview: VSA has over 1600 students and offers all three of the IB programmes in an English/Mandarin learning medium with a large Cantonese-speaking student population. It emphasises a holistic

approach at the heart of which is inquiry teaching and learning. The primary section offers a bilingual education (English and Mandarin) which ensure that students achieve a solid linguistic education and become bi-literate at a young age. As a private independent school, 80 per cent of VSA students come from Hong Kong. Applications are only accepted for Primary 1 for students nominated under a debenture or existing kindergarten students.

The secondary curriculum is delivered in English and supplemented by a strong Chinese programme. About 10% of IB Diploma students are accepted by some of the best universities in the USA, Canada and UK every year. VSA has a large campus, spread across a 400,000 sq ft campus, with facilities including science labs, multi-purpose school hall, outdoor amphitheatres, indoor swimming pool, sports courts, running track, soccer pitch, sports centre and gymnasium, and an arts floor with auditorium, orchestra and choir practice rooms, studios, and TV room. Year on year results reflect the quality of learning and teaching at VSA. Among the graduates from the class of 2018, two students achieved the perfect IB score of 45 points, and one achieved the near-perfect 44 points. For the third year in a row, VSA's average score was above 36 points.

YEW CHUNG INTERNATIONAL SCHOOL (YCIS)



Website: www.ycef.com

Address: 3 Somerset Road, Kowloon Tong (Early Childhood Campus); 2 Kent Road, Kowloon Tong (Primary Campus); 3 To Fuk Road, Kowloon Tong (Secondary Campus)

Email: enquiry@ycef.com

Principal: Martin Scott (Executive Principal & School Business Manager)

Tel: +852 2338 7106

Curriculum: UK National Curriculum, IGCSE, IBDP

Grades: Pre-Nursery-Year 13

Annual Tuition Fees: Infant and Toddler Learning Programme: HK\$72,182-HK\$204,875; Year 1-6: HK\$214,960; Year 7-11, Pre-IB: HK\$210,300; Year 12-13: HK\$215,110

School Overview: YCIS is owned by Yew Chung Education Foundation, YCIS Hong Kong is part of a network of schools that includes Shanghai, Beijing, Chongqing and Qingdao in China, and Silicon Valley in the US. One of the advantages of studying at a YCEF school is that it can be quick and easy to transfer between schools within its global network. The school's philosophy focuses on providing a fully rounded and balanced education for each child, with an emphasis on dual language acquisition, to produce confident, balanced and socially responsible individuals. It offers a truly international, bilingual education that immerses students in Eastern and Western cultures. The school not only focuses on reading, writing and speaking, it takes children through the journey of experiencing a truly Chinese culturally education that examines geography, literature, art, poetry and festivals. But apart from this unique bilingual programme, the school also focuses strong on a holistic education that includes art, music, drama, sport and extra-curricular activities. An Artist in Residence programme involves students in various art activities such as painting large scale murals, the music curriculum in Years 1 to 3 includes compulsory violin lessons and there are regular music and drama performances. YCIS is the first Hong Kong international school to adopt the pioneering learning communities' design concept of US based company, Fielding Nair International (FNI). The new learning spaces blend well with the progressive international curriculum at YCIS.

ENGLISH SCHOOLS FOUNDATION



ESF CENTRE

Website: www.esf.edu.hk

Address: 25/F, 1063 King's Road Quarry Bay

Email: info@esfcentre.edu.hk

Tel: +852 2574 2351

Chief Executive Officer: Belinda Greer

Annual Tuition Primary Fees: Years 1, 2 & 3 HK\$112,000 Years 4, 5 & 6 HK\$93,900

PRIMARY SCHOOLS

BRADBURY SCHOOL

Website: www.bradbury.edu.hk

Address: 43C Stubbs Road

Email: enquiries@bradbury.edu.hk

Tel: +852 2574 8249

Principal: Sandra Webster

Curriculum: IBPYP

CLEARWATER BAY SCHOOL

Website: www.cwbs.edu.hk

Address: Lot 235, DD229, Clearwater Bay Road, Kowloon

Email: info@cwbs.edu.hk

Tel: +852 2358 3221

Principal: Chris Hamilton

Curriculum: IBPYP

GLENEALY SCHOOL

Website:

Address: 7 Hornsey Road, Mid-Levels

Email: enquiry@glenealy.edu.hk

Tel: +852 2522 1919

Principal: Brenda Cook

Curriculum: IBPYP

KENNEDY SCHOOL

Website: www.kennedy.edu.hk

Address: 19 Sha Wan Drive, Pokfulam

Email: office@kennedy.edu.hk

Tel: +852 2579 5600

Principal: John Brewster

Curriculum: IBPYP

PEAK SCHOOL

Website: www.ps.edu.hk

Address: 20 Plunketts Road, The Peak

Email: office@ps.edu.hk

Tel: +852 2849 7211

Principal: Bill Garnett

Curriculum: IBPYP

SECONDARY SCHOOLS

Annual Fees: Years 7-11: HK\$128,400; Years 12-13: HK\$135,000

ISLAND SCHOOL (IS)

Website: www.island.edu.hk

Address: Temporary campuses:

Island School Sha Tin Wai (Years 7, 8, 12, 13)

Pok Hong Estate, Area 5A, Sha Tin, New Territories, Hong Kong

Island School Tai Wai (Years 9, 10, 11)

Sun Chui Estate, Sha Tin, New Territories, Hong Kong

E-mail: school@online.island.edu.hk

Tel: +852 2524 7135

Principal: Stephen Loggie

Curriculum: IB MYP, (I)GCSE, IBDP, BTEC

WEST ISLAND

Website: www.wis.edu.hk

Address: West Island School, 250 Victoria Road, Pokfulam

Email: wis@wis.edu.hk

Tel: +852 2819 1962

Principal: Christopher Sammons

Curriculum: IB MYP, (I)GCSE, IBDP, International Baccalaureate Careers Programme, Foundation Diploma, BTEC

SOUTH ISLAND

Website: www.sis.edu.hk

Address: 50 Nam Fung Road, Aberdeen

Email: sis@sis.edu.hk

Tel: +852 2555 9313

Principal: Tom Vignoles

Curriculum: IB MYP, (I)GCSE, IB Career-related Programme, IBDP, BTEC

ESF PRIVATE INDEPENDENT SCHOOLS

DISCOVERY COLLEGE

Website: www.discovery.edu.hk

Address: 38 Siena Ave, Discovery Bay, Lantau Island

Email: office@dc.edu.hk

Tel: +852 3969 1000

Principal: Mark Beach

Curriculum: IB PYP, MYP, DP, IB Career-related Programme (CP)

Tuition Fees: Years 1-6: HK\$122,600; Years 7-11: HK\$164,000; Year 12 & 13: HK\$165,800

RENAISSANCE COLLEGE

Website: www.renaissance.edu.hk

Address: 5 Hang Ming Street, Ma On Shan, New Territories

Email: info@rchk.edu.hk

Tel: +852 3556 3556

Principal: Dr Harry Brown

Curriculum: IB PYP, MYP, DP, IB Career-related Programme (CP)

Tuition Fees: Years 1-6: HK\$118,100; Years 7-11: HK\$158,100; Year 12 & 13: HK\$159,900

INTERNATIONAL PRESCHOOLS IN SINGAPORE

ALPHABET PLAYHOUSE

Addresses: 16 Dublin Rd, S 239805; 440A Upper East Coast Rd, S 466497
Tel: +65 6653 5618
Website: www.alphabetplayhouse.com.sg
Email: enquiry@alphabetplayhouse.com.sg
Curriculum: Adventure and play based

BETWEEN TWO TREES

Address: 7 Ming Teck Park, S 277375
Tel: +65 6733 9768
Website: www.betweenwotrees.sg/
Email: enquiry@betweenwotrees.sg
Curriculum: B2T method

BIBINOGS

Addresses: BibiNogs Kids Academy, Serene Centre, #02-05/06, 10 Jalan Serene, S 258748; BibiNogs Preschool, King's Arcade, #B1-01 559, Bukit Timah Rd, S 269695
Tel: +65 6466 4167; +65 6466 5357
Website: www.bibinogs.com
Email: enquiry@bibinogs.com
Curriculum: Intelligences@play

BLUE HOUSE NURSERY & INTERNATIONAL PRESCHOOL

Address: 2 Turf Club Road, S 287988
Tel: +65 6734 0824
Website: www.bluehouseinternational.com
Email: enquiries@thebluehouseinternational.com
Curriculum: Reggio Emilia



BRAINY CHILD MONTESSORI

Address: 150 Orchard Road, #5-38 to 43, Orchard Plaza, S 238841
Tel: +65 6733 7669
Website: www.brainychildmontessori.sg
Email: enquiry@brainychild.sg
Curriculum: Montessori based

BRIGHTON MONTESSORI

Addresses: East - Brighton Montessori Fort Road, 16 Fort Rd, S 439077; Brighton Montessori Frankel Avenue, 125 Frankel Avenue, S 458235; Brighton Montessori Mountbatten Rd, 764 Mountbatten Rd, S 437764
Central - Brighton Montessori Great World City, 1 Kim Seng Promenade, #02-41A/42, Great World City, S 237994; 465 River Valley Rd, #01-01, Crystal Court, S 248342
West - Brighton Montessori Sunset Way, 41 Sunset Way, #02-01/02 Clementi Arcade, S 597071
North - Brighton Montessori The Grassroots' Club, 190 Ang Mo Kio Ave 8, #02-01 The Grassroots Club, S 568046
Tel: +65 6588 3883
Website: www.brightonmontessori.com.sg
Email: contact@brightonmontessori.com.sg
Curriculum: Montessori based

CAMBERLY PRESCHOOL

Addresses: 271 Bukit Timah Rd, #02-16, Balmoral Plaza, S 259708; 16, Flower Rd, S 549405; 14, Jalan Chelagi, S 509575
Tel: +65 6235 7555; +65 6383 5025; +65 6387 7555
Website: www.camberly-edu.com
Email: enquiries@camberly-edu.com
Curriculum: Play and inquiry based

CHATSWORTH KINDERGARTEN

Addresses: 3 Piccadilly Circus, S 797641; 350 Bedok Rd, S 469538
Tel: +65 6481 5585/ +65 6448 9006
Website: www.preschool.chatsworth.com.sg
Email: information.piccadilly@chatsworth.com.sg; information.bedok@chatsworth.com.sg
Curriculum: Chatsworth Programme

EARLY LEARNING VILLAGE

Address: 3 Chuan Lane, S 554350
Tel: +65 6602 7247
Website: www.ais.com.sg/curriculum/early-years; www.sais.edu.sg/curriculum/early-years-learning/
Email: admissions@ais.com.sg and admissions@sais.edu.sg
Curriculum: Reggio Emilia inspired

ETON HOUSE INTERNATIONAL PRESCHOOL

Addresses: Bukit Timah - 215 Upper Bukit Timah/ 681 Bukit Timah/ Vanda Rd
Central - Newton/ Robertson/ Claymore/ Orchard
East Coast - Broadrick/ 223 Mountbatten/ 717 Mountbatten/ 718 Mountbatten
Sentosa - 2 campuses at 33 and 35 Allanbrooke Rd, Sentosa
Thomson Road - 8 Thomson Lane
Tel: +65 6746 3333
Website: www.etonhouse.com.sg
Email: enquiry@etonhouse.com.sg
Curriculum: Inquiry based. Inquire. Think. Learn.

LITTLE GEMS SCHOOLHOUSE

Address: 376 River Valley Rd, 01-01 S 248282
Tel: +65 91261381
Website: www.littlegems.sg
Email: contact@littlegems.sg
Curriculum: Play. Learn. Explore

LITTLE HANDS

Address: 31 Balmoral Rd, S 259810
Tel: +65 6835 2354
Website: www.littlehands.com.sg
Email: info@littlehands.com.sg
Curriculum: Play based

LITTLE HANDS MONTESSORI

Address: 2A Paterson Hill, S 238565
Tel: +65 6235 5741
Website: www.littlehandsmontessori.com.sg
Email: enquiry@littlehandsmontessori.com.sg
Curriculum: Montessori based

LITTLE PADDINGTON PRESCHOOL

Addresses: 314, Tanglin Rd, #01-17, Phoenix Park, S 247977; 236 Turf Club Rd, S 287987; 4, Jalan Tani, S 548542
Website: www.littlepaddington.com
Email: enquiry@littlepaddington.com
Curriculum: Best practices from the IPC curriculum

LORNA WHISTON PRESCHOOL

Addresses: Winchester - 9 Winchester Rd, S 117783; Kallang Wave Mall - #01-28, 1 Stadium Place, S 397628
Tel: +65 6664 8150
Website: www.lornawhiston.com
Email: admissions@lornawhiston.com.sg
Curriculum: Lorna Whiston

MONTESSORI FOR CHILDREN

Addresses: 43 Newton Rd, S 307970; 11 Broadrick Rd, S 439476
Tel: +65 6256 3952; +65 6345 0087
Website: www.montessori.edu.sg
Email: administrator@montessori.edu.sg
Curriculum: Pure Montessori curriculum

ODYSSEY, THE GLOBAL PRESCHOOL

Addresses: 20 Fourth Ave, S 268669; 101 Wilkinson Rd, S 436559; 191 Jalan Loyang Besar, S 506996; 25 Still Rd South, S 423934; 50A Lloyd Rd, S 239128
Tel: +65 6781 8800
Website: www.theodyssey.sg
Email: contact@theodyssey.sg
Curriculum: Reggio Emilia

PAT'S SCHOOLHOUSE

Addresses: Central – Buckley, Claymore, Mount Emily, Prinsep, River Valley, Tanglin
 East – Katong, Siglap;
 North – Aroozoo, Grassroots, Kovan, Serangoon, Sembawang, Shaer;
 West – West Coast, Jubilee Park, Lakeside, Ridgewood, Sixth Avenue
Tel: +65 6781 2288
Website: www.patschoolhouse.com
Email: contact@patschoolhouse.com
Curriculum: Thematic approach

PLAYDAYS PLAYSCHOOL

Addresses: 41 Sunset Way, S 597071; 231 Mountbatten Rd, S 397999
Tel: +65 6634 2318
Website: www.playdays.com.sg
Email: info@playdays.com.sg
Curriculum: Play-based

PIBO'S GARDEN PRESCHOOL

Addresses: 7 Hua Guan Crescent, S 589034; 1 Dunearn Close, S 299574
Tel: +65 64650019; +65 64662639
Website: www.pibospreschool.com
Email: info@pibospreschool.com
Curriculum: International play based learning curriculum

PRESCHOOL BY THE PARK

Addresses: 63 Shelford Rd, S 288453; 822 Dunearn Rd, S 589455;
 22 Li Hwan View, S 556912
Tel: +65 6462 0180; +65 6468 1180; +65 6343 0943
Website: www.bythepark.com.sg
Email: shelford@bythepark.com.sg; dunearn@bythepark.com.sg;
 lihwan@bythepark.com.sg
Curriculum: Discovery and exploration based

RAIN TREES INTERNATIONAL KINDERGARTEN & PRESCHOOL

Address: 60, Kheam Hock Rd, S 298824
Tel: +65 6474 6181
Website: www.raintreeskindergarten.com
Email: admin@raintreeskindergarten.com
Curriculum: International topic based curriculum using a multi-sensory approach

ROSEMOUNT INTERNATIONAL SCHOOL

Address: 25 Eitrick Terrace, Siglap, S 458 588
Tel: +65 6446 4636
Website: www.ris.edu.sg
Email: admissions@rosemount.com.sg
Curriculum: Inquiry based philosophy

SHAWS PRESCHOOL

Addresses: East: 373A Tanjong Katong Rd, S 437130; 855 Mountbatten Rd, S 437839; 4A Boscombe Rd, S 439738
 North/ Central: 24 Lynwood Grove, S 358666; 45A Carmichael Rd, S 359826; 5 Mei Huan Drive, S 568346
Tel: +65 6440 9192
Website: www.shaws.com.sg
Email: adventure@shaws.com.sg
Curriculum: Project based learning

SWALLOWS & AMAZONS KINDERGARTEN

Address: The Grandstand (The South Car Park), 200 Turf Club, S 287994
Tel: +65 6762 8158
Website: www.swallowsandamazons.com.sg
Email: lessons@swallowsandamazons.com.sg
Curriculum: Inquiry based learning

WHITE LODGE

Addresses: Central: Loewen Gardens School of the Art Centre 75E Loewen Rd, S 248845; Phoenix Park Kindergarten 310 Tanglin Rd, S 247975; 262 River Valley Rd, S 238308
East: Upper East Coast Kindergarten 36 Toh Drive, S 507889; 102 Guillemard Rd, #02-01, S 399719
Bukit Timah: Bukit Timah Kindergarten 39 Linden Drive, S 288712; Upper Bukit Timah Kindergarten 1 Jalan Siap S 678541
West: 9 South Buona Vista Rd, Singapore 118141

Tel: +65 6255 4230**Website:** www.whitelodge.com.sg**Email:** admin@whitelodge.com.sg**Curriculum:** Reggio Emilia, High Scope & PYP

INTERNATIONAL PRIVATE SCHOOLS IN SINGAPORE

ANGLO-CHINESE SECONDARY SCHOOL (INTERNATIONAL)

Website: www.acsinternational.edu.sg
Address: 61 Jalan Hitam Manis, Singapore, 278475
Email: admission@acsinternational.edu.sg
Tel: +65 6472 1477
Principal: Rob Burrough
Curriculum: GCSE/ IGCSE/ IB Diploma Programme
Grades: Secondary Year 1-Year 6
Annual Tuition Fees: Years 1-4: S\$27,720; Years 5: S\$36,960; Year 6: S\$25,410; Pre IB/ FIB: S\$31,185
School Overview: The Anglo-Chinese School (ACS) was founded in 1886 and has grown tremendously over the years. With a mantra to 'build through belief' this IGCSE/ IB secondary school is defined by Christian values, a 130-year tradition of learning excellence within Singapore and small class sizes. English second language students with limited proficiency are required to take a bridging programme for six months to a year where they will be taught English, mathematics, science, music, visual arts and a humanities subject. All Singaporean students are required to take their mother tongue. International students have to take a second language of their choice. ACS International offers a variety of student leadership programmes, CCAs and sports to students. For foreign students, boarding facilities are available off campus. Their 2018 IGCSE cohort had 49% of the students achieving a distinction, and the IB average score achieved was 35.6.

AUSTRALIAN INTERNATIONAL SCHOOL (AIS)

Website: www.ais.com.sg
Address: 1 Lorong Chuan, Singapore, 556818
Email: admissions@ais.com.sg
Tel: +65 6664 8127 (general); 6653 2958 (admissions)
Head of School: Andre Casson
Curriculum: Reggio Emilia Approach/ IB PYP/ IB MYP/ IB Diploma Programme/ New South Wales HSC/ Vocational Education and Training
Grades: Infant Care/ Early Years –Year 12
Annual Tuition Fees: Infant Care: S\$14,400-30,000; Early Years Nursery: S\$14,832- S\$22,488; Preschool: S\$20,520- S\$31,480; Prep-Year 5: S\$34,824; Years 6-9: S\$40,824; Years 10-12: S\$42,432
School Overview: Australian International School is one of the few schools in Singapore that follows the Southern Hemisphere school year calendar. Their commitment to the Southern hemisphere school year is useful for families wanting to follow the January to December schedule. AIS is a non-selective school and the only school in Singapore to offer an Australian curriculum-based education and the International Baccalaureate Diploma Program (IBDP). While AIS describes itself as "globally focused and distinctly Australian", it most definitely welcomes applications from all nationalities. In September 2017, AIS opened the Early Learning Village, heralded as the largest preschool in the world. The ELV is a collaboration between the Australian International School (AIS) and Stamford American International School (SAIS), which are both operated by the Cognita group. It measures at 50,000 sq m with the capacity for 2,100 children aged two months to six years, offering the Reggio Emilia-inspired programme. AIS has daily Mandarin sessions in their Nursery curriculum. The school embraces the notion of a holistic, well-rounded education that values not only the academic side of learning, but also recognises the intrinsic value of the arts and sports in a child's development. From Secondary, students have the choice of four languages in the IBDP – Mandarin, Indonesian (Bahasa), French, or Spanish. With the cohort of IGCSE students achieving 'top in the world', a 100 percent pass rate for IB students for the second year running, and an IBDP average of 34.5, the academic quality speaks for itself.



CANADIAN INTERNATIONAL SCHOOL (CIS)



Website: www.cis.edu.sg

Address: Lakeside Campus - 7 Jurong West Street 41, Singapore 649414; Tanjong Katong Campus - 371 Tanjong Katong Road, Singapore 437128

Email: lakesidecampus@cis.edu.sg, tkcampus@cis.edu.sg

Tel: +65 6467 1732 (Lakeside); +65 6345 1573 (Tanjong Katong)

Head of School: Peter Corcoran

Curriculum: IB PYP/IB MYP/IB Diploma Programme

Grades: Nursery-Grade 12

Annual Tuition Fees: (Lakeside): Nursery (half day): SG\$13,500; Nursery (full day): SG\$24,000; Pre K (half day): SG\$19,130; Pre K (full day)-Grade 3: SG\$31,330; Grades 4-6: SG\$34,940; Grades 7-10: SG\$38,900; Grades 11-12: SG\$39,940. (Tanjong Katong): Nursery (half day): SG\$13,100; Nursery (full day): SG\$23,200; Pre K (half day): SG\$18,700; Pre K (full day)-Grade 3: SG\$30,510; Grades 4-6: SG\$34,100

School Overview: The Canadian International School (CIS) offers all three IB programmes – the Primary Years Programme, Middle Years Programme and the Diploma Programme. The school has been delivering a high-quality education to expats for close to 30 years. The academically rigorous programme is complemented by a broad range of languages, fine arts, athletic opportunities and service learning, designed to develop balance, deepen connections and uncover true learning potential. Spread across two campuses – Lakeside in the west and Tanjong Katong in the east – CIS has a student body of over 3,000 students with more than 70 nationalities represented. The Lakeside campus was designed specifically around the school-within-a-school concept, which offers the advantages found in smaller schools with all the benefits of a large, fully-equipped campus. Students from each 'school' can use campus facilities such as the Olympic-sized swimming pool, open football pitches, indoor basketball courts, the David Foster theatre and a beautiful two-storey library. The Tanjong Katong (TK) campus is quite different to Lakeside. It is much smaller, less modern and only offers classes up to Grade 6. In other ways though, these two schools are extremely similar – offering stellar bilingual programmes (Chinese-English) and (French-English), have a spectacular Outdoor Discovery Centre for early learners, and in addition take a unique approach to teaching STEAM (Science, Technology, Entrepreneurship, Arts and Mathematics). From August 2018, both campuses have offered a bilingual programme in French and English in Grades 1 and 2. The Lakeside campus opened in 2011. In 2018, CIS had a 98% IBDP pass rate with students achieving an average of 34.4 out of 45 points.

CHATSWORTH INTERNATIONAL SCHOOL

Website: www.chatsworth.com.sg

Address: Orchard Campus: 37 Emerald Hill Road, Singapore, 229313;

Bukit Timah Campus: 72 Bukit Tinggi Road, Singapore 289760

Email: information.orchard@chatsworth.com.sg, informationbt@chatsworth.com.sg

Tel: +65 6737 5955 (Orchard); +65 6463 3201 (Bukit Timah)

Principal: Tyler Sherwood

Curriculum: Early Years play based curriculum/ PYP/ MYP/ Chatsworth High School Diploma/ IB Diploma Programme

Grades: Kindergarten-Year 6 (Orchard), Kindergarten-Year 13 (Bukit Timah)

Annual Tuition Fees: K1-K2: SG\$23,463; Years 1-6: SG\$27,237; Years 7-9: SG\$27,722.10; Years 10-11: SG\$28,961.84; Years 12-13: SG\$32,303.72

School Overview: Chatsworth International School is part of a family of schools in Singapore that includes a new Bukit Timah campus, since August 2018 (previously occupied by GESS). With a student population of about 700 students aged three to 18; Chatsworth currently offers the PYP, MYP and the IBDP. The Orchard campus has been converted into a primary school exclusively for kindergarten through to Year 6 and all secondary students have moved to the new Bukit Timah campus. The school offers comprehensive English as a Second Language support to students at an additional cost. Sport is an integral part of the curriculum and Chatsworth is an active member of the Athletics Conferences of Singapore International Schools (ACSIS) where students compete against other international schools. Co-curricular activities (CCAs) are offered to students from Year 1. In addition to sports, these include arts, leadership, clubs and special interests. Chatsworth also participates in regional events involving the Arts such as the International Schools Theatre Association (ISTA) events. In 2018, the IB students achieved an average score of 32 points with a pass rate of 94%.

DOVER COURT INTERNATIONAL SCHOOL – A NORD ANGLIA EDUCATION SCHOOL (DCIS)



Website: www.nordangliaeducation.com/our-schools/singapore

Address: 301 Dover Road, Singapore 139644

Email: admissions@dovertcourt.edu.sg

Tel: +65 6775 7664

Principal: Christopher Short

Curriculum: British National Curriculum/ IGCSE/ IB Diploma Programme

Grades: Nursery-Year 13

Annual Tuition Fees: Nursery (half day): SG\$14,985; Nursery (full day): SG\$20,475; Reception-Year 2: SG\$24,630; Years 3-6: SG\$26,340; Years 7-9: SG\$28,845; Years 10-11: SG\$30,150; Years 12-13: SG\$31,350

School Overview: Nord Anglia's Dover Court International School was established in 1971 and is one of the well-known names in Singapore offering the international British education. It is a hugely popular 'all-through' school that offers outstanding SEN provision, an existing STEAM and music programme, and has recently introduced a sixth form offering the IB Diploma Programme. The school is known for its good teacher to student ratio, exhaustive after school activity programme, central location, generous outdoor space and collaboration with Julliard for music and MIT for STEAM. The school has several playgrounds, a running track, swimming pool, an auditorium and a well-stocked library. DCIS has an excellent reputation with its CSE (Centre for Special Education), and ESL (English as a Second Language) programmes as well as offering the mainstream programme. DCIS has dedicated classroom buildings for the primary and secondary school, with the lower years having ground-floor rooms that lead to the spacious outdoor play area. There's a self-contained early years section with its own outdoor canteen, play area, and outdoor learning space. The school has grown to 1500 students and their high school section is rapidly gaining popularity. A new addition is being built to their facility for secondary students. Their IGCSE students did exceedingly well in 2018 with 92% of the cohort achieving grades A*-C.

DULWICH COLLEGE (SINGAPORE)

Website: singapore.dulwich.org

Address: 71 Bukit Batok West Avenue 8, Singapore 658966

Email: admissions@dulwich-singapore.edu.sg

Tel: +65 6890 1003

Principal: Nick Magnus

Curriculum: British National Curriculum/ IGCSE / IB Diploma Programme

Grades: Nursery-Year 13

Annual Tuition Fees: Nursery (half day): SG\$16,400; Nursery (full day): SG\$29,200; Reception-Year 2: SG\$35,200; Years 3-6: SG\$36,200; Years 7-9: SG\$41,900; Years 10-11: SG\$44,000; Years 12-13: SG\$45,500.

School Overview: Dulwich College (Singapore) is one of the most sought after British schools in Singapore with strong links to UK's highly respected Dulwich College. It offers Common Entrance syllabus, IGCSEs, house-based tutor groups and stellar extra-curricular activities. The school takes a very global approach to education with dynamic STEAM initiatives, creative arts programmes and close collaborations with its global network of sister schools in the region. In keeping with Dulwich College tradition, the early years (aged two to seven) is known as DUCKS. Children immerse in a dual language environment, and each class is taught by at least one native English speaking teacher. The junior school for Years 3 to 6 continues to offer the UK curriculum with a strong focus on international mindedness. Students have daily Mandarin lessons, with Mandarin as a native language, second language or foreign language. The senior school is currently open for Years 7-13 and students are prepared for the 13+ Common Entrance exam for Independent Schools. 78% of their IGCSE students received A*/A, with 40% of the total grades achieved being A* and 94% of grades were A* - B.

ETONHOUSE INTERNATIONAL SCHOOL, SINGAPORE (PRIMARY/ SECONDARY SCHOOLS)

Website: www.ehis.edu.sg

Addresses: Broadrick, Orchard, Sentosa, Thomson

Email: broadrick@etonhouse.edu.sg; orchard@etonhouse.edu.sg; sentosa@etonhouse.edu.sg; thomson@etonhouse.edu.sg

Tel: +65 6346 6922; +65 6513 1155; +65 6377 3322; +65 6252 3322

Principal: Martin Hughes; Alec Jiggins; Lisamarie Hughes; Susannah McGuire

Curriculum: IB PYP/ IGCSE

Grades: Primary/ Secondary

Annual Tuition Fees: Broadrick: Primary: SG\$28,082; Secondary: SG\$28,826

Orchard: Primary: SG\$28,081; Secondary: SG\$29,532-SG\$34,026
Sentosa: Primary: SG\$32,100

School Overview: The EtonHouse Group is a Singapore-based educational group that provides educational services through International Schools, Pre-Schools and Early Childhood Teacher Education Courses in countries across Asia. The International Schools at the 4 campuses above have grown from pre-schools into Primary and some into Secondary schools. EtonHouse branches were the first stand-alone pre-schools to acquire the IB PYP World School authorisation in Singapore. The Broadrick campus, is located in a quiet residential area, with many children walking to school and living in the vicinity of the East Coast. There are approximately 400 primary children enrolled on this site, with these children representing close to 40 nationalities. Languages offered across the EtonHouse schools include Mandarin, Japanese, Hindi, Korean and English as an Additional Language. Through the excellent quality of these language programmes, children can become truly bilingual speakers. Branches at Orchard, Sentosa and Thomson are newer and slowly growing in numbers.

GEMS WORLD ACADEMY (SINGAPORE)

Website: www.gwa.edu.sg

Address: 2 Yishun Street 42, Singapore 768039

Email: info@gwa.edu.sg

Tel: +65 6808 7300

Head of School: Richard Henry

Curriculum: Reggio Emilia inspired Kindergarten/ IB PYP/ IB MYP/ IGCSE/ IB Diploma Programme

Grades: Nursery-Grade 12

Annual Tuition Fees: Nursery (half day): SG\$11,600; Nursery (full day): SG\$20,900; Pre-K & K1 (half day): SG\$12,600; Pre-K (full day): SG\$22,900; K1 (full day): SG\$26,040; K2-Grade 1: SG\$31,920; Grades 2-5: SG\$32,760; Grades 6-10: SG\$37,800; Grades 11-12: SG\$39,113
School Overview: GEMS World Academy is located in Yishun and was purpose built for 2000 students. The parent company, GEMS Education runs a global network of award winning schools all over the world with over 250,000 students from 151 countries. The school puts a strong focus on languages with Mandarin, French, German and Spanish taught here and after-school mother tongue classes. Extensive sports programmes and top-class arts programmes and state-of-the-art facilities provide students with a very diverse and innovative education. From the Olympic-sized swimming pool, spacious outdoor pitches, gyms, climbing walls, food garden, and STEM labs, education is very exciting for students. The school has an impressive leadership team, and the teachers have excellent credentials and are highly motivated. This is the only international school in Singapore to offer the IB DP along with the IB Career-related Programme. In 2018, the school's first cohort of IB Diploma students achieved an average of 31.33.

GESS SINGAPORE

Website: www.gess.sg

Address: 2 Dairy Farm Lane, Singapore 677621

Email: info@gess.sg

Tel: +65 6461 0881

Principal: Christoph Zanglein

Curriculum: IB PYP/ IB MYP/ IB DP and Deutschen Internationalen Abiturprüfung (German International High School Diploma)

Grades: Nursery-Grade 12

Annual Tuition Fees: Toddler (2-5 days a week): SG\$5300-12,000; Pre-K-K2 (3-5 days a week): SG\$22,100-SG\$25,730; German Section: Primary School (Foundation-Year 4): SG\$18,880; Middle School (Grades 5-9): SG\$21,770; Secondary School (Grades 10-12): SG\$23,870. European Section: Primary School (Foundation-Year 4): SG\$26,950; Middle School (Grades 5-9): SG\$30,730; Secondary School (Grades 10-12): SG\$33,510

School Overview: GESS has been a frontrunner in the international school scene in Singapore since 1971. Formerly known as the German European School Singapore, it is an academically non-selective, multilingual international school that offers two education streams. The environment is warm and friendly with staff having served long terms here. The German stream follows the German school curriculum and offers the German International High School Diploma. In the English Section, students from 45 different nationalities follow the curricula of the IB curriculum. GESS offers its students a unique Mother Tongue

Programme for French, Dutch and Danish that is fully integrated into the curriculum. In August 2018, the school moved to a new purpose-built campus close to Bukit Panjang and has the capacity for over 2,000 students. The new campus has stunning environmentally-friendly features including a sports field and hall, Olympic-sized swimming pool, music and drama facilities, age and subject-specific classrooms, collaborative learning spaces, canteen, specialist rooms, a design technology studio, libraries, makerspace, a 400-seater auditorium. In 2018, GESS students achieved an average IB score of 34 points/45 and a 91% pass rate.

GLOBAL INDIAN INTERNATIONAL SCHOOL (GIIS)

Website: www.sg.globalindianschool.org

Addresses: East Coast Campus: 82 Cheviot Hill, Singapore 459663;

SMART Campus: 27 Punggol Field Walk, Singapore 828649

Email: admissions_sg@globalindianschool.org

Tel: +65 6914 7100

Principal: Madhu Khanna; Melissa Maria

Curriculum: Global Montessori Plus/ IGCSE/ CBSE (Indian)/ IB Diploma Programme

Grades: Nursery-Grade 12

Annual Tuition Fees: Nursery-K2: SG\$13,729; Grades 1-5: SG\$16,807; Grades 6-8: SG\$17905; Grades 9-12: SG\$19,69-SG\$23,474; Grades 8-10: SG\$23,969-24,524 for IGCSE; Grades 11-12 SG\$29,968-SG\$31,076 for IB DP.

School Overview: GIIS has grown to comprise an international network of award-winning institutions across 19 campuses in seven countries since its founding in 2002. The Singapore campuses garner global recognition for their educational excellence, environment conservation, value-based education, and community integration. The school offers the Central Board of Secondary Education or the IB Diploma to its high school students. Students currently do a common curriculum until middle school, after which they choose the CBSE or IB stream. A large number of students achieve excellent academic scores. The newly opened SMART campus in Punggol and its East Coast campus, both have children from 3-18 years of age. A big driving force is that the school offers a comprehensive Hindi language programme. All round emphasis is encouraged, with the school conducting extra lessons in Indian classical music and dance at the school. The latest offering is Robotics, Coding and STEAM lessons. In 2018 the average IB score was 37 points.

HILLSIDE WORLD ACADEMY (HWA)

Website: www.hwa.edu.sg

Address: 11 Hillside Drive, Singapore 548926

Email: admissions@hwa.edu.sg

Tel: +65 6254 0200

Principal: Clarissa Lim

Curriculum: IB PYP/ IB MYP/ IB Diploma Programme

Grades: Kindergarten-Grade 12

Annual Tuition Fees: Nursery-K2: SG\$18,404; Grades 1-10: SG\$31,741; Grades 11-12: SG\$33,801

School Overview: Hillside World Academy (HWA) was established in 2006 as the Chinese International School (CNIS) - the first overseas international school set up by a Chinese Education Group. This is the first international branch of Beijing Huijia Private School, which has kindergartens and IB schools across China. HWA focuses on delivering a 'Bilingual Bicultural education' and follows the IB bilingual Primary Years Programme.

HWA is a truly bilingual school and continues to uphold the global vision that integrates the discipline and rigour of Eastern pedagogy with the creative and collaborative values of Western pedagogy via the International Baccalaureate philosophy. Currently, the only school in Singapore to offer the IB curriculum in a completely bilingual environment through all grade levels, it has many expatriate students who prefer to focus on Mandarin at a very high to native speaker level for the IB Diploma. It has a small intimate feel, and moderate school facilities. As a boarding school, HWA offers shared off campus accommodation as well.



HOLLANDE SCHOOL LIMITED (HSL)

Website: www.hollandeschool.org

Address: 65, Bukit Timang Road, Singapore, 289757

Email: admissions@hollandeschool.org

Tel: +65 6466 0662

Principal: Meino Meines

Curriculum: International Primary Curriculum (IPC)

Grades: Nursery-Grade 6

Annual Tuition Fees: Primary School Kindergarten to Grade 6: S\$22,153.28

School Overview: This small but well-established and centrally located primary school balances a truly Dutch education with an international curriculum that teaches English as a second language. Serving predominantly the Dutch community in Singapore since 1920, the Hollandse School provides quality international education to about 400 young children. HSL's experienced team provide a thorough education, adapted to meet individual needs. Upon completing Grade 6, students move on to other international schools as the school does not offer secondary education. Housed in a beautiful red brick building, the school is modern, friendly and has a charming and comfortable feel. Children are happily engaged in sport, art, music and various other enriching activities, alongside academics.

HWA CHONG INTERNATIONAL SCHOOL

Website: www.hcis.edu.sg

Address: 663 Bukit Timah Road, Singapore, 269783

Email: info@hcis.edu.sg

Tel: +65 6464 7077

Principal: Joseph Tan

Curriculum: IB PYP/ IGCSE/ Pre IB/ IB Diploma Programme

Grades: Year 1 (Grade 7)-IB2 (Grade 12)

Annual Tuition Fees: Secondary 1-4: S\$24,610; IB Diploma 1 and 2: S\$28,890

School Overview: A member of the Hwa Chong family of schools, this Singapore school has a long list of academic accolades and is a very sought after name. Learning extends beyond the classroom with a wide choice of extra-curricular activities, community service, outdoor adventure and field trips. Hwa Chong International School (HCIS) began operation in 2005 and has half its cohort being local students and the other half from mostly Asian countries. Over the last 14 years, the school has produced students who have achieved success in academic competitions at both the local and international arena. One of HCIS' strengths lies in the learning of Mandarin for students who have little to no knowledge of the language. Since the school's inception, it has produced one hundred per cent passes with almost all achieving A or A* in Mandarin as a foreign language. The recent IB cohort had a 97% pass rate and 1 in 4 students scored over 40/45 points.

INSWORLD INSTITUTE

Website: www.insworld.edu.sg

Address: 100 Beach Road, 19-06 Shaw Tower, Singapore 189702

Email: enquiries@insworld.edu.sg

Tel: +65 6732 1728 ext.111

Principal: Arthur Davis

Curriculum: EITP/ IGCSE/ A-Levels/ EAS

Grades: Year 7-Year 12

Annual Tuition Fees: (for 4 terms): English for Academic Study S\$19,500; Junior Secondary Standard Track S\$28,000; Accelerated Track S\$32,000. Pearson Edexcel GCSE programme S\$30,000; Accelerated Track S\$34,000; A-Level Standard track S\$30,000; Advanced Track S\$34,000

School Overview: The Insworld Institute offers a flexible British education to secondary students. It's quite a unique school due to its rolling admissions policy, small class sizes (4 to 14 students) free one-to-one support classes and life skills programmes. The school accepts students year-round and starts EITP, IGCSE and A Level courses in January, March, July and September. The EITP is a lower secondary programme that's benchmarked to Key Stage Three of the UK National Curriculum, and gives students the foundation for IGCSEs. Students have the freedom to choose the subjects that they want and can do their exams twice a year instead of at the end of the course. For students who do not have the required level of English the school offers an intensive programme called English for Academic Studies. Over the years, Insworld students have successfully entered good universities in Australia, USA, Singapore, UK and Canada.

INTERNATIONAL COMMUNITY SCHOOL, SINGAPORE (ICS)



Website: www.ics.edu.sg

Address: 27A Jubilee Road, Singapore, 128575

Email: info@ics.edu.sg

Tel: +65 6776 7435

Director: Eric Alfrey

Curriculum: American Curriculum

Grades: Pre-Kindergarten-Grade 12

Annual Tuition Fees: Elementary Kindergarten S\$22,700; Kindergarten-Grade 5 S\$25,850; Grades 6-8 S\$29,450; Grades 9-12 S\$32,975

School Overview: ICS is the only fully Christian faith international school in Singapore. With over 25 nationalities represented here, ICS is fully accredited by both the Western Association of Schools and Colleges (WASC) and the Association of Christian Schools International (ACSI). Community based projects and a strong parent involvement are the strengths of this school. ICS is a school that puts Christ at the center of all academics and activities. The teachers and staff strive to educate and teach each and every child individually. ICS offers an educational program based on the American curriculum. It is well-equipped with essential teaching and learning amenities such as air conditioned classrooms, science and technology laboratories, a multi-purpose hall and library. The school also offers sports facilities for enrichment and training purposes such as basketball court, volleyball court, sports field, gymnasium, sensorial playgrounds and a school canteen.

INVICTUS INTERNATIONAL SCHOOL

Website: www.invictus.school

Address: 73, Loewen Road, Singapore 248843

Email: info@invictus.school

Tel: +65 6259 3877

Principal: Alan Campbell

Curriculum: International Primary Curriculum (IPC)

Annual Tuition Fees: Grades 1-7: S\$18,190

School Overview: Invictus is an independent co-educational day school which opened in August 2016 to cater to the needs of good quality education at an affordable price. The school offers grades 1-7 currently. Invictus seeks to inspire a passion for learning through skilled educators, in a multicultural, inclusive and collaborative community environment. One of the few schools to follow the IPC curriculum, Invictus is a small school with about 300 kids schooling in large airy classrooms in a beautiful colonial building. The school offers Mandarin, indoor gym facilities, a well-stocked library, a swimming pool, library, music room, sandpit and playgrounds in the tranquil green space of Dempsey Hill. The fees are far more affordable than other international schools, and this school set the trend for the lower priced international schools to emerge in Singapore.

ISS INTERNATIONAL SCHOOL (ISS)

Website: www.iss.edu.sg

Address: (Elementary/ Middle School): 25 Paterson Road, Singapore 238510; (High School): 21 Preston Road, Singapore 109355

Email: admissions@iss.edu.sg

Tel: +65 6475 4188

Head of School: Dr Margaret Alvarez

Curriculum: IB PYP/ IB MYP/ IB Diploma Programme

Grades: K1-Grade 12

Enrolment period: All year round

Annual Tuition Fees: K1-K2: S\$25,190; Grades 1-5: S\$29,120; Grades 6-8: S\$35,550, Grades 9-12: S\$40,220

School Overview: ISS is one of Singapore's oldest and most well-established international schools having been established in 1981. It has two campuses, one serving the elementary and middle schools located very centrally near Orchard Road, and the high school campus located on top of a lush and green tropical hill about 7km away. The school in Singapore is part of a larger ISS educational group, which includes the Beijing International School of Singapore (BISS), in China. The small class sizes, especially in secondary school make for excellent student to teacher ratios and help in individualised learning. ISS also supports students with English as a second language and strongly encourages bilingualism: all students from K1 through to Grade 8 study Mandarin. ISS is unique with the offering of a guardianship programme for parents living overseas, offering students ISS-listed guardians, as well as a boarding house service. Students are encouraged to sign up to the school's extensive ECA programme and Action in Service is an integral part of the curriculum.

LYCEE FRANCAIS DE SINGAPOUR**Website:** www.lfs.edu.sg**Address:** 3000 Ang Mo Kio Avenue 3, Singapore 569928**Email:** administration@lfs.edu.sg**Tel:** +65 6805 0000**Principal:** Christian Souldard**Curriculum:** French, culminating in National Diploma of the Brevet/ Baccalaureate**Grades:** Pre K-JC2**Annual Tuition Fees:** European Union fee structure: Pre-K: SG\$10,320-18,320; Elementary: SG\$18,240-SG\$19,650; Middle School: SG\$20,795-SG\$22,335; High School: SG\$26,510.

School Overview: The French School in Singapore is a private institution of Singapore law, approved by the French Ministry of National Education. It is located in the geographical centre of the island and has a new section built recently to cater to the growing demand for student places. As an integral part of one of the most complex and widespread education networks in the world, the LFS boasts two unique key features: access to two cultures and three languages. From kindergarten through elementary and secondary schooling, it takes its students all the way to the Baccalaureat (French high school certificate) and offers them high-quality, dynamic teaching (conducted in French), combined with early in depth learning of the English language, as well as a choice of Mandarin, Spanish and German as a second foreign language. The school offers a comprehensive support programme for students with special needs.

MIDDLETON INTERNATIONAL SCHOOL**Website:** www.middleton.edu.sg**Address:** 215 Upper Bukit Timah Road, Singapore 588184;

2 Tampines Street 92, Singapore 528889

Email: enquiry@middleton.edu.sg; tampines@middleton.edu.sg**Tel:** +65 6875 0089; +65 6636 1135**Principal:** Atima Joshi**Curriculum:** IPC/ IMYC/ IGCSE/ A-Levels**Grades:** Grades 1-5 in Bukit Timah; Grades 1-8 in Tampines**Annual Tuition Fees:** Bukit Timah: SG\$19,375.75 Tampines: Early years: SG\$17012.34; Grades 1-5: SG\$16,152.91; Grades 6-10: SG\$18,570.04; Grades 11-12: SG\$21,349.21 (provisional).

School Overview: Middleton International school started off with a small number of Primary school students in its Bukit Timah campus. Education group EtonHouse expanded its family of schools with a second branch of the Middleton International School, which opened in Tampines in May 2018. This campus has a capacity of up to 1,000 students from nursery through to Grade 12. It offers the International Primary Curriculum and the Singapore Ministry of Education curriculum for maths and Chinese. Secondary students will take IGCSEs and A Levels when the school is ready to enrol them as currently they accept application only until Grade 8. The set-up is warm, family friendly and nurturing, and due to its very recent opening, the class sizes are still quite small. The school offers a strong second language foundation in Chinese and English as Foreign languages. The Middleton curriculum incorporates integrated specialist programmes including performing arts, and PE along with co-curricular learning to cater to a wide range of interests, styles and talents.

NEXUS INTERNATIONAL SCHOOL (NISS)**Website:** www.nexus.edu.sg**Address:** 201 Ulu Pandan Road, Singapore, 596468**Email:** enquiry@nexus.edu.sg**Tel:** +65 6536 6566**Principal:** Judy Cooper**Curriculum:** IB PYP/ English National Curriculum/ IGCSE/ IB Diploma Programme**Grades:** Nursery-Year 13**Annual Tuition Fees:** Nursery (half day): SG\$21,660; Nursery (full day) to Year 1: SG\$28,792; Years 2-3: SG\$30,464; Years 4-7: SG\$32,220; Years 8-9: SG\$34,236; Years 10-11: SG\$36,780; Years 12-13: SG\$38,584

School Overview: Nexus International School Singapore (NISS), part of the Taylor's Education Group Malaysia, caters to students from preschool up to Year 13. With a student population of about 900 children, NISS enrolled its first learners in 2011 and places emphasis on experiences and learning opportunities outside of the classroom and also has many classes offering an open style learning plan and seating. NISS has an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in

order that they can achieve academic success and become globally responsible citizens. Co-curricular activities are offered - from traditional sports such as swimming, football and badminton to more culturally oriented pursuits like drama, musical creativity and dance, alongside others. The school will move from its current Ulu Pandan setting to a new campus in Aljunied next year.

NPS INTERNATIONAL SCHOOL (NPSI)**Website:** www.npsinternational.com.sg**Address:** 10 Chai Chee Lane, Singapore 469021**Email:** admin@npsinternational.edu.sg**Tel:** +65 6294 2400**Head of School:** Dr Matthew Sullivan**Curriculum:** Early Years Montessori and Kindergarten/ CBSE/ IGCSE/ IB Diploma Programme**Grades:** Nursery-Grade 12**Annual Tuition Fees:** Nursery: SG\$14,124; Kindergarten: SG\$16,050-19,260; Montessori: SG\$16,692-19,902; Grades 1-5: SG\$23,112, Grades 6-8: SG\$23,882; Grades 9-10(CBSE): SG\$25,166.40; (IGCSE): SG\$26,129; Grades 11-12 (CBSE): SG\$26,001; (IB): SG\$26,643

School Overview: NPS International School was established in Singapore to cater to the burgeoning demand for high quality international education for Indian students. NPSI is promoted by the renowned Bangalore based group of institutions that runs a few well established schools in Bangalore and Chennai, spearheaded by the visionary educationist Dr K.P Gopalkrishna. Located in the Eastern part on Singapore, NPSI strives to offer a modern, holistic and integrated system of education, moulding its students to effectively take on challenges in a dynamic global society. The school has built a reputation of achieving academic excellence through a combination of comprehensive curriculum, rigorous standards and challenging assessments. The recently announced IB results for 2018 showed that NPSI students achieved an average of 38.4 points. Though majority of the student body is Indian, it offers an international quality of education.

ONE WORLD INTERNATIONAL SCHOOL (OWIS)**Website:** www.owis.org**Address:** 21, Jurong West Street 81, Singapore 649075**Email:** admissions@owis.org**Tel:** +65 6914 6700**Head of School:** Michelle Dickinson**Curriculum:** Early Childhood-IB PYP/ IGCSE**Grades:** Nursery-Grade 10**Annual Tuition Fees:** Early Childhood to Grade 6: SG\$18,479.97; Grades 7-10: SG\$21,246.99

School Overview: One World International School is part of the Global Schools Foundation (GSF), which is a Singapore based, foundation that presently educates students of over 50 nationalities. GSF was founded in the year 2002 to serve global communities with high quality and affordable education. The Foundation school network comprises 20 campuses across seven Asian countries. One World International School opened its doors in Jurong in early 2018 to an excellent response. OWIS offers individual attention in a multi-cultural, non-denominational, small school environment. OWIS aims to develop inquiring and independent learners whilst nurturing compassionate, accepting, internationally minded individuals. The school also offers English as an Additional Language (EAL) programme in the lower grades. The first batch of students will sit the IGCSE exams in 2019, followed by the IB Diploma Programme in the subsequent years.

OVERSEAS FAMILY SCHOOL (OFS)**Website:** www.ofs.edu.sg**Address:** 81, Pasir Ris Heights, Singapore 519292**Email:** Soma_Mathews@ofs.edu.sg**Tel:** +65 6738 0211**Chairman:** David Alan Perry**Curriculum:** IEYC/ IPC/ IB MYP/ IGCSE/ IB Diploma Programme**Grades:** Pre-K-Grade 12**Annual Tuition Fees:** Pre-K1 and 2 (half day): SG\$16,000; Pre K 1 and 2 (full day): SG\$26,000; K1-K2: SG\$30,000; Grades 1-5: SG\$32,500; Grades 6-8: SG\$35,000; Grades 9-10: SG\$39,500; Grades 11-12: SG\$41,000

School Overview: Overseas Family School has been one of Singapore's largest international schools since 1991. With almost 3000 students enrolled from 70 nations, the multinational student mix means no majority culture or nationality dominates the school, and therefore no

student is part of a majority or minority group. The campus is modern, offering various sports, drama and academic activities like robotics, chess and coding. OFS is one of the several international schools in Singapore that is authorised by International Baccalaureate Organisation (IBO) to offer a full International Baccalaureate education from the age of two to senior high school. It also offers a Study Preparation Programme (SPP) for students for whom English is a second or other language (ESOL). About 400 students are in SPP classes. Students can also learn French, German, Japanese, Mandarin, Spanish or English. OFS is accredited K-12 by the Western Association of Schools and Colleges, California, USA (WASC), authorised by IGCSE Cambridge as an Examination Centre and registered in Singapore by CPE, Council for Private Education.

SINGAPORE AMERICAN SCHOOL (SAS)

Address: 40 Woodlands Street 41, Singapore 738547

Website: www.sas.edu.sg

Email: admissions@sas.edu.sg

Tel: +65 6363 3403

Superintendent: Dr Chip Kimball

Curriculum: American curriculum/ AP

Grades: Nursery-Grade12

Annual Tuition Fees: Early Learning Center (PS, Pre-K): S\$21,334; Kindergarten-Grade 5: S\$29,240; Middle School Grades 6-8: S\$32,305; High School Grades 9-12: S\$34,050

School Overview: One of the largest American international schools in the world; Singapore American School (SAS) delivers a rigorous US curriculum to a student body of close to 4,000 students. Founded in 1956, this highly sought-after, non-profit school caters to students from nursery through to Grade 12. About two-thirds of the student population are American citizens, with the rest of the student body comprising more than 70 nationalities. SAS offers 25 AP courses as an integral part of high school course options, the AP Capstone program and the flexible SAS Catalyst Project. The extensive facilities at SAS include 5 air-conditioned gymnasiums, 2 outdoor covered play areas, 3 swimming pools, 3 cafeterias, 5 tennis courts, 1000-seat stadium, track and field, baseball, softball, soccer and rugby fields and an air-conditioned climbing wall. A combination of excellent teachers with long tenures at the school, a strong academic programme and a closely knit community can easily explain why this is a very popular school. There is 1:1 iPad and laptop programme and the school runs an annual digital boot camp for all students. In 2018, the GPA scores amongst high school students was as high as previous years with 94 students scoring 4.00 and higher, 62 students scored 3.75 and 3.99 and 87 students scored 3.25 and 3.74.

SIR MANASSEH MEYER INTERNATIONAL SCHOOL (SMMM)

Address: 3 Jalan Ulu Sembawang, Singapore, 758932

Website: www.smm.edu.sg

Email: admissions@smm.edu.sg

Tel: +65 6331 4633

Principal: Ms Elaine Robinson

Curriculum: American oriented, General Studies, Judaic curriculum

Grades: Pre-school-Grade 8

Enrolment period: All year round

Annual Tuition Fees: Tiny Tots to Nursery: S\$11,138-S\$14,850; Kindergarten 1&2: S\$19,994.25; Grades 1-5 S\$21,064.25; Grades 6-8: S\$21,404.25

School Overview: This school is named after prominent leader and philanthropist Sir Manasseh Meyer. It is a modern orthodox Jewish day school, serving the Jewish and international community. The school aims to foster educational excellence through an international, interdisciplinary, American oriented General Studies and Judaic curriculum. The core values are curiosity, creativity, character building, care and commitment. The campus has a large pool, an amphitheatre, library, a large auditorium and music rooms. Sir Manasseh Meyer (SMM) International School is winning over parents and students with its 'small by design' environment. Beyond one-on-one attention, a low student-teacher ratio means every child has the opportunity to discover their unique talents and be guided gently and purposefully towards their next academic, social and emotional level. After Grade 8, students either repatriate or enter other international schools in Singapore with complete ease due to the strong grounding laid in the formative years.

STAMFORD AMERICAN INTERNATIONAL SCHOOL (SAIS)

Website: www.sais.edu.sg

Address: Main Campus at 1, Woodleigh Lane (Off Upper Serangoon Road), Singapore 357684; Early Learning Village at 3, Chuan Lane, Singapore 554350

Email: admissions@sais.edu.sg

Tel: +65 6602 7247

Superintendent: Dr Eric Sands

Curriculum: IB PYP/ MYP/ IB DP/ American Curriculum and AP

Grades: Infant Care and Early Learning-Grade 12

Annual Tuition Fees: Infant care: S\$14,400-S\$30,000; Pre-Nursery-Nursery: S\$15,388-S\$23,672; Pre-Kindergarten-KG1: S\$19,614-S\$35,610; KG2-Grade 5: S\$36,490; Grades 6-8: S\$39,608, Grades 9-12: S\$41,342

School Overview: Stamford American is a world-class school for children and is located in the Upper Serangoon area. The Early Learning Village on a separate campus offers state of the art facilities inspired by Reggio Emilia learning philosophies. Children aged 2 months to 6 years of age learn in a cosy environment. As children grow into higher grades, they move to the Woodleigh campus. The school develops students to be adaptive, thoughtful and active global citizens, and provides a global approach to teaching and learning including a strong foreign language foundation. SAIS offers world class learning facilities with the latest in classroom technology and IT infrastructure. The facilities are designed to create an advanced learning environment, using excellent academic and athletic resources, specialist learning environments, swimming pools, sports fields, a climbing wall, golf facilities and excellent science and technology centres. The unique feature of the academic programme at Stamford is that it offers two programs of study: an American Curriculum and the International Baccalaureate (IB) program. The recent IB cohort had an average of 32.2 points.

ST JOSEPH'S INSTITUTION, INTERNATIONAL (SJI INTERNATIONAL)

Website: www.sji-international.com.sg

Address: 490 Thomson Road, Singapore, 298191

Email: info@sji-international.com.sg

High School Principal: Tighearnan Mooney (Elementary), Bradley Roberts (High)

Tel: +65 6871 5202 (Elementary); +65 6353 9383 (High)

Curriculum: IPC/ IGCSE/ IB Diploma Programme

Grades: Early Years-Grade 12

Annual Tuition fees: Elementary: S\$30,890; Grades 7-8: S\$30,842; Grades 9-10: S\$31,590; Grade 11: S\$35,578 and Grade 12: S\$32,488

School Overview: Saint Joseph's Institution International School is an independent co-educational Catholic Lasallian international school in Singapore with approximately 1700 students. The school was founded in 2006. SJI International Middle School offers the IGCSE programme, while SJI International Senior School offers the International Baccalaureate Diploma Programme. The school caters to both local and expat students from Early Years until Grade 12. Chinese is an important curriculum aspect at SJI(I) - offered both as a Foreign Language (CFL) and as a Native Language (CL). Being a school firmly rooted in the Lasallian faith, there are additional opportunities for Catholic children to explore and deepen their religious faith. Their Virtues Project is based on the beliefs and morals valued by diverse cultures and taught at the school. The school is academically strong and the recent IB average was 37.9 points.

TANGLIN TRUST SCHOOL (TTS)

Website: www.tts.edu.sg

Address: 95 Portsdown Road, Singapore, 139299

Email: admissions@tts.edu.sg

Tel: +65 6770 3583

CEO: Craig Considine

Curriculum: Enhanced British Curriculum/ GCSE/ IGCSE/ A-Levels and IB DP

Grades: Nursery-Year 13

Annual Tuition Fees: Nursery: S\$22,323; Reception: S\$28,386; Years 1-2: S\$28,914; Years 3-6: S\$30,672; Years 7-9: S\$36,099; Years 10-11: S\$38,001; Years 12-13: S\$39,948

School Overview: Tanglin Trust School was founded in 1925 to primarily serve the British expatriate community in Singapore. However, it is now one of the most preferred and highly respected schools for expats of all nationalities as the school has an established history of excellence in education. Approximately 50% of the students in the school are British. The school is non-profit and has about 2900 students. The school is well



respected on the island as though they are academically non-selective, their overall academic results are exceptional. Around 65 nationalities are represented amongst the student body, and the school is innovative and forward thinking, adapting to new teaching methodology. Languages, arts, music, technology and sport are all given importance alongside academics. As per the UK government's British Schools Overseas inspection each of Tanglin's three schools (Infant, Junior and Senior) are inspected on a three year cycle. They were awarded the highest possible grade, 'Outstanding' in every area for the last few years. The IGCSE results were stellar with 77% of all grades achieved were A*-A. While the A level scores have always been extremely impressive, with 93% of the students achieving A*-C, the IB Diploma programme has been very successful as well with an exceedingly high average of 38.1. 92% of the students were accepted into their first choice of university and many students were offered scholarships as well. A Placements Rights scheme exists to facilitate accelerated entry into the school.

UWC SOUTH EAST ASIA (UWCSEA)

Website: www.uwcsea.edu.sg

Address: Dover Campus: 1207 Dover Road, Singapore 139654;

East Campus: 1 Tampines Street 73, Singapore 528704

Email: admissionsdover@uwcsea.edu.sg; admissionseast@uwcsea.edu.sg

Tel: +65 6774 2653 [Dover]; +65 6305 5353 [East]

Head of College: Chris Edwards

Curriculum: UWCSEA bespoke curriculum (K1-Grade 8)/IGCSE/IB Diploma Programme

Grades: Kindergarten 1-Grade 12

Annual Tuition Fees: K1-Grade 1: SG\$30,795; Grades 2-5: SG\$31,095; Grades 6-10: SG\$36,930 Grades 11-12: SG\$38,430

School Overview: UWC South East Asia has offered a strong well balanced, strong international education to students in Singapore since 1971. The College is a member of the UWC Movement with 17 schools and colleges across 5 continents, delivering a transformational education to students, inspiring them to create a more peaceful and sustainable future. The holistic approach to education is supported by a very diverse community of students from about 96 different countries. In Singapore, there are two campuses, located in Dover and Tampines. UWCSEA is the largest of the United World College schools and is an extremely popular choice for expatriates. The learning programme consists of five interlinking elements: academics (at the core), activities, outdoor education, personal and social education and service. All students are encouraged to engage actively in all activities leading to well-rounded personalities with clear and positive visions for the future. The UWCSEA boarding experience is culturally rich, providing a supportive international community for students. Both campuses offer residential boarding for students aged 13-18 years, and the College accepts scholars into the programme every year. UWCSEA has impressive IB Diploma results with most students being accepted into their college of choice at top universities worldwide. UWCSEA had 572 students take the IB with an average of 36.7 points last year. A UWCSEA Nominee Programme is available for purchase as well.



INTERNATIONAL SCHOOLS IN JOHOR

AUSTIN HEIGHTS PRIVATE AND INTERNATIONAL SCHOOL

Website: www.austinheights.edu.my

Address: 2, Jalan Austin Heights 3/1, Taman Mount Austin, 81100 Johor Bahru, Malaysia

Email: enquiry@austinheights.edu.my

Tel: +60 7351 5000

Principal: Alan Davidson Crombie

Curriculum: IPC, British National Curriculum, IGCSE

Grades: Nursery-Year 11

School Overview: Austin Heights International School offers a holistic approach to the British National education in Johor, modified to suit the multicultural student body. The school provides a wide range of activities to students aged 3-18, be it academic, artistic, musical, dramatic or sports. The school offers many outdoor sports including golf, swimming, bowling, football, basketball, volleyball, netball and other martial arts. The school also has an innovative STEM programme and has a good track record for good Cambridge academic results.

EXCELSIOR INTERNATIONAL SCHOOL

Website: www.eis.edu.my

Address: 8, Jalan Purnama, Bandar Seri Alam, 81750 Johor Bahru, Malaysia

Email: info@eis.edu.my

Tel: +60 7388 8999

Principal: Ben Marsh

Curriculum: IYEC and IPC, CLSP, IGCSE, IBDP

Grades: Nursery-Year 13

School Overview: Excelsior International School is part of the Raffles Campus Group and located a short drive from Singapore. The campus is large and new, and offers a wide array of sport including an Olympic sized pool, tennis courts, 400 meter running track and a soccer field and gym. Apart from sport they also offer excellent facilities for arts, drama, library, music and science and technology. Excelsior aims to achieve academic excellence through a challenging instructional programme, using a holistic approach to educate students to become independent, enquiring and enthusiastic learners. They also address the intellectual, emotional, social, creative, linguistic, cultural, moral and aesthetic and needs of each student, developing in them an awareness of global issues, and provide opportunities to exercise their own problem-solving skills. The school offers small class sizes with a good mix of local and expat children. The special feature is an integration of Singapore Ministry of Education's world renowned curriculum into their teaching in Math and Science. Boarding facilities are available.

FAIRVIEW INTERNATIONAL SCHOOL

Website: www.fairview.edu.my

Address: Lot PTD 168450, Jalan Dato' Onn Utama, Bandar Dato' Onn, Mukim, Tebrau, 81100, Johor Bahru, Malaysia

Email: enquiries@fairview.edu.my

Tel: +60 7364 3378

Principal: Tee Siok Hoon

Curriculum: UK National Curriculum /IGCSE/ IBDP

Grades: Nursery-Year 13

School Overview: Fairview International School, currently has a network of four IB World schools strategically located in Malaysia. The focus is on an education for a better world encompassing academic excellence through inquiry and conceptual understanding, nurturing sound values and higher order thinking skills. Fairview is set to expand its educational reach across the globe by building a strong international network of 15 IB World schools across Asia, Australia and the UK in the upcoming years. This was the first school in Johor to be awarded the PYP and MYP and IB World School status, and currently has around 350 students at its Johor campus. The school has sufficient facilities for sports, arts and academics and a good academic record for its IB students.

MARLBOROUGH COLLEGE MALAYSIA

Website: www.marlbroughcollegemalaysia.org

Address: Jalan Marlborough, 79200 Iskandar Puteri, Johor, Malaysia

Email: malaysia@marlbroughcollege.my

Tel: +60 7560 2200

Master: Alan Stevens

Curriculum: UK National Curriculum /GCSE/ IGCSE/ IB Diploma Programme

Grades: Nursery-Year 13

School Overview: Marlborough College Malaysia is a fully coeducational, independent boarding and day international school, situated on a beautiful 90 acre estate just 20km from the border of Singapore. The boarding and day school is for students aged four to eighteen. There is also a day Preparatory School for students aged three to four, after which they can choose to board if they want to. Marlborough College Malaysia is a genuine expansion of the esteemed Marlborough College in Wiltshire, England. Boarding at Marlborough College Malaysia provides an ideal alternative to the constraints and confines of schooling in major cities in the region. The space, facilities, but above all, the community spirit at Marlborough allows students to develop their talents and independence while still being close enough to maintain family bonds. Students are supported by a wonderful team of teachers and staff. The curriculum at Marlborough is designed to ensure that every individual maximises their potential. Focus on success in public examinations is important, and for students to succeed beyond the College at University as well.

PEGASUS INTERNATIONAL SCHOOL

Website: www.pegasus.edu.my

Address: No. 1, Jalan Tasek, Bandar Seri Alam, 81750 Masai, Johor Bahru, Malaysia

Email: enquiry@pegasus.edu.my

Tel: +60 7387 8700

Principal: Mr Michael James Gonzalez

Curriculum: UK National Curriculum

Grades: Nursery-Year 13

School Overview: Pegasus International School, a part of KinderWorld Education Group which runs Singapore International School (SIS) and KinderWorld International Kindergarten (KIK) in Vietnam, has been in the education business for the past 30 years with many established schools. The Group opened its first pre-school centre in Singapore in 1986 and continues to take pride in delivering an excellent education to students. All the schools, under KinderWorld Education Group, adopt a unique curriculum which draws the best international curriculum from Singapore, Australia, United Kingdom and United States. The school offers the Virtues Programme, designed to support the development of the whole student and consists of twenty virtues which are taught to students throughout the school. The school teaches the virtues that underpin good character and guide young people to become socially just and responsible global citizens.

RAFFLES AMERICAN SCHOOL (RAS)

Website: www.raffles-american-school.edu.my

Address: Raffles K12, Sdn Bhd PTD 189155 FLR Jalan Lebu 79050 Iskandar Puteri, Kota Iskandar, 79100 Nusayaya, Johor, Malaysia

Email: inquiry@raffles-american-school.edu.my

Tel: +60 7509 8750

Principal: Lyle Moltzan

Curriculum: American [standards-based]

Grades: Kindergarten-Grade 12

School Overview: Raffles American School with their inspirational Think. Create. Succeed motto, empowers students to achieve their academic and life potential. The facilities of the school are excellent with sports, arts, STEM and academic areas well-built and modern with state of the art finishes. The diverse student body, comprising 25 different nationalities and counting, creates a learning environment rich in diversity. RAS is accredited by WASC (Western Association of Schools and Colleges), and offers a standards-based curriculum with a learning outcome approach, delivering content through a series of General Learning Outcomes, ensuring that students gain a mastery of these vital skills and abilities. Students who successfully meet all requirements for graduation from RAS will earn an American High School Diploma, which is recognized by universities around the world as a valid qualification for entry. RAS also offers students college-level course work during their high school education in the form of Advanced Placement (AP) courses. Boarding facilities are offered at both Primary and Secondary levels.

R.E.A.L INTERNATIONAL SCHOOL

Website: www.realschools.edu.my

Address: Lot 2361, Jalan Persiaran Sri Plentong, Bandar Baru Permas Jaya, 81750 Johor Bahru, Johor, Malaysia

Email: enquiry_jb@real.edu.my

Tel: +60 7386 4468

General Manager: Stephanie Chieng

Curriculum: Multiple Intelligences/ British National Curriculum/ IGCSE

Grades: Nursery-Grade 10

School Overview: R.E.A.L International School delivers British education based on the UK national curriculum from Primary to Secondary level. The company has 6 schools currently, with the one in Johor Bahru being established in 2008. Offering the world-renowned programmes by the Cambridge International Examination (CIE), the school provides broad and flexible fields of study, covering a wide range of subjects designed to equip students with varying levels of ability. All campuses boast a multi-purpose assembly area, canteen and sporting facilities such as football and futsal fields, swimming pools, badminton and basketball courts, science and computer labs, cookery room, etc. The school offers the British National curriculum, leading to the internationally acclaimed IGCSE.

SERI OMEGA INTERNATIONAL SCHOOL

Website: www.seriomega.edu.my

Address: Lot 6974, Jalan Beringin 5, 81400 Senai, Johor, Malaysia

Email: seriomegaschool@gmail.com

Tel: +60 7599 8998

Curriculum: British National Curriculum/ IGCSE

Grades: Early childhood-Grade 10

School Overview: Seri Omega Private & International School was established in 2002. From its humble beginnings of several hundred students at its first location at Jalan Harimau, the school eventually moved to a 10 acre campus in Senai in late 2013. Seri Omega International School offers Primary and Secondary education which culminates into the Cambridge O-Levels or IGCSE at secondary education level. Both certificates are offered by Cambridge University and are acceptable in all English-Speaking countries worldwide. The facilities include 90 air-conditioned classrooms, science labs and an air-conditioned multipurpose hall, capable of seating 1,200 people. Seri Omega International School shares this campus with Seri Omega Private School.

SHATTUCK ST MARY'S FOREST CITY

Website: www.ssm-fc.org/

Address: Jalan Forest City 8, Pulau Satu, 81550 Gelang Patah, Johor, Malaysia

Email: info@ssm-fc.org

Tel: +6019-730 2021

Head of School: Dr Gregg Maloberti

Curriculum: American & AP

Grades: Early childhood-Grade 12

School Overview: Shattuck-St Mary's, one of the top ten boarding schools in the USA, brings 150 years of expertise in education from their home in Minnesota, USA. Shattuck St Mary's Forest City which opened in 2018 will offer an American-style educational program starting with its youngest students in Pre-Kindergarten and culminating in a variety of High School offerings in Advanced Placement (AP) in Grade 12. School work allows for not only formal teacher-based instruction, but also guided independent exploration of knowledge (i.e. information gathering, analysis, and synthesis), and regular collaborative work. A rigorous academic program with a particular focus on STEM is complemented by robust offerings in arts and athletics. The school campus offers facilities to support academic, athletic and artistic pursuits. The Forest City campus also offers boarding from the age of 11. Graduates of SSM-FC will join a worldwide network of more than 6,000 Shattuck-St. Mary's alumni. The school currently has over 100 students.

TENBY INTERNATIONAL SCHOOL SETIA ECO GARDENS

Website: www.tenby.edu.my

Address: Laman Setia Utama, Setia Eco Gardens, 81500 Pekan Nanas, Johor, Malaysia

Email: ecogardens@tenby.edu.my

Tel: +60 7558 8812

Head of School: Mr Simon Lee

Curriculum: IPC/ English National Curriculum/ IGCSE

Grades: Nursery-Year 11

School Overview: Tenby Schools is a rapidly expanding group of international and Malaysian private schools in Malaysia. Having started in Ipoh, there are now Tenby Schools in Penang, Perak, Selangor, Sarawak, Semenih, Kota Kemuning and the above mentioned Setia Eco Gardens in Johor Bahru. The school strives to help students achieve their full potential for academic excellence and achievements in sports and arts too. The core values also include developing compassion, responsibility and integrity and make its students become effective communicators, creative thinkers and independent learners. They also promote cultural diversity and acceptance of others different from oneself to promote international understanding for a peaceful world. The school offers the British National Curriculum leading to the IGCSE.

UNIWORLD INTERNATIONAL SCHOOLWEBSITE: WWW.UNIWORLD.EDU.MY**Address:** No 1, Jalan Tasek, Bandar Seri Alam, 81750, Masai, Johor, Malaysia**Email:** enquiry@uniworld.edu.my**Tel:** +60 7387 8700**Head of School:** John Chuah**Curriculum:** iPSLE/ IGCSE/ A-Level**Grades:** Early childhood-Grade 12**School Overview:** UniWorld International School is located centrally and conveniently within the business precinct of Bandar Seri Alam, Johor.

The purpose-built international school will eventually spread over 10.35 acres of land with a built up area of approximately 260,000 square feet.

The international school now has a Kindergarten to High School building, a swimming pool, football field, playground and multipurpose courts.

The school currently has a few hundred students and they have had a good academic record for the IGCSE examinations.

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NOTES



NOTES





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