9TH EDITION THE UNIQUE ASIA



SCHOOLS 2018 TS

an exclusive guide to schools and education in Hong Kong, Singapore, Malaysia & China



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>>>WELCOME

WELCOME TO THE 2018 EDITION OF THE UNIQUE ASIA SCHOOLS GUIDE!



elcome to The Unique Asia Schools Guide, now in it's 9th year- the ultimate remedy to your educational woes! This is your in depth and fully searchable interactive guide to some of the most popular, well-established schools in Hong Kong, Singapore, Shanghai, Beijing, Johor and Kuala Lumpur.

What is inside this year? There is essential information, expert advice and checklists from parents and educationalists to help you choose the right school. We take you through each section of the school sector – nursery, preschool, primary, senior and even university – with top tips, application and admissions strategies, boarding school life and much, much more.

Choosing a suitable school for your child is possibly one of the hardest decisions you'll have to make as a parent. Each child and each country's school system is different – even within the international schools, families differ in their requirements and even their educational values are unalike.

Basically, choosing a school is a minefield and it comes down to a very personal decision, a decision we can only hope is for the best.

We hope our Schools Guide offers you guidance in finding the perfect school.

ANNE MURPHY

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Danny Harrington, Founder & Director. ITS Education Asia

he ninth edition of our schools guide once again provides 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 have enhanced our online school this year. An upgrade to Collaborate Ultra and a Moodlerooms Learning Management System means we have the very latest virtual classroom and student account systems. Students hold all their notes, lessons, lesson recordings, assignments and feedback in one place. Parents can go in and have a look at their progress and even sample the lessons to keep up to date with, and support, their child's learning.

At our schools in Hong Kong, and in our online school, we continue to welcome students of all ages for tutorial support work across a range of curricula and to teach the International GCSE and A-level courses for which we are an official centre. With our BTEC HND in Business offering options up to 2nd year Bachelor level and with agreements with universities to complete a 3rd year for a full BA, we can now offer globally recognized qualifications from secondary school all the way through.

Our representative office in Winchester has now closed having achieved its purpose. Those university links are in place and we have appointed a UK partner to support students and families looking to place into boarding school in the UK.

As always, whether you need to provide for a child (as a parent/quardian 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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DESIGN & PRODUCTION BY:

R&R Publishing Limited

Suite 705, 7/F, Cheong K. Building 84-86 Des Voeux Road Central

Hong Kong

Tel: (852) 2126 7815

Web: RRPublishing.com.hk

Consultant: Ian Harling Designer: Jacky Ngan







THE CHOICE OF INTERNATIONAL SCHOOLS IN CHINA: WHAT YOU NEED TO KNOW

By Richard Gaskell, Schools Director, ISC Research

n almost every country of the world, the popularity of international schools continues to increase, though no country quite so dramatically as China.

For parents considering international schools in China, it is important to know that there are international schools specifically for expatriate children and a growing number of international schools accessible for local Chinese children.

The types of international school in China

Children of expatriates living in China are able to attend, what China's Ministry of Education calls Schools for the Children of Foreign Workers (SCFW). These schools are not allowed to enrol local Chinese children except those who have a parent with a foreign passport or those migrating from other Asian countries.

Most of the SCFW schools can be found in Beijing, Shanghai and Guangdong province and the enrolment numbers at many of these schools have not increased for the past two years, as a result of the departure from China of a significant number of expatriate families, particularly those from Western countries.

Where you will see a growing selection, is in the number



Wellington College, Shanghai, Bilingual Early Years



Dulwich College, Singapore

of international Chinese Private Schools. These schools are allowed to enrol local Chinese children which means that local families wishing to send their children to a more internationally-oriented school close to home now have that choice.

These schools offer learning in the languages of both Chinese and English, they have a distinctly international focus, and many offer internationally recognised qualifications. Some of these schools have connections, or are sister schools, to British independent schools. Examples of these schools include Wellington College Bilingual School in Shanghai, Dulwich International High School in Suzhou, and Shanghai HD Bilingual School which is partnered with Britain's Hurtwood House.

The growth of international schools in China over the last two years has occurred within this emerging international

Chinese Private Schools sector. It's a sector that looks likely to expand extensively in the next few years because of the huge demand. Currently, there are 112 international schools throughout China for expatriate families, and 344 international schools for local Chinese families.

Demand for school places; challenges for parents

Grace Shi, ISC's China Consultant, is a Chinese national, living with her husband (a Belgian national) and baby Alex, who is 14 months old, in Shanghai. Because of working for ISC Research, Grace understands the market very well. That doesn't

make it any easier for her to secure Alex a place at an international school.

"Options for Alex's age are very limited," Grace says.
"SCFW schools take children aged from 18 months, but most of them are having long waiting lists. Some of the private Chinese schools have toddler classes, but they all have long waiting lists too."

Grace and her husband want Alex to learn both Chinese and English, so a bilingual international school is their first option. But Grace is discovering that she should have planned sooner for such a school. "I signed Alex at one school when he was three months old for their 'Mommy and Me' class," she says. "I called the school a few weeks ago and was told Alex is still on the waiting list – at number 186 on the waiting list! The Admission department at the school told me that I should have signed Alex up for the school as soon as I knew I was pregnant."

Most international schools only have one or two classes for toddlers and, as Grace has discovered, they all have long



American International School, Riyadh

waiting lists. "Demand is so high, there are just not enough spaces and there's a shortage of teaching staff. And the demand for these schools is increasing."

Michelle Cheung's three-year-old daughter Audrey does have a place. She is attending the Shanghai Centre Preschool and is learning in both Chinese and English. Michelle says she chose an international school for her daughter because of the learning approach and the language. "Learning in English is the biggest difference, also, I like how in international schools it's not about memorisation," says Michelle. "My child is encouraged to build self-confidence and independence in class. Self-confidence is built by 'show

and tell' once a week where each child is allowed to bring in an object (can be anything, favourite toy, photo, food, etc.) and they present it to the class and talk about why they like it. Then students are encouraged to ask questions about it."

Michelle says it wasn't easy getting Audrey into the school because of the demand. "It was challenging as the space is very limited at her school. Local Chinese are now interested in sending their children abroad for college, so an international school education may better prepare them for it. Also, local Chinese are now beginning to value western education as it promotes students to think 'outside the box'. It also teaches students how to think critically and gives them the basic tools on how to approach each problem from different angles, instead of just relying on memorisation."

Strict regulations get stricter

This September (2017), amendments by the Chinese government to the regulations on dual curriculum private schools will come into place. This will affect all schools in

China offering international education to local Chinese children.

Under these new regulations, Chinese children will have to study the Chinese curriculum through grade 9. This will severely restrict the chance for children to study for such international qualifications as the IGCSE which follows a two-year course of study at grades 9 and 10, preparing children well for the learning needs of A levels or IB Diploma. Nevertheless, international Chinese Private Schools do have the chance to deliver international curricula from grades 10 onwards in combination with some Chinese curriculum requirements. These include the study of Chinese politics, Chinese history and geography, and

Chinese language, all of which have to be taught by Chinese

It does, however, mean that Chinese children can study for such qualifications as A levels, Advanced Placement or IB Diploma which prepare them well for undergraduate degree courses in such Western countries as the UK, the US, Australia and Canada.

Richard Gaskell is Schools Director at ISC Research, the leading provider of data and intelligence on the world's English-medium K-12 international schools market.



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Local and International Curriculum

Il subjects in our school are taught in English (except second languages). We offer both international curriculum - IGCSE curriculum and UK GCE 'A' Level, and the Hong Kong curriculum leading to the Hong Kong Diploma of Secondary Education (HKDSE). In Form 3, students can apply to either continue with the HKDSE in Forms 4 to 6 or apply to take IGCSE examinations in Form 4 and then GCE Advanced Levels ("A" levels) in Forms 5 and 6. This helps maximize the breadth and depth of the learning time for the HKDSE curriculum and provide a wider base from which to choose GCE A-Level subjects.

Form 1 Form 2	School Based Curriculum		
Form 3	Integrated Curriculum HKDSE + IGCSE		
Form 4	HKDSE / IGCSE		
Form 5 Form 6	HKDSE / GCE 'A' Level		



A Learning Community that Cares

e want all students to feel happy, safe and cared for in our harmonious learning community. The pastoral care provision is augmented by the services of special educational needs coordinators, EAL teachers, an educational psychologist and social workers.

"Start children off on the way they should go, and even when they are old they will not turn from it." (Proverbs 22:6)



Multiple Pathways for Further Study

e strive to explore multiple pathways for students to further their study. Students are strongly encouraged to pursue their studies further and guidance is provided by the Careers Team, led by a full-time Careers and Higher Education Counsellor. Students are also given advice and assistance with university as well as scholarship applications for countries like UK, Canada, Ireland, Australia, etc.



To support students making more informed decisions for their further study, we start our careers service from junior forms to senior forms through organizing various types of visits, workshops and conferences for them. Representatives from a great variety of universities, institutions, organisations and embassies of different countries give talks and provide students with concrete information about the details of further study and/or career development opportunities.

Joint Partnership: Home School Cooperation







CURRICULUM CHOICES AT INTERNATIONAL

oday, many international schools are selecting curricula that address the global demands and personal development needs of their students as well as their academic learning 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 important.

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 basic differences between curricula offered.

Below is 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: Australian, French, German. Japanese, Canadian and Singaporean

The American curriculum

The US does not have a national curriculum, with states, or even districts, free to set their own education policy. However, in recent years, many states have adopted what is known as the Common Core, an attempt to set consistent standards in English and maths. Many international schools are aligned to Common Core standards, and follow standards in a particular state for subjects other than English and maths, but do have a degree of flexibility in following a US curriculum, while observing common themes and practices.

Regular testing is a feature of the US system, although this has become increasingly controversial, with opponents of testing claiming that it drives out creativity and puts too much pressure on students. Children are also assessed by their teachers, and typically given an end-of-year grade, ranging from A to F. Students who fail, an F grade, in a particular subject may have to retake the whole year. Students gain credits from their courses towards their high school diploma. Many schools will also run more challenging classes, known as Honours, Advanced Placement or International

Baccalaureate classes, for grade 11 and 12 students, which can be a requirement for more selective US universities.

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.

Most international schools offering a US curriculum also administer the SAT (Scholastic Aptitude Test), an additional test normally taken in grade 11. The SAT is required for entry to most US universities. (Students who don't plan to go to university do not have to take this test, and it doesn't affect their high school diploma.)

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: Primary Years Programme (PYP) (ages 3-12), 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).

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.

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 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 concept based curriculum that is rooted in an enquiry approach to learning. Concept based instruction results in higher level integrated thinking. It requires students to think about topics and facts in terms of their transferable significance, which results in greater cross curricular integration. Learning with the IPC takes a global approach; helping students to connect their language to where they are living now as well as looking at the learning from the perspective of other people in other countries.

Students from Year 1 to Year 6 follow IPC units of work. The units cover a range of themes which are relevant and appropriate for different age groups. For example, younger children's learning is based on topics such as 'Holidays' or 'Toys' which enable children to draw on their own direct experiences. Older children study more complex topics, which include learning about our solar system and finding out about global trade. The IPC units support the development of knowledge, skills and understanding in the following subjects: history, geography, art, technology, and ICT.

At most international schools, the richness and breadth of the International Primary Curriculum is integrated with the UK National Curriculum Numeracy and Literacy Units of work.

Other National Curricula Schools

In addition to the UK, American and IB curricula, some international schools also deliver a number of other curricula. The German Swiss, French and Australian International Schools for example, are well-suited to families whose overseas stay is going to be short, or whose children are planning to attend university in their home country. The advantage of attending such a school is that students can continue with an education system they are familiar with while gaining experience of living overseas, and then can return to a school in their home country with minimum disruption.



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. Singaporeans who wish to attend international schools are required to get approval from the Ministry of Education (MOE). Approval is granted on a case-by-case basis.

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:



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.

Education recognised 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)

Exposure to an international learning environment

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.

Educational innovation

As with any discipline, pedagogy changes with time, and therefore educational leaders must strive to ensure they constantly review best practices in order to provide students with optimal learning. Teachers at international schools, typically, bring a variety of knowledge and experiences that add to the diversity and strength of the learning environment.



By Anne Keeling Communications Director, ISC Research

nternational schools the world over are beginning to set new standards for their architectural designs that focus first and foremost on the best learning for students.

It's not just happening at the wealthiest, most exclusive schools in Asia either. A small school, or one offering very affordable fees, and so limited design budget, does not mean a compromised learning environment. Take a look, for example, at the design of a new secondary school in Switzerland.

Last September, the Geneva English School opened a secondary school and this academic year moved GES Secondary into a new building. Its primary school is based in an elegant 19th century mansion designed by architect J-L Brocher. The new school benefits from the skills of another renowned architect Dirk Jan Postel, this time creating a contemporary learning environment that has been designed for the needs of young people of the 21st century.

Dirk and his team at Dutch-based Kraaijvanger Architects have carved a niche for designing innovative educational

projects that aim to engage and optimise children's learning. His work, mostly in Europe, includes the architecturally acclaimed British School Netherlands Junior and Senior Schools, American School of The Hague Early Childhood Centre, Almere Art School, Voorlinden Museum, and Amsterdam Art Centre. He is currently leading the design of BSN (British School Netherlands) Connect which is due to open in 2018, and overseeing the completion of his design of the new GES Secondary learning spaces.

Designing where it matters most

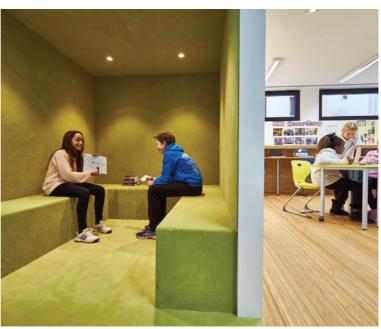
The process of designing the interior of the new GES; one that reflects life today, that welcomes and inspires young people to learn, that responds to their huge developmental needs, as well as

providing the best possible environments for teaching, took many months. Significant time was devoted to collaboration between the architect and the entire school community; a process that Dirk has followed at both BSN as well as GES to create a design that exactly meets the learning needs and ethos of each school.

He talks about this experience at GES: "There have been very intense conversations with so many members of the school community," Dirk explains. "It started with us forming a story for the way we wanted the space to be. Our vision is one that gets away from the traditional classroom and moves to one that provides an environment with variety for the different ways we can learn, to create different atmospheres. Classrooms along a corridor are a very efficient use of space, but if that's all they achieve then you've missed the point."

Most children at the school will be preparing for university. "So we want to give them a hint of that; a lecture hall, tutorial rooms, lots of areas for independent and collaborative learning," says Dirk. "Traditional classrooms don't make it easy to collaborate or to handle information in different ways; they are very inflexible and isolating." The common thread within the new building will be cooperation and a place that promotes learning from each other. "That's how the children at GES are learning today and we need to create an environment that enables this to happen in the best possible way," he says.

On monthly visits to the school, Dirk talked extensively with the teachers and secondary planning team. "It was



Geneva English School

so important for me to listen to them; most teachers are passionate about the way they want children to learn and they know how they want to use their space," he says. "I sketched out roughs as we talked, putting their ideas onto paper so that we knew we were understanding each other. But that's never the whole story. Even in a small project, combining the functionality, the vision and the design is complex."

Student participation

Collaboration between architect and school community also involved Dirk working with the 2016-17 cohort of Year 7 students. "This helped me to find out what they wanted in a learning environment and gave them a sense of ownership of their new space," he explains. He helped them along the way; reminding them that in four years' time they would be very different people from who they are today; that by then they will be choosing to move away from the familiar; preferring their own realms instead. "I wanted to give students a learning space that will work for their social, emotional and neurological needs; for the way they are today and for the people they'll be at age 16, 17 or 18," he says. "They will recognise some of their ideas in the final design, but at the same time I had to go beyond their expectations; to give them the next 'iPhone'; a space they can't even imagine."

The children at GES already have a sense of the way the architect uses space. last school year, the pioneering secondary students were based at the primary campus, in an area that the architect used to test out some ideas. Within a single classroom there was a snug 'room-within-a-room' for quiet relaxed study and discussions, a white-wall (an entire wall-and-floor-whiteboard) allowing for the sharing of ideas and learning in an engaging, 'think-big' way, high laptop benches, and tessellating tables that could easily move to form different learning settings. "This pilot was perfect for identifying what worked within a single space, and what could be improved," explains Dirk. "It helped us to see opportunities that might not have been clear before, opened the children's and teacher's minds to possibilities. We have taken some of those ideas in our design for the whole school"

A learning environment with contrasts

A state-of-the-art, adaptable environment to suit many different learning scenarios is at the heart of the new GES Secondary interior space. "There are complementary elements for different functions: soft and quiet; technical and dynamic; primitive and raw; sophisticated and simple," says Dirk. "The space should not only teach children knowledge, but enable them to co-operate, be creative in a group, and learn how to learn."

He values contrast to help today's students. "I don't believe in breaking down all the features of the classical school to have people staring at screens all day," he says. "We're living in a time of stress overload, where there is an over-supply of information. At times, we need some places that break away from the technology, that allow us to think for ourselves, where we can read a book or talk together without distraction. We want low-tech areas, as well as learning spaces with big screens that connect everyone to the world." And when he talks about low-tech, he means it: "Somewhere that feels like you're in a cabin in the countryside, away from it all, with chalk and paper, traditional mediums that gives real contrast to the day." Dirk explains why this is so important: "What I'm hearing from teachers, leaders and students everywhere is that we need to help young people to facilitate different ways of learning at different moments. Maybe you want a more quiet, secluded space to learn in, and at other times more dynamics and energy. Young people, as well as teaching staff, need the chance to choose their working space. Not always of course, but when they can be given the choice, we want to respond to this; not give them just another classroom along another corridor."

Learning from other environments

Dirk's work on the Voorlinden and other museums and galleries, have had a big impact on his work at GES Secondary and other school projects. "People visiting a gallery or museum want to look, learn and appreciate in many varying ways," he explains. "They react differently depending on the environment. The same should happen in a school." He also draws on influences of the modern workplace. "In many companies, people are now hot-desking; where you find the right space for the work you are doing and for the mood you are in. There should be some parallels between modern educational spaces and the way we work today. We want to give students a sense of adult life to come."

At GES Secondary, a Grand Café will be one of these areas; the heart of the learning community, where students go to collaborate, to seek out a quiet corner to study alone, where teachers meet with their peers or with a student or parent, as well as to eat and refresh. "It's an example of how we are focusing on best possible engagement in learning within a space that fosters collaboration and creativity," he

Dirk Jan Postel is a partner at Kraaijvanger Architects in The Netherlands: www.kraaijvanger.nl/en/ Geneva English School: www.geneva-english-school.ch/ British School Netherlands: www.britishschool.nl/

Embracing integrated subject learning within learning communities style



Yew Chung International School of Hong Kong (YCIS) is advancing towards new interiors to suitably facilitate its style of teaching and learning. Full campus renovation plans, spanning from 2016 over four to five years, are being witnessed for a complete remodelling of the Secondary Campus, and also the Primary Campuses commencing in 2018, all conveniently located in the transport hub of Kowloon Tong.

Collaborative Learning Spaces under Renovations

YCIS Secondary Campus renovations are now complete for the Year 7 floor, which has been transformed for flexible and collaborative learning communities. YCIS is the first school to bring the learning communities' design concept of the USA company, Fielding Nair International (FNI), to Hong Kong. For the Year 7 students and teaching staff they are already making the transition towards deepening integrated subject learning, as they are enjoying the new space.

The Year 7 Integrated Programme is the beginning of our new Middle School. The YCIS vision, binding this concept, is that the Middle School creates a vibrant learning community of

self-directed, globally minded, and enthusiastic life-long learners. Emerging from play-based and enquiry-based development, these learners are engaged in authentic educational experiences that advance and nurture the whole child as they develop into young adults.

The aim is for the teaching methods to be flexible in order to ensure that educators meet the needs of all students, while teaching to every learning style and to assist in the development of life-long skills, so that YCIS graduates become global citizens. Each year the Integrated Programme will be introduced to the next Year level, soon it will run from Year 7-9. At each Year level the students will have engaged teachers concentrating on this approach and a deeper connectedness with their peers, their classroom area, their teachers and the school.

The curriculum will combine the traditional classroom, where teachers are the subject experts, with the Integrated Programme where the students approach the topics with a skills-based emphasis, as they gain expertise. They will be able to use these new learning areas in many different ways and the students will benefit from the flexibility of their new learning space. The current high standards of attainment will be maintained as students gain the skills necessary to communicate outwards, the knowledge they are gaining inwards.





How YCIS Combine Subjects

For selected periods of the timetable the whole Year 7 group and all relevant teachers can unite and link subjects. For example, students were recently exploring why and how people write autobiographies in an English lesson, including writing styles used. By linking to their research of a major river in Asia, the Yangtze, thinking about its birth point, its trickle to gain momentum, the landmarks along the river's journey towards the sea where it no longer is a river, became a fascinating "life's journey" for the writing of an autobiography, from the "river's" viewpoint. Students could choose to work in small groups or pairs and carefully plan the collaboration towards finally being able to present a piece of unique and creative written work.

YCIS set-up Collaborative Spaces for Different Learning Styles

Students and the Year group's teachers recently came to use the open-air podium space offering non-classroom space and an openness to inspire. Their various subject teachers collectively planned and executed the sessions, mixing and overseeing the students' work. The Year 7 floor, now fully renovated and used, provides areas support in the following learning styles: Observational learning, information based learning, project-based learning, spontaneous learning, peer and individual learning. With a range of seating and gathering options, students will often have the ability to select the most optimum and beneficial way for them. Secondary teacher Mr Sharma states, "In just a short time we have already seen advanced student collaboration and positive responses".



The designs have been developed over several months with academic leadership's input and specialists' guidance. This project will significantly bring the learning spaces up to the speed of our international progressive curriculum. Every student has a locker with in-built socket for charging laptops and every homeroom space has the state-of-the-art new SMART board technology.

Eco-Friendly Features in the Campus Renovations:

- LED Light installations, being the highest energy-saving, plus "sleeper mode."
- The high acoustic performance floor covering, made from a minimum of 60% recycled content captures allergens and fine dust, whilst being easy to clean in both dry and wet conditions.
 It is protected against mould and odours and maintains its highquality appearance.
- · Every space has high oxygen-making plants.
- The bulletin boards are made from natural, exceptional durable and renewable raw materials (linseed oil, rosin, and finely ground cork).
- Throughout there are ceiling fans serving cool comfort, run by light airfoil, with seven speed settings and a sleeper mode, using SenseMe technology for smart sensory reaction, which reduces the need for heavy air conditioning, usually in so much use in Hong Kong.
- The ceiling panels are compiled from acoustic wood, water, magnesite, giving a completely neutral biological footprint.
- The paints chosen have low volatile organic compound (VOC) tested by Australian laboratories, the preferred choice by the New Zealand government.

For further information on Yew Chung International School, visit: $\mathbf{www.ycis-hk.com}$

GLOSSARY OF FDUCATION ACRONYMS

If you mix up your AP with your ACT, read on!

AΡ

Advanced Placement

AP courses are offered by many schools following an American curriculum to allow students to earn university credits, and help them secure places on competitive degree programmes. AP courses and examinations are overseen by The College Board in the US.

ACT

American College Testing

A standardised test used to assess candidates for admissions to American universities that is an alternative to the SAT. It is split into four sections - English, maths, reading and science. An optional written paper is also offered. Each section is scored on a scale of 1-36, and candidates also receive a composite score which is an average of their four test scores.

A-level

Advanced Level

A-levels are two year courses for university entrance and are taken after GCSEs in the UK. The first year of an A-level is an AS-level and the second year is an A2-level. The number of A-levels taken by students can vary, and students are free to decide how many courses they wish to study depending on their career choice, ability, and subjects studied previously. Normally students study four subjects at AS-level and then they drop to three at A2-level. Usually the minimum number of A-levels required for university entrance is three, with some universities specifying the need for a fourth AS subject.

DSS

Direct Subsidy Scheme Schools

Under this scheme, some schools in Hong Kong receive government subsidies per student. DSS schools can also charge fees, and enjoy greater independence and flexibility in terms of management, curriculum choices and admissions.

EAL

English as an Additional Language

Refers to speakers who use English in addition to another language; it does not make the distinction between English being a foreign or a second language.

EFL

English as a Foreign Language

Refers to speakers who use English in addition to another language; it makes the distinction that English is being used in a non-English speaking location/region.

ESL

English as a Second Language

Refers to speakers who use English in addition to another language; it makes the distinction that English is being used in a location/region where English is used.

ESOL

English for Speakers of Other Languages

Refers to speakers who use English in addition to another language; it makes the distinction that English is being used in a non-English speaking location/region.

ESF

English Schools Foundation

The English Schools Foundation in Hong Kong was established by the Hong Kong Government in 1967 to provide affordable English language education. ESF currently operates five secondary schools, nine primary schools and a school for students with special educational needs. There are also two Private Independent Schools (PIS) and four kindergartens operated by ESF's affiliated company, ESF Educational Services Limited.

EDB

Education Bureau (Hong Kong)

The Education Bureau is responsible for education policies and legislation in Hong Kong.

GCE

General Certificate of Education

This refers to the UK A-levels.

GCSE

General Certificate of Secondary Education

These are UK public examinations for 14-16 year old students. Students normally take 8-10 subjects, with English, maths and sciences being compulsory, at the end of Key Stage Four (year 11).

HKALE

Hong Kong A-level Examination

These were public examinations that were taken in the last year of secondary schooling in Hong Kong. HKALEs have been replaced by the HKDSE.

HKCEE

Hong Kong Certificate of Education Examination

This was a public examination previously taken by Secondary Five students in Hong Kong. This has been replaced by the HKDSE.

HKDSE

Hong Kong Diploma of Secondary Education

This is the school-leaving diploma taken at the end of Senior Secondary Three in Hong Kong. The Diploma follows three years of senior secondary education, and students have to take four core subjects and also choose academic, applied learning and alternative language options.

HKFΔΔ

The Hong Kong Examinations and Assessment Authority

The HKEAA is the statutory body which overseas and provides examination and assessment services in Hong Kong.

IELTS

International English Language Testing System

This is a language assessment developed by the University of Cambridge. It is widely used as a prerequisite entrance qualification for tertiary education around the world.

IB0

International Baccalaureate Organization

The IBO is based in Geneva, but has its curriculum centre in Cardiff, Wales (UK) and regional headquarters in Singapore. It was founded in the 1960s to develop a curriculum for international students.

IB Diploma

International Baccalaureate Diploma

This is a pre-university programme for 16-19 year olds and a popular alternative to A-levels. Students study six subjects, three at Standard and three at Higher level. All students have to complete a philosophical theory of knowledge course and a creativity, action and service programme. They must also write a 4,000 word extended essay based on a research topic.

MYP

IB Middle Years Programme

For students aged 11-16. Students study a wide range of subjects taught through five core principles: approaches to learning, health and social education, environment, community and service and 'homo faber' ('Human Ingenuity'); and they must also complete a personal project in their final MYP year.

PYP

IB Primary Years Programme

For children aged 3-12. The programme covers traditional subjects but with an enquiry-based, cross-curricular approach that is organised around six key themes that run across six subject areas - language, maths, social studies, arts, science and personal, social and physical education.

IGCSE

International General Certificate of Secondary Education

This is the international version of the UK GCSEs with the syllabuses adapted for students outside of the UK. Students normally take 8-10 subjects, with English, maths and sciences being compulsory, at the end of Key Stage Four (year 11).

IPC

International Primary Curriculum

A British-developed alternative curriculum for children aged 3–12. This is a thematic curriculum based on explicit learning standards that cover subject, personal and international understanding that are taught through more than 90 work units.

PIS

Private Independent School

These are Hong Kong schools that have received government land and capital grants for construction, but are otherwise financially independent. Up to 70% of their students must be permanent residents. They are free to choose their own curriculum and set their own admissions policies.

SAT

Scholastic Aptitude Test

A standardised test used to assess candidates for admission to American universities. It is split into three sections – critical reading, maths and writing.

TOEFL

Test of English as a Foreign Language

This assesses proficiency levels of written and spoken English. It is often used as a prerequisite entrance requirement for international students applying to American universities.

WASC

Western Association of Schools and Colleges

This body accredits public and private schools, colleges and universities in the United States. Several international schools in Hong Kong are WASC-accredited.

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



Studio Zag x Kellett School



KINDERGARTEN TO SECONDARY

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International College Hong Kong

HONG LOK YUEN | SECONDARY

A dynamic IB World School in the beautiful New Territories, offering a complete educational pathway, from playgroup, through kindergarten and primary to secondary school and beyond.

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 English and Maths. Our educational journey begins with a full programme of playgroups for babies and children from 0-36 months, run at our wonderfully stimulating kindergarten. 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 emerging best practices, using insights and innovations from around the world. In Years 10-11 students follow the IGCSE, then the IB Diploma Programme in Years 12-13.

We celebrate high academic results, have a strong community ethos and provide a supportive environment where all students thrive.

Kindergarten and Primary Campus

3, Twentieth Street, Hong Lok Yuen, Tai Po, 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



WHY AND HOW PARENTS CHOOSE A SCHOOL

We ask parents what they really look for in a school for their children Emma Watt:

ESF Primary School, Hong Kong

The most important thing, as far as I was concerned, was seeing the school in action during the daytime. Open days and information sessions are all well and good, but they don't show a school functioning normally, and that's really what you want to be able to see. More than anything, what you're trying to get is a clearer perspective of the school as it really is, rather than the polished "sell" you'll be presented with. So go to look round during the daytime. There will be school tours planned throughout the academic year. It's vital to look very

carefully at what's going on and note the atmosphere. What does the place feel like? Is there a sense that relationships are warm, that children are engaged and learning? What's your gut instinct about the school?

Michelle Brennan: Catholic Mission School, Hong Kong

My son is in year 6 so we must decide on a secondary school for 2018. You can see a lot from a school's website and from social media, school guides, school fairs and exam results, but for me the crucial thing is going round an open session with my son and getting a sense of what we both feel about the school.

For us, it has been helpful to visit the schools during the daytime, as we get more of a feel for how the school works in a "normal" setting, and I think what you need to do is look very carefully at the people you see around you - students as well as staff. Watch their interaction: is there mutual respect between teacher and student? Look at the way the students interact with one another. Are they enjoying themselves? Above all, do they seem to be proud of their school? Too many parents put far too much weight on word of mouth, and that's such a mistake: it's very powerful, but it can also be entirely misleading. What people say could be completely unfounded, or things could have changed, or there might be things about a school that make it the right choice for your child even if it wasn't right for someone else's child.



Jennifer Ford:

Nord Anglia International School, Shanghai

Looking at exam results, college placements is important, but much more important – especially with improving schools – is looking round. Knowing a school is right is like choosing the perfect home. You need to work out what speaks to you, what you value? Take your child with you and listen to what he or she has to say - our son really wanted to go to a school which had a challenging academic programme. Another thing I'd say is how the school behaves through the open information sessions. Do you get a sense that they're being open and honest with you and care about answering your questions? A school that's open and honest now will most likely be open and honest in your future dealings with them as a parent.

John Smith:

Nexus International School, Singapore

My eldest daughter is four, so we've just started going to open days and information sessions. I've started looking at the information online about the exam results, student community. but the school visit is essential - that's where you get a sense of a school's ethos. This is the thing to be especially aware of: after all, principals come and go, teachers come and go, but a school's ethos will be much more lasting. I look at the students very closely: how do they wear their uniform? How do they behave walking around the school, towards one another and their teachers? I'm looking for signs of warmth and genuine relationships, one in which teachers are respected but not feared.









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ITS EDUCUATION ASIA SCHOOL SEARCH SERVICES

Parents and Educational Consultants: Partners in the School Search Anne Murphy, Director

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

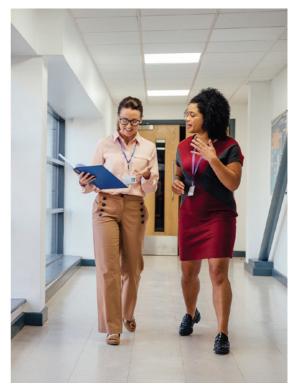
Many schools provide exciting environments in which young people can grow emotionally, socially and academically. The choices and options can be confusing. And, like most important decisions, the choice of a school should be the result of careful and thoughtful planning.

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 the best suited options 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 suitable matches means that educational consultants know schools. We help our clients distinguish their differences. When doing so, our clients are empowered





to make an informed decision about which school is most appropriate for their child. As well as this, our consultants bring objectivity, as well as sensitivity to the issues surrounding the choice of a school.

Every year we help hundreds of children and students of all ages and abilities to achieve their potential.

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 assist by coordinating 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, develop independence, to assess needs and desires, serve families ... 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 send an email to es@itseducation.asia. We look forward to hearing from you.

ITS FDUCATION ASIA SCHOOL SFARCH SERVICES

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:

- Discuss 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.
- Arrange visits to schools and prepare applications.
- Organize mock entrance tests for students.
- Assist 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 enabling you and your family to learn about educational options that are good matches for your child. Our judgment is informed by a professional assessment of the circumstances, requirements, aspirations, abilities and needs of each child. While we assist in your communication with schools and maintain professional relationships with schools, we neither accept nor solicit compensation from any school.

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





L FARNING SPACES

By Jadis Blurton, Founder of The Harbour School, Hong Kong

One of my favourite deities is the Hindu goddess Saraswati: The Goddess of Education. She carries a book because education should be about knowledge, a necklace because learning should be neverending, and a lotus flower because learning should be sacred. But her most salient



symbol is a musical instrument (a veena), because education should be compelling.

How can we make education, which children often associate with boredom or anxiety (or both) into something that is "compelling"? The dictionary definition of "compelling" is: "evoking interest, attention or admiration in a powerfully irresistible way." Kids all over the world are likely to tell you that computer games are compelling, but school is not.

Often, that is because schools have forgotten that being compelling relies on more than tests, homework, and threats. Yet even in the modern world, with all of the on-screen alternatives available, it is possible to create a compelling

environment by focusing on real world problems and solutions, flexible and authentically different learning spaces, and activities that allow children and adults to connect to each other and the world around them. We know that when something does evoke interest or attention children are more likely to learn, because real engagement improves not only happiness but also retention and understanding. Therefore, compelling is not just a nice "add-on" to a curriculum. Like Saraswati's symbols, it should be one of a school's most salient aspects.

One of the first changes that can be observed in modern schools is a new understanding of what is meant by "classroom." A school used to consist of a number of actual rooms in which children would spend their entire day, sitting, and interactions were mostly limited to the people within those walls. More and more, classrooms have become much more flexible, with modern schools using no walls, moveable walls, individual or small-group areas, "classmates" in foreign countries, and alternative learning places such as a boat or forest. At The Harbour School, for example, our "outdoor classroom" is a 50-foot wooden sailboat, The Black Dolphin, which has been used primarily to study science and social studies. Students at the school are encouraged to notice real problems, and one group of fifth-graders worried about the possible environmental impact of the new incinerator on Shek Kwu Chau Island. They took The





Black Dolphin to measure the water quality off the coast of the island, documenting a number of factors that could be compared as the facility is built and put to use. They could have studied marine chemistry using a textbook while sitting at a desk, but the use of an alternative classroom and a real-world problem created a much more compelling experience, one they may never forget.

Schools are also beginning to make more use of dedicated spaces that allow and encourage students to become engaged in particular way or with a particular subject matter. Schools such as HKIS. The Harbour School and others have active Makerspaces that promote innovation, design, computer and robotic technology, problem-solving and teamwork using such things as laser-cutters, 3-D printers, hammers and sewing machines. 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 subsidised 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, at which 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.

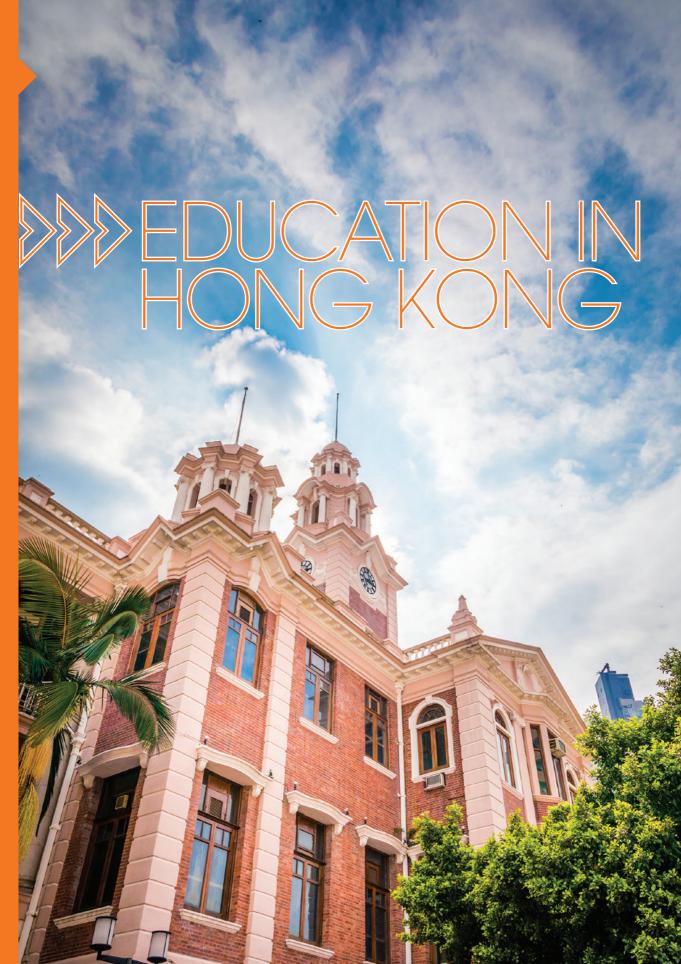
Finally, there really is an advantage to a school's beauty

and quirkiness. (A teacher friend of mine, many years ago, wryly observed, "Our kids know what is important to us. They've been to the mall.") The Harbour School's new Harbour Village immerses our youngest students in a Mediterranean town, complete with a sunshiny sky and a few clouds, while The Grove in Ap Lei Chau has a two-story tree house and a forest in its swimming pool. Kids should feel proud of the place in which they spend much of their days and excitement when they enter, not just because it is fun but because being fun enhances learning.

Our children live in a world of constant distractions. In order to make learning compelling, they need to feel that what they are doing is authentic, important, flexible, creative, and interesting. Modern schools have moved beyond desks and four walls to much more exciting alternatives.

For further information on The Harbour School, visit: www.ths.edu.hk/







MAKING THE RIGHT CHOICE

Thankfully, international schools come in all shapes and sizes because education is not a one-size-fits-all affair. The plethora of international schools in Hong Kong offer parents the opportunity to choose a school that is right for their child. Whether it is the breadth and flexibility of the curriculum that appeals or perhaps the extra-curricular activities, you can be assured that your child will receive a well-rounded education helping them to achieve their full potential.

International schools in Hong Kong furnish a wealth of facilities and high teaching standards that enable students to achieve great results year after year. These schools are in a unique position to provide a bespoke education for your child.

If asked how to go about choosing the right school for your child what would you say?

It's a question that you should be asking yourself if your child is of schooling age, or is already in school and making the move from primary to secondary. Simply asking this question will throw up a myriad of additional questions that together can make for something of a minefield if you are doing it for the first time.

Finding a right fit

The burning question for you now is this: which qualities, in their unique combination within your child, really matter for choosing a school? Which of your child's features will help her learn and feel better in some schools - with certain teachers, peers, learning materials, and expected ways of learning – and worse in others? Which of your child's strengths and weaknesses can be addressed at school, and which could be developed at home? When your child's and family's needs fit well with what your child's school offers, we call it a "Right Fit."

Focus on four Fit Factors

Fortunately, we can focus on a limited number of characteristics that affect how well children fare in different kinds of school environments. We developed this targeted list by talking with parents about their children's needs. These Fit Factors are simply a way of sorting out your child's many features in a way useful for identifying your school needs. The four Fit Factors for children include:

- What Your Child Learns: These include your child's Basic learning capability, other capabilities, and interests.
- How Your Child Learns: These include your child's learning styles, motivation, physical and mental health challenges, behaviour challenges, learning disabilities and disorders.

- Social Issues: This includes the need for social contact with particular friends from the child's perspective.
- Practical Matters: This includes essential extracurricular activities that may be compelling decision-making factors for some children.

Prioritising your child's needs

The four Fit Factors guide you by taking the jumble of characteristics that define your child and funneling them down into a manageable set. Not every Fit Factor characteristic is important for matching every child to the right school. You'll need to prioritize which ones are really important for your child. Most children will have only a small number of characteristics that are top priorities for selecting a school. Identify these, and you can focus on finding a truly good fit school for your child's top needs.

Signs that a school or other group setting fits your child include:

- Your child is eager to go to school.
- Your child acts energized and happy at the end of the school day.
- You see tremendous progress in your child's overall development - academic, physical, social and emotional throughout each school year.
- Your child is achieving and performing academically ("cognitively" in younger years) at the level of which she is capable.
- Your child has friends who like and accept their school.
- Your child is able to cope with the amount of homework assigned on a daily basis (if any).

If school or another group setting is a poor fit for your child, you might see some of these signs:

- Well into the school year, your child is adamantly opposed to going to school.
- Your child is worn down and unhappy at the end of most school days.
- Your child has made little progress in the past year, either academically, socially, emotionally or physically.
- Your child often says "school is boring."
- Your child is not performing as well academically as you think she can.
- Your child expresses little interest in what she's learning at school.
- Your child often says that teachers or other children do not understand her or do not like her.
- Your child doesn't seem to have any close friends or friendly acquaintances at school.

 Your child shows symptoms during school terms (e.g. sleeplessness, fatigue, excessive clinginess, regressing to younger behaviours).

Understanding a school's culture or ethos

Schools have individual and distinct cultures and learning and teaching philosophies. For example, some have a strong sports ethic, or follow a religious affiliation, while others promote individuality and artistic pursuits.

It all depends on what's important to you and your child. Are you looking for a school with a balanced sporting and academic approach, or one with strengths in artistic and musical areas, or in science and maths? An environment with a strong academic focus might be important to you, or perhaps one that instructs your child more about your religious views.

A good school has 'the confidence to change over time' – it respects traditions while seeking new solutions to contemporary problems. It should be proud of its heritage but actively seek to engage with contemporary educational policies.

A good school should also 'stimulate intellectual and public curiosity'. It should encourage its students to be engaged in thinking beyond their exam-based syllabus.

It should encourage interdisciplinary work and create societies where the children themselves contribute talks or seminars or outside speakers can be invited. Through regular assemblies and on special days such as Prize Giving, or Speech Day, it should celebrate successes, taking time to reflect on what has been achieved by each individual student, while at the same time remain determined to do even better thereafter.

Understanding the teaching qualities

A good school inculcates in its students both an ability to learn and a love of learning. Whether all the students in a school can be empowered to fulfil their potential, owes everything to how good the teaching is in the school as a whole (and not just how good it is in the sixth form or for the best students). You will hear strong cases made for the International Baccalaureate Diploma (IBD) and the A-levels. You may find that you have good reason to seek out a school offering the IB Diploma or A-levels, but as a general rule, you should worry less about the particular curriculum offered and more about how it is delivered. It's on this point that you should question the head, the teachers and, of course, the students themselves – always the best ambassadors of a school.

From our experience, selecting the right school for your

child is a bit like choosing a new home, you get 'that gut feeling' when it feels right, so don't be afraid to go with your instincts once you're happy you've made all of the right considerations and done your research.



TOP TIPS

1. Do your research

Understand more about the learning environment. You'll be able to glean this kind of information from the school's website. Whilst you are on their website, review the school's behaviour policy and their stance on social and emotional well-being. When listening to other parents' views, bear in mind that parents have different expectations and priorities for their children, and what may be pivotal for their child may not be the same as what your child needs.

2. Location

It's worth remembering that long journeys getting to school can be unsettling for children who are anxious; minimise the stress by selecting a school that is not too far away.

3. Be communicative

The home and school relationship is key to your child's happiness, so ask if you can meet the teacher before your child is due to start. It's important you have a respectful rapport with your child's teacher and have confidence that they genuinely care about the welfare of your child.

4. Understand the school environment

Does the playground feel safe? Do the classrooms look cosy and welcoming? What's the size of the school? What's the average class size?

HONG KONG FDUCATION SYSTEM

LOCAL & 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.

Local school system

There are three main types of local schools – government schools which are operated by the government; aided schools which are fully subvented by the government but run by voluntary bodies; and private schools, some of which receive financial assistance from the government. Government and aided schools deliver a curriculum recommended by the government. They offer free primary and secondary education.

Primary schools

Primary schooling starts at the age of six and there are 6 years of schooling at the primary level. There are three modes of operation in the primary schools, namely AM, PM and whole-day. Encouraged by the government, most primary schools are adopting whole-day operation.

Admission to Primary One is through the Discretionary Places (DP) stage and the Central Allocation (CA) stage. At the DP stage, parents can apply for admission to only one government or aided primary school of their preference, and admission is based on the criteria prescribed by the EDB (Education Department Bureau). Therefore, it's important at this stage to research schools with strong academic merits and a good reputation.

At the CA stage, P1 places are centrally allocated by the EDB according to the school zone, parents' choice of schools, and an allocated random number.

The majority of local primary schools in Hong Kong are Chinese medium of instruction and the primary curriculum covers a wide range of subjects including social studies, science, Chinese, English, mathematics, music, arts and physical education. Class numbers are traditionally much higher than international schools. An average class, in both primary and secondary school could have over 35 students and up to 45.

Secondary schools

All eligible students studying in local primary schools are alloted subsidised Secondary 1 (S1) places through participation in the Secondary School Places Allocation System. The system consists of the Discretionary Places (DP) stage and the Central Allocation (CA) stage. The admission to secondary schools is usually administered by the Secondary School Places Allocation System, based on the results of a student's primary school examinations.

At the DP stage, only two secondary schools can be selected and secondary schools may admit students in accordance with their admission criteria. The S1 places are alloted according to individual student's allocation band, parental choice of schools and the distributed number.

All students attend 6 years of secondary education (3 years of junior secondary and 3 years of senior secondary education). On completion of Secondary 6, students take one public examination – the Hong Kong Diploma of Secondary Education Examination (HKDSE).

Higher education

In Hong Kong, there are 20 local degree-awarding institutions, competition for places for undergraduate degrees at these institutions is high and places are substantially less than the number of students who actually fulfil the entry requirements for general admission to university.

There are eight UGC(University Grants Committee)funded institutions namely CityU, HKBU, Lingnan University, CUHK, PolyU, Hong Kong University of Science & Technology (HKUST), HKU and most recently the Education University of HK (previously the HK Institute of Education 1994-2016).

The other 12 degree-awarding tertiary institutions not funded by the UGC include Hong Kong Academy for



Harrow International School, Hong Kong

Performing Arts (HKAPA), OUHK, Hong Kong Shue Yan University (HKSYU), Chu Hai College of Higher Education, Hang Seng Management College, Tung Wah College, Caritas Institute of Higher Education, Centennial College, the Technological and Higher Education Institute of Hong Kong (THEi) of the VTC, Hong Kong Nang Yan College of Higher Education, HKCT Institute of Higher Education and Gratia Christian College.

In the QS World University Rankings 2016-2017, Hong Kong University is ranked at 27th place, Hong Kong University of Science and Technology (HKUST) is ranked at 36th place, ranked at 44th place is Chinese University of Hong Kong.

For expatriate families, the international schools are most often the best choice. There are over 50 international schools in Hong Kong. They are listed as Private International School, Private Independent Schools and The English Schools Foundation. These schools deliver curricula of the United Kingdom, the United States, Australia, Canada, Japan, Korea, Germany, France, Singapore and the International Baccalaureate. They also set their own admissions policies, application policies, fees and so on.

However, many of these schools have long wait lists and the majority have strict priority systems, this means, they primarily offer priority to siblings, alumni and debenture holders. International schools, must maintain a high percentage of foreign passports other than, or in addition to, the HKSAR passport. This percentage can range from 50 to 90 per cent, depending on the school.

Private international 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.

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. 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, Hong Kong Academy, Hong
Kong International School, ICHK Hong Lok Yuen, Nord Anglia
International School and The Harbour School. While these
schools accept applications 1 or 2 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
of utmost importance that you submit complete applications
to schools on time and take note of your preferred schools'
application policies.

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 programme, and, at least 70% of the student population must be Hong Kong Permanent Residents.

English Schools Foundation (ESF)

ESF was formally estabished in 1967, to provide a modern liberal education through the medium of the English language for English speaking children. ESF has 5 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% of students who have parents who are permanent residents of Hong Kong.

The education offered by ESF is underpinned by a broad and coherent curriculum aligned to its core values and to the International Baccalaureate Organisation (IBO). In 2016, 16 ESF students achieved the perfect score of 45 points in the IB Diploma examinations. More than 95% of students go on to leading universities worldwide.

ESF SCHOOLS AND INTERNATIONAL SCHOOLS: THE KEY DIFFERENCES

ESF	International/Private
Class size is typically 30 students.	Class sizes vary between 15 to 24 students.
At least 70% of the total number of students enrolled must qualify as "non-local", meaning that they hold an overseas passport. Kindergartens are exempt from this rule.	At least 30% of students are local passport holders.
Students can only apply to the school of zone according to their Hong Kong residential address.	No geographical restrictions; can apply to as many schools as you like.
Applicants from Hong Kong and overseas have equal status.	Priority is given to overseas applicants for interviews at certain school.
Fully accredited to offer IB curriculum.	Free to offer any curriculum, or offer more than one curricula.
Less competitive.	Most sought-after schools are fiercely competitive.

TYPICAL SCHOOL COSTS IN HONG KONG

Fee Type	Description
Deposit	Paid once a place is offered and non-refundable once place accepted, usually offset against first
	term's tuition fees.
	Prices range from HKD10,000-HKD100,000.
Assessment/Testing	Non-refundable fee paid prior to assessment/testing.
	Prices range from HKD1,000-HKD3,700.
Application	Non-refundable fee paid on application.
Registration Fee	Typically non-refundable fee paid upon submitting application.
School Fees	Recurring fee to cover education, range from HKD70,000-HKD215,000 per academic year.
Additional Fees	Additional cost may be for school bus service, uniform, books, mandatory school trips and
	laptops, etc.
Capital Levy	Paid annually, alternative to debenture.
Debenture	Bond/deposit held by school for duration of stay at school.

QUESTIONS & ANSWERS

Q: When should my child start school?

A: While school is not mandatory until the age of six (local system), the majority of children in Hong Kong begin their formal education at 2 or 3. International schools accept children aged 3, 4 or 5. Therefore, depending on your preferred school, your child may start school as young as three years old. It's advisable to begin the process early and be mindful of preschools which stream into 'through-train schools'.

Q: When should I start the application process for international schools?

A: As early as possible! A small number of playgroups, preschools and 'through-train schools' accept applications from birth, so knowing about these schools is essential, and the earlier you apply the higher chance your child has of being offered a place/interview. Most of the schools only open their application one year to two years in advance, so again, make sure you take note of the application deadlines. Do not miss out!

Q: What curriculum should I choose?

A: This is a personal choice for the majority of parents.

Knowing the inside scoop on specific curricula is very important. Schools in Hong Kong, offer: the IBPYP,
English National Curriculum, International Primary
Curriculum, US based curriculum, Montessori and a few others. The differences and what each programme offers your child will become much more apparent in secondary school when third-level education is on the horizon.

Q: All schools are fully enrolled: is it possible to jump the waiting list?

A: There is no uniform answer. There are schools that have absolute policies that prohibit families from moving ahead of another on the wait list, except if they conform to their particular procedures, i.e., sibling priority, debenture nomination.

Q: What do we do if we aren't accepted at our first choice school?

A: The competition for places is extremely intense and it is paramount to be realistic about your child's chances of success. Admission depends on the number of spaces, time of year, as well as your child's personal qualifications compared with the pool of applicants. It is wise to keep your options open by applying to a range of schools.

You should always make sure to have a back-up school that you would be comfortable having your child attend. It is crucial to learn as much as possible about all your choices. School reputations can be very different from the education they offer – generally because reputations take a long time to change when practices may have in fact changed much earlier. In addition, what works for someone else's child may not be what is right for your child. Thus, the only way to judge a school is based on personal experience.

If you have explored all options carefully and your original top choice truly is the best fit, but no places are available, you can always reapply to the school the following year when your child is more settled. In our experience, children generally end up at the schools which suit them best but it can be a gruelling process and it is vital and to protect your child from any feelings of disappointment you may feel.

ITS Education Asia runs two academic -licensed schools. We provide interim schooling programmes while students of all ages wait for places at their desired mainstream school and indeed many other students simply do their IGCSEs or A-levels with us.



Why Choose a Nord Anglia Education?

Your child will love learning in a Nord Anglia Education school. Our 46 international schools offer the highest quality learning and unique global experiences to help your child thrive.

www.nordangliaeducation.com/our-schools





China Region

Beijing - Shunyi www.bsbshunyi.com

Beijing - Sanlitun www.bsbsanlitun.com

Shanghai - Puxi www.bisspuxi.com

Shanghai - Pudong www.naispudong.com

Shanghai - Bilingual www.nacis.cn

Guangzhou www.bsg.org.cn

Hong Kong www.nais.hk

Chengdu www.lis-chengdu.com

ACCESSING INTERNATIONAL SCHOOLS IN HONG KONG

We all want the best possible education for our children, but what is the best possible education, and how do you access it?

In Hong Kong, parents have the luxury of choice and these choices extend through preschool to university. From those first small steps at preschool to deciding on whether to go to university, Hong Kong offers something unique for all ages.

As you read through these pages about education in Hong Kong, we hope that you will learn more about the admissions process, application process and the different schooling options available.

Application procedure

Places at international schools are in high demand – there are generally long waiting lists and applying involves a competitive interview process. Getting your child into the school you want often requires several years of planning. Admissions policies vary with school types, and many parents make multiple applications to the most soughtafter international schools and through-train schools. An application can be filed from birth at certain schools, such as French International School, German Swiss International, Kiangsu & Chekiang International School, Kellett School and Discovery Bay International School. As a result, waiting lists are incredibly long, and these schools offer interviews and places based either on priority criteria or on a first-comefirst-served basis.

Other schools such as Australian International School, Chinese International School, Harrow International School and Hong Kong International School accept applications 2-years in advance. Hong Kong Academy, ISF Academy,



Hong Kong International School



Shrewsbury International School

Singapore International School, Japanese International School and ESF accept applications 1 year in advance of entry.

Please see our full feature on The English Schools
Foundation on following pages and refer to Application
Dates and Deadlines for further information on a range of international schools.

The international school admissions process varies greatly from one school to another. There is, however, one critical requirement that is truly universal--the interview.

Entrance interviews are a major concern for parents because of the unfamiliarity of the interview and what is expected from your child. For many children, the unfamiliar environment and talking to "strangers" for the first time can make the entire procedure quite daunting.

How can they be expected to show a deeper side of themselves within a forty to forty-five minute interview? Teachers have quite a range of techniques to help children get through their interviews. What follows explains what can be expected during the interview and how we will help your child prepare.

Interview and entrance tests Reception to Primary 6

Some schools only conduct a single interview. While others choose a small number of students from the first interview and invite them back for a smaller group interview which often involves a one-to-one interview with a teacher. A 'group interview' can take place anytime between November and March.

Children are evaluated on their ability to work alone and complete a puzzle/activity without little guidance. They are evaluated on how they interact with other children in the group. Children are tested on their awareness of English vocabulary and ability to hold a conversation with the teacher by using extended sentences (4-5 year olds only).



Stamford American School

Sample Interview Questions for Year 1:

- · Tell me a bit about your family:
 - Your child should describe the members of the family and their interests but should stay away from negative or overly personal stories.
- Tell me about the fun things you like to do:
 - The child should not fabricate interests, but should speak about her true interests and the activities she participates in daily or at the weekends. For instance: "I go to fun gym every Wednesday"
- · Tell me about the last book you read:
 - The child should be able to talk about a book that they read with mom and dad that he likes to read over and over again. It would even be good if the child could talk about the contents of the book.
- Tell me where you live:
 - The child should be able to name the street, building and apartment number and describe something about the area where he lives.
- Tell me about the people in your family:
 - The child should be able to name everyone in their family and who lives in their home. Parents' first names should be known and siblings birthday months and ages and where they go to school.

The activities

1. Group activities: Students will be asked to complete puzzles, write their names, colour a picture, draw some shapes, identify numbers/colours/shapes and actively engage in group activities.

- 2. Listening to a story: During a 'group storytime', the teacher will toss out a question to examine who is concentrating on the story and who can completely understand what is actually happening. Some kids will be quiet, while others will be jumping up and down with their hands up trying to get the first word in. Other kids will shout out an answer once they hear from another child. You can never predict what your child will do on the day.
- 3. Describing a picture: Children may be presented with a simple picture or illustration. In small groups of 2-3 children, the teacher will test each child's English fluency and creativity skills in describing what he/she sees in the picture.

Note: Some highly selective schools narrow down the pool of applicants and have a second round that is more likely to involve an individual interview with each child or an interview with 2-4 children

In either case, it certainly helps to have at least a basic idea in advance of what might happen and this way you can feel more relaxed about your child being immersed in a new group with new children and a new teacher.

Here is a summary on what your child may be expected to do during these assessments:

Motor development: Gross motor skills

- Run, start, stop, and turn; hop on one foot; gallop.
- Walk on a straight line forwards, backwards and sideways.
- Walk up and down stairs with ease while holding on to the handle
- · Catch, throw, kick and bounce a ball.

Tip: Children may be invited to the playground to "play", and are assessed on their gross motor skills during playtime.



Art class at Island Christian Academy



Motor development: Fine motor skills

- Draw different shapes.
- Pencil grip.
- Print some letters (will be asked to write name (4 years and up)).
- Use a scissor to cut a line, shape, letters, numbers or picture.

Numeracy/ maths

- Recognise numbers 1-10 and/ or count to 10 (forwards and backwards).
- Write numbers 1-20.
- Copy basic shapes and identify the number of sides.

Social and emotional development

- Can separate from parents easily.
- Takes turns and shares.
- Interacts comfortably with other children and adults.
- Follows instructions.
- Waits patiently for teacher's attention/ support.

What to do on the day of the school interview:

- Ensure your child isn't sick, hungry, tired or needing the toilet.
- Arrive 10-15 minutes early.
- Dress appropriately. Parents smart; children smart casual
- Talk to your child about what will happen when the teacher calls him/ her in to the room.
- Tell your child you will be waiting outside the door *mention a treat for after the interview.
- Remind your child to be polite and use manners at all times
- Give your child a reassuring hug and smile before entering the classroom.

Preparation

The last few weeks prior to an interview should be the time of revision for your child, not a period of learning.

Alphabet and numbers

Make sure your child can recognize all letters, as well as phonetics and a couple of objects beginning with each alphabet, eg. A is for Apple, B is for Bed, etc. Your child should also be familiar with numbers, and should be able to rattle off numbers 1-20, (even higher is better) and your child should be able to recognize numbers.

Colours

Your child should be well versed with all the basic colours. At every opportunity, keep telling her the colours of various objects she comes into contact with. "What colour is mommy's shirt?" Red! "Is your new jacket red or yellow"?

Confidence

More than seeing how much a child knows – teachers want to test a child's confidence in answering questions. If your child comes across as confident and mature, chances that she will be recognized by the teacher is quite high. However, if your child is incredibly intelligent but too nervous or shy to answer, no amount of preparation would help.

So you should definitely work on building your child's confidence. Take your child with your whenever you go to the supermarket, and encourage her to speak to people. If she wants a bottle of juice, encourage her to pick it out herself, find out the price and pay for it herself. If you run into a friend, encourage your child to answer questions like, "What is your name? How old are you?"

Familiarity

Increase your child's familiarity with school. Children often picture school as a scary place. Take your child to the school as much as you can, before her interview.

This helps familiarise her with the surroundings. On your return home, ask your child what she liked about the school. Attend any special events that may take place at the school for the public and bring your child along.

Tip: Involve your child in extra playdates, drama classes or storytelling classes. We find these are very helpful for children who are very shy.

Although your child might be chatty and quite sociable, you may notice that when she meets groups of new children, she can seem quite with-drawn at first, preferring to sit back and scout things out before participating. Unfortunately, during a school interview, there is not enough time for this.

Also it's important to remember that you should not anticipate your child's behavior during a school interview or assume he/ she will respond in the same way that you have observed in the past.

SECONDARY SCHOOL **INTERVIEW AND ENTRANCE TESTS**

Most schools require applicants to sit an entrance test and also to have an interview. It is essential to gain a high score in the test. Usually children who have scored a high mark are invited for an interview. Interviewing cannot make up for low scores in the test.

Sometimes the test is written by the school or the school may use a standard test set by the Independent Schools Examination Board (ISEB), called the Common Entrance Exam or Independent School Entrance Examination (ISEE). Most tests are taken 6-9 months before entry.

Test format

Tests are likely to include Verbal Reasoning, Non-verbal Reasoning, Maths or English. Not all four subjects would necessarily be covered; it depends on the school and testing system used.

Sometimes part of the test is just referred to as 'a reasoning test', which usually consists of verbal reasoning, nonverbal reasoning and mathematic reasoning. Or 'quantitative reasoning', which is the testing of problem solving questions using mathematical skills. Or 'abstract reasoning', which is the same as non-verbal reasoning.

What is verbal reasoning? This is the testing of problem solving skills using words and mathematical skills.

What is Non-verbal reasoning? This is the testing problem solving using visual reasoning in identifying relationships, differences and similarities between diagrams and shapes.

Maths usually covers Key Stage 2 UK National Curriculum OR IB Primary Years, although some of the questions are more challenging, often covering more algebra for entrance to a US-based curriculum school.

English often includes essay writing and sometimes a comprehension test.



TOP TIPS

- Ensure that all subjects for instance, English, maths, verbal and non-verbal reasoning – not only afforded attention, but that attention is divided proportionally according to relative strengths and weaknesses.
- Ensure that your child gets plenty of practice with practice papers in exam conditions well in advance of the exam date, so that they are perfectly comfortable with the examination environment.
- Structure your child's exam preparation so that the subject learning decreases whilst revision increase as the exam date approaches.

Sample interview questions

- What can YOU offer to the school? What academic subjects do you enjoy most? What are your interests/skills?
- What do you like about your current school?
- Is there anything you dislike?
- Describe a situation that you have found difficult and how did you find a solution?
- What do you like to do in your free time?
- If you could travel anywhere in the world, where would you go?
- What interesting new stories are going on around the world at the moment?
- Do you prefer to work independently or in a group? Why?
- Have you ever completed community service? Explain!
- Do you have any questions about this school?
- What do you like the most about this school?

Waiting lists at international schools

Many international schools have long waiting lists, so it is wise to keep your options open by applying to a range of schools. It's therefore imperative to make sure you have a second choice of school that you would be comfortable having your child attend. Sometimes a family may feel negatively about a school that their child is in as they are on a waiting list for their preferred choice. This is not going to make interactions with the school nor your child's perception of her schooling positive. If you have explored all your options carefully and your original top choice is unavailable, you will need to wait patiently for a place to become available while remaining positive about the school your child is attending. If your child did not pass the entry assessment for your first choice of school, you can always re-apply to the school for the following academic year.

NEW SCHOOLS & NEW CAMPUSES

A small wave of international schools will open from 2017, helping to meet the overwhelming demand for places in Hong Kong, particularly within the early years and primary sector. These new schools will offer parents more choice in terms of primary and secondary curricula. The 2017-18 academic year starts with the opening of new campuses and new schools: Stamford American School, Mount Kelly International School, Malvern College Pre-School, Nord Anglia International School, and HKCA Po Leung Kuk School. All these schools will open with places in nursery, kindergarten and primary, with plans to expand into all-through schools in the future.

Looking ahead to 2018, a further three schools will open their doors in the New Territories. Shrewsbury International School and Malvern College Hong Kong (MCHK) both bring a British public-school experience to Hong Kong, while the French International School will open a new campus in Tseung Kwan Ho.

Dalton School Hong Kong

Dalton School Hong Kong opened in August 2017 at Imperial Cullinan in Kowloon. A dual-language primary school integrating the heritage of Chinese culture and traditions with the progressive Dalton Plan.

The Dalton Plan is based on a strong belief that whenever children are given responsibility for their learning, they instinctively seek the best way of achieving it and execute their decisions with focus and rigor, leading to success. DSHK engaged P&T Group, an award-winning, global design firm, to create an innovative learning environment. The design concept embraces nature and openness with a modern interpretation on Chinese architecture.

DSHK Chinese programme has been developed by Tsinghua University Primary School, which delivers leading-edge teaching materials and award-winning teaching resources.

The school is currently offering places for Year 1 and Year 2. For further information visit: www.dshk.edu.hk

Malvern College Pre-School and Malvern College Hong Kong

The opening of Malvern College Pre-School Hong Kong in September 2017, followed by Malvern College Hong Kong in 2018 signals the arrival of one of the longest established and most academically successful UK based public schools in the Hong Kong school market. Malvern College Pre-school and Malvern College will be the 4th and 5th international schools

to be operated outside the UK home environment.

The Pre-school will accommodate up to 240 children at capacity and will be the first Forest Pre-school in Hong Kong that will cultivate a love of nature, teamwork, and character development in the Early Years. The Pre-school will be located in a new residential development in an upscale neighbourhood. Malvern College Hong Kong Pre-School will adopt the Early Years Foundation Stage Framework. English will be the medium of instruction, with Mandarin being taught as a compulsory subject.

The Malvern College campus will have a football pitch on the roof, a 25m swimming pool, indoor sports halls, a 450-seat auditorium, and a Black Box Theatre. Malvern College will initially offer 380 primary places, and this will rise to 980 places. The school will offer the IB Primary Years and Middle Years Programmes and, as the school expands, it will offer the IBDP by 2021.

Malvern College will reserve 90% of places for foreign passport holders, and the application process involves an interview and assessment.

For further information, visit: www.malvernpreschool.hk

Mount Kelly Hong Kong

In September 2017, Mount Kelly School Hong Kong (MKSHK) opened its city campus in Hung Hom. This new waterfront school has all the benefits of brand new campus – state of the art classrooms, sports and play areas, performing arts spaces, a visual arts centre and a library.

Mount Kelly, offers over 140 years of history, is the first stand-alone British prep school in the city to both offer the National Curriculum of England and prepare students for the Common Entrance set of examinations that are accepted by top UK independent schools and universities around the world. The school, which has teamed up with international educational consultants EduReach to launch the initiative, will offer 360 places for students, from Pre-Prep (Kindergarten)



Mount Kelly Students Hong Kong

to Year 8, with an average class size of 18 students. With an extended school day, daily Chinese lessons, inclusive Design and Technology, the Shackleton Programme, and Summer Exchange Programmes. After Year 8 students have the choice of graduating to the Mount Kelly's senior school (Years 9 to 13) in the UK, or applying for places at senior schools such as Bryanston, Sherborne, Exeter, Eton and Winchester. For further information, visit: www.mountkelly.com.hk/



Nord Anglia - MIT First Challenge

Nord Anglia International School



In just three short years, Nord Anglia International School (NAIS) has made guite an impression within Hong Kong. As well as receiving a glowing report from the Independent Schools Inspectorate (ISI), this all-through school has built up a reputation for its innovative teaching of science, technology, engineering, arts and mathematics (STEAM) and music.

Two new campuses opened in September 2017 in Sai Kung and Tai Tam.

The Sai Kung Campus provides both indoor and outdoor areas for up to 160 students from Nursery through to Year 1.

The Tai Tam campus provides space for up to 260 students from Nursery to Year 1, with a rooftop playspace, indoor play areas and also small class sizes.

Learning across the Early Years Foundation Stage (EYFS) classes takes a play-based approach, whilst ensuring that all children are challenged at the right level for their age and stage of development. Children are taught by specialist teachers for PE, Art, Drama, Music and Mandarin in addition to qualified Early Years teachers.

For further information, visit: www.nordangliaeducation.com

Stamford American School Hong Kong

STAMFORDAMERICAN HONG SCHOOL KONG

This US school opened in September 2017, in Ho Man Tin, Kowloon, for kindergarten through to Grade 7 students only for the 2017-2018 academic year, and it will introduce Grades 8 through to 12 in future years. Stamford is part of the International Cognita group of schools, which has headquarters in the UK and educates 15,000 students in 50 schools worldwide.

All teaching and learning is based on the challenging American Education Reaches Out (AERO) and Common Core Plus standards. Students will eventually have the choice of graduating with the International Baccalaureate Diploma (IBDP) or a High School Diploma with Advanced Placement (AP), or both. Stamford will apply to the International Baccalaureate for program candidacy in December 2017. The schools aims to offer a standards-based American curriculum that includes regular assessment, a focus on literacy, and a unique Science, Technology, Engineering, Mathematics and Innovation (STEMinn) programme. Stamford has two daily language programmes and all students have the choice of learning Mandarin or Spanish. The performing arts also play a key role in the curriculum, which is based on the Massachusetts Arts Curriculum. As well as music lessons, there are plans to set up choral, string, orchestral and rock ensembles within the school, and host three full-scale theatre productions annually. For further information, visit: www.sais.edu.hk/



Mr Malcolm Kay, Superintendent, Stamford American School Hong Kong

HKCA Po Leung Kuk School

A small international primary school for just 180 children - and with affordable tuition fees - opened in August 2017. The school will follow the International Baccalaureate Primary Years Programme (PYP). This not for profit school is operated by Po Leung Kuk, a charitable body in Hong Kong. At a very affordable HK\$89,800 a year with no annual levy, no debenture and no hidden costs, this school provides a unique choice in the market for parents. The school will seek to grow a diverse community of internationally-minded children who will have room to develop their confidence and desire to enquire in a happy, safe and caring environment. In their first year - 2017/18 - they will enrol students aged 6-8 in Grades 1, 2 and 3. Kindergarten, Grades 4 and 5 will be added over the following years. It will also establish a feeder kindergarten at the same location in August 2018. All lessons, except for 1 daily Chinese lesson (in Mandarin), will be delivered in English. The school will reserve 70% of places for foreign passport holders. Applications will be accepted throughout the academic year.

For further information, visit: plkis.edu.hk/

French International School

A new campus will open in September 2018 in Tseung Kwan O. The school hopes to cater for almost a thousand new students within five years (Early Years and Primary (MS to 3ème / Reception to Year 3 - advance to Year 6 by 2021). Once the new state-of-the-art Tseung Kwan O campus opens, French and international stream students will have the chance to learn side by side. The design of the Primary School offers a new approach to teaching. In the flexible open plan Villa layout, students of each year share the common spaces sense of community. Classrooms can merge easily to create larger units with two teachers and extend seamlessly into a shared space (the Agora), where children can gather or learn differently than in classrooms. The new campus will feature a botanical garden with native Hong Kong flora for students and the community to share sustainable development projects and activities. The TKO campus will serve the local community, allowing access and shared facilities for the immediate community out of school hours. Enrolments for the TKO campus are open.

For further information, visit: fis.edu.hk

Shrewsbury International School



Shrewsbury International School, which is being built in Tseung Kwan O, is a sister school of the original founded in Britain in 1552. The Hong Kong school will be the second branch to open in Asia. The first opened its doors in Bangkok

in 2003. The Hong Kong branch encompasses 6 floors and facilities include a sports hall that measures over 5,800 sq ft, a music room that can seat up to 23 students, and a 710 sq ft drama studio.

The school will accommodate at least 880 students aged from three to 11, with a curriculum based on the UK National Curriculum with a strong focus on language development and extracurricular activities. As well as language, STEM subjects (science, technology, engineering and mathematics) will also feature a purpose-built science laboratory on campus, while the arts will be taught within specialised studio spaces.

Support for students preparing to enter secondary school will also be a priority, and staff at Shrewsbury International will provide ample guidance to students and their parents throughout the whole process. Applications are being accepted on an on-going basis for 2018-2019 academic year. For further information, visit: www.shrewsbury.hk/



Shrewsbury International School

The Harbour School (THS)

THS has grown to three campuses: Harbour Village prep school in Kennedy Town for four and five-year-olds; The Garden secondary school in Ap Lei Chau (opened in September 2016) and The Grove primary school in Ap Lei Chau (opened in August 2017). The Grove, a purpose-built child-centric space, has 5,765 m2 of facilities and features for students in grades 1-6. Experiential learning is at the heart of the education philosophy and informed every choice the founders and directors made in designing the new campus. The Grove's new features include an airy two-storey library atrium with a delightful tree house spanning both floors, surrounded by a calming Zen garden below; classrooms with mobile glass walls for the creation of flexible learning spaces, from large collaborative classrooms to cosy group spaces; a wet lab featuring 100lt. aguariums and touch tanks for hands-on learning about marine, aquatic and terrestrial systems; and a themed, indoor swimming pool to be completed next year for snorkelling and scuba diving instruction. The Harbour School is still accepting admission applications.

For further information, visit: www.ths.edu.hk/

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 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

Boarders are also grouped into wards, each led by an Assistant Warden who acts as their quardian, tutor and counsellor, supervising them and taking care of their daily lives. 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.

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.

www.lpcuwc.edu.hk

Harrow International School

Harrow International School Hong Kong is the only international school in Hong Kong, which provides the opportunity of a boarding education. Boarding is offered from Year 6, but in fact, all students from this age, whether day or boarding, become members of a House and have a House Master or House Mistress who takes responsibility for their pastoral care. There are currently three boys' and three girls' Houses in both the Prep School (Y6-Y8), and Senior School

The Houses provide rich opportunities for interacting with students from a wide range of backgrounds and for developing more profound relationships with teachers and each other. Boarding is on a weekly basis (Sunday evening to Friday afternoon) and currently over 50% of Upper School students are boarders.

In all aspects of pastoral care, the school follows the UK's Boarding Schools' Association (BSA) standards. In the Prep School Houses, there is a mixture of study bedrooms for 2, 3 and 4 students; in the Senior School Houses, they include single rooms, usually with a shared bathroom, as well as for 2 or 3 students. Each House has a common room with a variety of facilities in which its residents can relax and socialise.



Li Po Chun United World College

Facilities such as the sports hall, swimming pool, sports fields, tennis courts and music practice rooms are available to boarders out of school hours.

For further information, visit: www.harrowschool.hk



TOP TIPS

Note to parents:

Should you still feel that finding the ideal boarding school is too daunting, you may wish to contact a professional consulting company to assist you. ITS Education Asia offers great service and keen advice. Our education consultants are truly knowledgeable on all aspects of boarding in Singapore, Thailand and the United Kingdom.

ESF: Our first 50 years



1967 The English Schools Foundation (ESF) was founded in response to the Hong Kong Government recognition of growing demand for English-language education during a period of rapid economic development. Beacon Hill School and Island School were the first ESF schools to admit students.



1975 Bradbury School opened as Causeway Bay School on Eastern Hospital Road. The school moved to its present site at Stubbs Road in 1980.



1977 South Island School started as a nucleus of additional classes to Island School. The school moved to its present site at Nam Fung Road in 1983.



1978 Following a government review, it was determined that English-language grant-aided schools were no longer viable. These schools were subsequently handed over to ESF. Glenealy School, Kennedy School, Kowloon Junior School, Peak School and Quarry Bay School became ESF schools in 1979, followed by King George V School in 1981.

1982 Sha Tin College, with about 50 students and six teaching staff, opened on the premises of KGV School, where it was known as Sha Tin Annexe. The school was renamed Sha Tin College in 1983, and moved to its current location in 1985.



1988 Sha Tin Junior School opened in Fo Tan. 1991 With 60 students and four members of staff, West Island School (WIS) opened on the site of the Old Military Hospital in Mid-Levels. In 1994, the school moved to Pok Fu Lam.



1992 Clearwater Bay School opened at its permanent site in Clearwater Bay. Previously known as Boundary Junior School, it had been operating at a temporary site near Boundary Road in Kowloon since 1975.



1994 Jockey Club Sarah Roe School (JCSRS) was established with support from the Hong Kong Jockey Club, originally having just two classrooms and six students in the ESF Therapy Centre. It was named after well-known occupational therapist Sarah Roe, who established the forerunner of JCSRS. ESF Educational Services Ltd (ESL) was established with a view to offering a broad range of extra-curricular and after-school activities including sports, language and learning activities.

1997 Celebration of ESF's 30th anniversary.

1999 The first **ESF International Kindergarten** was opened in Sheung Wan to offer quality early years education. It was subsequently renamed "Hillside" when it relocated to Stubbs Road in 2010. The premises had previously been used for the ESF Centre offices, which moved to Quarry Bay.



1999 Located on the waterfront, the purpose-built **ESF Tsing Yi International Kindergarten** opened on two floors, offering inside and outside space for young students.

2004 Housed in a former village school in Clearwater Bay, the ESF took over the Abacus kindergarten, refurbished the site and re-opened the school as **ESF Abacus International Kindergarten.**

2005 ESF announced its decision to phase in the International Baccalaureate (IB) qualification across its schools in place of the A-level. By 2014, 20 ESF kindergartens, primary, secondary and private independent schools were authorised IB World Schools.

2006 Located in Ma On Shan, **Renaissance College** (**RCHK**) was established as an ESF private independent school for primary and secondary students.



2007 Celebrations to mark ESF's 40th anniversary.



2008 Approved by the Legislative Council, the ESF Ordinance (Amendment) Bill signified a major change in governance structure.

2008 Succeeding its forerunner Bauhinia School, which had opened in 2002 in Lai King, **Discovery College** located in Discovery Bay opened as an ESF private independent school for primary and secondary students.

2009 Located in Ma On Shan, ESF Wu Kai Sha International Kindergarten opened.

2015 The proportion of **ESF graduates** accepted by leading universities worldwide topped 95 per cent, with students going on to nearly 250 institutes of higher education in 19 different countries.



2016 Covering more than 11,000 square feet with a design that meets the needs of 300 young children, **ESF Tung Chung International Kindergarten** was opened and gained IB candidate status in 2017.



Finding a school in Hong Kong

By Sami Yosef, Head of Asia Research at ISC Research

International school options for families in Hong Kong have been severely limited for several years. The lack of land availability



has meant that expansion and development of schools has to be restricted. However, in 2015 five new sites specifically for the development of international schools were awarded by the Hong Kong government. As a result, several new options are accessible for families this year.

A struggle to meet the need

The demand for international schools has been extensive for several years. ISC Research data indicates that, while the number of schools increased from 92 in the year 2000 to 177 today (August 2017), the number of students has more than doubled from 34,000 to 82,000.

This increase has not only been fuelled by expatriates. A growing preference for international school places is now coming from Hong Kong's local wealthy families who want an Englishmedium international school education for their children. School fees are affordable for a significant number of them.

As a result, most international schools in Hong Kong are

operating at (or close to) full capacity, and there are long waiting lists at virtually all of the leading schools.

More options this year and next

Over the next two academic years, all of the sites that were awarded by the government in 2015 for school development will open. The five new schools will provide 3,490 additional primary school places, and 780 secondary places. Spaces are being allocated for both local and expatriate children. These new schools will mostly be located in Hong Kong's outlying area.

This year (August and September 2017), the American School Hong Kong in Tai Po, which opened for children between the ages of 5 and 12 last year, will open its Middle School. And the Harbour School, which has been established for eight years; until now based within a commercial building in Kennedy Town, and which was awarded a dedicated school site in 2015, will open its brand-new campus in Ap Lei Chau for children up to grade 6. This will enable the school to expand its enrolment, and offer a range of additional education resources to students including one of the largest 'makerspaces' in Hong Kong (part woodworking shop, part robotics lab), and a wet lab featuring aquariums and touch tanks for handson learning about marine, aquatic and terrestrial systems.

In addition, this year the first British Preparatory School in Hong Kong; Mount Kelly International School opens near the Victoria Harbour waterfront, and Stamford American School opens a new campus in Ho Man Tin, Kowloon.



Harrow International School



Kellett School, Kowloon Bay

Start planning for next year

Next year (September 2018) will see more schools as a result of the 2015 international school development allocation.

In the Tseung Kwan O district, Shrewsbury International School will open a new primary school, as will the French International School which will be offering bilingual French and English learning for kindergarten and primary children. Malvern College will open its new Malvern College Hong Kong adjacent to the Hong Kong Science Park for years 1 to 9, and the American School Hong Kong in Tai Po will complete its development plan; opening a high school.

An established option facing changes

One of the largest providers of English-medium international education in Hong Kong is the English Schools Foundation (ESF).

It was originally established and subsidised by the government to provide families, particularly local citizens, access to affordable English language education. There are 22 ESF schools catering to different ages from kindergarten to age 18, including two private independent schools. The ESF schools are very popular and have an excellent academic reputation which is why over 17,600 students attend. 70% of these children are permanent residents of Hong Kong SAR which means a significant number of the student population are expatriates.

The government subsidy is currently being phased out year by year over 13 years so that the last year group to qualify will be the graduates of 2027-28. From August 2015, parents of students joining ESF schools are now required to pay a one-off non-refundable

levy of HK\$38,000 for Year 1 students, reduced on a sliding scale for those who join in later years. The ESF's two private independent schools; Discovery College and Renaissance College, have their own non-refundable capital levy schemes.

Debentures and capital levies

ESF schools are not the only international schools in Hong Kong requiring some form of capital payment or debenture; either as an attendance requirement or as a route to application priority. Some payments are refundable when the child leaves a school, others are not.

Both individual and corporate debentures are allocated. Corporate debentures are limited to ensure that school places are available to families who do not have access to them.

With the current clamour for places, the best schools are able to ask for substantial amounts of money from parents who wish to gain some advantage in the admissions process. In effect, this gives wealthy parents, or their employers, the opportunity to buy a place at their school of choice. This situation will continue for as long as demand for places at the best schools exceeds supply.

Even with the new developments and expansions, demand for international schools in Hong Kong is expected to exceed supply for the next few years.

Sami Yosef is Head of Asia Research at ISC Research, the leading provider of data and intelligence on the world's Englishmedium K-12 international schools market.



Hong Kong International School, aerial view

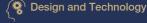














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Mount Kelly International Preschool

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Mount Kelly Preparatory School Whole Block of East Villa, Cheung Kei Center, 18 Hung Luen Road, Kowloon, Hong Kong

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Total growth of the developing child – Courage is the most important of all the virtues



By Peter Kenny
Director and Governor
Mount Kelly School Hong Kong



"Courage is the most important of all the virtues, because without courage you can't practice any other virtue consistently." Maya Angelou

We tend to think of Schools as places where children go to gain knowledge and skills. Schools for most children are places where children form their identity and begin to see themselves as themselves, and later, as independent emerging adults.

Within the next 10 years, education will be the world's largest industry. It will lead international relations, be the single greatest catalyst for foreign investment and exchange, and propel nations forward. High quality education is the future because it has to be. International education is a movement for opportunity, peace and stability for our children. Join it.

National leaders, principals, teachers, investors and parents that fail to demand and create better 'ways of knowing' and better access to quality education will subject the next generation to greater inequality and less security. Informed parents and educators see beyond hype and taglines. A great school is about great people. Schools are communities, the quality of a School should be judged by the quality and character of its people.

Schools need to be hubs of education, learning and connectivity. Schools need to be centres of holistic education and blend both face to face and the digital learning mediums that open minds.

We now know that the quality of child development at the time of School entry predicts performance in School programs. This is why in establishing Mount Kelly School Hong Kong we focused on our International Preschool and constructed up, just as we develop and 'build' children. But more importantly, we know that both nurture and nature in Early Childhood have profound impacts on the life chances, intellectual and physical development, emotional, social and authentic well-being of us all.

My thesis is: "If society, governments, and all stakeholders contributing to education invested the majority of their resources into outstanding early childhood services and education, the world would be more productive, peaceful and equal. Economies would flourish and society's current ills could be greatly diminished. Educators and parents strive to create a better world for our children. I view Mount Kelly School Hong Kong as our contribution to this.

In education when all is said and done, much more is said than done. Education is the business of everyone. The majority of us from politician to professor have been to school, making us all "experts". Unfortunately, it's a great falsehood. As a frequent flyer, I do not direct pilots, nor implement changes and assessments in pilot training or aeronautical engineering. I do however evaluate airlines on their relative success in delivering passengers safely to their destination. In education, this 'destination' is often unclear and difficult to measure. The destination would be determined by those with the loudest voice, those with power and influence and those with a vested, or conflict of interest.

The simple concept? "A society's well-being can be attributed to the collective experience in childhood - Happy Childhood, Happy Adulthood".

Happiness as defined by "the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile." We are talking about authentic happiness, fulfilment, contribution and self-esteem.

If you scratch at the surface of many education initiatives, particularly those imposed from politicians and implemented by education conglomerates, you simply find more surface. The majority of Education Policy initiatives are responsive and not proactive. They are designed for the short term and easily measured. You cannot measure social awareness, empathy, creativity, curiosity, opinion, fine and gross development, collaboration, interest, kindness, openness, free thought, inquiry, courage, social awareness and intellect through a standardized one-dimensional exam at any age.

Creativity, curiosity, social competence, exploration, intellectual growth, physical development and communication require time, space and choice. Who is advocating for this? I do, and so does Mount Kelly and the parents that create our community.

In establishing outstanding world class Schools, I work to create learning environments that focus on excellence in Early Childhood and then extend this up through the school. This truly has a positive impact on all children. Designing learning friendly environments and spaces that connect children to communities, themselves and educators will promote a better a world and makes a better school.

Schools should be microcosms of what the world could be and should be. My goal is to develop Mount Kelly School Hong Kong as a shining example. Commitment and resilience are key but most importantly, courage makes it happen.

CONTACT DETAILS FOR HONG KONG INTERNATIONAL SCHOOLS

School	Contact	Location
American International School	Sherry Wong sherry@ais.edu.hk Tel: 2336 3812	Kowloon Tong
American School Hong Kong	Mary Ewing maryewing@ashk.edu.hk Tel: 3919 4111	Tai Po, NT
Anfield Primary School	Phoebe Yan office@anfield.edu.hk Tel: 2692 8823	Kowloon Tong, Whampoa, Tai Wai Campus (Primary)
Australian International School	Mandy Mansbridge mandy_mansbridge@aishk.edu.hk Tel: 2304 6078	Kowloon Tong
Beacon Hill Primary School ESF	Mrs. Woo bhs@bhs.edu.hk Tel: 2336 5221	Quarry Bay
Bradbury Primary School ESF	Crystal Chan admissions@bradbury.edu.hk or crystal.chan@ bradbury.edu.hk Tel: 2574 8249	Stubbs Road, HK Island
Canadian International School	Emily Pong emilypong@cdnis.edu.hk Deborah Ho deborahho@cdnis.edu.hk Liza Lee lizalee@cdnis.edu.hk Tel: 2240 6309	Aberdeen
Carmel School of Hong Kong	Sophie Tsui admin@carmel.edu.hk Tel: 3665 5388	Mid-levels (Holly Rofe ELC & Elementary & Pre-School), Shau Kei Wan (High School)
Chinese International School	Bonnie Chan admissions@cis.edu.hk bchan@cis.edu.hk Tel: 2512 5915 or 2512 5988	Braemar Hill
Christian Alliance P.C. Lau Memorial International School	admissions@caisbv.edu.hk Tel: 5801 0234/0237	Kowloon City, Lai Yiu, Lai Chi Kok
Clearwater Bay Primary School ESF	Maggie Cho maggie.cho@cwbs.edu.hk Tel: 2358 3221	Clearwater Bay
Dalton Primary School	admissions@dshk.edu.hk info@dshk.edu.hk	Kowloon
Delia School of Canada	Ms. Miles admissions@delia.edu.hk or s.miles@delia.edu.hk Tel: 3658 0400	Tai Koo Shing (Kindergarten, Elementary & High School)

School	Contact	Location
Discovery Bay International School	Connie Ting admissions@dbis.edu.hk Tel: 2987 7331	Discovery Bay, Lantau Island (Primary & Secondary)
Discovery College ESF	Annie Wong annie.wong@dc.edu.hk Bob Priest bob.priest@dc.edu.hk Tel: 3969 1000	Discovery Bay, Lantau Island (Primary & Secondary)
Discovery Mind Primary School	Rita Chiu admission_db@discovermind.edu.hk Tel: 2914 2202	Discovery Bay, Lantau Island
French International School	Candy Gori – International Stream admissions@lfis.edu.hk Cindy Courteville – French Stream inscriptions@lfis.edu.hk Tel: 2577 6217	Jardine's Lookout (Primary); Happy Valley (High School); Chai Wan (French Primary & Year 6 for International Sector); Hung Hom (French Primary & Year 1 of Int'l Sector); Tseung Kwan 0 (Opening 2018)
German Swiss International School	Merve Zefer – English Stream admissionprimary@gsis.edu.hk Tel: 2180 0510 Eva Ubowski – German Stream eubowski@gsis.edu.hk Tel: 2180 0511 Komal Balani – Admiss Asst kbalani@gsis.edu.hk Tel: 2180 0512	Pok Fu Lam (Kindergarten & Primary); The Peak (Upper Primary & Secondary School)
Glenealy School ESF	Nicole McMahon enquiry@glenealy.edu.hk Tel: 2522 1919	Mid-Levels, HKG Island
Han Academy	Mr Yung admissions@hlef.org Tel: 3998 6300	Aberdeen
Harrow International School Hong Kong	Susan Phillips admissions@harrowschool.hk Cyme Leung Tel: 2824 9099	Tuen Mun, NT
Hong Kong Academy	Hilda Janisch hilda.janisch@hkacademy.edu.hk Tel: 2655 1294 Catherine Munoz catherine.munoz@hkacademy.edu.hk Tel: 2655 1293	Sai Kung, NT
HKCA Po Leung Kuk School	Heison Au admissions@plkis.edu.hk Tel: 2807 1770	Causeway Bay (Primary)

School	Contact	Location
Hong Kong International School	Karin MacKenzie admissions@hkis.edu.hk Tel: 3149 7001	Tai Tam (Upper Primary, MS & HS), Repulse Bay (Primary)
International Christian School	admissions@ics.edu.hk Tel: 3920 0001	Shatin, New Territories (Primary & Secondry)
International College Hong Kong, Hong Lok Yuen	Bethany Chau admissions@ichkhly.edu.hk Tel: 2655 9018 K & Primary Tel: 3955 3000 Secondary Tel: 2655 9018	Hong Lok Yuen, New Territories
The International Montessori School	Sandy Tsang info@ims.edu.hk Tel: 2772 2468	Stanley
ISF Academy	admissions@isf.edu.hk Tel: 2202 2028	Cyberport
Island Christian Academy	Gislene Donaldson office@islandca.edu.hk Tel: 2537 2552	Sheung Wan
Island School ESF	Betty Su admissions@online.island.edu.hk Tel: 2524 7135	Borrett Road, HK Island
Island Waldorf School	Ms. Sharon info@iwshk.org Tel: 5114 1451	Kennedy Town
Kellett School – The British International School	Suky Lee & Dominique McNeill slee@kellettschool.com dominiquemcneill@kellettschool.com admissions@kellettschool.com Tel: 3120 0700	Pok Fu Lam (Preparatory), Kowloon Bay (Prep & Senior)
Kennedy School ESF	Ms. Anne Fennelly admissions@kennedy.edu.hk Tel: 2579 5600	Pok Fu Lam
Kiangsu & Chekiang School	inter@kcis.edu.hk Tel: 2570 4594 Primary 2 to 6 & Secondary Tel: 2570 1281	North Point
King George V ESF	Betty Ko betty.ko@kgv.edu.hk Tel: 2711 3029	Ho Man Tin, Kowloon
Kingston International School	Ivy Cheung enquiry@kingston.edu.hk Tel: 2337 9031	Kowloon Tong
Korean International School	Jenny Choi jchoi@kis.edu.hk Tel: 2569 5500	Sai Wan Ho

School	Contact	Location
Kowloon Junior School ESF	Francis Tse admissions@kjs.edu.hk Tel: 3765 8700	Ho Man Tin, Kowloon
Lantau International School	Ms. Liu lisadmin@is.edu.hk Tel: 2980 3676	Tong Fuk, Pui O, Cheung Sha (Primary School)
Li Po Chun United World College of Hong Kong	Kat Kam admissions@lpcuwc.edu.hk Tel: 2640 0441	Wu Kai Sha, New Territories (High School – Boarding only)
Malvern College Hong Kong	Holly Tse admissions@malverncollege.org.hk Tel: 3898 4660	Providence Bay, New Territories
Mount Kelly International School	Jo Stanley admissions@mountkelly.com.hk Tel: 2110 1978	Tsim Sha Tsui (Kindergarten & Primary)
Norwegian International School	Ms. Arisa office@nis.edu.hk Tel: 8658 0341	Tai Po, New Territories (Primary)
Nord Anglia International School	Deborah Stephen admissions@nais.hk Tel: 3951 1100	Lam Tin, Kowloon (Primary & Secondary School)
Peak Primary School ESF	Ms. Clarissa admissions@ps.edu.hk Tel: 2849 7211	The Peak, HK Island
Quarry Bay Primary School ESF	Ms. Ovee admissions@qbs.edu.hk Tel: 2566 4242	Quarry Bay
Renaissance College Hong Kong ESF	Katherine Evans admissions@rchk.edu.hk Tel: 3556 3556	Ma On Shan, New Territories
Sear Rogers International School	Joyce Yip enquiry@srishk.com Tel: 2547 5479 Ms. Gomes	Tai Hang Tung, Kowloon
Sha Tin College ESF	Ms. Gomes admissions@shatincollege.edu.hk Tel: 2699 1811	Sha Tin, New Territories
Sha Tin Junior ESF	Kari Yeung admissions@sjs.esf.edu.hk Tel: 2692 2721	Sha Tin, New Territories
Shrewsbury International School	Camilla Underhill camilla.u@shrewsbury.hk admissions@shrewsbury.hk Tel: 2480 1500	Tseung Kwan 0 (opening 2018)

School	Contact	Location
Singapore International School	Tracy Yu yutracy@singapore.edu.hk Helena Cheng chenghelena@singapore.edu.hk Tel: 2870 6810	Aberdeen
South Island School ESF	Sharon Wong admissions@sis.edu.hk Tel: 2555 9313	Aberdeen
Spanish Primary School	admissions@spis.com.hk Tel: 3955 1588	Tai Po, New Territories
Stamford American School Hong Kong	Pamela Cherry admissions@sais.edu.hk Tel: 2500 8688	Ho Man Tin, Kowloon
The Harbour School	Tisha Del Rosario Sue Simpson – Coordinator of Admissions info@ths.edu.hk Tel: 2816 5222	Kennedy Town (Kindergarten) Ap Lei Chau (Primary & High School)
The Japanese International School	Sachiyo Miyajima s-miyajima@jis.edu.hk Tel: 2834 3531	Tai Po, New Territories
Think International School	Cari Li think_ta@think.edu.hk Tel: 2157-2111	Kowloon Tong (Primary) Cheung Sha Wan Kowloon (Secondary)
Victoria Shanghai Academy	Pinky Lai admissions@vsa.edu.hk Tel: 3402 1046	Aberdeen
West Island School ESF	Sammy Wong sammy.wong@wis.edu.hk Tel: 2819 1962	Pok Fu Lam
Yew Chung International School	Apple Sen apple.sen@ycef.com Tel: 2338 7106 Connie Chiu connie.chiu@ycef.com Tel: 2339 6979 Tel: 3975 6879	Kowloon Tong
YMCA of Hong Kong Christian College	Bonnie Shing/ Cherry Chen bonnie.shing@ymcacc.edu.hk cherry.chen@ymcacc.edu.hk Tel: 2988 8123	Tung Chung, Lantau Island (Secondary School)

Harrow School Hong Kong: A unique boarding experience



Harrow Hong Kong offers weekly boarding for pupils and the ethos that is created around the different houses for both day and boarding pupils is one of the things that make the school so distinctive. All pupils in the pre-prep school are part of houses which are used to organise sporting and cultural events but from year 6, the first year of the upper school, all pupils become members of boarding houses, which have a house master or house mistress, who effectively acts as our parent at school. In addition, the house master has an assistant entitled Resident House Tutor, who also lives in the house. There are six prep houses, three for boys and three for girls, for pupils aged 10-13. There are six senior houses, again split three and three, for pupils from ages 13-18. The houses each have a strong spirit and provide a great family feeling, helping break up the 1,180 strong pupil body into tight knit and well-supported communities within the school. Pupils compete for their houses in a variety of inter-house competitions ranging from football and rugby to drama and singing. This fierce and friendly competition breeds a strong sense of belonging and pride within the pupils helping to unite them behind their houses.

There are opportunities for pupils to get involved in leadership roles throughout the 13 they can be appointed as part of the head girls' and head boys' team and school prefects who have a formal role not only supporting the pupils in their house but also leading the pupil body and representing their views to the senior leadership team. All pupils look to actively strive towards the school's social

vision, which teachers, pupils and parents were involved in producing: "A caring respectful community in which everyone thrives."

At Harrow Hong Kong, just over 50% of pupils in the upper school board, hence we have a balanced ratio between day pupils and boarders. Being a day pupil in a boarding house does not mean you are in anyway disadvantaged as the houses are all set up to make sure that both day and boarding pupils feel a full member of the community.

All the pupils always have the option to stay late after school for enrichment activities or contribute to inter-house competitions. The school also holds 'Wednesday Evening School' at different points in the year and all pupils stay after school to take part in large interhouse competitions, such as house music or cross country, and this is a great opportunity for all the pupils to bond and work together; the houses then enjoy a formal dinner together!

As a further support for all pupils, a newly founded peer support team has been set up by a group of pupils supported by staff and the school psychologist. It allows pupils to suggest ways to support others and also be a listening ear for those who want someone to talk to, ensuring all are studying in a welcoming and caring atmosphere.

Harrow Hong Kong has taken many practices from the 'mother ship' in London that has given us all a sense of identity and pride, but the most important 'Harrow' element has been boarding and the house system. To quote a former pupil: I have some great memories of my time at Harrow Hong Kong, and especially of my house. I will always be grateful for the amazing friendships I have developed during my time here'.





Nurturing the uniquness of every student at the Harbour School



The Harbour School is a K to 12 international school offering a U.S. curriculum that is accredited by the Western Association of Schools and Colleges (WASC). For the last 10 years, THS is recognised as a centre of excellence for student-centred learning and inclusive progressive education that recognizes children as complex individuals with differing strengths, needs, goals, personalities, and backgrounds. The school offers high-quality teaching, small class sizes, a high teacher to student ratio and curriculum differentiated for varied learning abilities.

THS is committed to deeper learning - an engaging approach to teaching and learning that facilitates real-world applications and skill sets, in order to prepare students to lead and innovate in a fastchanging world.

To that end, THS's curriculum and facilities are designed to create meaningful learning experiences that leverage on a child's natural curiosity and imagination, whilst developing her to think

critically, to communicate effectively, to respect and work well with others, to ask insightful questions and to seek or invent solutions to real-world problems.

Dr. Jadis Blurton, THS head of school said, "Even more important than learning to solve problems is learning to notice problems and feeling empowered to make a difference. We give our students the autonomy, time, resources and respect to pursue projects and activities that interest them. Building proficiency builds their confidence to take on whatever life sends their way."

THS Prep School

THS has three campuses - all on Hong Kong Island. The Harbour Village in Kennedy Town is home to THS's youngest learners. Each class has a maximum of between 11 to 14 students with two teachers and is focused on nurturing early childhood curiosity and development. A bright and newly renovated space, the entire campus is designed to look and feel like a village to ignite the imagination of its students. Each class is a "cottage", there is a "backyard" featuring a climbing wall and treehouse for PE and "seaside town" with shops, restaurants and a lighthouse.



The Grove will feature a rooftop cafe, play spaces, a double-height library and a black box theatre

THS Primary School

THS's primary school campus is The Grove and is home to its Grades 1 to 6 students. Located in Ap Lei Chau and a 5-minute walk from South Horizons MTR station, The Grove was designed for 21st century learning with inspired classroom spaces and is optimised for collaborative and creative work between students and faculty.

The Grove houses a state-of-the-art makerspace comprehensively equipped with 3D printers, laser cutter, robotics and a complete range of traditional tools for woodworking and carpentry. Planned for completion in December 2018, The Grove will also house a marine science centre including



THS students go on field trips on the school's outdoor classroom – a 50-foot sailboat called the Black Dolphin

indoor swimming pool for snorkelling and scuba diving instruction and a wet lab with 100-litre aquarium and touch tanks for hands-on learning about marine ecosystem.

THS Secondary School (Grades 9 to 12)

In keeping with the school's ethos of personalised learning, high school students from Grades 9-12 enjoy an "urban college" feel in Ap Lei Chau at The Garden campus. Multiple graduation pathways ranging from university coursework via affiliations with Johns Hopkins University and Syracuse University and other core offerings develop a sound academic foundation and an exploratory mind-set that prepares students for post-secondary studies and the 21st century workplace. Students receive a strong knowledge base with a high degree of flexibility and grow their self-efficacy and interests in an encouraging and faculty-, staff- and peer-supportive environment. High school students also have a personal advisor and counsellor to assist them in navigating their academic goals. The school offers Advanced Placement (AP), Honours, Core and supported coursework for qualifying students seeking to prepare students for a life of independence and lifelong contributions to their selves and society, THS students are encouraged to explore interests and activities outside the classroom.

For more information, visit www.ths.edu.hk.



1Grade 5 students present their research findings at the Global Issues Conference, a G5 capstone project

Parental Review

INTERNATIONAL COLLEGE International College Hong Kong HONG KONG



Janine and Andy Davies Children: Fred, Monty and Daisy.

As proud parents of three children living an expat lifestyle, their education is so different to what we ourselves experienced. As parents, our background was in UK, single sex, private and state Grammar school. Our first choice school for our children whilst living in Belgium was driven by practicality as the local school was opposite our home, easy decision. Next in Austria we realised we would need to choose an education that would provide consistency anticipating future moves.

Hence, the choice of an International school offering the IB program. After that (in Italy), pre-visit to the country, find the office, find the home, find the international school – fairly simple really!

Fast forward to Hong Kong and it is a different process altogether. Google "Hong Kong international IB schools" and literally hundreds appear, each site listing facilities, academic, music and sporting excellence but none mention spirit or creativity. After visiting a selection in our preferred area, each visit left us feeling underwhelmed and disheartened

Then one site caught our attention. It highlighted the use of the natural environment, listed achievements other than academic and talked proudly of community and student wellbeing. We visited for two hours and unanimously we

decided this was the school for all of us. The reason was simple. Every child had felt welcome, special and included even on a visit. Staff and pupils had made them feel excited about the school and a new life in Hong Kong.

Fast forward again 18 months and all three children who have different interests and skills are very happy, involved and thriving at ICHK. Community is at the heart of the school and that is evident in all aspects of school life. The clever use of the natural surroundings, an exceptional staff body and a forward thinking approach to new learning possibilities is incredible.

ICHK is simply a unique school that in the words of my daughter, "empowers students to be the best versions of themselves". Testimony to this is that with a very special "1/2 century" birthday looming next year, whilst my husband gave me many options to choose from, the only place I want to celebrate is on an ICHK school skiing trip in Japan based on having had so much fun in February of this year. ICHK community will deliver, of that I have no doubt.

ICHK is simply a unique school that in the words of my daughter: "empowers students to be the best versions of themselves



AUSTRALIAN INTERNATIONAL SCHOOL

Leigh Jane Gibbs is a mother of three children who has lived in Hong Kong for the past eight years. She runs an after school singing and performance school called the Island Glee Club.

With a daughter and son now firmly entrenched in their first primary school, I can say that my husband and I couldn't be happier with their progress at the Australian International School Hong Kong (AISHK). Most importantly, they really love their school, are excited to get on the bus every day, and they come home filled with lively debriefs on what they learned and what they achieved. Simply put, I think they benefit from a safe, uncomplicated environment, where little wins can lead to greater successes.

Our children are showing a wonderful sense of confidence, independence and respect, and respond positively to the structured and disciplined Primary environment. What's also surprising to us is that they thoroughly enjoy their school work, and that they have really special relationships with their teachers.

Both have on the receiving ends of awards for aptitude and

behaviour. Spoken Chinese was the most recent "prize", and while we considered there must be some mistake, it was not until a brief family staycation a few weeks later, when we were all lost in a taxi, miles out of Guangzhou that my daughter engaged in a conversation with the taxi driver. Within minutes we were back on track and heading in the right direction. The two also shared a few laughs along the way and through our youngster, we soon found out the driver's full family background, favourite food and the directions to the nearest waterpark.

To me the success for us at AISHK can be attributed to three important aspects: the size of the school, the quality of the teachers, and the school's unique values and culture.

Firstly, in terms of size and overall outlook, I would put AISHK in the category of being "boutique". It is a through-train, meaning that the primary school and its secondary school share the same campus and resources but with the number of students being a little over one thousand across 13 year levels, the class and year group sizes are relatively small. Importantly, it is intimate enough so that every student is known and understood and close relationships develop among peers and with teachers. This leads to an incredibly safe emotional

environment in which students of all ages can develop a very strong sense of belonging, gain confidence and look after each other, either as leaders or role models.

"

The curriculum, which is largely influenced by the Australian model, is progressive and adaptable (as are the teachers) to changes in education and the world around us!

The second aspect I admire is the commitment to the quality of teachers. Interestingly, there is a broad representation from a range of nationalities, which is actually also reflective of the student population. The curriculum, which is largely influenced by the Australian model, is progressive and adaptable (as are the teachers) to changes in education and the world around us. I

know that the teachers adapt to those traits and develop positive aspects thus getting the most out of my children – as they do others in the class.

Thirdly, in terms of the school's unique value and culture, while it is distinctly Australian, as are my husband and I, over the years they have fused this with the influence of the local community and the needs of multi-cultural students. It provides a warm social and enjoyment-driven environment – and many educators will state that fun is a most desirable environment in which children will

effectively learn.

The secondary school section is equally successful and a breeding ground for well-rounded leaders and thoughtful young adults with a passion for social purpose. These students blow their Australian- based counterparts away with results in the HSC (New South Wales School's certificate) and the IB results are up there at the top of schools in Hong Kong (Averaging 35+).

As one British friend and parent at AISHK said to me recently "we placed our kids in the school 10 years ago because we couldn't access our first or second choice. To our surprise we found a hidden gem and there is no way we would remove them - and I'm sure they wouldn't let us!"

Parental Review

YEW CHUNG INTERNATIONAL SCHOOL OF HONG KONG



Michelle Lo & Parents

Our daughter entered YCIS in August 2017, having been at a local Primary School in Hong Kong; she became much happier and enjoyed school life more. The English environment was uneasy for her as a new student, who came from a Chinese traditional primary school, but all her teachers were kind and patient, and some used their humour, which eased her tension in the new school environment.

YCIS organizes many activities, especially during the major festivals. Among the many she enjoyed were the Open Day and Easter, where the activities and games were fun, making her loving the school more. After the Easter

The school has been paying great attention to small details and to the needs of students; I genuinely feel that I can trust them wholeheartedly.

day activity, she even told her mother, "Mom, I don't mind going to school at weekend now, the activities there are so much fun." (In fact, she used to complain for the need to go to school at a weekend). We really felt it was the very right decision for us to send her to YCIS. Michelle used to complain every morning before going to school in her previous years of primary study, in the traditional school. We are so grateful. YCIS is active in promoting social responsibility; there are charity events, activities and trips.

The closer I look at the school, the more I appreciate it. I see the school is operating at high level, with two Co-Principals, Chinese and Western, they organize so many activities in each academic year, they pay attention to arts and science developments of the students. They have their own canteens and lunch supply is from their own kitchen, food quality is of hotel level but the way they serve caters to all needs of the students, tasty and easy. They also have another canteen supplying meals to senior students. The school has been paying great attention to small details and to the needs of students; I genuinely feel that I can trust them wholeheartedly.

Despite us being very satisfied, I see the staff team are still trying to excel themselves and trying to continually improve to make everything perfect. Thanks to YCIS, the whole staffing team, Year 8 teachers, and Dr Lam, the Chinese Co-Principal, and Ms Christine Wong, a counsellor of the Counselling and Learning Support Team - for all their professional, dedicated and caring attitude. We truly admire and appreciate you.



KELLETT SCHOOL

By Nicola Burke, mother to Cameron, Kirstie and Duncan



Kellett School offers so much more than just an academically excellent education, and my three children, who are all very different from each other, have all thrived at this wonderful school.

The teachers and staff at Kellett are enthusiastic, committed and inspirational, and their focus on the individual student is evident both from an academic and pastoral care perspective. I admire the School stance of being deliberately non-selective to allow siblings in a family to be educated together and I have witnessed first-hand how the teachers work hard to add value to ensure each student achieves to the best of their individual ability.

It goes without saying that the many highly achieving students at Kellett are assisted to gain access to the top ranked universities in the world, but I am particularly impressed by the School's record in helping all of its students deliver above expectations through targeted intervention. There is a strong and caring team to provide extra support to children, and their families, when required to help with their academic, social and personal development.

"

It goes without saying that the many highly achieving students at Kellett are assisted to gain access to the top ranked universities in the world

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Kellett also invests significantly in the Arts, Sports and Music programmes throughout the school; my youngest son loves playing football on the Sky Pitch and my daughter makes good use of the bespoke dance room. All children are given many opportunities to showcase their work, play in teams and to dress up and perform in front of the other students, their teachers and their parents; I am sure these activities are significant in developing the 'happy confidence' that so many of the Kellett students seem to possess.

Kellett School offers a wonderful education, by superb teachers supported by state-of-the-art facilities and access to first class specialist equipment. The new campus in KLB is often mentioned to me as a model school but having had my children come through from Reception to Year 6 at Pok Fu Lam before entering Senior School at Kowloon Bay, I have first-hand knowledge of the unique selling points of both campuses. I believe a school is only as good as its teachers, and, over the years, I have been impressed by Kellett's dynamic approach to education as it constantly invests in the continuing development of its teachers and aims to adopt and embrace new ideas and technologies. Comments and opinions from students, teachers and parents alike are regularly sought and taken on board, as the school strives to continually improve on everything it offers.

I also like the fact that Kellett is very international and celebrates its diverse community. This resulted in my children growing up with respect and tolerance for different cultures and values. Furthermore, the well-established 'Kellett Cares' organisation within the school, that concentrates on raising money for external charities both locally and overseas, encourages students to participate in various 'learning through volunteering' activities, which again adds to their overall personal development.

Kellett is very much a community, and I have made many friends over the years through parental volunteer activities that are strongly encouraged by the school. My children have also benefited from the comprehensive range of after school activities offered across both campuses, with opportunities for developing new interests and making new friends.

I believe that Kellett School's aim of instilling 'a love of learning and confidence for life' in every child is very evident. However, what I have noticed is that they do not stop here; they go above and beyond this, and imbue their students with the values and attitudes that will serve them well in their futures as Global Citizens.



Parental Review

HONG KONG INTERNATIONAL SCHOOL

Joy & Simon Tan Eva Tan. Grade 7

We are a family of four who have lived in Asia for 11 years having moved to Hong Kong in July 2016. Prior to moving to Hong Kong, several friends had already mentioned to us about Hong Kong International School, and that it is a holistic school offering an American academic program, comprehensive facilities that is complemented by the Christian faith. As we only found out about our relocation in Spring 2016, we had missed the application deadlines at other schools in Hong Kong. Fortunate for us, our youngest daughter was accepted to HKIS.

The school is located in the Tai Tam area on Hong Kong Island, nearby the popular Stanley Village. The location is picturesque as it is surrounded by forest and ocean. HKIS is easily accessible via public transport and taxi, from the Chai Wan MTR or bus from Stanley Village. Many families who have children attending HKIS, live nearby, while other families also choose to live in town. Luckily the school bus system covers most of Hong Kong and transports the students to and from school and from their after school activities.

The school was welcoming in that they had existing families who would reach out and help new families by answering queries we had from where to buy school supplies and uniforms, to where to shop for certain grocery foods we were looking for. This was helpful to us as I was able to purchase some clothing and school supplies she could use as school uniform.

On the first day of orientation our daughter was able to make two new friends from her peer group. This helped her settle in well the next day and she had a group of friends who she was already navigating her way with, through Grade 6.

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HKIS offers a challenging, and innovative curriculum based on the American school system.

"

HKIS offers a challenging, and innovative curriculum based on the American school system. With great teachers, they are able to guide the students through their variety of courses they take in the first year of middle school. This year, she was able to challenge herself in her Mandarin class and bring herself to a higher level, with the help of her Mandarin teacher. She also expressed herself in a variety of other classes including drama, where she acted in plays with her fellow classmates, and also performed solo in a number of choir performances. This year she tried out for the Chamber Choir for Grade 7, and was excited when she made the cut.

Another unforgettable experience was the popular "Peak" trip that all first year middle school students participate in. This is a one-week school trip that takes place in October, where students travel with their house teams to Beijing and have a foreign and unique experience. This gives the students plenty of opportunity for team bonding and getting to know their fellow classmates outside of the classroom.

Overall, our experience with HKIS has been positive, and we are happy she has been able to express herself, and keep up her grades. Although this has been a challenging first year for us as a family overall, we know we made the right choice for our daughter with HKIS.



CANADIAN INTERNATIONAL SCHOOL



By Wendy Li (CDNIS alumni/CDNIS parent)

My CDNIS journey began back in 1998 at the old Borrett Road campus and I completed my OSSD (Ontario Secondary School Diploma) at the school's existing campus along Nam Long Shan Road. Fast-forward a decade later and I find myself at a different stage in life now, balancing my time between working full-time, being a wife and a mother to two young sons. It's a source of comfort that both of my boys attend CDNIS. They love the school and are excited to share details of their day as soon as they return home in the afternoon.

CDNIS fit all of my criteria when selecting a school for my two sons. Not only does it offer through train education until Grade 12 graduation, but I had also heard many good things about the school's Chinese programme. After talking to fellow alumni members, it was clear that CDNIS still exhibited the same attributes that made it a special place to me many years ago – confidence and being able to find a balance between maintaining academic excellence and developing caring individuals that benefit the community.

The school has grown since I graduated and has since introduced the new IB (International Baccalaureate) programme, something not available back in my day. By offering students the chance to graduate with two diplomas – IB and OSSD – this provides them with a significant advantage over their fellow academic peers when they begin to explore their post-secondary options.

Stepping back again into the 9th floor foyer, on my son's first day of school, has brought back plenty of emotions. One thing that has remained consistent is the love shared between all members of the CDNIS community. Seeing the teachers

who taught me, Mr. Kaiser and Mrs. Ho, both of which are still contributing at the school, made it feel even more like a homecoming.

This is the same feeling that my two young boys now share. They absolutely love running around the 9th floor playground and are eagerly awaiting the completion of the Early Childhood Centre! Willing to change and never give up are traits that I see the teachers and faculty members embody at CDNIS, and I am glad that my children are in a school that shares these great values.

CDNIS fit all of my criteria when selecting a school for my two sons.



ENGLISH SCHOOLS FOUNDATION (FSF



Positive communication between school and parent helps improve academic performance and the English Schools Foundation (ESF) recognises its importance. As Hong Kong's largest English-medium international education provider, ESF schools are dedicated to develop close relationship with the parents.

"Our school is like a small community," said Mina Dunstan, Principal of ESF Quarry Bay School. "The school and parents have built a strong bond and mutual respect. We share the same value – to provide a joyful and loving learning environment where children thrive.'

To deepen the school-family partnership, teachers and parents meet on a regular basis to exchange information. Such on-going communication helps both the school and parent tailor their approach to the student.

Terri Appel, an ESF parent, sent her children to Glenealy School and they continued their studies at Island School. Her son has now graduated, while her daughter is currently at Year 11.

"We initially had reservations about sending him to school at four years old. However, the staff at ESF Glenealy School quickly reassured us and he began his primary schooling well cared for and well educated. He began to excel academically even being so young, and his desire to learn more and confidence started to grow by leaps and bounds as well," Terri reveals.

"In the first year, the school vice principal gave him extra attention and that made all the difference to the rest of his schooling. It is those seemingly small touches that convinced us that ESF was the right choice for both of our children," she continues.

Over the past 50 years in Hong Kong, ESF has supported and improved the quality of learning and teaching with students' wellbeing at the centre. The Foundation believes that a joyful learning environment and a personalised approach to learning and inspiring curiosity are the key to bringing out the best in every student.

"The personalised approach, as well as the attentive and encouraging nature of ESF teachers are what we like about the school. The fact that they instill a 'can do' and 'just give it a go' attitude, while taking into account the strengths of each child. We like that success is celebrated appropriately and that failure is embraced as a learning opportunity," Terri said.

"We also like the diversity within the student body, and

the ability for children to learn to alongside children of different ethnicities, cultures and mixes. It enriches the type of education they receive and how they approach the global stage which is at their fingertips," she adds.

Currently, there are 17,500 students from more than 60 different nationalities in the family of 22 ESF schools, including five kindergartens, nine primary schools, five secondary schools, two all-through schools and one school for children with special educational needs. About 70% of our students have parents who are permanent residents of Hong Kona.

As this desire for high-quality education has grown, the curriculum offered in ESF schools has changed significantly over the past five decades, adapting in response to the needs of the wide range of the students. ESF teachers now make progressively more use of digital technologies. Their approaches have developed in response to changes in how students can learn most effectively.

The two daughters of Eric Wong, another ESF parent, are currently studying Years 9 and 12 at ESF Renaissance College (RCHK). The curriculum is what drives him to an ESF school, he says.

"We appreciate that the school offers daily Chinese classes, not to mention the fact that it was the first through-train IB school in the ESF family," Eric says. "Not only does RCHK offer an excellent academic curriculum, it also encourages and guides students to have a wide and open mindset in reaching out to the world."



Eric Wong and family

Mehul Tanna, another RCHK parents remarks "The caring and nurturing teachers and staff at RCHK have made a fundamental difference in the lives of our children. Our kids have truly blossomed over the years academically and socially. They are always eager to go to school and have wonderful relationships with their teachers. Seeing this has made us glad knowing we have chosen the best school for our kids."

Dannis adds that the school provides a 'true allround education' where students are encouraged to have comprehensive development.

"As we move into a new era, we need to continue to be agile in responding to the needs of the communities we serve, maintaining a laser-focus on the quality of learning and teaching in our schools and the provision made for students' welfare," says Abraham Shek, Chairman of ESF.



Mehul Tanna and family

The personalised approach, as well as the attentive and encouraging nature of the teachers are what we like about Glenealy school
Terri Appel

To meet the needs of diverse learners, ESF has policy to support students with different levels of needs, ranging from gifted students to students with special educational needs.

"My daughter has been identified as a talented child in visual arts. ESF Sha Tin College (STC) keeps on offering her a wide range of opportunities to strengthen her abilities not just in arts, but also the ways to see the world. She is now interested in developing her career that involves visual arts," says Dr. Dannis Au, a STC parent. "STC provides her with a very good soil and she grows happily in such an encouraging environment, and helps the students to connect themselves with the community."

KEY APPLICATIONS DATES - 2018 FNTRY

American School Hong Kong

Kindergarten

DOB: 5 years old before August 31 of year of entry Application Period: Rolling admissions.

Grade 1

DOB: 6 years old before August 31 of year of entry Application Period: Rolling admissions.

Grade 2

DOB: 7 years old before August 31 of year of entry Application Period: Rolling admissions

Grade 6

DOB: 11 years old before August 31 of year of entry Application Period: Rolling admissions

Grade 7

DOB: 12 years old before August 31 of year of entry Application Period: Rolling admissions

DOB: 13 years old before August 31 of year of entry Application Period: Rolling admissions

Australian International School (Jan 2018 entry)

Reception

DOB: Born between May 1, 2013-April 30, 2014 Application Period: Two years prior to entry

Preparatory

DOB: Born between May 1, 2012-April 30, 2013 Application Period: Two years prior to entry

DOB: Born between May 1, 2011-April 30, 2012 Application Period: Two years prior to entry

DOB: Born between May 1, 2006-April 30, 2007 Application Period: Two years prior to entry

American International School

Early Childhood 1

DOB: Children born in 2015

Application Period: Rolling admissions

Early Childhood 2

DOB: Children born in 2014

Application Period: Rolling admissions

Grade 1 Junior

DOB: Children born in 2015

Application Period: Rolling admissions

Grade 1

DOB: Children born in 2012

Application Period: Rolling admissions

Grade 6

DOB: Children born in 2007

Application Period: Rolling admissions

Grade 11

DOB: Children born in 2002

Application Period: Rolling admissions

DOB: Children born in 2001

Application Period: Rolling admissions

Anfield Primary School

Year 1

DOB: Children born in 2013

Application Period: August-October 16, 2017

DOB: Children born in 1008

Application Period: August 1-October 16, 2017

Canadian International School

Pre-Reception

DOB: 3 years old by August 31, 2018 Application Deadline: October 14, 2017

Reception

DOB: 4 years old by August 31, 2018 Application Deadline: October 14, 2017

Preparatory

DOB: 5 years old by August 31, 2018 Application Deadline: October 14, 2017

Grade 1

DOB: 6 years old by August 31, 2018 Application Deadline: October 14, 2017

Grade 6

DOB: 11 years old by August 31, 2018 Application Deadline: January 31, 2018

Grade 11

DOB: 16 years old by August 31, 2018 Application Deadline: January 31, 2018

Grade 12

DOB: 17 years old by August 31, 2018 Application Deadline: January 31, 2018

Carmel School

Kindergarten 1

DOB: 3 years old on or before October 31 Application Deadline: Rolling admissions

Grade 1

DOB: 6 years old on or before October 31 Application Deadline: Rolling admissions

Christian Alliance International School

Preparatory

DOB: 5 years old on or before August 31

Application Deadline: September 1-October 31, 2017

Grade 1

DOB: 6 years old on or before August 31

Application Deadline: September 1-October 31, 2017

Grade 7

DOB: 12 years old on or before August 31

Application Deadline: September 1 to November 30, 2017

Grade 11

DOB: 16 years old on or before August 31

Application Deadline: September 1 - November 30, 2017

Grade 12

DOB: 17 years old on or before August 31

Application Deadline: September 1-November 30, 2017

Chinese International School

Reception

DOB: 4 years old by August 31

Application Deadline: October 15, 2017

Year 1

DOB: 5 years old by August 31

Application Deadline: February 28, 2018

Year 6

DOB: 10 years old by August 31

Application Deadline: February 28, 2018

Year 7

DOB: 11 years old by August 31

Application Deadline: September 1-October 31, 2017

Year 12

DOB: 16 years old by August 31

Application Deadline: September 1-October 31, 2017

Year 13

DOB: 17 years old by August 31

Application Deadline: September 1-October 31, 2017

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

*Kindergarten 1

DOB: 2015 born children

Application Period: September 1 - September 30, 2017

Year 1

DOB: 2013 born children

Application Period: September 1 – September 30, 2017

*Year 7

DOB: 2007 born children

Application Period: September 1 - September 30, 2017

Year 8-Year 12

Application Period: Rolling admissions

French International School (International Stream)

Reception

DOB: Children born in 2014

Application Period: Rolling admissions

Year 1

DOB: Children born in 2013

Application Period: Rolling admissions

Year '

DOB: Children born in 2007

Application Period: Rolling admissions

Year 12

DOB: Children born in 2002

Application Period: Rolling admissions

Year 13

DOB: Children born in 2001

Application Period: Rolling admissions

German Swiss International School (International Stream)

Kindergarten 1

DOB: 3 years old by September 1 Application Period: Rolling admissions

Kindergarten 2

DOB: 4 years old by September 1
Application Period: Rolling admissions

Year 1

DOB: 5 years old by September 1 Application Period: Rolling admissions

Year 7

DOB: 11 years old by September 1
Application Period: Rolling admissions

Year 10

DOB: 14 years old by September 1 Application Period: Rolling admissions

DOB: 16 years old by September 1 Application Period: Rolling admissions

Year 13

DOB: 17 years old by September 1 Application Period: Rolling admissions

Harrow International School

Kindergarten 1

DOB: September 1, 2014-August 31, 2015 Application Deadline: January 1, 2018

Kindergarten 2

DOB: September 1, 2013-August 31, 2014 Application Deadline: January 1, 2018

DOB: September 1, 2012-August 31, 2013 Application Deadline: October 1, 2017

Year 6

DOB: September 1, 2007-August 31, 2008 Application Deadline: January 1, 2018

Year 9

DOB: September 1, 2004-August 31, 2005 Application Deadline: January 1, 2018

Hong Kong Academy

Pre-Kindergarten 1

DOB: 3 years old by August 31 Application Period: Rolling admissions

Kindergarten

DOB: 5 years old by August 31 Application Period: Rolling admissions

Grade 1

DOB: 6 years old by August 31 Application Period: Rolling admissions

Grade 5

DOB: 10 years old by August 31 Application Period: Rolling admissions

Hong Kong International School

Reception 1

DOB: 4 years old by August 31 Application Deadline: October 31, 2017

Reception 2

DOB: 5 years old on or before August 31 of entry year

Application Deadline: October 31, 2017

DOB: 6 years old on or before August 31 Application Deadline: October 31, 2017

DOB: 11 years old on or before August 31 of entry year

Application Deadline: February 1, 2018

DOB: 16 years old on or before August 31 of entry year Application Deadline: February 1, 2018

Grade 12

DOB: 17 years old on or before August 31 of entry year

Application Deadline: February 1, 2018

ISF Academy

Foundation Year

DOB: Age 4 years 8 months by August 31 Application Period: August 14, 2017-October 2, 2017

Grade 1

DOB: Age 5 years 8 months by August 31

Application Period: August 14, 2017-January 8, 2018

Grade 2

DOB: Age 6 years 8 months by August 31

Application Period: August 14, 2017-February 21, 2018

Grade 6

DOB: Age 10 years 8 months by August 31

Application Deadline: August 14, 2017-February 21, 2018

Grade 11

DOB: Age 15 years 8 months by August 31

Application Deadline: August 14, 2017-February 21, 2018

International College Hong Kong – Hong Lok Yuen Primary & Secondary

Reception

DOB: 4 years old by December 31 on entry Application Deadline: Rolling Admissions

DOB: 5 years old by December 31 on entry Application Deadline: Rolling Admissions

DOB: 11 years old by December 31 on entry Application Deadline: Rolling Admissions

Year 10

DOB: 14 years old by December 31 on entry Application Deadline: Rolling Admissions

Year 12

DOB: 16 years old by December 31 on entry Application Deadline: Rolling Admissions

Year 13

DOB: 17 years old by December 31 on entry Application Deadline: Rolling Admissions

International Christian School

Reception One

DOB: 3 years old before September 1

Application Period: September 1-November 30 2107

Reception Two

DOB: 4 years old before September 1

Application Period: September 1-November 30 2107

Pre-Grade One:

DOB: 5 years old before September 1

Application Period: September 1-November 30 2107

Island Christian Academy

Year 1

DOB: Child born in 2013

Application Deadline: September 1-October 31, 2017

Year 6

DOB: Child born in 2008

Application Deadline: September 1-October 31, 2017

Kellett School – The British International School in Hong Kong

Reception

DOB: 4 years old on or before August 31

Application Period: from birth

Year 1

DOB: 5 years old on or before August 31

Application Period: from birth

Year 7

DOB: 11 years old on or before August 31 Application Period: 2 years prior to entry

Year 10

DOB: 14 years old on or before August 31 Application Period: 2 years prior to entry

Year 12

DOB: 16 years old on or before August 31 Application Period: 2 years prior to entry

Year 13

DOB: 17 years old on or before August 31 Application Period: 2 years prior to entry

Malvern College Hong Kong

Year 1

DOB: September 1, 2012-August 31, 2013 Application Period: Rolling Admissions

ear 2

DOB: September 1, 2011-August 31, 2012 Application Period: Rolling Admissions

Year 3

DOB: September 1, 2010-August 31, 2011 Application Period: Rolling Admissions

Year 7

DOB: September 1, 2006-August 31, 2007 Application Period: Rolling Admissions

Nord Anglia International School

Nursery

DOB: September 1, 2013-August 31, 2014 Application Period: Rolling Admissions

Reception

DOB: September 1, 2012-August 31, 2013 Application Period: Rolling Admissions

Year 1

DOB: September 1, 2011-August 31, 2012 Application Period: Rolling Admissions

Year 7

DOB: September 1, 2005-August 31, 2006 Application Period: Rolling Admissions

Year 11

DOB: September 1, 2001-August 31, 2002 Application Period: Rolling Admissions

Singapore International School

Preparatory Year 1

DOB: born in 2014

Application Deadline: September 30, 2017

Preparatory Year 2 DOB: born in 2013

Application Deadline: September 30, 2017

Primary 1

DOB: born in 2012

Application Period: Rolling Admissions

Secondary 1

DOB: born in 2006

Application Period: Rolling Admissions

DP1

DOB: born in 2002

Application Period: Rolling Admissions

Stamford American School Hong Kong

Kindergarten

DOB: September 2012-August 2013 Application Deadline: October 31, 2017

Grade 1

DOB: September 2011-August 2012 Application Period: October 31, 2017

Grade 7

DOB: September 2005-August 2006 Application Period: Rolling admissions

Shrewsbury International School

Nurserv

DOB: September 1, 2014-August 31, 2015 Application Period: Rolling admissions

Reception

DOB: September 1, 2013-August 31, 2014 Application Period: Rolling admissions

Year 1

DOB: September 1, 2012-August 31, 2013 Application Period: Rolling admissions

Year 3

DOB: September 1, 2010-August 31, 2011 Application Period: Rolling admissions

The Harbour School

Kindergarten

DOB: 4 years old by August 31 Application Period: Rolling Admission

Grade 1

DOB: 5 years old by August 31 Application Period: Rolling Admission

Grade 3

DOB: 7 years old by August 31 Application Period: Rolling Admission

Grade 7

DOB: 12 years old by August 31 Application Period: Rolling Admission

Grade 11

DOB: 16 years old by August 31 Application Period: Rolling Admission

DOB: 17 years old by August 31 Application Period: Rolling Admission

Victoria Shanghai Academy (for 2019 entry)

DOB: 5 years and 8 months old by August 31 Application Period: November 1, 2017-March 1, 2018* only open to existing applicants from Victoria Educational Organization kindergartens, debenture holders or overseas applicants

Year 2-Year 11

Application Period: Open application with no specific deadline

Yew Chung International School

Early Childhood Programme

DOB: must be 2, 3 or 4 years old on or before August 31

Application Deadline: Rolling admissions

Year 1

DOB: 5 years old on or before August 31 Application Deadline: Rolling Admissions

DOB: 11 years old on or before August 31 Application Deadline: Rolling Admissions

Year 10

DOB: 14 years old on or before August 31 Application Deadline: Rolling Admissions

Year 12

DOB: 16 years old on or before August 31 Application Deadline: Rolling Admissions





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We are an ethical agency, that does not charge helpers any placement fees or commissions



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Little Steps Hong Kong

TOP 10 INDOOR ADVENTURES

1

TRAMPOLINES & CLIMBING IN NORTH POINT

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

2

SPORTS & SKIING IN KWUN TONG

For the ultimate in indoor sports fun, run straight to PLAY! in Kwun Tong. Baseball batting cages, private ski lessons on carpeted slopes, and tobogganing for the wee ones. We promise - it will not disappoint!

3

GO HOVERBOARDING!

If racing on a track with your kids on a hoverboard sounds fun - Azzita is your new indoor fun zone! With two locations in Hong Kong, 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.







Little Steps Hong Kong

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.









Little Steps Asia HONG KONG School NEWS



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ESF guiding young learners to greater heights

The newest ESF kindergarten was opened in Tung Chung last August. It is ESF's fifth kindergarten with over 300 students currently enrolled. The school seeks to nurture every student to be the best that they can be.

Building on the experience and success of the four existing ESF kindergartens, the new school provides a quality, English medium early years education for children aged 3 to 5. It is now a candidate school for the International Baccalaureate Primary Years Programme (PYP) and shares a common philosophy with other IB schools — a commitment to quality, challenging, international education — that is believed to be important for students.

The school's learning environment is highly interactive and aims to provide an inquiry-based curriculum where students learn through exploration, hands-on experiences and play-based activities. Through lessons taught, children are encouraged and motivated to learn through experiences of discovery, experimentation and reflection by working individually or in groups.

Lessons are organised under units of inquiry for children to acquire key skills and attitudes. Each child is considered individually in their learning journey as they may be at a different stage in their understanding and development to their peers. The school's curriculum is based on the IB Primary Years Programme (PYP) and takes a 'whole child' view where all aspects of learning and development are given equal emphasis. It includes a range of subjects such as Languages, Social studies, Mathematics, Arts, Science and Personal, Social and Physical Education.

"We believe the early years are a critical stage in a child's development and in their education," said Sandra Hite, Principal of ESF Tung Chung International Kindergarten. "Everything we do is intended to provide the best outcomes for our young learners, and to provide them with a fun and stimulating place to learn."

Each class session lasts three hours, with two sessions per day. The school day is a balance between whole class circle time, reflection and learning engagements that are play-based and planned by the staff. Children spend almost an hour and a half playing with other children to develop their cognition, as well as their physical, social and emotional skills.

The Tung Chung campus is very spacious with over 11,000 square feet for up to 352 students, with 176 per session. The school is beautifully designed with large leaves that provide unique lighting in the ceiling. The front classroom walls are foldable so they can open up into the large shared space where children play.

The library is equipped with a loft for group story telling and under it is a small theatre for puppet shows and other performances. Large area for dancing and drama is available. The outside podium provides ample space for messy play, gardening and other outdoor activities.

"The school reflects our aspiration for each of our children to flourish," said Hite. "We strive to provide children with strong foundational skills for future academic success and also to equip them to participate as flexible, creative thinkers and engaged citizens in an increasingly complex and interdependent world."

The five ESF International Kindergartens offer an English medium education for children aged 3 to 5 years. Abacus, Hillside, Tsing Yi and Wu Kai Sha are authorised IB World Schools to offer the Primary Years Programme (PYP), while Tung Chung is now an IB candidate school.

Children who attend the school will receive priority for interview at ESF primary and ESF private independent schools for Year 1 central applications.









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Wilderness – An oasis of quality early childhood education



All children need a secure foundation that addresses the social, emotional, physical and cognitive milestones in development. Each child is different and so are each Parent's experiences, but every child also requires an essential core of knowledge and skills that are built upon to set them up for further learning. Excellence in early childhood education however, is so much more than learning to read, write, and becoming numerate. It is about leaning to establish positive relationships, learning the rules of belonging to a group, learning self-regulation skills and learning how to learn.

In addition to the rigors and global recognition and standards of the International Baccalaureate (IB) PYP Early Years Programme, Wilderness is committed to meeting the needs of the whole child by specifically focusing on teaching social skills, relationships skills, wellbeing and ensuring every child, every day, experiences outside play and discovery.

The IB PYP prepares children to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom. (www.ibo.org)

Social skills are the foundation for academic success. Knowing how to cooperate with others, following classroom expectations and acting responsible are key indicators to a child's success at school. We now know that the quality of child development at the time of school entry predicts performance in school programs. But 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.

Examples of specific social skills 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

The well-being initiative in our program has a focus on incorporating mindfulness and daily yoga into the curriculum. Children are taught to recognise their feelings, slow down and clam 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.

Our "WilderKids" learn to love nature by connecting to it every day in our outdoor classroom. Through our play based

Our "WilderKids" learn to love nature by connecting to it every day in our outdoor classroom

pedagogy they learn to love learning by joyfully discovering their world, through gardening, dancing, singing, exploring, creating and experimenting. They grow in confidence by learning to use their own initiative and make wise choices. WilderKids learn how to learn by using simple reflective exercises to become aware of their individual cognitive process.

Our dedicated international community of teachers are helping our WilderKids build their capacity to learn, connect mind and body, love nature, make friends and be socially happy children.







We must provide our children with the tools that they need to participate successfully in our contemporary global society and their future. What happens when we give our children the chance to explore, to conquer their fears, offer them choice and opportunities to solve their own problems? They learn independence, social competence, authentic happiness, how to think, reflect and act. Fundamental skills that increases their capacity to succeed both in school and beyond school.

At 'Wilderness' we commit that each child has the right to:

- · Feel safe, secure and a true sense of belonging.
- Feel more confident as a result of being involved in our learning programmes.
- Explore and discover their world through exploration and heightened curiosity.
- Choose their own learning and play activities from a daily menu of planned interactions.
- Experience positive social interactions and learn how to build positive relationships between other children and adults.
- · Love learning and experience happiness daily.

For further information, visit: www.wilderness.asia/ Ground Floor

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Kennedy Town

Tel: +852 2595 9066

Email: admissions@wilderness.asia



PRF-SCHOOL OR KINDERGARTEN? HOW TO DECIDE FOR YOUR CHILD

The difference between pre-school and kindergarten is in the form of education they offer. Now, if you are a parent, you realize how difficult it has become for kids to compete with others in school, and later on in life to be successful in general. Gone are the times when parents did not even remember the class their children were studying in, let alone research the best schools. Those were the times when there was no concept of a pre-school, but which is now in great demand to prepare students for primary schools that begin with kindergarten. Kindergarten is the name given to first formal classroom that a student studies in. Let's explore the real difference between a pre-school and kindergarten, read on to learn more.

What is pre-school?

If you have already started exploring your child's education pathway, you will know that competition for places at certain pre-schools starts very early. Pre-school begins at an early age when the child is around 2 or 3 years old. However, this admission age can change depending on the pre-school. The pre-school experience teaches your child to socialize with peers and gives early exposure to letters, sounds, phonemes, words, numbers, counting, cutting, drawing, shapes, colours, body parts and other objects, world knowledge and different cultures, teamwork, self-help skills, science and other key building blocks for early education. It introduces schedules, structure, and how to adapt to change as well as the opportunity to play with other kids, celebrate birthdays and other holidays with people outside of their family. You will see that some pre-school sessions are held once a week. Some are for multiple days a week.

What is kindergarten?

The German word "Kindergarten" means garden for children. This term was invented by Friedrich Froebel, who established the very first kindergarten programme in Germany in 1837. He emphasized the importance of play in a child's life. He considered games as a prime contributor to the intellectual, social and spiritual development of children.

A kindergarten refers to a classroom programme that is usually for children from three to five years of age. In a kindergarten, education techniques are largely based on play and exploration methods. After kindergarten, a child starts his first year of formal education in a school. Most kindergartens aim to impart social skills, self-esteem and develop a child's academic ability. In some of the places, it denotes the first year of schooling and focuses on five year old children. In these particular locations, a kindergarten offers more formal education than other types of formal schools.

CHOOSING A PRF-SCHOOL IN HONG KONG

Choosing the right pre-school can seem like a daunting process, but the key to the decision lies in you knowing what you want and what is best for your child. Choosing a pre-school 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. And once you have decided on the best pre-school for your child, you then need to help your child adjust to this big change. It's important to know that many international pre-schools carry out selection interviews with prospective students to test their language, social and cognitive abilities.

Your child will learn to make friends, share, take turns and integrate with children from different backgrounds. Do remember that at this age, children usually love the daily routine of pre-school; they get excited about knowing the order of things in their day – when story time is, when snack time and lunch happen - and they're usually really thrilled at sharing this with their parents.

Make sure to do thorough research before making the decision of sending your child to a particular pre-school. Seek advice and recommendations from other expats, schedule an appointment with the school and have a detailed look at their facilities.

Also, keep in mind that your decision to send you child to a specific pre-school may have far-reaching consequences. Pre-schools with a top-notch education may make it easier for you to get your child admitted to a prestigious school. Furthermore, you should decide whether you would like your child to attend a local school or an international school and choose the pre-school accordingly.

WHAT TO CONSIDER WHEN SELECTING A PRE-SCHOOL

First and foremost, if English is not your child's first language, it is important to look for a school that offers immersionstyle teaching. Young children absorb languages and have no issues with learning two languages. Their natural learning abilities, enthusiasm and need to understand, guarantees a successful learning of a new language other than their home/ native language.

All international pre-schools offer English as the medium of instruction but also offer bilingual (Mandarin & English) classes. However, if Spanish or French is your child's native language, it is a good idea for your child to attend the English classes only so she can first master English before learning another language such as Mandarin.

If you are interested in a bilingual education for your child, (Mandarin & English), keep in mind schools such as Victoria Educational Organization (nursery & kindergarten), Kingston International Kindergarten, Kiang Su & Chekiang (nursery & kindergarten), Rightmind Kindergarten and ISF Pre-school.



City Kids Preschool students

Finding the best fit

Even after parents manage to successfully enrol their child in a pre-school, many are still on the lookout for better schools. Parents in Hong Kong have the dilemma in choosing between local and international schools. It's common for children to attend a local and an international pre-school. Parents want to get the best of both worlds and increase their chances of being offered places by local and international primary

A 'good fit' is a school where children and parents feel comfortable, happy and safe. Only then can the learning occur. Take time to reflect on the school's tangibles (e.g., the curriculum, teaching staff and facility) and intangibles (it's values, approach and character).

Find your home away from home - the place where your child looks forward to going each day, seeing their teacher and friends. As a parent, you know they are well cared for in a clean and safe environment, they are being engaged academically and allowed to be creative and express themselves, and you feel confident that all the things on your list are being checked off.

Schedule a visit

Before you commit to an application fee, schedule visits to the schools that you feel would be a right fit. You'll need to meet the pre-school supervisors in person and observe the teachers with the children. They are the ones your child will interact with most, so it's important that you find warm people with lots of experience caring for the children.

Next, bring your child along for a visit or even a trial lesson. See how she responds to the school and the teachers. Do they seem interested in getting to know her? Are the activities ones she'll enjoy? By watching how she reacts you'll have a better idea whether a pre-school is a good fit.

Most important, trust your instincts. A pre-school may boast new books and toys, have gleaming new materials and play areas, and be affordable, but if it doesn't feel right then it isn't. It's essential that you feel comfortable with the school's supervisor/ manager, who runs the establishment and sets guidelines for your child and with whom you'll be interacting should issues or questions come up in the future. You should also feel secure and pleased with the teachers, who will be spending many hours with your child day in and day out.

Use these questions when you visit a pre-school: Basics

A reputable pre-school has solid, up-to-date credentials, clear rules and regulations, and firm policies on operating hours, pickup and drop-off times, and when children are too sick to attend.

Enrolment

- What is the school's licensed capacity?
- Does my child have to be potty-trained to attend?
- Can I bring my child in for a trial class?

Davs and hours

- What are your hours?
- How flexible are you with pickup and drop-off times?
- Is it possible to have extended day after a few months?

Costs

- What are the fees?
- Do I pay when the school is closed for public holidays?

- How and when would you bill us?
- Is a bus service included in the fees?

Interacting with parents

- Do you encourage visits from parents?
- How do you communicate with parents?
- Is there a regular newsletter?
- Do you provide educational seminars, for instance, talks on primary school admissions?

Size

- · Are the children grouped by age or are ages mixed?
- How large is the group my child would be in?
- What's the teacher-child ratio in each group?

Staff

· Teachers should be educated, with at least two years of college, a background in early childhood development.

Staff and qualifications

- How many full-time teachers do you have? How many assistants?
- What are the staff's credentials and training?
- Does the staff have emergency training? In CPR? In first aid?

Philosophy

Be sure the pre-school you're considering suits your personal philosophy. Think about, for example, whether you want a pre-school based on Montessori, Waldorf, Reggio Emilia, or another educational philosophy.

- What is the school's educational philosophy?
- Is the schedule structured around various activities such as academic, music and creative play?
- How do you prepare children for primary school interviews?

Activities

A reputable pre-school will have a well-thought-out curriculum with a variety of activities. The programme should be changed regularly so children have a chance to learn new skills and don't get bored.

- · Are your learning materials and activities age-
- Do you have well-defined areas for different kinds of activities (art, music, blocks and toys, quiet reading, etc.)?
- What is the class daily schedule/routine?
- What about extracurricular activities (dance, music. storytelling)?

Social skills

A reputable pre-school programme teaches children to take care of themselves and to respect other children and adults. Providers should help children learn how to express themselves appropriately, discipline them kindly, and encourage their good behaviour.

- How do you discipline children?
- How do you comfort children who may get upset?
- How do you handle teasing, bullying, and inappropriate group behaviour among the children?

Health, hygiene, and safety

A reputable pre-school is clean and sanitary and observes basic safety rules. If you see poorly maintained equipment or the pre-school seems cramped, keep looking.

Health

- Must children be immunized in order to attend?
- What is your sick-child policy?
- What if my child needs medication during the day?

Hygiene

- Do caregivers wash their hands before feeding the children?
- · Are children taught/ required to wash their hands after using the toilet?
- How often are the toys cleaned and replaced?

Safety

- How old is your play equipment?
- Do you have a sign-in and sign-out sheet? Are the doors secure so strangers can't just walk in?
- What is your release policy? Who may pick up my child?
- What is your typhoon plan?

Additional considerations

Be sure to take a moment to ask yourself the following questions when you visit.

- Do the staff and children seem happy and engaged?
- Do caregivers talk directly to the children and is their tone friendly and caring?
- Is the pre-school clean and pleasant?
- Are appropriate safety measures (fire extinguisher, first aid kit, fences, etc.) in place?
- During the hours you and your child are apart, will you feel at ease knowing your child is in this setting?

PRF-SCHOOL INTERVIEWS

An ideal pre-school should allow children, through appropriate activities and everyday experiences, to achieve a balanced development in a pleasurable environment. All admission interviews are conducted in the form of activity to eliminate the pressure on children. During a pre-school interview, a child is tested on his comprehensive qualities which are still in the developing stage and self-sufficiency along with confidence. The interview usually focuses on the educational activities related to early childhood. The interview tests the manner in which the child is able to explore the five senses of sight, touch, sound, smell and taste. Queries can be placed to your child in plain conversational form or through theme activities that requires the child to identify, compare and classify items.

Pre-school Interviews Play time

During the interview, children and their parents are observed playing in a classroom. Teachers watch how they interact with their toys and their parents, and walk around the room talking to the children.

A child is commonly examined on their manners. For example, if the teacher gives them a toy, they should be able to put it back down or return it when they are finished.

Teachers want to see how children present themselves, whether they make eye contact and have basic social skills.

Teachers ask students to complete a number of tasks, including building a house with bricks, drawing a picture, sticking two felt eyes in the right position on a felt face, and identifying pieces of fruit.

Circle time

Children may be asked to sit in a circle and they are read a story – teachers assess their listening skills. They also do a music and movement segment with a song and dance to see how they move.

Some parents who are very pushy, tell their children what to say, for example, "Tell the teacher what colour this is."

They have no idea what I'm looking for.

Children may be asked to identify shapes, types of transport, food and colours during circle time.

Children are asked to point out where various body parts are. Teachers sing songs with children like "Heads, shoulders, knees and toes".

The most critical point is to not let your child feel that this is going to be a very trying episode in his life; otherwise, your child will automatically buckle under pressure. The secret



to success is to ensure a comfortable feel and allow your child to be his own self and the natural confidence will come across easily.

Questions asked to parents during pre-school interview

Parents have a lot of expectations as they decide to enrol their child in a pre-school. Each pre-school follows a certain programme and they expect the parents to be well aware of their philosophies and mode of functioning when they admit their child.

It is not common for all pre-schools to interview parents. However, for those which do, the main objective is to derive a clear picture of the background of the child and if the parent understands the pre-school programme and if they can demonstrate their true commitment to the school.

It is commonly reiterated that a child is like a sponge, absorb the attributes of the environment that they grow up in. After the admission of the child, the principal and teachers at the pre-school will require a complete understanding of the behaviour of the child which in turn is actually shaped by the environment that he is growing up in.

The specific questions that are asked to the parents during a pre-school interview are:

- Their expectations on how they wish to see their child grow up.
- Whether there is a specific manner in which they want to raise the child and the reason for it.
- Do they have any aspirations regarding the next step in their child's education?
- In case of working parents, how do you balance the time you spend with your child during the week and at the weekends?
- What do you typically do during the weekend with your child?

Understanding the Early Years Foundation Stage Curriculum

The importance of play-based learning.

The EYFS is based around seven areas of learning: three prime areas and four specific areas. At Nord Anglia International Pre-school, our curriculum is based on the EYFS and incorporated with our own 'Be Ambitious' philosophy. The EYFS consists of two year-groups, Nursery and Reception.

Your child will experience practical play-based activities to ensure they reach their full potential. It is our priority that all children have time to learn, play, make friends and grow. We believe learning should be fun.

Our four guiding principles include: treating each child as a unique child, ensuring that they build positive relationships, creating enabling environments that ensure children thrive and developing learning through a holistic and extended approach to the seven areas of learning. Learning is planned following the interests of the child in a purposeful and creative way. We pride ourselves on being able to offer children specialist teachers to teach in the areas of PE, Music and Mandarin.

In particular, we focused on the development of 3 prime areas below:

• Personal, Social and Emotional Development – to develop a positive sense of themselves, and others: to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups and to have confidence in their own abilities.



We pride ourselves on being able to offer children specialist teachers to teach in the areas of PE, Music and Mandarin. Sarah Harley, Head of School, Nord Anglia International Pre-school, Tai Tam

- Physical Development to develop co-ordination, control and movement. To understand the importance of physical activity and to make healthy choices in relation to food. Our PE lessons, taught by our specialist teachers are one part of how children are taught these skills.
- Communication and Language to develop confidence and skills in expressing themselves and to speak and listen in a range of situations.

In addition, there are four specific areas that pupils will learn: Literacy (including Phonics), Mathematics, Understanding the World, Expressive Arts and Design.

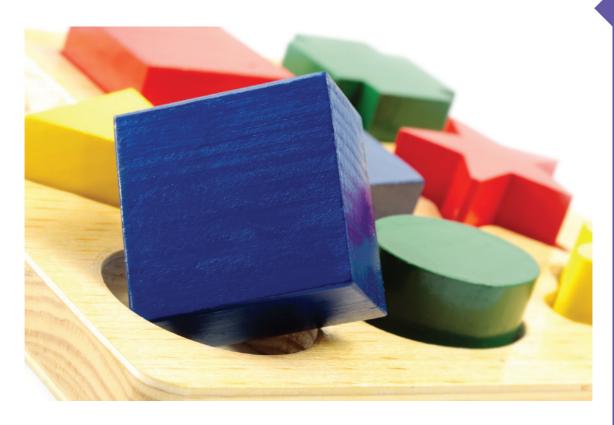
All of the areas of learning and development are interconnected with the characteristics of effective learning, which are 'playing and exploring', 'active learning' and 'creative and critical thinking'. With Nord Anglia Education's focus on individualised learning, our school will ensure that each child makes outstanding progress that is personal to them.

To learn more about Nord Anglia International School Hong Kong, contact the Admissions Team for more details. Website: www.nais.hk, Email: admissions@nais.hk, Tel: +852 3958 1428.









EARLY CHILDHOOD PRE-SCHOOL PROGRAMMES IN HONG KONG

Over the past few years, many new pre-schools have opened in Hong Kong. As a result, early childhood education has been getting an enormous amount of attention from parents. For many parents, the most confusing part about choosing pre-schools is trying to make sense of the different programmes, for example the Montessori Approach, the Play-Based Approach, the Waldorf Approach, the Reggio Emilia Approach or the Dalton Plan. The main difference between these approaches is their underlying educational philosophy. Below we have outlined some of the key features of the most popular approaches used in pre-schools. None of these approaches are the 'right' or 'best' option for all children – you need to decide which one is best for your child.

The Montessori Approach

The Montessori Approach combines individualized attention with a carefully-structured environment. Children are usually grouped together into three age spans which form a closely-knit community. Older children help the younger ones, and all are able to learn at their own pace. Teachers play a less demonstrative role in instruction and use nurturing in order

to teach life-lessons through real experiences. The goal is to encourage individual progress and let children learn naturally and at their own pace. Independence is encouraged through selective activities that capture their interest, rather than being led which activities they should do by a teacher. Many children do very well in the environment that the Montessori Approach creates. However, others find the structured curriculum and task-oriented activities difficult to follow.

What characterises the Montessori system?

- Independence.
- Freedom within limits.
- A child's natural intellectual, physical and social development.

Montessori Preschools in Hong Kong include:

- Discovery Montessori School
- Island Children's Montessori School and Kindergarten
- International Montessori School
- Infinity Montessori School
- Montessori for Children
- Woodland Montessori Preschools



The Waldorf Approach

Waldorf preschools are child-or play-centred and have a clear structure built around routine and rhythm. Children work in mixed-age groups and stay with the same teacher year-onyear. This approach emphasizes a rhythm of activities so that children move from physical games to free play to more focused academic activities. Creativity is strongly emphasised with academics not being stressed as strongly. A wide range of children, including both the shy and the outgoing, often do well in Waldorf schools because the approach is gentle and nurturing, and offers a sense of balance for students.

What characterises the Waldorf system?

- Teachers are dedicated to generating an inner enthusiasm for learning within every child.
- Key skills such as numeracy and literacy are presented in an imaginative and creative manner.

Waldorf Preschools in Hong Kong include:

- Forest House Waldorf School
- Garden House Pre-School and Kindergarten
- Highgate House

The Reggio Emilia Approach

The Reggio Emilia approach has 3 main pillars - parents, teachers and environment. The role of teachers in the Reggio approach is unique and rather unconventional. Teachers are encouraged to facilitate the child's learning by planning activities and lessons based on the child's interests, asking questions to further understanding, and actively engaging in the activities alongside the child, instead of sitting back and observing the child learning. A major teaching strategy is purposely to allow mistakes to happen, or to begin a project with no clear sense of where it might end. The surrounding

physical environment is crucial to the Reggio Emilia's early childhood programme, and is often referred to as the child's "third teacher." Reggio preschools are generally very spacious and awash with natural light. Classrooms open to a central gathering space and access to the outdoor is assured through doors in each classroom. There is an abundant use of mirrors, photographs, and children's work along with documentation of their discussions.

What characterises the Reggio Emilia Approach?

- Children learn by using all their senses.
- Teachers observe and learn from the children as facilitators and collaborators
- Parents are expected to collaborate and be involved in the day to day activities.
- The environment is an important teaching component. Reggio Emilia Preschools in Hong Kong include:
- Blooming Buds
- Eton House Preschool
- Fairchild Junior Academy
- Mulberry Tree

The Dalton Plan

The Dalton Plan is the educational method put forward by Helen Parkhurst in 1908 in the United States. It is characterized by giving freedom and independence; boosting cooperation, integration and creativity of children in order to contribute to their development and enrichment of their intelligence and potential. The method is based on two principles:

The principle of freedom

When children are engrossed in their studies, the Dalton method emphasises that they should not be interrupted. Children need to acquire knowledge at their own pace. Freedom means having as much time as one needs.

The principle of cooperation

The aim of education is not merely to transform the individual into a wise participant in the group to which they have a direct association, but to enable them to interact constantly with a variety of groups and to help them to understand that one group cannot live in isolation from others. Parkhurst went on to say that, when children are faced with a challenge, teachers and parents must get them to concentrate their energies totally on a task that stimulates their interest for a certain length of time. In doing so, not only do they learn more, but their learning is of better quality.

What characterises the Dalton Approach?

- The structural foundation of a Dalton education: House, Assignment, and Lab.
- The Dalton Plan incorporates presentations by the teacher who also negotiates independent short or long term layered assignments.
- Students are responsible for their time management and completion of work.

Dalton Preschools in Hong Kong include:

Little Dalton

Early Years Foundation Stage (EYFS)

Also known as EYFS, Early Years Foundation Stage is the required curriculum for all schools and Ofsted-registered early years providers in England. The EYFS framework sets the UK standards for learning, development and care for children from birth to five. The curriculum is built around four principles:

- 1. A unique child
- 2. Positive relationships
- 3. Enabling environments
- 4. Learning and development

Children will be learning skills, acquiring new knowledge

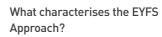
and demonstrating their understanding through 7 areas of learning and development. Children should mostly develop the 3 prime areas first. These are:

- 1. Communication and language;
- 2. Physical development; and
- 3. Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- 1. Literacy;
- 2. Mathematics;
- 3. Understanding the world; and
- 4. Expressive arts and design.

These 7 areas are used to plan the students learning and activities. The teachers make sure that the activities are suited to a child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



- The environment plays a key role in supporting and extending children's development and learning.
- Children investigate and experience things and 'have a go'.
- Children develop their own ideas, make links between ideas, and develop strategies for doing things.

EYFS Preschools in Hong Kong include:

Alison's Letterland
Anfield International Kindergarten
British Council International Preschool
City Kids Playgroup and Pre School
Kiang Su & Chekiang (nursery &
kindergarten)
Mills International Preschool
Nord Anglia International School
Southside Kindergarten
Woodland Pre-Schools
YMCA International Kindergarten



The International Early Years Curriculum



By Gail Maidment, **Executive Director.**

Generations Christian Education

The incredible significance of Early Years education is becoming understood in greater depth every year, as research uncovers more and more about how young children's brains develop and grow. At Generations Christian Education, we believe that it is vital that our Early Years programmes at Norwegian International School (NIS) Kindergarten and Small World Christian Kindergarten reflect global best-practices and the fullest understanding of the developmental needs of young children. With this in mind, we have chosen to structure our learning programmes around the International Early Years Curriculum (IEYC).

The IEYC is a great fit for Small World Christian Kindergarten and NIS. The philosophy of learning at our kindergartens is built upon developing the whole child in a nurturing, play-focused setting, one where a child's natural curiosity is understood to be a fundamental element of learning. The IEYC supports key areas of learning through holistic enquiry and playbased approaches encompassing all curriculum areas including personal, social and emotional development.

The Guiding Principles of the IEYC help to explain what we love about this curriculum:

The earliest years of life are important in their own right

The early years are an incredibly important stage of a person's life, where skills, knowledge, and understanding are built and where lifelong interests develop. We believe that early years education requires an approach that is tailored for this stage of a child's development.

Play is an essential aspect of all children's learning and development

Research has shown that young children's brains are wired to explore, discover, test, experiment, and learn through play! In the IEYC, play is never seen as separate from learning, but rather has a central role in developing and building upon knowledge, skills, and understanding. At Small World and NIS Kindergartens, the play experiences that we facilitate are both great fun for children and rich in learning possibilities.

Learning happens when developmentallyappropriate, teacher-scaffolded and child-initiated experiences harness children's natural curiosity in an enabling environment

Young children are naturally curious and fascinated with the world around them. As educators of young children, we create a structure in which they encounter new activities and materials and





help give meaning to their interactions with them. The IEYC's thematic approach invites children to enquire as to how their daily experiences fit within the wider context of their learning, helping them to build connections and understanding.

Children should be supported to learn and develop at their own unique pace

It is natural for there to be differences amongst young children in their learning and development, and for some members of a class to be at different stages than others at any one time. As experienced early years educators, we recognise that these differences are normal and entirely healthy, and by allowing each child to progress at their unique pace, we enable the child to build strong mental pathways and encourage a lifelong love of learning. The IEYC helps us support these young learners whatever their unique pace is as they develop and grow.

Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness

Through the IEYC, we provide children with opportunities to learn both on their own and in conjunction with peers and adults. This builds foundations both of personal confidence and of an understanding of how the individual child fits in with the people around them - and with the wider world.

Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways

Knowledge is factual—for example, 'a ball is round'. Skills are the ability to apply that knowledge—for example, 'I can roll a ball'. Understanding is the ability to make meaning from knowledge and skills, and can be transferred to other situations—for example, 'I can roll a ball because it is round, therefore I can also roll other

round objects that I encounter, such as a cylinder or a wheel'. The IEYC is designed to facilitate the building of all three of these elements holistically.

Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home

At NIS and at Small World, we believe strongly that children's learning is best supported by cooperation between the kindergarten and the home. To facilitate this cooperation, we foster channels of communication that invite all of the adults in a child's life to reflect on the child's learning. The IEYC also recognises that children should have a voice in reflecting on their own learning. Evaluation and reflection can take forms such as a 'Learning Journey' that involves input from the child, their teacher, and parents over the course of the term.

Learning should be motivating, engaging, and fun, opening up a world of wonder for children where personal interests can flourish

Our kindergartens nurture young children to discover how fascinating and enjoyable learning can be, inviting them to interact with the world around them with joy and inquisitiveness! The IEYC helps them to build foundational building blocks of learning in an environment that affirms their curiosity, wonder, and areas of particular personal enjoyment.

Visit us!

Norwegian International School and Small World Christian Kindergarten delight in what the IEYC has brought to our programmes and to our students. We invite you to come and talk with us to find out more about how we use this curriculum to make learning amazing!

Small World Christian Kindergarten:

smallworld.edu.hk/

Norwegian International School: nis.edu.hk/



Early language learning: Mandarin immersion



Do you remember the days when the RMB was weaker than the HKD? It was only 10 years ago but back then speaking Mandarin in shops and restaurants was often met with contempt and open rudeness. Now, speaking Mandarin is cool! More and more parents are sending their children to learn Mandarin, either to continue their heritage or to gain an advantage for the future.



How can young kids learn Mandarin in Hong Kong?

Jessica Ye Trainor, founder of the Mulberry House Mandarin Immersion School, firmly believes that young children learn

Mandarin best the same way a native child learns, through exploring the world around them, being talked to entirely in Mandarin. Children learn the language, and experience Chinese culture at her school; a Reggio Emilia inspired Mandarin immersion school in Central.

"Children learn through the interactions they have with the world around them, we all learnt our mother tongues like that after all. Our aim is to give children a nurturing environment to learn Mandarin. In this immersive environment children are allowed to follow their inquiry based learning to develop holistically, with teachers engaging and guiding them using Mandarin as the only medium of instruction."

- For age 0-2 years, we teach children about the world around them, through lots of sensory play, physical activities, music and
- When children get older, we add specialised subjects: arts, science, math, drama and life skills, using Mandarin as the vehicle. Children enjoy science experiment, painting, writing Chinese calligraphy, constructing and creating crafts. This broadens their views in the early years, with what we believe are essential life skills to be creative, confident and competent.

The instruction is always purely in Mandarin, so children pick up new vocabulary and learn to use Chinese to describe what they are doing and learning. This approach works for both native and non-native children and, in fact, mixing children of different backgrounds together benefits all of them. This is the most effective way for young children to get as much Mandarin exposure and context as possible.

How can parents support Mandarin at home?

Language acquisition is not easy. The point is to make it fun and to create and maintain interest.

If there is at least one parent speaking Mandarin at home, start Mandarin as early as possible, before the English and Cantonese playground languages drive your child to speak the more popular language. Try to speak Mandarin as much as possible, and if that's difficult, dedicate specific time to bond, play games and read stories in Mandarin, and take holidays in China and Taiwan.

If there is no Mandarin at home, there are many other ways to supplement. There are many online resources now: Netflix has Mandarin dubbed cartoons, there are YouTube channels (including





Mulberry House) and digital apps such as LinguPinguin, Quizlet or Pleco. Also learning with your child is hugely motivating and a great opportunity to bond with them.

Literacy

Don't forget to introduce Chinese characters to your child early to start building a strong foundation for Chinese literacy. Mulberry House introduce characters to children through stories and music as early as 2 years old. So far children can master 3-5 characters a month, as they perceive the characters as pictures, and as long as they are taught in context and get to use the characters, they will retain them.

Parent takeaways

There are 3 common mistakes I see parents make when it comes to Mandarin learning:

1. Translated learning

Often, seeing a child not understanding immediately, parents and many teachers, will switch to English and explain. This translating works in the short term but children don't need to build up a cross reference system like adults do. A child's brain can simply associate words with context. They build multiple simultaneous streams of comprehension in their head. At its simplest, they don't see 'apple' and translate it into Chinese, they are in 'Mandarin mode' and see pinguo.

When they learn their first language, there's nothing to translate from, they learn by interacting and associating words with objects, actions and contexts. This is how they can best learn other languages.

2. Myth on speech delays

Many parents worry that learning a second language will delay the acquisition of the main language. Research shows that the total number of words learnt by children is fairly consistent but is split

between the languages they know. So if they know 1,000 words for example, that could be 500 each in English and Chinese. Speaking isn't delayed; they are just learning multiple languages together. So, don't worry, start speaking your target language as early as possible.

3. Rote learning and cramming

Generally rote learning for young children is not ideal. It can teach phrases and words but without interest and context. Repeating poems or speeches until learnt off by heart can be great for performances, but without understanding context or knowing how to use the words, mastery of the language is much more difficult.

Parents believe learning Mandarin is hard. Yes, learning Mandarin can be difficult for an English speaker as it is a tonal language and there are thousands of characters to learn. One of the things that makes it easier is to start early and learn it in the same way you would with your mother tongue!





Early childhood education – with a difference



City Kids preschool curriculum helps children achieve school readiness in all areas of academic and social learning.

At City Kids, we understand how important the early years are to both you and your child. This is a time of remarkable growth, when children are experiencing rapid development, learning new skills, and progressing steadily towards physical, intellectual, and socialemotional milestones.

With that in mind, our early years programme, provides intentional guidance and rich experiences that build upon individual strengths and talents.

Our Early Years Centre operates a playgroup for children between the ages of 10 months and 2.8 years and a pre-school for children between the ages of 2.8 years and 5 years.

Our programmes are guided by our vision that play is fundamental to the safe, happy and healthy development of young children as they begin their early years education. Our curriculum is based on the Early Years Foundation Stage (EYFS) Framework from the United Kingdom.

The curriculum delivered by our early childhood teachers not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving - the fundamental skills that help determine success in adult life. Our classes are run by qualified native English speaking teachers. We have a maximum adult to child ratio of 1:8 in each pre-school classroom.

"City Kids is like an extension of our family – Arthur has enjoyed every minute of the 4 years he has spent in the playgroup and pre-school. It is with much sadness that we move to the next stage but we are thrilled to have another 2 younger children to join the City Kids community."

Holly Turner







Marie Marchand (Principal) and Caroline McNamara (Office Manager)



"Ruby & I have always enjoyed the small school vibe, the high levels of parent involvement and the way the kids are all so genuinely close."

Rachel Vickerstaff

Inside the classrooms

The pre-school is contained in a historic building listed by the Hong Kong government, with spacious and bright classrooms and is well resourced with quality learning materials, activities and educational toys. One of the unique features of our space is our back balcony where children have water, sand play and climbing equipment. The balcony is used rain or shine, all year round. Our children love this area to explore messy play and have fun.

We also have access to a large outdoor playground with a climbing frame, tricycles and a basketball court that we use for large group activities and running games our children love. We have a dedicated library area filled with books and inviting places to read. Both playgroup and pre-school children are actively encouraged to borrow books regularly.

Playgroup sessions

These accompanied sessions are for children aged 10 months to 3 years. Children can come to one or two sessions per week. Morning sessions: 9:30am-11:30am Monday to Friday. Afternoon sessions: 2:30pm-4:30pm Monday to Friday.

Saturday session: 9:30am-11:30am.

Pre-school sessions

These unaccompanied sessions are for children aged 2.8 to 5 year. Children come every day.

Morning session: 9:00am-12:00 noon Monday to Friday. Afternoon session: 1:15pm-4:15pm Monday to Friday.

There are 3 classes in the pre-school:

Bumblebees (ages 2.8 to approximately 3.3 years). Ladybugs (ages 3.4 to approximately 4 years). Butterflies (ages 4 to 5 years).

Mandarin exposure for little ones

At Citykids, children are introduced to a second, sometimes third language in a fun and relaxing way. Twice a week our pre-school children have a Mandarin session. The teacher follows the themes introduced in the English curriculum teaching vocabulary, songs, and basic facts as well as exposing the children to cultural stories and celebrations

Parent involvement

City Kids is a non-profit school and enjoys a high level of parent involvement. Parent involvement is the foundation upon which City Kids began operations many decades ago. This tradition continues today and it is reinforced by the EYFS, which states that parent partnerships and parent involvement are critical to successful outcomes in Early Years Education. There are many other ways for parents to be involved in City Kids, including serving on the parent board, volunteering as a duty parent in the pre-school classrooms or helping with fundraising.

Come visit us to learn more, please contact Marie Marchand, Principal, to arrange a tour.

City Kids Playgroup and Pre-School

2nd Floor, East Wing, 12 Borrett Road

Mid-Levels, Hong Kong Telephone: +852 2522 4446

Email: officemanager@citykidshk.org

Website: www.citykidshk.org

Fairchild Kindergarten



Fairchild brings 'the outdoors in' in an urban setting, providing great learning opportunities in natural environments that promote a child's innate instinct to play, inquire and learn. When you enter a Fairchild campus, you will notice the warmth, calmness and beauty that emanates from the architectural use of natural elements that include daylight, wood, water, sand and soil.

Established in January 2017, Fairchild Kindergarten is an EDB registered kindergarten, serving Western and Central Hong Kong and beyond, with programs for children from age 1 to 6 years. This is Fairchild's second educational venue in Hong Kong, with its successful early learning centre, Fairchild Junior Academy now well established in the Hong Kong East district.

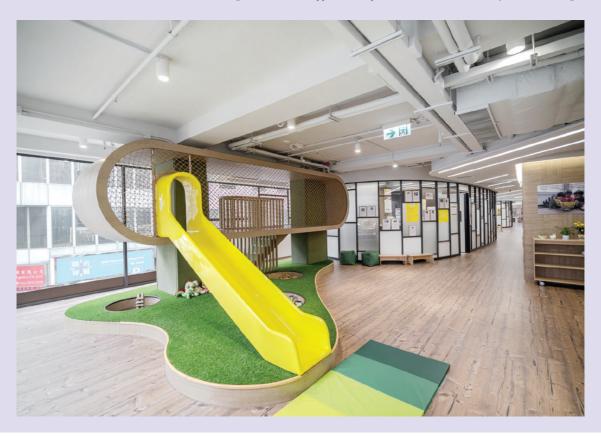
Fairchild Kindergarten is a breathtakingly open, bright and spacious centre that encompasses 6 classrooms, a water-play area, a sensory and creative arts area, a STEM shared discovery area and a custom built indoor tree house playground. There are corners and stations to fuel any child's imagination, filled with natural, tactile materials such as feathers, shells, wooden blocks, silks, gemstones



and numerous other open-ended play resources and manipulatives.

The curriculum at Fairchild is inspired by the Reggio Emilia approach to learning and is also guided and supported by a combination of the best of the British Columbia and Ontario (Canada) Early Learning and Kindergarten Frameworks and the Early Years Foundation Stage from the United Kingdom.

The learning environment is very important as children are supported to explore and discover in the sensory rich surroundings.





Address 2:

Fairchild Junior Academy 22F, Park Commercial Centre 180 Tung Lo Wan Road Tin Hau, Hong Kong Tel: +852 2898 1611 Facebook:@FairchildHK

Contact Details:

Website: www.fairchild.academy Email: info@fairchild.academy

This exploration helps a child to unearth his or her own interests, and these are respected and facilitated by the educators, honouring the right of the child to evolve his or her own learning path. Fairchild's educators are specialists in early year education who plan every session in the greatest detail, so that they are age and interest appropriate, to impact each individual child in a very positive way.

Fairchild is committed to continually seeking to improve and advance educational methods for childhood development. It has already forged strategic partnerships with leading educational institutions in Canada, such as St George's and York House Schools and the University of British Columbia (UBC), to advance learning through new teaching methods and techniques based on sound research studies. Fairchild's long-term ambition is to develop a pre-K to G12 through-train school system in Hong Kong connected to such leading schools and universities throughout the world.

Fairchild encourages parents to join them for Open House, to sign up for a trial class or to pop in anytime to experience Fairchild's approach to learning through inquiry and play. Classes at Fairchild Kindergarten cater for children aged between 1 and 6 years with extension activities including Spring and Summer Camps, Mandarin Immersion classes, Little Muse Music & Movement classes, Little Leaguers Sports classes and Little STEM coding classes. The student/ teacher ratio in Kindergarten is 18:2 with morning, afternoon and extended day sessions available from Monday to Friday. Registrations are accepted year-round.

Address 1: Fairchild Kindergarten G/F & 1/F Kong Chian Building, Block 1 351 Des Voeux Road West Sai Ying Pun, Hong Kong

Facebook: @FairchildKindergartenHK

Tel: +852 2803 2638

'The learning environment is very important as children are supported to explore and discover in the sensory rich surroundings.'





www.fairchild.academy

info@fairchild.academy

facebook.com/FairchildHK



The Natural Choice for Early Childhood Education in Hong Kong

At **Fairchild** we provide Reggio Emilia inspired, play-based learning programs for children from 6 months to 6 years. Experience the welcoming natural environments of our campuses, Fairchild Junior Academy, a playgroup in Hong Kong East, and Fairchild Kindergarten, an EDB registered international kindergarten, serving Central and Western Hong Kong and beyond.

We are now accepting applications for the 2017/2018 school year.

Visit our website <u>www.fairchild.academy</u> or contact us at <u>info@fairchild.academy</u> to join us for Open House or a Trial Class.

Parental Review



Clarice Cheung & Patfield Chow

Our daughter, born in 2015, enjoys observing and taking a backseat to absorb the environment around her. She showed signs of her observant personality at an early age. At times, it would take 30 minutes to an hour for her to absorb everything and to start her interaction with people. Because of this, she was often labelled as "shy" and "timid". Nearly all the schools we went to for interviews did not see this personality as a strength and as parents, we were worried. Was there something wrong with our lovable child? Was her ability to observe a huge flaw instead of a strength to be appreciated? As a result, we felt very conscious about our child's personality and we felt we were doing something wrong as parents.



All our worries were gone once we discovered Fairchild Junior Academy (FJA). We enrolled our daughter into their accompanied infant class. While in class, we were extremely impressed with the experienced teachers showing nothing but utmost respect and love for each child. Our daughter was given ample time to explore her environment as she practices and masters new physical, cognitive and social skills with her classmates. Every teacher's role is a partner in learning alongside the children. They believe that each child is strong, capable and resilient, and that they bring with them deep curiosity, which drives their interest to understand their world and place within it.

> They believe that each child is strong, capable and resilient, and that they bring with them deep curiosity, which drives their interest to understand their world and place within it.

Fast forward 1 year later, our daughter is now a confident, happy toddler who looks forward to her unaccompanied transition class in FJA three times a week. We are delighted to see her personality and development exploding through exploration and discovery with the support from her loving teachers. The school also offers a lot of encouragement to us parents. Our conversations with teachers and educators have further strengthen our confidence, and we have never felt more at ease and happy navigating the world of parenthood.

Although FJA is a relatively new school, and Fairchild Kindergarten recently opened, we have no doubt what Fairchild are offering exceeds the standard most schools are providing. We would highly recommend every parent to give their children a chance to experience the Fairchild journey. We look forward to watching our child grow alongside Fairchild's community as we continue our journey together educating the next generation.

Safari Kid Nursery Safari Kid Happy Valley goes beyond care for Hong Kong's little ones

Safari Kid, a registered Kindergarten known for its spacious Pok Fu Lam campus expanded into Happy Valley this year opening the first nursery and child care centre in Hong Kong. Finally, parents have a much needed alternative to home care on either a full time or part time basis. Safari Kid is not a newcomer to the nursery market and has already been operating a child care centre in Dubai since 2014 and expanded into London in June 2017. From September 2017, Safari Kid will offer full and part time unaccompanied programs in their Pok Fu Lam campus as well.

The centre is more than just child care as the program develops core cognitive (sensory development activities), social (circle time), emotional & physical (gross motor skills). The nursery addresses a current gap in Hong Kong where parents often rely on helpers for care and playgroups for socialization-the nursery has both under one roof in English and Mandarin.

Lisel Varley's son has been attending the nursery since its opening and had this to say about the nursery, "I am beyond grateful for this fantastic opportunity for my son to attend nursery







'just like he would back home'. We have observed great progress in our high energy, never stopping, and super charged toddler. His communication skills and attention has improved. I love his sensory exposure and the social awareness he's developed, particularly of other kids his age. I am so pleased with the consistency of care and the overall manner in which he is channelled in a play based nurturing environment."

The nursery in Happy Valley has a capacity of 12 children and Pok Fu Lam has a capacity of 9 children both operating with a 1:3 ratio to be able to meet the needs of the little ones throughout the day from nappies, to snacks to hugs. If you would like to visit the nursery or learn more contact:

happyvalley@safarikidasia.com or call 2177 0001 for more information.



Parental Review



By Lisel Varley, mother of Charles Varley

I had been seeking a child care alternative in Hong Kong and was very excited when Safari Kid Nursery Happy Valley opened. My son was one of the first to join the nursery when he was just about a year old and we have not regretted our decision ever.

We are always at ease knowing he's in a caring, nurturing and loving learning environment surrounded by other little kids his age-most importantly he is in the capable and hands of the caregivers. The quality of care is excellent, the communication style and supervision is consistent with our approach at home and thus we have peace of mind that he's treated with love and respect yet with firm boundaries set.

In addition to the communication we know he is engaged in a variety of stimulating activities throughout the day in both English and Mandarin. Due to this, we have seen him grow and evolve. His interests have broadened through the play based curriculum and the learning opportunities provided at the nursery. This has had a tremendous positive impact on his communication problem solving skills (e.g. puzzles, working out solutions, finding alternatives etc) and social and interpersonal interaction.

His communication skills and attention have improved from being unaccompanied in a social environment which has made him more mindful of the needs of others. It's only natural that he's learned with time, experience and the guidance of teachers that he needs to wait his turn and better express his wants and needs. This natural exposure has developed empathy and other social skills which are vital in our big world.

He looks forward to his time at Safari Kid and responds excitedly each morning when I talk to him about the nursery and the day ahead.

We are very grateful and appreciative of the care provided by the staff at Safari Kid and recommend it highly. In fact, we are continuing on with Safari Kid at the PokFuLam campus in the fall for the pre nursery program until he is ready for his next stage of schooling.

> The quality of care is excellent, the communication style and supervision is consistent

> > "





Kellett School, The British International School in Hong Kong



Kellett School was founded in 1976 as a not-for-profit association providing an international style education for the English speaking community in Hong Kong. Today, Kellett consists of two Preparatory Schools, from Reception to Year 6 (ages 4-10), and one Senior School, from Year 7 to Year 13 (ages 11-18).

Kellett School offers a holistic education that follows a modified English National Curriculum. Small classes with a low pupil to teacher ratio ensure that our children work closely and effectively with their teachers. The curriculum is structured to enable children to meet or exceed the expectations of the English preparatory schooling system. Kellett's Preparatory classes place a strong emphasis on high levels of attainment in Literacy, Numeracy, Science and Information Communication Technology. The advernture in learning is supplemented by regular

concerts, performances and assemblies throughout the school year. These public performances offer children an outlet to develop their confidence and public-speaking skills.

"Small classes with a low pupil to teacher ratio ensure that children work closely and effectively with their teachers."

The British International School in Hong Kong

Sports and the arts play a huge role for children at Kellett School. Through Kellett's extensive variety of extra-curricular activities, as well as the School's affiliation with the Federation of British International Schools in Asia (FOBISIA), Kellett often competes both locally and internationally against the best international schools in Asia.

To find out more about Kellett School, or to arrange a school tour, visit www.kellettschool.com, or get in touch with our Admissions Department at admissions@kellettschool.com.

INTERNATIONAL SCHOOL CHOICES: THE PRIMARY YEARS

When it comes to choosing a primary school in Hong Kong, competition is fierce, but it ultimately comes down three things: [1] early planning; [2] knowledge on schools and; [3] personal choice. There are several different primary schools in Hong Kong and finding the top choice can be tedious at times. However, many of the primary schools offer a throughtrain education, so for instance, once your child enters at reception level, Year 1 or Year 2 (and so on), they are in for good, unless you decide to switch schools at some stage.

For each academic year, over 22,000 primary school places are offered by international schools, according to a report conducted by ISC Research. In-take for places at primary schools is extremely high, with 99.1% of seats filled at schools run by the English Schools Foundation, Hong Kong's largest operator of English-medium international education, and 88.1% at other schools. It is not unknown to find space in a school for only one child, and to have to place siblings in separate schools.

Sometimes choosing a school for your child is as easy as geography – the one closest to home is the right one. But in Hong Kong, school selection can be a more complicated decision.

Decisions about where your child goes to school are very personal and can be difficult. It's common and normal for parents to feel anxious about getting this decision right.

For some parents, the decision is simple. Their children go to an ESF School – the school in their zone. Other parents want to look further afield at other private schools; this is common practice in Hong Kong.

Choosing a primary school

The following questions might be useful if your child will be moving on to primary school in 2018:

- Will you and your child feel welcome at the school?
- Does the school offer a 'transition into school' programme?
- What approach does the school take to behaviour management?
- Does your child's preschool teacher have an opinion on which school might be the best fit for your child?

Choosing schools: important facts and factors

Many parents worry about things like class size or whether a co-educational school is best. They also want to know how to find out about a school's philosophy. Here are some answers that might guide your thinking.



Yew Chung International School, early years

MANY PARENTS WORRY THEY CAN'T AFFORD TO SEND THEIR CHILD TO THE 'BEST' SCHOOL IN THE AREA. EVERY SCHO HAS STRENGTHS THAT WILL ENHANCE YOUR CHILD'S EXPERIENCE. GETTING TO KNOW WHAT THOSE STRENGTHS ARE AND HOW YOU CAN SUPPORT THEM WILL BENEFIT YOUR CHILD'S **FDUCATION.**

Class size

There's no clear-cut answer to the question of whether students will do better in a smaller class. But teacher quality and working conditions for teachers - that is, being well supported by other staff and having access to resources – are likely to be more important than the number of students in the class.

Co-educational

Generally, whether a school is co-educational or single sex isn't as important as the school's quality of leadership, teachers and approach to teaching. Most families will have a personal view about the issue, which is linked to the personality of their child, the parents' own schooling experience and their family values.

School culture or philosophy

Schools have individual and distinct cultures and teaching philosophies. For example, some have a strong sports ethic, some follow a religious affiliation, and others promote individuality and artistic pursuits. It all depends on what's important to you and your child. Are you looking for a school with a balanced sporting and academic approach, or one with strengths in languages, artistic and musical areas, or in science and maths?



Nord Anglia STEAM Programme



TOP TIPS

- Beware the danger of judging a school exclusively because your child is young; look at the end product
- Choosing a school is a process of elimination. It is vital you see several schools; even if the first school you visit feels right, you should visit others to confirm or counter this instinct

Consider:

- How and where you want your child to end up.
- Your gut reaction the atmosphere should be tangible and excite you.
- The head is he/ she impressive? You don't have to like him/ her but it helps; the head really does make or break a school.
- Staff is there a member of staff at the school who is on the same wavelength as you? If your child is boarding there must be someone you can turn to and feel in tune with.
- Do be prepared to revisit, refine and re-prioritise vour wish list.

Last, but not least:

Did you walk into the school and feel at home; did you come out from a school visit feeling good? If it doesn't feel right, it isn't right for you and knock it off your list. Don't waste time on a school that does not make you feel good.

The International Primary Curriculum – preparing 21st century learners for a globalised world







By Gail Maidment, Executive Director, Generations Christian Education

When choosing an international school for your child, a major factor in any parent's decision is curriculum. Curriculum can be a confusing subject, and questions abound. Is IB appropriate for my child? What about curricula from the UK, USA, or Australia? Does the curriculum focus only on academic learning, or is it more holistic? What will best prepare them for further study—or indeed, for their life ahead?

An increasingly important name that you may come across is the International Primary Curriculum, or IPC. Used in over 1800 schools across 90 countries, including 8 schools in Hong Kong, the IPC was developed in the 1990s to cater specifically for young learners in international schools, and aims to prepare students to succeed in a changing, globalising world. As such, it not only sets high standards for learning in subjects such as Mathematics, Science, Technology and the Arts, but also weaves into these subjects the development of personal goals which aim to grow adaptable, resilient, critical thinkers who engage respectfully with others.

Unique to IPC are defined International Learning goals embedded across subject areas, which help students develop a sense of how they fit in to their communities and the world around them, encouraging and equipping them to engage with global issues. In a world that is increasingly interconnected, IPC makes a point of fostering an international mindset.

A key academic strength of IPC is its basis in research into how children's brains process and learn. Each unit of work is structured around a cycle of learning that is designed to actively engage students from the outset, involve them in sharing their existing knowledge, empower them to explore new things, and make them excited about drawing together their discoveries into creative exhibitions, performances, or activities. The student is always an active participant in the process of learning, not just a passive observer. Research has shown that this active participation is vitally important in order for a student to retain what they have learned in the longer term.

Each unit of work crosses several subject areas with an engaging theme – for example, in the 'Active Planet – Earthquakes and Volcanoes' theme, students explore not only the geography of how earthquakes occur, but also learn about the technology that makes buildings strong, the science of melting rocks, the history





and legends surrounding catastrophic volcano eruptions, and the international organisations that help communities recover from natural disasters. This leads the students to a greater understanding of how the different subjects are connected with each other and gives a very real demonstration of how one issue can be looked at from many perspectives.

The Generations Christian Education family of schools (Island Christian Academy in Sheung Wan, Norwegian International School in Tai Po, and Small World Christian Kindergarten in Mid-Levels) have been utilising IPC for a number of years, and credit it with providing a strong structure for learning across the academic and personal spectrum. 'IPC is helping raise the standard of teaching and learning. It requires teachers to plan rigorous learning opportunities ... our focus is on whether learning is happening, rather than just on what is being taught' said one curriculum coordinator.

Parents agree. A recent parent survey across Generations schools found high levels of satisfaction with those schools' implementation of IPC, both with respect to rigorous academic learning and to their child's growth in areas such as resilience, adaptability, respect for others, problem solving, critical thinking, and communication. These parents also reported that their children were developing strong cross-cultural foundations and were confident that their schools were preparing their children for the future.

The International Primary Curriculum provides an excellent springboard into secondary studies, equipping students with the knowledge, skills, and understanding that will set them up for success in the secondary school of their choice, whether in an international school or one in their home country.

As I visit all of our schools, one of the most enjoyable things to do is to ask the students about their learning. They are always very keen to share about the learning journeys that they are on in their current IPG unit! In the classroom, they are able to assess their skills using the IPC rubrics, challenging themselves to achieve greater mastery, and it is a delight to see them take this personal ownership of their own learning,

We at Generations Christian Education strongly believe in the International Primary Curriculum, and are very encouraged by the way that it has enabled our students to reach even greater heights of learning and achievement.

Find out more at www.generations.edu.hk



CURRICULUM CHOICES AT INTERNATIONAL SCHOOLS

Australian Curriculum (New South Wales

Australian International School

Canadian Curriculum

- Christian Alliance International School (Alberta Curriculum)
- Delia School of Canada (Ontario Curriculum)

Cambridge International Primary Programme (CIPP)

Korean International School

US Curriculum

- American School Hong Kong
- American International School
- Hong Kong International School
- International Christian School
- Stamford American School
- The Harbour School

UK National Curriculum

- Anfield Primary School
- Discovery Bay International School
- Discovery Mind Primary School
- French International School
- German Swiss International School
- Harrow International School Hong Kong
- Kellett School (The British International School in Hong
- Kiangsu & Chekiang School & International College
- Korean International School
- Lantau International School
- Nord Anglia International School
- Sear Rogers International School
- Shrewsbury International School
- Yew Chung International School

International Baccalaureate (Primary Years Programme)

- Beacon Hill ESF School
- Bradbury ESF School
- Canadian International School
- Carmel School
- Chinese International School
- Clearwater Bay ESF School
- Discovery College (ESF Educational Services)
- Glenealy ESF School



- Hong Kong Academy
- Hong Lok Yuen International School
- International Schools Foundation Academy
- Japanese International School
- Kennedy ESF School
- Kingston International School
- Kowloon Junior ESF School
- Malvern College Hong Kong
- Peak ESF School
- Quarry Bay ESF School
- Renaissance College
- Shatin Junior ESF School
- Think International School
- Victoria Shanghai Academy

Montessori Primary Curriculum

International Montessori School

International Primary Curriculum (IPC)

- Discovery Mind Primary School
- Island Christian Academy
- Norwegian International School





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COMPARISON OF IPC and PYP

INTERNATIONAL PRIMARY CURRICULUM (IPC)



THE IB PRIMARY YEARS PROGRAMME (PYP)



Launched in 2000 to provide a curriculum specifically designed for the needs of international school students and educators



5 - 11 years old IPC around the globe: 700 schools in 90 countries



Preceded by the International Early Years Curriculum (IEYC) Followed by IMYC - International Middle Years Curriculum for children aged 11 - 14 years old.



Provides detailed unit plans with learning goals and skills assessment rubrics to ensure rigour and consistency, but teachers are encouraged to modify unit content to fit unique school situations; IPC member on-line platform provides opportunities for teachers around the world to collaborate on unit developmnet and activities



Offers a global-minded curriculum and skills-based approach with specific learning goals for every subject. Subject goals focus on the knowledge, skills and understanding of the students towards the subjects that they are learning



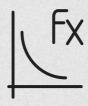
Launched in 1997 specifically developed for international schools



3 – 12 years old PYP around the globe: 1,434 schools in 109 countries



Followed by IBMYP-International Middle Years Programme for children 11-16 years old.



Provides a learning framework and gives teachers the responsibility to develop their own line of enquiry. All the foundation subjects are incorporated, with maths and English taught separately



Offers a curriculum framework which is uniquely adaptable to state and national standards. Guided by 6 transdisciplinary themes, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas.

Delivers over 130 thematic units of learning, designed to appeal to children's interests. Themed units help children to see how subjects are both independent and interdependent. This enables them to see the big picture of their learning, make connections across different subjects and talk about a topic from multiple perspectives.



Offers a learning environment where learning is relevant, significant, engaging and challenging. Traditional subjects hold a role across the curriculum (languages, mathematics, science, social studies, arts, but also physical, social and personal education).



Offers 8 Personal Goals which underpin the individual qualities and dispositions children will find essential in the 21st century. These 8 Personal Goals are: enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. Opportunities to experience and practice these are built into the learning within each unit of work



Develops internationally-minded people, who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world



As a core pillar of the IPC, international-mindedness comprises an important element of students' learning experience across subject areas.



International-mindedness is embedded in the IB philosophy and mission statement



Learning within the IPC means that children focus on a combination of academic, personal and international learning of a wide range of subjects and to develop an enquiring mind, the personal attributes that will help throughout teenage and adult years, and a sense of his or her own nationality and culture, at the same developing a profound respect for the nationalities and cultures of others.



Learning within the PYP, nurtures and develops young students as caring, active participants in a lifelong journey of learning. The PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.



Schools using the International Primary Curriculum (IPC) have to apply for IPC Accreditation. To achieve IPC Accreditation, a school must meet nine key criteria at 'Developing' or 'Mastering' level.



Schools using the International Baccalaureate® (IB) Primary Years Programme (PYP), must successfully complete the IB's authorization process. This process is necessary to ensure that each candidate school develops the skills, structures and values to offer the PYP.















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Primary Specialist International School Arrives in Tseung Kwan O

Shrewsbury International School Hong Kong offers a premium, primary-specialist service to students aged between 3 and 11. Conveniently located in Tseung Kwan O, a few moments from the nearest MTR station, it opens to students in August 2018 and is already accepting applications.



Drawing upon the experience of its prestigious sister school in Shropshire, England, Shrewsbury provides a deeply personalised service that celebrates the individual characteristics of each

"We understand how young children learn best," Principal, Ben Keeling, explains. "Primary education forms the foundation upon which all else is built. Our shared experience tells us that the characteristics developed within childhood have a lasting impact on our ability to develop the resourcefulness and resilience required to succeed both within and beyond formal education."

Bringing together a unique blend of traditional educational values and innovative teaching methodology, Shrewsbury will offer a thematic programme based upon the English National Curriculum. A commitment to ensure the very highest standards are seen throughout the school's ambitious plans.

"We are able to offer an unrivalled range of learning opportunities," Keeling enthuses. "From our incredible sports facilities to those which support our Performing Arts programme, we have been meticulous in our planning."

We only wish we were young enough to attend ourselves!

Shrewsbury's purpose built facility has been constructed with great care. Offering over 17,000 square meters of space, it supports an enviable range of specialist facilities. While a quick view of the video featured on homepage of the school website will whet the appetite, exploring the progress made on the site itself leaves no doubt as to the scale of the school's ambition.

A broad auditorium space and a recital hall are further supported by a succession of peripatetic music rooms on the second floor beside the dining hall. The sports facilities are equally impressive. A fully equipped gymnastics centre with sprung floor, elevated running track and swimming pools act in support of a grand sports hall at the rear of the school building.

"Perhaps the most impressive feature of our building, is that all of our spaces have been especially designed and constructed for primary aged students. This means that we are able to offer a truly unique range of experiences that support both emotional and academic growth,"



The building itself will be complete in April 2018, well in advance of the new school year. It is an undeniably impressive space, but one which represents only part of the school's wider commitment to excellence. Their approach to language development offers real insight on their connected thinking.

Daily Mandarin lessons are offered to all children and draw directly upon each child's past experience. Native and non-native speakers will follow separate curriculum pathways that enable all children to learn at an appropriate pace and level. The programme itself recognises the growing prominence of the language within a global business context.

"Our Mandarin programme plays a key role in our themed international curriculum," Keeling explains. "We have high expectations for our students – supporting the development of their ability to read, write, speak and listen in both English and Mandarin provides them with a great platform for success."



"We are a healthy and happy school," Keeling concludes. "We offer a premium experience to families looking for the very best possible primary education in Hong Kong. We feel very fortunate to have drawn such huge interest and would encourage parents interested in securing their place for 2018 to contact the admissions team for more information immediately."





Pushing the education boundaries at Canadian International School of Hong Kong



Dr. Helen Kelly, Lower School Principal

Canadian International School of Hong Kong has been pushing the boundaries of innovation since it was established in 1991. One of the first Apple Distinguished Schools in the region and the first in Hong Kong to introduce a one-to-one laptop programme, CDNIS continues its drive to provide future-ready education through "Project Innovate". A K-12 initiative that builds upon the school's culture of innovation, "Project Innovate" is transforming learning school-wide.

Future-ready education describes the skills, competencies and attributes today's students need to prepare them for the fast changing world. Future-ready learning at CDNIS is built upon three pillars with the first two consisting of the core skills of literacy, numeracy, science, ICT and humanities and the 21st century competencies of creativity, critical thinking, collaboration and communication. The third pillar, character building, fosters the

attributes students need to be successful.

With core skills at the centre of "Project Innovate", August 2017 sees a new focus upon mathematics and science in the Lower School, with the introduction of the Ontario Mathematics Curriculum and an increased emphasis upon Science in the Programme of Inquiry. The development of new science facilities in the Lower and Upper School, including a Lower School Science and Innovation Lab, help support hands-on, project-based approaches.

As an experienced, three programme IB world school, 21st century competencies are already deeply embedded into learning at CDNIS'. "Project Innovate" builds upon these to provide a "next level" experience for students.

Creativity has been a cornerstone of the school's success for many years, with exceptional performing and visual arts taking place in the Leo Lee Arts Centre. CDNIS has introduced dance to the Lower School, enhancing opportunities for students to explore their creativity, and becoming one of only 10% of primary schools worldwide to offer a dance programme.

Robotics and coding, excellent platforms for developing the 21st century competence of critical thinking, are already embedded





across CDNIS from Grade 1 through the Upper School. As part of "Project Innovate", classes in grades 4 and 5 are piloting a cutting edge, one-to-one robot programme to explore how far students can push their learning in this area.

Cultivating character is a key element of CDNIS' mission and vision. The leadership and resilience demonstrated by the CDNIS Under 20 soccer team as they clawed their way to victory in last season's Jing Ying Final is testament to this. In the classroom, design thinking has been used to develop the character qualities needed to be future-ready, including curiosity, initiative and empathy. Through Project Innovate, increased emphasis is placed upon design thinking as a powerful tool to enhance learning and cultivate character. In the Lower School, a Leader of Making and Innovation works with teachers to implement the design cycle across the units of inquiry, while in the Upper School, MYP Design has been reconceptualised as a standalone subject, supported by a specialist teaching team and the latest technology.

At CDNIS, the PYP Exhibition and MYP Personal Project has become an increasingly more important catalyst for student innovation. In recent years, grade 6 exhibition students reached the final of the regional AppJamming contest with a pregnancy tracking app, while a grade 10 personal project student used mathematical, scientific and engineering principles to design and build a volleyball training machine. Starting in 2017-18, the school will introduce Innovation Fairs in grades 5, 7 and 8 to extend this experience to a wider range of students.

Supported by an exceptionally innovative staff and underpinned by a clear vision for the future, CDNIS is well-poised to become one of the most innovative schools regionally and globally.

For further information, visit: www.cdnis.edu.hk/

LOCAL PRIMARY SCHOOL OPTIONS FOR EXPATRIATE **FAMILIES**

For many expatriate parents the local school system in Hong Kong can be guite overwhelming. And it is not very common for non-local children to attend such schools as Cantonese is the prominent language; parents and students who do not speak the language can have trouble communicating with the school as a result.

However, in recent years, some expatriate families have sent their children to local kindergartens to absorb the Cantonese language. Parents who want their child to attend a local school have almost 600 Hong Kong primary schools to choose from.

The government has introduced special programmes to help non-Chinese students integrate more easily into local schools. First, there is the education service for non-Chinese speaking (NCS) students, which offers support for students, parents and the schools themselves. There is also a programme for 'Newly Arrived Children'. This programme offers 60-hour courses on the Chinese language and the Hong Kong culture for all children new to Hong Kong.

Admissions procedures

At primary level, you apply through a central admissions system, the Primary One Admission which opens every year in September. Even at this early stage, the competition for schools with the best academic reputation is very high. It is important to review the academic merits of each school which interest you before you apply.

Admission to Government/ aided schools is carried out in two stages. First, in the autumn of the year before the student is to be admitted, i.e. almost a year in advance, parents can apply for 'discretionary place admission' to a single school of their choice. This school does not necessarily need to be their school 'net' – i.e. the geographical catchment area they

At the discretionary place admission stage, Government/ aided schools can fill half of their places, and there's a catch: over half of these discretionary places are de facto reserved for siblings of children already in the school, and for teachers' children. The remaining places – which are less than 20% of a school's total places - are allocated according to a 'points system' that gives advantages for a range of factors. For example: first-born children, to children whose parents belong to the same religion/ community, to children whose parents are themselves graduates of the school, and several others.



Discretionary places are assigned in November, and parents whose children get them must decide within a few days whether to take them or not.

The rest of the places in Government/ aided schools are assigned in the infamous 'Central Allocation' that takes place the following January, i.e. the January of the year a child is to start P1. Parents must attend an 'allocation centre', where they submit their prioritized list of choices of schools within their geographical net. Then they wait until June when the offers are declared.

Many parents nowadays place more emphasis on Putonghua (Mandarin). Perhaps they are not Chinese, they are from the mainland or they feel that Cantonese is easy to pick up anyway. They also prefer a more international style of teaching, perhaps according to an international curriculum too.

Very few schools teach in Putonghua and English, without much Cantonese. Even fewer do this according to an international curriculum. Nevertheless, this is increasingly what parents want and the few schools that fit their needs are extremely competitive.

SCHOOL OPEN DAYS: WHAT TO LOOK FOR

Most primary schools will have a few open days throughout the year, for parents to visit, meet with key staff and take a look around the facilities. Here are some suggestions on how to get the most out of the visit:

Do visit!

Visit all schools which interest you (even slightly). You rarely get a clear picture from their website and any feedback you have heard on the schools – you will need to find out for yourself. You may be surprised at what you find. After you visit, you will know exactly which school is suitable – always go with your gut feeling.

Be prepared

There will be several opportunities for questions. What would you like to ask the principal and teachers? You might not get a chance to ask them all, but it's good to have a few questions in mind and make them pertinent for each school. Keep notes on each school visit so you can compare.

What to expect

The Open Day is likely to start with a presentation from the principal, admissions director and maybe the Head of Primary. After the presentation and Q & A, parents are usually divided in to groups and shown around the school's facilities.

The presentations are a sales pitch, so of course all

schools will present themselves in the best light possible.

During the Q & A, focus your questions strictly on the interview and application process and the priority policies for admissions. It will be good to know the exact percentage of children who are offered places without priority. This way you will know your absolute chances of your child getting a place.

There is another chance during the school to ask questions - there are usually teachers around that you can corner for a quick interrogation. You may be led around the school by senior students, so it's also a chance to hear their side of things. If lots of the students are involved, it's a better chance than listening to the chosen prodigies to gauge what the average student is really like.

Finally, the tour is a chance to get serious answers about a school, and get ready to read between the lines:

- How do the students and teachers interact?
- Are classes set up in groups or rows?
- Do the classrooms feel welcome and inviting?
- Are students' artwork/projects displayed around the school?
- What's the level of schoolwork you see?
- Are outdoor areas clean and safe?

After the visit

As soon as possible, sit down with whoever else attended from your family, and write down notes or read through the notes you wrote during your visit. The good, the bad, questions you didn't get answered, etc. And what would you do differently on the next school visit?



THE FOREST SCHOOL **REVOLUTION - AQUIRING LIFE** SKILLS

In Hong Kong, the 'Forest School' concept is spreading organically. Forest School embraces an approach of nurturing, supporting and developing the self-esteem of students. It is an ideal environment in which to develop innovation, problem solving, risk taking, creativity and teamwork. So no wonder, it is becoming so popular.

A Forest School is an inspiring place where children do their learning outdoors in a practical and fun way. They learn about the unique environment around them, how to keep themselves safe, how to use tools and create things. They learn the importance of operation and communication in team work, of perseverance and using their initiative in problem solving.

Discovery Bay International School (DBIS) adopted the Forest School programme at its Early Years campus last September. DBIS has created it's very own garden based around typhoon-salvaged wood and a range of other recycled materials. "Through imagination and play the children are introduced to far-reaching concepts that ignite a true desire for learning and a respect for the outdoor world that simply cannot be achieved through traditional classroom lessons," says Eleanor Loran, the head of Early Years at DBIS.

Each Forest School session is packed with social interaction, developing each member of the class in a holistic way. The challenges the students face during Forest School sessions promote an ethos of teamwork by focusing on developing effective communication at a young age. "Students understand how to use the environment around them as a stimulus for fun and enquiry that ensures the most positive outcomes", Eleanor adds. Fun is of course the emphasis of all the activities in the Early Years, and children often do not even realise that their construction or art projects are making them better mathematicians or collaborators. Whether it is building bridges, fairy houses, dens or sculptures, the students are always being stretched in their abilities to think critically, apply reasoning, problem solve and develop their own next steps.

DBIS is extremely proud and happy to be implementing the Forest School approach but no one is happier about it than the Early Years students.

www.dbis.edu.hk/





Discovery Bay International School Students

IN AN AGE WHERE WE ARE CONCERNED THAT CHILDREN ARE MORE SEDENTARY, THE FOREST SCHOOL PROGRAMME SUPPORTS ALL THE PHYSICAL DEVELOPMENT GOALS, ENCOURAGING CHILDREN TO ADOPT HEALTHY LIFESTYLE HABITS, EXPLORE NATURE AND ACQUIRE LIFE SKILLS.

ICHK Hong Lok Yuen is also delighted to unveil its vision to be a leader in outdoor learning and Forest School education.

The beautiful green campus at Hong Lok Yuen provides students and teachers with the perfect location to develop this pioneering approach. Innovative work is now underway to establish their very own Forest School and outdoor classroom in our grounds. Principal Ruth Woodward said: "We have a beautiful campus at ICHK Hong Lok Yuen, and we are passionate about providing quality outdoor experiences for our children.

The aim is to engage students in learning activities and harness skills which involve respecting the environment, whilst looking after themselves and others around them. As well as developing a deep appreciation and empathy for nature, it will encourage our students to become independent, use their imagination, take appropriate risks within boundaries and initiate their own learning."

Over the next year, this approach will be embedded into the curriculum, and teacher Ho Mei Chau has started working towards becoming a qualified Forest School leader. As part of a pilot scheme of work, his students are already experiencing weekly lessons in the beautiful location of Tai Po Kau.

Links have also been forged with Kadoorie Farm and Botanic Gardens, where plans are under way to integrate

our Units of Inquiry with workshops led by the experts at KFBG. Through these weekly sessions, students will be able to gain a deeper understanding about sustainability, animals, biodiversity, trees and plants, whilst exploring the beautiful natural environment of the farm.

ICHK Hong Lok Yuen will also be working towards becoming the first school in Hong Kong to gain a Learning Outside the Classroom mark. To gain this accreditation, schools must show a high level of commitment towards providing quality outdoor learning experiences for their students.

www.ichk.edu.hk/home/our-school/primary/

If your child attends a school which does not offer the Forest School concept, there is still ways to enjoy this experience. A break from wooden puzzles, electronic devices and pretend toys, and into the Hong Kong county parks for some play is the focus of Hong Kong Forest Adventures.

The HK Forest Adventures, (formally known as the HK Forest Kindergarten) specializes in taking toddlers and young children, ages 1.5-6 years old into the Forest to play. It is an all-weather activities company, meaning they mostly play outside regardless of the elements, if it's hot, they play in the water! If it rains, they play in the mud and the puddles. The programmes are child-led and not curriculum driven.

Visit: www.hkforestadventures.com/



ICHK Hong Lok Yuen Students



STEM + Art = STEAM

The STEM to STEAM movement has been taking root over the past several years and is surging forward as a positive mode of action to truly meet the needs of a 21st century classroom. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration and work through the creative process. These are the innovators, educators, leaders and learners of the 21st Century!

Thus, there has been an increased investment in STEM initiatives in schools. Let's learn more about these programmes.

STEAM International Kindergarten

"Even four-year olds, given the opportunity, learn how to solve problems with a positive and inquiring attitude, which are essential skills for their lifelong learning and whole-person development," says Winnie Young, head of school at STEAM International Kindergarten (STEAMis). She believes integrating arts into the well-known STEM curriculum encourages children to think creatively and critically.

STEAMis is the only kindergarten in Hong Kong to partner with NASA (National Aeronautics and Space Administration) and offer NASA Distance Learning as part of the STEAM curriculum. Students interact and conduct different hands on projects directed

by NASA scientists to encourage creativity and nurture critical thinking. STEAMis also incorporates PSHE (Physical, Social, Health and Emotional) and the US Common Core State Standards curricula.

The concept of integrating art with science, technology, engineering and math is gaining momentum, particularly in the US where STEAM subjects are recognized as necessary to be able to thrive in the 21st century.

"Art really gets young children excited about maths and science," Young says. "Making the connection helps pique their curiosity on the subjects and gives them a better understanding." Research showed that when Arts is connected to STEM through mutually-reinforcing objectives, students learning deepen in both areas

STEAM learning is not all about educating children to become engineers or scientists. The curriculum provides a framework that inspires students' imaginations. For example, by tapping into students' inquisitive nature instead of subjecting them to passive instruction, they build a passion and sense of purpose for what they are doing that serves them well throughout their school years, and later in life.

Young says, "Students learn best when they are interested and engaged in their work so our teachers build learning experiences that are adaptive at their core and keep students captivated. By personalizing learning to students needs, we can challenge them more"

To ensure graduates are able to continue with their STEAM



studies once they progress to primary and secondary school, STEAMis' educational arm, the STEAM International Academy (STEAMia), provides co-curricular learning opportunities at convenient times, including weekends. STEAMia also collaborates with different educational partners to bring NASA education to Hong Kong students. Recently, STEAMia provided their NASA Distance Learning program to 170 Victoria Shanghai Academy students.

Website: www.steamis.com.hk

STEMinn in Stamford American School – Hong Kong

STAMFORDAMERICAN HONG SCHOOL KONG

Stamford American School – Hong Kong opened its doors to Elementary and Secondary students in September 2017 with the vision of leading every child to "achieve more than they believe they can". Stamford in Hong Kong upholds this vision through offering individualized learning plans, a choice of daily Mandarin or Spanish or a bilingual stream of English/ Mandarin studies, and an academically rigorous curriculum that follows AERO (American Education Reaches Out), Common Core Plus and the International Baccalaureate Diploma Program.

However, what has many parents interested in Stamford American School – Hong Kong is in the school's promise to prepare children for tomorrow's world through its unique STEMinn Program. STEMinn (Science, Technology, Engineering, Math & Innovation) is an integral part of Stamford's core curriculum and is designed to go beyond content to challenge students through critical thinking and real world application.

It is this focus on innovation that differentiates Stamford's program from the STEM or STEAM offerings in other schools. Students will be armed with transferable skills in any field for the jobs of tomorrow where highly advanced critical thinking, problem solving skills and the ability to turn ideas into reality will be in demand. Led by highly experienced STEMinn teachers, the program begins from age 5 (Pre-Primary) where students begin with five units of study a year and progress to nine units of study by Grade 5. Building a strong foundation from an early age prepares students for success in secondary and university for demanding courses in physics, chemistry and more.

As part of the school design Stamford has dedicated STEMinn facilities where students will actively participate in the hands-on design and production of their ideas. This process of creating and testing prototypes is a core concept of innovation and gives students the ability to think like a real scientist from an early age. Each classroom also has access to a leveled STEMinn library which builds science literacy. The result of Stamford's STEMinn Program is "out of the box" thinkers ready for careers such as engineers, scientists, entrepreneurs and business leaders.

Learn more by visiting:

www.sais.edu.hk/curriculum/steminn.html



Nord Anglia's new approach to **STEAM**



The MIT-Nord Anglia STEAM Programme enables students to experience a university-inspired approach to learning STEAM subjects. Students will learn from MIT researchers, scientists and experts at the forefront of these fields, as well as taking a hands-on approach to problem solving.

In-school STEAM Challenges

Each year, MIT faculty will set three real-world, open-ended tasks for students. These challenges require students to work in teams to solve issues using ideas which cross disciplines. Designed to test students' problem solving capabilities, refine transferrable skills, develop interdisciplinary approaches, and encourage thinking outside of the box. These series of challenges will be interconnected and span the academic year.

NAE STEAM week @ MIT

Every spring, selected students will have the opportunity to explore MIT and immerse themselves in its culture of hands-on problem solving. Our students will interact with leading MIT professors and researchers in activities that expose them to the leading edge of scientific exploration. A series of engaging workshops such as coding, robotics, bioengineering and nanotechnology will guide our students' imagination and help them solidify complex ideas. Campus tours of Harvard University and MIT will also inspire students with a taste of college life in the United States.

Specialised Teaching

Our STEAM teachers are passionate about the subjects they teach. They will guide our students' learning experience through science, technology, engineering, art and maths, encouraging them to holistically combine concepts and techniques from each. In addition to spearheading STEAM learning in schools, these teachers receive on-going professional development from leading MIT experts to ensure that your child benefits from the most current knowledge of the latest developments in these fields.



STEAM Education at Mulberry House



By Jessica Ye Trainor
Founder/Director



STEAM is an educational approach that covers the subject areas of Science, Technology, Engineering, Art and Math. It's a fantastic way to teach children about the "real world" through the experiential and inquiry-based learning methods.

The STEAM approach is usually emphasized starting at primary year's level when subject

areas such as science and math are an integral part of learning; but in the recent 5 years, it has been extensively promoted and encouraged for early childhood education as well.

The STEAM approach has shown to be of incredible valuable in the early years, igniting children's curiosity and creativity, teaching children how to solve problem (math/tech/logic), how to create and design and build (arts/engineering), backed up by the basic principles of how the world works (science); building a solid foundation of basic concepts for these absorbent minds.

Benefits:

Lots of new parents ask why young children should learn STEAM early on, as they will anyway be taught these subjects in schools later on. STEAM is all around us and we must expose children to its goodness as early as possible.

First, STEAM is possibly one of the best ways for young children to learn. Children construct and acquire knowledge through playful interactions, it leaves a memorable impression in their head, and that's how they embrace the learning naturally. Think about it, what do you remember more from your school days dissecting the frog or writing a math formula - of course the frog!

"Children learn by doing. In doing, they learn how to learn, because of their desire to make sense of the fascinating world around them" – says Jessica Trainor, Founder – Mulberry House Education Group.

Second, the STEAM approach encourages children to be more creative and innovative. The key is to tap into their natural and innate curiosity, allowing them opportunities to investigate, by encouraging them to ask questions, play and learn, as a result engaging them.

Third, STEAM approach is a must for this digital age,

technology is now an essential part of our life. We want to raise our next generation to be problem solvers and critical thinkers, don't we? And to do that effectively, we need them to embrace the basic principles in how the world works, through exposure to coding, robotics etc. early on.

Did you know?

- Artists use math concepts in painting, sculpting, 3-D design, etc.
- Musicians study and train on counting, rhymes, patterns, tone and pitch, they are all connected to math.
- Math and logic are used to explain how everything in the world works through science.
- Math is used so much in daily life: time management, shopping, measuring ingredients and baking, counting distance etc.

Encouraging STEAM at home

There are lots of great resources online, some interesting ones' parents can use at home are:

- 1. Read up on the STEAM principles: www.thoughtco.com/sciences-math-4132465
- 2. Get your hands dirty and do some science: www.pinterest.com/weareteachers/stemsteam-lessons-activities-and-ideas/?lp=true

thedadlab.net/

The STEAM approach is holistic and perfect for the digital age, teaching children how to solve problems, how to create, design and build. It is the foundation of the basic principles of the world around us and its functioning.

At Mulberry house, we believe that the earlier we expose them to STEAM the better, as we give them a platform to explore and investigate the world around them. We have designed an interactive curriculum for children to learn about the world through a variety of lenses and that's why we strongly embrace STEAM. When children are doing STEAM based activities, they get so engrossed that they naturally learn Mandarin, as well as the specific topic they're investigating.

For further information on STEAM at Mulberry House, visit: ${\bf Mulberry House Asia.com}$

Inspiring curious minds



Being the largest provider of English-medium international education in Hong Kong, English Schools Foundation (ESF)'s 22 schools and comprehensive programme of extra-curricular activities bring out the best in every student through a personalised approach to learning and by inspiring curious minds.

The education offered by ESF is underpinned by a broad and coherent curriculum aligned to ESF's core values and to those of the International Baccalaureate Organisation (IBO). ESF aims to enable students to grow as inquiring, thoughtful and caring citizens who show intercultural understanding and respect.

In ESF kindergartens and primary schools, there is a commitment to providing personalised and joyful learning experiences. "The important thing is that we provide real opportunities for children to learn, develop, and have fun during those years," says Christopher Duncan, Principal at ESF Hillside International Kindergarten. "Children are born ready to learn, and our teachers are committed to nurture their curiosity of the world around them."

Four of the five ESF kindergartens, all ESF primary, secondary and private independent schools are authorised IB World Schools. IB World Schools share a common philosophy – a commitment

to high-quality, challenging, and international education – that we believe is important for our students.

The IB Primary Years Programme (PYP) at ESF schools is a curriculum framework designed for students aged 3 to 12. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The curriculum focuses on the academic, social, physical, emotional and cultural developments of the child.

The most significant and distinctive feature of the PYP is the six transdisciplinary themes. These themes are supported by knowledge, concepts and skills from the traditional subject areas but utilise them in ways beyond individual subject areas to support the transdisciplinary model of teaching and learning.

The six transdisciplinary themes are:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organise Ourselves
- Sharing the Planet

Students inquire into and learn about these globally significant issues in the context of units of inquiry, each of which addresses a





central idea relevant to a particular transdisciplinary theme. These units collectively constitute the school's programme of inquiry.

The importance of the traditional subject areas is acknowledged. The subject areas of language, mathematics, science, social studies, arts, and personal, social and physical education (PSPE) are specified as components of the PYP curriculum model. It is also recognised that educating students in a set of isolated subject areas, while necessary, is not sufficient. Of equal importance is the need to acquire skills in context, and to explore content that is relevant to students and that transcends the boundaries of the traditional subjects.

Chinese culture is also a prominent element in ESF's curriculum and an indispensable part in units of inquiry of the

PYP. ESF is increasing its priority to the teaching of Chinese language, culture and history. All ESF primary schools offer an extended Chinese programme.

As a mandatory core subject in primary years, students receive daily Chinese lesson of 45 minutes in Years 3 to 6 and 30 minutes in Years 1 to 2. The curriculum provides a framework for the three-pathway programme, catering for students who learn Chinese as a foreign, second or near native language. Each pathway is different in the nature of learning, but each provides opportunities for students to learn at an appropriate pace whilst being appropriately challenging.

The PYP curriculum in ESF schools provides students with learning experiences that are engaging, relevant and challenging in a stimulating learning environment. Students are encouraged to be curious, inquisitive, to ask questions, and to explore and interact with their local and global environments. It also enables each student to

develop in a manner and at a rate that is unique to them. Students are supported to become independent learners.

Guided inquiry is the leading approach to learning in ESF schools. It allows students to take responsibility and be actively involved in their own learning.

"The curriculum provides an education relevant for the 21st century and is central to the PYP. It is based on a set of attributes that inspire, motivate and focus the work of ESF kindergarten and primary schools, uniting them in a common purpose. Through the curriculum, we believe students can develop the qualities that will enable them to make a positive contribution to our complex and ever-changing world," says David Whalley, ESF Director of Education.

ESF recognises that learning is a process. Through professional development, ESF teachers demonstrate their ability to inquire into research on teaching and learning approaches, to think about the best ways to enhance the learning experiences for their students, to communicate about their classroom strategies and to justify practice, to be open-minded to other opinions and values, to take risks with new ways of thinking and teaching and to reflect on their practice. This action has resulted in teachers becoming more knowledgeable and well equipped to provide world-class learning and teaching approaches.

For further information, visit:

www.esf.edu.hk/primary-overview/







A Global Community That Cares





- 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.

School Fees (2017-2018)

Hong Kong curriculum (leading to HKDSE) HK\$31,000 – HK\$39,500 International curriculum (UK GCE'A' Level) HK\$52,000 - HK\$55,500

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

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CHOOSING A SECONDARY SCHOOL

Applications for secondary places can be made from early on in the autumn term when your child is in Year 6. Before piling into researching individual schools, it's worth taking a step back and thinking through what sort of education your child might benefit from. Before you invest time delving into the pros, cons and characteristics of each school, look at the admissions criteria of your preferred schools to assess the admissions process.

But how do you choose the right secondary school for your child? How does the stressed-yet-discerning parent seek to get past the impressive websites, marketing material and discover the real picture? Fear not, because there are ways to do so, some more effective than others.

External exam scores

If you're particularly concerned about how well a prospective school performs in terms of GCSE, A-level and IB Diploma results, all schools release their results on their websites every year and lists the university placements for their graduates. It's important to compare the results and examine which schools have the highest numbers of students moving on to Ivy League colleges or top Universities in the UK. However, it's not a fair comparison to put a highly academically selective school's results, side-by-side with those of non-selective schools.

Word of mouth

The parental grapevine is remarkably useful. If you can't find any parents with a bad word to say about a school, it's probably doing very well, whereas if asking about a school results in parents making frowning faces, then you might want to think twice before completing an application.

Visit the school

There is no substitute for investigating the scene behind the school gates. Most schools now run open days throughout the academic year. Make time to go. Speak to the students. Many schools will use students as guides on open days. Talk to them about their experience. Students tend to be honest about such things.

Visit the classrooms. You can quickly tell whether a classroom is being proudly looked after, or ignored. Talk to the teachers. Are they enthusiastic? Energetic? Knowledgeable? Positive? Personable? If school keeps you away from the teachers, that's a really bad sign. You should witness interactions between the staff and students - possibly your own child if you brought them along. One emotion that cannot be faked is genuine warmth. How do the teachers speak to and about the students? How do the students talk to and behave around the teachers?

Evaluate your child

You may feel that you know your child very well already, and find it strange that we suggest this step. However, it is easy to make assumptions about your child and the right school for them, and it is worth taking a step back to look at your child through fresh eyes. We hear of many parents who find that their final decision on schooling is very different from their original presumption.

- Think about their current school: What do they seem to enjoy or dislike about it? What problems at school have you had to deal with over the years? These may give you an indication of the type of school that might be most appropriate for your child.
- Look at your child's academic strengths: Which schools on your "long list" provide specialist facilities that will cater for your child's strengths?
- Where will all your child's friends be going to school? Although it is not necessarily a key factor in your decision making, it may help your child to have one or two friendly faces around them in the first few weeks in Year 7. This may be more important for a very shy child.
- It is also a good idea to take your child's opinion into account - it is their prospective school, not yours, after all - but if you clash, at the end of the day, you're the parent and your say should go here, given you have at least a couple more decades' of life experience.

Find a school with a warm and happy atmosphere, and you can't go wrong.

Curriculum choices at secondary level

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.

Middle vears

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.

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

Secondary years

The IGCSE (which is the international version of the GCSE) is the exam delivered by Cambridge International Examinations (CIE) and Edexcel, formally known as Pearson Edexcel -London Examinations for international students at age 16. Many international schools hold the IGCSE examination, whether they follow the MYP or adapted versions of national curricula; this is common for ESF secondary schools.

Several international schools, especially if they have a significant number of local students, also run the Hong Kong curriculum, for example YMCA Christian College, students in Form 3 and 4, take IGCSEs 'on top' of the HKDSE curriculum.

Many schools in Hong Kong, offer the International Baccalaureate Diploma Programme. This is a highly academic programme with a well-rounded approach to subjects, making the IB Diploma well respected amongst many of the best universities in the world. The IB Diploma is unlike national curricula, so teachers new to the Diploma need to be prepared to develop new material and a new approach to teaching.

Another popular choice for international schools in Hong Kong is the international A-level provided by Cambridge International Examinations. The international A-level and Edexcel is adapted from the English national A-level to be more appropriate to international education. It is usual for a student to achieve between 3-4 A-levels over a two year period, each in a different subject. A-levels offer a student the chance to focus on the subjects that will be more appropriate for their chosen university course and are held in high regard by most universities across the world. However, they do not have the same scope as the IB Diploma, which teaches a more well-rounded set of skills that some see as more appropriate to the 21st Century.

Extracurricular participation and student engagement



A love of learning and confidence for life

In 1976, a shortage of English-speaking international school places in Hong Kong prompted a group of dedicated parents to join forces to create what would become Kellett School, The British International School in Hong Kong. The founding parents had created something unique; a school with small class sizes, a flexible routine, and, importantly to them, a good focus on creativity through music, arts and life experiences outside the classroom. This holistic approach to their children's educational experience is one that remains true to this day, and is evident in Kellett's underlying aim to engender 'A love of learning and confidence for life' in all its students.

Kellett School offers a rich and varied programme of extracurricular activities (ECAs) that contribute to the development of multifaceted students. Over 100 different activities are on offer to students in both Prep and Senior Schools, and it is strongly believed that committed participation in a range of ECAs helps build a web of proficiencies that support a strong and developed personal profile for the students' futures.

In both Prep Schools, students have the opportunity to discover different hobbies, learn new skills, as well as develop their social competence with other children. From ballet to Astro Club, sewing to Model United Nations, Kellett's ECA programme enables students to engage meaningfully in an area of interest

whilst prompting them to learn the importance of long-term commitments and how to manage time and priorities.

By the time students reach the Senior School, they are normally settled in the knowledge of what they enjoy or excel at. ECA choices usually mirror this, and will often be chosen to enhance their studies or successes. The wide selection of ECAs that are available reflect the school's passion and success in sport and the creative arts. Coupled with the school's participation in the Federation of British International Schools in Asia (FOBISIA), there is even more opportunity for students who perform at a high standard across music and sports.

Complementing Kellett's extensive ECA programme and also aiding the continuing development of students are Kellett's array of educational visits and its Learning Service programme. Starting from Reception in the prep schools, students are exposed to various educational visits, and experience their first over-night trip during Year 3 camp, which for some is the first time they will spend a night away from their families. During this one-night trip, there is a large emphasis on children developing their independence; a crucial part of personal development. The first overseas trip is the Year 5 trip to Beijing, an eagerly anticipated visit that enables students to experience a different culture first-hand, whilst also practising the Mandarin skills that they have learnt in class. During this trip, students visit Kellett's sister school, exchanging presents and sharing language classes, as well as visiting major cultural sites such as

> The Great Wall of China, The Forbidden City and the Summer Palace. Usually a highlight of a student's prep school experience, this five-day trip is formative in their progression.

Senior school students are exposed to frequent local, residential and overseas educational visits that are closely tied to the curriculum. These trips look beyond Kellett to the outside world, allowing students to gain an understanding of themselves and their social responsibilities within the global community. Whether it be through volunteering at animal shelters, providing entertainment and conversation at homes for the



elderly, or packaging and distributing meals for the needy, students take pride in contributing to the communities in which they are a

The most notable educational visits in the Senior School are the Global Outlook Week trips. The week-long trips consist of an overseas residential visit, with a core focus on helping students to develop a global outlook and build transferable skills, whilst at the same time supporting the school aim of engendering each student with a confidence for life. The weeks are largely spent by students giving back to the local communities that they are visiting. In the past, this has come in the form of teaching English to local students in Thailand, painting day centres for young children in Cambodia, building a winter greenhouse for a local school in Mongolia, and witnessing for themselves the positive impact that money raised through Kellett's fundraising initiative, Kellett Cares, has had on children in Malaysia. All of these visits, including the Year 11 language immersion trips to France, Spain, Germany or China, play their own integral part in the personal development of our students, and are key highlights of their journey through Kellett School to adulthood.

For further information, visit www.kellettschool.com/

Kellett School offers a rich and varied programme of extra-curricular activities (ECAs) that contribute to the development of multifaceted students





MIND THE GAP - SKILLS MOST SCHOOLS DON'T TEACH

By Anthony Somerset, Owner, A-Team Edventures

Parents are frequently reminded how their kids must learn relevant 21st century skills, and of the need to ready their kids for the exciting new workplaces of the future replete with many new jobs yet to be created (or even conceived). Edtech remains a hot topic - a recent ad in Hong Kong boasts of over 40 courses for coding, java modelling, robotics, artificial intelligence etc, for kids as young as 5. Change is everywhere and is happening faster and faster so learning of new skills is a matter of increasing importance. But is this the best focus?

What workplace skills will my kids need?

Everyone seeking entry to university and to the world of work will face a simple challenge: will they have required skill sets? What skills will be sought in the admissions and recruitment processes that are ahead? What skills will be most important to gain and to make the experience easier and less daunting? The answer is uncertain and it is changing over time. One certainty is that the ability to adapt to and manage change will be kev.

The exam endurance challenge

Asia in general, and especially Hong Kong, has a highly results-focused education system. High scoring on exams, gaining multiple awards and extra-curricular activity participation certificates all build the CV in readiness for the big, Mt Everest-like, attempt to enter a famous university. This can become rather an endurance slog, requiring guiding services to support attempts participants wishing to try. The reality is only a tiny percentage of the population are really

suited or ready. The vast majority need to find success and be happy on less lofty peaks – and all need to have the right coping skills. Getting even a few into famous universities is a major, demanding task in this system. The issue is that a trickle-down effect is assumed: if enough students can successfully enter famous universities, the efforts this took will benefit the remaining students in their progress with other institutions (or other alternatives).

Coping skills?

But will students be ready for their university experience and beyond? Like Everest climbers, they need training and equipping, not only to enter a new, parent-free world, pass term papers and get a degree and graduate, but also, hopefully to enjoy it and thrive. Skills relevant to increasing the chance of success include self-management, resilience, adaptability to a new institution and its culture and ability to interact with many new people and new ideas. And these skills are useful not just for university but also beyond, in the transition to adulthood, the workplace and financial independence. The exam process produces kids with fast recall, strong memories and great answer-giving skills but they are not necessarily great problem solvers and problems are what they will face.

"Mind the gap"

What most people find is that very little from their formal education has prepared them for later challenges. School. and the curriculum followed, did not include lessons on selfmanaging strategies or coping skills. Some of these skills will have been learnt tangentially (e.g. in sports and in extracurricular activities) and the most able students will find ways to succeed.





Others will find ways, by luck, good fortune, or from supportive helpful friends. But most will simply get by and survive. Why settle for this?

Prepare for change

Reality bites and those planning a career, especially in a larger institution or corporation, will almost certainly face lay-off, redeployment, downsizing or other career challenges at some point. Remaining in the workforce through more than one economic cycle only increases this likelihood. Ask any career banker how often they went through this cycle, how they were affected and how they coped. Answers will reference resilience, tenacity, flexibility and determination. Old-fashioned maybe, but as relevant as ever and it gets harder over time. So strengthening adaptability early on is a smart move.

So how can my kids learn these coping strategies?

As an experiential learning and training provider that works extensively with schools, universities and soon with corporates, we provide facilitation for a wide selection of students.

Working in groups, students are set a task and must deal with unfamiliar situations, uncertainties and challenging scenarios. This creates a real opportunity to learn about overcoming difficulty, becoming comfortable with uncertainty and facing new challenges. Set-backs and failures are likely and indeed are valued, as by understanding reasons for failure (and overcoming its impact), better alternatives can be found. As coping strategies are developed, the benefit of collaborating effectively with others and not giving up or losing heart or focus, can be experienced. By facing and solving a range of real situational problems and challenges,

coping skills, resilience and tenacity can be developed.

By using the outdoors and experiential methods, we create opportunities to practice situational management and to develop and use coping skills and learn effective group collaboration. These are valuable, transferable skills, applicable in the world ahead including whenever change takes place and when facing adversity, challenge or the unfamiliar. Moving country, changing school, failing an exam, not getting a job interview and many other sub-optimal situations are easier to manage with some prior experience of situational management and use of coping strategies.

So encourage your school to adopt experiential learning programmes that deliver not just activities, but focus on building a range of coping strategies. Better schools are fully aware of this need for arranging quality outside-theclassroom situational learning, management and coping skills programmes. Get your kids onto quality holiday camps with a similar focus. They may resist at first but once they have learnt a little about coping for themselves, they will enjoy this and later appreciate having been given the chance.

Anthony Somerset is a life-long outdoorsman with a strong commitment to experiential learning. For over 25 years a corporate lawyer, in London then in Hong Kong: DBS Bank, AIG and ANZ Bank, he built and lead regional legal teams and managed mergers and other transformative banking industry changes until retiring in 2012 to lead A-Team. He is an engaged parent of two resilient teenaged sons, a keen kayaker, hiker and competitive trail runner.

A-Team Edventures Limited is a school programme, group and leadership training organisation working with local and international schools. A-Team uses experiential techniques and integrate the school curriculum closely into the school programmes delivered. Their clients and participants appreciate the resulting high value learning experiences. A-Team's use a diverse and strong mix of trained experienced facilitators from tertiary education, schools, the corporate world and the military as well as the outdoor industry.

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A-LEVEL OR IB DIPLOMA? AN INCREASINGLY TRICKY CHOICE

By 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 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 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

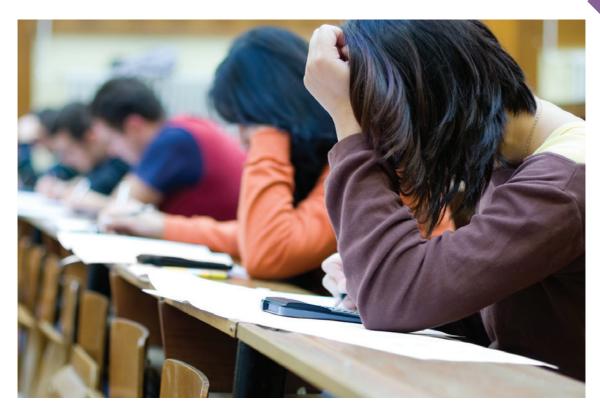
destination. When going to places with four-year bachelor there is more of a continuum from school to university and the distinction matters less. But a UK university destination with standard three-year bachelor programmes requires some thought.

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 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 guite 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 vear 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 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, 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 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 guestion 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 ves look ahead to university destination. If you think 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.

Personalised learning at **ESF Schools**



The English Schools Foundation (ESF) is the largest provider of English-medium international education in Hong Kong. ESF's vision is for every student to be the best that they can be, and its mission is to inspire creativity and nurture global citizens and leaders of the future. ESF achieves this by creating joyful learning environments, led by a community of exceptional teachers who bring out the best in every child through a personalised approach to learning and by inspiring curious minds.

IB MYP and (i) GCSEs for students aged 11-16

The two ESF all-through schools, Renaissance College and Discovery College offer the International Baccalaureate Middle Years Programme (IB MYP) from Years 7 to 11. The other five ESF secondary schools operate a school-designed curriculum. For Years 7 to 9, the curriculum will be aligned to the MYP framework. This will be followed by another two-year curriculum which leads to a broad and balanced suite of IGCSE and GCSE qualifications.

The MYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. Students are given the opportunity to demonstrate their learning through completing a project, which encourages reflection on their learning and outcomes of their work. This is a long-term project, which is embedded within a global context and generates a synthesis of creative and critical thinking and approaches to learning through an in-depth investigation.

The General Certificate of Secondary Education (GCSE)

and its international equivalent, the IGCSE, is a two-year course of study with externally set syllabus with assessment criteria for Years 10 to 11. This includes a range of language courses available in foreign, second and first languages. The 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.

IB Diploma and Applied Learning for post-16

At post-16, the majority of students in all ESF schools follow the IB Diploma programme. Widely recognised as the best possible preparation for study at university, the IBDP builds research skills, promotes personal responsibility and encourages independent learning.

Students are assessed using a variety of methods, including examinations, essays, case studies, oral presentations, fieldwork, laboratory work, investigations and artistic performances. In 2017, 15 ESF students achieved the perfect score of 45 points in the IB Diploma examinations; more than 95% go on to leading universities worldwide.

Applied Learning Pathway

Recognising the need for an inclusive range of pathways to personalise its education on offer, ESF introduced the Applied Learning Pathway (ALP) simultaneously to the International Baccalaureate Diploma Programme (IBDP). The programme caters for students who wanted a practical, specialised and careerorientated pre-university education. It enables students to develop essential skills and knowledge to enrich their higher education and career opportunities.





ESF schools currently provide Business and Technology Education Council (BTEC) courses which are recognised by many universities worldwide. Applied Learning Pathway courses can be studied alongside other subjects and provide a varied learning experience for students.

ESF students can supplement their BTEC qualifications with IB Diploma courses to broaden their choices for higher education. BTEC qualifications are also an ideal choice for students who have a clear view of their future career or want to focus on a particular subject area, as many of the classes offered are career specific. There is a diversity of these aptitudes catered for sport, engineering, art and design, performing arts and business to name a few. In 2017, about a hundred students from ESF schools graduated with BTEC qualifications, receiving offers from universities in Australia, Canada, Hong Kong, Switzerland, the UK, and the US.

The intensive work by the ESF Higher Education counsellors group is enhancing the reputation of Applied Learning Pathway students. BTEC awards, IB courses and AS-levels can be converted into UCAS points (University and Colleges Admissions Service) which are recognised by UK Higher Education institutions.

ESF also partners with different organisations to help offer high-level training from professionals in particular fields. For example, ESF works closely with the Hong Kong Sports Institute and the World Academy of Sport, which offers tailored programmes for sports and event participants – athletes, managers, administrators, officials and coaches. For students interested in pursuing a career in the arts, ESF has partnered with the Savannah College of Art and Design (SCAD) Hong Kong to offer the IB Career-related Programme (IBCP) at Renaissance College.

ESF continues to explore the potential of developing IBCP as part of a personalised learning approach. In 2017, ESF and RCHK collaborated with the Hong Kong Academy of Performing Arts

(HKAPA) to offer a new IBCP programme that blends HKAPA's BTEC courses with IB core courses. The new programme is offered at RCHK and South Island School.

By 2018, ESF will be the largest provider of IBCP in Asia. "ESF's mission is to develop and implement a personalised approach to learning that promotes well-being and effectively meets students' needs," says David Whalley, ESF Director of Education. "In order to promote this personalised approach, we believe that students benefit from a range of options, as no one programme can suit all students' needs. ESF has therefore devised an applied learning pathway which allows students to focus on creative projects and practical inquiries."

For further information, visit:

www.esf.edu.hk/secondary-overview/

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IB DIPLOMA EXAM SCORES 2017

At least 25 students received perfect scores in the International Baccalaureate (IB) examination, seven more than 2016. Among those achieving the maximum 45 points were 15 from the English Schools Foundation (ESF), six from St Paul's Co-Educational College, and one each from Canadian International School, Diocesan Boys' School, German Swiss International School and Po Leung Kuk Choi Kai Yau School.

International and Local Schools	Number of Students	Average Score	Diplomas Awarded	Students Achieving More Than 40 Points
Canadian International School (CDNIS)	133	36.5	129	38
Chinese International School (CIS)	96	37.8	96	35
French International School (FIS)	27	37.5	27	9
Hong Kong Academy	26	34.0	26	
German Swiss International School Hong Kong (GSIS)	51	39.9	51	31
Independent Schools Foundation Academy (ISF)	19	35.3	15	2
International College Hong Kong (ICHK)	10	33.6	10	2
Kiangsu – Chekiang College (KCIS)	16	35.0	16	5
Li Po Chun United World College (UWC)	126	35.76	119	39
Po Leung Kuk Choi Kai Yau School (CKY)	64	36.86	64	17
Singapore International School	41	37	39	13
St. Paul's Coeducational College (SPCC)	59	41	59	43
Victoria Shanghai Academy HK(VSA)		36.32	100%	20
Yew Chung International School (YCIS)	87	35	83	22

ESF Seconday Schools	Number of Students	Average Score	Diplomas Awarded	Students Achieving More Than 40 Points
Overall	969	35.8	951	233
Discovery College	88	34.6	82	16
Island School (IS)	124	36.2	122	26
King George V (KGV)	179	36.0	177	41
Renaissance College (RCHK)	135	34.7	134	19
Sha Tin College (SC)	157	36.9	153	60
South Island School (SIS)	144	35	141	28
West Island School (WIS)	142	36.5	142	43

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 the UK.

ITS Education Asia works closely with a number of partner organisations in Asia and the 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 quardian for expats 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 quardian must remain involved throughout to ensure that the child feels supported and encouraged.

When it comes to the increasing choice in Asia all the above is still true. However, Danny Harrington at ITS Education Asia says there are a couple of developments worth noting. Firstly, curriculum, especially for older children. Although many Asia-based schools are 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 an 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. A-levels have been further complicated by a split into two types - the GCE which is compulsory in UK and has been changed to a linear 2-year course wholly examined at the end of those two years, and International which retains the modular format of "Curriculum 2000". Some people prefer all their exams in one go, others to spread them out. Both are acceptable for university, they are entirely equivalent. The second consideration is network. Part of the attraction of boarding school is the lifelong friendships that will be made, many continuing at university. Think about the demographic of the school and whether that offers the most advantages for vour child.

Let's finish with some dos and don'ts from Debbie and Nickv.

DO: Come into the process with an open-mind and don't have a set name or idea of where your son or daughter need 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 school 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.

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 can be taken as well as or in place of GCSEs and A-levels in schools. In addition, 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. Assessment processes are on-going, which allow students to analyse and improve their own performance through their course in much the same way as they would in a real workplace. Projects are graded Pass, Merit or Distinction.

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 classroom settings.

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, and are widely recognised by universities and professional bodies. There are more than 150 qualifications available, and these are suitable for students aged 16 years old and above. The HNC is often studied part-time alongside full-time employment. A Higher National Diploma (HND) student will develop management and other higher level technical skills required by employers. After a period of usually 2 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.

Students with appropriate BTEC can apply for university places through UCAS. Further information about UCAS and how to apply to UK universities is available from ITS Education Asia, an accredited UCAS centre.

Contact us on +852 3188 3940 or via email at info@itseducation.asia to find out more.



POST-SECONDARY OPPORTUNITIES WITH BTFC

By Danny Harrington, Founder & Director, ITS Education Asia

ITS Education Asia is premised on opening opportunities by providing alternative educational pathways. We always seek to allow students to access traditional qualifications in non-traditional ways and to bring new, 21st Century learning options to all, breaking down the barriers to opportunity that rigid mainstream structures often impose.

Hence we offer students a huge choice in when they learn and how long they spread their course over. They get an option to come to school or to do their lessons online (or both - some combine both modes). And different students will get different experiences from their teachers as we tailor learning to each individual. but, we do all this for recognised, established qualifications which have real value. We work hard to find ways within the rules and regulations of these courses to make them flexible even though they weren't designed that way. That means more and more students can benefit from these courses that would otherwise be excluded. Bringing in the BTEC was a natural step on this pathway. Particularly as it is an assignment based programme and so it is an excellent option for students who are less happy with examinations and work better over time with research style assessment.

The BTEC has actually been around since 1984 and has

become a very well established 'alternative' route in England and Wales. But it is also recognized 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 costs about USD15,000 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 alone. 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 entry to years 2 and 3 of a bachelor programme respectively. At ITS we have brought in the Level 5 HND. This is currently online and will soon be registered for classroom delivery. 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.

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. As we move along we will be adding further subjects and we are currently in the planning phase for a fashion-based BTEC to enhance the ITS Diplomas that we currently run in a workshop style. Again, this is about finding alternatives.

ITS is not about repeating what others do, ITS is different.

For more information please visit

www.itseducation.asia/online/btec.html



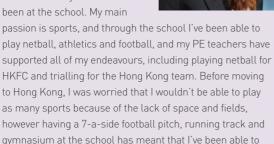
STUDENTS REVIEW

Secondary school students and graduates talk about their school experiences and how the next pathway in their lives has been shaped.

Kellett School Jessica Irvine Year 13 (2017-18)

Lioined Kellett School in 2014, and started Year 10 having moved from the UK. Initially I did not want to leave the UK, but now, as I approach my final year of school, I love living in Hong Kong and studying at Kellett.

Kellett has offered me a lot in the three years that I've



Another aspect of the school that has helped me has been the House system in the Senior School. This is something that I was used to, having been schooled in England, and therefore brought a sense of familiarity to my transition. The House system is really great as it helps to bond you with your friends, as well as promotes competition amongst the other houses, whether it be in inter-house sports, maths, science or singing competitions.

train and play just as much as I would in the UK.

I am currently studying English, PE, Business Studies and doing an EPQ (Extended Project Qualification). Through the support of my teachers, I was recently awarded an award for Excellence in both English and PE, and an Outstanding Contribution to Competitive Sport award. This summer I started looking at various universities in the UK. The Sixth Form team has been really helpful in offering us advice when considering our university options, which is great because it can be quite stressful with so many options out there! Kellett is a really fantastic school and has a nurturing learning environment, and I've made some wonderful friends here.

YMCA of Hong Kong Christian College Aryan Datwani F.5 GCE A-level (2017-18)

YHKCC is a special place with an integration of great student diversity and multicultural population. Students come from all walks of life which bring in various life experiences to enrich each other's interpersonal skills. We have learnt to respect cultural differences in this big, caring



family. Moreover, high autonomy is also one of its uniqueness. The Principal and teachers are all open-minded. They listen to our opinions and encourage us to try new things. It helps to unleash our potential and talent and best of all, we are not afraid to voice our opinion and tackle new challenges.

The holistic and growth mind-set approach at YHKCC bring lots of benefits to my studies as we are not limited to one thing but we are taught to give values to different things, say, to strike a balance between academic and non-academic perspectives. We then grow to be an all-round person. In my opinion, this enables students to tackle examinations easily and more importantly to apply what we have learnt to daily life situations. We become a better person and I much anticipate seeing the change in myself.

I am grateful to have the endless support from the teachers and counsellors and also the effort and time they spend on me and other students. They put in the best effort to give us the latest information and advice on both local and overseas universities through seminars, visits and also personal consultation sessions. They ensure us that we will get in to the right and best university.

I am taking mathematics, chemistry, biology and physics in the GCE A-level curriculum. Science and mathematics are my favourite subjects, as I am curious to explore different aspects. Moreover, taking these subjects opens up various possibilities for my future prospects and allows me to have more flexibility for various faculties in tertiary institutions.

I am considering the medical field and would like to become a surgeon to save lives.

To put words into action based on YHKCC 5 core values; I am eager to do something beneficial for my community. Small acts can do a lot and we have learnt to be good citizens at YHKCC

International College Hong Kong (ICHK) Ellen Docherty- Fitzgerald Pathway: BA in Contemporary Theatre and Performance, at Manchester Metropolitan University

I spent four years at ICHK, my time at the school has been invaluable in preparing me for the demands of university. The small and tight-knit community of ICHK really separated the school from others in HK. It allowed me and all my other classmates to have a lot more individual tutoring and time



spent on making sure we understood everything we were taught and were comfortable with it all.

Apart from that aspect of the teaching I really enjoyed the multiple after school activities, events and performances that were available to be a part of. Since I'd always wanted to pursue theatre, it allowed me to develop those relevant skills as well as still achieving high marks in my academic subjects.

The teachers at ICHK were amazing in the way they treated us like adults, especially in our last years of school (IB). Independent studying was obviously encouraged yet quidance was always provided for us when we needed it. When I started university, I felt a lot more comfortable with the work we had to do than some of the other pupils initially did in my course.

ICHK is small in numbers compared with other international schools, which creates a close community. I received a lot of attention and individual teaching I hadn't experienced in my previous years in a HK school.

I acquired many skills during my time at ICHK, but leadership, professionalism and discipline would be the main three. On completing my studies, I was very proud of my IB grade – which I couldn't have done without the help of all my teachers at ICHK. There are also many, many other areas I have grown. Putting myself forward for representative positions on my course and societies at university was a lot easier thanks to the experience I had at ICHK when I was given multiple responsibilities.

It is a unique and amazing school, and I will always be thankful that I had the opportunity to be part of this community.

The Harbour School (THS) Magnus Marchand Grade 9 (2017-2018)

I joined High School at THS in September; this is my 6th year at the school. I like THS because it is international, multi-cultural. free-spirited and very different from the previous international school I attended in HK. THS has Project Based Learning (PBL), which I think sets it apart from other schools. PBL doesn't



teach specific facts but ideas to teach, which encourages the students to take a deeper interest and ownership of the subject. Students learn how to find out the facts for themselves by doing research. My favourite PBL was Tech Innovation where you create your own invention. I created a USB that enables you to have Wi-Fi.

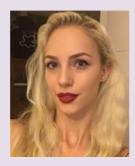
THS feels like a family, everyone knows each other and it has a great community feel where parents are encouraged to get involved. In my previous school, I didn't know all the names of the other students although we worked in smaller groups but were pulled together from many different classes. At THS, I know the names of the students in the lower grades as well as the grades above me. My favourite subjects are PE and media tech. Mr. Lam, my Media Tech teacher, really understands how the world is changing. He teaches in a different way than the other teachers and doesn't give specific instructions, but just tells you how to get to the end goal. You have to figure out your own way using your own style and methods

He is very relaxed and during his class we all sit on beanbags while he gives us inspiration on the topic we're studying. Another example is photography, which he also teaches. He tells us all the specific facts about photography but also says that you don't need to follow them and encourages us to make up our own styles of photos. The annual school trips are great and very well organized by the school. My favourite trip was to Kitt Peak National Observatory in Arizona, the place where scientists only dream of going. We studied astronomy for six weeks beforehand as part of the science module. What I like best about THS is that I feel free, teachers are close to the students and that teachers are not watching over your work.

Island School Claudia Thomson graduated 2015

How an IB Diploma changes vour life

Claudia Thomson is currently studying Bachelor of Arts and Bachelor of Laws at Sydney University. She graduated from ESF Island School in 2015, with a score 44/45 points in her IB Diploma.



IB gives you a sense of worldliness

I left secondary school with not just an understanding, but an appreciation of cultures other than my own. This has shaped my life experiences in many different ways, particularly as I explore my views on tolerance, religion, and even friendships. Hong Kong is such a unique place to grow up, and the people you meet while you're at school are so instrumental in developing your worldview and broadening your perspective of the world.

My choices

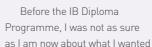
I am super passionate about human rights and social justice, and I love to read, so it was relatively easy to see that studying law would suit me! I feel very lucky to be studying in Australia because doing a Bachelor of Arts alongside my Bachelor of Laws allows me to customise my degree and do what interests me. Also Sydney University has a world-class law programme, which was an obvious draw when considering the quality of education I could expect. At the end of the day, I think that a study path that allows you to follow your passions is one of the most important factors to take into account when choosing where and what to study.

IB teaches you to step out of your comfort zone

With great teachers and mentors, I've been encouraged to go beyond what I thought I could. We had extensive advice from the Higher Education department about how to write personal statements and apply to universities via the various different application platforms around the world. Ex-Island School students also ran a panel to answer any questions we had about applications and university life. However, applying to Australia was relatively easy in comparison to some of my friends as I only needed to submit my final mark and this was after I had finished Year 13.

Renaisannce College Hong Kong Leo Wong IB score: 42/45 points (Bilingual Diploma) Pathway: Philosophy, Politics and Economics at Merton College, University of Oxford

Leo: I Studied History (Asia and Oceania), Economics and English Literature for my Higher Levels, and Chinese Language and Literature, Mathematics and Biology for my Standard





to study at university, but I knew it would be something within the fields of humanities and social sciences. I approached some of the teachers at the DP subject fair in school to discuss some of the subject options that I had in mind. This allowed me to gain a much better understanding of the requirements in each of the subjects, and eventually, I was able to decide on a combination of subjects with the full knowledge that it would best prepare me for university.

There were two things that the school and teachers helped most throughout my IB studies. Firstly, being the explanation of content, and secondly, exam preparations. The teachers were very helpful in explaining the more complicated parts of the syllabus, and were always open for questions. When exam season was coming up, they helped me and my classmates prepare with the use of mock exams, and they provided us with crucial feedback also, all of this allowed us to achieve our most in the eventual exams.

The main reason why I chose this path is because of how relevant and crucial it is in helping us understand and hopefully solve some of the biggest issues we face in modern society. On top of that, I am a person who is fond of television news discussions.

My teachers were very supportive throughout the university application process. I met with the Further Education Counsellor numerous times, we went through all the options and talked about my overall university plans.

My advice for IB Dip students: Remove the impression of finality in the final year of your IB programme because it is simply a stepping stone to the great things you will achieve afterwards. This means to not lose sight of where your passions lie, and work hard for the exams so you may pursue them

Canadian International School Nicole Hon IB score: 45/45 Points

Pathway: Medicine at Hong Kong University

These past two years have undoubtedly been nothing but a rollercoaster ride — a journey that is seemingly never-ending, full of ups and downs but will also be over before you know it. The IB Diploma Programme is definitely rigorous and has challenged me beyond my abilities. However completing



the programme at CDNIS has enabled me to embark not only the rigour of each syllabus, but has encouraged me to eniov and exploit the non-academic areas of the programme. I had the fortunate opportunity of being able to be a part of many school clubs such as the Symphonic Winds band, Model United Nations, SCOPE (school magazine), Habitat for Humanity and others.

These experiences are part of an alternate education that has not only instilled passion and interest, however has also been the instigators for many of my most memorable memories in high school. For example, I had the opportunity of performing in front of the Hong Kong Government and at Disneyland -- I even had the chance to personally choose one of the pieces — a medley of the Tangled soundtrack. Similarly, having been a part of the MUN club, I had the chance to not only be a delegate, a chair but also a Secretary General to plan and host a conference at our school. Finally, being in the Habitat for Humanity club has helped shed light on a lot of the socioeconomic issues that we deal with in Hong Kong.

I have had the humble opportunity to help those living in substandard housing advocate for the issue and had even partake in several build trips to help those in need contributing to some of the most humbling experiences I will ever have. Because of this, I am now able to regularly volunteer for a local program, Project Home Works even beyond my high school career. I believe that an emphasis on extracurricular and lessons to be taught outside of the classroom, I have been able to build character, passion and interest. Additionally, at CDNIS, teachers and coordinators emphasize the importance of mental health such that we are encouraged to explore methods of time management and study skills — lessons that will surpass high school.

For me, the IB has made me realise that I cannot study properly when I am anywhere near its vicinity and can only study in crowded areas. Similarly, I study best when I am able to re-teach content to my peers or sometimes even by just talking to myself. These qualities are intrinsically unique to my style of studying and through support from the teachers at CDNIS, students are encouraged to explore and experiment with their own styles.

I will be embarking on my 6-year journey as a medical student at the University of Hong Kong this fall and I will definitely be taking along with me these skills, passions and interests.

GLOBAL EDUCATION AT YCIS LEADS TO IB DIPLOMA PROGRAMME SUCCESS

Yew Chung International School (YCIS) believes the holistic approach to education is the way to nurture confident, responsible contributors and leaders of the future. The forward-thinking school has developed an innovative curriculum to help young people adapt to the ever-changing world

YCIS was one of the first schools in Hong Kong to be approved as an IB World School, and has been offering the International Baccalaureate Diploma (IBD) since 2000. The Class of 2017 achieved brilliant IB results. Two students were awarded the maximum 45 points and twenty-two students gained 40 points or above. YCIS's average score was 35, which is well above this year's world average of 29.95 points.

Top scorers, Ying Nga Fei (Ivy) and Chan Wai Ka (Daisy) shared their reflections and advice to other students.

How did your IGCSE course set you up, ready to take on the IB Diploma?

Ivy remarked "I studied in IGCSE all of the subjects that I later took in IB higher level. I was in two fast tracks, math and English in IGCSE, which means that I did English language and mathematics in the first year of IGCSE, and English literature and additional math in the second year of IGCSE. Hence the additional studies with Literature and Math gave me the confidence to select literature and math as two of my higher-level subjects in IB." Daisy sees IGCSE as a prelude towards the IB, in addition to her nine subjects she also self-taught History which she comments, "The course has taught me to prioritize different tasks, schedule study plans and perform critical analysis. These are all essential skills to excel in IB, which is a much more demanding course.

IGCSE not only provided a solid foundation for my future academic studies but also refined my time management skills."

The IB Diploma course is a complex two-year programme - what were the most rewarding aspects of the course?

Daisy remembers, "The most intriguing facet of IB was Theory of Knowledge. We all hated it at first. We didn't understand the importance of asking philosophical questions like "how do we know we exist" or probing into the "ways of knowing" and "areas of knowledge". But looking back, TOK has transformed my perspective of the world, shaping me into an inquisitive learner. Exploring the construction of knowledge claims and

questioning the authority has refined my critical thinking skills, prompting me to think out of the box."

Ivy feels, "The most rewarding aspects are CAS and EE, which is also what makes the IB program stands out from the rest. CAS gave me an opportunity to explore out of my comfort zone, to try activities that I never thought about doing, such as boxing, teaching ADHD children. As well as taking us to Cambodia for community service, where I would probably never visit on my own. EE was also a great exercise for us to have a taste of what it is like to write university level papers and conduct research on our own. EE allowed me to go in depth on the area of my interest, which is the hotel business, and this also helped me with my university application."

Did you have a mix of subjects requiring course work as well as relying on examination results?

"All of the subjects rely on course work to some extent, since all subjects require internal assessments (IA). However, subjects like math and chemistry has a heavier focus on exam results, whereas literature and economics fall slightly more towards the course work side," says lvy. In addition, Daisy tells us, "All of my subjects require course work and external exams. For the languages, the coursework were the orals and written tasks. For the sciences, History and Maths, I did an individual investigation (IA) on a specific academic domain."



Ying Nga Fei (left) and Chan Wai Ka (right)

What off-campus trips did you take towards the IB

Ivy was on the CAS trip to Siem Reap Cambodia, and was also on one of the Seeds of Hope charity trip to Guangzhou. Daisy shares, "The Chiang Mai service trip wasn't just a compulsory CAS trip, but also an intercultural learning experience that allowed us to serve the underprivileged. We reached out to the Thai community by teaching English and taking part in school-construction projects. The trip has certainly increased our exposure to global issues and shaped us into global citizens."

Obviously, you successfully gained the full 45 score did you have any doubts?

lw was surprised when she first learned about this news, saying she was predicted somewhere around a 43-44. Some of the subjects Ivy took were extremely difficult, for example HL Literature, very rare do students score a 7 in this class. Daisy shared this thought, saying, "I thought I would miss a 7 in English, as students tend to perform less well on language exams. Surprisingly, I did very well in English and I was overjoyed to have achieved full mark!"

Did you have a defined career path for a long time or have you been influenced by others recently?

Daisy is very adamant here, "I was determined to become a doctor since I was very young. Having an oncologist father meant that I grew up seeing the demands of medicine, and was mesmerized by the combined aspects of medicine as both a science and an art. I was enlightened by the art of caring and comforting patients when shadowing hematologists and oncologists. The hospital attachment confirmed my interest in the perfect coalition of humanistic qualities and medical sciences, further encouraging me to pursue a medical career."

lvy had a somewhat defined path centered around business before the start of IGCSE, but she did move around a little within the large business field. She thought about accounting, investment banking, consulting, hotel management and all sorts of potential careers. She tried different activities to see which one she enjoyed the most and it turned out that the hotel and tourism field came top.

What advice would you recommend to students looking to start the IB Diploma programme?

lvy would like to, "...recommend students to make a clear schedule that they would follow, so that they are on track with deadlines and assignments as well as university applications. It is important to use their time wisely, especially use the summer time to finish up IAs and EE, so that they won't be overwhelmed when it comes to their second year in the diploma program. IB diploma is not as tough as some people make it seems like, but it does gets very busy when it overlaps with CAS, EE, TOK, and university application, especially for those who are applying to the US (since there is also SAT), so make sure they develop good time management skills."

Daisy's top advice is, "Make the right subject selection. Avoid choosing two HL first language subjects. Update your CAS every week. Arrange meetings with your EE supervisor regularly, as their advice is really important to help you write a good thesis! Always ask for help from your peers, seniors or teachers if you have any questions! Try to maintain a healthy work-life balance: it will help relieve stress!"

If students don't have a certain path in mind, how would vou recommend they make their subject choices?

Daisy says, "Choose the subject that you're genuinely interested in. Your interest in the field will make your IAs go more smoothly! Some resort to taking ESS if they don't have any other SL subject in mind; it has been a popular option!" In addition to this, Ivy, "... would suggest choosing their subjects wisely, to make sure there is a combination of subjects they need and subjects they like. Some subjects such as English

and Math may be needed in all industries, so it is a good idea to do one of them at higher level. If the student is more science oriented, then it is worth studying a science at higher level, if the student is more business centred, then economics HL would be a good choice. It is also important to take a fun subject, such as one of the arts or a class with a fun teacher, so that there is a break from the rigorous schedule."

What was the greatest challenge along the two-year programme?

"The greatest challenge", says Ivy, "would be balancing school grades with university application and tests (such as the SAT and Toefl). Especially in the second year, for US applicants, there are a lot of application essays to write, while the mock exams are also coming up, hence it is difficult to find a balance in between." Daisy found hers was, "....to complete my extended essay. I did Chinese literary analysis on the novel 離心帶 written by the contemporary Hong Kong author 韓麗珠 (Hon Lai Chu), exploring the concept of "alienation". Due to its magical-realistic genre, and the fact that very few have researched on Hon's work, I took an extortionate amount of time in analyzing the book."

How helpful was the School's University Guidance

"The UGO is very important in the whole application process", says lvy, "they are in charge of sending your grades, going through your personal statements, and essays. It also depends on your communication with your counselor, if you visit the UGO often and show them your progress, then they can be very helpful in helping you perfect your application essays, help you with filling out forms and just application tips in general." Daisy happily says, "The UGO provided superb counselling service! My counsellor gave me valuable advice in writing personal statement and interviewing with medical schools. She gave me clear instructions to university application such as choosing a safety school to maximize my options."

What's the next step? Where will they go on to study and what?

Iw will be attending Cornell University in the United States this fall, majoring in Hotel administration and hopefully a minor in real estate and information science. Daisy will read medicine at University of Hong Kong or Chinese University of Hong Kong.

Yew Chung International School is accredited by Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC).

www.ycis-hk.com

Celebrating arts education at CDNIS

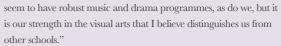
Canadian International School of Hong Kong (CDNIS) has long been recognised amongst

The school's arts programmes, which consist of both visual and performing arts, represent an exciting opportunity for the 1,800 CDNIS students to grow in their artistic skills and in their artistic appreciation. In particular, the arts programmes develop creative problem solvers who are able to think outside the box, connecting well with the school's strong International Baccalaureate curricula.

international schools as offering one of the top arts programmes.

According to Upper School Guidance Counsellor Scott Atherton, one of the key factors behind the school's success is the strong emphasis that it places on its arts programmes, along with the continued investment that CDNIS has made to keep it a strong and vital option all the way through the IBDP programme.

"It does seem to me that the arts are highly valued, encouraged, and supported at CDNIS, and I think that has much to do with the success of the programme," said Atherton. "We have a number of students who graduate and go on to some of the finest arts schools in the world in visual arts, including film. Many schools



Atherton's comments are further supported by Head of Upper School Guidance, Catherine Irvine, who expressed her opinion that the whole child is celebrated at CDNIS. Students are free to pursue their own individual interests and talents, while being applauded and recognised for it regardless of discipline. It's a mutual relationship between both institution and community, as students work hard, are highly successful in a variety of ways, and all are equally respected for it.

"Whilst society influences art, it can also be said that art influences society. At CDNIS, we value artists as highly as scientists, sportspeople, the business community and the academic community because, as a community, we recognise the equal value of each part of society. We really don't see any aspect of a multi-faceted community/ individual as being more important than another."

The combination of offering both performing and visual arts is a powerful one, but as Upper School Guidance Counsellor Rob Aldridge noted, students also require the right environment to nurture their talents and inspire them to flourish. This was the





motivation behind the development of the Leo Lee Arts Centre (LLAC) - a HK\$100 million multi-storey complex dedicated to the arts that consists of a 604-seat auditorium, music rooms, art rooms, drama studio, orchestra pit and a retractable stage. Since opening its doors in 2008, the LLAC has held professional performances, including some of the most highly regarded artists in the world, and been used to accommodate a regular calendar of exciting artsrelated events.

Aldridge said: "Access to the LLAC has proven to be just as important as the strong encouragement and value that CDNIS places in its arts programmes. The professional centre encourages children and staff 'to raise their game' to match the venue. Give kids an arts centre and they'll act like artists!"

Another major initiative that has contributed to CDNIS' arts programmes success is "Artist in Residence", which sees the school invite professional artists onto campus to help provide students with exposure to different art forms. Since its launch in 2010, the initiative has been very positively received by the school's community and attracted significant talent including renowned Canadian totem carver Bill Helin, Australian percussionist and educator Steve Stiller, and designer of the worldwide hit children's TV show "Bob the Builder", Curtis Jobling.

The success of the CDNIS arts programmes has resulted in CDNIS students being accepted into some of the world's

most prestigious higher education art institutions. As the CDNIS Guidance team proudly noted: "Our students have an excellent record with admissions into Tisch, the very highly regarded theatre program at NYU. We also have many students studying at prestigious fine arts schools in US, Canada and UK. In fact this year, one student has been admitted to Cambridge for music."

For further information on CDNIS, visit www.cdnis.edu.hk



A dynamic IB World School - International College Hong Kong



Our school is a world away from the bustle and crowds of the city, in one of the few remaining green areas of Hong Kong. Our two stunning locations provide students with unrivalled opportunities to learn and grow through outdoor experiences.



Our kindergarten and primary campus is located in green and spacious surroundings, encircled by mountains. In our school garden, children grow their own herbs, vegetables and flowers, learning about sustainable living and developing an attitude of care and concern for the environment. Our large playing field allows children the opportunity to play and enjoy sports in the fresh air.

We follow an innovative, educational approach to outdoor play and our vision is to be a leader in outdoor learning and Forest School education. Our beautiful kindergarten and primary campus in Hong Lok Yuen provides us with the perfect location to develop this pioneering approach in Hong Kong.

Innovative work is underway to establish our very own outdoor classroom in our grounds, and the Forest School educational approach is being embedded into our curriculum. We are also working towards becoming the first school in Hong Kong to gain a Learning Outside the Classroom Mark.

It is at this beautiful campus that we have providing high quality education to children from across the world for nearly 35 years. Our inspirational teachers deliver the IB Primary Years Programme, with a solid foundation in maths and English.

Specialist learning includes PE, ICT, student support, music and art, and all students learn Chinese every day.

From the early years, and right across our schools, the development of a growth mind-set is key to our learning philosophy. We strive to encourage and foster the talents of every child, and believe that happiness and achievement are two sides of the same coin. Positive psychology and mindfulness are built into the curriculum to support student wellbeing.

At the secondary school we view our commitment to education in its widest possible interpretation – as a drawing out of the many, various and complex attributes of young people as they develop through their teenage years. Our insistence is that this is the most important job on the planet and that, by learning together thoughtfully, we can do it in ways that make a genuine difference.



We believe that schools should support students to realise their potential as learners and as people; to develop their sense of who they are and who they might become. Excellent exam results are a part of this, of course, especially in their role of opening doors to university – and we are proud that, to date, all of ICHK's graduates have secured places in their first choice destinations: at British Columbia, Edinburgh, University of Hong Kong, Delft University of Technology, Central Saint Martins, San Jose California.

But, beyond qualifications, we offer students something just as valuable: a place and a role in a small, caring community. A community in which our ambition for our students' personal and social growth is at the heart of everything we do. Our curriculum innovation, our development of teaching and learning, our diverse activities programme, our emphasis on student responsibility and leadership, all revolve around this fundamental ambition: to support our students to grow and to love learning.



Ours is a school which is proud to embrace innovation in learning, and a unique and stimulating curriculum has been developed for students. This combines the best features from programmes around the world with elements of our own design which are steeped in educational research, and blends them into a stimulating, challenging learning journey. Our unique approach helps to ensure that students develop the skills to meet the challenges of a globalized and technology-centred 21st Century economy.

In an information and ideas based economy, we believe that it is attitudes and mind-sets, no less than qualifications that will underpin on-going enjoyment of life, performance and success. ICHK is proud to have created - and continually to evolve - a school experience that best prepares young people for a world where only change is permanent.

For further information, visit www.ichk.edu.hk

We believe that schools should support students to realise their potential as learners and as people.



World class education at **ESF Schools**



As the largest provider of English-medium international education in Hong Kong, the English Schools Foundation (ESF) is dedicated to provide world-class education and the best learning opportunities to its students.

Over the past 50 years of service to Hong Kong, ESF has expanded its network to a family of 22 schools, including five kindergartens, nine primary schools, five secondary schools and two Private Independent Schools (PIS), with a total of 17,500 students.

ESF has supported and improved the quality of learning and teaching with students' wellbeing at the centre. The Foundation believes that a joyful learning environment and a personalised approach to learning and inspiring curiosity are the key to bringing out the best in every student.

"I believe that learning at West Island School is unique as teachers give students' academic freedom through a wide choice of subjects and activities outside the classroom, yet also provide enough support and encouragement for students to thrive," says Serena Chen, a student from ESF West Island School.



Serena Chen at science studies

The Year-13 student describes the school's learning environment as 'cohesive' with its personalised learning approach.

"Whether through visual, practical, or lecture-like teaching strategies, teachers recognise that students learn differently and try to make learning engaging for each of them, striving to help each student's personal development so that they can enjoy learning," she explains.

At ESF, personalised learning is about providing a diverse variety of educational programmes, learning experiences, and academic-support strategies to address students' individual needs.

"Our learning experiences in school vary where ever you go. Every teacher guiding, supporting and teaching in their own individual way, every student taking note in a unique and memorable method and the cross between the two to tailor classes specifically to student's learning styles," says Philippe de Manny from West Island School.



"West Island School has provided experiences that have formed excelling students in and out of the classroom, with not only our vast opportunities during lesson time, but also in the many different extra-curricular activities and coaching provided to us. This helps form independence, reliability, initiative and team working skills in WIS students," he continues.

Philippe adds that the school's pastoral care support encourages students to learn new skills in both academic and nonacademic areas.

"The 1-2-1 system in West Island School allows every student's concerns, issues and interests to be explored and understood by the school community. In our sessions, the atmosphere is comfortable and understanding and pastoral tutors are efficient and extremely helpful in aiding students through tough times and problems in and out of school," he explains.

ESF West Island School a world-class co-educational IB World School which sits at the west coast of Hong Kong Island with a total of 1,200 students. The school marks its 25th anniversary this year.

The educational landscape is fast paced and rapidly changing both globally and locally in Hong Kong. Providing education against this background requires us as parents and educators to be versatile, responsive and agile. Over the 50 years of ESF's development, the curriculum offered in its schools has changed significantly, adapting in response to the needs of the wide range of its students.

Today, ESF is a world-class education organisation that supports students to be global citizens and leaders. The graduating class of 2017 achieved incredible results including a remarkable 15 perfect scorers in the IB examinations.

ESF South Island School (SIS), another ESF secondary school, offers a broad spectrum of subjects, including traditional subjects such as English, mathematics, science and physical education. Language, art and music are also available. At Years 7 to 9, students have to take "Individual and Societies", also known as "InSoc".

"As far as subjects are concerned, my favourite school subject is InSoc. I really enjoy working in groups, where I can share my views and listen to opinions of others," says Maddy Yates, a Year-9 SIS student. "Attending to different opinions and ideas about different topics always gives me a wider view of subject matters, which could then lead us to narrow our focus after considering many perspectives, before consolidating towards a conclusive view."

"SIS has given me a multitude of special opportunities and challenges, which I may not have been able to have experienced otherwise. These opportunities, whether they are sporting tournaments, athletic trips, public speaking sessions or academic competitions, have all contributed towards my self-improvement and in lots of unique and distinct ways," Maddy continues.

Situated at the south of Hong Kong Island, South Island School has a total of 1,400 students. The school celebrates its 40th anniversary this year.

"The legacy of our 50 years is that generations of our students

have fulfilled our aim of being the best that they can be. I am immensely proud of the young people who leave our schools as independent, well-rounded individuals, confident to take their place in leading roles in Hong Kong and the wider world. We value our alumni who daily make their mark in the great universities of the world, in their professions, in the wider vocational sphere and in the significant contributions they make to their society and community," says Belinda Greer, Chief Executive Officer of ESF.

"Our future, like our historical success, will depend upon the continued support of the wider ESF and Hong Kong communities as we face tomorrow's challenges and opportunities and plan towards the next 50 years," Belinda remarks.





Phillippe de Many winning the relay





Why Choose GEMS World Academy (Singapore)?

- The Future School: Global initiatives such as our ground-breaking Blended Learning, STEM programme and focus on entrepreneurship ensures that the education our students explore today, supports their aspirations for the future
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- Internationally Certified Curriculum:
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 International School accreditation and
 EduTrust certification enables families
 to join us from anywhere in the world,
 to move anywhere in the world
- Parent Engagement: Our parents are active partners with us in community service and parent engagement opportunities

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SINGAPORE'S INTERNATIONAL SCHOOLS

Singapore currently has 81 international schools (including international kindergartens) that teach in English. These have 5,667 full-time staff and 58,785 students, according to the International School Consultancy, which provides data on the international school market. About a third of the schools are British in their approach. More international schools are planned for Singapore as it plans for a huge influx of new expats over the next 10 years.

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, German, French, 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 national curriculum. A list of schools with specific curricula is outlined as follows:

National Curriculum Schools

 Australian International School offers both the IB and Australian National Curriculum. Students get to choose

- between the IB Diploma 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.
- Dulwich College (Singapore) offers the English National Curriculum.
- The German European School Singapore provides education with both a German and an international curriculum with a European focus. The school has recently introduced daily Danish lessons in the Primary Section.
- The Hollandse School Singapore offers a Dutch curriculum to primary students.
- The 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 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.
- The Singapore American School offers a rigorous American-based curriculum with an international perspective.
- Stamford American International School offers both a credit-based American high school diploma and the IB
- The Swiss School in Singapore is a primary school offering education according to Swiss standards.
- Tanglin Trust School offers the English National Curriclum 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.

International Baccalaureate Schools

- ACS International Singapore religious affiliated school with an international academic programme.
- Canadian International School IB Primary Years/ Middle Years / IB Diploma
- Chatsworth International School IB Primary Years/ IGCSE/ IB Diploma/ Chatsworth High School Diploma.
- Dover Court International School offers the IGCSE, and Sixth Form students have a choice of three pathways - the IB Diploma, IB Courses and the Department of Supportive Education.
- Dulwich College (Singapore) IGCSE and IB Diploma from August 2018.
- GEMS World Academy IB Primary Years/ Middle Years/ IGCSE/ IB Diploma.
- Hillside World Academy a bilingual Primary Years/ Middle Years/ IB Diploma.
- ISS International School IB Primary Years/ Middle Years/ IB Diploma.
- Nexus International School Singapore IB Primary Years/ Middle Years/ IGCSE/ IB Diploma.
- One World International School IB primary years; IGCSE (from grade six).
- Overseas Family School IB Primary Years/ Middle Years/ IGCSE/ IB Diploma.
- SJI International School International Primary Curriculum/ IGCSE/ IB Diploma.
- Tanglin Trust School offers the IB Diploma in the final two years of high school.

• United World College of South East Asia – offers a unique UWCSEA curriculum K1-Grade8, leading to the IGCSE and IB Diploma.

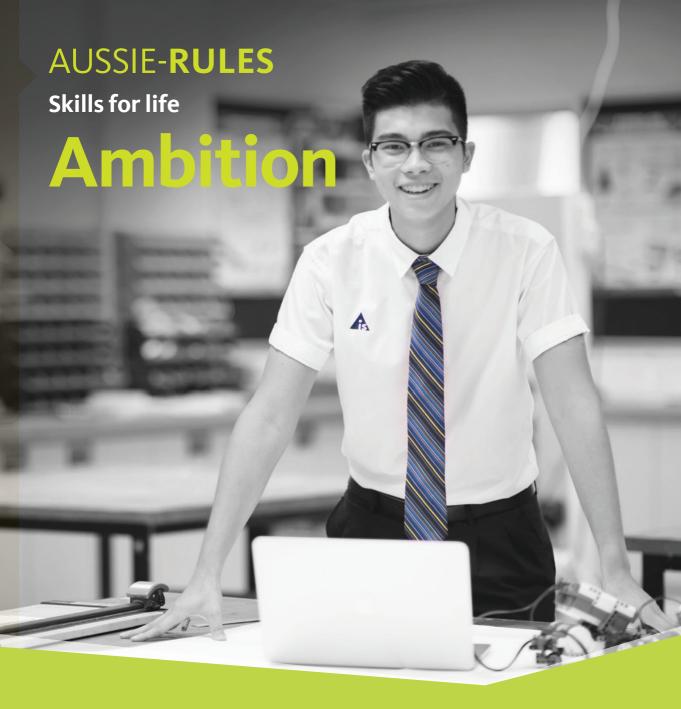
Local International Schools

- Anglo Chinese (Independent)
- Anglo Chinese (International)
- Hwa Chong International
- SJI International



DID YOU KNOW?

- There are currently 71 international schools in Singapore, catering for almost 53,000 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 9%.
- Singaporean student enrolments constitute approximately four percent of the total international school population.
- The number of foreigners in Singapore on Employment Pass is about 178, 000 - meaning that they earn a minimum of SGD 3,600 per month to quality for this status. This is slightly more than the monthly fee of a top international school in Singapore.
- 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 June
- In local bookstores, a little more than half the floor space is dedicated to assessment manuals. consisting of practice questions based on the local 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.



There's no one route to success, so keep your options open

How do you help students with a wide range of abilities, interests and ambitions achieve beyond their dreams? You provide them with unique curriculum choices, exceptional teaching support and an individualised educational experience that supports their personal path to success.

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Australian International School

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INTERNATIONAL SCHOOLS IN SINGAPORE: TIPS ON HOW TO CHOOSE THE RIGHT SCHOOL FOR YOUR CHILD

Many families today are used to the culture of moving countries, jobs and schools. Many others are not, and the experience is a new and daunting one. While Singapore is relatively easy to get used to given the language of communication is mostly English, the scenario is especially challenging when relocating with children. The first worry on a parent's mind is of course schooling, and which one would be the 'right fit' for their child. Every parent is 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 and as well as this provide them with exposure to new subjects.

Here are a few tips from Vandana Rao (Client Services Manager, ITS Education Asia):

- 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. 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 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 creativity shown in art or writing displayed. Many times, this 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 intimidated, 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 mind 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 new 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 vour decision.

APPLICATION PROCEDURES FOR INTERNATIONAL **SCHOOLS**

Admission to International Schools is open to all foreign passport holders with a Dependent Pass. A Student Visa is offered by most but not all schools. The application process begins with the submission of an application form, the application fee, and all necessary accompanying supporting documents. Most applications must be accompanied by a compulsory non-refundable application fee and required documents, though few schools allow applications at no initial application fee and charge after processing the documents.

- All current and past transcripts, school reports, testimonials and recommendations (recent 3 years of records are required).
- Photocopy of all relevant Psycho Educational or Special Education Evaluation Reports (if applicable).
- 3 passport size photographs.
- Photocopy of Student's Passport.
- Photocopy of Student's Birth Certificate.
- Photocopy of Student's Immunization records.
- Photocopy of each Parent's Passport.
- · Photocopy of each Legal Guardian's Passport (if applicable).
- Photocopy of the In Principle Approval issued by the Ministry of Manpower for the working parent on an Employment Pass and Dependant Pass for the accompanying family. Upon receiving the Identity Card (at a later date), a copy of this is to be submitted.
- Medical forms
- Most schools will also ask for details of the current school your child is in, and ask for the contact details of either a teacher or principal. The current school is then sent a Confidential Questionnaire where they disclose to the new school, any areas of concern or reports that are not in the academic reports. Parents are made aware of this procedure but not the contents of the exchanges between the two schools.

Cut-off dates

Many northern hemisphere schools follow the 1st September birth date as a cut-off for entry. For example, a child born on 31st August 2007 will be eligible for Grade 5 in August 2017,

while a child born on 1st September 2007 (just a day later); will be age appropriate for Grade 4 in August 2017. A few schools are flexible and may consider a younger child for an older class if they perform very well in their assessment or to maintain the grade if the child is moving from a school with a different cut-off date. Sometimes this is also considered if the child has already completed that particular grade level in a different country or school, and has coped well. Almost always this is on a case-by-case basis and the decision is in the hands of the admissions committee.

Applications

Most schools accept applications throughout the calendar year and students are accepted as spaces become available. Some other schools, such as UWCSEA accept applications for a new academic year, one year in advance and do not keep a rolling wait list. Applications generally open in September of the year prior to the commencement of the next academic year.

Students who decline an offer of admission are put on the wait list for future enrolment by some schools. It is not common to defer enrolment

Admissions criteria

The decision to offer a place to a prospective student is decided by the admissions committee, which is normally the Head of School and Heads of Admissions. Admission is based on academic evaluations and assessments. English proficiency, past school records, student interviews, teacher recommendations, and any diagnostic testing that will help the admissions committee to understand any special learning needs an applicant may have. Students wishing to enrol into a school must hold a foreign passport or if they are Singaporeans they must obtain a waiver letter from the Ministry of Education. International students moving here just for their education and not due to a family move are offered a Student Pass

Overseas candidates

In some selective schools, arrangements are usually made for the entrance assessments to be administered at a candidate's current school. If a candidate cannot be interviewed, sometimes, a provisional place may be offered which can be withdrawn if a school later determines it cannot support a child's needs or there is a concern raised that was not previously known. Some schools offer interviews via Skype while others arrange with the current school to administer supervised testing. Most times the results of these tests are confidential.

HOME SCHOOLING YOUR CHILD IN SINGAPORE: IS THIS POSSIBLE?

Home schooling is a progressive movement around the world, in which parents choose to educate their children at home instead of sending them to a traditional school. Families choose to home school for a variety of reasons, including dissatisfaction with the educational options available, different religious beliefs or educational philosophies, and the belief that children are not progressing within the traditional school structure. While still uncommon, Singapore is seeing more families going on this educational route as an alternative to the standard centralized system. There is even a group set up for home schooling that has around 200 members to support each other.

In Singapore, home school is a program which has been acknowledged by the Ministry of Education (MoE) since 1996. This came into existence in Singapore due to some parents' desire that their children's education be focused on appropriate character building and development. According to John Holt, author of the best-selling book Teach Your Own, the most important thing parents need to home school their children is "to like them, enjoy their company, their physical presence, their energy, foolishness, and passion. They have to enjoy all their talk and questions, and enjoy equally trying to answer those questions." For the majority of parents who home school, the only prerequisite is the desire to do so, along with a dedication to the educational process. The home school program in Singapore is still highly regulated by the MoE which makes sure that quality education is provided for all students even those who are home-schooled. Parents who want their children to be home-schooled are required to obtain approval from the MoE and are obligated to meet

certain standards set by the ministry as Primary School education is compulsory in Singapore.

Even though both the local and international education system is so well-developed in Singapore there are advantages to home schooling, especially under the following scenarios:

- Kids with special needs such as those with dyslexia, severe allergies, hearing/vision-impaired etc.
- Overseas families who want a Singapore education.
- Incompetent teachers in traditional schools.
- To impart stronger religious values.
- Non availability of space in the local education system.
- High cost of international school fees.
- Home schooled children are in the 70% percentile of their cohort of peers academically.

In terms of preparation for this type of education, there are a number of things that a parent needs to watch out for:

- Set educational goals for the child with assistance from the MoE on requirements and milestones.
- Managing expectations not only for the child but for the parent who takes on a dual role in their child's life as well.
- Prepare the necessary materials with regards to textbooks, assessment papers and any other teaching aids. Online materials are recommended as they are not only cheaper but also provide more flexibility and benefits.
- Develop a daily schedule which allows for flexibility but also a clear vision of achieving the set education goals
- Prepare social activities as children being home schooled should be exposed to other kids their age so as to develop their social skills. Things that a parent can do include enrolling the child in sports clubs or other hobby clubs where he or she can mingle with peers.

Home schooling information can be found from the following websites and blogs:

- Singapore Home Schooling Group singaporehg.byethost13.com/?ckattempt=1
- Home School Singapore homeschoolsingapore.sg/
- Singapore Home Schooling Association sqhomeschoolingassociation.blogspot.sq/
- Singapore Home School Support singaporehomeschooling.com/



The STEAM Movement

The pressure from education establishments to include art and design in the STEM equation is mounting. With its roots in the US, the STEM to STEAM (science, technology, engineering, arts and maths) movement is quickly gathering momentum. STEM to STEAM programme sets out that today's students should be encouraged to develop the creativity and critical thinking, making and problem-solving skills needed for the entrepreneurial and innovation-driven jobs of the future. The demand for STEAM resources has increased in the past few years as teachers recognise the importance of incorporating creative thinking and visual learning into their classrooms.

Australian International School, Singapore

The new AIS Early Learning Village is designed with young learners firmly in mind; the world-class purpose-built facilities are for children aged 18 months to six years. There's a Library and Enquiry Centre and each of the Reggio Emilia-designed classrooms is attached to a dedicated outdoor discovery space tailoring to the ages of the kids; the 1,500 square metres of UV covered play space feature sensory play equipment, water play, bike tracks and sandpits.

This emphasis on STEAM has led the students of the

Early Learning Village along with forward-thinking teachers in implementing creative strategies for enhancing the curriculum around science, technology, engineering, art, and math.

The Makerspace which is setup in the classrooms promotes the learners to display their creativity and wonder by using loose recycle material. The Makerspaces along with STEAM prescribe a model of learning-by-doing in which individuals can work on creative design projects that are personally or collectively meaningful.

Stamford American International School



Stamford's new and inspirational Early Learning Village opened in August 2017 for children aged 18 months to six years, and features six Discovery outdoor play spaces with 75% UV coverage, a 22m swimming pool with UV protective roof, Reggio-Emilia inspired classrooms with dedicated age level outdoor spaces, and an air-conditioned multi-purpose "Hive" for sports and performances. In addition to this, advanced cutting-edge technology and immersive hands-on experiences are introduced to students in the dedicated Innovation Center, which is equipped with Virtual Reality (VR), coding, 3D printers, laser cutters, CNC router, robotic kits and electronics to offer students real-life conception skills such as craftsmanship and technical aptitude.



GLOBAL SINGAPORFANS

About 1000 local students are enrolled in more than 30 international schools in Singapore, according to the Ministry of Education (MOE). Those who opted for international schools cited a curriculum that that allows students more room for creative expression and one that goes beyond academics. Class size is also a draw. In international schools, the class sizes range from 15 to 25 students per class, compared to 40 in local schools.

On the other hand, international schools are not options to every Singaporean. It is common knowledge that the MOE would like Singaporeans to attend national schools to learn a common set of core values, knowledge and skills, which helps build a common identity and spirit and foster social cohesion. A Singaporean child may apply to one of the foreign international schools if he or she has been in education abroad or if one parent is of another nationality. There are also exceptions like in the case of children with specific learning difficulties when the ministry allows local students to enrol in international schools. If a child suffers from a medical condition that requires special attention that

is not available in local schools then an exception under this circumstance could be granted. To enrol, parents have to seek the MOE's permission and approval is given only for exceptional reasons. Returning Singaporeans who have been studying overseas for a substantial period of time and who wish to continue their studies in the overseas school curriculum and local families that are likely to relocate overseas usually obtain the MOE approval. In addition, for parents who are planning to go overseas for work but prefer their children to attend Singapore secondary schools, junior colleges can apply for the Boarding Award Scheme (BAS).

The BAS provides these young ones the benefits of a Singapore education, while living in hostels in Singapore whilst their parents are working or living overseas. MOE will help to place applicants into school-based hostels and pay for 50% or 100% of the hostel fees.

Singaporean students make up about 5 per cent of the enrolment in international schools in Singapore. This does not include those in the international arm of three local schools – Hwa Chong International, St Joseph's Institution International and Anglo-Chinese School (International) which come under the local umbrella and do not need approval.



CONTACT DETAILS FOR SINGAPORE INTERNATIONAL SCHOOLS

School	Contact Number	Contact Person	
Anglo-Chinese Secondary School (International)	+65 6472 1477	Joseph Ng admission@acsinternational.com.sg	
Australian International School (AIS)	+65 6653 2958	Lea Thurman admissions@ais.com.sg	
Canadian International School (CIS)	Lakeside: +65 6467 1732 Tanjong Katong: +65 6345 1573	Tom Lavin lakesidecampus@cis.edu.sg tkcampus@cis.edu.sg	
Chatsworth Group	Orchard: +65 6737 5955 East: +65 6344 5955	Melissa Davies (Orchard) information.orchard@chatsworth.com.sg	
Dover Court International School (DCIS)	+65 6775 7644	Bronwyn Thorburn admissions@dovercourt.edu.sg	
Dulwich College (Singapore)	+65 6890 1000	Lucinda Semark admissions@dulwich.singapore.sg	
Eton House International School, Singapore	+65 6746 3333	enquiry(detonhouse.com.sg	
Excelsior International School, Johor, Malaysia	+60 7388 8999	Rexanne Lew info@eis.edu.my	
Gems World Academy (GWA)	+65 6808 7300	Vivek Krishna infoldgwa.edu.sg	
German European School, Singapore (GESS)	Main: +65 6469 1131/ 6461 0881 Junior: +65 6461 0802	Maclean Braganza infoldgess.sg, admissionsldgess.sg	
Global Indian International School (GIIS)	+65 6508 3700	Meeta Nigam admissions@sg.globalindian.org	
Hillside World Academy (HWA)	+65 6254 0200	Katty Zhao kattyz@hwa.edu.sg	
Hwa Chong International School	+65 6464 7077	Mike Lam admin@hcis.edu.sg	
Insworld Institute	+65 6732 1728, ext.111	Tan Cheh Wuei enquiries@insworld.edu.sg	
International Community School, Singapore (ICS)	+65 6776 7435	Eric Alfrey info@ics.edu.sg	
Invictus Private School	+65 8338 6008	Mala Sharif info@invictus.school	
ISS International School (ISS)	Elementary: +65 6235 5844 Middle: +65 6737 6407 High: +65 6475 4188	Grace Chock admissions@iss.edu.sg	
Lycee Francais De Singapour	+65 6805 0000	Jennylyn Gonzaga administration@lfs.edu.sg	
Marlborough College Malaysia	+60 7560 2244	Nicola Grogan malaysia@malboroughcollege.my	
Middleton International School	+65 6875 0089	Jasmine Chai jasmine.chai@middleton.edu.sg	

School	Contact Number	Contact Person
Nexus International School Singapore (NISS)	+65 6536 6566	Lucy Bates enquiry@nexus.edu.sg
NPS International School (NPSI)	+65 6294 2400	Mitu Singh register@npsinternational.edu.sg
One World International School (OWIS)	+65 6542 2285	Jasween Gill info@owis.org
Overseas Family School (OFS)	+65 6738 0211	Soma Mathews Soma_Mathews@ofs.edu.sg
Shattuck St Mary's – Forest City Malaysia	+60 197 302 021	Sundari Thangavelu info@ssm-fc.org
Singapore American School (SAS)	+65 6360 6312	John Leiner sasinfoldsas.edu.sg
St Joseph's Institution, International (SJI)	Elementary: +65 6871 5202 High: +65 6353 9383	Vivien Chua admissions.es@sji-international.com.sg
Stamford American International School (SAIS)	+65 6602 7247	Leslie Tam admissions@sais.edu.sg
Tanglin Trust School (TTS)	+65 6770 3583	Julia Pearson admissions@tts.edu.sg
UWC South East Asia (UWCSEA)	Dover: +65 6419 9322 East: +65 6305 5344	Jonathan Carter admissions@uwcsea.edu.sg



KEY APPLICATION DATES - 2018 ENTRY

School	DOB for 2017/2018 intake Pre-School	DOB for 2017/2018 intake Primary school (Grade 1 or Year 2)	Application Period
Anglo-Chinese Secondary School (International)	Secondary School only	Secondary School only	January-December
Australian International School	January to July 2016 for entry in January 2018 (child should be 18 months to start)	January to December 2011 for entry in January 2018	Applications accepted on a rolling basis
Avondale Grammar School	January to December 2014 for entry in January 2018	January to December 2011 for entry in January 2018	Applications accepted on a rolling basis
Canadian International School	January to August 2015 for entry in August 2017	January to December 2011 for entry in August 2017	Applications accepted on a rolling basis
Chatsworth International School	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Dover Court International School	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Dulwich College (Singapore)	1 September 2014-31 August 2015 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Epsom College (Malaysia)	1 September 2012-31 August 2013 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Eton House International School Singapore (Broadrick Road campus)	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Excelsior International School (Johor)	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Gems World Academy	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
German European School Singapore	1 August 2014-31 July 2015 for entry in August 2017	1 August 2010-31 July 2011 for entry in August 2017	Applications accepted on a rolling basis
Global Indian International School	1 April 2013-31 March 2014 for entry in July 2017	1 April 2011-31 July 2012 for entry in July 2017	Applications accepted on a rolling basis
Hillside World Academy	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Hwa Chong International School	Secondary School only	Secondary School only	January-December
Insworld Institute	Secondary School only	Secondary School only	Applications accepted on a rolling basis
International Community School	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis

School	DOB for 2017/2018 intake Pre-School	DOB for 2017/2018 intake Primary school (Grade 1 or Year 2)	Application Period
Invictus Private School	NA	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
ISS International School	1 July 2013-30 June 2014 for entry in Aug 2017	1 July 2010-30 June 2011 for entry in August 2017	Applications accepted on a rolling basis
Lycee Francais De Singapour	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Marlborough College Malaysia (Johor)	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Middleton International School	NA	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Nexus International School	1 September 2013-31 August 2014 for entry in Aug 2017	1 September 2010-31 August 20011 for entry in August 2017	Applications accepted on a rolling basis
NPS International School	1 July 2013-30 June 2014 for entry in July 2017	1 July 2011-30 June 2012 for entry in July 2017	
One World International School	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Overseas Family School	January to December 2014 for entry in August 2017	January to December 2011 for entry in August 2017	Applications accepted on a rolling basis
Shattuck St Mary's – Forest City Malaysia	January to December 2014 for entry in August 2017	January to December 2011 for entry in August 2017	Applications accepted on a rolling basis
Singapore American School	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Sir Manasseh Meyer International School	1 Sep 2014-1 Jan 2015 for entry in Aug 2017 (child should be 18 months to start)	1 September 2011-31 August 2012 for entry in Aug 2017	Applications accepted on a rolling basis
St Joseph's Institution, International	January to December 2014 for entry in January 2018	January to December 2011 for entry in January 2018	Applications accepted on a rolling basis
Stamford American International School	1 September 2015-31 August 2016 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
Tanglin Trust School	1 September 2013-31 August 2014 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted on a rolling basis
United World College South East Asia	1 September 2012-31 August 2013 for entry in August 2017	1 September 2010-31 August 2011 for entry in August 2017	Applications accepted in September 2017 for an August 2018 entry



Little Steps Singapore

TOP 10 INDOOR ADVENTURES

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

RELAX + PLAY + EAT @ COOL DE SAC

This fantastic play café is Singapore's very first large scale children's entertainment center built not only for kiddos, but for Moms and Dads too! Relax, eat and play...it's all here.

3

IFLY!

If you're not quite ready to take a leap out of an actual plane, you can experience indoor skydiving at iFly Singapore on Sentosa instead. Even kids as young as 7 years old can give it a try.

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.







Little Steps Singapore

TOP 10 INDOOR ADVENTURES



CLIP N' CLIMB

Looking for an action-packed, revolutionized climbing experience for you and the kids? This theme park climbing facility features 19 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.



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.



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.









Little Steps Asia SINGAPORE School NEWS



QUARTERLY SCHOOL NEWS EMAILS



AFTER SCHOOL ACTIVITIES + CAMPS



CAMPUS TOUR VIDEOS



SCHOOL OPEN DAYS

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Little Steps Asia VIDEO

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At CIS, outdoor exploration is a crucial part of a Kindergarten education. Thanks to our Outdoor Discovery Centres*, our youngest students learn about pouring, measuring, volume and mass as they play in the mud kitchen. Can you imagine a more enjoyable way to learn about math and science?

Book a personal tour at www.cis.edu.sg/kindergarten or call us at 6436 6622.

Kindergarten programme (2-5 years old)

*Located at Lakeside and Tanjong Katong campuses.





FARLY CHILDHOOD PROGRAMMES AND SCHOOLS IN SINGAPORE

The pre-school years are a fun time in your child's life. At this age they begin to develop and learn the skills needed for their future. It's a phase that passes quite quickly yet it is at this time that they exhibit a lot of potential.

Finding a playgroup or 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 search. 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 'right' for your child is a huge decision. With so many options available for families, we've put together a comprehensive guide to finding the right playgroup and/or preschool for your child in Singapore.

As of May 2017, there are 1,366 child care centres and 495 Kindergartens in Singapore (Source: ECDA/MSF)

Playgroup

There is 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 six months onwards.

Kindergarten

In Singapore, many international schools use the term 'kindergarten' to describe the first, and sometimes the second. year of international 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 to six years old. Students attending the local pre-school programme are taught language skills, simple mathematical concepts, basic science concepts, arts and crafts, problemsolving 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 (read about these teaching approaches further on in this section).

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.

Enrolment requirements

If you are an expatriate, then your child will need to have a valid student pass or a dependent pass. Either of these documents allows your child to enrol in your preferred kindergarten or preschool in Singapore. A child with a dependent pass will require no additional paperwork or formalities. A child on a student pass, on the other hand, requires a parent to secure placement for his or her child at a kindergarten. One can apply for the student pass once a document or confirmation letter is provided by the principal of your chosen kindergarten.

A few things to take into account when choosing a pre-school:

- Check the location of the campus, convenience from home and transport options.
- Ensure the curriculum fits your child's educational needs and your future plans; the right fit may minimise the disruption of moving to another country and changing schools.
- Class sizes and teacher-to-child ratios vary from preschool to preschool.
- Mandarin is widely taught as a second language.
- Extracurricular activities can provide a balance to the academic experience.
- Most international preschools come with a higher price tag than expats may be accustomed to in their home countries.
- School holidays and term dates vary from preschool to preschool.
- Depending on the age of the child, schools often encourage parent participation; if work commitments allow, this can be a wonderful way to meet new people and get to know the school.
- Because of the tropical climate, outdoor experiences feature in most preschools; check the facilities available.
- Most schools are flexible regarding the number of days per week that a child attends, depending on
- Find out about the preschool's daily and weekly programmes, and the activities the children will be engaged in.
- If your child still naps, look for a pre-school that makes provision for this, or a half day programme.

White Lodge International Preschool and Kindergarten

White Lodge is a well-established preschool within Singapore boasting eight centres suitable for children aged 6 months to 6 and a half years of age. Founded in 1999, White Lodge focuses on educating children in a caring environment, encouraging personal and academic excellence.

Using the Primary Years Programme, UK, US and Australian Frameworks for their curriculum, White Lodge educates not only with an academic framework in mind but thinking about life skills and the future well-being of each pupil.

The White Lodge staff team comprises of qualified, dedicated and experienced educators. Teachers are carefully selected for their work experience, positive personalities and dedication to provide the most secure, nurturing and educational environment for the children. Teachers are trained in early childhood, music, drama and first aid.

With a dedicated Head of Mandarin responsible for curriculum within White Lodge, children gain exposure to Mandarin language, culture and history on a daily basis. Many methods are used to teach the syllabus through reading and writing, storytelling, singing, playing games and art based activities to give

an exciting and varied teaching syllabus. The Mandarin curriculum at White Lodge is based on Singapore kindergarten and primary school framework as is the mathematics programme developed to meet the expectations of the local Singaporean schools governed by the Ministry of Education.

Parent and Child classes are available for children aged 6 months to 2 and a half years old. These interactive sessions introduce children to various activities like circle time, music and movement, Mandarin, art, sensory and play, giving the opportunity for adults and children to play together. These sessions are a wonderful opportunity for young children to be introduced to basic social skills and for parents to meet. With understanding that often both parents return to the work place after having a family, these sessions are also open to helpers and other caregivers too.

From eighteen months of age, a child can attend White Lodge on their own making the transition from the pre-nursery class all the way up to kindergarten class. Each centre is fully equipped with indoor and outdoor play areas including trampolines and climbing frames, an outdoor planting area for budding gardeners, water and sand play, libraries, dressing up and imaginative play and facilities for cooking. White Lodge offers a rigorous Mandarin programme across its eight schools that prepares students for local primary schools in Singapore. Children gain maximum exposure to Chinese





language, culture and history on a daily basis through fun-filled activities like storytelling, singing songs, play-acting, rhythms, writing, art projects, movement and performances. White Lodge's comprehensive Mandarin curriculum is based on the Singapore kindergarten and primary schools framework. Learning is fun and is encompassed in so many ways due to the abundance of facilities.

Family involvement is welcomed and embraced at White Lodge. Regular school trips are organised around the topic of enquiry that the children are focusing on in class to encourage discovery and provide an extension to the learning entailed. The end of year concert, sport day and United Nations Day celebration are just a few of the events that parents can come

along to appreciate their children's development first hand and for the child to display what they have been learning. With White Lodge having a very diverse community with around 20 different nationalities represented among families, UN Day promotes better understanding of individual countries' culture through food, arts and games. It also helps to foster the unity among the countries regardless of nationality, language or religion by everyone learning about the background to everyone's country of origin.

The White Lodge annual art exhibition brought an exciting collaboration to the school in

2017. The beginning of June saw the launch of the Ghost Nets of the Ocean Exhibition at the Asian Civilisations Museum. This exhibition showcased colourful woven sculptures of sea creatures created by artists from Darnley Island, Australia from discarded fishing nets that were retrieved off the coast of the Torres Strait, Australia. White Lodge, along with a handful of other schools in Singapore, was involved in the Tiny Turtles project as part of this exhibition. 380 turtles were produced by the children of White Lodge following on from their learning on sea creatures and the importance of looking after the environment in line with one of White Lodge's core values of 'We respect our world'. The opening of the exhibition was a prestigious event and attended by the Prime Ministers of both Singapore and Australia.

The turtles were displayed as part of the exhibition at the Asian Civilisations Museum with the name of each child who produced each turtle clearly displayed.

White Lodge offers a unique educational experience and takes pride in providing a high quality education with compassion for others and care for the world. With teaching time for 47 weeks of the year, sibling discount and flexible drop off and collection times these are just a few of the extra benefits White Lodge has above other preschools making them a first class choice for your child's first step into education.

For more information log on to: whitelodge.edu.sg



7 TYPES OF PRE-SCHOOLS IN **SINGAPORE**

Singapore's preschool education is not compulsory and neither is it subsidised by the government for foreigners. Local Singaporean and expatriate parents go to great lengths to secure places at the most popular pre-schools. The universal recognition of preschool education's importance can be attributed to its usefulness as a preparation for 'big school'.

Does a pre-school in Singapore expose its students to several approaches of learning? Beyond factors like location and fees, parents these days are very discerning with whether and how preschools execute a holistic curriculum. However, even the most sought-after schools are separated by their methodologies.

Here are seven types of pre-schools in Singapore, from which you can identify the best suited for your pre-schooler:

1. Spontaneous learning pre-schools

Approaches like the Montessori programme encourage learning through free play in an environment that has been tweaked to be optimally conducive for education. In Singapore and around the world, this fun and indirect form of learning has found success with a plethora of pre-schooler personality types, where the educator's main role is to supervise and step

in when a child is developing an incorrect habit. Originally developed by the Italian educator Dr Maria Montessori in the late 1800's, the spontaneous learning school of thought is suitable for children of all characters and needs, which dynamically yet gently encourages them towards growth and adaptation.

2. Relationship-based learning pre-schools

The learning processes of programmes like Reggio Emilia are centred on the development of interpersonal skills. Depending on the interests of each child, relationship-based learning seeks to develop a child by helping him or her understand their relationships with adults, with one another and with the environment. This form of learning is based on experiences and the idea that our world is made up of relationships, and teaches children the many right and wrong ways of expressing themselves. Through this programme, not only does the pre-schooler learn to listen to the adult, but the parent too gains a deeper grasp of how to understand his or her child.

3. Play-based learning pre-schools

Revered experts Lev Vygotsky and Jean Piaget opined that children stand to learn the most when encouraged to interact with their environments. The idea of play-based learning revolves around educators continually observing a child



and thereby tweaking a programme to encourage maximal development. The principle of play-based learning is that stimulating playtime will in turn stimulate a child's love for proactive learning.

4. Multi-discipline-based learning pre-schools

The "theory of multiple intelligences" comprises of several methods of education exercised cyclically. Different types of music is introduced to the preschooler to let him or her understand sounds, rhythms and tones better, while the child is also exposed to the outdoors, so that he or she can also learn about nature and the environment. Activity is a major part of the theory of multiple intelligences, which promotes the development of motor skills, control, reflexes and rhythm, while intrapersonal and interpersonal development are also emphasised, along with spatial, linguistic, logical and mathematical learning.



5. Sensorial learning pre-schools

Practical learning is the crux of methods like Waldorf Steiner. Sensorial learning preschools discourage prolonged exposure to the television, computers and mobile device entertainment. Creativity, imagination, independence and self-motivation are instead sparked within the child by the encouragement and cycling of teachers.

6. Interactive learning pre-schools

Teacher and pre-schoolers are encouraged to plan their itinerary together in establishments that encourage interactive learning. Though their programmes are set afterward, their young participants are free to move around play-learning clusters. Strongly promoting both independence and organisation, methods like High Scope might separate pre-schoolers into small fixed groups but afterward recall all students together for a review of what they have learned. thereby also multiplying the amount of learning.

7. Whole brain learning pre-schools

One of the most popular styles of preschool among parents in Singapore, whole brain learning preschools emphasise to their students from a young age, that the process of learning is no less valuable than reaching its goals. This holistic

process acknowledges that play is the vocation of children. Left to explore their surroundings, children are guided by teachers who help them make sense of both the ends and the means of tasks.

Whole brain learning preschool courses like those offered by MindChamps have reaped impressive results thanks to the mentality of "Explore, Experience, Experiment and Enjoy" that educators impart to children.

While how long a preschool has been operating, its fees and its curriculum are important deciding factors, no doubt, sometimes the most crucial element of a preschool is its teacher-child ratio and teacher retention rate. The very best pre-school comprises attentive teachers who observe each and every child, then fine-tune a syllabus for each individual pre-schooler, as well as advise parents on how they can bring the best out of their child beyond the pre-school gates. Supervisor and facilitator, a teacher who is a keen and knowledgeable observer can be consulted by parents on how they can play to a child's strengths, while identifying and addressing his or her shortcomings. They form a strong bond with the child, resulting in a happy and stable relationship when away from parents for a few hours every day at such a young age.

PRESCHOOLS WITH MULTIPLE LOCATIONS IN SINGAPORE:

- Alphabet Playhouse, www.alphabetplayhouse.com.sq
- Brighton Montessori, www.brightonmontessori.com.sq
- Bright Juniors, brightjuniors.com.sg/find-your-closestcentre/
- Cambridge, cambridge.school/locate-us-singapore-booking/
- Carpe Diem, carpediem.com.sg/our-centres/
- Cherie Hearts, www.cheriehearts.com.sq/find-yourclosest-centre/
- Chiltern House, www.chilternhouse.com.sg/centres/
- EtonHouse, www.etonhouse.com.sg/schools/
- Green Tree Montessori, www.greentreemontessori.com/
- Kiddiewinkie, www.kiddiwinkie.com.sg
- Kinderland, www.kinderland.com.sq
- LEAP, www.leapeducation.sg/
- Learning Vision, www.learningvision.com
- Little Green House, littlegreenhouse.com.sg/contact/
- Little Skool House, www.littleskoolhouse.com/
- Lorna Whiston, www.lornawhiston.com/
- Maple Bear, www.maplebear.sg
- Mindchamps, www.mindchamps.org
- Mulberry Learning, mulberrylearning.com
- My First Skool, www.myfirstskool.com/
- Nuture Stars, nurturestars.sg/
- Our Junior's Preschool, www.ourjuniors.com.sg/
- Pat's Schoolhouse, www.patschoolhouse.com
- Rosemary Hall, www.rosemaryhall.com/
- Safari House, www.safarihouse.com/
- Schoolhouse By The Bay, schoolhouse.com.sq/
- Shaw's, www.shaws.school/
- Superland, www.superland.com.sq/
- The Odyssey, www.theodyssey.sg
- White Lodge, whitelodge.edu.sg

INTERNATIONAL SCHOOLS OFFERING PRESCHOOL PROGRAMMES:

- Australian International School, www.ais.com.sg/ *Serangoon
- Canadian International School, www.cis.edu.sg/ *Jurong & East Coast
- Chatsworth International, www.chatsworth.com.sg/ *Orchard & East Coast
- Dover Court International School, www.nordangliaeducation.com/our-schools/singapore
- Dulwich College (Singapore), www.dulwich-singapore.edu.sg *Bukit Batok

- GEMS World Academy, www.gwa.edu.sg *Yishun
- GESS Singapore, www.gess.sg *Bukit Timah & Jalan Jurong Kechil
- Hollandse School, www.hollandseschool.org *Bukit Timah
- International Community School, www.ics.edu.sg/ *West Coast
- Lycee Francais De Singapour, lfs.edu.sg/ *Ang Mo Kio
- Nexus International School, www.nexus.edu.sq/ *Holland Road
- One World International School, www.owis.org/ *Tampines
- 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 *Sembawana
- Stamford American International School, www.sais.edu.sg/ *Serangoon & Chuan Lane
- 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.sq *Dover & Tampines

EAST COAST PRE-SCHOOLS:

- Alphabet Playhouse, www.alphabetplayhouse.com.sg/ *Upper East Coast Road
- Apricot Academy, www.apricotacademy.com *Mountbatten & Marine Parade
- Bright Juniors, www.brightjuniors.com.sg/find-yourclosest-centre/ *Various
- Brighton Montessori, www.brightonmontessori.com.sg/ *Various
- British Council, www.britishcouncil.sg/pre-school *Tampines
- Carpe Diem, carpediem.com.sg/our-centres/ *Various
- Chatsworth Kindergarten, www.chatsworth.com.sg/ *Bedok
- Cherie Hearts, www.cheriehearts.com.sg/find-yourclosest-centre/ *Various
- Chiltern House, www.chilternhouse.com.sg/centres/
- Dream Kids, www.dreamkids.com.sg * East Coast Road
- Emile, emilepreschool.com/wp/ *Gifted & STEAM focus, *Bartlev
- EtonHouse, www.etonhouse.com.sg/schools/ *Various
- Le Petit Gaulois. lespetitsgaulois.wixsite.com/ lespetitsgaulois *French/English
- Learning Vision, www.learningvision.com/ *Various
- Little Skool House, www.littleskoolhouse.com/ *Various
- Lorna Whiston, www.lornawhiston.com/ *Parkway Parade & Kallang Wave

- Maple Bear, www.maplebear.sg/ *Various
- Montessori For Children, www.montessori.edu.sq *Broadrick Road
- NAFA Arts Kindergarten, www.nafa.edu.sg/about-nafa/ nafa-arts-kindergarten *East Coast Road
- Our Children's House, www.ourchildrenshouse.com.sg/ *Paya Lebar
- Pat's Schoolhouse, www.patschoolhouse.com * Various
- Pink Tower Montessori, www.pinktower.edu.sq *East Coast Road
- PMI, www.pmi.com.sg *Kembangan
- · Raffles Montessori, www.rafflesmontessorikindergarten.sg/ *Still Road
- Rosemont, www.ris.edu.sg *Siglap
- Schoolhouse By The Bay, schoolhouse.com.sg/ *Various
- Shaw's Preschool Singapore, www.shaws.school/ *Various
- Two By Two, www.twobytwo.sg *Telok Kurau
- Waldorf Steiner, www.waldorfsingapore.com *Siglap
- White Lodge, whitelodge.edu.sg * Various

CENTRAL PRESCHOOLS:

- Brainy Child Montessori, www.brainychildmontessori.sg/
- Brighton Montessori, www.brightonmontessori.com.sg/ *Great World City
- Carpe Diem, carpediem.com.sg/our-centres/ *Various
- Chatsworth Kindergarten, www.chatsworth.com.sg/
- Cambridge, cambridge.school/locate-us-singaporebookina
- · Cherie Hearts, www.cheriehearts.com.sg/find-yourclosest-centre/ *Various
- Cherry Brook Preschool, www.cherrybrook.edu.sq *Bukit Timah + Thomson
- Children's Cove, www.childrenscove.sq *Orange Grove Road
- Chiltern House, www.chilternhouse.com.sg/centres/
- EtonHouse, www.etonhouse.com.sg/schools/ *Various
- Growing Up Gifted, www.gugifted.com *Thomson Road
- House On The Hill Montessori, www.houseonthehill.com.sq *Fernhill Road
- Le Clare Preschool, leclare.edu.sg/*Beach Road
- Learning Vision, www.learningvision.com/ *Various
- Les Oliviers, www.oliviers-french-montessori.com *Novena
- Little Hands, www.littlehands.com.sg *Balmoral
- Little Hands Montessori, www.littlehandsmontessori.com. sg/contact-us/*Orchard

- Little Oaks Montessori, www.littleoaks.com.sq *Farrer Road
- Little Skool House, www.littleskoolhouse.com/ *Various
- Little Village, www.littlevillage.com.sg/v2/*Grange Road
- Little Woodlands Montessori, www.littlewoodsmontessori.com *Novena
- Mahota, mahotaeducation.sg/ STEAM focus *Kitchener Road
- Maple Bear, www.maplebear.sg/ *Various
- Mindchamps, www.mindchamps.org * Various
- Newton Kindergarten, www.newtonkindergarten.com/ *Newton
- Pink Tower Montessori, www.pinktower.edu.sg *Dempsey
- Safari House, www.safarihouse.com/ *Various
- St. James Church Kindergarten, sick.org.sg/ *Dempsey, Holland, Newton
- Swallows And Amazons, www.swallowsandamazons.com.sg/
- The Childrens's Place, www.thechildrensplace.com.sg/ *Tanglin
- The Prep Place, www.theprepplace.com.sg/ *Fernhill Road
- Viv's Schoolhouse, www.vivschoolhouse.com/ *Bras Basah
- Wee Care, www.weecare.com.sg *Tanglin
- White Lodge, whitelodge.edu.sg *Various
- 4 Little Frogs, www.4littlefrogs.sg *Dempsey

SOUTH PRESCHOOLS:

- Cherie Hearts, www.cheriehearts.com.sg/find-yourclosest-centre/ *Various
- Hi-5, hi-5school.com/sg/ *Keppel
- Mindchamps, www.mindchamps.org *Various
- Tots & Teddies, tots-and-teddies.com/ *Cecil Street

WEST PRESCHOOLS:

- · Bright Juniors, www.brightjuniors.com.sg/find-yourclosest-centre/ *Various
- Brighton Montessori, www.brightonmontessori.com.sg/ *Sunset Wav
- Canterbury Cove, www.canterburycove.com *Russels Road
- Carpe Diem, carpediem.com.sg/our-centres/ *Various
- Children's Cove, childrenscove.sg/*Bukit Merah
- Early Years Montessori, www.earlyyears.edu.sg/ *Sunset Drive
- Hundred Thoughts, www.hundredthoughtspreschool.com/ *Alexandra Road
- Learning Vision, www.learningvision.com/ *Various
- Little Green House, littlegreenhouse.com.sg/ *Various

- Little Skool House, www.littleskoolhouse.com/ *Various
- Maple Bear, www.maplebear.sg/ *Various
- The Little House Montessori. www.thelittlehousemontessori.com/*Brookvale Drive
- White Lodge, www.whitelodge.edu.sg *South Buona Vista

NORTH PRESCHOOLS:

- Bright Juniors, www.brightjuniors.com.sg/find-yourclosest-centre/ *Various
- · Brighton Montessori, www.brightonmontessori.com.sg/ *Ang Mo Kio
- Cambridge, www.cambridge.school/locate-us-singaporebooking
- Carpe Diem, carpediem.com.sg/our-centres/ *Various
- Learning Vision, www.learningvision.com/ *Various
- Little Green House, littlegreenhouse.com.sg/ *Various
- Little Skool House, www.littleskoolhouse.com/ *Various
- Maple Bear, www.maplebear.sg/ *Various
- Nature Stars, nurturestars.sg/ *Various

SENTOSA PRESCHOOLS:

- EtonHouse, www.etonhouse.com.sg/schools/
- Islander Preschool, islander.etonhouse.com.sg/

- Blue House Nursery International Preschool, www.bluehouseinternational.com
- · Cambridge, www.cambridge.school/locate-us-singapore-
- EtonHouse, www.etonhouse.com.sg/schools/
- Kiddiewinkie, www.kiddiwinkie.com.sg/
- Kidz Rock, www.kidzrockintl.com/ *Special Education
- Little Paddington, littlepaddington.com/
- Mindchamps, www.mindchamps.org
- Montessori Children's House, www.montessorich.com.sg/
- Pegasus International Kindergarten, www.pips.com.sg/
- Pibo's Playschool, www.pibospreschool.com
- re-school By The Park, www.bythepark.com.sg/ wordpress1/contact-us/
- Raintrees Kindergarten, www.raintreeskindergarten.com/ contact-our-preschool/
- Schoolhouse By The Bay, schoolhouse.com.sq/
- Small Wonder, www.smallwonder.com.sq
- Sunflower Baby House & Preschool, www.sunflowerbabyhouse.com/
- White Lodge, www.whitelodge.edu.sq



Stamford American International School

TAMFORDAMERICAN

The world's first early learning village is now open.

Architecturally designed with young learners in mind, Stamford American's extraordinary new Early Learning Village has finally opened its doors on August 15th 2017, purpose-built for early learners from 18 months to 6 years. Inspired by the principles of Reggio Emilia, this impressive state-of-the-art facility specifically caters to the needs of young children and their bright inquiring minds. Located just 10 minutes from the major expatriate area, Orchard Road, the Early Learning Village is the first of its kind in Singapore, and likely to this scale, the world.

This new facility features world-class facilities which offers an elevated kind of early learning; 6 outdoor discovery play zones to spark imagination and play and UV cover so that kids can play rain or shine, classrooms with adjoined discovery spaces to extend their learning and tailored to each grade level, 20m swimming pool with UV cover and varying depths to help new swimmers, specialist classrooms with large round windows allowing natural light to flow in, and Hive for sports and play.

Beyond the classroom, Stamford American offers a plethora of specialist programs as part of the curriculum including daily language instruction in Spanish and Mandarin from 18 months or Bilingual Mandarin/ English from aged 3, plus the world-renowned Suzuki Violin Programme with the option to progress to cello at age 5 and optional Instrumental Music Programme taught by quality music instructors in dedicated music suites, and SMART Steps & Perceptual Motor Programme physical education programme.

Offering a distinctly American pathway from 18 months to 18 years, Stamford American proudly offers the International Baccalaureate Primary Years Programme (IBPYP) commencing at age 3. Integrated into the curriculum are new programmes of inquiry in science, technology, engineering, arts, math and innovation. The specialist teaching team monitors individual







progress aligned to USA Head Start Early Learning Outcomes Framework from 18 months.

And most importantly, unique to the Village, we offer you the option to design the school week with a 3, 4 and 5 day and early drop off from 7.15am and extended pick up time till 6pm with our Breakfast and Afternoon Tea Time Club. Your child will be fed a healthy meal and entertained by an array of activities under the supervision of our dedicated Club crew.

Keen to find out more? Book your personal tour today. We would love to hear from you.

Stamford American International School

Early Learning Village 3 Chuan Lane Singapore 554350 sais.edu.sg +65 6653 7907

Stamford American Elementary & Secondary Campus

1 Woodleigh Lane Singapore 357684 sais.edu.sg +65 6653 7907

Insights into choosing a pre-school



ITS Education Asia's Vandana Rao recently sat down with the Head of School of Blue House Nursery & International Preschool, Dr Alyssa Fraser, for a discussion different in nature to the many discussions you may have had when trying to decide upon a preschool for your child.

We are often crowded by questions of "what curriculum should I choose"? Or, "what facilities or classes can you offer?".

When I asked Alyssa, what she would recommend for parents when they are considering preschool options for their children, here's what she said ...

"At Blue House we are often found asking parents about their own values and principles as a family, what do they really want for their children. We recognise how important it is for a school to be in synergy with a parent's expectations, beliefs, principles and wishes for their children. We know the power of the relationship that can be struck by an alignment of these things.

Parents are a child's first, and forevermore, most important educators. A child's identity, sense of belonging, values and principles stems from the family unit and it is from this base that their curiosity and connection with the world grows. In the early years, we must see our role as a continuation of this journey, in continuing to bring to life the valued experiences of home and allowing the child to then shape their sense of self and willingness to explore environments, relationships and learning beyond the safety of home.

At Blue House our environment is shaped to feel like an extension of a child's home for this purpose. We don't ask children to wear a uniform but rather choose something they are comfortable in, something that helps them communicate their personalities to us - all signs that this is an environment with people in it that you can trust and feel supported by. We ask parents to partner us during the settling period so children continue to feel supported, grow in confidence and see that they can trust this





new community. We offer experiences in our classrooms that are inviting, provocative and inspiring to children, which their innate curiosity cannot resist, that they cannot help to be drawn to in the mornings when it's time to leave you.

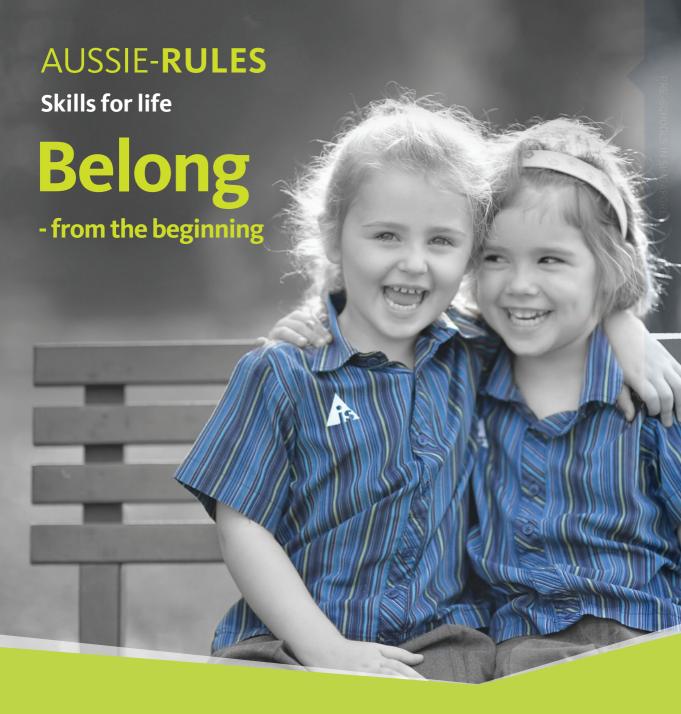
What I also encourage parents to question when visiting preschools is to ask "what is this school's image of the child?". Everything that you will see in the early years experiences before you will reflect that school's image of young children. Do you see a space which provides unlimited, rich and broad learning experiences to children? Does it provide opportunities for children to be unique and individual? Does it support collaborative learning, problem solving, risk taking and research? Does the environment make you feel welcomed, inspired, comforted?

These choices will help you to better understand how your child would be supported within that environment. Hopefully, if you visit us here at Blue House you will see how our environment reflects our beliefs - that children are capable, powerful and unique and that they deserve to be placed in an environment that values them in their uniqueness and that will encourage and support their unique voice through a collaborative, rich and diverse learning community".

You can read more about Blue House's unique learning philosophy by visiting their website at www.bluehouseinternational.

Blue House welcomes children from 6 months to 6 years old, starting with a parent-accompanied programme from 6-36 months and on to Pre-Nursery (starting from 18 months of age), Nursery, Preschool and Kindergarten.

- +65 6734 0824
- Ε enquiries@bluehouseinternational.com
- W bluehouseinternational.com



When you get the foundations right, the sky is the limit

We know that the foundations of your child's learning are important. Which is why we've created a brand new learning environment especially for our youngest learners, filled with little touches that will make them feel secure and supported as they enjoy their first experience of school.

Speak to our friendly Early Years Admissions Team to learn more about joining our new Early Learning Village.



Australian
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School

Globally focused, distinctly Australian



www.ais.com.sg



+65 6653 7906

Tanglin Trust School, Singapore – Choosing a nursery for your child.



Selecting the right nursery is one of the most important decisions parents have to make when moving to a new country. As the first school in Asia to be awarded the Early Years Quality Mark, Victoria Thomas, Head of Nursery, explains why Tanglin's nursery is unique.

What benefits are there to sending your child to Tanglin's nursery over and above a smaller preschool?

Tanglin's Nursery has a 'small-school feel' within a big school. Classes are led by an experienced and established team, with one teacher and two Teaching and Learning Assistants (TLAs) in each class of 20 children. With its close-knit community feel, the nursery prepares children for the rest of their journey at Tanglin.

How is Tanglin nursery different from local nurseries?

We offer a well-rounded education which plans for children's individual development rather than just rote-learning for all children. Our qualified and experienced staff prepare children with the skills they will need for their futures in school and beyond.

My child isn't British but I understand your curriculum is. How much of what they learn is relevant if they don't go back to the UK education system?

Although our curriculum encompasses elements of the English National Curriculum, it is developed to reflect the needs and circumstances of our children and our international location.

What is the educational philosophy of the nursery?

A play-based skills and interest curriculum, reflecting the needs of individual children. We plan carefully for balance between child-led and adult-led activities, for example, children can choose from a range of activities which are planned and enhanced by staff based on what children do with the activity and their next personal steps.



What opportunities are there for children to play outside?

Our mantra is that a 'learning child is a moving child'. Children have access to a secure outside area for most of the day. We also have two nursery outdoor education trips where children travel on public transport and enjoy the great outdoors!

What experience do the nursery teachers have of working with very little children?

Staff have prior experience of teaching in Early Years settings in British and international schools and continually seek to learn and understand the latest education research and practices. Importantly, all our staff are passionate, patient and genuinely care for the children.

How do you keep parents informed of their child's progress?

At Tanglin, we encourage a close home-school link through:

- Our open door policy. Parents are welcome before and after school to speak to staff
- An online interactive diary which provides an insight into the activities and progress of their child
- · Reports at the end of the academic year
- A series of open classroom sessions where children share their learning informally with their parents
- · Formal Parent Teacher Conferences twice a year.

What are the opportunities for parent participation?

Parents are often invited to go on school trips to sports days, special events and performances. There are volunteering opportunities within the classroom including cooking and reading with the children. We also have an active Parent Teacher Association with class reps. However, there is no pressure or expectation to volunteer.

To find out more about Tanglin Trust School:

Visit: www.tts.edu.sg

Email: admissions@tts.edu.sg

Tel: +65 6778 0771





FIRST IMPRESSIONS: DO THEY REALLY MATTER?

By Patrick Watts.

As soon as I walked into Ms Sarah's classroom at a branch of a very popular preschool group in Singapore, I was sucked in by the hum of activity. Art plastered the walls, plants were hanging from the ceiling, and in every nook there was something to seize a child's imagination.

Some children were doing cut-outs of paper clothing and others were painting. A bunch of children were solving puzzles on the floor, while another group was making 'Mother's Day' cards. In the reading corner, a girl was learning about how, when the wasp larva hatches, it eats the spider. Three classmates were helping prepare snacks for break time.

The teacher was everywhere - praising children, offering suggestions when they were stumped and, sometimes, peace-making. Two boys were peering at insects through a microscope when they started fighting over who got to look next. Ms Rojas deftly diverted them. "How many parts does an insect body have?" she asked. The boys knew: "Three parts the antenna, abdomen and legs."

"How about an insect salad - would you want to eat it?" she inquired. "Ugh," the boys chorused. "Why not - are they bad for you?" she asked. The boys thought about it. "Maybe if you chopped them up they'd be OK," one volunteered.

At that moment I wished that I was a four-year-old and could join all the fun and activities.

But most pre-school classrooms look entirely different. After researching pre-schools around Singapore, I discovered that "superficial task demands, including giving directions and assigning routine tasks, predominate over children's involvement in appropriate conceptual or class-based activities".

I've spent many hours in various classrooms; however, I'm no expert. But, what I've witnessed should be obvious to any mum or dad. That's why, even if you are an anxiety-ridden parent, you can rapidly determine whether you want to send your child to a particular pre-school even in one day.

When you walk through the door of a preschool, check out the walls - they should be festooned with children's projects, and not, as is too often the case, plastered with posters that are calculated to please adults and mounted too high for four-year-olds to see. Look around. There should be lots of different things for children to do.

If the children say hello, and guickly return to what they have been doing, that's a good sign, for it suggests that they're developing social skills. But if they mob you, you have your answer: This isn't the place for your child. You might consider yourself to be a fascinating person, but you shouldn't be more interesting than whatever activity these three- and four-year-olds are engaged in.

Is the class pin-drop silent? I've talked with well-to-do parents who equate obedience with quality, but unless you want your child in boot camp, that's unhealthy. (Of course, running wild isn't a good thing either; that stored-up energy belongs on the playground.) Children should be guiet, if a bit squirmy, during circle time when they are gathered around their teacher. But mostly they should be engaging one another, because that's when most learning occurs. Their teacher should be talking with them, not at them.

Overall, the bottom line for choosing a pre-school for your child is simple: Watch closely what's happening in the classroom, choose a pre-school that you wish you had gone to, and your child will do just fine.

And if the classroom looks like a healthy mix of children from different backgrounds, that's all to the good. Children learn a lot from their classmates, and those with different experiences have much to contribute to one another.

That's it, more or less. If you have a chance to talk briefly with the teacher, ask her how she decides to spend time with one group or another. Inquire about how she handles children who haven't fully learnt how, as the argot goes, to use their words, "take turns" or "share". While the answer matters, you mostly want to make sure she has really thought about those things. Winging it doesn't make for good teaching.

Overall, the bottom line is simple: Watch closely what's happening in the classroom, choose a pre-school that you wish you had gone to, and your child will do just fine.

PRESCHOOL TOURS: WHAT YOU SHOULD ASK

As a parent, you want to be confident that you decide on the right school for your little one, but how do you make the best choice? Always inquire about practical matters first. During school tours, evaluate practical issues specific to your family's needs. These include the school's hours, proximity to your home or work, available transportation, after-hours options, cost, class size, and staff/ child ratio. Be sure to ask about the application and admission procedures and the timeline for these. Start considering your options early and get information to make sure you don't miss any deadlines.

How early to start looking for a preschool depends on where you live and how long you intend to stay in Singapore. Nonetheless, if you start your search when your child is about 12 months old, you will likely have ample time to make a choice after thoroughly researching the options and exploring programmes that align with your parenting approach and your expectations for a preschool. When exploring your preschool options, keep these important questions and considerations in mind

What is the educational philosophy of the pre-school?

Take a strong interest in the curriculum a pre-school offers. It's important to look for a discovery-based programme, and not one that is primarily focused on drill and practice skills. While structure is essential, it's important to look for a preschool that offers opportunities for children to make choices about their learning.

In choosing a preschool programme that is best for your child, consider the level of openness between the school and the family. It's important that the family is welcomed into the programme, encouraged to stop in at any time, and ensured that the school is giving the family feedback on the child's development and daily routine.

What is the educational background and experience of the teachers and staff?

Of course, you want to be sure that your child's preschool teacher is experienced and qualified. The teacher should have at least early-childhood teaching credentials and possibly more. Ask about the training and experience working with young children and with a developmentally appropriate curriculum. Classroom teachers and staff should also be certified in CPR and first aid.

"I believe that each preschool has its own personality. It's not necessarily about the curriculum; it's all about the staff members and how committed, caring, and dedicated they are to the programme," Anne Murphy, Director (ITS Education Asia)

Are there active play opportunities to develop gross and fine motor skills?

Preschools should offer plenty of opportunities for active play. Physical activity is critical for the development of a child's gross motor skills and promotes health and well-being. It's important that children have daily exposure to fine motor activities, such as stringing beads, snipping paper strips, and pre-writing activities such as scribbling. Regular exposure to these tasks develops the hand skills children will need in primary school.

Do the children nap regularly?

Growing tots need to rest at some point during a busy preschool day, so don't forget to ask the teacher when naptime takes place. Ideally, naps should be scheduled at the same time every day and should not last more than two hours (more than that may interfere with your little one getting a good night's sleep). You'll need to know if the school supplies a nap mat, sheet, or pillow. If you're required to provide these items, ask if they will be washed at school or sent home each week. Use a permanent marker to write your child's name on all supplies that you send to school.

Are meals and snacks provided?

If the school provides meals and snacks, inquire about the food options. Are nutritious, well-balanced meals served? Are the snacks healthy? Is there an expected pre-meal routine, such as going to the restroom and washing hands? Will your child be required to use appropriate table manners, and will she have to eat everything on her plate? Can the children interact while eating? Is the food cooked in house or catered from outside? Little ones should have the chance to socialize during meals and snacks.

Is potty training required?

If your child isn't toileting independently, you'll need to ask if potty training is a requirement. Certain schools require a child to be fully potty trained; others are willing to assist with the process of training.

How is discipline handled?

First and foremost, the classroom rules should be clear so that your child knows what to expect. Ask the teacher how she encourages positive behaviour on a daily basis. For example, is there a reward chart or treasure chest in the classroom? It's also important to know what disciplinary approach the teacher takes when conflicts occur or problem behaviours arise. Ideally, positive redirection will be the first course of action, with strategies such as a cool-down time to follow when redirection isn't successful.

Canadian International School – New nursery programme



With a plethora of nursery schools to choose from in Singapore, deciding between a local or an international one can be challenging. Andrea Strachan, CIS Vice Principal Kindergarten, Lakeside Campus, shares why CIS' new nursery programme for two year olds opening in August 2017, should be on your short list.

Two convenient locations

Our programme is available at both our Lakeside campus in the west and our Tanjong Katong campus in the east, making it easily accessible for families living on both sides of the island.

Inquiry, play-based teaching

We nurture children's natural sense of curiosity through teacher guided and child initiated, exploratory and imaginative play.

A diverse community

With students from over 70 nations, our young students benefit



from learning with others of various backgrounds and languages, developing important 21st century competencies such as intercultural understanding and enhanced communication skills.

Aligned to the International Baccalaureate

Our programme is closely connected to our Kindergarten, Primary and Secondary School International Baccalaureate programmes, offering children a one-stop formal schooling option with minimal interruption.





Bilingual learning environment

Our young students enjoy a unique bilingual (Chinese and English) learning environment with one native English speaking teacher and two native Chinese speaking teachers per class. Both languages are integrated into classroom activities, preparing children for our pre-Kindergarten (3 years of age) dual language immersion programme.

Parents are included

Our programme emphasises the importance of involving both teachers and parents as partners in a child's education. This is achieved through on-going communication, parent volunteer opportunities plus parent information and education sessions.

Hours: Children can enrol in our programme for either five full days (8:30 am to 3:30 pm) or five half days (8:30 am to 12:10 pm).

First-class facilities

Learning takes place in vibrant and spacious classrooms tailored to encourage curiosity and support our inquiry, play-based teaching approach. Across the two campuses, children also enjoy our magical Outdoor Discovery Centres designed to teach them about nature and the outdoors in a fun and safe environment, as well as our junior libraries, kindergarten kitchen, black box theatre and kindergarten aquatics complex.

Child to teacher ratio: 1:6. Each classroom teacher is supported by two native Chinese speaking teachers.

CIS' nursery programme is perfect for parents who want a solid foundation for their child's future success in school and life. Our young students will finish the programme well-prepared to take on the challenges of kindergarten, whether at CIS or at another school.

Find out more by contacting the Admissions Team on +65 6734 8088 or by attending one of our Open Day sessions www.cis.edu.sg/admissions/openhouse



CHOOSING A BILINGUAL PRE-SCHOOL

Many international preschools in Singapore offer a bilingual English-Mandarin curriculum where both the English and Mandarin teachers are co-partners and are present in the class.

Many parents, whether residents of Singapore or those who have recently come to the city, choose a bilingual 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 from a young age is always encouraged as imposing languages to children who are older at primary or secondary levels may prove rather difficult. Language is best absorbed at an early age, especially if a child does not get to practice Mandarin at home.

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 and be inspired to learn Mandarin.

Check out schools that adopt interactive approaches in teaching Mandarin, where children get frequent handson sessions and are constantly encouraged to be active contributors

Shortlist preschools that offer interaction and fun as little ones learn best through play 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.

We've put together the best in Mandarin classes, playgroups and even childcare centres to help you get started.

Private international schools

Canadian International School (CIS) offers bilingual classes from Kindergarten to Middle School which are all fully aligned to the IB Primary Years Programme (PYP), promoting intercultural understanding and inquiry based learning as they study in Singapore. There are two fully qualified teachers assigned to a classroom - one native English speaker and one native Chinese speaker. Both teachers will cooperatively plan lessons and to maximise the chances of each individual child succeeding. Children follow a pattern of total Chinese immersion all day, followed by English the

next day, with Chinese the next and so on, on a rotational basis. The advantage of this type of immersion is that on a day a child has Mandarin immersion, they have no choice but to speak to the Mandarin teacher in Mandarin thereby ensuring they get a good grasp of the language. It is a well-known fact that a child will gravitate towards a teacher they are most comfortable in communicating with in a class with two teachers, and this issue does not arise at Canadian International School.

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 in class at the same time. Grasping concepts in two languages has benefits for both language learning and cognitive development. Within the framework of the English National Curriculum, linguistic development in both languages will receive equal attention and be tailored to meet each child's individual needs. Alongside the dual language environment, children from Reception have set Mandarin sessions every day. Singapore American School (SAS) In August 2017, Singapore American School launched their Chinese language and culture immersion program, where students will work toward fluency while building the foundation for continued academic success. Through this Chinese bilingual program, students will have language opportunities integrated into every moment, allowing them to gain a deep understanding of the

language and truly become global citizens. SAS currently has

two full curriculum kindergarten Chinese immersion classes

and with each subsequent year, the program will grow to add

Hillside World Academy (HWA) The school strives to be bilingual, bicultural and international. Their 'Dual languages' programme refers to the bilingual, and near-bilingual emphasis at Kindergarten until the end of Primary School (Grade 6). This reduces gradually in the higher grades. With a strong bicultural system and culture - half of the teachers speak both English and Mandarin and use it every day across subjects for all students. The Beijing student exchange program with sister school Huijia Private School gives students a chance to live, breathe and experience an authentic Chinese lifestyle, and to act as hosts in return.

Pre-schools and childcare centres:

additional grade levels.

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. Some of their schools offer an inquiry-based curriculum and 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 18months to six-years-old. The basic principle of the programme is to promote spontaneous creativity, free expression, and active learning.

Immersion classes beginning at SAS



After an extensive process of research and development in their elementary school, Singapore American School is excited to announce the launch of their elementary Chinese language immersion classes beginning in 2017.

Language immersion is the method of teaching a second language in an environment where the second language is the predominant language of instruction. In other words, in a Chinese immersion classroom, core school subjects will be taught in Chinese, not English. Students use the language for learning, rather than just learning a language.

Benefits of immersion

Data on immersion programs shows that immersion students demonstrate most of the positive benefits which are associated with early bilingualism. Specifically, enhanced cognitive skills, improved academic performance, higher proficiency in a second language, and enhanced global citizenship.

One question often asked about immersion is 'Can a school



provide adequate English literacy by the time students start testing? Sally Lean, director of world languages at SAS, explains that from the R&D teams' experiences visiting schools around the world, MAP tests may be slightly lower in grade three, but by grade five immersion students are commonly outperforming the general program students in literacy because literacy skills are transferable across languages.

What will immersion look like at SAS?

Two kindergarten classes will start next school year, each with a full-time immersion teacher and an immersion trained instructional assistant. The program will grow with additional grade levels added each year until we have a complete K-5 program.

In the earliest grades, SAS will offer a one-way immersion classroom for students with little to no Chinese language proficiency. Kids who have Chinese spoken at home need to be immersed in an English speaking classroom. Once the two groups have a solid foundation in academics in their second language, they



can be mixed into a two-way immersion environment. This will happen in grades four and five. Following is the expected ratio of Chinese to English instruction time for each grade level.

Grade	0/0	Language of Instruction
K-l	75/25	Chinese/English
G2-3	60/40	Chinese/English
G4-5	50/50	Chinese/English
K-3 one-way immersion (non-heritage speakers)		

G4-5 can become 2-way immersion

Immersion classes will share a common curriculum with all other SAS students, but will be adapted for Chinese. Similarly, they will be taught to the same math and literacy standards as general program students. The current elementary math curriculum is available in Chinese, and the leveled readers resources are available, also.

According to Ms. Lean, "As educators, we are tasked with preparing our students for the future, in a world that is morphing so quickly we don't know what it will hold when next year's kindergarten students graduate in 2030. Immersion students will have a foundation in learning and how to think, analyze, and apply their learning from within at least two linguistic and cultural perspectives, which in itself will be an adaptive and responsive toolkit for whatever challenges the future brings them."

For more information email info@sas.edu.sg

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Individual interests are welcomed and encouraged in a **community** of learning that appreciates the sharing of knowledge, experiences and theories.

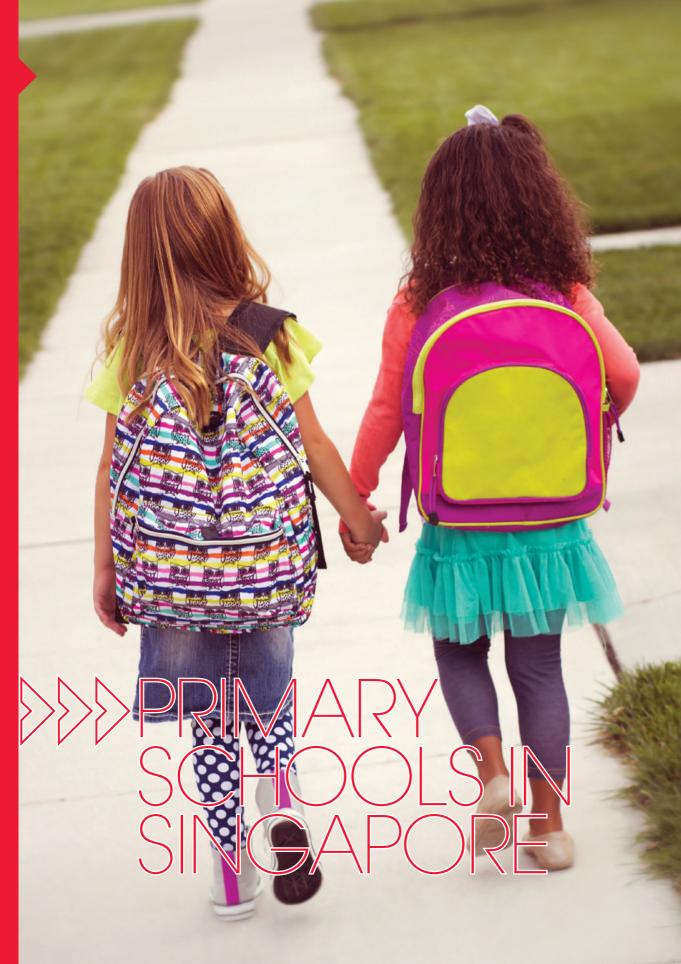
Parents are active partners in the learning process, having knowledge and competencies to be shared as part of the schooling community.

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FINDING AN INTERNATIONAL PRIMARY SCHOOL IN SINGAPORE: THE INSIDE SCOOP

By Vandana Rao

Client Services Manager, ITS Education Asia

A graduating kindergarten student could find the move into a 'big' school daunting as it is a far cry from the cosy and nurturing environment of a playschool. They are after all 5 or 6 years old, and getting on a large bus with high school students can be intimidating. This transition from a smaller environment to a big school with larger facilities, larger number of children and vast campuses has left many little ones teary eyed for at least the first few weeks.

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 or condominium. However, children are resilient and it is surprising how quickly they actually settle into their new school if the environment is the right one for them. If the child is already studying in the Kindergarten of an international through train school, then entry into the primary section is automatic and easy on all fronts.

Selecting the right international primary school:

As an increasing number of international schools have opened up in Singapore, the choices become even more complicated. Even for the most conscientious of parents, it will be a long process of evaluation and comparison, getting to grips with their educational philosophy and approach to teaching and learning, their community, selection criteria and assessment process.

Here are a few tips:

- Start the process well in advance so that you have all the facts about the school before attempting to visit them. Ruthlessly take out those that are too expensive (if you have a budget), too far away from your home or just do not appeal to you for any particular reason. Given the plethora of choices available, you will do yourself a favour by not shortlisting them all.
- Talk to people who have kids in international schools and get all their feedback on why they like or dislike their particular school. Most parents will wax eloquent about their child's school and insist it is a great fit for your child too. Probe further and get to the actual reason why they think it is good. The reason they like it could be the exact reason that you do not.





- Brand value of a school is important for a school's image, but how important is that to you? If you answer this question honestly to yourself, you will know whether to add the school into your shortlist or not.
- Visit a large school with impressive facilities and a university style appeal and also visit a small less impressive school with great teacher quality and a more individual style approach. A discerning parent will be able to tell immediately if their child will fit into one or the other style or sometimes even both.
- When on a school tour, do your homework on the school beforehand. Use the school tour as an opportunity to ask any questions that were not clear in the brochures or on the internet, areas of concern or issues that are important to you. Never come away from a school tour thinking you should have cleared up some doubts which could sway vour decision.
- Ensure the entry cut-off date is in line with your child's current age and grade. Repeating a grade just to get into a top school may not be beneficial to your child if they are already doing well in school. It could lead to frustration and boredom in class. On the other hand, it could work wonders for a child's confidence if he or she struggling in a class full of older children.
- Don't apply everywhere out of fear that you may end up with no school for your child. Most schools are transparent with the waitlist situation and you can take a call based on availability. Some schools charge no fee to apply but will offer you a place pretty quickly, after which you need to pay the confirmation fee. Some others may charge a nominal fee to get your name on the waitlist or into the eligible pool of applicants and let you know the

- outcome at a later date. Yet others may charge a high application fee - some being partially refundable before offering you a place and others being non-refundable. Do check the fine print on all these before putting down your hard earned money.
- Look at the fee increase over the last few years. Has it been reasonable or is it exceptionally high? Remember that you are the one paying it, and if the trend is to increase fees substantially, then is it worth the money.
- Is the school relocating to another campus anytime soon? The government of Singapore has moved a large number of schools from city centric areas to purpose built campuses on the outskirts of the island. This could make an impact on your decision.
- Be practical. If the school says they have a two year waitlist, then do not waste your time and money here unless you have plenty of both. If this is really the perfect match for your child, then do give it good consideration as the switch could mean another transitionary year for your
- Most importantly follow your instincts. Sometimes a school visit can be 'too good to be true' and yet there is something missing. If you feel that the whole tour was an exercise in good public relations, then go with your gut instinct about the school. Do not be taken in by what you are told but what you actually feel about the school.
- Does the school have a good Secondary Section for your child to grow into, should your stay here end up being longer than expected? Always think long term when it comes to schooling as you could end up being in Singapore for far longer than expected.

Dover Court International School – An IB World School

Founded in a central Singapore location over 40 years ago, with spacious facilities spread over 12 acres and part of the Nord Anglia Education (NAE) global family, Dover Court International School (DCIS) is one of the leading inclusive British international schools in South East Asia.

At DCIS we believe a child thrives where there is no limit to what they can achieve. With individualised learning in Reggio Emilia inspired classrooms plus extensive grounds and facilities, DCIS has a nurturing environment and challenging academic programmes for children from 3 to 18 years old. Our awardwinning sports programme and extra-curricular activities include cross country running, swimming, netball, rugby and cricket. Nord Anglia Education provides unique opportunities which benefit our students and community, including the Global Campus (with expeditions to Tanzania and Switzerland), Nord Anglia University, and the NAE collaborations with The Juilliard School and the Massachusetts Institute of Technology.

We offer students a premium experience in Singapore at an affordable rate with personalised learning for every student at the core of DCIS. Following on from excellent iGCSE results,







DCIS has recently been authorised as an IB World School and is offering a Sixth Form and the International Baccalaureate Diploma Programme (IBDP) starting in August 2017.

As an authorised IBDP school, DCIS presents an academically challenging and balanced programme of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. The IBDP programme is recognised by over 2,000 of the world's leading universities.

The majority of NAE schools offer the IBDP and achieve an average score in the IB Diploma of 34.0, significantly ahead of the 2016 global average of 30.1 points. 15% of NAE students achieved 40 points and above, and one in three of NAE graduates go on to attend one of the world's top 100 universities, as ranked by QS World University Rankings.

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)

Come and visit our campus and learn more about our programmes by contacting the DCIS Admissions Office at

+65 6775 7664 or admissions@dovercourt.edu.sg.



MAKING THE RIGHT SCHOOL CHOICES - INTERNATIONAL OR LOCAL

by Cathy Teo

A few years ago our family had the perfect American lifestyle on California's west coast. Our son was excelling at a good neighbourhood school which was just a 5 minute drive from home along the mesmerising coastline. Our careers looked promising, we met with friends most weekends and life was good. Yet, something was painfully missing in our lives. Life seemed effortlessly predictable. Our palette of life lacked adventure and colour. We were a couple of mixed race, living in a totally homo-cultural environment. Cross-cultural exposure was limited to a few family gatherings or eating out at the mediocre greasy Chinese restaurant a few miles away. At that time, we asked ourselves, how could we as an multi-cultural couple, fully expose our child to the best that both our cultures had to offer? How could we raise him as a true global citizen?

We debated over the options and a few months later made the decision to plunge into the unknown depths of Singapore, armed with a job for my spouse and the guarantee of one for me. Anyone who had visited or lived in Singapore waxed eloquently about how perfect an amalgamation it was between the east and the west. We moved, enrolled our son in an international school and hoped that this would be the 'perfect amalgamation' we had heard so much about. Within a few months, my son made new friends, enjoyed school life and was soon drawn into the plush expatriate world. After a term, we however felt that he was isolated from the true local community and protected from fully immersing himself into Asian thinking. Students came from all over the world, but teachers were largely from Anglo-phone countries without the richness of worldview – something that we were looking for. There was diversity and breadth but surely not an environment where both worlds met. Perhaps that has never been the mandate of an international school, again, something that had not occurred to us earlier. Furthermore, schooling costs were exorbitant since we were not members of a corporate structure that would absorb school fees. Local language and cultural learning were mediocre at best, with most parents preferring to stick with their own community. On the upside, International schools offer academically sound curricula, rich extra-curricular activities, motivated teachers, creative learning environments and excellent support





systems for global families on the move. International schools offering the national curriculum 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 back home. For many families, they are truly the perfect choice. Our family, however, choose to walk the road less travelled.

At the end of grade six, we opted out of the international system and set about the difficult task to enrol him into a local school. Honestly, we did not know where to start and hence asked a few friends. Everyone told us the process was arduous and that there would be severe academic pressure. We had a few months' transition time in between (local schools run the academic year January to December) which we utilized for intensive language and math tutoring to help him cope with the academic requirements. Local children get placed in a secondary school according to their performance in the Primary School Leaving Examinations (PSLE) at the end of Primary Six at the age of about 12. Preference is given to students from affiliated schools or based on merit. Non-local children new to the system can apply to sit exams which are conducted twice a year in October and February. Selection is based on the results of this Admissions Exercise for International Students exercise (AEIS), Not wishing to overwhelm our young teen, we enrolled him in

an average neighbourhood school, paying far more in fees than Singaporeans but far lower compared to international schools. Strangely, contrary to what we had been told, the workload was more than manageable. Academic pressure seemed to be mainly exerted by anxious parents and school officials concerned about the school's overall ratings. Our boy had more free time than ever before and was turning to electronic devices for entertainment! We then realized that the right match between the student and the institution was important after all and once again looked for the right fit school. At present our son attends an all-boys school and is content with the right quantity and quality of academic expectations.

Why do expatriates consider local schools for their children?

What could be the possible benefits and challenges of fully immersing children into the local school culture? How can you identify the school that could best meet your child's needs? Within the last few years I have observed that an increasing number of expatriates come to Singapore for shorter assignments and with fewer perks. Taxes are low, language is not an issue and the country is very well laid out for young families on the move. Another recent trend is that families already working here are sometimes offered lump

sum payments upon contract completion in exchange for surrendering expatriate benefits packages. Considering the present state of the global economy, this trend could last a few more years. Enrolling a child in local school offers an affordable alternative to the high expense of international schools while ensuring an equal standard of academic education. Singapore local schools are increasing leadership programmes and nurturing creativity and problem-solving abilities in their students. Education policy makers have realized that just rote learning will not provide the country with the dynamic workforce it needs to thrive. Exploring experiential learning activities and immersing children in meaningful project work seems to be the name of the game. While all the above reasons are practical, I believe there is one more reason of even greater importance. Attending a local school will give your child the unique opportunity to become fully bi-cultural and to gain understanding about Eastern (Confucius-based) worldview. Not only will they be fully literate in English and another foreign language (Mandarin, Malay, Tamil or other) but your child will be "multi-culturally" literate, while retaining their own cultural roots. I can think of no skill that will be of greater importance in an increasingly globalized, turbulent and fast paced world.

What are the challenges that you may encounter when you enrol your child into a local school?

Most expatriate families will be familiar with the culture shock theory. The experience a person may have when one moves to a cultural environment which is different from one's own. All families and individuals moving abroad experience some form of culture shock. It can vary in its effects, intensity and time span. One first feels exhilarated and excited about the new adventure, which soon wears out. The unfamiliar country, the hot and humid climate with sudden rain all year round, local foods, living with domestic help and loss of privacy, different rules, values and last but not least the unique nomad culture of Singapore add to anxiety levels. However, when your son or daughter enters a local school for the first time, you can expect this experience to be more turbulent and intense than it would be in an international school where there is some familiarity. In addition, your child might be one of a few visible foreigners and the school may not have had the experience of hosting students from other cultures. Most local school teachers will however, have basic skills in helping the student to ease the transition. There are numerous new spoken and unspoken rules to be learnt, expectations to be understood and styles of disciplining, teaching and grading to get used to. If you are coming from a Western culture, punishment might be perceived as strict

ONCE YOUR CHILD HAS SURVIVED CULTURE SHOCK, THEY CAN THRIVE

and the ways in which teachers motivate students will be very different. Western systems tend to encourage selfconfidence and independence, while the Singapore school system is definitely collectively driven. There may be crosscultural misunderstanding in the way questions are phrased despite mutual English literacy. Teachers take on more of a 'teaching to' than a coaching role. Assertive outspokenness might be misinterpreted as disrespect and standing up for oneself could be viewed as challenging. Expect a few months of turbulence until your child comfortably settles into the new routine and the different expectations. Talk about the challenges and frustrations with your child at home and help them understand cross-cultural differences. Once your child has survived culture shock, they can thrive in a local school and learn skills and cultural knowledge otherwise inaccessible. The right match is possible – just take some time to find it. One size does not fit all, so prioritize your requirements so that the search for a school can be focused. If admission is graciously offered to your child in a good local school, you want to aim for a win-win situation. Inquire how many international students the potential school has and where they are from. Observe how happy and integrated foreign students appear to be and what support system is available to ease the initial transition. A local school that is open to parent-school communication and committed to helping your child fit into the existing school culture, plays a key role in the integration process.

Is local school really a good option for your child?

The answer would depend on the confidence level and motivation of yourself and your child to explore a different school and value system. All children should have a sense of rootedness, a feeling of who they are as a person. From a strong sense of self, arises the confidence to explore and to learn, to tolerate and to embrace the unknown. Your family should be in Singapore long enough to make the experience worthwhile, to allow for bi-culturalism to unfold. They will emerge being able to switch from English to Singlish or from Mandarin to phrases in Hokkien or Malay. Last of all you will need time and patience at hand to help your child through a potentially rocky transition.

Parental Review

SINGAPORE AMERICAN SCHOOL HAS EXCEEDED EVERY EXPECTATION

By Cade and April Napierski

Upon being notified that our international assignment would be in Singapore, we began looking into school options for our elementary, middle, and high school children.

After significant research and numerous discussions, we determined that Singapore American School was the ideal option for our children. This was based on academics, course offerings, facilities, staff, and faculty. Three years later, we are able to say without hesitance, that there are no regrets as SAS has exceeded every expectation.

Upon our arrival to Singapore, we were immediately welcomed into the SAS family. Our children have participated in numerous activities including basketball, karate, dance, soccer, cross country and track. They have enjoyed classes learning Chinese, various art forms, traditional musical instruments, and have had immense exposure to a variety of cultural experiences. In addition to these experiences, we

have all established personal relationships that we will value for years to come.

Shortly after beginning school at SAS, our daughter was diagnosed with cancer. Support from the SAS community, teachers, and counselors played a vital role in keeping our children on task academically while providing invaluable emotional support. Our experience continues to be positive and has left our family with a desire to remain in Singapore in order to continue benefiting from the experiences offered at SAS.

We determined that Singapore American School was the ideal option for our children.

"



PRF-TFFNS AND STRFSS

By Vandana Rao, Client Services Manager, Singapore.

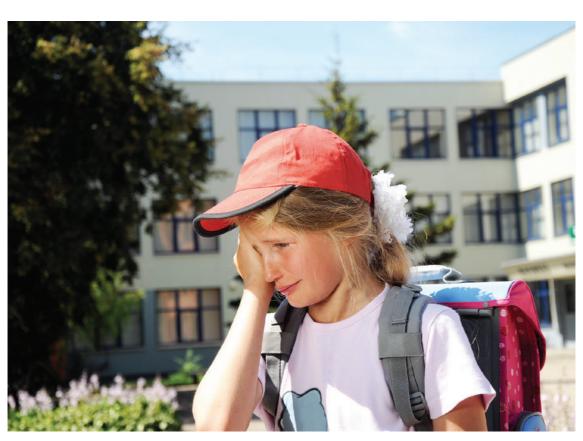
Does your pre-teen have constant mood swings, seem irritable and sometimes just listless? Do they show signs of not enjoying school as much as before and homework assignments are a chore that needs to be coaxed (or in some cases incentivized) to be completed? Are you constantly walking on eggshells around them and concerned that something as trivial as an innocent piece of broccoli on their plate could result in a flood of tears?

If most of the above symptoms seem to manifest themselves in your child, they may be under severe stress. In today's world, being a nine to twelve year old can be a pretty stressful thing - what with parental expectations, constant exposure to technology and information overload, coupled with school assignments and conflicts with friends. While some levels of stress at periodic intervals of time can be adrenalin inducing and build resilience, consistent or extreme exposure to stress and pressure can be very harmful. A child's rational part of the brain is in its developmental stage until they are well past their teenage years, and psychologists

say this process goes on until the age of 21-22 when they are young adults. That is the reason why the legal age in many countries for eligibility to consume alcohol is 21. The risk factors associated with stress can manifest itself in a child's later years as well, and in a more lethal form. As your child progresses towards teenage years, things are only going to get more difficult – studies take up longer hours (many times at the cost of other more pleasurable activities), external tuition is increased, peer pressure comes with its own pitfalls and generally minor problems escalate to larger ones.

Perhaps it's time to take things down a notch right away, and prepare your child for the rigours to come in their teenage life ahead.

Teach your child to problem-solve: Your child should be able to say "no" to commitments or requests when his or her capacity is already at maximum. It seems difficult initially, but encourage your child to think logically and see the pattern that comes with a tricky situation. Something as simple as a sleepover (where they get far fewer hours of sleep than their body can take), leads to an irritable child the next day. Imagine if your child has a chess tournament or a sports fixture the next day. They are incapable of performing at their





best, sleep deprived, and frustrated that things have not gone well. Many times pre-teens are aware that it was their own doing, but will not admit to it. Sit down and explain the situation calmly to your child. Let them learn to take control of their actions – and also the result. Try not to intervene on their behalf, difficult as it may seem. A lesson is usually learnt the hard way, and if it happens a few times, they will realize it themselves. Gently guide them to understand the cause and effect and they will learn to solve their own little problems. This will help in the long run when it comes to bigger issues.

Do not overextend activities: You or your child may be tempted to sign up for after-school activities every day of the week. Some ECA's may be something your child is passionate about, you may think they should try some which are good for them and some others may just look appealing! Do remember that kids need downtime after having to pay attention, listen to instructions and complete school work. Don't force extra-curricular activities on your child excessively. A child should learn that quality down time is important to recharge for the next day. Some time to relax with siblings and parents, read a book and sometimes just do simple tasks like water the plants or walk the dog is therapeutic.

Set aside time for unstructured play: Encourage your child to engage in play, games or activities at home that are relaxing and fun. Board or card games with family and/ or friends, a stroll down to the shop to buy an ice cream with you, or a few hours by the pool to unwind. It must be something the child chooses freely and feels good about. This time should not be structured by adults, associated with

school or competitive or lesson-based. It allows the mind to relax completely and not agitate over getting a particular task done

Identifying the body's stress signals: Be aware of the red flags associated with the way stress manifests itself in your child. It can do so in one or many ways. The commonly occurring ones are headaches, nausea, tummy aches, mood swings, breathlessness, difficulty in sleeping, over-or undereating and lethargy. Teach your child to identify his or her personal symptoms, so that they can either approach you for support or engage in relaxation techniques. Simple methods like visualisation, breathing techniques and progressive muscle relaxation can be done virtually anywhere – even in school or before an exam. This will help them keep calm when facing a stressful situation.

Prioritise sleep: Sleep deprivation is one of the main causes of stress. Few parents realise the counter effects of children not getting an adequate amount of sleep. The National Sleep Foundation recommends a Primary school child aged 6 to 13 years of age to get between 9-11 hours of sleep every night. Furthermore, bedtime also plays a role in their body clock setting, with a recommended 8-9pm bedtime pattern for Primary School students. Getting adequate sleep is one of the best ways to combat stress and improve your child's mood and school performance. It is also prudent to ensure all electronic devices are kept out of your child's bedroom (usually charging overnight) so that there are no distractions or temptations. A book should be the only companion that they get into their bed, and after a few minutes of quiet reading, gently lulls them to sleep.

Tanglin Trust School, Singapore – Generations of excellence



For 90 years Tanglin Trust School has been providing excellence in education to children from 3 to 18 years old in Singapore. Inspected yearly by the British Schools Overseas (BSO) framework (recognised by Ofsted in the UK), Tanglin's Infant, Junior and Senior Schools have all been awarded 'Outstanding', the highest grade possible, in their most recent inspections. Tanglin is a vibrant co-educational school of 2,800 students representing over 57 different nationalities.

The school is arranged into three sections - the Infant School (3-7 years), Junior School (7-11 years) and Senior School (11-18 years), which includes Sixth Form. Learning is based on the English National Curriculum and is uniquely tailored to reflect the school's location in Singapore and Asia. Tanglin is unique amongst international schools in Singapore in offering both A-levels and the International Baccalaureate Diploma (IB) in Sixth Form, both of which yield consistently outstanding academic results to complement the school's excellent results at I/GCSE.

"This outstanding school successfully meets its aim to make every individual feel valued, happy and successful. The excellent teaching, underpinned by an imaginative, engaging and challenging curriculum, enables students to make excellent progress... Students' exemplary behaviour, positive attitudes and thirst for learning are also pivotal factors in the school's continuing success." BSO Inspection 2014 (Senior School)

Tanglin is a place where children can thrive, inspired by passionate teachers and supported by excellent pastoral care. In addition to its outstanding academic performance, Tanglin offers an extensive range of sporting, musical, creative and recreational



co-curricular activities. Tanglin students are also encouraged to contribute actively to the local community, support service projects and participate in a wide variety of extra-curricular pursuits.

"Specialist staff are employed to support PE, Music, Computing, Art, Drama, Dance and Modern Foreign Languages. The value of their expertise is evident in the exceptionally high standards reached in these subjects and the rich opportunities offered to all pupils." BSO Inspection 2016 (Junior School)

In addition to recognising the rich array of resources and experiences that underpin the children's achievements, UK school inspectors commend Tanglin children's high attainment, outstanding progress and strong moral sense, demonstrated through their exemplary behaviour.

"Tanglin Infants is an outstanding school, which provides an excellent British-style education, while maintaining an awareness and appreciation of its cultural setting in Singapore. The curriculum is outstanding. It develops the skills and attributes pupils need for life in a constantly changing global society. It meets the needs of the whole child, inspiring their curiosity, independence and love of learning.

It provides excellent opportunities for pupils to experience

success and to express their creativity and individual talents." BSO Inspection, January 2015 (Infant School)

More recently, the Infant School was the first school in Asia to be awarded the Early Years Quality Mark and the Primary (Infant) Quality Mark in recognition of their provision, practice and performance in literacy and numeracy. Julia Coup, who led the assessment, said "This is not just an outstanding school - it is an inspiring school."

For further information, visit

www.tts.edu.sg

To learn more about Tanglin Trust School, visit www.tts.edu.sg





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Quiet wonderings. Exciting discoveries. Loris Malaguzzi's hundred languages of childhood. The early learning center at Singapore American School is an incredible place where questions become adventures, and class inquiries range from guinea pig habitats to airplane design. Where learning is visible, collaborative, and connected, and children express themselves through drawing, drama, dance, building, song, dress-up play, cooking, and sculpture. The Reggio Emilia-inspired approach encourages children to develop their own personalities and explore meaningful learning experiences, guided by parents, teachers, and the environment.



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Singapore American School CPE Registration Number: 196400340R

COMMONI Y ASKED QUESTIONS FOR ENTRY INTO LOCAL SCHOOLS FOR PRIMARY 1

- Q. What is the purpose of the Primary One Registration Exercise?
- A. The Primary 1 Registration Exercise is an exercise for a child to register for a Primary 1 place in a local mainstream school.
- Q. When can I register my child for Primary 1?
- A. The Ministry of Education's (MoE) policy is that children entering Primary 1 must be at least 6 years old on 1st January in the year of admission into Primary 1. Hence, children born between January 2, 2011- January 1, 2012, 2012 (both dates inclusive) can participate in the Primary 1 registration exercise for a January, 2018 entry.
- Q. Can I register in more than one school to maximise my chances of getting in?
- A. No. You can register your child in only one school in any particular phase. The MoE's computer system can detect duplicate registration. You must withdraw your application in order to register at another school.
- Q. When is this exercise conducted?
- A. It is conducted every year from June to September. Parents should refer to the MoE website for eligibility, registration details and for the list of required documents.
- Q. Where is the Primary One Registration Exercise
- A. The Primary One Registration Exercise is conducted at the school of choice. The hours of registration at schools are from 8.00am to 11.00am and from 2.30pm to 4.30pm on each scheduled registration day. Parents must produce the originals of each required document at the time of registration.
- Q. As a foreigner, which phase will my child be in?
- A. Places will be allocated according to the following order of priority: 1. Children who are Singapore citizens. 2. Children who are Singapore permanent residents. 3. Children who are not Singapore citizens or Singapore permanent residents. Note: Parents of non-Singapore citizen/ non-Permanent Resident children should note that admission into local schools is not guaranteed as there are limited vacancies remaining for non-SC/ non-PR children after places are allocated to SC/ PR children. The MoE will publish the list of available primary schools for parents to register their child in this phase - Phase 3. MoE will thereafter centrally process all the applications and the posting outcome will be released to parents by 30 November, 2017 for a January, 2018 primary one intake.

School posting will take into consideration factors such as availability of school vacancies and ensuring a good spread of students. Since Phase 3 vacancies are limited, MoE posting is final and they will not entertain nor reply to appeals on the posting results. Schools will also not entertain any walk-in applications for admissions or transfer of non-SC/ non-PR children. As admission is not guaranteed, parents of non-SC/ non-PR children are advised to consider alternative educational options well ahead, even as you may decide to register your child during Phase 3 of the Primary One Registration Exercise.

CHOOSING A LOCAL PRIMARY SCHOOL IN SINGAPORE

For many parents, choosing a Primary school marks the beginning of the period of a very different kind of stress that they have been used to since their children were newborns. The selection of a suitable local Primary school can be a highly involved and frustrating activity. For expat parents, choosing a local primary school in Singapore can be much harder than selecting an international school. Over recent years, many expat parents are opting for local schools for various reasons. Many choose a local school due to financial reasons, others feel that it is important for their child to be immersed in a bilingual environment where Mandarin is taught along with English, while other parents wish for their children to learn more about the local culture and history and mix with children from local backgrounds. Whatever the reasons may be, the selection process is difficult and navigating the entrance requirements for the various schools can be very stressful. Not all local primary schools are equal, and some are definitely head and shoulders above others in various aspects. A parents' decision is tempered by the constraints imposed by the system to manage the scarce "premium primary school" resources. The over-riding principle is to give priority to Singaporean children who live in the vicinity of the schools. This is a very rational measure taken by the Singaporean education authority - the only caveat being that the system becomes highly complex and difficult to understand to most expat parents. The information that follows explains the different types of schools and the application process.

Types of schools

Government schools: These are schools that are fully funded by the Singapore government. They follow strictly all the rules and guidelines dictated by the Ministry of Education (MoE).



Government-aided schools: These are schools which has a significant part of their funds coming from the Singapore government. These funds are supplemented from other private sources such as fund-raising activities. Many of these schools form part of a group of schools from Primary up to Junior College and even tertiary education. Such schools maintain a certain level of autonomy over how they operate. For example, they can choose to offer class sizes that are different from that recommended by MoE. Some parents prefer these schools because of their flexibility and affiliation to a certain brand of education.

Independent schools: Independent schools in Singapore are those that enjoy greater autonomy in curricular innovations, implementation of school programmes, administration, student admissions and the setting of fee structures. They generally charge much higher fees than public schools run by the Ministry of Education (MoE). Their facilities are also much better and comparable with any top international school. They are allowed to hire their own teachers unlike public schools where teachers are assigned by the MoE. This means that teachers tend to be highly qualified and sought after. These schools tend to be very highly selective, choosing the top achievers in various fields.

Secondary school affiliation: Some schools are closely related with specific secondary schools which give preferential admission criteria for graduating PSLE students to enter the secondary schools. This is highly desirable for parents since their children will be more or less guaranteed a place in a good secondary school as long as they perform

reasonably well in PSLE.

Religious affiliation: There are schools that have been aligned with specific faiths and beliefs. These are generally schools with a very long history and follow the faith of the founders. Parents like these schools as they offer additional religious lessons to their children catering to their faith. It should be noted that most religious schools for Catholic, Methodist, and Buddhism faiths offer priority registration for Primary 1 students who are from related Churches or Temples.

Mother-tongue focus: Certain schools focus on creating strong cultural bonds between students

and their mother-tongue language (MTL) which can be Chinese, Malay, or Tamil. In particular, Special Assisted Plan (SAP) primary schools offer Higher Chinese from Primary 1. Higher Mother Tongue (HMT) is usually offered to capable students after Primary 4 in most other schools. So effectively, in SAP schools, both English and Chinese are offered as first languages. The idea is to promote Chinese and its culture to students from a very young age.

- Chinese is offered by all Primary schools.
- Malay is offered by all EXCEPT the SAP schools.
- Tamil is offered by most schools.

First grade (primary one) admission

The first year in primary school education in local school system is called Primary One or P1. The Ministry of Education strictly adheres to the policy of admitting children to P1 when they are 6 or 6+ as on 1st January of the year of admission. Due to high competition during P1 enrollments especially into good local Singapore schools, the majority of the parents enrol their children into pre-school education between the ages of 3-6. For children who are not Singapore citizens or permanent residents, application for admission into P1 has to be made under Phase 3 i.e. the last phase of enrolment. Clearly, the priority is given first to Singaporean citizens and then to permanent residents, and as a result, getting admission into good local schools for students on a Dependent Pass is not easy. Parents need to approach schools directly.

Admission into other primary grades

Application for admission into local school of choice can be made by foreign students all through the year subject to vacancies. Admission is dependent on the availability of vacancies in the school provided there are no Singapore citizens or Singapore permanent residents on the school's waiting list. The prospective foreign student will be tested on subjects such as English, mathematics and mother tongue language (where applicable). Exemption from the mother tongue requirement may be considered on a case-by-case basis after the student has been admitted to school. Besides the performance in the school placement test, international students will be considered for admission to a level subject to documentary proof that he/ she has completed the previous level, and the age criteria. There are two ways to seek admission into local schools. Direct School Admissions (only for entry into Secondary School) and the Centralised Admission Test.

Direct School Admissions: The Direct School Admission (DSA) Exercise aims to promote holistic education by giving participating schools greater flexibility in selecting students while holding to the key principles of transparency and meritocracy. For students, the DSA provides them the opportunity to demonstrate a more diverse range of achievements and talents in seeking admission to secondary schools

Centralised Admission Test: The Admissions Exercise for International Students (AIES) is another alternative for students seeking admission into local schools. AIES is a centralised admission test for expat children to streamline the application and admission process into local public schools. Instead of taking multiple tests at various schools of choice, the applicant can sit for AIES and based on the score obtained, he/ she can apply for admission into the participating schools. This is offered every year, around end September/ early October. A Supplementary Admissions Exercise for International Students in offered around end Feb/ early March for those who missed the previous test. AIES admission testing for Primary school level consists of two subjects - English language and mathematics. AIES does not offer admission test for Primary 1 (P1), Primary 6 (P6) grades. To apply for AIES admission test, the following documents must be mailed to the AIES office:

- · Applicant's documents
- Completed AIES Application Form
- A recent passport size colour photo
- A certified true copy of the passport
- A certified true copy of birth certificate
- A copy of Dependent Pass (if any)

- A copy of Immigration Exemption Order (if any)
- A copy of Student Pass (if any)
- Non-refundable test fee: SGD\$672
- Applicant's parents' documents
- A copy of photo page of passport
- A copy of Employment Pass/ Work Permit of the parent/s

The application procedure under AIES:

Step 1. Submit the completed AIES registration application form along with all the necessary supporting documents to AIES office. As part of completing the registration form, you will need to indicate the date of test and the grade level your child is applying for. The test is conducted a few times a year on pre-scheduled dates.

Step 2. Your child will need to take the test on the scheduled date. The results of the AIES test will be sent by post to the candidates within a month from the date of testing. Successful candidates will be given a school placement in their choice of grade. Some may be placed a grade lower than that applied for if their results are satisfactory for a lower level

Step 3. Once you have received the test results and school of choice, you can attempt to contact the local Singapore school of choice, share with them the test results and check if they have a vacancy.

Step 4. If the school is willing to accept your child, complete and submit the application form along with all the necessary supporting documents to school.

Step 5. If all documents are in order, the school will issue a Letter of Acceptance (LOA).

Documents required for admission:

While submitting the application documents for admission into a local school, the following documents are needed:

- · Copy of Birth Certificate
- Copy of Passport
- Copy of Dependent Pass (if any)
- Particulars of the child's guardian. The guardian should be the parent of the child if the parent is on employment pass OR a Singapore Citizen/ Singapore Permanent Resident above 21 years old

Fees and costs:

Students in local public schools pay slightly varied school fees depending on their immigration status. Singaporeans citizens pay the lowest fees, whereas foreign students on a student pass pay the highest. Regardless, fees in local public schools are nominal when compared to the international schools in Singapore.



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INTERNATIONAL SECONDARY SCHOOL SYSTEM

International schools offer 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 back home to their passport country or to the next placement location. For many families, they are truly the perfect choice.

When looking for schools that offer a British curriculum (international GSCEs and A levels), parents have many choices. There are also a number of schools accredited by the International Baccalaureate Organisation (IBO) in Singapore that offer the well-established and reputable IB diploma in English. And there is also the flexible American Programme offered at some international schools.

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.

A bilingual curriculum is a challenging and stimulating environment for children who speak English as a first language, especially as students are required to write essays in both their native and host language. The academic standards are guite high. Check carefully to see what immersion language classes are available and what support is offered for students who initially only speak English. Few would deny that a bilingual curriculum is both beneficial and enriching for students and encourages them to become alobal citizens.

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 Curriculums, 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, 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 FDUCATION

While brochures, websites and hearsay are all a good way of getting to know a school's unique features, sawy 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 its policy on responsibility, personal and social well-being, and self-awareness as well. This will often give an insight into how a school views its responsibility to students.

As well as this, analysing the last three years' exam results will give you valuable academic information, and help you gauge if this is the right environment for your child. Oftentimes, softer issues regarding school life are vital for making children feel settled.

Your child will spend five to six years in secondary school, so 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.
- Think about the journey your child will 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 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 will be sitting on a bench with a bunch of friends.
- Can you visualise your child in the school environment you are touring? Will it suit their personality? What may be perfect for a colleague or friend's child may not be perfect for your child. Each child is different, and you as the parent know him or her best.
- 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 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 enter the workforce, it's worth finding out if they have a particular field of academic interest.
- 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. It brings about confidence in children who are not high academic achievers.
- Can you afford the fee in a particular school? School fees are just an indicator, factor in extras.

UWCSEA at a glance

One College, two campuses

Our community

K-12 students

5,590

Boarders

341

Scholars

102

Languages spoken

69

Student teacher ratio



10.6 students

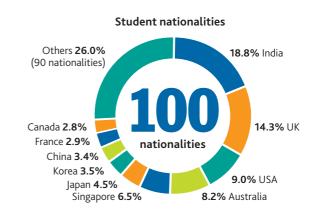
1 teacher

Full-time teachers

Part-time teachers

491

88



Class of 2017 IB Diploma results

Average IB Diploma score





IB Diploma pass rate

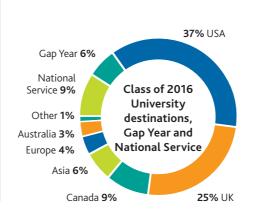
98.4% (



79 3% Worldwide (2016)







Percentage of students achieving bilingual diploma

20.6%



Number of languages bilingual diploma awarded in

26

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



Leadership 106

Enrichment 216

1,872
Activities

132

performing arts

246

Clubs

1,172Sports and fitness

Outdoor Education

Student hours spent overseas on Outdoor Education trips

769,176

Individual expeditions

2/10

Countries visited

32





Service



Countries supported by Service programme

Brazil, Cambodia, China, India, Indonesia, Korea, Laos, Malaysia, Myanmar, Nepal, Pakistan, Peru, Philippines, Singapore, South Africa, Sri Lanka, Swaziland, Thailand, Vietnam, Zambia Number of Service programmes (College, Local and Global)

377



LOCAL SECONDARY SCHOOL **SYSTEM**

Local schools run from Primary 1 to Primary 6, and then follow into Secondary 1. Children 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 more than 160 secondary schools to choose from. Apart from the Special, Express and Normal streams which most Singaporean parents are familiar with, there are two new 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-levels 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 secondary schools. Various subjects, such as math, English, mother tongue, physics and other science subjects will be included in the syllabus at this level. In addition, they can learn more about the different social life and values system. With their involvement in the multicultural 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 bilingualism, this will enrich their language knowledge and aid in communication across borders.

PRIMARY SCHOOL FEES (PER MONTH)				
Nationality	2017 (Current)	2018	2019	2020
PR	SG\$130	SG\$155	SG\$180	SG\$205
IS (ASEAN)	SG\$390	SG\$415	SG\$440	SG\$465
IS	SG\$600	SG\$650	SG\$700	SG\$750
Secondary School Fees	(Per Month)			
Nationality	2017 (Current)	2018	2019	2020
PR	SG\$200	SG\$260	SG\$320	SG\$380
IS (ASEAN)	SG\$600	SG\$660	SG\$720	SG\$780
IS	SG\$950	SG\$1,100	SG\$1,250	SG\$1,400
Pre-University School F	ees (Per Month)			
Nationality	2017 (Current)	2018	2019	2020
PR	SG\$280	SG\$340	SG\$400	SG\$460
IS (ASEAN)	SG\$860	SG\$920	SG\$980	SG\$1,040
Nationality	2017 (Current)	2018	2019	2020
IS	SG\$1,300	SG\$1,450	SG\$1,600	SG\$1,750
Standard Miscellaneous	Fees (Per Month)			
Level	Amount			
Primary	SG\$6.50			
Secondary	SG\$10.00			
Pre-University	SG\$13.50			

^{1*} permanent residents (PR) and international students (IS)

Fees

- School fees after subsidy: SGD 5.
- Standard miscellaneous fees: SGD 10 (Annual fee payable is spread over 12 months of the academic year. Students who join on or before 5th February will have to pay fees for January. Those who leave on or after 5th October will have to pay fees for November and December).
- Second-tier miscellaneous fees: SGD 10 (Second-tier miscellaneous fee rates are decided by schools. The maximum amount they can charge is 100% of the standard miscellaneous fee rates. Students may apply to use their Educational Savings accounts called Edusave to pay the second-tier miscellaneous fees).
- Autonomous Schools collect Autonomous School Fees, ranging from SGD 3 to SGD 18 per month, on top of second-tier miscellaneous fees.
- Independent Schools charge a separate scale of fees.
 The range of school fees for local students (excluding miscellaneous fees) as at about SGD 250 to SGD 350 permonth.

Based on your residence status, the category of the monthly tuition fees for Secondary schooling is as follows:

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

For your reference, here is the list of the current top local secondary schools in Singapore. They target the top 15% of the cohort of students, who are clearly bound for university.

- · Nanyang Girls' High School
- Methodist Girls' Secondary School
- Raffles Institution (Boys)
- Hwa Chong Institution (Boys)
- Raffles Girls Secondary School
- · CHIJ St. Nicholas Girls' School
- Anglo Chinese (Independent)
- Dunman High School
- National Junior College
- · Singapore Chinese Girls' School
- Temasek Junior College
- Catholic High School
- Victoria High School
- · River Valley High School
- Cedar Girls Secondary School

- Anderson Secondary School
- Nan Hua High
- Bukit Panjang Government High School
- Crescent Girls' School
- St. Joseph's Institution

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.

Note for expatriate families

For those expatriate parents who prefer their children 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.

Learning for the future: Providing an academic infrastructure, sporting culture, and fueling creativity

Choosing the right International school for your child can be a daunting task. Parents need to consider how a school meets the needs of the future. Look for a 21st century learning environment that is holistic in nature, developing students' academic outcomes, nurturing core human values and building real-life skills.

Before choosing the right school, institutions need to demonstrate a commitment to a balanced approach, encompassing, academics, sports and the arts. Forming students into creative, critical and reflective thinkers within and beyond the classroom. This type of school will be preparing your child for success in further education, and life as global a citizen.

Creating a solid foundation for future learning

A crucial component of learning, for all children in school, into university and beyond is providing interdisciplinary integration of subjects to solve real-world problems.

At leading international schools the integration into the curriculum of a STEAM, (science, technology, engineering, arts and mathematics) approach is clearly identified and encouraged. This approach is a framework to introduce problem solving and relevance for learning into the STEAM fields. Students are given open-ended tasks that can be solved using cross-curricular skills that they have been learning in regular classes. Students make connections between subjects' using this interdisciplinary and transdisciplinary learning approach, grasping and appreciating why they are learning.

When choosing a school, look at how a particular institution provides opportunities in all subject areas. How students explore and find answers to questions about the world around them. Equally of importance is for a school to have skilled and knowledgeable teachers who can address the needs of all students in a supportive and resource-rich environment.

Teachers at premium schools build upon the learning taking place in classrooms, giving students opportunities to apply the skills and knowledge they have learned in different contexts, solving problems that are relevant to them.

Commitment to a balanced approach beyond the classroom

Sports are a key ingredient of a balanced education approach. Besides the obvious physical and mental benefits, students learn





how to become team players and gain important transferable skills like respect, discipline, commitment and communication. Looking for a school with a sporting culture is important. However it is not so much about the winning or losing, (although winning can be the best part) but building the character of students.

Sports provide the opportunities for students to develop their personalities through hard work. They can learn to identify things that have worked and not worked, and then make changes to be better.

Schools that provided a diverse sports curriculum enable students to experience and gain knowledge in a number of physical and sporting 'genres'. Physical health and well-being should underpin the sports curriculum so that your child develops a holistic understanding of the benefits of a balanced lifestyle.

Through a comprehensive sporting curriculum and sporting culture, students push themselves out of their comfort zones to be better than they have been before. Their hard work and dedication will pay off when they are competing.

Values and practical skills: equipping our students for the real world through creativity

Schools are in the business of shaping the future. In our fast-changing world, organizations are scouting for people who can bring new perspectives as sharp thinkers. When choosing a school it is imperative that the school in question nurtures creativity in its students.

It is the Arts that foster creative thinking, or the 'soft skills' that allows for innovation, especially in problem solving. This complements the traditional 'hard skills set'. The ability to think creatively and transfer this to all that students do is a vital part of their development.

Schools that enable students to be at the core of the creative process give them free license to be creative, to explore, to make Schools that enable students to be at the core of the creative process give them free license to be creative, to explore, to make mistakes and to have fun

mistakes and to have fun. The emphasis of the Arts should not just be on results, but the process as a whole: exploring, devising, revising, reflecting and sharing.

By fuelling creativity and confidence in them, many students, given the opportunity, embrace new ideas and different ways of doing things, exploring boundaries and being risk-takers.

Schools that embrace these techniques instil confidence and develop collaborative skills in internationally minded young individuals. These experiences empower future generations to engage with their own learning.

Creating brighter futures through education

There are many factors to consider when choosing your child's next school. Price and prestige, approaches to teaching and learning, personality and the people at the school. However is critical to also assess the academic, sports and arts facilities and infrastructure.

Look for schools that are true innovators and have a clear mission; those that are driven to provide quality education. Not just rehearsing the past, but pioneering the future of learning. Schools that are passionate about instilling values and providing practical skills that will equip your child for the real world. And finally look for passionate, pioneering educators that are dedicated to providing quality education and building real life skills, every day, in every classroom.

For further information on Gems World Academy, visit: www.gwa.edu.sg/



Preparing students for jobs TANGLIN TRUST of the future





Have you ever heard of a Bot Lobbyist, a Big Data Doctor, a Corporate Disrupter or a Meme Agent? Tanglin Trust School's Careers and Development Team listed these professions as the 'Future Jobs' of our children.

If these are the jobs of the future, what skills are 21st century employers going to be looking for? Zoe Williams, Head of Careers and University Guidance, suggests the following:

- Critical thinking and problem-solving
- Collaboration across networks and leading by influence
- Agility, adaptability and resilience
- Initiative and entrepreneurialism
- Ability to communicate effectively
- Ability to access and analyse information
- Curiosity, creativity and imagination

Students are supported on a case-by-case basis meaning that we know our students very well and can support them towards achieving whatever university course or career they choose.

Finding out about potential careers

Discussions about potential careers get fully under way in the Senior School through Q&As, 1-1s, information sessions, as well as parent-teacher-student consultations.

Students are supported on a case-by-case basis meaning that we know our students very well and can support them towards achieving whatever university course or career they choose. For those students who have a specific career in mind, the University and Careers team helps them to find out more about the field they wish to enter and the types of jobs that exist. Others are encouraged to keep their options open and to use opportunities such as work experience to explore different interests.

Zoe explained that the University and Careers team keep informed as to the changing landscape through staying on top of trends in the growth rates of different job categories, for example, ageing populations and progress in technology is already causing a shift in the nature of jobs and skills required; maintaining invaluable links with university reps; networking with other university counsellors around the world; listening to inspirational speakers; and remaining persistent when researching a new course or profession.

What have former Tanglin students gone on to do?

Tanglin students go on to study at a diverse range of universities. Student destinations include the UK, USA, Australia and across Europe and Asia.



Below, three Alumni tell us about their journey towards their dream job of the future.

Isak Osman – Cyber Security (with Ethical Hacking), Staffordshire University, UK

I studied A Level Computer Science at Tanglin where I developed advanced computer and problem-solving skills. During my lessons I found the security aspect very interesting and after some online research decided it was what I definitely wanted to do.

Both Tanglin and Staffordshire University have shown me what it's like to really immerse yourself in what you're studying, to ask questions, do your research and practice things – a mindset I feel is needed to become an ethical hacker.



Chris Overtveld – Aerospace Engineering, Delf University of Technology, Holland

Aerospace Engineering as a course only came into light when I was considering my university applications. As such I decided to write my Extended Essay for the IB Diploma on an Investigation into the Basic Aerodynamics of Flight.

My course includes modules on rocket science and orbital mechanics and requires a lot of research. I use the skills gained from researching my own project every day in technical reports and project sessions at university.

When I graduate, I would like to get involved with the European Space Agency and gain experience in companies such as Airbus and SpaceX which are often at the forefront of new technology.

Omar Chaudhuri – Economics at University of Warwick. Currently working as a Football Analyst, UK

At Sixth Form I wasn't exactly sure what I wanted to do so I decided to keep my options open and studied (A Level Maths, Further Maths, English Literature and Economics, with an AS in Chinese).

I went to study Economics at the University of Warwick as a means to understand different things that happen in the world and found that the modules that covered econometrics were the invaluable ones. Volunteering for the student radio developed my interest in the media, specifically sports, so I started writing a blog. I

quickly realised that I was able to apply the knowledge of statistics to football and that the real demand for this type of analysis was at professional clubs. I now work for a company which provides data to football clubs.

Public speaking at Tanglin was something I enjoyed and it has helped a lot in my current job where I have to present often complex ideas using data and statistics. I advise club boardrooms on how to run more efficiently, including identifying through data which players are undervalued or predicting likely league positions to forecast costs and changes in the squad.

It's my dream job as I not only work with big football clubs but I also get the opportunity to influence major decisions.

What does Tanglin Trust see ahead?

It's impossible to know for definite what other new jobs there will be in 10 years' time, but at Tanglin we are confident that our students have the skills to remain lifelong learners, to thrive in the world around them and to succeed in jobs not yet created.

For further information visit: www.tts.edu.sg/

THE DIFFERENCES BETWEEN IGCSE AND THE IB MYP

Students lay the foundation to becoming effective learners in the years well before high school and the preceding 'middle years' are critical for the demanding years ahead. Two popular international curriculum options for students in the lower secondary years in Singapore are the IGCSE and the IB MYP

The International General Certificate of Secondary Education (I) GCSE

At the end of Key Stage 4, students sit the UK based General Certificate of Secondary Education (GCSE). The curriculum offers nine subjects including English language, mathematics and science (biology, chemistry and physics) (core) and other subjects, which may vary including geography, history, German, business studies, IT, and English literature.

IGCSE are internationally adapted certificate courses for high school age students. Originally based on the UK GCE O-level examinations, the content of the course has been adapted to suit the needs of international students who are not studying in the UK, or will be taking a different course in their final years of school.

IGCSE are considered to be excellent preparation for A-levels and IBDP subject courses, which is why so many schools in Singapore offer them (as an alternative to the IB MYP)

Students sit exams in various subjects after a two year course of study and certificates are issued by a number of examination boards - the most well known in Singapore are AQA, Edexcel and Cambridge (who provide the Singapore GCE O-levels).

Schools offering the GCSE and/or (I)GCSE

- Australian International School
- Dover Court International School
- Dulwich College (Singapore)
- GEMS World Academy (Singapore)
- Global Indian International School
- Nexus International School (Singapore)
- NPS International School
- One World International School
- Overseas Family School
- Tanglin Trust School
- UWC South East Asia

International Baccalaureate Middle Years Programme (MYP/IBMYP)

The MYP is the second stage of the IB intended for students aged 11 to 16. The complete programme runs for five years and can be carried out in a partnership between schools.





Shorter programmes (two, three or four year) formats are also available.

The MYP is a challenging curriculum that inspires learners to make practical connections between theory and reality. The framework consists of eight subjects: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education and design. This programme leads up to the internationally accredited IB Diploma, widely considered to be the most challenging of all programmes offered in high school.

Some schools offering the IB curriculum:

- Australian International School (PYP, MYP and IBDP)
- · Canadian International School (PYP, MYP, IBDP)
- · Chatsworth International School (PYP, MYP, IBDP)
- Dulwich College (Singapore) (IBDP)
- Dover Court International School (IBDP)
- EtonHouse International School and Preschool (PYP)
- GEMS World Academy (Singapore) (PYP, MYP, IBDP)
- German European School Singapore (PYP, MYP, IBDP)
- Global Indian International School (IBDP)
- Hillside World Academy (PYP, MYP, IBDP)
- ISS International School (PYP, MYP, IBDP)
- Marlborough College Malaysia (PYP, MYP, IBDP)
- Nexus International School (Singapore) (PYP, MYP, IBDP)

- One World International School (PYP, MYP)
- Overseas Family School (PYP, MYP, IBDP)
- Stamford American International School (PYP, MYP, IBDP)
- Tanglin Trust School (IBDP)
- UWC South East Asia (IBDP)

There are many educators who prefer the IGCSE for the reason that IGCSE students take an exam and receive a qualification at the end of Grade 10. In many countries in Asia, this has been the traditional model preferred by parents. On the other hand, educators experienced in both systems tend to the opinion that the MYP is the more flexible programme, more student-oriented and teaches students to become natural inquirers and healthy communicators.

A common criticism of the IGCSE programme is that the teaching and learning is aimed specifically towards the exams. Most educators concur that the quality and effectiveness of both IB and IGCSE ultimately depends on how well the schools implement it. IGCSE is considered as the more structured program and hence, easier to implement as compared to the MYP, which requires a lot more planning and design effort from teachers.

Parents would do well to look into the individual school when making a decision. Both IGCSE and the MYP are strong programmes that serve students in preparing them well for high school, college and beyond.

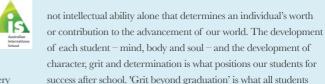
our community.

Grit beyond graduation

By Fiona Johnston, Head of Secondary School, Australian International School.

One of the great things about AIS is its wonderful sense of community and the feeling of belonging that we instill in every one of our students and families. We provide a friendly, inclusive environment where every student is valued as an individual and is given the opportunity to be known, whether this is in the classroom, on the sports field, in the creative arts or as an all-round member of

I am extremely proud of our academic results and proudly share that 40% of our 2017 Year 12 graduates achieved in the top 20% of NSW graduates. Our recent celebrations of four IGCSE Top of the World Awards has been just one of our highlights this year. We celebrate these exceptional academic results while proudly promoting our non-selective philosophy. We are confident that it is



need to flourish in post-schooling pathways.

It is a privilege to be a leader in education at AIS and have the opportunity to prepare our students with the skills needed to thrive in the 21st Century. Our students are open-minded and inquisitive. Seeing a student progress in their learning and knowing that you have been part of that journey, is the most rewarding experience any educator can ask for. The partnerships, trust and respect amongst our staff and students is what makes teaching at AIS so rewarding.

Further information about Australian International School can be reviewed at **www.ais.com.sg**



BOARDING LIFF IN SINGAPORE

Boarding schools in Singapore are as much of a wonderful experience as those in the US, Australia and Europe.

Students who attend these boarding schools come from all over the world creating a rich and culturally diverse student community – 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 international schools are among the best in the world. In many cases, these are impassioned individuals who pursue teaching as a calling rather than a mere vocation. Passion like this is contagious and produces students and graduates 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 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.

Choosing a boarding school is, arguably, one of the toughest decisions a family will make. So what should you look out for, and what questions should you ask?

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 to 15 schools is a good starting number of schools to initially look over. Then you will start to narrow you 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. Most boarding schools will only accept students that score within a certain percentile of the admissions test. By the time you are ready to apply for a school you should have your list narrowed down to two or three. Before payment is arranged look into scholarships to see if any would apply to your youth.

Try to start your search 16-18 months before the admission dates. This will enable you to start your list and visit schools prior to the admission period. Visiting the schools that meet your criteria will be the most time consuming portion but also one of the most valuable. If you keep to your scheduled steps the whole process can be much less overwhelming and should provide you with better results in your choice of boarding school.



Help 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 two years. 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. We offer independent and objective insights into each school and boarding life.

For further information on our services, visit: **www.itseducation.asia**

United World College UWC ASIA South East Asia (UWCSEA)

By Kate Woodford, Content Marketing Manager UWCSEA

The boarding option

There are many reasons to attend a boarding school. There may be no other school in the region where you live that can meet the educational needs of your child; you may want to provide a stable school environment as your child nears the end of their schooling as your family may relocate - again; it may mean that your child can take subjects that lead to their preferred university course or career; for the experience of living away from home in preparation for university to develop their independence or their English language skills; or it could simply be a choice to give your child the rich and varied experiences that boarding provides.

Benefits of boarding

Whatever the reason behind the decision, there are some key benefits your child will gain from boarding; particularly during high or secondary school. Boarding provides a boost in selfconfidence for students and helps develop their independence and self-management skills. While it does provide a safety net of school-organised routines and schedules, boarding gives students an opportunity to learn and develop initiative and independence, both vital qualities for success at university.

Director of Admissions at UWCSEA in Singapore, Jonathan Carter explains why the city-state offers a unique opportunity, "The safety of Singapore means that they can be given meaningful independence. Many schools can concentrate on the development of an individual student's self-management and emotional resilience, but they cannot test those skills in the outside world.





Some cities are too dangerous, while some schools are too isolated.

In Singapore, the student is given an enormous amount of real responsibility because the country allows it. It is a cliché, but Singapore is our campus. Families can trust the environment and the safety of their children in such an environment. It is genuinely a pre-university residential experience.

The UWC model, common to all 17 UWC schools and colleges around the world, promotes cultural diversity and values based education. Our boarding students can fully immerse themselves into the life of the school, and they can interact with a variety of people. With over 50 nationalities in the boarding house, the experience is truly international.

Finally, UWCSEA is not a boarding school per se; we are a large and busy international school with a boarding community that is a vital part of that school."

What is boarding?

The 'traditional' boarding experience is a residential boarding school, where students live together in a school-run boarding facility with shared or single bedrooms and shared living spaces. School staff provide supervision, assist students, help resolve issues and answer queries - both academic and personal. The routines of a boarding house ensure students have a balance between academic and leisure pursuits, resulting in dedicated time towards homework and other pursuits such as sport, music or community service. Meals, housekeeping and study support are usually included and the boarding houses are usually located either within the school grounds, or very close to the day school.

'D-I-Y' boarding

There is boarding and there is boarding. Numerous international schools across the region offering excellent education options

for students of all ages also accept students who live in a school-sanctioned hostel or with an appointed guardian. This can be successful if your (older) child is going to be a weekly boarder (meaning they will come home every weekend) or they are very independent and self-motivated, and are likely to make friends easily. However, this option does not always offer the level of support needed by young people in a country or city not their own.

Sending them 'home'

Another option, traditionally the choice of expats and other families who think their child will be going to university abroad, has always been to 'send them home' to finish their schooling in the country they are likely to attend university in. However, given the long-term nature of some expatriate relocations nowadays, this may not be the child's 'home' country, regardless of what it says on their passport! Undoubtedly, going to board in the UK, Europe, Australia or America can prepare a student for attending university in those countries. However, especially if the child is younger, this option can be fraught with culture-shock and homesickness.

The Asia-based options

What many parents do not realise is that there are boarding options in the Southeast Asia region that provide both a world-class education and the 'traditional' residential boarding option – all on their doorstep! UWCSEA, one of the largest IB Diploma schools in the world, is one of those schools, with three boarding houses across two campuses. Similarly, there are a number of British-system schools offering GCSE and A Level boarding options in Malaysia, India and a number of other countries around the region.

The Asia-based boarding option provides not only a 'closer-to-family' option; it also opens a wealth of opportunity in terms of travel, and cultural and global awareness. Many students in these schools – be they day or boarding pupils – have experienced the transition of moving to a new country and culture to start school. The international school community is naturally geared to understanding and providing support for boarders as they adjust to living away from home, possibly for the first time. Being closer to family also means more frequent visits; this is especially important for younger boarders (and their parents!)

The final decision

In the end, only you and your child can decide which option and which school is going to be right for your child. Families need to invest some time in making sure that the school they have selected is going to be a good fit, by visiting the school if at all possible, taking a tour and making sure it will support your child socially,

emotionally and culturally as well as academically.

The rewards of making the right decision stand to resonate far beyond the school gates.

Testimonial for boarding Maria Farias Briseno Class of 2018 UWCSEA East

Maria is from Mexico, and living almost 32 hours away from her family is not easy. However, she believes that only by living and learning abroad will she be able to share the rich and wonderful culture of her home country, Mexico with the rest of the world — while embracing those of her fellow boarders in Tampines House. She reflects on her experience:

"Living the UWCSEA experience is something that will change your life. The impact on my life goes beyond the academic opportunities. It is the opportunity to share our experiences and learn from others. It is the development of our personal growth, teaching us the skills and qualities to be mature and responsible adults

Education is the best investment one can have and what's better than UWCSEA, a College with diverse cultures and a place where you meet people who share the same goal – to make the world a better place. This adventure is just starting and I cannot wait for the rest to unfold."





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 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 quests.

For more information, visit: www.acsindep.moe.edu.sg/

Nanyang Girls High School International Students

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 woodfinish 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/



STUDENT REVIEWS

Indira Patel, Year 10 Dover Court international School

The teachers at DCIS are one of the great strengths of Dover Court International School (DCIS). They are helpful and enthusiastic about their subjects. There's a really nice atmosphere here which is friendly and supportive. There are also numerous opportunities to travel to places like Tanzania and Switzerland and be a part of the



overseas activities like our very successful trip to the United Nations in New York where we participated in a one week conference on achieving the UN's Global Goals.

Geography is my favourite because I find it fascinating especially tectonic movement, which we are currently studying. I plan to go to university and hope to study geoscience or sports science, but I'm still not sure exactly what I want to do. I have my IGCSEs next year so my first step is to do well in them.

Noa Boon, Class of 2017 Canadian International School (CIS)

My time at CIS was one with many opportunities and has allowed me to grow into the musician I am today. I started CIS in grade seven and had a journey of five years at this wonderful school. I was always involved with the arts, and participated in all the different types of annual talent shows every year since I first arrived. CIS



gave me the resources to record my own music, and to even start my own band using their multimedia recording room. I was also able to be involved in many school plays such as Shakespeare's Twelfth Night and playing Sandy in Grease. This exposure allowed me to find my passion and dive into what I love most, and what I will be perusing in the future. I am very grateful for the support from my teachers in my application to Berklee College of Music where I've ended up receiving a scholarship for their 4-year course. Without this support I would not be where I am today.

Aime Fukada Singapore American School

"My high school experience at SAS has been nothing short of amazing. SAS takes you on a journey of self-discovery by teaching you life skills that you learn to apply to everything you do. Through the Catalyst and independent study program, I was able to pursue my passion of nutrition, athletics, and education



through writing a cookbook, working with the SAS nutrition team, and shadowing teachers in different classes. These four years have taught me that as long as I am surrounded by people who support me, want to make a difference, and have a passion, I can do anything I set my mind to."

Chloe Long, Class of 2017 Student Tanglin Trust School

"Tanglin has given me the opportunity to grow, find my passions and has inspired me to make positive changes in the world and the communities around me. I'll always be grateful for the incredible experiences it has given me and for the people who I've met, who undoubtedly have made these years the best.



George Shery Ponodath, Grade 9 Gems World Academy

At GEMS World Academy (Singapore), we get to use a range of technology tools and gadgets to make learning fun and engaging.

As a part of the Tech Crew, I am one of the first students to aid in the setup, testing, and deployment of new technologies in the school.

For the secondary years, we have the VEX Robotics competition where challenges are given to two teams who have to outsmart each other by building the best robot to complete the task. We also have the Arduino and the Raspberry Pi units. The Arduino is a small microcontroller motherboard that can be programmed to do simple tasks such as run a game of tic-tac-toe. Whereas the Raspberry Pi is a mini, general purpose computer device that can do even more complex tasks. It is only limited by one's creativity. The majority of my involvement has been in setting up our Virtual Reality systems. As I learnt about the human anatomy in class, the Oculus Rift allowed me to enter the human body, and immerse myself in topics I was learning in class.

The innovation centre in GEMS (Singapore) has allowed me to further develop useful technology skills in an engaging and fun manner.



Every subject, be it economics, physics, psychology, can be applied to global issues and every topic can be extended to address or solve issues affecting the world. In my previous school in Germany we were only taught the theory, not how to apply it. This is what is so special about the UWC education.



Living and learning with so many students from different backgrounds, ethnicities, countries and cultures, I learned a lot about their stories. With this diverse community, it is possible for us to see things from different perspectives and opinions, while respecting one another, working together, learning and laughing together.

A few examples of how UWCSEA made me grow, think and embrace challenges in my two years here: I did my Project Week in Bali where I taught children English and learned about sustainable living. I organised a letter-writing marathon that saw thousands of letters sent to support refugees. I coordinated and facilitated a peace conference in Timor Leste. I implemented Earth Hour to raise awareness of electricity usage in the boarding house. I also competed in Cross Country and Football.

Next steps: New York University in Abu Dhabi. I want to study Economics or Political Science and change the world. I hope to become a leader who will improve the lives of people at a regional, national and global level.







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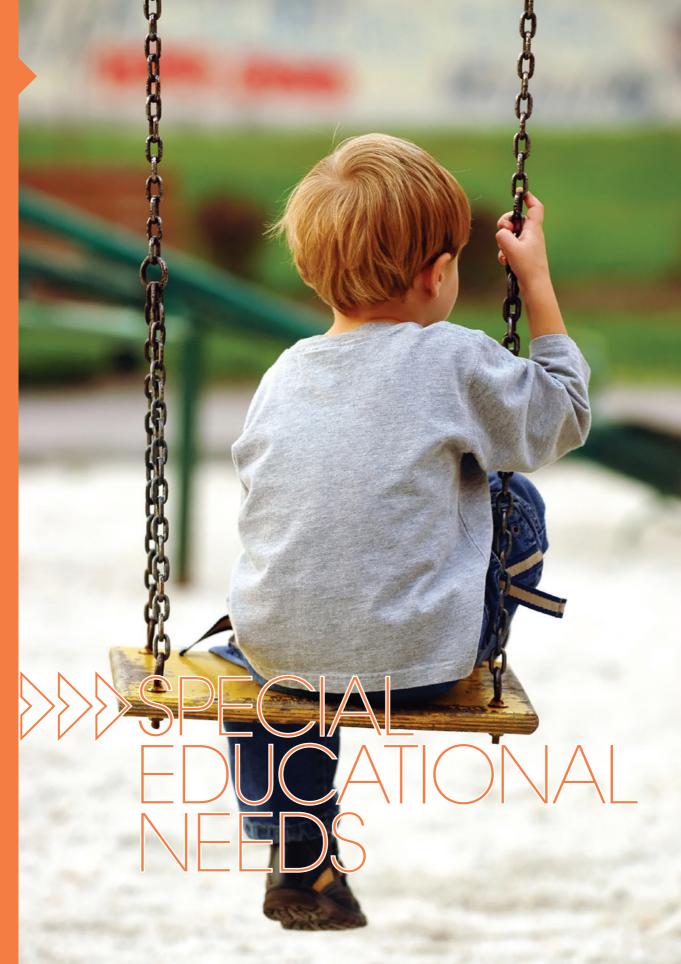
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SPECIAL EDUCATIONAL NEEDS: HOW TO IDENTIFY THEM

It can be a very worrying time for parents, if you suspect that your child may have some kind of special educational need. Whether you suspect they may have learning or behavioural difficulties, it can be hard to know where to turn for advice and assistance. You will find a few tips below as to possible behaviours to look out for, as signs that your child may indeed have some form of special need. These lists are not comprehensive, as no two children are the same, but if you observe a number of the behaviours or issues by one of the lists, it might be worth raising this concern with your child's school or family doctor and asking them to investigate your concerns.

Dyslexia

These are some of the characteristics of a child with dyslexia:

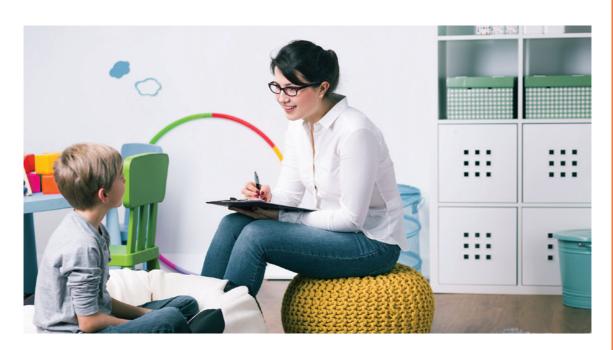
- Spaces between the words on a page are difficult to recognise, meaning words jumble together.
- The print seems too small.
- Reading is painstaking and takes a long time.
- It is difficult to find your place on a page if you look away.
- It is difficult to keep the sequence of letters in your head.
- Concentration span seems short, and the effort involved is great.
- Maths and language learning may be difficult.
- Mental processing takes longer.
- They have 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 from 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

These are some of the characteristics of a child with dyspraxia:

- 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.

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 propositions.
- They may sound like much younger children.
- They have difficulty recalling the right word to express what they want to.
- 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.
- They find it difficult to make small talk, and talk at people

- rather than to them.
- There may be a lack of awareness in turn-taking and in interpreting body language, facial expressions, gestures and vocal volume.
- Eye contact may be avoided.
- They may have difficulty in appreciating others' thoughts
- They may 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 (highfunctioning) 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.



The Children's Institute, Hong Kong (TCI)

ESSENTIAL GUIDE TO UNDERSTANDING SPECIAL **EDUCATIONAL NEEDS (SEN)**

The term 'Special Educational Needs' is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age and a mainstream classroom setting may not be appropriate.

The process can be full of acronyms. This can make understanding it even more difficult. We have compiled a set of the most common acronyms in the schooling arena, with an explanation.

Applied behavioural analysis (ABA)

Applied behavioural analysis is a form of teaching for children with autism. The phrase ABA is occasionally used to refer to a technique of designing desensitization techniques which are focused on particular triggers for behaviour.

Attention deficit hyperactivity disorder (ADHD)

Attention deficit hyperactivity disorder is a special educational need, affecting concentration and ability to focus.

Autism diagnostic observation schedule (ADOS)

Autism Diagnostic Observation Schedule or ADOS is a form of assessment which looks at communication, social interaction, and play (or imaginative use of materials) to consider whether a child has autism or an autistic spectrum disorder.

Auditory processing disorder (APD)

Auditory processing disorder is a disability which affects how the brain interprets sounds.

Autistic spectrum disorder (ASD)

Autistic spectrum disorder or ASD is increasingly also referred to as Autistic Spectrum Condition (ASC). It is a special educational need which impacts on social communication, social interaction and flexibility of thought.

Behaviour support plan (BSP)

A Behaviour Support Plan or BSP is a school-based document which is prepared to help support a pupil with behavioural difficulties. Often children with behavioural difficulties will have special educational needs and the BSP is the starting point for intervention and support.

Global developmental delay (GDD)

Global developmental delay or GDD is a disability which commonly results in special educational needs.

Individual behaviour plan (IBP)

An Individual Behaviour Plan or IBP is a school-based document which is prepared to help support a student with behaviour difficulties. Behaviour difficulties can be a sign of special educational needs.

Individual education plan (IEP)

An Individual Education Plan or IEP is a school-based document which records, tracks and reviews the support a child with special educational needs receives in school.

Moderate learning difficulties (MLD)

Moderate learning difficulties or MLD are difficulties accessing education learning and are a form of special educational needs

Obsessive compulsive disorder (OCD)

Obsessive compulsive disorder or OCD is a disorder which can cause obsessive thoughts with associated behaviour difficulties

Occupational therapist (OT)

An occupational therapist or OT is a medical professional who practices occupational therapy. Occupational therapy is the assessment and treatment of physical and psychiatric conditions using activities to limit the impact of the disability and promote independence. OTs can be important in assessing and supporting children and young people with special educational needs.

Speech and language therapists (SALT or SLT)

Speech and Language Therapists, SALT or SLT assess and treat speech, language and communication problems in people of all ages to help them better communicate. SLTs can be important in assessing children and young people with special educational needs: an evaluation from an SLT is important for entry to an international school if a child is suspected of needing additional support.

Special educational needs (SEN)

Special educational needs is a legal term with a specific definition. If a child is struggling in school and requires additional support, they are likely to have special educational needs.

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 curriculums, and of course each child's experience will be unique. To find out more, we spoke to some parents who had first-hand experience of finding the right additional support for their children.

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 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 allows 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, but 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."



HONG KONG

DIRECTORY FOR SEN SUPPORT

SPOT provides speech, physiotherapy and occupational therapy services at both the Central and Wong Chuk Hang facilities of SPOT. The experienced specialists can offer a multi-disciplinary approach for children with both physical and learning disabilities.

Email: contact@spot.com.hk
Website: www.spot.com.hk

ENT Laser Hearing and Speech Therapy Centre provides

top-quality one-stop professional hearing and speech services. The centre is set up with advanced audiological equipment and soundproof rooms. Services are offered in English & Cantonese.

E-mail: **speech@ear.com.hk**Website: **www.ear.com.hk**

Psynamo is an integrated group of specialists across a range of disciplines including occupational therapy, speech therapists, counsellors, arts and drama therapists, music therapists, social skills training, parenting skills and more.

Email: flourish@psynamo.com Website: www.psynamo.com

Integrate HK 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

Email: info@integratehk.hk
Website: www.integratehk.com.hk

Growing Roots Children's 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, physiotherapy, music therapy and assessments for schools.

Email: growingrootsclc@gmail.com Website: www.growingroots.com.hk

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 an 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. The aim of Paediatric Physiotherapy intervention is to provide playful, child directed, meaningful activities to lead to a more adaptive and functional life.

Email: krebbers@netvigator.com
Website: www.physiokids.com.hk

The Jadis Blurton Family Development Centre operates in strict compliance with the ethical principles prescribed by the Hong Kong Psychological Society (HKPS) and the American Psychological Association (APA). All psychologists, therapists and counsellors are appropriately licensed (many in two countries). The Jadis Blurton Family Development Center provides assessment, speech therapy, counselling, child psychology and other services.

Email: info@blurton-fdc.com
Website: www.blurton-fdc.com

Child and Family Centre offers psychological services for children and families in Hong Kong. Dr. Knight and his team of therapists work together with local schools, kindergartens, physicians, and other professionals to bring a multidisciplinary approach in 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. IQ tests can be used to establish eligibility for schools and other programmes that serve gifted and talented children. IQ testing in Cantonese is also available.

E-mail: info@childandfamilycentre.com.hk Website: childandfamilycentre.com.hk

Autism Recovery Network provides private autism therapy sessions either in the privacy of your home or at the Shueng Wan centre. The therapists use the principles and methods based on Applied Behaviour Analysis (ABA) and offer individualised treatment plans.

Email: info@autismrecovery.hk
Website: www.autismrecovery.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 for 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-round 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 Child Development Centre at The Matilda Hospital

This non-profit organisation provides a programme for children with learning difficulties from birth to six years old. The Centre is partially subsidised by the Social Welfare Department and it helps children from English-speaking families.

Address: 41 Mount Kellett Road, The Peak, Hong Kong

Tel: +852 2849 6138 Email: info@cdchk.org

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 non-profit 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 Behaviour 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@icsrs.esf.edu.hk

The Melody Speech & Hearing Institute

The Institute offers services for dyslexia, ADD/ADHD, handwriting, dyspraxia, speech and language assessment remediation, as well as hearing tests and hearing aids. The Institute's specialists work with both English and Cantonesespeaking children and adults.

Address: Room 905 Manning House, 48 Queen's Road

Central, Hong Kong Tel: +852 2810 0282

Email: info@melodyhk.com

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 Home schooling 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

The Nesbitt Centre

Founded in 1993 by David Nesbitt, he found that there was no English speaking service for adults with learning disabilities in Hong Kong. David lobbied the Social Welfare Department, drawing official attention to the individuals who were affected by the lack of appropriate provision in Hong Kong. Eventually, David obtained a grant from the Queen Elizabeth Foundation for the Mentally Handicapped to set up an initial service. In June 1993, he obtained support and a commitment to on-going funding from the Social Welfare Department. Since then, the service evolved into the Hong Kong Vocational Centre (HKVC) and now The Nesbitt Centre (TNC), a full-time organisation committed to the provision of integrated and person-centred opportunities for adults with learning disabilities. Nowadays, The Nesbitt Centre provides an English speaking educational programme for adults with learning disabilities together with a respite and residential facility, which helps to achieve independence and development of our students' own potential and opportunities within the community. The Nesbitt Centre enables adults with special needs the opportunity to maximize their life potential. Individuals are guided, supported and encouraged to: take responsibility in the planning and management of their life activities; participate in a wide range of work, life, recreation and creative skills building programmes; access resources within the community; and achieve confidence and independence through supported work and residential opportunities. (see sponsored feature for further details).

Address: LG/F, Sai Ying Pun Community Complex, 2 High Street, Sai Ying Pun, Hong Kong

Tel: +852 2823 4550

Email: info@nesbittcentre.org.hk

Aoi Pui School

The only school caters for children with Autism Spectrum Disorders (ASD), it is a private primary school registered under the Education Bureau (EDB) and was founded by the Autism Partnership Foundation in 2007. Teachers apply Applied Behavior Analysis and have a complete understanding of how to teach therapeutic areas such as speech, emotional regulation and social skills as well as academic subjects. The school operates small class of 8 or less with a high teacher-student ratio of 1:2 and offers both English and Cantonese-medium classes. Many students who enroll at Aoi Pui eventually transfer to mainstream schools, and very little assistance in regular learning settings. Some continue to stay at Aoi Pui School for a learning environment that best suits their learning needs.

Address: 16 Station Lane, Hung Hom, Kowloon

Tel: + 852 2526 3061

Email: admin@apschool.edu.hk

MAINSTREAM SCHOOLS WITH SPECIAL PROVISION

English School 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).

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. Entry to this type of special education provision is through the normal school admissions process.

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. ESF does not provide therapy services such as speech and language therapy within the learning support centres, although some parents do engage private therapists to work in the school setting at the parents' expense. Entry to this type of special education provision is through a central process called the Admissions and Review Process.

Generations Christian Education

Generations Christian Education 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.

For more information go to www.generations.edu.hk/ curriculum/individual-education-needs/special-educationneeds/

Hong Kong Academy (HKA)

Hong Kong Academy (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

The Harbour School 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 Jearn to understand and appreciate their own strengths and weaknesses, as well as those of other children.

www.ths.edu.hk/

Hong Kong Institute Learning Academy

Headed by education specialist and trained children's counselor Justine Barlow BSc, HKILA is a not for profit organisation offering a number of choices for full and part time tuition, enabling parents to select a curriculum that is right for their individual child. Within small class groups the learning is completely personalized to suit each student and their individual needs. HKILA is affiliated with the Child and Family Development Practice (CFDP) to guarantee a fully comprehensive provision for a child who needs specific therapy.

Address: Unit 8G Office Block One, North Plaza, 92 Siena Avenue, Discovery Bay

Tel: +852 2416 3088

Email: hkilacademy@gmail.com



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



Identification of special education needs

By Jeremy Greenberg

Director of The Children's Institute of Hong Kong

The Identification of special education needs (SEN) is a complex

matter to say the least. After a long wait of nine months when a child comes into the world, barring any serious health problems, it all seems well and good. Parents might not expect much out of newborns as they eat, sleep, and cry their way through most days.



For first time parents who not have a typically-developing child

to compare with how are they to know if something is wrong? Alternatively, the mother or father might be sensitive to their child's development and have a gut feeling that something is just not right. The very idea of this can be quite stressful and downright terrifying for many parents. Fear can be paralysing and result in a tendency for inaction.

To compound this challenging issue, paediatricians are frequently ill prepared to identify learning problems or they may omit critical questions during routine health checks that can be used to screen children for early identification of learning issues.

The harsh reality is that there is no time for hesitation. If a child does have SEN, Early Intervention is critical and there is simply no time to wait. The family must make all efforts to evaluate the child and get the proper care that is needed as soon as possible. Where SEN is concerned, the earlier the treatment starts, the better the prognosis.

Emily Perl Kingsley offered a poem to describe the experience that parents go through upon learning about their child having SEN that is titled "Welcome to Holland". Kingsley's well versed analogy would benefit all parents and practitioners in the field. Not only does Kingsley describe the loss that is felt but she is able to communicate the positive aspects of having a child with SEN. She provides us with a rare and valuable insight that ought to be shared.

In the US, each state has a Department of Health Early
Intervention Program that provides screening, evaluation services,
service co-ordination; state provided special education, and related
services for children ranging in age from birth to three years old.
In Hong Kong and elsewhere, the daunting task of identification
of SEN rests solely on the family. Of course, there are individual
differences across families and cultural factors that affect the process
of identification of SEN as well.

Very young children prior to age one can be identified as having SEN. Behaviours that can be observed and assessed include: eye contact, orienting towards the human voice, babbling, making sounds in response to the parent's voices, and interacting appropriately with toys and the environment. Additionally, difficulty





with sleep and feeding behaviours can be indicative of children that have SEN.

For older toddlers such as 24 months or more, listener behaviours, speaker behaviours, play, and social relatedness can be assessed more readily and identification of SEN can be made more reliably by properly trained professionals. These professionals might include a developmental paediatrician, neurologist, psychiatrist, clinical psychologist, or even your friendly neighbourhood board certified behaviour analyst or teacher. Some professionals can provide evaluations that result in diagnoses that include recommendations for evidence-based treatment options.

The types of questions that these professions might ask include: "Does he look at you?", "Does your child respond to their name consistently? "Does he play with toys appropriately and for five minutes or longer by himself? Parents are encouraged to be truthful and forthcoming with information and descriptions about their children some that the proper identification of SEN can be made through a collaborative team approach that might include multiple professionals.

In summary, the number of children with SEN is on the rise around the world. Although identification is a complex matter, parents should trust their instincts and ask for professional help if they are unsure. Time is of the essence and the road to treatment or recovery in some cases can be long. After all, the old Chinese philosopher Lao-Tze 老子 once said, a journey of a thousand miles begins with one step.

Learn more about Dr. Greenberg

Jeremy H. Greenberg, Ph.D., Board Certified Behavior Analyst-D is the Director of The Children's Institute of Hong Kong and is originally from New York and has 25 years of experience in the field of Special Education. His wife, Mrs. Christine Greenberg is the Principal of The Harbour School. They have four children and have been in Hong Kong for over eight years.



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 are 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 1 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 and 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 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, Measureable, 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
 - $\pmb{+}$ $\pmb{852}$ $\pmb{2807}$ $\pmb{2992}$ and speak to the reception team.

SINGAPORE

SPECIAL EDUCATIONAL NEEDS SUPPORT IN SINGAPORE FOR EXPATRIATE FAMILIES

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.

Singapore international schools 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 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. These are the options which are offered in many mainstream schools in Singapore:

Mainstream with a shadow teacher in 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 inhouse 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, and Dover Court International School is usually the most popular choice for most families on this situation.

Specialised school with 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 up front 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.
- 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 (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 nonessential 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

DIRECTORY OF SPECIALIST CENTRES

Singapore may be small, but when it comes to schools, therapy centres and organisations for children with special needs, there is a lot of choice 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@dynamics.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: Various locations around Singapore

Tel: **+65 6444 5700**Email: **info@das.org.sg**Website: **www.das.org.sg**

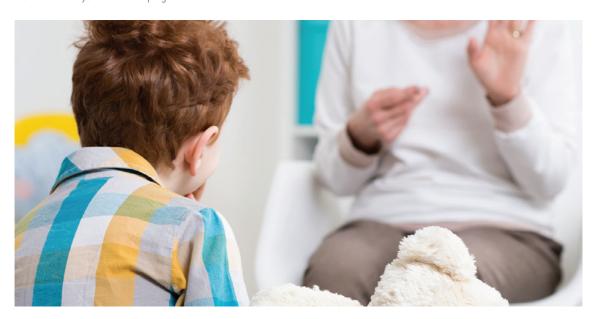
Genesis School for Special Education

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 prevocational 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.sq 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.sq Website: www.kaleidoscope.com.sq

Kidz

They are paediatric occupational therapy consultants who provide updated and quality care to children. The 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 on a single storey building enclosed in its own-gated surroundings. Occupational therapy, speech therapy, physiotherapy, art therapy and mucis therapy are offered along with social work. The school caters to children aged 3-14 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 focus being literacy and communication, awareness of print, and developing 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: 75E, Loewen Road, Singapore 248853

Tel: +65 6634 8891

Website: www.msis.edu.sq/

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 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

Address: 312A Tanglin Road, Block S 01-02,

Phoenix Park, Singapore 247976

Tel: +65 6736 2663

Email: info@mightyoakslc.com Website: www.mightyoakslc.com

MindGvmm

At Mindgymn the aim is for a child to enhance different parts of the brain functions through fun and stimulating brain training programmes. Mindgymn provides a holistic training programme, which includes Brain Training (Mindgym), Child Motivation (I Can Do It!) and Creative Yoga Kids, made specifically for children ages 5 to 16 years. Programmes are based on research from neuroscientists and cognitive psychologists in the US. Students enrolled are coached in a caring training environment to unleash children's full hidden potential and achieve total wellness through interactive and fun training techniques. The school specializes in Academic Skills Disorders, Attention Disorders, Intellectual disabilities and Memory Deficits.

Address: 1 Goldhill Plaza, 03-27 Goldhill Plaza,

Singapore 308899 Tel: +65 9758 5628

Email:mindgymn@gmail.com Website: www.mindgymn.com/

Milestones Education

Milestones offers 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 pre-schoolers 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 rigor 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 Center, 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 meets the needs of every learner; The IPC ("International Primary Curriculum" UK), 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, Speech and Language Therapists provide a team around the child by nurturing on-going 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

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



Melbourne Specialist International School



Opened in 2014, Melbourne Specialist International School is located in the Dempsey area of Singapore and provides a unique and innovative model for teaching students with intellectual and multiple disabilities aged between 3 year and 21 years. The current curriculum follows a visual and performing art Programme in collaboration with the Victorian Education Board, Australia. Each individual's needs are considered and an educational programme is tailored for them.

Melbourne Specialist International School has a team of in house specialists including an educational psychologist, speech therapist and behaviour therapist. Additionally there is the support of Physiotherapy, Occupational therapy, Speech and Art therapy as well as Dance, Music and Drama specialists each week. These specialists and therapists share their expertise with the classroom teachers who utilize that knowledge to enrich their own daily lessons. MSIS provides one-on-one therapy sessions that can all be done within school premises. This alleviates the need for the child to travel to various appointments in multiple locations.

Specialist lessons help the students cover goals set out in the curriculum, enhance learning and ensure that each student is given the opportunity to maximise their potential. The MSIS campus is a single story building that is enclosed in its own gated surrounding. The campus has a playground and trampoline on site. Swimming lessons are conducted on a weekly basis and the pool is located at an adjacent location within a short walking distance. There is also a gym close to the main campus and is used by pupils on a daily basis.

Individuals with special needs, those with Intellectual
Disabilities, Autism Spectrum Disorder (ASD) and comorbid
conditions are often better suited to a vocational curriculum. These
programs aim to prepare them to function actively within our
community as independently as possible. Research demonstrates
the effectiveness of hands on based learning in preparing youths
with disabilities for employment. MSIS focuses on theory and
hands on learning being taught to students. Theory is an important
starting point, but nothing replaces real life experience. Students
currently get lessons in Food and Beverage employment, as well
as teaching assistants at a nearby Kindergarten school. This work
based learning is done close by at The Pantry Social Enterprise
Café and White Lodge, both based in Loewen Gardens.

MSIS is working toward partnerships with Singapore Hotel and Tourism Education Centre (SHATEC), and other agencies, where students will be able to gain recognized certifications in various fields



Melbourne Specialist International School pantry



Working with ghost nets at MSIS

For further information, please visit: www.msis.edu.sg/ Address: 75C Loewen Road, Singapore 248853 Tel: +65 6634 8891

DIET: HOW BEHAVIOUR, MOOD AND ABILITY CAN BE AFFECTED

By Katie Young. **Nutritionist Practitioner** Young Health & Wellness



behaviour below.

Kids with ADHD, Asperger Syndrome, Sensory Processing Disorder, and other behavioural issues often benefit from simple diet changes. Many parents are asking what's the connection between diet and behaviour, and what changes should I make now for my child? Katie Young, explains the connection between diet and

Go gluten-free

Gluten is a protein found in grains such as wheat, rye, spelt, kamut, barley oats, and malt. Without the right enzymes in the body gluten cannot be broken down properly and turns into a gluteomorphin (compounds which are similar in structure to morphine and affect the body in much the same way as this powerful and addictive drug).

Opioid peptides from gluten leak though the gut lining into the bloodstream, then cross the blood brain barrier causing serious neurological issues. Basically your immune system thinks gluten is an invader and it mounts an attack on it, which is inflammatory. The inflammation caused by this reaction can affect your body in many negative ways. A gluten-free diet is a must for individuals with Celiac Disease, as it will cause inflammation in the digestive system if consumed.

Go dairy-free

Drink your milk so that you will grow up big and strong. How many of us heard this as young children and still heed them? Our bones are made up of many minerals not just calcium and they are all needed in the right proportions. Unfortunately, today's milk, like much of today's food, is chemically different than the milk of a generation ago. It is ultrapasteurized, and contains up to (80 different) antibiotics and hormones from cows fed on GMO crops which are sprayed with Glyphosate (Glyphosate is a broad-spectrum systemic herbicide and crop desiccant - used to kill weeds, especially annual broadleaf weeds and grasses that compete with crops). Many people believe lactose is the main irritant in dairy but casein, a protein found in milk, is extremely difficult if not impossible for humans to digest due to the fact that milk from a cow contains up to 20 times the amount of casein'1. Children, who consume milk for long periods of time, may later begin to have problems with learning, behaviour, attention, language, and other developmental skills.

Diet and nutrient deficiencies may not be the only thing contributing to these neurological disorders, other considerations can be related to: heavy metal toxicity, retained primitive reflexes, methylation issues affecting the detoxification pathway, mitochondria issues, small intestinal bacterial overgrowth, candida, chemical intolerances, mould toxicity and past concussion can all play a role in how the brain functions.

While the link between diet and behaviour is still being investigated, parents can certainly make changes today to improve the health of their entire family. Making changes can be extremely overwhelming for parents and may cause more melt-downs initially in your child, making changes may take time but they could significantly improve the quality of life for the whole family in the long term. A qualified practitioner can help with any testing required in order to advise on any necessary dietary changes to support and guide you through this journey.

Katie can be contacted by email on:

katie@vounghealthandwellness.com

Reference:

1. www.generationrescue.org/latest-news/why-everyoneshould-be-gluten-casein-and-dairy-free



WHEN HAS PICKY EATING GONE TOO FAR... IS IT SOMETHING MORF?

What does it really mean for a child to be a picky eater? Find out when it becomes a food aversion disorder, extreme picky eating, or a food phobia and get tips to help turn it around.

Contributions from Melanie Yates, Speech and Language Therapist at Dover Court International School: www. nordangliaeducation.com/our-schools/singapore

Nowadays, it's more accurate to think of picky eating as a spectrum. On one end of this spectrum is the average picky eater that eats a decent variety of food, but can be particular at times. Most families don't really notice a disruption to their lives with this mild version of picky eating, even though it can be annoying at times. On the other end of the spectrum is "problem picky eaters" or children with a "picky eating or food aversion disorder". You can see in the table which follows the differences between both

Picky Eater	Problem Eater		
Eats at least 30 different foods	Eats a restricted range or variety of foods (less than 20)		
Tolerates new foods on plate and can usually touch and taste them	Cries/is unable to cope when presented with new foods		
Eats a variety of textures and at least one food from different nutrition groups	Refuses entire food categories of food (textures and nutrition groups)		
Often eats a different meal to the rest of the family, but will eat together with the family.	Always eats a different meal to the rest of the family and will often not eat with the family		
Sometimes referred to as a picky eater at check-ups (wellness/paediatrician)	Persistently referred to as a picky eater		

To be honest whatever word you use, there isn't consistency among professionals like paediatrician's and feeding therapists using a diagnosis, even though Avoidant/ Restrictive Food Intake Disorder is not the commonly used term. Even though you may have never heard of any of these terms, the distinction between average picky eating and the more extreme food aversion is important. Generally speaking, picky eating can be a normal part of childhood, albeit annoying and frustrating. Selective eaters are beyond picky eating and usually need the help of a feeding therapist to make progress eating new foods. In these cases, eating is actually a serious problem for the child and can have a big impact on family life.

How to help children with food aversions or problem picky eating

These strategies can be used with both picky and problem eaters, however problem eaters usually have other underlying causes for finding eating challenging. A professional who is trained in feeding difficulties should always be consulted if the situation does not improve. Speech and language therapist, occupational therapist, nutritionist or dieticians are some that you could visit should the need arise.

Routine: Stick to a schedule so your child eats their meals at roughly the same time each day.

Eat together: Eating is a social experience. Try to eat with your child as often as possible. Apart from providing a social experience, you are also able to provide a positive eating model. Reduce screen time during meals to ensure the social element is maintained and that your child is fully engaged.

Preferred foods: Always have at least one or two of your child's preferred foods available at each meal. This does not mean that this is all they get served, but it does mean anxiety around the meal is reduced, as your child will be able to eat something. Did you know anxiety or stress shifts you into fight/ flight mode which suppresses appetite? Always offering a preferred food, included in a meal, also means that you do not need to prepare a separate meal for your child if the family meal is rejected (as this can quite often happen).

Portions: Serve small portions so as to not overwhelm your child. Children are more likely to eat a smaller portion on their plate and ask for more, rather than attempting a big portion

It is even better if children are able to serve themselves. so that they feel like they have some control in the eating process.

Be positive: Talk positively about food. Even if you don't like a food, you could say "I am still learning about this food" or "I am not sure about this taste" or even "it's not my favourite". Try not focus on your child eating, but rather the food. I.e. rather than talking about how many bites your child took, describe what the food looks like, feels like, smells like etc. **Involvement:** Let your child be involved in choosing food items when shopping, choosing meals and recipes for the week, and even let them help preparing meals. By the age of seven, a child should be able to be the primary chef for one

Reduce sugary snacks: Sugar reduces appetite so try to avoid sugary snacks or juices prior to a meal.

meal a week (parent as a helper).

Fun: For young children especially, keep food fun! Introduce them to cook shows on the internet and let them have a sense of wonder and fun when it comes to food.

Vandana Rao of ITS Education Asia, speaks with Daryl Van Hale, Principal of Melbourne Specialist International School, Singapore, on 'Steps to take if you are concerned your child may have Special Learning Needs'.





Vandana Rad

Daryl Van Hale

Vandana – If you have any doubts about your child needing some special assistance in school, should you have your child tested, or just hope that if there was something wrong, their school would have noticed?

Daryl – As our children grow, we can begin to suspect that maybe he or she has special needs or a learning challenge. This would make any parent feel overwhelmed and lost. This first realization that your child might have a difficulty of some kind can be really hard to come to grips with and even if you do begin to get your head around it, you still don't know if you're right or if it's all in your imagination. Schools work hard to identify children with learning difficulties, but often a parent can pick up on something long before a school will. Additionally you may see some warning signs before your child reaches school age. That being said, schools can miss things.

Vandana – Can you explain what these learning challenges could be and how they manifest in daily life?

Daryl – The term "learning difficulties" covers a wide range of challenges students may face in school or at home. These lifelong, brain-centric difficulties can cause trouble with reading, writing, math, organization, concentration, listening comprehension, social skills or balance and motor skills. They're not just laziness or attitude problems; and having these issues doesn't mean a child isn't intelligent.

Vandana – So how does a parent who is new to this process, understand the situation?

Daryl – Initially it would be useful to read about what learning and attention issues are and what they aren't. Learn about typical developmental milestones. You cannot know what is typical if you're not sure what skills are usual for their age.

Learn what to expect developmentally from your child from pre-school years to high school.

The next step would be to write down your observations on your child. This will help you find patterns that will help address the issue. For example, you may notice that your child tends to get frustrated when asked to read. Note down if it's reading in general, reading out loud or even reading in particular places and situations. This information will help to pinpoint the issues your child struggles with, much more effectively than "my child hates reading." Also, as you observe what your child struggles with, take note of their strengths, too. Knowing your child's strengths can make it easier to help them work through challenges.

Vandana – Should this information be shared with the school or is it better to reach out to a professional educational psychologist for an evaluation?

Daryl - Speak to your school first, and share your observations and notes. There will be staff within the school that are trained to work with these issues, and if your child has slipped through the cracks and a learning disability has been missed for whatever reason, your input will do nothing but help the school and help your child. Studies have shown that the sooner any disability is diagnosed, the better. If there is any particular support, treatment or therapy they need, research shows that early intervention is crucial. The bottom line is, it is definitely better to get a professional opinion sooner rather than later. If professional intervention is needed it can be started straight away and will help you get your child the assistance needed to maximize their abilities. If your concerns are found to be incorrect you will be able to put the worry out of your mind and just let your child meet developmental milestones at their own rate. If you delay seeking the correct help for your concerns, this will increase and lengthen your worries and postpone any treatment that your child requires to help with their daily efforts. If your concerns are proven to be correct, there is a lot of help, support and advice for parents as well as the child to guide you all in the best way possible.

Vandana – What about the social aspect?

Daryl - Take time to read stories from parents of kids with learning and attention issues. In the age of the internet, these stories are at our fingertips. Additionally take the time to connect with other parents in the community. They can share experiences and tips that can help you manage this issue and give you support if necessary. Parents in similar situations tend to empathise with you and you will find yourself very firmly entrenched in a comfortable support group.

The importance of sensory play



By Joy Chavez, Senior Occupational Therapist Olive Tree Development Center, Singapore

Sensory Play, also known as messy play, is a type of play that engages the different senses of a child. This includes the senses of touch, taste, smell, sight and sound. It also involves the child's balance and movement. This play stems from the idea that children learn through interacting with their environment. They are encouraged in sensory play to explore, investigate and create. As children connect with their environment, such stimulation sends signals to the brain and strengthens neural pathways. This allows for a child's continued response to their senses as they develop.

There are many benefits to sensory play. From birth, children

need to use their senses to explore the world. One benefit is developing the child's language skills. For example, if a child collects leaves and flowers, they are encouraged to describe the objects. This helps the child learn adjectives such as rough, smooth, as well as the different colours. Sensory play is also beneficial for strengthening the child's gross and fine motor skills. Gross motor skills involve actions like running and walking, while fine motor skills involve smaller actions like writing, zipping and buttoning. Through sensory play, children can develop these skills that aid them in daily activities.

There are five main aspects of sensory play in accordance with the five senses of touch, taste, smell, sight and sound. Each can be simulated and benefits the child in different ways. Firstly, touch or tactile sense can be engaged through skin contact in reaction

> to pressure, temperature or vibration. This can begin with skin-to-skin contact, such as brushes or lotions for massages, and continue on to other materials, such as fabrics or objects of different textures. The materials used can be simple, everyday objects, such as pasta, rice, beans, and coffee grounds, etc. Children can dig or scoop through these materials to feel the textures in their hands. They can also use sponges or shaving cream to paint and craft. Taste can also be involved in sensory play through a child's diet. Fruit is especially beneficial for a child to explore their sense of taste in a healthy way. Parents can pick the appropriate fruits and vegetables for their child's specific age range. Children can also assist in preparing simple meals, such as mixing the ingredients or rolling dough. At the same time, they can taste the different ingredients to integrate both the touch and taste senses.

The third sense that can be integrated through play is sight. Visual games help a child to develop good eye-tracking. Dancing in front of a mirror or playing peekaboo are easy activities that can be done with your child. Light boxes, which can be simply made with a storage bin and fluorescent lights, are also good to develop the sense of sight. Children can place different objects on the lightbox to explore colours and transparency.





Hearing different sounds is a sense that can be stimulated not only through music, but also through sounds of nature. For example, listening to the different sounds at the park or the river allows the child to further integrate their environment and strengthen pathways in the brain. Rhymes and songs can be paired with dance, which can also help with the child's balance. Music can also be used to teach topics in language, mathematics, and science.

The last major area of sensory play is smell, which can be tied in with the rest of the senses. Smell is best engaged through natural objects such as leaves, flowers, and branches. Children can collect these objects in a basket and explore the smells at home.

One example of a sensory play activity is exploring with jelly. Parents can place plastic letters, numbers, or animals in jelly and leave it to set. When it is ready, the child can dig through the jelly to retrieve the objects. The texture of the jelly stimulates the child's sense of touch. Handling the materials develops the child's fine motor skills and the language for describing colours and objects. Because the jelly is edible, the child's senses of taste and smell are also engaged. This is just one example of sensory play. There are so many different possibilities that can be employed to develop your child's senses!







About Olive Tree Development Center:

Olive Tree Development Centre (OTDC) and Olive Tree EduCentre (OTEC) are part of the Olive Tree Group with over 17 years of medical practice experience in Singapore. OTDC focuses on a full range of clinical assessments and multi-disciplinary intervention therapy services: speech, occupational, physio, educational, behavioural and music therapy. OTDC is well recognised in many special schools, VWOs, preschools and community support groups it has extended training to.

Olive Tree EduCentre (OTEC) extends educational therapy and special education programmes and remediation to children with learning difficulties such as Dyslexia, Dyscalculia, Autism, ADHD, GDD etc., catering to pre-schoolers and school-age children.

OTDC Vision is to provide personalised learning services for children with special needs and community reefs of support for their families in the developmental journey of their children.

They maintain a close relationship with parents and caregivers and equip them with clinical techniques that can be applied and generalized at home, so each child's learning is not confined to the therapy setting.

They are the first established Music Therapy (MT) centre in Singapore. MT is an evidence-based intervention that is supported by 20 years of clinical research. MT is effective in early intervention as when music and movement are made a natural and joyous part of childhood, it build language development, self-expression, memory skills, concentration, social interaction, and listening skills.

For further information, visit: www.olive-tree.sg

Is my child ready for a mainstream classroom?



By Suvi Pitkola, Ph.D., Mighty Oaks Learning Center

According to Professor Stuart Shanker, one of the biggest challenges that a child experiences is the first day of school. Whether a nursery, kindergarten, pre-school or a primary school, the children must be able to demonstrate a number of important skills. For instance, they are expected to share the attention of the teacher with other students and understand and follow the classroom rules, while learning academic concepts. Prof. Shanker writes: "In order to be able to rise to such challenges, the child has to be able to maintain a calm and regulated state in different environments and to settle herself when she comes anxious or frightened. She needs to learn to control emotional outbursts, and if she is to mix comfortably with other children and take an active role in social interactions, she needs to understand what they are thinking and feeling. Furthermore, he has to recognize patterns and solve problems in different domains, and to sequence his thoughts and remember what he has learned. He also needs to work independently, deal with frustration, and above all, be curious and eager to acquire new information and develop new interests." And this is just the start!

Classrooms are filled with sensory information and auditory and visual distractions. In the classroom, the children need to be able to keep their bodies still while listening to and looking at the teacher and their classmates, tolerate the feeling of their clothes, and ignore distractions, such as the humming of the airconditioning unit and brightly coloured art work adoring the walls. What will happen if the child is not able to handle the myriad of sensory information from inside and outside the classroom? When a child is bothered by all the sensory input in the classroom, it will be very hard for her to stay calm and alert and make herself available for learning. Sensory checklists, available for free on the internet, may help parents and teachers identify what is going on. Parents should contact an occupational therapist if challenges persist.

Apart from the sensory demands, there are also many demands for language and communication. First of all, the child needs to 'make sense' of body language and understand the meaning of glances, facial expressions and gestures of her teachers and classmates. If she can't 'read' other people's intentions, then many misunderstandings may follow, and making friends will be hard. Demands for receptive language skills include needing to understand long sentences, complex verbal instructions and questions, as well as make sense of the fast paced interaction between the teacher and the classmates. Expressively, the child is expected to initiate conversations and express her thoughts and

feelings appropriately. If the child is not able to do all this at an expected age, then a consultation with a speech and language therapist may be warranted. Indeed, school demands extend much further than just academic skills. Apart from counting and reading and writing words, the children need to show readiness for learning.

According to Prof Shanker, "There are a number of foundational cognitive skills that are absolutely vital. For example, the child should be able to focus on a problem, restrain his impulses, form a step-by-step solution and stick to it; he should be able to build logical bridges between ideas; he should be engaging in complex symbolic play; and he should be able to distinguish between fantasy and reality, Moreover, the child needs to have good fine motor and gross motor skills in order to sit upright for extended periods and guide the movements of pencils and scissors."

Dr Stanley Greenspan has used the metaphor of a three to describe the children's school readiness. The sensory systems form the roots of the child's learning tree, while the trunk consists of the ability to stay calm, engage and interact, solve problems, play symbolically, and understand logical sequences. The academic skills, such as reading and writing, form the branches of the learning tree. Most children develop school readiness naturally and begin the school year with a strong, resilient learning tree. However, some children may struggle to develop the important foundational skills on their own. They may require the help of a professional, or a developmentally based intervention centre, to catch up with peers.

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Our vision is a world of happy, healthy and productive children

The Jadis Blurton Family Development Center is a team of passionate and accomplished education experts and psychologists, working to support children in Hong Kong and Asia for over 20 years.

Together, we offer a positive, pragmatic and expert approach to child development, promoting educational needs and mental wellbeing for children, families and the community.

Services

- Psycho-educational Assessment
- Child & Family Therapy
- Speech & Language Therapy
- Dyslexia, Reading & Writing
- Child Custody Evaluations



Jadis BlurtonFounder and Clinical Director

Dr. Jadis Blurton has practised psychology for over 30 years and is an expert in educational psychology, child development, learning disabilities, special and gifted education and attention and behavioral disorders in children and adolescents.

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Because of your discoveries, I really began to believe in Georgia and really began to do everything I could to help her achieve her true potential. Thank you, Jadis. You set this ball rolling!

Fiona, Mother of Georgia, CDNIS



Thank you for the very insightful service you provided our family. It has helped us understand Alex better, helped him understand himself, and given us all some tools to reduce stress.

Andrew, Father of Alex, UIS

For more information and to book an appointment, please contact:

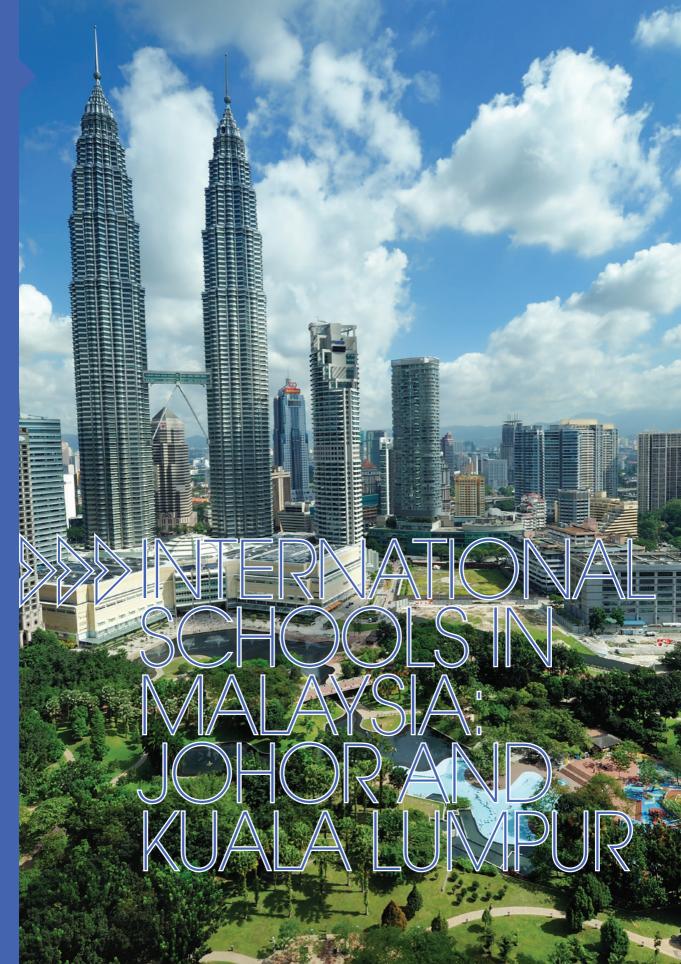
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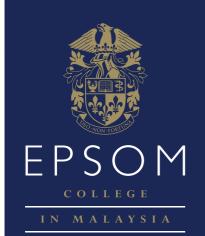
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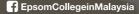
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THE PRIVATE INTERNATIONAL SCHOOL SCENE IN MALAYSIA

There are a number of private schools in Malaysia, but the most sought-after schools are quite expensive. In Malaysia, a majority of the international schools are located in Petaling Jaya, Subang Jaya, Shah Alam and of course Kuala Lumpur. The recent boom in the education sector in Malaysia has increased the number of international schools in other states such as Johor Bahru, Johor and Ipoh, Perak.

All the private international schools use English as the medium of instruction with the exception of the German School (Deutsche Schule of KL), the French International School (Lycee Francais de KL) and the Japanese School, which use their national languages.

Tuition Fees can vary from RM 22,000 to RM 32,000 per year. The fee breakdown for most schools would normally involve Deposits, Registration, Administration Fee, Facility Fee and other miscellaneous fees.

As with the public schools, private schools follow the guidelines and rules set by the Malaysian Ministry of Education. Students at private schools are also required to take major exams like those studying in public schools.

Most international schools in Malaysia are based in Kuala Lumpur. These schools usually maintain the culture, primary teaching language and teaching methodologies of the curriculum that they are based on. The most prominent schools in Kuala Lumpur adhere to the British National Curriculum, with many schools also offering the International Baccalaureate Diploma Programme.

Several new and top class schools have opened in the past eight years including Epsom College, the Taylor's Education Group's Nexus International School Putrajaya, Prince of Wales Island International School and the International School@ ParkCity. The Rafflesia International and Private School have recently opened a Puchong and Kajang campus in KL. Sri KDU an established local school now offers their international campus called Sri KDU International School located in the Kota Damansara area of KL.

Admission and enrolment procedures vary from school to school. Space is often limited and preference may be given to students based on nationality. The majority of schools offer high standards of learning, smaller class sizes and lower teacher to student ratios, first-rate facilities, and an array of extracurricular activities. Boarding facilities are available at some schools, but most provide only day classes.

Raffles American School and Mont'Kiara International school are among the few schools that provide the American Curriculum. Japanese and French Curriculum are also available in certain schools

What you need to know for your school search

Some considerations to keep in mind when looking for international schools:

1. Availability & waitlists - You can be guaranteed that most





of the popular schools will have waitlists for at least some of the year groups. Some schools give high priority to families of 2 or more children which means an application will move up higher on the waitlist if there are more children applying. It's important to keep in mind that it may not be possible for all your children to attend the same school for various factors. It is best to keep an open mind and consider more than one option, as all children are different and no school or child is the same.

- 2. School fees These days, many expat families arrive from their home country without the fully paid for expat packages from earlier years. School fees are a deciding factor for many families paying for their children's education from their own pockets. Some other fees to consider are application fees, annual tuition fees, school trips fees, uniform fees, bus fees, cafeteria fees, activity fees, re-enrolment fees and boarding fees. etc.
- 3. Location This factor is very important in particular in Kuala Lumpur because it is a large metropolitan city with heavy traffic. When driving to a school, take into account the commute time. Depending on where you decide to live, this can be a big factor when choosing between several schools, especially because the traffic can be unpredictable. For example, The International School of Kuala Lumpur currently has two campuses, the Melawati campus which houses the early childhood and elementary school, and the Ampang campus has the Middle and High schools. The two campuses

are approximately 10 kilometres apart, and can easily be reached by a major highway. Without traffic it can take about 12-15 minutes between campuses but however if you are caught in a notorious traffic jam or major downpour, it can take an hour.

- **4. Special needs availability** If your child has special needs, it's important to let the school know upfront, in order to ensure they have the people and the learning support to help your child achieve the best possible outcome. Depending on the type of assistance your child may need, some schools may or may not have the required services in place. Even with the support available at the school, they may already be overbooked for all the learning support staff.
- **5. Admissions process** Once the school has received all the required documentation from the family, the application will be reviewed by the admissions group, and usually includes the school principal and the head teachers of your child's year group. Many factors are taken into consideration during this process which include the child's prior academic records, assessments, English proficiency, teacher recommendations and any support your child may need. On occasion, your child may be asked to take place in further testing or participate in an interview to help answer any further questions the school may have. The school will advise when they will have an answer for you, with decisions usually taking place within a week.

Epsom College - the best of British education in Malaysia



Epsom College in Malaysia ("ECiM"), on a 50-acre site at Bandar Enstek, south of Kuala Lumpur, is an extension of Epsom College in the UK, which was founded in 1855 and has a long history of educating Malaysians and international students. ECiM follows the English National Curriculum with all subjects taught in English. There is a strong emphasis on languages, including Bahasa Malaysia, French, Mandarin and Spanish. The Senior School for pupils aged 11-18 is both a day and boarding school whilst the Prep School is for day pupils aged 3-11 years old. Students sit for IGCSEs and A Levels with the majority going on to study at prestigious UK universities.

ECiM combines academic excellence with a first class British boarding experience. 80% of the Senior School pupils are boarders. We create a family environment within a structured school routine, with a traditional British House system fostering a strong feeling of belonging and community.

Examination results and university applications

We are delighted with the performance of our first cohort of graduates. At A Level, 74% of students achieved grades at A*-B, whilst 59% were at A*/A. This is an outstanding set of results from students from a range of academic backgrounds and clearly demonstrates that the College is adding considerable value to these students' level of attainment. At IGCSE, our first Year 11 students achieved 55% A*/A grades, with a quarter of the year group achieving 100% A*/A grades.

In 2017, students achieved over 60% A*/A grades and over 86% A*/A/B grades. One third of the year group achieved all A* or A grades. Almost all students have gained entry to their first choice Russell Group universities, including LSE, Imperial College, UCL, Durham, Edinburgh, Warwick and Exeter. The Headmaster, Mr Martin George, has stated "we expected these students to achieve very strong results, but they have, once again, exceeded our targets. I pay tribute to them and their outstanding teachers for these wonderful results. As a College we are immensely proud of their achievements and wish them well in their next steps, which for most will be taking up a place at a prestigious UK Russell Group university."





Prestigious Round Square membership

As an international school the College realises the importance of nurturing global citizens. While the College follows the English National curriculum, pupils are encouraged to learn from local, regional and international contexts. As a global member of Round Square, one of the world's leading international association of schools, Epsom is able to offer students opportunities to mix with, work with and learn from students from many countries through the many conferences and student exchange programmes.

Foundation for success

At ECiM, we offer a true British boarding experience. Boarding and pastoral care are central to the life of the College and the Houses are the focal point of the pupils' lives at the College. The principal function of our House structure is to provide an efficient and well-tested means of providing outstanding pastoral care, which includes overseeing the academic development and personal welfare of the pupils.

Our experienced British trained Housemasters and Housemistresses have joined us from highly respected UK boarding schools such as Abingdon, Cheltenham, Durham and Millfield. Our boarding practice has been adopted from these schools and the environment, culture and ethos within the House community is very much an extension of a British boarding experience.

The teaching faculty at Epsom College is exceptional.

The overwhelming majority of teachers are UK trained, and have experience in British Curriculum Schools in the UK and internationally.

Preparing multilingual learners for the future

Attaining bi-lingual or multi-lingual status gives graduating students an advantage in today's highly competitive world. As well as being intrinsically valuable. Mandarin is given prominence in the College as, alongside English, which is the medium of instruction, it is the most widely spoken language in the world.

ECiM was recently accredited as an Authorised HSK (Hanyu Shuiping Kaoshi) Examination Centre and is the first British international school in Malaysia to offer the HSK Mandarin Programme. HSK is an international, standardised Mandarin proficiency qualification which measures the ability of non-native speakers, such as foreign and overseas Chinese students and is required for Chinese university and job applications.

Affordability

Our fees are competitive compared to other international schools in Malaysia and abroad. The facilities are on par with Epsom College in the UK and far surpass those found at most other boarding schools in the UK.

Generous campus space

ECiM campus is on a 50-acre site. With a generous amount of space available, pupils thrive in a modern and secure campus with unrivalled academic, co-curricular and boarding facilities.

For further information or to book a school tour, visit

www.epsomcollege.edu.my

Tel: **+606 2404 188**

Email: enquiries@epsomcollege.edu.my

COST OF SCHOOLING IN KUALA LUMPUR, MALAYSIA



Lowest annual fee (tuition fee) for Primary and Secondary:

Vikas

Primary RM 9,800 Secondary RM 12,500

Global Indian School

Primary RM 11.541 Secondary RM 19,674

Savfol

Primary RM 12,600 Secondary RM 27,000

Highest annual fee for Primary and Secondary:

Garden

Primary RM 65,160 Secondary RM 90,630

Iskl

Primary RM 77,210 Secondary RM 97,700

Mont'kiara

Primary RM 86,000 Secondary RM 107,600

Lowest application fee:

Lycee Français

None

BeaconHouse

None

Global Indian School

None

Highest application fee:

Garden

RM 1.300

British School

RM 1.500

Int'l School Parkcity

RM 1.500

Lowest registration fees/ Schools with no registration fee:

BeaconHouse

Fairview

IGB International

Lycee Français

St Joseph's Insitution

The British School

Highest registration fee:

Garden

RM 20 000

International School Parkcity

RM 20,000

Mont'kiara

RM 25.000

Iskl

39,630

Highest entry deposit /enrollment

foo.

British School

RM 17,050

St. Joseph's

RM 5,000 - RM 24,000

Alice Smith

RM 25.000

Highest security deposit:

Nexus

RM 16,361 - RM 26,863

Alice Smith

RM 18,430 - RM 28,500

Garden

RM 21.720 - RM 30.210

Lowest to highest bus fees:

Lycee Francais

RM 2.806 - RM 3.741

Time

RM 3.600 - RM 4.560

Iskl

RM 3,996 - RM 5,060

Nexus

RM 4,800 - RM 7,500

British School

RM 5 200

Lowest boarding fees:

Vikas International School

RM 7,500 - Primary (Boy)

RM 9,000 - Primary (Girl)

Highest boarding fees:

Nexus International School

RM 42.000

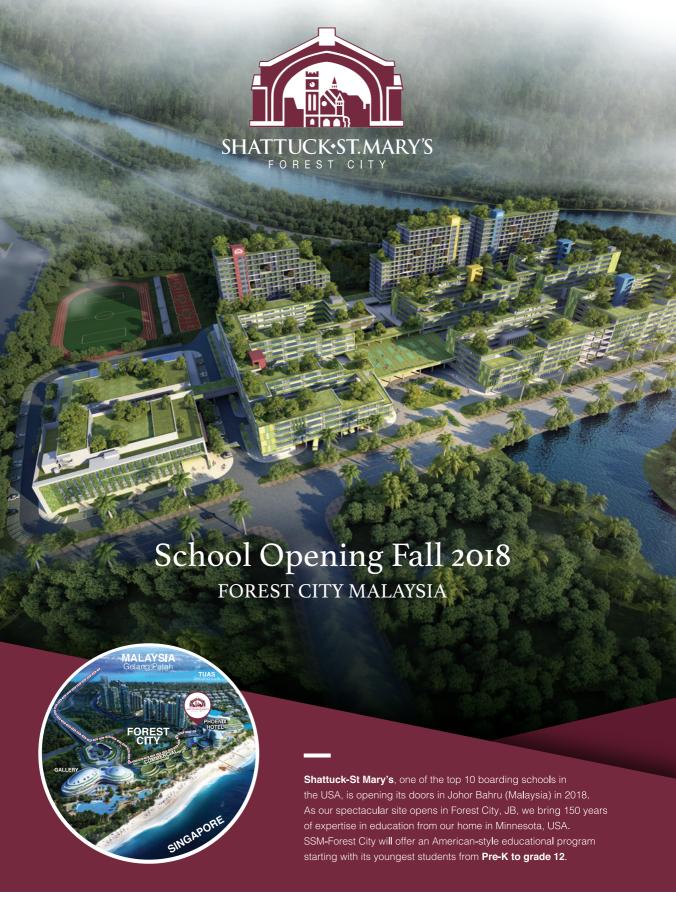
LIST OF THE MAIN INTERNATIONAL SCHOOLS IN GREATER KUALA LUMPUR AREA

Name	Levels Accepted	Address	Contact Details	Curriculum
Australian International School Malaysia	Nursery–Year 12	22 Jalan Anggerik, MINES Resort City, Sri Kembangan, Selangor Darul Ehsar	Tel: +603-8943-0622 Email: admin@aism.edu.my	New South Wales Curriculum Australian Higher School Certificate
Alice Smith International School	Nursery–Year 13	Primary Campus: 2 Jalan Bellamy Secondary Campus: 3 Jalan Equine, Taman Equine	Tel: +603 2148 3674 Email: admissions@alice- smith.edu.my Tel: +603 9543 3688 Email: admissions.ep@alice- smith.edu.my	Foundation and Key Stages of English National Curriculum I/GCSE A-levels & AQA Baccalaureate Programme
The British International School of Kuala Lumpur	Nursery–Year 13	1 Changkat Bukit Utama, Bandar Utama, Petaling Jaya	Tel: +603-7727-7775 Email: nfo@britishschool.edu.my	British National Curriculum UK Cambridge University International Examinations (CIE) and I/GCSE
ELC International School	Nursery–Year 11	Sungai Buloh Campus Jalan Sierramas Barat Cyberjaya Campus Lingkaran Cyber Point Barat	Tel: +603-6156-5001/2 Email: admissions_sb@elc.edu.my Tel: +603-8319 1641/2 Email: admissions_cj@elc.edu.my	British National Curriculum I/GCSE
Fairview International School	Year 1–Year 13	Kuala Lumpur Campus: 4178 Jalan 1/27D, Section 6, Wangsa Maju, 53300 Kuala Lumpur Subang Jaya Campus: Subang Campus 2A, Jalan TP2, Sime UEP Industrial Park	Tel: +603-4142 0888 Email: enquiries@fairview.edu.my Tel: +603-8023 7777 Email: enquiries@fairview.edu.my	IB PYP/ IB MYP/ IB DP

Name	Levels accepted	Address	Contact Details	Curriculum
Garden International School	Nursery–Year 13	16 Jalan Kiara 3 Mont Kiara Eary Years Center: 1 Jalan 41/0A, Desa Sri Hartamas A6230 Jalan Tengku	Tel: + 603 6209 6888 Email: admissions@ gardenschool.edu.my Tel: +609 567 3391	International Primary Curriculum (IPC) I/GCSE and A-levels
		Muhamad, Taman Pantai Chempedak,	Email: admissions@ gardenschool.edu.my	
Nexus World School	Nursery-Year 13	No.1, Jalan Diplomatik 3/6, Presint 15, Putrajaya	Tel: +603-8889-3868 Email: enquiry@nexus.edu.my	British National Curriculum & International Primary Curriculum (IPC)
				I/GCSE IBDP
Sayfol International School KL	Nursery-Year 13	Jalan Ampang Hilir, Taman U Thant, 55000 Kuala Lumpur	Tel: +603 4256 8781 Email: theprincipal@sayfol.edu.my	British National Curriculum I/GCSE A-levels
Sri KDU International School	Year 1-Year 13	Primary Campus No. 5, Jalan Teknologi 2/1 Kota Damansara Secondary Campus No. 7, Jalan Teknologi 2/1 Kota Damansara International School No. 3, Jalan Teknologi 2/1 Kota Damansara	Tel: +603 6145 3888 Email: info@srikdu.edu.my	British National Curriculum I/GCSE and IBDP
The International School @ Park City	Nursery–Year 13	No.1 Jalan Intisari, Desa ParkCity, 52200 Kuala Lumpur	Tel: +603 6280 8880 Email : info@isp.edu.my	British National Curriculum I/GCSE A-levels

Name	Levels accepted	Address	Contact Details	Curriculum
International School of Kuala Lumpur	Kindergarten– Year 13	Primary Campus: PT3350 Melawati 3, Taman Melawati	Tel: +603 4104 3000 Email: jlove@iskl.edu.my	IB PYP/ IB MYP/ IB DP
		Secondary Campus: Jalan Kolam Air, Ampang	Tel: +603 4259 5600 Email: jlove@iskl.edu.my	
Mont Kiara International School	Preparatory– Year 12	22 Jalan Kiara, Mont Kiara 50480	Tel: +603-2093-8604 Email: infol@mkis.edu.my	North American Curriculum IB Diploma
Lycée Français de Kuala Lumpur (French School)	Kindergarten- Year 13	34, Jalan Dutamas Raya 51200 Kuala Lumpur Courriel	Tel: +603 6250 4415 Email: secretariat@lfkl.edu.my	French National Curriculum French IB Diploma





INTERNATIONAL SCHOOLS IN JOHOR

Over the past few years, Johor has become the home to some of world's top education providers. It has become an attractive destination for expatriates working in Singapore, with housing options and international schools being part of the draw.

As with other parents, Mrs Jessica King says goodbye to two of her sons every morning when they hop into a school bus. The boys aged 12 and 10 are headed to Marlborough College in Nusajaya. Their 12-year-old son will start boarding from September 2018.

For Mrs Grubb, who moved to Singapore from England two years ago, cost was not a decisive factor. "Right now the ringgit is lower; obviously it's less costly for us. But we choose the schools because of facilities and standards. Many international schools in Singapore don't even have playing fields, the facilities are very impressive at Marlborough College," she said.

When the school started in 2012, approximately half of the student body came from Singapore. They still have a similar number, but the percentage has increased quite dramatically; a lot of expatriate families have moved over to Singapore, with either the husband or the wife commuting to Singapore for work

Austin Heights Private and International School

Austin Heights Private and International School is divided into the international pre-school and the international School consisting of primary and secondary. The school strives to develop students' physical, spiritual, emotional and intellectual development. It uses modern technology and the latest teaching methodology. Students are exposed to diverse experiences and are encouraged to achieve their full potential across many different dimensions, academically, physically, spiritually and socially. It goes without saying that they are also encouraged to have a healthy international outlook.

The curriculum is based on the National Curriculum of England, with modifications made to meet local requirements. In line with the school philosophy to provide a broad and balanced education which makes a difference to children's learning, they have adopted the iPC curriculum for Primary School as well as the Cambridge Primary Curriculum. This leads on to the Cambridge IGCSE in Secondary School.

It is housed in a purpose built integrated school on a 5-acre site within the prestigious Austin Heights Education Corridor. Together with SMK Taman Mount Austin, SRJK (C) Foon Yew 5 and Sunway College Johor Bahru, Austin Heights Schools (comprising the Austin Heights Pre-school, Private and International School) completes the Austin Heights Education Corridor and transforms it into the premiere Education Hub in the region. Austin Heights Schools provide an education for the real world of global communication, international opportunity and cultural diversity. This is an education which goes far beyond the confines of the classroom and sees in the learning process the chance for some remarkable academic learning experiences.

www.austinheights.edu.my

Crescendo-HELP International School

Located in a guiet, residential area of Desa Cemerlang, on a site adjacent to Crescendo International College, this is an independent international school, established to provide high quality, internationally-directed learning opportunities to families in Johor Bahru and the wider Johor community. Crescendo-HELP International School puts a strong emphasis on the quality of education. The aim is essentially to ensure that all students are given the opportunity and environment to help them learn to their full potential. The school offers a broad based learning focused curriculum within a friendly, international and caring community, striving to fulfill the academic, linguistic, physical and social potential of each child. They strive to offer diverse and interesting learning opportunities and look at ways for your child to excel and develop in academic, sporting, artistic, social and leadership situations.

Crescendo-HELP International School currently offers the British Key Stages 1,2,3 and have recently opened Key Stage 4 for Years 10 and 11 in September 2017. The purpose built campus boasts three multi-purpose buildings, two auditoriums, two swimming pools, library, design and technology facilities, computer labs, art and dance studios, sports facilties, running track, football fields and tennis courts.

www.chis.edu.mv

Excelsior International School (EIS)



Excelsior International School is spread over 20 acres of land in Bandar Seri Alam, with a built-up area of at least 230,000 square feet, excluding the staff and students' residences. While there is a strong emphasis on academic excellence, Excelsior International School places high priorities in providing a holistic education, and educating the whole person for a life of active, responsible global citizenship, essential for the 21st century.

They also pride themselves in providing a broad and balanced range of knowledge domains, such as languages, humanities, sciences and technology, mathematics and the arts. Their curriculum is infused with elements of the Singaporean curriculum; one of the world's best performing school systems, which has a proven track record to consistently produce students who achieve outstanding accomplishments in the areas of Mathematics and Science. There is also a strong emphasis on language acquisition and the school provides a conducive environment to develop physical robustness, enhance creative and expressive capacities, as well as shape the students' personal, cultural and social identity. The well-known IPC curriculum is offered along with the International Early Years curriculum in Primary. This is followed by the Cambridge Lower Secondary Programme and IGCSE leading to the IBDP in Secondary School. An alternative pathway is available for Upper Secondary students who find it challenging to complete their High school curriculum adequately, and to acquire the necessary High School qualifications to facilitate their entry into tertiary education.

www.eis.edu.mv

Fairview International School

Fairview International School Johor Bahru opened in January 2008 and it is situated in the secure confines of the Johor Land Complex at the suburban neighborhood of Badar Dato' Onn. A centre of excellence for IB education, the school provides the full spectrum of IB programmes for students aged 3-19 years of age. It is one of 6 Fairview schools in Malavsia.

The schools has highly qualified teachers, predominantly internationally trained and experienced, who deliver quality education to students from pre-school to Year 12, culminating to the widely recognized IB Diploma. At FISJB, students are encouraged to explore and discover in a learning environment that embraces individual abilities needed for PYP, MYP and IBDP. The campus in Johor Bahru campus features a multipurpose hall, classrooms, auditorium, playing fields and sports halls contained within a sprawling modern complex.

Marlborough College

Located in Iskandar Malaysia in Johor, Marlborough College Malaysia is an independent boarding and day school for pupils between the ages of 4 through 18. Marlborough College Malaysia aims to develop individuals who are able to maximize their potential and give back to society positively. While the roots of Marlborough College lie deep in England's past, the College shares a vision, a sense of duty, and a desire for outstanding academic and cultural qualities that will enable pupils from Marlborough College or Marlborough College Malaysia to play an influential and contributive role in the world of tomorrow.

Marlborough College Malaysia's curriculum broadly follows and extends the English National Curriculum to allow for a proper combination of breadth and specialization. It has been designed to stimulate, challenge and support all pupils. The curriculum is supported by a wide range of academic extension and enrichment activities through societies, lectures, theatre trips, museum and gallery visits, debates, poetry readings, conference and concerts creating a full cocurriculum which recognises that qualifications alone do not produce a well-balanced educated person.

The 90-acre site close to the Straits of Johor and just 15 minutes from the Singapore border, provides space for community life and access to areas of outstanding natural beauty through southern Malaysia and beyond. Sports facilities include full size grass pitches for rugby and football, a cricket ground, a full size hockey astro, five tennis courts, four squash courts, a double basketball court gymnasium, netball courts, 50m swimming pool, a 400m athletics track, a smaller junior pool, an indoor climbing centre, fitness suite and space for badminton and table tennis. A nearby lake and local nature reserves provide opportunities for local fieldwork and adventurous activities. The College is committed to art, music and drama; with twenty music practice rooms and performance spaces, a drama theatre with teaching facilities and a dedicated art and design technology building.

www.marlboroughcollegemalaysia.org/

Paragon Private & International School

Paragon Private and International School established in 2014. equipped with full facilities in September 2017. The school is now has a purpose-built campus conveniently located in Plentong. The aim of the school is to mould leaders for tomorrow, as well as nurture and develop every student in body, mind and spirit with leadership skills useful for the advancement of the society.

The school complex is equipped with modern facilities such as covered swimming pool, auditorium, roof top

www.fairview.edu.my

garden, media room, computer lab, multi-purpose hall, design & technology room, sewing room, dancing room, music room, cafeteria, culinary studio, science lab, lifestyle library, etc. supported by a strong faculty of teaching staff. The campus houses both Paragon Private and International School, offering classes in the Primary and Secondary levels. The Primary and Secondary classes for both the National Curriculum (Malaysia Syllabus) and Cambridge IGCSE are available.

www.paragon.edu.my

Raffles American School (RAS)

Raffles American School (RAS) is a subsidiary of Raffles Education Corporation and in consultation with International School Services of Princeton, New Jersey, USA. The school offers an American Curriculum for Pre-kindergarten through Grade 12. The 19-hectare school is envisioned as a holistic learning environment that is seamlessly interwoven into its beautiful setting. Given the slope of the site, the campus consists of three main "terraces," with each terrace occupied by a cluster of grade levels. Programming includes classrooms, labs, art studios, a performing arts centre, a library, and student housing. The campus also features a host of outdoor athletic amenities: swimming pools, ball courts, playing fields. Raffles American School is a learning community that empowers students to achieve their academic and life potential. RAS aims to facilitate student success through collaboration with parents, a balanced focus on intellectual, emotional, physical, and social progress, and a profound belief that all students can learn. RAS expects the students to be problem solvers, critical thinkers, show organizational and communication skills and have high moral character. The Pillars of the Raffles Boarding Programme form the foundation of the skills and values taught to each child so that they can harness their academic potential and become global citizens.

www.rafflesamerican-school.edu.my

R.E.A.L Schools

R.E.A.L Schools was founded in 1985, and now has more than 30 years' worth of experience in quality educational services, Located in Cahava Campus, Johor Bahru was the third and newest private school to be established under the R.E.A.L Education Group, offering both international and national curriculum within one family campus. R.E.A.L International School delivers British education based on the UK national curriculum from Primary to Secondary level from Key Stages 1-4, and the world-renowned Cambridge International Examination (CIE). It provides broad and flexible fields of study, covering a wide range of subjects designed to equip students with varying levels of ability. All private national schools under R.E.A.L adhere to the national-level curriculums set and approved by the Ministry of Education, Malaysia. Besides emphasizing on traditional core subjects, we develop our students holistically to be independent and self-motivated learners by integrating an active learning approach into the primary and secondary school's syllabus along with various unique experiences. The R.E.A.L schools implement holistic approaches in educating students and in line with that, a variety of programmes are practiced to inculcate character building, teamwork, and communication among the students in the school.

www.realschools.edu.my

Seri Omega International School

Situated near the Senai International Airport, Johor, Seri Omega International School opened its doors in the year 2009 and offers International secondary education with the option for boarding. The recently completed campus in Bandar Senai is a 10 acre area nestled amid the garden-concept school with complete state-of-the-art facilities, which includes 90 air-conditioned classrooms, science labs and an air-conditioned multi-purposed hall, capable of seating 1,200 people. Seri Omega International school shares this campus with Seri Omega Private School. 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 moved to Taman Sutera Utama in 2008. With a rising school enrolment, the campus at Taman Sutera Utama became too small. As a result, a new 10 acre campus began construction in Senai in late 2011.

This school runs two types of curricula, namely the Private School Curriculum and the International School Curriculum.

Private School Curriculum is the national curriculum offered by the Ministry of Education and students follow the KBSR/ KSSR curriculum from Primary One to Primary Six, and the KBSM/ KSSM curriculum from Form One to Form Five. Students sit for the UPSR examination at the end of Primary Six, and again for the SPM examination at the end of Form Five. The medium of instruction used in this curriculum is mainly Bahasa Malaysia, but usage of English is strongly emphasized throughout the whole course.

International School Curriculum (IGCSE) students follow the National British curriculum offered by Cambridge University, UK. The international school offers classes from Year One to Year Six (primary school), and from Year Seven to Year Eleven (secondary school). At the end of Year Eleven, students sit for the IGCSE O-level examinations.

This certificate is internationally recognized and will allow students to further their studies in any part of the world. www.seriomega.edu.m

Shattuck St Mary's, Forest City, Malaysia

Shattuck-St Mary's, one of the top ten boarding schools in the USA, is opening its doors in Johor Bahru (Malaysia) in August 2018. As the spectacular site opens in Forest City, JB, they bring 150 years of expertise in education from their home in Minnesota, USA. Since the middle of the 19th century, the school has been leading the way amongst American boarding schools, combining an attention to academic rigor and discipline with innovative approaches to learning that give students an outstanding preparation for higher education and working life in the 21 Century World.

Shattuck St Mary's Forest City will offer an Americanstyle 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 will allow 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 programme featuring a particular focus on STEM (science, technology, engineering and math) will be complemented by robust offerings in arts and athletics.

www.ssm-fc.openapply.com

Sri Ara International School

Sri Ara International School is a co-ed international school located in Johor Bahru, Johor close by the new Danga Bay Waterside development. A beautiful mansion located at Jalan Straits View, Sri Ara International School provides a calm and serene environment in which students are able to learn and grow. These colonial bungalows provide a unique character to the school environment. The bungalows are spread across 6 acres of low density greenbelt area in the central business district of Johan

Sri Ara International School recognizes that students come to it with a variety of learning styles, academic abilities and cultural experiences, and does its best to provide a safe, comfortable and nurturing environment in which to encourage academic and social development of students.

They provide two curricula, the British based curriculum heading towards International General Certificate of Secondary Education (IGCSE) under Cambridge International Examinations and the National Curriculum with emphasis on the English language that leads to the Malaysian Schools Certificate. The school year starts in January but children are admitted throughout the year. English is the main medium of instruction throughout the school.

www.araschools.edu.my

Tenby Schools

With 5 campuses located across Malaysia, Tenby International Schools sets a high standard for the facilities provided to students. Whether it be the network of classrooms and learning spaces for science and arts, or the recreational facilities to provide a balance lifestyle to students, Tenby has it all. The latest addition to the group, Tenby Schools Setia Eco Gardens in Johor Bahru commenced operation in January 2013, offering an international student-centred programme for Early Years, Primary and Secondary students. Four of the five Tenby Schools are each formed by an international school and a Malaysian private school. While international schools have adopted such curricula as the International Primary Curriculum (IPC) and International General Certificate of Secondary Education (IGCSE), the Malaysian private schools are based on the curriculum prescribed by the Ministry of Education Malaysia but approached in a unique, international way that lets students experience the best of both worlds. www.tenby.edu.my

UniWorld International School

The KinderWorld Education Group was founded in 1986 in Singapore, and Uniworld is a part of this dynamic organization. KinderWorld is a global institution currently offering educational levels from Kindergarten to University Foundation and also a broad range of educational services from Certificates, Diplomas and up to Degrees in professional training. UniWorld International School is located centrally and conveniently within the business precinct of Bandar Seri Alam. The purpose-built international school spread over 10.35 acres of land with a built up area of approximately 260,000 square feet will eventually comprise a kindergarten, primary school, high school, vocational college, a multipurpose hall, a swimming pool, a full sized football field, a hostel for 300 students and other facilities. The facility when fully developed can accommodate a total student capacity of 2.500 students and provide accommodation for 300 students. Phase 1 for 550 students is complete with a playground. multipurpose court and field, swimming pool and football

UniWorld International School is the first approved examination centre to conduct the Singapore International Primary School Examination (iPSLE) in Malaysia. The iPSLE is the international version of Singapore's Primary School Leaving Examination (PSLE), an examination offered to

all pupils at the end of Primary Education (typically at the age of 12). The iPSLE was introduced in 2005 with the aim of providing certification and benchmarking for overseas schools which are interested to benchmark against Singapore's standard and gives an indication of a student's academic ability when applying for schools in Singapore. It provides a recognised certification of the knowledge and achievement that pupils have attained.

Secondary students undertake the IGCSE (Cambridge International General Certificate of Secondary Education) programme. Upon completion of the IGCSE Programme, students are offered a choice of two International Senior High School Programmes; AS/ A-level (Cambridge International AS/ A-level) and GAC (Global Assessment Certificate).

Utama International School (UIS)

www.uniworld.edu.mv

Utama International School opened in September 1994. offering Kindergarten, Primary and Secondary school. They offered the London Examination Board Curriculum. In 2003, the Utama International School (UIS) Johor Bahru was established. The influx of local Malaysian students joining International gained momentum in 2006, when the Malaysian Government opened the quota allowing local students to join the International schools. The school aims to develop

confidence, self-esteem and humility in young individuals within a safe learning environment while contributing to society.

UIS follows the Cambridge International Examination curriculum at both Primary and Secondary levels. This results in formal qualifications under the Cambridge International Examination (CIE) board. Cambridge qualifications are recognised throughout the world and are highly valued by further educational institutes, universities, and employers. Cambridge programmes prepare students for life, helping them to develop an informed curiosity and lasting passion for learning. All private national schools under the Utama Schools Group adhere to the Malaysian National Curriculum as set by the Malaysian Ministry of Education. Sekolah Sri Utama develops students to be independent, self-motivated learners and critical thinkers.

UTAMA Schools offer well-equipped learning facilities that comprise separate buildings for International and National students. In addition, there are some common areas that promote a sense of community. These include a multipurpose assembly area, canteen and sporting facilities such as football and futsal fields, swimming pools and basketball courts.

www.utama.edu.my



Epsom College Malaysia: A top-notch British-style international boarding school



Boarding schools are becoming increasingly popular as many parents realize that boarding can be academically and developmentally advantageous for their children. More and more parents in Malaysia and around the world are opting to send their children to boarding schools. Boarding has changed dramatically over the years to offer children outstanding opportunities within a comfortable family-like atmosphere, creating a home away from home. Boarding is an essential feature of the College. Around 80% of the senior school (Years 7 to 13) are either weekly or full boarders. The overriding impression which one gains from visiting any of the Boarding Houses is that they are families, held together by a collective sense of purpose and identity, striving to support and encourage each other in a loving and safe environment.

Advantages of boarding at Epsom College in Malaysia

1. Highly-Qualified Teachers

The teachers see their work as a calling, not a job. Each boarding house has a housemaster or housemistress, who has overall responsibility for the pupils in their care. They live in accommodation within the house, and are assisted by a team of experienced and dedicated tutors, providing day students and boarders with a warm, homely and supportive atmosphere. We handpick our housemasters and housemistresses with great care and with very clear criteria in mind as to the type of people we want influencing the emotional, physical and academic development of the children in our care.

2. Small classes

Small classes result in heightened interaction between students and their teachers. Boarding provides a setting that promotes common



experience, camaraderie, friendship, trust and honesty between children and adults. Boarding school offers a unique experience of community living, which builds an awareness of others and a tolerance of difference and diversity.

3. 24-Hour Learning

Immersion in an educational world where learning is central and personalised. At top boarding schools, an appreciation for intelligence and achievement are the norm within peer groups, and students are surrounded by those who share their high aspirations. So whether a sportsman, artist, academic or thespian, students joining Epsom College in Malaysia will enjoy an unrivalled school experience across academic subjects, music, art, drama and sports.

4. Excellent Preparation for University Life

Pupils with the skills and confidence developed as boarders will be well placed to attend the finest universities worldwide, and are better prepared to embrace and enjoy the academic rigour and independent study they face!

5. Access to Unrivalled Facilities

Our modern boarding houses have excellent facilities and are designed to be homely, comfortable and up-to-date facilities include the optical fibre, WIFI Network games rooms, modern furniture, study areas and fully fitted kitchens.

6. Independence and Self-Reliance

Boarding schools bestow on students an independence they would not have living at home. They are helped to become more selfreliant and independent, but at the same time to support their peers and to contribute to the running of their house through committees and roles such as Head of House, House Prefect, councils etc. The boarding experience, besides being great fun, is an ideal preparation for the challenges and responsibilities of adult life.

7. Personal Growth

A willingness to explore new things is inherent in the student body of most boarding schools. Boarders are encouraged to meet new types of people, find their place in a new community, learn new skills, and challenge themselves to a higher academic standard. The environment of boarding houses enables pupils to live their lives to the full in as many contexts as possible, allowing individuality and independence to flourish.

8. Pastoral Care

In addition to a pupil's housemaster, housemistress or tutor, all staff are there to help and support 24/7. Our staff see themselves as



responsible for the child's all-round development and offer many clubs, societies, outings and activities. The school nurse, school counsellor and house matron are also available to listen, advise and counsel students whenever needed. Mental well-being is absolutely central to Epsom's belief in a total education.

9. Deepening Interests

Whether the arts, sports, books or music, by boarding, students have the time and the support they need to explore their interests and excel. At Epsom College, we provide opportunities for children to develop their existing talents, but at the same time will ensure they have opportunities to work out what their other passions in life might be, and give them the opportunity to develop these through their teenage years and into their adult lives.



10. Being Part of a Proud Community

The shared experience of being part of a boarding school's tradition and history creates a strong network of people and a feeling of community that can last for a lifetime. Boarding leads to the establishment of close friendships, not just among students, but also with faculty members. The social network and friendships forged in boarding school can last a lifetime. As members of the Old Epsomians in Malaysia (OEM) Society, pupils will remain truly a part of the Epsom community long after they have left the College

To learn more about boarding life at Epsom College, visit: www.epsomcollege.edu.my/life-at-ecim/boarding/why-boarding.

Boarding is an essential feature of the College. Around 80% of the senior school (Years 7 to 13) are either weekly or full boarders.



INTERNATIONAL BOARDING SCHOOL OPTIONS IN MALAYSIA

Many parents know that there are numerous international schools across the region offering excellent education options for students of all ages that now accept boarders enrolled on a school-sanctioned, hostel-based arrangement.

What many parents do not realise is that there are boarding options in the Southeast Asia region that provide both a world-class education and the 'traditional' residential boarding option - all on their doorstep. Malaysia's international boarding schools open a wealth of opportunity in terms of regional travel and cultural/ global awareness.

Many students in these schools – be they day or boarding pupils - have experienced the transition of moving to a new country and culture to start school. Boarding schools in Malaysia are a strong prospect for expat and Malaysian families.

Cempaka International Ladies College (CILC)

Part of the Cempaka Schools education group that runs both national and international primary schools in Cheras, Damansara and Labuan, Cempaka International Ladies College is the first private all-girls' boarding school in Malaysia. Opened in 2009 at Bandar Enstek near KLIA, the school offers Cambridge IGCSEs as well as the IB Diploma and GAC programme. Cempaka International Ladies' College has four boarding houses - Beruang (Bear), Harimau (Tiger), Helang (Eagle), Seladang (Ox). Each house comprises girls from all levels. The senior girls take leadership roles in the running of the House, acting as 'older sisters' to the junior girls. IGCSE 1, 2, 3 & 4 students are placed in twin sharing rooms, while girls in their senior year each have their own room. Each room has its own private bathroom. The boarding houses are provided with housekeeping and laundry services. There are also study rooms and common areas, where students may socialize, relax, and unwind. Other on-campus facilities include the school-mart (for books and uniform). convenience store, launderette, and dental clinic.

www.cempaka.edu.my

Dalat International School

Dalat International School offers an American, collegepreparatory. The student body is split between day pupils and boarders, with boarders living in cosy family-style dorms in the care of 'dorm parents'. The school strives to create a home-like atmosphere in each dorm so that students feel comfortable, secure and well cared for. Siblings live together in the same dorm and each family includes both genders

and a variety of ages. The boarding programme is home to almost 70 dorm students from a wide variety of backgrounds and cultures. The campus facilities include a swimming pool, basketball and tennis courts and a play-ground. Students also go on various day trips during the weekends.

Dalat offers AP (Advanced Placement) courses and the AMD (Advanced Merit Diploma) is awarded to students who successfully complete a more rigorous course of study which involves multiple AP courses, community service and a senior project.

www.dalat.org/main/welcome-to-boarding

Epsom College In Malaysia (ECIM)



The brand new Epsom College in Malaysia opened its doors to students in September 2014 and offers a comparable education to Epsom College in the UK in a more modern setting. With a state-of-the-art campus in Bandar Enstek, Negeri Sembilan, the school is open to day students and boarders. Academically, ECiM follows the UK National Curriculum, including IGCSEs and A Levels for the senior school.

Epsom College boarding philosophy includes the House system and this has been transferred to the school in Malaysia. Each House is fully self- contained with its own common room, games room, library and changing rooms. Each is run by a senior member of staff, the Housemaster or Housemistress, who in turn runs a team of tutors responsible for a small group of students. There are around 60 students in each House and on average a dozen to each year, in Houses for the older children. Other sources of support are many and various and can come in the form of a 'favourite' teacher a trusted friend, a member of the support staff with the SEN dept, an EAL teacher and so on.

Students in the Sixth Form prepare for their A-levels while many opt to enhance their academic programme with a challenging range of additional courses such as Extended Project Qualification. University admissions preparation courses for SATs, BMAT, LNAT and Oxbridge are undertaken by a large number of students.

www.epsomcollege.edu.my/life-at-ecim/boarding

International School Of Penang (Uplands)

One of the oldest international schools in Malaysia, The International School of Penang (Uplands) offers a truly global education. Adopting a mix of IB and IGCSE programmes, students leave with a strong international outlook and benefit from the option to attend daily, board weekly or board termly. The students are housed in family style accommodation in a secure family centred housing area in Batu Feringgi. The area is quiet and located a walking distance from the school.

The students are transported by bus to and from school for their lessons, meals, evening supervised study and extra-curricular activities. Each house accommodates 7 to 8 students from Year 7 to Year 13. The school is split into three houses for academic and sporting activities; Crag (red), Hill (green) and School (blue).

www.uplands.org/school

Marlborough College Malaysia (MCM)



Located in the rapidly developing EduCity in Iskandar, Johor, Marlborough College Malaysia offers boarding for students from Year 5. The 90-acre campus hosts four houses—one each for junior boys, junior girls, senior boys and senior girls and excellent sports, performing arts and academic facilities. The Houses form communities of between fifty and sixty pupils, under the leadership of a Housemaster or Housemistress (HM). Also serving the Houses are Resident House Tutors (RHTs) and teams of visiting tutors. These alongside the Dames (managers of domestic arrangements), Sani (the medical centre) and Senior Management Team. form the heart of the pastoral care structure within the school. The school broadly follows the English National Curriculum but after gaining IB World School accreditation in April 2014, the IB Diploma has been offered since September 2014.

www.marlboroughcollegemalaysia.org/pastoral/boarding

Nexus International School

Nexus International School provides boarding for boys and girls in Years 6-13 (10 to 18 year olds). The campus was designed with technology and digital teaching methods in mind, and the school follows a mix of the International Primary Curriculum and the IGCSE and IB Diploma programmes. The boarding schedule is flexible with the school hosting a combination of day pupils, full and weekly boarders, day boarders and occasional overnight boarders. The Boarding House staff are an extended family to the children under the direction of the experienced Boarding House Director, who is a member of the teaching staff and resides in the house. Boys and girls live on separate floors and a resident House Parent on each floor oversees the boarders' pastoral and social welfare needs. There is a resident House Matron to take care of the boarders when they require medical attention. Every boarder is also encouraged to take up a leadership role with the student council or one of the many clubs at the school. On the weekends, the boarders have the opportunity to take a break from the busy weekday routine. However, they also have the option to participate in various sporting activities and excursions.

www.nexus.edu.my/About-Nexus/Boardings

Prince Of Wales Island International School (POWIIS)

One of Penang's newest international schools, the Prince of Wales Island International School has the look and feel of a much more established campus. Located on Penang's west side, away from the island's more populous areas, the school hosts day students and boarders in grand but modern buildings.

At the Prince of Wales Island International School there is full, seven days-a-week boarding, but also weekly boarding (where the student lives in the School Monday to Friday, returning home at weekends) and flexi-boarding, when (space permitting) students can stay for just one or several nights during any given week. The boarding accommodation is spacious and well designed. Boys and girls are accommodated in separate buildings, largely in double rooms, though some single accommodation is available for senior students. Following a British-style curriculum, the school prepares students for IGCSE and A-level examinations.

www.powiis.edu.my/Facilities Services/Boarding

INTERNATIONAL SCHOOL OF **KUALA LUMPUR**

Valouiski Family

We have been parents of ISKL students for the past 7 years. Our son, Dennis, had been a high school student there and was a graduate of 2014 class, while our daughter, Thea, started her Prep Senior year in 2010 and is now on her second year of middle school.

From the first day of school, Dennis had enjoyed his time in ISKL. The choice of classes, challenging curriculum and afterschool activities helped him to develop skills which gained him acceptance into a good university in Canada. The professional guidance of high school counsellors played a big role in choosing his pathway for future studies.

The involvement of parents is very prominent in ISKL. The PTA, Grade Level Coordinators and others in the community, help give parents an opportunity to be involved with their children's school life.

I would like to specifically mention the GAP programme at the High School. It provides the students, a priceless experience to travel independently from their homes, to experience a different country, experience a new culture, and experience the satisfaction of helping a community in need. The bond between students on these trips becomes very strong and lasts throughout the years after they graduate.

ISKL is the only school our daughter has attended and it has been an extremely pleasant experience for her and for us as parents. There has never been a day when she has mentioned that she doesn't feel like going to school. ISKL offers a nurturing and warm environment where children learn to be responsible and caring individuals, besides being challenged by their studies.

In elementary school, Thea has been involved in the swimming club and has made big progress due to the guidance from her swim team coaches. She has changed her direction in her extracurricular programs and is currently involved in drama and the SPCA club.

As for her studies, it's been rewarding to see how she is progressing in math, science, humanities and Spanish. The teachers are always offering extra time to help students to reach better marks in their report cards. There is a great interaction between teachers and parents where teachers send weekly reports on the child's progress.

The various field trips that students attend during the year are also a great way to experience the country of Malaysia they live in, and to learn how to survive in this unique environment.

We would like to mention the great facilities the school has to offer right now, and the new campus currently being built will be even more inviting for future students. The multiple opportunities for studies and for after school activities, makes ISKL one of the best international schools in Asia.

ISKL offers a nurturing and warm environment where children learn to be responsible and caring individuals, besides being challenged by their studies.







ASIA'S LEADING EDUCATION CONSULTANTS

ITS Education Asia offers quality education consultancy and school search solutions. There is a school for every child and we will guide you on how to find the right one.

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If it's education, it's ITS



Little Steps Kuala Lumpur

TOP 10 FAMILY ADVENTURES



VISIT AN INDOOR THEME PARK

Yes, really, KL has its very own, pretty awesome, indoor theme park! The Berjaya Times Square Theme Park is a thrilling experience whether it's raining outside or not.

2

TRAMPOLINING

Jump Street and Amped both offer a trampolining experience that will burn off some energy in the very best and most invigorating way.

3

AQUARIA KLCC

Aquaria KLCC is a world-class aquarium that showcases animals & marine life from Malaysia and around the world. Their Oceanarium boasts a 90-meter transparent tunnel with a moving walkway to take you past Sand Tiger sharks, Giant Stingrays, Marine turtles and shoals of other fishes.



FARM IN THE CITY

Farm in the City (FITC) is a unique concept that combines the elements of wildlife and nature set in a designed environment of a conservation park. It provides little ones with educational and entertaining insights into the lifestyle and setting of a Malaysian village, fruit orchard and farm with its natural plants and wildlife.



KIDZANIA

A wonderful indoor family entertainment center where your kids can both play and learn. Everything within KidZania is kid-sized, making it easy for little ones to explore.







Little Steps Kuala Lumpur

TOP 10 INDOOR ADVENTURES



NATIONAL SCIENCE CENTRE

Calling all science lovers, this is the place for you! Head down to this modern, futuristic center to test your scientific knowledge and discover what each cosmic section has to offer.

7

NATIONAL ZOO & AQUARIUM

Located just 5km out of the city and set on 110 acres of land, the zoo is home to 5137 specimens from 476 species of mammals, birds, reptiles, amphibians and fish. They have daily animal shows which show off the Sea Lions, Macaques and Macaws.



PETROSAINS DISCOVERY CENTRE

Petrosains, The Discovery Centre is a melting pot of educational, handson interactive exhibits and exciting science shows where fun meets science for all ages!



SUNWAY LAGOON

Theme park lovers will have a blast at Sunway Lagoon, an amusement park and a water park, where you and the kids will be entertained for hours!



KLCC PARK

Hugely popular with tourists, expats and locals alike, KLCC Park is always busy. It's worth a trip though as not only is the setting stunning with the iconic Petronas Towers in the backdrop, but there's plenty to keep children entertained including a wading pool where kids can cool off.









Little Steps Kuala Lumpur!

Family-Friendly Events Outings With Kids Birthday Party Planning

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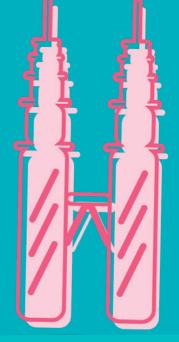
Shopping With Kids

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OVERVIEW OF INTERNATIONAL SCHOOLS IN CHINA

From a concentration in Beijing and Shanghai which together account for half the international schools in China, schools are spreading to other cities. Malvern College is in Qingdao and Chengdu. Dulwich College has expanded from its flagship schools in Shanghai and Beijing, to Suzhou and Zhuhai. Wellington has set up in Tianjin. The school famous for educating Winston Churchill, seven other British prime ministers and the romantic poet Lord Byron, Harrow School opened in Shanghai in August 2015. And Wycombe Abbey, a girls' boarding school in Buckinghamshire, opened its doors in Changzhou in September 2016.

The opening of all these new British schools is due to the insatiable demand in China for an English-medium education. More and more local families are using international schools, where they study A-levels and International Baccalaureates from the UK and Advanced Placement programmes from the US, as a springboard to getting places in UK and US universities. Another motivation is to escape the relentless drudgery and ferocious competition of a local school system based on rote learning and geared only towards exams. Demand, particularly from local wealthy families is such that virtually some of the leading international schools have waiting lists. From a dozen schools 15 years ago, China now has 530 English-medium international schools, catering for 326,000 students.

In Beijing & Shanghai there are so many options – from international, local, boarding; IB, IGCSE or a national curriculum school. How you choose from this spectrum depends on the child's stage of education, background and where they will go to university or where you will go next. You have the choice of selecting a school that's affiliated with one in your home country or one that has a history of sending students to universities in a particular part of the world.

International schools are equally attractive to expatriates, offering international curricula and accreditation, a mixed demographic of students, Western ethos and European languages and accredited exams. The issue is the high fees of up to RMB240,000 a year. Also some only accept children with at least one parent holding a foreign passport while others will only accept foreign passport holders.

Due to the high tuition fees, public school is the only choice for some expatriate families who cannot afford the hefty school fees. Public schools in China are legally obligated to accept foreign students. However, these schools often come with bureaucratic hurdles and there is a strong emphasis on Chinese. There is also a strong focus on

academics and less on extra-curricular activities, pastoral care and parental involvement.

The only way to find out if public schools are suitable is to check the teachers' qualifications, the school's daily schedule and study policies. Another area which you should pay attention to is homework and schedules. Public schools have unpredictable schedules. International schools have tentative schedules, and generally commit to them, but public schools in China do not operate in this way. For instance, there might be a change to the last day of term. Class may officially end at 3:40 pm, but teachers are known to keep students in class till 4:00pm. This is not common in all public schools in top-tier cities as schedules are more Western but it's still important to investigate.

There are four distinct types of international schools recognised by China's Ministry of Education:

- Schools for children of foreign workers (SCFW):
 otherwise known as 'expat schools', provide international
 education for the expatriate community and are also
 accessible to the children of Chinese families who have
 a foreign passport, or ethnic Chinese students migrating
 from other Asian countries. These schools are not allowed
 to enrol Chinese nationals. There are about 118 pure
 international schools in China.
- 2. Chinese owned private schools: An increasing number of Chinese/ English bilingual private schools have opened over the past few years which have a distinctly international focus. These are joint ventures between a Chinese owner (typically providing the land and financial investment), and a foreign education company or school that provides the learning and teaching and, frequently, an educational reputation. Both expatriate and Chinese students can attend these schools.
- 3. Chinese owned private schools: These schools provide a bilingual programme. An increasing number of Chinese/ English bilingual private schools are opening which have a distinctly international focus. Many offer internationally recognised examinations and diplomas. These schools mostly cater to Chinese students.
- 4. Chinese public/ state schools: These schools deliver an internationally-recognised curriculum but as an option for their high school students only and the medium of instruction is in Chines

Why choose the English National Curriculum?

When choosing a school, its critical to choose the right curriculum for your children.

The most important decision after making the leap to move your family overseas, is which school to choose.

The English National Curriculum (ENC), offered by The British Schools of Beijing (BSB), is considered one of the leading curricula, recognised across the globe. The curriculum is structured and broad yet flexible enough to ensure that it meets the academic needs to help children excel in an international environment.

Before the age of 5, children follow a structured play-based curriculum in the Early Years Foundation Stage (EYFS) introducing phonics and numbers very early on. Students are then placed in Key Stages according to their age:

- Key Stage One Years 1 & 2 (5-7 years old)
- Key Stage Two Years 3, 4, 5 & 6 (7-11 years old)
- Key Stage Three Years 7, 8 & 9 (11 14 years
- Key Stage Four IGCSE Years 10 & 11 (14 16 vears olds)
- Sixth Form Years 12 & 13 (16-18 year olds) A Levels or IB Diploma

The International General Certificate of Secondary Education (IGCSE) examinations are recognised internationally and are known as the best



Solution The strength of the English National curriculum is that it is highly structured with progress measures throughout

preparation for all post-16 qualifications, such as the International Baccalaureate (IB) Diploma, which is studied at BSB.

The strength of the ENC curriculum is that it is highly structured with progress measures throughout so that teachers and parents know exactly how well a student is achieving.

The British Schools of Beijing's collaboration with The Juilliard School in New York, has co-created an embedded performing arts programme. In collaboration with Massachusetts Institute of Technology (MIT), BSB has also developed a new approach to teaching the STEAM subjects.

Choosing a school curriculum is very personal and being informed is key. If you are leaning towards one curriculum type, take the time to find out more about the different curriculum. choices that exist and which one fits best for your child.





BEIJING

ADMISSIONS PROCESS FOR INTERNATIONAL SCHOOLS

Most international schools accept applications anytime throughout the year although some may have cut-off dates after which no new applications are accepted until the next intake. The decision to offer a place to a prospective student is taken by the Admissions Committee, comprising the Head of School with the Admissions Department and Additional Educational Needs faculty (if applicable). Admission and year level placement will be based on academic evaluations and assessments, English proficiency, past school records, student interviews teacher recommendations.

All students are subject to the specific enrolment criteria set by each school and students enter schools at their appropriate year level. Most schools do not place students in year levels above or below their age cohort.

Junior school (Year 3 to Year 6)

Year 3 applicants complete a written assessment in English and Mathematics. Year 4 to Year 6 applicants are required

to take the Cognitive Abilities Test (CAT) consisting of verbal, quantitative and non-verbal assessment and a written assessment in English.

Senior school (Year 7 to Year 13)

Applicants are required to take the Cognitive Abilities Test (CAT) consisting of verbal, quantitative and non-verbal assessment. Applicants entering Year 10 and above are also required to sit written assessments in English and Mathematics. Applicants are interviewed by the Head of Senior School. Candidates applying for entry into Year 11 must be able to demonstrate that they are capable of being entered for the (I)GCSE examinations, which students sit at the end of Year 11. Candidates applying for Year 12 and Year 13 will be assessed and interviewed for their suitability for the IB Diploma programme.

Overseas candidates

Special arrangements are usually made for candidates to take assessment examinations in their home country. If a candidate cannot be interviewed, the applicant may be offered a provisional place. The offer of enrolment is withdrawn later if the school determines it cannot meet the child's needs.



Application process

Once you are ready to apply to the schools that are right for your child, along with completing an application form, you will also need to send the following to each school:

- Copies of your child's school reports for the past two vears.
- Copies of your child's passport and visa.
- 2 passport size photographs.
- Copies of the passports and visas of both parents.
- Application fee (non-refundable).

It is advisable to visit each of your preferred schools. If schools know your child's age, skills and interests before you visit, they are usually very flexible about tailoring a tour so you get the most out of your time at the school. School tours typically last between one and two hours, perhaps more if you have both primary and secondary age children. You'll meet with admissions staff, and you'll meet with one or more of the Principals, Head of Primary and Head of Secondary. During the visits, the academic staff will be able to talk with you about where your children will best fit in and about any subject choices or curricular issues that are relevant. It's very helpful to bring school reports with you, so staff can go through them with you. 'School Recommendation' from a child's previous school and a questionnaire may also need to be completed by a current teacher or principal.

A student's individual learning needs, personal and academic development, is carefully considered against the current levels of staffing and resources within the school before a place is offered. What this basically means, is that students with additional learning needs are accepted into the school on a case-by-case basis.

Tuition fees

Private international schools in Beijing are among the most expensive in the world when compared to the cost of living in the city. At top-notch international schools, tuition can reach up to USD 25,000 per student per year. Even in less expensive schools, you will still have to pay USD 10,000-USD 15,000 per vear.

Notable International Schools (Tuition Range: USD 10,000 to USD 25.0001

- Australian International School Beijing (Kindergarten-Year 12, W. Australian Education Curriculum, USD 12,900-USD 15.800)
- Beijing BISS International School (Pre-school-Grade 12, English Language IB Programme, USD 13,785-USD 26.580)



- Dulwich College (Nursery-Year 13, English National Curriculum, USD 25,600-USD 33,900)
- Ivy Academy of Beijing (Pre-school-Ages 2-6, "Multiple Intelligences" programme with Harvard University trained faculty, USD 15,240-USD 27,000)
- The British School of Beijing (Pre-Nursery-Year 13, English National Curriculum, USD17,130-USD 41,700)
- Beijing Eton International School Office of Admissions (Kindergarten-Ages 1-9, English based curriculum, USD 9.130-USD 15.850

Waitlists

Even though the tuition for most international schools is high, both expatriate and Chinese families are flocking to these schools in Beijing. The international-style education offers a way for Chinese children to gain some international experience, good instruction in the English language, and access to better universities in the future. It is necessary to apply for a place as early as possible and provide your child's reports, health records, and, if necessary, letters of recommendation. Some schools expect students from Year 5 to complete an entrance exam and a personal interview might also be part of the admission process.

ITS TOP 5 CONSIDERATIONS FOR CHOOSING A SCHOOL IN BEIJING

(1) Location: One of the most important considerations should be the location of the school. In Beijing, like most big cities, commuting times can be significant. You should look for schools that are in your area and possible and practical to reach. Most of the international schools are clustered together in areas that house the majority of expatriate families. Many international schools are in located in suburban Shunyi. Others are in the Lufthansa and CBD (Central Business District) areas.

(2) Student body: An international school usually has a student body (and also teaching staff) of mixed nationalities. For example, The British School of Beijing and Yew Chung International School have a student body of over 40 nationalities. A mixed nationality environment is one of the biggest benefits of an international school, as it offers a great opportunity for students to learn from each other and learn from each culture.

(3) School size and class size: A popular thought is that small children go to small schools while big children go to big schools. The fact is: it takes many years and a lot of resources for the school to grow into a big school; and big schools usually have more resources and funding to make sure they recruit the best teachers for the best curriculum and use the leading-edge technologies. Does a big school also mean less attention on the child? Not exactly. In many big international

schools in Beijing, they have separate facilities especially for the younger children. What does matter is the class size: a teacher has only two eyes; if one class sits more than 20 or 30 students (common in Chinese schools) there is no guarantee your child will receive enough attention or care in the class.

(4) The child's choice: The decision is ultimately the parent's decision. But after all, it is the child who goes to the school. So, it is important that your child has a say in school selection, especially for children who need to select a high school programme. Be careful about your little ones. If your child has an observational play date at a school and falls in love with the well-stocked toys corner, it's tempting to give in when you hear, "Mommy, I want to go here!" But with children this young, parents would do well to set aside the need to please their soon-to-be pre-schooler and make an educated decision; one that takes into account what they know about their child and what they've learned about the school.

(5) A back-up plan: Good and popular schools might have a waiting list and strict entrance exams. Be sure to have a back-up plan in case the school you choose doesn't work out. Narrow your list to two or three schools and enrol your child in your top-choice school if you can. But also find out if there are slots available and what admissions procedures there are at your back-up schools. That way, if things don't go well for your child at her new school, you can move her quickly without starting the process all over again.



International community and global citizenship at YCIS Beijing

In an increasingly competitive international school market, it is becoming more and more important to distinguish oneself from one's competitors. With over 20 years of experience serving expat families in Beijing, the Yew Chung International School of Beijing has crafted a recognizable reputation for excellence in education, nurturing high-performing students with a commitment to global citizenship.

A world-class academic education

A complete through-school, students of all ages have the opportunity to receive an international education at YCIS Beijing. Our youngest learners participate in our Early Childhood Education Programme, where we provide a nurturing environment for children of nursery and preschool age. Children are at the heart of the early childhood programme, experiencing the joy of learning

through a holistic and play-based learning process that encourages discovery.

Students transitioning to Yew Chung International School of Beijing's Primary School will find a place of energy and life, where there is evident enjoyment displayed by the students towards learning and where there are a wealth of opportunities made available to the students for their learning. Our Yew Chung International School curriculum provides an academically strong, international, and bilingual education, emphasizing cross-cultural experiences combined with an additional focus on Chinese culture and extensive music, arts, and sports activities. Students in Years 1-3 attend violin classes multiple times a week, both instilling a love of music and increasing overall brain function in these formative years.

Our burgeoning global citizens entering Yew Chung
International School of Beijing Secondary School arrive into a truly
international, multicultural, and bilingual learning environment
that wholly incorporates both Eastern and Western cultures.
Curriculum in Years 7-9 is once again based on the National
Curriculum for England, with students in Years 10-11 transitioning





to IGCSE programme which in turn prepares them for the academically rigorous and internationally recognized IB Diploma Programme in Years 12-13.

Global citizenship with a bilingual focus

Each Yew Chung International School of Beijing ECE and Primary School classroom features one English and one Chinese speaking teacher to provide true bilingual immersion. Overlaying this emphasis on all-rounded education is our Character Education Programme, dedicated to helping students to develop a moral compass. We encourage our students to become global citizens of character and integrity who will make a positive difference in our ever-shrinking world.

Linguistic skills in both English and Chinese are equally sharpened in Secondary School, developing in students a deep understanding of and respect for cultural diversity and global awareness. Furthermore, Secondary School education encompasses competencies and co-curricular activities that provide numerous enrichment opportunities beyond the classroom to inspire critical thinking and development of a strong moral character through a variety of activities. These include the YCIS Seeds of Hope charity, communication and technology programmes, world classroom trips, research and problem solving clubs, sport and athletic competitions, experiencing China excursions, applied arts exhibitions, music and drama performances, and much more.

A truly international community

YCIS Beijing is a truly international school, with students of over 35 different nationalities making up its diverse population. In addition to in-class celebrations throughout the school year, including diversity weeks and festivals, the school holds an annual Global Community Day. The event is designed to celebrate the multicultural YCIS Beijing community through a variety of interactive games and booths, scintillating performances, and delicious food. Proceeds from the event go towards the Seeds of Hope charity, a Yew Chung Education Foundation (YCEF) project aimed at combating education inequity in China by constructing new schools around mainland China in impoverished and disenfranchised areas. This past year, nearly RMB 80,000 was raised for the organization, a testament to the event's popularity and an embodiment of how YCEF makes a tangible and positive impact on the world.

In YCIS Beijing, students and their families will find a welcoming global community that embraces strong academics, bilingual education, and moral values steeped in compassion and generosity. If you're moving to Beijing, please don't hesitate to reach out to us; we'd love to make you a part of our family!

For more information about YCIS Beijing, please contact our friendly Admissions team via our website at

www.ycis-bj.com/en/contact-us or email directly at enquiry@bj.ycef.com

BILINGUAL SCHOOLS WITH INTERNATIONAL PROGRAMMES

Bilingual ability is becoming more and more important in the globalized world that we live in. It leads to a greater understanding of cultural differences, improved job prospects and a broader global mind-set. In addition it has been proven that bilingualism also makes you smarter! Bilinguals show improved cognitive skills, improved creativity and improved literacy. Some schools in Beijing provide a balanced education that uses a bilingual English and Chinese language programme at the core of its curriculum.

The following schools are popular choices for expats who want their children to be immersed in a bilingual learning environment:

Asia-Pacific Experimental School of Normal University

Primarily a boarding school, located north of central Beijing, in Changping District, the Experimental School of Normal University is home to 200 staff and 1,600 students, with approximately 80 foreign students from 10 countries. Classes top out at 35 students to a class.

Beijing Shuren-Ribet Private School (BSRPS) Located in

outside the sixth ring in Tongzhou, a suburb to the east of downtown Beijing, Shuren-Ribet is a small boarding school of over 400 students that offers kindergarten through middle school following a Chinese national program taught in Chinese, and an American high school curriculum taught in English. Shuren features a number of Chinese and foreign instructors, most residing on campus, and hosts students from 13 different countries.

Fangcaodi International Primary School (FCD) is a Chinese government-run school. Its international section has over 400 expat students, from five to 13 years of age, from 42 different countries and regions. All classes, except English, are taught in Chinese. Students, who cannot speak, read or write Chinese undertake special intensive language classes their first semester. School fees average RMB 15,000 per year. FCD also offers SAT preparation courses. The quality is comparable with Kaplan and Princeton Review and price is ~20% less.

Beijing World Youth Academy (BWYA) is a middle (high) school for expat students age 11 to 18. Most of the 300 students are Korean. The school has good facilities, including a dormitory for boarding students, and an indoor pool and





tennis courts on campus. All classes are taught in Chinese, and an intensive language class is offered to non-Chinese-speaking students in their first semester. Other subjects offered include maths, science, computer technology, art, music, PE, history and English. Annual tuition fees are around RMB 32,000.

Beijing No. 55 Middle School has an international student section and all subjects are taught in Chinese. The Middle Years Program for students in grades six to 10, costs RMB 30,000 per year. The school's local pre-university programme, for students in years 11-12, follows the Chinese syllabus for liberal arts and science students, and is aimed at international students planning to enter overseas programmes.

Beijing International Bilingual Academy (BIBA), the Academy provides a strong learning environment in both English and Chinese to children from kindergarten through middle school grade 8. Over 400 students originating from over 20 countries study together within a school culture which promotes respect, cross-cultural understanding, creativity and of course, the joy of learning. The goal is to provide a high quality bilingual education which combines the best attributes of both Chinese and Western methods and styles. The English curriculum, covering language, science, mathematics, PE, music, art, social studies and more, is based on US national standards. The Chinese curriculum follows the Chinese

National Standards for language, arts and mathematics. Ivy Bilingual School (IBS) is an immersive bilingual school that enrols children from two to six years of age. IBS offers a curriculum designed in the spirit of Multiple Intelligences (MI) theory. The goal of Ivy Bilingual School is to provide children with the most current research-based practices coupled with the knowledge of the unique Chinese culture. Graduating Kindergarteners are expected to understand, speak, read and write basic characters by the time they graduate from IBS. Approximately 60% of the graduating children enrol in local elementary schools, while about 40% enrol in international schools.

Yew Chung International School (YCIS-Beijing) has been operating in Beijing since 1995. They operate on a combination of the National Curriculum for England and their own research-based Chinese curriculum for years 1-9, IGCSE's in Year 10 & 11 and the International Baccalaureate (IB) programme for year 12 & 13. YCIS is committed to global education and is well-known for its strong bilingual programme. In every early childhood education class and primary school class they use a co-teaching model where a Western teacher and Chinese teacher plan lessons and conduct classes together. Chinese language acquisition is emphasized at higher levels as well and tailored for both native and non-native speakers.

TOP INTERNATIONAL SCHOOLS IN CHINA

Some of the most popular international schools are as follows:

Beijing

- Australian International School Beijing
- Beijing BISS International School
- Beijing International Bilingual Academy
- Canadian International School of Beijing
- Dulwich College Beijing
- Eton International School
- Harrow International School Beijing
- International School of Beijing
- Saint Paul American School
- The British School of Beijing
- Western Academy of Beijing
- Yew Chung International School
- Yew Chung International School of Beijing

Guangzhou

- American International School of Guangzhou
- Clifford School
- Guangzhou Grace Academy
- Guangzhou Huamei International School
- The British School of Guangzhou
- Utahloy International School Guangzhou

Shanghai

- Britannica International School
- Britannica International School Shanghai
- Concordia International School Shanghai
- Dulwich College Shanghai
- French School of Shanghai
- German School Shanghai
- Shanghai American School
- Shanghai Community International School
- Shanghai Livingston American School
- The British International School Shanghai, Pudong
- The British International School Shanghai, Puxi
- Wellington College International Shanghai
- Wycombe Abbey International School (Changzhou)
- Yew Chung International School
- Yew Chung International School of Shanghai
- YK Pao School

Shenzhen

- International School of Nanshan Shenzhen
- QSI International School of Shenzhen
- Shekou International School
- Shenzhen College of International Education

Tianjin

- International School of Tianjin
- Tianjin International School
- Wellington College International Tianjin



The British International School Shanghai, Puxi

SHANGHAI

SCHOOL SYSTEMS IN SHANGHAI

The majority of the most popular international schools in Shanghai can be found in both Puxi and Pudong, including the Shanghai American School, The British International School, Dulwich College Shanghai, Concordia International School, Shanghai Community International School, and Shanghai Yew Chung International School. Alongside Singapore and Hong Kong, Shanghai has built a reputation in Asia for top quality provision in the education market.

If you're looking to send your kids to an international school in Shanghai, there are several things to be aware of. While these schools will help smooth the transition from their native country to life in Shanghai, admission can be both expensive and time consuming. Fees for international schools can start at around 120,000 RMB (US18, 400) for primary, and can quite easily reach up to 260,000 RMB (US39, 260) for high school. And just like Hong Kong, they also come with student interviews, aptitude tests and long waiting lists, so it's generally best to start your school well before you travel.

Unlike many other cities that expatriate parents may find themselves in, where it is simply about selecting the 'best' school, in Shanghai there are many excellent schools, all of which are worthy of the highest accolades in educational accreditation circles. What this therefore means is parents can be really selective in deciding what is important to them as a family and for their child and which of the many 'best' schools will, therefore, best serve their needs.

It is important to know there are three types of systems:

Category I: School for children of foreign nationals

"International school", when used properly in the Chinese educational system, denotes the schools that, by law, can only accept foreign nationals. Although there are a few exceptions to this rule, it is rare for a Chinese mainland passport holder to attend an international school. As such, their curriculum is not supervised by the Ministry of Education.

Often the pedagogy of international schools is based on the standards, teaching practices, and educational ethos of a specific country. For example, Shanghai American School pedagogy is American, Dulwich and Wellington is British, and German School Shanghai is German. Other schools deliver the International Baccaulearate Programme, such as Western International School Shanghai or an integrated programme, such as Yew Chung International School.

Category II: Chinese private schools

Chinese private schools offering international programmes (also known as bilingual schools) are a relatively new. Unlike international schools, Chinese private schools can accept both foreign and Chinese nationals. They are privately run institutions, not sponsored by the government, offering a fusion of Chinese and Western education.

The most well-known example of a Chinese private school in Shanghai is YK Pao School, founded in honour of, and named after, the famous Hong Kong shipping tycoon and philanthropist. Others include, The SMIC Private School, Shanghai and Shanghai World Foreign Language School. Chinese nationals dominate student demographics at Chinese private schools, although top schools may have an even split between Chinese and foreign students. The private schools tend to have a strong Chinese language and math requirement.

Category III: International divisions of public schools

Some "international schools" are actually international divisions of a public school. These public schools are government-sponsored institutions that then open a foreign department that can accept foreign nationals. They are strong in math, science, and Mandarin. Homework loads are typically far higher than Western international schools.

Top public schools like Shanghai High School International Division (SHSID) are world famous for their academics. Admission to such schools is often more competitive than many international schools and Chinese private schools. This is in part due to high language and math requirements.







Full STEAM ahead

Our Nord Anglia Education schools collaborate with MIT

Students at Nord Anglia International School Shanghai, Pudong (NAIS) & The British International School, Puxi (BISS) are benefiting from an innovative collaboration between Nord Anglia Education and MIT (Massachusetts Institute of Technology), one of the world's most influential universities.

The schools offer an enhanced STEAM curriculum (science, technology, engineering, art and maths) developed by experts, researchers and scientists from MIT.

At the centre of this collaboration is MIT's philosophy of 'mind and hand', which calls for a hands-on, interdisciplinary approach to learning and problem solving. This approach encourages students to develop key 21st Century skills such as flexibility, creativity, communication and complex problem solving, which will support students' success in school as well as preparing them for the jobs of the future.

From September 2017, students will participate in a series of in-school challenges which focus on developing practical solutions to real-world challenges. Teachers at NAIS and BISS will stay up-to-date in the latest developments in STEAM through annual professional development workshops and ongoing training with MIT staff.

Two students share their experience of MIT at the schools:

THE BRITISH INTERNATIONAL SCHOOL SHANGHAI, PUXI

Dr Neil Hopkin, Principal of the British International School Shanghai, said:

"The world class facilities we have designed for students of all ages will enable them to explore a wide range of 'design thinking' skills. What is crucial to 21st century learning is that students can foster the dispositions of curiosity and creativity, which enables them to extend beyond just 'problem solving' to 'problem finding'."

"When I first saw the STEAM (science, technology, engineering, art and maths) festival being offered by BISS Puxi I thought it would be an awesome opportunity to see



how MIT use their research to apply science to the real world, and I was excited about these subjects. I knew it would be a great chance to work with other students who shared similar interests and to speak to students studying at MIT. The activity I enjoyed the most was Biobuilder. In this session we learnt about how, in the future, we will be able to take parts of cells, which perform a certain function, and build it to make a new cell."

Alison, Year 7 student



"These are things I never thought I would do. Meeting the other students from NAE was great because they all seemed very similar to me and that made me feel a lot more confident about myself. It was

also good fun to make new friends from around the world who I can continue to connect with through Nord Anglia's Global Campus."

Iwan, Year 7 student





Mrs Lesley-Ann Wallace, Principal of Nord Anglia International School Shanghai, said:

"We are very excited for our students to have the opportunity to cultivate a passion for STEAM subjects by working with such a prestigious organisation as MIT. The power of these subjects to inspire critical thinking and problem solving will be hugely beneficial to our students"

TIPS ON HOW TO CHOOSE A SCHOOL IN SHANGHAI

There are obvious factors when choosing a school, such as academic performance, university acceptance rates, and location. Then there are the less obvious factors that can be just as important. Let's take a closer look at these:

Teacher retention

Low teacher retention is one of the most common complaints among parents that enrol their children in international schools. Shanghai is not to most desirable teaching post for many, with some teachers only staying the length of their contract [2 years]. Inherently, international education draws a population of teachers who work abroad for the very purpose of moving around every few years and seeing the world. However, if you're paying top dollar, the school shouldn't have an average retention rate of only 2-3 years as your money should be going to quality teachers, incentivized to stay around.

Profit versus non-profit

Non-profit doesn't automatically mean better, especially in Shanghai or even all of China for that matter. Although

some schools are extremely transparent with their financials, others are not. . For-profits can also have problems. Some for-profit schools spend their money on after school programs and high teacher salaries to stay competitive, while others squeeze their budgets to drain every penny possible from the school. In the end, qualified teachers, strong academic performance, well-kept facilities, and extracurricular and community programs are the best indicators that your money is being well spent.

Parents

Not only should you consider student demographics but also parent demographics. For one, you're going to be seeing them a lot both in and out of school. In addition, parents play a significant role in school politics. They can have an effect on which extra-curricular programs are introduced, what extra subjects are taught. If the school you are considering has a big group of involved-parents, it's probably best that you know about them before you send your child there. Try to get to know the parents of children that go to the school you are looking at to learn more about the parent community.





HOMESCHOOLING IN SHANGHAI

Since the recession, expat packages have been less generous, meaning international school fees are quite expensive for parents who do not receive financial support from their employers.

Expats in Shanghai are turning to home schools to educate their children in English after being priced out of international schools.

For instance, some parents have taken matters into their own hands and started their own kindergartens and Home-schooling groups. The Home-schooling groups in Shanghai tend to be small and insular, but are growing – the Shanghai Home-schooling Group called SHARE (Shanghai Home-school Activities Resources and Encouragement) that meets in Pudong about once a month can be joined through their Yahoo Groups page, and the other, called SALT (Shanghai Area Learners Together) meets in Puxi and can also be joined on their Yahoo Groups page. The Shanghai City Scholars (SCS) (for high schoolers) meet daily in the Puxi area. If families join SALT/ SCS groups, they must agree to The Apostles' Creed. This is the founding reason why the groups were formed. The groups create their own schooling curricula, but usually use resources like online worksheets, textbooks, and purchased materials from home-schooling companies like K12 International Academy or Time4Learning.

Although the prices of international schools have not risen significantly in recent years, many expatriates have lost their ability to pay for them since many are only offered local employment packages.

Claire Smith, from Dublin in Scotland, moved to Shanghai with her husband in 2010. Since then the couple have had two

children, but her husband's contract has no allowance for education. "The price of schooling in Shanghai is ridiculous, even for kindergarten," said Mrs Smith.

Having struggled to find an affordable option for their daughter Emily, she discovered Acorn Academy, which began as a home school run by Canadian expat and child care professional. The Montessori Programme is the focus of the learning and fees are about US\$1,000 per year. Acorn Academy provides a welcoming space with small classes for expat children but operates under restrictions since it does not have an official licence.

If you do need to consider, home-schooling, it's important to know that it does not mean it is school in a home concept where you can just drop your kids. It is a school in your home and you are THE teacher. You may engage others but you must be involved in teaching.

Here are some questions to ask yourself before you consider home-schooling:

- 1. Why do you want to home school?
- How much commitment are you willing to give to your child daily, being "the" teacher in the house? Although the benefits of home-schooling are great, many parents do give up because they could not manage the stress.
- 3. Are you prepared to commit yourself to a home school group and become part of the support team?
- 4. Are you willing to put your children through Christian Curriculum? Some of the groups are using the Christian Curriculum, while some are open.
- Are you looking for special needs education? Most groups in Shanghai do not have the capability to support special needs children.

EXPANDING INTERNATIONAL EDUCATION IN CHINA

The international-schools market has developed significantly in China in recent years, with several UK independent schools making their mark. Dulwich College led the way in 2004 and now has four schools, two in Shanghai and one each in Beijing and Suzhou. It was followed in 2005 by Harrow, which opened a school in Beijing.

Wellington College is another example of a UK independent school seeing success in China. It opened its first school (in Tianjin) in 2011 and a second (in Shanghai) in 2014. The two Wellington schools in China reflect the UK school in environment, infrastructure, learning and teaching, but they also value and draw upon their Chinese location. The core of learning is derived from the British National Curriculum, adapted to embrace the globally recognised and innovative programmes of the International Baccalaureate.

All these schools are accessible only to the children of expatriates and Chinese children who have parents with foreign passports.

In addition to the UK independent schools now established in China, many other international-school options exist for families relocating to the country's leading centres for trade. One example is the International School of Beijing, which was established in 1980 as the first international school in the city, to offer a local education option to the children of foreign diplomats.

The school, located in Beijing's Shunyi District, has since expanded beyond embassy staff, and now offers education - including the International Baccalaureate Diploma Programme – to around 1,700 students, predominantly expatriates of 50 different nationalities.

The oldest and largest international school in the city is Shanghai American School. Built on two campuses, it provides a US-oriented curriculum for more than 1,700 children and boasts the largest English-language library in China. Based on continued demand for places, the school opened an additional Pre-K (pre-kindergarten) class in September 2015.

Schools currently experiencing the most growth are those accessible to local children. A number of UK independent schools are involved in these developments. In addition to having four international schools dedicated to expatriates in China, Dulwich College works with two high schools, in Suzhou and Zhuhai, to offer a UK-oriented curriculum to Chinese nationals. Students study for IGCSEs and A-levels, with the aim of progressing to higher education in the UK or the US.

ACCORDING TO ISC RESEARCH DATA. THE NUMBER OF INTERNATIONAL SCHOOLS IN SHANGHALINCREASED BY 39 PER CENT BETWEEN MAY 2010 AND MAY 2014. THESE SCHOOLS CURRENTLY EDUCATE **AROUND 69,000** STUDENTS

In 2012, Malvern College Qingdao opened as a purposebuilt international secondary school licensed by the Chinese authorities for Chinese nationals. Students follow an Englishspeaking foundation course in preparation for A-levels.

The college opened a second international secondary school for Chinese nationals in Chengdu in September 2015, HD Ningbo School. It is bilingual and, because it offers a dual curriculum that is part Chinese in the junior school, local Chinese students are allowed to attend.

For expatriates, the latest international schools include United World College (UWC) Changshu, which opened in September 2015 in the Yangtze Delta. The school caters for 520 students and offers the International Baccalaureate Diploma Programme plus a one-year pre-IB preparatory programme. As with all UWC colleges, students are competitively selected, and many receive needs-based scholarships to represent their region or country at the school. Approximately a third of these students are Chinese nationals from different parts of the mainland. The remainder are foreign students, including those from a range of countries and those from expatriate families already based in China.

Harrow International School Shanghai opened in August 2016. It is situated on the newly developed Sunland project, 30 minutes from the centre of Shanghai. The school provides learning for all years up to Year 13, and will offer both day and boarding facilities by 2018.



CHOOSING A SCHOOL IN THE UK

By Danny Harrington, Founder & Director, ITS Education Asia

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 students' 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). Full-time education is compulsory up to the age of 17 and will be increased to 18 in 2015. While the vast majority of state schools are day schools, there are also 37 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 or independent schools' fees are covered by parents, guardians, companies or whoever else may wish to provide for the education of a particular child. 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.

Just over 300 private schools in the UK provide boarding facilities that allow students to stay on the school campus during term time. These are known as boarding schools. Most boarding schools accept both boarders and day pupils, with the proportion of each varying considerably from school to school.

Examinations in UK secondary/ senior schools

UK students are examined a lot. Many teaching professionals feel too much. There are SATs at many lower school levels to track progress and then courses for public examinations begin at age 14. By age 16 or school year 11, 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. Some go straight to work.

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 has just been 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 understanding the curriculum (or curricula) that it offers and whether it is right for your child.

Entry to UK schools from overseas

Due to the common points of examination, most senior schools limit their entry to years 7 (state sector), 9 (private sector) and 12 (both sectors).

The competition for places is at its fiercest for year 12 entry for a variety of reasons. These include an increasing reluctance among parents to send their children overseas before they are 16, and the fact that many parents are able to fund five years of overseas study (years 12 and 13 of school plus a three year degree programme), but not seven or eight years of overseas study.

Most UK schools require students to sit entrance tests. Typically, these comprise English and Maths tests, with the possible addition of papers in science and verbal and/or non-verbal reasoning. Relatively few schools require students from overseas to sit the Common Entrance (CE) examination, instead using their own tests. However, these tend to be similar in content to CE.

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 point in time. Most schools allow tests to be taken in Hong Kong and tests typically take place between November and January of the academic year before entry, although some are as late as May/June. 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 to familiarise themselves with topics with which they are not familiar.

CONSIDERATIONS WHEN CHOOSING A SCHOOL IN THE UK

Parents who are considering sending a child to school in the UK need to take a wide range of issues into account:

Choosing a syllabus: parents first need to choose which post-16 syllabus they prefer for their child. This should be considered even for younger children as not only are year 12 places at good schools difficult to secure, the younger a child is, the more difficult it is to know what examination syllabus they will be best suited for at 16 years old. It may therefore be wise to consider schools that offer more than one syllabus.

Academic results: these are of course, a key factor in parental decision making. Although there are no formal league tables for UK Independent Schools, The Daily Telegraph and The Financial Times both publish their own league tables. These are a good guide to academic performance, but they can be misleading in certain situations. Some top schools choose not to submit their examination results and are therefore omitted, as are smaller schools that enter less than 25 candidates for public examinations. A school's ability to produce top grades is partly due to the quality of its teaching and partly due to the quality of its students. Top schools tend to get the best students and so remain with the top results quite naturally. Parents should also remember that the top universities are looking not just at grades, but also at students' intellectual curiosity, originality, and passion for their subject.

Entrance tests: the top UK schools ask students to sit entrance tests. These tests allow schools not only to ensure a minimum level of academic proficiency among the students they admit, but also to choose the best performers. The number of papers vary widely.

A student's academic ability: it is important that parents are realistic about both their children's ability levels and their personalities. Some students are not academic high-fliers and may not be able to cope with the academic pressures placed upon them. Some students thrive on stress, others require a more supportive approach. Of course, individualised, nurturing environments and high academic standards are not mutually exclusive, but parents do need to understand the philosophies of schools when making their choice.

Number of boarders: parents should consider the percentage of boarders at a school. There are some schools that take boarders but have a large majority of day students. If not managed well, this can lead to students feeling isolated when the school empties at the weekends. Also, look at the culture of boarding at the school - does the school manage its mix of students from different backgrounds well? Some schools or school houses have a reputation for being dominated by particular nationalities.

School size: the size of a school is a major consideration. A big school will of course have more facilities, offer more academic subjects, and increase the range of extra-curricular activities on offer, but it can also lead to students feeling lost in the crowd. A small school with a more tight-knit community where everyone knows your name can bring out the best in some students

For more information about boarding in the UK, contact Sue Smith at info@itseducation.asia or give her a call on +852 2116 3916.



CHOOSING A BOARDING SCHOOL IN THE UK

Boarding schools in UK boast a long tradition of excellence in education.

The UK continues to have a reputation for educational excellence that makes it a highly desirable destination for students from all around the world. The vast majority of UK boarding schools are independent. In 2014, 92% of school leavers from UK independent schools went on to higher education. (Independent Schools Council Census 2015).

UK independent schools have a reputation overseas as the best in the world. The number of overseas students coming to UK boarding schools increases every year. Parents from China, India and Russia are sending their children to UK schools in increasing numbers. UK education is all about giving students the inspiration so they can develop their skills and knowledge, the freedom to be creative and the support for students to achieve their best.

There are many factors you might wish to consider when choosing the ideal boarding school for your child - above all, of course, where you think they would be happiest. That's best judged by preparing early and making sure to visit any schools which would be a strong consideration. In the information that follows, we take you through some of the other main factors and give you some inspiration in the form of a few names to get you started on your research.

General considerations

There are guite a few things to think about when picking a boarding school, and we're going to start by discussing them in more detail. It's a good idea to let your child be involved in the process of choosing, so that they feel they have some control over the situation and so that they end up going to the school at which they feel they'd be happy.

Educational credentials

It is a good idea to check out the school's academic credentials to ensure that the teaching your child will receive is reputable. League tables should give you an indication of the proportion of students receiving top grades in public exams. However, this performance measure is an unfair way to compare schools as it says more about differences in schools' intakes than it does about differences in their quality. Such league tables are also an unreliable way to compare schools as, with only around 200 students per school sitting GCSE exams each year, it does not measure how well schools are truly performing. Academic facilities will also be of interest, as will aspects such as the range of subjects and qualifications offered and class sizes.

Standard of living and pastoral care

It is understandable that you will want to send your child to boarding school knowing that they will be very well looked after, so the standard of pastoral care and living quarters will be a primary concern. For an assurance of quality, you should look out for accreditation such as membership of industry bodies that provide regular inspections. These include the Boarding Schools Association and the Independent Schools Council, which monitor numerous aspects of boarding schools.

Single-sex or co-educational

Some boarding schools cater for boys only and some for girls only, while others are co-educational. The environments offered by single-sex versus co-educational schools are very different, so you'll need to think carefully about which you feel would be better suited to your child.

Ratio of boarders to day school

Make sure that there are enough boarders that the school will still be busy in the evenings and at weekends. If it's mostly day students or those who board during the week and go home at weekends, it might be quiet and a bit lonely at the weekend, with fewer activities going on to keep your child occupied and also less supervision.

Proportion of international students

At least 32 per cent of the UK's boarding school students are non-British nationals with parents living overseas, according to the Independent Schools Council, the representative body for the UK's independent education sector. Of the total number of non-British students at all the UK's fee-paying schools — both day and boarding — with parents living overseas, the greatest number is from Hong Kong (4,704). However, among the steepest rises in recent years have been the numbers of students from mainland China and Russia. (Financial Times report 2014)

If you wish to send your child to a boarding school in the UK so they can improve their English skills then this is most definitely a great reason. You will of course have to make sure there is a good mix of nationalities at the school so that English will be the language of choice outside the classroom as well as in it. Boarders tend to have the urge to gravitate towards their own nationality and speak their native language with one another. This is understandable for a child when they are away from home. Most boarding schools should be able to offer English courses (English as an additional language -EAL) for non-native English speakers, so this is something to

ask about if you feel your child's English could be improved. Often schools request for overseas students to attend such a course for a period of time.

Location

Some boarding schools are located in the countryside; others in the middle of cities. Which would you rather your child went to, and which would they rather? Also, think about transport links, particularly if you're coming from overseas. You'll need to make the trip numerous times to drop off and collect your child at the beginning and end of each term, so you might want to consider picking somewhere that's relatively accessible from an airport. Even if your child is old enough to travel alone, you will also want to make sure that he/she can get to the airport easily and there is not too much transportation involved from door-to-door. Some boarding schools will arrange a coach service for boarders at holiday time so it's best to check with individual schools on their arrangements for this. If you have any family living in the UK, you might also think about choosing a school near them, so that your child has family nearby to turn to if they need to or can visit at the weekends



Values and traditions

Boarding schools in the UK – particularly the most famous ones - have their own distinct values to which students are expected to subscribe to and keep alive.

Some are very old-fashioned and conservative: others are more forward-thinking and modern. It is natural that you'll want to make sure you agree with the school's values before sending your child there. Any school's website will summarise these values, as well as their ethos. You should be able to tell a lot about the school from this, and it can be one of the factors you use to help you decide whether or not it's a school that's worth visiting.

Extra-curricular activities

It's important for a student to take part in activities when they're not studying. Most boarding schools have superb facilities and extra-curricular activities, and it is unlikely for students to be bored while they're at boarding school.

Some schools are noted for being particularly strong on certain things, such as music or sports. Most will run activities such as music groups, debating societies, sports teams, drama productions and so on. Most also offer schemes designed to help students enhance their CVs and develop social skills, such as the Duke of Edinburgh Award, which involves students working towards a series of challenges such as volunteering in the community, outdoor pursuits and expeditions, and taking part in sport.

Tuition Fees

The cost of attending a boarding school will depend on the age of your child and will obviously also be impacted by where you decide to send your child, in terms of factors are varied as geography and location of the school, type of school, facilities, equipment and grounds, any special needs requirements, and so on. The average cost of boarding school in Britain is £31,000 a year, but some senior boarding schools are now exceeding £40,000 per annum. Boarding fees at Eton, Harrow and Winchester all exceed £34,000 a year, while leading day schools regularly charge more than £20,000.

In comparison, average fees at the top 50 US boarding schools are just under £35,000 with a high of £39,806 and a low of £22.103.

Other expenses

Fees just don't stop at tuition. It is important to ask schools what kinds of extras are routinely added. These extras might add up to 10% to the school bill. They will often be impacted by the choice of extra-curricular activities that your child goes for - one to one instrument lessons, for example, will not usually be included. Likewise, lunches will usually cost extra, while school trips can add substantially to your average termly fees. Ask if the school charges parents extra for the cost of text books, school uniforms and examination entries.

You might ask how can a school justify charging such fees? The schools have changed hugely since the old days and their fees reflect the cost of running them superb facilities, high education standards, comfortable accommodation, a high ratio of staff to student both in the classroom and in the boarding house. And they offer a full life for their students, with hundreds of extra-curricular activities after school and at weekends.



Scholarships

Many senior schools and a few preparatory schools offer scholarships to attract bright or talented students. They are usually awarded, after a competitive examination and interview, for academic, musical or artistic merit, and normally take no account of financial need. Academic scholarships are the most common, followed by scholarships for music, art, design and technology, and sport.

Gifted children from outside the UK are invited to compete in open scholarship examinations. The schools hold these exams in the September to December and January to April terms of the year before admission.

Scholarships will usually be awarded at ages 11, 13 and 16, with students already at the school having the opportunity to sit for awards at 13 and 16. Scholarships at the age of 16 for candidates already at the school are frequently awarded on the basis of GCSE results, with awards for new students being made as a result of an interview and report from the previous school, usually with the requirement to achieve certain grades at GCSE.

Competition is very strong, but, as long as the student makes satisfactory progress, a scholarship is normally held for the duration of their time at the school. Scholarships may cover up to 50% of the fees, although increasingly the level of scholarships is being reduced in favour of means-tested bursarial support and a maximum of 20% is more common.

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 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 socalled '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 2014, 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): Chelteham 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 on 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 to be 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.

HEI PING KIDS WITH MOVING ON TO COLLEGE

By Katrina Rozga

B.A. Psychology (Honors) - University of Guelph, Canada Masters in Counselling Psychology - University of Calgary, Canada

Child and Family Therapy Associate Clinician

One of the most exciting and challenging transitions that a student faces is the move from secondary school to university. It is a leap that is often faced with a mix of fear and exhilaration, and is accompanied by many wonderfully positive expectations. Unfortunately, these expectations do not always match up with the realities of university life and can lead to confusion, disappointment, and even dropping out.

This phenomenon is so common, that it has a name: the Freshman Myth. This refers to the discrepancy between the overly optimistic and unrealistic expectations often held by high school students and the realities of university life. This reality includes less structure, more complex social situations, higher academic expectations, and the need to care for oneself on a day-to-day basis. The newfound independence along with a full academic course load is a lot to adjust to if you are not adequately prepared.

Many students learn much about university from media sources like TV and movies, and often receive precious little information on how to adequately become ready for the transition. In American universities, it leads to more than one third of first year students dropping out, most of whom exit in the first six weeks of school. Unrealistic expectations, both academic and social, have also been linked to lower GPAs in the first year of studies.

Parents can help their children by focusing on three main areas: expectations, preparation, and ability to cope.

Expectations

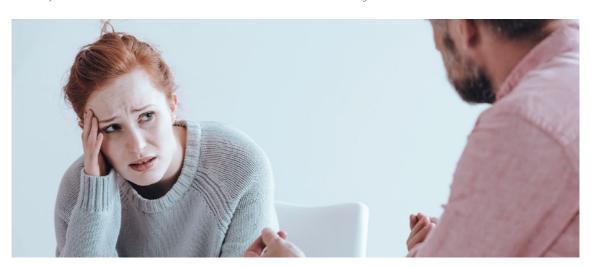
Help your teen leave home with a realistic notion of the challenges that lie ahead by having open and honest conversations with them. Share your own stories, but make use of university resources. Many universities offer a guide to handling the first year of university, and some offer questions to discuss with your child. If your child's school does not offer this resource, here are some questions to get started:

- 1. What are their academic and personal short and longterm goals? What will it take to achieve them?
- 2. How does academic work differ in university? How do they think they will be graded? Will they retain their current GPA?
- 3. How will they keep up with school requirements? How will they build a schedule, attend all classes, complete assignments on time, attend extra- curricular and social activities, and tend to day-to-day needs?
- 4. How will they identify and manage stress, and where will they seek help?

Preparation

Whether your child is leaving next week or next year, begin preparing now. Here are three key areas to start:

1. Teach life skills. Children can take on everyday life skills long before they leave for university. Teach them how to do laundry, cook simple meals, go grocery shopping, and keep their space clean. They should also know how to read a map and navigate public transport. Have them make decisions about their spare time, instead of scheduling them for activities.



- 2. Avoid culture shock. Being a tourist and living in another country are two very different things. Help your child avoid awkward situations by encouraging them to learn as much as possible about the country they are moving to. This includes customs, expectations, and cultural norms. Knowing what to expect can be the difference between immobilizing culture shock and get-on-with-it adaptability.
- 3. Strengthen core values. Talk to your child about what they may face at university, including alcohol, drugs, sex and tough academic and interpersonal issues. These are important conversations to have, as they help your child to think through what they will do before they are faced with a tough choice. These talks are not just about what to do, but also the values that underlie moral and ethical decisions

Ability to Cope

You can't prepare your high school grad for every scenario, but you can give them the tools to deal with problems when they arise.

1. I dentify resources. Identify the places around campus that

- offer help to students, academic resources, mental health counselling, doctors and any other vital student services the school offers.
- 2. Find a social group. Encourage your child to get involved in clubs or activities, which are some of the easiest ways to make friends. Especially if your child is away from home a social support system will ensure they have others around to reach out to.
- 3. Stay healthy. Have a conversation about maintaining balance. While academics are important, getting adequate sleep, eating well, exercising and having social interactions are also important to maintain both physical and mental health.
- 4. Lastly, allow and support mistakes. Independence means experiencing a steep learning curve and, in all likelihood, making a fair share of mistakes. Raising a well-rounded child means accepting mistakes and encouraging your child to get back up and try again.



APPLYING FOR UNIVERSITY IN THE UK: WHAT YOU NEED TO KNOW

All applications to UK universities are made through UCAS (the Universities and Colleges Admissions Service).

UCAS: 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 guite important that the candidate's five choices are broadly similar as the same personal statement needs to easily cover all the courses applied for.

Make sure you get your application in well before the deadline, particularly if you want to study at one of the top universities in the UK. See our handy page listing all UCAS deadlines here.

There are 5 steps to UCAS applications:

1. Registration

First and foremost register your details with UCAS. This bit is simple just make sure you input it all correctly.

2. Find a course

Possibly the most important stage, you'll need to identify a course you want to spend the next 3 or more years of your life committed to. Our advice on 'Choosing a Course' takes you through the process. Once you've found a course take a note of its unique UCAS code, you'll need this to fill out the application form.

3. Find a university

You've found the perfect course now you need to make sure you study it at the right university. Think about more than just league table position, what about the location, the facilities, the size, etc. Once you've found your shortlist of universities make a note of their unique UCAS codes.

4. Fill out the application form

One application form is used to apply for 5 different choices. You can apply to 5 different universities for the same course or 5 different courses at the same university, it's up to you.

Remember you'll only have room for one personal statement and these are normally quite specific to the course.

5. Send and wait for replies

Once you've submitted your application universities will have time to consider your application.

Non-EU international students

- International students from a non-EU country can submit an application to UCAS at any time between 1 September and 30 June in the year proceeding the academic year that studies commence.
- However, most students apply well before 30 June to make sure that places are still available and to allow plenty of time to make immigration, travel and accommodation arrangements.

EU international students

- Applicants from within an EU country must ensure their application form is received by UCAS by 15 January; otherwise they will be treated as late applicants. Different, usually earlier, dates apply for Oxford and Cambridge, and for medical and art and design courses.
- As well as the UCAS application, remember to check on eligibility for any possible scholarships, loans and grants.





IELTS - THE WORLD'S LEADING **ENGLISH PROFICIENCY BENCHMARK**

By Andrew Hall, Executive Principal ITS Education Asia

After something of a struggle in recent years, with many new players on the English proficiency scene, one exam has effectively been left standing - the IELTS exam. For immigration and/or study in English-speaking countries, as well as being increasingly considered by many multi-national corporations as an indicator of a job applicants' language ability, the IELTS exam is recognized as the gold standard. The UK government has streamlined its visa requirements by effectively making IELTS the only qualification that applicants can submit and almost every UK educational institution admitting adults has an IELTS entry requirement for applicants from countries where English is not a native language.

Success in the IELTS exam (meaning reaching a required "band," or score) is not up to luck, or out of the reach of most properly-prepared test takers. For the most part, it takes a familiarity of the exam-taking process and the ability to apply knowledge correctly within the exam format.

First, the standard information: there are two versions of the IELTS exam - the Academic version and the General Training version. General Training is usually taken by those who are sitting the exam for immigration purposes. The majority of IELTS candidates sit the Academic version. While the different versions offer different papers and at different levels, the speaking and listening test is the same for both Academic and General Training candidates.

In addition to Academic and General Training, a brand new version of the exam has just been launched – IELTS Life Skills. This exam is to meet the requirements of UK Visas and Immigration for certain visa categories and other immigration purposes, and only assesses a candidates' listening and speaking skills. It's important to remember that, for all of the exams, an IELTS score is only valid for two years. After the two year period, the score is said to be stale and candidates need to take the exam again in order to have a valid score.

So what is an IELTS exam taker to do to maximize the chances to get the best score possible? Familiarise yourself with the test format, first and foremost. Practice your English, every day. There is, of course, a variety of freely-available preparation material on the internet (often of poor quality, unfortunately). Or, you can take an exam preparation course.

Availability, cost and quality are big factors in choosing a preparation course. Often learners are in a remote area and simply don't have access to courses such as these, or the cost is prohibitive. This is changing, however, and now anyone with an internet connection can access courses that were simply unavailable even a few short years ago.

One option is the ITS Education Asia's IELTS Exam Preparation course, offered fully online, and thus available anywhere in the world. Live sessions with a real teacher. teacher-guided self-study, exam tips and strategies, and assignments and practice papers/ tasks marked with full tutor feedback and returned to the student are a cost effective, high-quality option for students around the world looking for an IELTS course.

For more information, visit

www.itseducation.asia/online/ielts.htm

APPLYING FOR UNIVERSITIES IN THF US. WHAT YOU NEED TO KNOW

By Michael Li Director of US Admissions, ITS Education Asia

Planning for US universities

For international students, US universities are the most expensive in the world. In some cases, US universities provide education at the highest level in all academic disciplines. In many cases, however, universities provide curriculums insufficient to prepare students for their future careers. Therefore, students and parents should be extremely selective in choosing US universities.

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, 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 discuss the strengths and weaknesses of each university.

Once a student has a rough idea of their SAT/ ACT score, they can begin to search for universities at which their applications will be competitive.

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 programs 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 occurs 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 familiarize 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 standardized, 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. vocab, argument dissection), so students are encouraged to dip their toes in early on.

Only one of the SAT or ACT is required by most US universities. In the eyes of virtually all US universities, the SAT and ACT are equivalent. The main difference is that the ACT includes a Scientific Reasoning section, though the SAT peppers similar style questions in both of its English and Math sections. The ACT is generally better for students who operate better under time-pressure, while the SAT gives students more time but delves into more complex ideas and question-type varieties.

A guick word on IELTS: Students that score under 550 on the SAT English section and come from schools outside the US that do not have English as the primary language of instruction will be required to take the IELTS. Students should aim for 7.0/7.5 as the minimum threshold for the most established institutions. There are universities that accept scores at 5.5 or 6.0, but these universities are unlikely to be worth the tuition!

SAT II Subject Tests: SAT Subject tests are usually required for most of the top US universities, but requirements vary by university. Make sure you review each of your university's undergraduate admissions requirements to see which and how many SAT II Subject tests you may need to take.

Choosy universities

Selective students will compete for limited spaces at selective universities. All of the best universities are looking for individuals that are capable and self-motivated.

Capable is demonstrated through academics: high school and standardized tests. A student's transcripts, teacher recommendations, and SAT/ ACT scores are the first analysis by US admissions committees. The more prestigious and academically rigorous schools use computerized algorithms to screen through thousands of applicants purely based on scores

Being capable, however, is just the qualifying prerequisite. Once a student is deemed to have sufficient scores, none of those scores matter in determining which students will gain admission. Students will have to find ways to differentiate themselves through their own personal experiences and reflections on those experiences. Students should be extremely wary of signing up for activities or projects for the sake of résumé-building, these rarely lead to meaningful discoveries for young adults. Instead, students should find hobbies and projects outside of school that are driven by their unique intrinsic curiosities.

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 or 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 organizations 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. Students need to think about problems for which they want to be part of the solution. Then they need to find organizations that are dedicated to, and experienced in, solving those problems.

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.

Unfortunately there is no rule of thumb or cookie-cutter approach to help a student identify and develop his/her unique passions and utility. Generally, however, students who engage in hobbies and projects for their own personal sense of fulfilment are more successful both in their applications and in their careers.

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

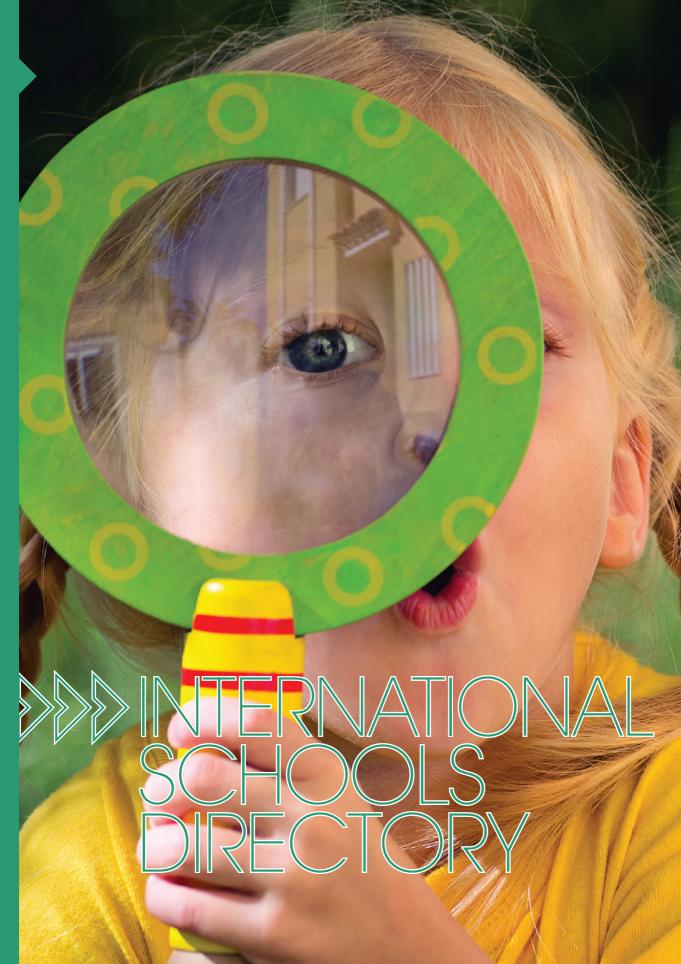
Common Application. The most notable schools that do not use the Common App are the big, public state schools (University of California, Washington, etc.). Students who apply to only Common App schools can use the same long essay for each school. Common App essay prompts are known by early summer and 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. Once school resumes, many students do not give application essays their full attention because they are buried with schoolwork. Often students will put their essays and applications together at the last minute, which means that universities do not see a mostpolished version of the student.

This is a shame because the essays are the best opportunity for students to showcase their abilities and passions beyond grades and test scores. 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. Before final submission, students should always have their essays reviewed by their friends, family, and someone familiar with the US application process.

If you would like to chat with a university counsellor about your student's unique situation and formulate a plan for your student's university applications, please contact us at

sat@itseducation.asia



PRF-SCHOOLS IN HONG KONG

ALISON'S LETTERLAND INTERNATIONAL PLAYGROUP AND KINDERGARTEN

Website: www.letter-land.com Tel: +852 5188 0671 Email: info@letter-land.com

Curriculum: Early Years Foundation (EYFS)

Grades: Playgroup-K3

Addresses: Alison's Letterland (International Kindergarten)

10 Cleveland Street, 2 Floor Marco Polo Mansions, Causeway Bay

Baby Buddies (International Playgroup)

26 Leighton Road, 4 Floor Capital Commercial Building, Causeway Bay

Baby Buddies (International Playgroup)

78 Bonham Strand, Workington Tower 2nd Floor, Sheung Wan

ANFIELD INTERNATION 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: Nurserv-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: Nurserv-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

Tel: +852 2887 9921

Email: enquiry@bloomingbuds.com.hk Curriculum: Reggio Emilia

Grades: Playgroup-K3

BUSY BEES PRESCHOOL

Website: www.busybeespreschool.com.hk Address: Hong Kong Football Club, Happy Valley

Email: info@letter-land.com Curriculum: Traditional & Montessori

Grades: Playgroup-K2

CITY KIDS PRESCHOOL & PLAYGROUP

Website: www.citykidshk.org

Address: 2/F, East Wing, 12 Borrett Road, Mid-Levels

Email: officemanager@citykidshk.org

Tel + 4852 2522 44446

Curriculum: Early Years Foundation Stage (EYFS)

Grades: Playgroup

DISCOVERY MIND KINDERGARTEN

Website: www.dmk.edu.hk/index.php

Curriculum: UK National Curriculum (International Section); Integrated curriculum

(Bilingual Section)

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@dms.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 Hurley 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@hs.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

CITY KIDS

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: Kindergarten: G/F & 1/F, Kung Chian Tower, 351 Des Voeux Road West, Shek Tong Tsui

Playgroup: 22/F Park Commercial Centre,

180 Tung Lo Wan Road, Tin Hau Tel: +852 2898 1611

Email: info@fairchild.academy Curriculum: Ontario Early Years/Early Years Foundation Stage (EYFS)/

Reggio Emilia

Grades: 6 months (playgroup)-K2

KIANG SU & CHEKIANG KINDERGARTEN

Website: www.kcis.edu.hk/eyfs

Address: 30 Ching Wah Street, North Point

Tel: +852 2570 4594 Fmail: interfilkes edu hk

Curriculum: Early Years Foundation (EYF)

Grades: Nursery-K3

LITTLE MONTESSORIAN LEARNING CENTRE

Address: 19/F Jardine Centre, 50 Jardine Bazaar, Causeway Bay

Tel: +852 3421 0015

Email: enquiry@littlemontessorian.com

Grades: Playgroup-K2

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

HAMILTON HILL INTERNATIONAL KINDERGARTEN

Website: www.hhik.co

Address: UG/F, Ching Wah Mansion, 1-3 Ching Wah St, North Point

Tel: +852 3461 9750 Email: info@hhik.co Curriculum: Inquiry-based Grade: Nursery-K2

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

HARTS PRESCHOOL

Website: www.hartspreschool.com/

Address: G/F & Whole 1/F., High Park Grand, 68 Boundary Street, Kowloon

Tel: +852 2338 2878 Email: info@hartspreschool.com

Curriculum: Pre-Primary Curriculum Hong Kong

Grade: Playgroup-K2

INDEPENDENT SCHOOOLS 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: psenguiry@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: Montesson

Grades: Toddler Programme - Casa Programme (5 years old)

Mid-Levels Campus

FAIRCHILD

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: Nurserv-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: Playgroup

Address: Unit 201-206, 2/F, Austin Tower 152 Austin Road, Tsim Sha Tsui, Kln

Preschool

Address: Shop 5 on G/F & 1/F, The Austine Place, 38 Kwun Chung Street, Kowloon

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

Website: www.morningstartschools.com Address: Block 2, G/F Chi Fu Fa Yuen, Pok Fu Lam

Tel: +852 9736 5241

Email: info@morningstarschools.com Curriculum: Reggio Emilia Approach

Grades: Playgroup-K2

NORD ANGLIA INTERNATIONAL NUSERY & KINDERGARTEN

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: info@nais.hk

Curriculum: Early Years Foundation Stage (UK National Curriculum)

Grades: Nursery-Year 1

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: Early Years Curriculum

Grades: Playgroup-K2

PETERHOUSE INTERNATIONAL PRESCHOOL

Website: www.peterhouse-preschool.com/

Address: 7/F, Eton Tower, 8 Hysan Avenue, Causeway Bay

Tel: +852 3955 8043

Email: admission@peterhouse-preschool.com Curriculum: Whole Person Development

Grades: 6 months-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

Address (2) Shum Wan Campus

G/F, Broadview Court, No.11 Shum Wan Road, Hong Kong

South Horizons Campus

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 Progam, Chinese – Di Zhi Gui, Right-brain teaching approach

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

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: Early Years Curriculum

Grades: Playgroup-K2

ST. TERESA'S KINDERGARTEN

Website: www.teresakinder.com Address: 1 Tung Tau Wan Road, Stanley

Tel: +852 2813 8567

Email: sttkg98@biznetvigator.com Curriculum: Play-based curriculum

Grades: K1-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

Fmail: chifu@sunshinehouse.com.hk



Clearwater Bay Campus

Address: Level 7, Silverstrand Mart, No 2 Cape Road, Clearwater Bay, Sai Kung

Tel: +852 2358 3803

Email: clearwaterbay@sunshinehouse.com.hk

Discovery Bay Campus

Address: Shop 137-138, 1st Floor, DB Plaza, Discovery Bay

Tel: +852 2987 8143

Email: dbay@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 Tuition Fees: HK\$27,000-HK\$45,000

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

Central Campus

Address: 1/F, 45-53 Graham Street, Central

Principal: Cecelia Ng Tel: +852 2812 6889

Email: info@tutortime.com.hk

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-K3

Belcher Campus

Address: Portion of Level 3 (Kindergarten Area) The Westwood, 8 Belcher's Street

Principal: Lovan Ho. Tel: +852 2542 7001

Email: bgvkoffc@victoria.edu.hk

Causeway Bay Campus

Address: 32 Hing Fat Street, Causeway Bay

Principal: Ms. Sabrina Lee Tel: +852 2578 9998 Email: cbvkoffc@victoria.edu.hk

Harbour Green Campus

Address: G/F, Harbour Green, 8 Sham Mong Road, Kowloon

Principal: Ms. Gabriel Li Tel: +852 2885 1928 Email: hgvk@victoria.edu.hk

Harbour Heights Campus

Address: 5 Fook Yum Road, Ko Fung Court, Harbour Heights, North Point

Principal: Debbie Cheng Tel: +852 2571 7888/ +852 2571 3456 Email: hhvnoff2@victoria.edu.hk

Homantin Campus

Address: 1/F, Carmel-on-the-Hill, 9 Carmel Village Street, Homantin

Principal: Ms. Blanche Kwok Tel: +852 2762 9130 Fmail: hmtoffc@victoria edu hk

Lower Kornhill Campus

Address: 2-8 Hong On Street, Kornhill

Principal: Ms. Lesley Wong Tel: +852 2885 3331 Fmail: Ikykoffc@victoria edu hk

Middle Kornhill Campus

Address: 2/F, 18 Hong On Street, Kornhill

Principal: Ms. Man Yi Wong Tel: +852 2885 1888 Fmail: mkykoffc@victoria.edu.hk

South Horizon Campus

Address: Phase II, Podium Level, South Horizons

Principal: Maggie Au Tel: +852 2580 8633 Email: shvkoffc@victoria.edu.hk

Upper Kornhill Campus

Address: G/F, 14 Hong Yue Street, Kornhill

Principal: Cathin Wong Tel: +852 2513 1208 Email: ukoffc@victoria.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, Hong Kong Tel: +852 2817 2011

Email: kennedytown@woodlandschools.com

Woodland Peak Pre-School

81 Peak Road, The Peak, Hong Kong

Tel: +852 2849 6192

Email: peak@woodlandschools.com

Woodland Pokfulam Pre-School

G/F Commercial Complex, Wah Fu (II), Wah Fu Road, Pokfulam, Hong Kong

Tel: +852 2551 7177

Email: pokfulam@woodlandschools.com

Woodland Pokfulam Annexe

7/F, Commercial Complex, Wah Fu (II), Wah Fu Road, Pokfulam, Hong Kong

Tel: +852 2872 6186

Email: pokfulam@woodlandschools.com

Woodland Harbourside Pre-School

3 Aberdeen Praya Road, Hong Kong

Tel: +852 2559 1377

Email: whs@woodlandschools.com

Woodland Happy Valley Pre-School

2 Hawthorn Road, Happy Valley, Hong Kong

Woodland Happy Valley Playgroup Annexe

1/F, Happy Court, 39E Sing Woo Road, Happy Valley, Hong Kong (entrance from

Yuen Yuen Street) Tel: +852 2575 0042

Email: happyvalley@woodlandschools.com

Woodland Sai Kung Pre-School

Shop D, G/F, Marina Cove Shopping Centre, Sai Kung, N.T.

Tel: +852 2813 0290

Email: saikung@woodlandschools.com

Woodland Montessori Academy

On Fung Building, 110-118 Caine Road, Mid Levels, Hong Kong

Woodland Junior Academy

G/F, Kam Kin Mansion, 119-125 Caine Road, Mid Levels, Hong Kong

Tel: +852 2549 1211

Email: montessoricr@woodlandschools.com

Woodland Beachside Pre-School Repulse Bay

2/F, 35 Beach Road, Repulse Bay, Hong Kong

Tel: +852 2592 4077

Email: beachside@woodlandschools.com

Woodland Repulse Bay Montessori Pre-School

G118-119 Ground Floor, The Repulse Bay, 109 Repulse Bay Road, Hong Kong

Woodland Repulse Bay Montessori Annexe

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 INTERNATIONAL 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: HK\$117.000

School Overview

Anfield's greatest strengths, and something that is commented on by parents and visitors alike, is the caring, family atmosphere that pervades our school. Every child is treated as unique and it is a school where everyone is treated as an individual. Anfield School provides a caring and supportive atmosphere that allows children to thrive academically, socially and emotionally, where individual talents are nourished and celebrated within the inclusive environment. The rich educational opportunities offered at the school encourage students to excel, and fulfill their potential becoming confident and capable young people. High academic attainment is very important at Anfield. The broad, balanced curriculum is rigorous and demanding and his is enhanced by the favourable teacher student ratio and excellent resources help ensure our students' success, whatever their age or ability. At the beginning of everyday the school gathers together for its morning ritual. Students and staff begin each day with a morning prayer.

DALTON SCHOOL HONG KONG

Website: www.dshk.edu.hk/eng/

Address: G/F, Imperial Cullinan, 10 Hoi Fai Road, Kowloon

Principal: Larry J. Leaven Tel: +852 2110 1978 Fmail: info@dshk edu hk

Curriculum: The Dalton Plan and US Common Core for English and Adapted THPS

(Tsinghua University Primary School) Core for Chinese

Grades: Primary 1-Primary 3 Tuition Fees: HK\$181,500

School Overview

Dalton School Hong Kong is a non-profit, child-centred, dual language (English/ Putonghua) primary school which integrates the heritage of Chinese culture and traditions within the school plan. The school strongly believes the child should be the centre of education, that incorporating the dual language of English and Putonghua are of critical value for each student. The school facilities include an indoor and covered play area, multi-purpose sports/ concert hall, library and learning space, Chinese literacy centre, drama/ dance/ art/ orchestra and music practice rooms, science and home economics (including a robotics room) and a professional development centre. The school is located inside the Imperial Cullinan residential development located in the new West Kowloon Cultural District on the harbour-front site

DISCOVERY MIND PRIMARY SCHOOL (DMPS)

Website: www.dmps.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 1-5)

Email: enquiry@dmps.edu.hk Principal: Rachel Humphrey Tel: +852 2914 2202

Curriculum: UK National Curriculum & IPC

Grades: Primary 1-6 Tuition Fees: HK\$101,850

School Overview

Since opening in August 2012, DMPS has become a school that is organic, evolving and with each new academic year, the goes from strength to strength. Both campuses offer a friendly, family like atmosphere where each child is treated as an individual, with individual needs. As a small school, teachers and staff are able to support and challenge every child so that they can flourish intellectually, as well as emotionally. DMPS curriculum has been brought to life with a range of engaging cross-curricular activities, 'focus weeks'; and Team DMPS projects and tasks (this gives the whole school the opportunity to work alongside one another to earn points for their school teams / houses). While the DMPS in Discovery Bay offers classes from Year 2 through to Year 4 (Year one, also called K3, is offered in the

Discovery Mind Kindergartens), the Tung Chung campus is bigger in comparison. The Tung Chung campus can accommodate 132 students at full capacity and offers classes from Year 2 to Year 6.

INTERNATIONAL COLLEGE HONG KONG HONG LOK YUEN (International College Hong Kong (ICHK HONG LOK YUEN)



Website: www.ichk.edu.hk

Address: 3, Twentieth Street, Hong Lok Yuen, Tai Po, New Territories, Hong Kong

Email: admissions@ichkhly.edu.hk

Principal: Ruth Woodward Tel: +852 3955 3000 Curriculum: IB PYP Grades: Nursery-Year 6

Tuition Fees: HK\$68,700 (part-time nursery); HK\$119,300 (Nursery to Year 6)

Established over 20 years ago – ICHK Hong Lok Yuen is an independent non-profit making school, which provides quality English education in a multi-cultural environment. Whilst English is the medium of instruction, the school has a long tradition of teaching Mandarin as a first and second language. The school places special attention to small classes with a ratio of 1:24 and 1:12 in lower classes. Educational support is available with specialist teachers for students with additional learning needs. The vision at the primary school is to be a leader in outdoor learning and Forest School education. The school is situated in a beautiful green location, which allows children the space to play and enjoy sports away from the crowds. ICHK Hong Lok Yuen has a very strong community ethos, extensive facilities and provides a supportive environment where children of all cultures and abilities can thrive

INTERNATIONAL MONTESSORI SCHOOL (IMS)

Website: www.montessori.edu.hk

Address: 62 Tin Hau Temple Road, Tin Hau, Hong Kong (Tin Hau Campus);

Adjacent to Stanley Plaza, Stanley (Stanley Campus)

Email: apply@montessori.edu.hk

Principal: Nicolette Correy (Tin Hau Campus); Stephen Palmer (Stanley Campus)

Tel: +852 2861 0339

Curriculum: Montessori International Primary Years Programme

Grades: Kindergarten 2-Year 6 Tuition Fees: HK\$130,900

School Overview

The International Montessori School (IMS) opened its doors in 2002 and provides a bilingual, Montessori education for children up to age 12. IMS is very open and friendly community of teachers, staff, parents and children. The Principal/owners encourage parents to get involved in all aspects of school life and many parents end up supporting and creating fun events such as concerts and school excursions through their parent/ teacher group.

In April 2014, IMS opened a new school in Stanley (South side of Hong Kong). Due to this, IMS is now able to expand their Primary Program to over 700 new school places. The facilities include a large school hall, 30 classrooms, two outdoor play areas, a basketball court, two covered play areas, and a garden. Many of the activities in the IMS' Montessori Primary Years Program take place in groups, with children sharing, collaborating, and exploring material together. IMS' Montessori Primary Years Program is divided into two multi-age settings: Lower Primary for 6-9 year olds and Upper Primary for 9-12 year olds. Each Primary classroom includes 25 children working individually or in groups. The children learn from and share with one another as well as with the teachers. Each classroom has two teachers, at least one of who is a fully qualified Primary Montessori teacher. One teacher is an English speaker, and one is a native Putonghua speaker.

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 PYE Grades: Reception-Year 6 Tuition Fees: HK\$104,220

School Overview

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. In 2011, 65% of JIS graduates went to International College Hong Kong (ICHK) and in 2012, a few less: 50%. It's beautiful, spacious building - opened in 2007 and funded by the Japanese government - is shared by the two sections of the school. Each section has its own classrooms and shares other common facilities. Through a positive learning environment, the Japanese International School respects the diversity of its community and provides quality education by empowering students to think, create, discover, solve problems become responsible citizens, and achieve their personal best. Students who study Mandarin range from confident speakers to absolute beginners, so classes are streamed accordingly. The study of Mandarin also includes learning about aspects of Chinese culture and during the school year many festivals are explored and celebrated. Similar to our Mandarin programme, learners of Japanese are taught by a native Japanese speaker. All students in P1-P6, receive 4 lessons per week which are differentiated to meet the needs of a range of abilities

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) Tel: +852 2337 9031 Curriculum: IB PYP Grades: Nursery-Year 6
Tuition Fees: P 1-P2: HK\$120,000;

P3-P4: HK\$120,700; P5-P6: HK\$130,400

School Overview

Founded in 1996, Kingston International School is a truly bilingual Primary institution. The curriculum is planned, taught and assessed in both English and Putonghua. Kingston operates classes with a 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. The school promotes a sense of community among students, parents, teachers through open communication and cooperation. The aim is for students to fully develop in all areas and fulfil their potential in a happy learning environment. Academic excellence, the belief in a healthy body as well as a healthy mind, dedicated staff and caring families all contribute to Kingston continuing to be a high quality bilingual school.

MOUNT KELLY SCHOOL HONG KONG (MKSHK)

Website: www.mountkelly.com.hk

Address: Preparatory: Block of East Villa, Cheung Kei Center, No.18 Hung Luen Road, Kowloon; Preschool: Shop 5 on G/F & 1/F, The Austin Place, 38 Kwun Chung Street, Kowloon; Adventure Play Centre: Shop 3 on G/F, The Austine Place, 38 Kwun Chung Street, Kowloon;

Playgroup: Unit 201-206, 2/F, Austin Tower, 152 Austin Road, Tsim Sha Tsui

Principal: Gary Wright Tel: +852 2110 1978

Email: admissions@mountkelly.com.hk

Curriculum: English National Curriculum – Early Years Foundation Stage (EYFS)

Grades: Nursery-Year 6

Tuition Fees: Nursery: HK\$12,000-HK\$85,000; Years 1-2: HK\$155.00; Year 3-4:

HK\$165,00; Year 5-6: HK\$175,000

School Overview

Mount Kelly School opened in September 2017, and is Hong Kong's first British Preparatory School, wholly modelled on the British Independent School Prepreparatory and Preparatory structure. The Preparatory school structure focuses on extending small classes with strong pastoral care, leadership and intellectual disciplines beyond the traditional primary education. Our education seeks to instill confidence, opportunity, academic and personal growth. The objective is to extend every student to make the most of their abilities in small groups, whatever the activity. Mount Kelly has strong links with their sister school, Mount Kelly, a leading independent school in England and it will share in their tradition of excellence and the core values that they embody. Students at Mount Kelly go through an extended school day as they are given a variety of intellectual, social and physical activities and co-curricular programmes. These include Performing Arts, Sports, academic extension classes and Leadership programmes, such as the Mount Kelly School Hong Kong Shackleton Programme, which is designed to develop and celebrate leadership and teamwork. Another notable programme is the school's Design and Technology programme that teaches design, robotics, coding, engineering projects and instruction. All Mount Kelly School Hong Kong graduates will be granted priority placement at Mount Kelly UK Senior School in Devon, England. This advantage provides seamless transition from Preparatory school into one of the UK's leading Senior Schools, which in turn will lead to excellent university placements across the world.

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-Primary 6

Tuition Fees: Reception-Primary 6: HK\$76,000

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. 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. It is about 9,000sqft for about 120 students. The building was rebuilt in 2008. LIS caters currently for seventeen nationalities, the common denominator between the students being the use of the English language. Six classrooms are equipped with Activboards. By 2015 all classrooms will have Activboards. Unusual for Hong Kong, PE lessons can either be on a football pitch, or on the beach as all campuses are 5 minutes away from beaches.

NORWEGIAN INTERNATIONAL SCHOOL (NIS)

Website: www.nis.edu.hk Email: office@nis.edu.hk Tel: +852 2658 0341

Address: 170 Kam Shan Road, Kam Shan Village, Tai Po

Principal: Bonnie Chan

Curriculum: International Primary Curriculum

Grades: Playgroup-Year 6 Tuition Fees: HK\$95,500

School Overview

Founded in 1984, Norwegian International School (NIS) is an international, Englishlanguage kindergarten and primary school located in Tai Po, with a family-like Christian environment and a close-knit community. 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.

Along with the other schools in the Generations Christian Education family, Norwegian International School is a strong proponent of the International Primary Curriculum (IPC) and International Early Years Curriculum (IEYC). These curricula are used in over 1800 schools in more than 90 countries, and provide a structure for enquiry-based learning based on modern research into how children learn and process information

SHREWSBURY INTERNATIONAL SCHOOL

- OPENING IN AUGUST 2018

Website: www.shrewsburv.hk

Address: Shek Kok Road, Tseung Kwan O

Principal: Ben Keeling Tel: +852 2480 1500

Email: admissions@shrewsbury.hk

Curriculum: English National Curriculum - Early Years Foundation Stage (EYFS)

Grades: Nursery-Year 6

Tuition Fees: Nursery: HK\$137,000; Reception: HK\$147,000;

Years 1-6: HK\$169,000

School Overview

In addition to a sister school in Bangkok, Shrewsbury will open a primary school in Tseung Kwan O in 2018. And the traditions and values of the British Shrewsbury School will be very much part of the Hong Kong School. The new purpose-built campus will offer primary education for students between from pre-nursery to Year 6. In terms of academic strengths, there will be a keen focus on mastering language proficiency through a programme of study based upon the UK National Curriculum. As well as language, STEM subjects (science, technology, engineering and mathematics) will also feature, with a purpose-built science laboratory on campus, while the arts will be taught within specialized studio spaces. Students and families will be guided through a bespoke planning process designed to ensure that every child secures a place within a senior setting that enables them to thrive.

INTERNATIONAL SECONDARY SCHOOLS IN HONG KONG

INTERNATIONAL COLLEGE HONG KONG (ICHK)

Address: 60 Sha Tau Kok Road, Shek Chung Au,

Sha Tau Kok, New Territories Principal: Toby Newton Tel: +852 2655 9788 Grades: Year 7-Year 12 Email: info@hlyis.edu.hk

Curriculum: IGCSE & IB Diploma

Tuition Fees: Years 7-9: HK\$150.300: Years 10-11: HK\$156.800: Years 12-13:

HK\$167 000

School Overview

ICHK is a community school, with a series of unique components, all of which set the school apart from other international schools in Hong Kong. Small class sizes, is the approach to learning, a united community of parents, staff and students and a green and spacious environment, all combine to provide a strong. supportive learning culture where students thrive. The approach incorporates pioneering courses including Human Technologies, Enrichment and Flow, and Digital Creativity & Visual Thinking, which have been specially designed to help students discover and develop vital skills for learning. There is a strong focus on Chinese which is enriched through an annual exchange programme and language immersion trips. At ICHK, teachers, parents and students work together to support, help and challenge others to learn.

LI PO CHUN UNITED WORLD COLLEGE HONG KONG (UWCLPC)

Website: www.lpcuwc.edu.hk

Address: 10 Lok Wo Sha Lane, Sai Sha Rd, Ma On Shan, Sha Tin, New Territories

Email: office@lpcuwc.edu.hk Principal: Arnett Edwards Tel: +852 2640 0441 Curriculum: IB Diploma Grades: Years 12 and 13

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. Living together on the same campus enables students to learn how to share, to trust, to get on with others, to learn from one another, and to form friendships for life. Residences and rooms are socio-engineered in order to offer the students the best opportunities to share in a meaningful way. One of the goals of LPC UWC is to create a community which respects the expression of every culture, while ensuring that no student's beliefs, faith or culture are denigrated. Around 45% of the students come from Hong Kong, and the remaining 55% come from around the world. The international/overseas students mainly come on scholarships, and are selected by the UWC National Committee in their home country.

Each year, about 50 new students are accepted from Hong Kong into the LPCUWC and about 80 from other countries. One special feature of the school is the fact that it offers more than 90 extracurricular activities

YMCA OF HONG KONG CHRISTIAN COLLEGE (YHKCC)

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: HK\$SE, IGCSE, U.K. A-levels

Grades: Forms 1-6 **Tuition Fees:**

Form 1: Local - HK\$39,500 International - HK\$87,881 Form 2: Local - HK\$37.000 International - HK\$85.881 Form 3: Local - HK\$37 000 International - HK\$83 881 Form 4 Local - HK\$36,500 International - HK\$94,700 Form 5 Local - HK\$34,000 International - HK\$91,700 Form 6 Local - HK\$31,000 International - HK\$88,700 Form 5 Local - HK\$55,500 International - HK\$112,700 Form 6 Local - HK\$52 000 International - HK\$112 700 Form 6 GCF - HK\$52 000 International - HK\$112.700

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. Now they account for 70 per cent of its 950 students, who are drawn from more than 40 countries. DSS colleges enjoy greater autonomy than government or aided schools and are free to decide on areas such as the medium of instruction, class sizes and curricula. YMCA College prepares students for the Hong Kong Diploma of Secondary Education (HK\$SE) as well as the International GCSE. 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

AMERICAN SCHOOL HONG KONG (ASHK)

Website: www.ashk.edu.hk

Address: 6 Ma Chung Road, Tai Po, New Territories

Email: admissions@ashk.edu.hk

Principal: John Jalsevac (School Director) Tel: +852 3919 //100

Curriculum: American Curriculum/ STEAM Programme

Grades: KG2-Grade 6

Tuition Fees: KG2: HK\$137.500: Grade 1-4: HK\$159.000: Grade 5-6: HK\$169.000

School Overview

ASHK, opened in Tai Po in August 2016. The school is part of the Esol Education group which has a 40-year track record of establishing and operating highperforming international schools, offering young people a holistic education that is delivered by highly experienced teachers. The aim of ASHK is to deliver an American and international education that empowers students to be independent critical thinkers, and responsible global citizens who excel in their future studies and careers. The language of instruction and communication used in and outside the classrooms at ASHK is English - with the exception of classes taught in Mandarin and, in future years, Spanish and French. ASHK offers a full range of extra-curricular activities from academic, arts, sports, clubs, cultural, leadership, and service activities. The STEAM programme at ASHK is an integrated approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics to guide student inquiry, collaboration, and critical thinking.

AMERICAN INTERNATIONAL SCHOOL (AIS)

Website: www.ais.edu.hk E-mail: admin@ais.edu.hk Tel: + 852 2336 3812 Address: 125 Waterloo Road, Kowloon Tong

Head of School: Mr. Cameron Fox Curriculum: American

Grades: Early Childhood-Grade 12

Tuition Fees: Early Childhood 1: HK\$67,600; Early Childhood 2-Grade 2: HK\$101,100; Grade 3-Grade 5: HK\$106,500; Grade 6-8: HK\$114,000; Grade 9-12: HK\$125,000

School Overview

AIS is a fully accredited, private, independent school, delivering a US-based curriculum. Recognised for its positive, student-centered approach to teaching and learning, AIS values the strong sense of community across the school. AIS is recognised for the strong sense of family it has successfully nurtured since its opening 30 years ago. The school serves approximately 850 students from Early Childhood through Grade 12. Over the years AIS has successfully maintained a genuine small-school feel. Students, teachers and families share an enduring sense of affection for the school and its community. AIS has three houses Phoenix (red), Tiger (white), and Dragon (blue). The houses represent the three colors of the American flag and, with each symbolic creature, the Asian regional identity. Students are actively involved in a wide range of extracurricular activities, including seasonal inter-mural and varsity sports, visual and performing arts, and special interest clubs including Model United Nations, Global Issues, and student government. The educational philosophy promoted across AIS encourages every student to play an active and positive role in society

AUSTRALIAN INTERNATIONAL SCHOOL HONG KONG (AISHK)

Website: www.aishk.edu.hk E-mail: info@aishk.edu.hk Tel: +852 2304 6077

Address: 3A Norfolk Road, Kowloon Tong, Kowloon, Hong Kong

Head of School: Bruce Simmons

Curriculum: New South Wales (NSW) Higher School Certificate (HSC); IB Diploma

Grades: Reception-Year 12

Tuition Fees: Reception: HK\$95,100; Preparatory-Year 6: HK\$136,700; Year 7-10: HK157,800; Year 11-12 (HSC): HK\$165,600; Year 11-12: HK\$204,800

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. Current enrolment stands at 1,100 students from Reception to Year 12. With 20 nationalities represented in its student body - over 80% of the student body claim Australian or NZ citizenship. 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. It is one of the few schools in Hong Kong to offer ESL (English as a Second Language) programme from Primary through to Secondary. 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, In addition to AISHK's comprehensive Australian Primary and Secondary curricula, a variety of support services are offered at the school. These include a Learning Enrichment Centre, a counselling service and a career guidance service. In Years 11 and 12, Senior Secondary, students may choose to study courses offered in either the Higher School Certificate or the IB Diploma. Over 98% of the school's graduates go on to study at the top universities in Australia and around the world. Applications are accepted 2 years in advance prior to the expected year of entrance

CANADIAN INTERNATIONAL SCHOOL (CDNIS)



Website: www.cdnis.edu.hk E-mail: admissions@cdnis.edu.hk

Tel: +852 2525 7088

Address: 36 Nam Long Shan Road, Aberdeen Head of School: David Baird

Curriculum: IB PYP, MYP, IB Diploma and Ontario Diploma

Grades: Pre-reception (3 years old)-Grade 12 Tuition Fees: Pre-reception and Reception (half day): HK\$103,500; Prep to Grade 3: HK\$140,800; Grade 4 to Grade 6: HK\$142,300; Grade 7 to Grade 8: HK\$164,000;

Grade 9 to Grade 10: HK\$180,000; Grade 11 to Grade 12: HK\$187,100

School Overview

CDNIS provides a 'through-train' education catering to 1,845 students of who 36% are Canadian Passport holders. The average class varies in size between 18-24 students. In the Lower School, each class has a teacher and a classroom assistant. In the Upper School as learning gets more subject-specific and students take elective courses, the class size decrease significantly. The student/teacher ratio is 101. 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. 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. The opportunities for students to participate in various activities - from sport, music and drama to art and community service projects - are extensive. CDNIS is unique to others Hong Kong due to the fact that in the Upper School a dual-diploma programme is offered - the IB Diploma and Ontario Secondary School Diploma (OSSD). Students graduate with two distinct diplomas

CHINESE INTERNATIONAL SCHOOL (CIS)

Website: www.cis.edu.hk E-mail: cis info@cis.edu.hk Tel: +852 2510 7288

Address: 36 Nam Long Shan Road, Aberdeen

Head of School: Sean Lynch Curriculum: PYP, MYP, IB Diploma Grades: Reception-Year 13

Tuition Fees: Reception: HK\$145,800; Years 1-6: HK\$193,200; Years 7-11:

HK\$228.200 Years 12-13: HK\$231.300

School Overview

CIS is recognised as one of the most sought-after bilingual 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. In Primary, equal time is devoted to the two languages and much of the curriculum is delivered in both languages. In Secondary, Chinese is mainly taught as one among the subject areas, while also being foregrounded through the dual-language History programme (Years 7-9), the two-week China Experience Programme (Years 7-9) and the year-long Hangzhou CIS programme (Year 10). CIS's 1,500 students come from over 1,000 families and 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 Primary school is made up of over 600 students aged 4 to 11 in Reception to Year 6, while the Secondary school is made up of over 800 students aged 11 to 18 in Years 7 to 13. CIS offers a varied co-curricular activities (CCA) programme - offered in English or Chinese. CIS graduated its first class of nineteen students in 1994. Since then, it has graduated some 2,000 students and developed a strong record of university placements.

CHRISTIAN ALLIANCE P.C. LAU MEMORIAL

INTERNATIONAL SCHOOL (CAIS)

Website: www.cais.edu.hk

E-mail: office@cais.edu.hk (Kowloon City Campus);

lyoffice@cais.edu.hk (Lai Yiu Campus)

Tel: +852 2713 3733 (Kowloon City Campus); +852 2778 3370 (Lai Yiu Campus)

Address: 36 Nam Long Shan Road, Aberdeen

Head of School: Art Enns

Curriculum: Alberta Curriculum, AP International Diploma (APID)

Grades: Preparatory-Year 12

Enrolment Period: Applications are accepted starting September (the year before

Annual Tuition Fees: Preparatory: HK\$95,800; Grade 1-3: HK\$106,700; Grade 4: HK\$\$112.100: Grade 5: HK\$\$120.300: Grade 6: HK\$\$128.400: Grade 7-9: HK\$139.700: Grade 10-12: HK\$152.300

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). The school requires all students to speak English. It maintains an evangelical Christian environment. A new campus in Butterfly Valley, Lai Chi Kok will open in August 2017, with additional phases expected to be complete by 2020. The main campus in Kowloon City has been renovated over the past several years and has twenty four classrooms and additional amenities such as a dance room, fitness centre, home economics laboratory, library resource centre, computer laboratory, science laboratories, a band practice room, music room and visual arts room. CAIS uses the curriculum of Alberta Education, Canada at all grade levels. Teaching is advertised as being student-centred, inquiry-based approach that emphasises integration of technology across the curriculum. In addition, the secondary programme 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 E-mail: dbis@dbis.edu.hk Tel: +852 2914 2142 Address: Discovery Bay, Lantau Island

Curriculum: UK National Curriculum

Grades: Nursery-Year 11

Nursery-Reception: HK\$101,700; Year 1-6: HK\$110,200; Year 7-11: HK\$146,400; Year 12-13: HK\$175,000

School Overview

Built on the foundations of over 30 years, DBIS welcomes students from all over the world but gives priority to Discovery Bay residents. The unique learning experience at DBIS has been enhanced by the ever-present sense of community, small class size, strong student-teacher relationships, and the chance for students to be involved in a range of extra- and co-curricular activities. Students follow the English National Curriculum throughout their Secondary years culminating in (I) GCSE examinations in Years 10 and 11 and A/AS-levels in Years 12 and 13. The school's involvement in FOBISIA and ISTA and other international and charitable associations has advanced the students' global awareness and open-mindedness. A key feature of the school is the provision of a warm and caring learning environment. Specialised teachers are available to help meet the varied learning needs of the students. Thorough assessment, tailor-made programmes of support and a team approach between staff, students and families result in quality targeted support for identified learning needs.

FRENCH INTERNATIONAL SCHOOL (FIS)

Website: www.fis.edu.hk

E-mail: International Stream - admissions@lfis.edu.hk;

French Stream - inscriptions@lfis.edu.hk

Address: 165 Blue Pool Road, Happy Valley (Secondary Campus); 34 Price Road, Jardine's Lookout (Primary Campus); 1 Cheung Man Road, Chai Wan (Primary School); 68 Gillies Avenue South, Tai Wan (Primary Campus) (Tseung Kwan O Campus) 28 Tong Yin Street, Tseung Kwan O, Hong Kong

Tel: +852 2577 6217 Headmaster: David Tran

Curriculum: UK National Curriculum, IGCSE, IB Diploma (International stream);

French Ministry of Education (French stream)

Grades: Reception-Year 13

Tuition Fees: Reception-Year 2: HK\$118,584; Year 3-Year 6: HK\$118,584; Year 7-11:

HK\$151,546; Year 12-Year 13: HK\$189,560

School Overview

Created, owned and run by parents, FIS is the only accredited French school in HK (linked by an agreement with the Agency for French Teaching Abroad, AEFE). It offers 3 learning options: the International Stream, the French Stream and the OIB option within the French Stream. The school delivers a multi-cultural educational experience by blending the best of French, international and local perspectives. What makes the FIS truly unique is the bilingual immersion the students experience. While English is the common playground language at FIS, students graduating from the school are fluent in both French and English. By the time FIS students graduate, over 90% of them are bilingual/trilingual. In 2014, FIS students were awarded "Top of the World" in Mandarin and French in the IGCSE exam. French International School students are from 40 different nationalities. Some of them include: French, British, Australian, Hong Kong, and Indian. In the International Stream, the curriculum is based on the English National Curriculum and leads to IGCSE (University of Cambridge International Examinations) in Form $5\,$ and the International Baccalaureate (IB) in Form 6. In the French Stream, students follow the French National Education curriculum which leads to the "diplôme national du brevet" and the French "Baccalauréat". The FIS offers students an opportunity for robust academic achievement supported by a sense of belonging and care from teachers. When the TKO campus opens in 2018, the students will also benefit from a new way of learning and state-of-the-art facilities.

GERMAN SWISS INTERNATIONAL SCHOOL

Website: www.gsis.edu.hk E-mail: info@gsis.edu.hk Tel: +852 2961 4007

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)

Principal: Ms. Annette Brandt-Dammann (Primary & Secondary) Curriculum: International Arbitur (German stream); UK National Curriculum, IGCSE/ GCSE, A-levels & IB Diploma (International stream)

Grades: Playgroup-Year 13

Tuition Fees: Kindergarten: HK\$142,210; Primary (DVOR, K01-K05, Y01-Y06): HK\$147,070; Secondary (K06-K10, Y07-Y11): HK\$177, 400: Secondary (K11-12+, Y12-Y13]: HK\$187.540

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 leading international schools in Hong Kong. GSIS educates students ranging from two years-and-eight-months, through to those in their mid-twenties at the school's business college in Sai Ying. Pun. While the playground language is English, German is a prevalent language in both streams. 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. The school's main campus is strategically located in the picturesque setting of The Peak, Hong Kong. As children from many nations attend GSIS, there is a special emphasis on developing English and/or German language skills. More than 1,300 students from over 30 countries are taught by a team of teachers from German and English-speaking countries. This strong sense of identity and belonging, coupled with the school's, creative and sporting excellence, is a powerful combination, and the school fosters a strong sense of pride and lifelong learning experiences for students.

THE HARBOUR SCHOOL

Website: www.theharbourschool.edu.hk E-mail: info@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

Head of School/ Founder: Dr. Jadis Blurton

Curriculum: US- based curriculum/ Gifted Programmes and Learning Support Grades: Pre K-Grade 8

Tel: +852 2816 5222

Tuition Fees: Pre-Kindergarten-Upper Kindergarten: HK\$158,000; Grade1-Grade 6: HK\$171,000; Grade 7-Grade 8: HK\$179,000; Grade9-Grade12: HK\$179,000

School Overview

The Harbour School [THS] first opened its doors in 2007 with only 11 students on Smithfield Road in Sai Wan. Within a year of the school opening the school had to look for a new campus to accommodate their growing number of students and faculty. It is then that THS has settled into their current location on Belcher's Street. In September 2017, THS opened a permanent campus in Ap Lei Chau for all elementary and high school students. The Harbour School strongly believes in individualism of each child, therefore tailors the curriculum and instruction while offering small classes and an extremely high teacher: student ratio, with 13 students and 2 teachers (one teacher, one co-teacher*) in each class. The school places particular emphasis on: Science History; Rhetoric; Civic Awareness; And the Arts. And also offers a structured approach to the core competencies (reading, writing and math) and Mandarin. THS is accredited by the Western Association of Schools and Colleges (WASC) and follow an international curriculum that is based on the United States Curriculum. The school understands that each child has their own interest, goals and especially own way of learning. This is what makes The Harbour School (THS) so unique, as they cater to every child in whatever way best suits their learning capabilities. The Harbour School offers an international curriculum that is consistent with American standards.

HARROW INTERNATIONAL SCHOOL

Website: www.harrowschool.hk F-mail: info@harrowschool hk Tel: +852 2824 9099

Address: 38 Tsing Ying Road, Tuen Mun Head of School: Ms Ann Haydon

Curriculum: EYFS, UK National Curriculum, IGCSE, A-levels Tuition Fees: Kindergarten: HK\$145,557; Year 1-5: HK\$166,671: Year 6-8: HK\$190,380: Year 9-11: HK\$190.380; Year 12-13: HK\$197,930; Boarding Fees:

Annual Fee: 5 nights HK\$108,213

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. The School is independently owned and operated by a not-for-profit company registered in Hong Kong, Harrow International School Foundation Limited, which in turn is wholly owned by Asia International Schools Ltd (AIS), which owns all the international schools, which bear the Harrow name. 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. Harrow International School Hong Kong is one of the three international schools that are part of the 'Harrow family' of schools. In 2017 Harrow again celebrated excellent results in A-level public exams, with 35% of all grades were A*, 67% were A*/ A and almost 90% were A*-B. Between them the 61 pupils in Year 13, achieved 70 A* grades and 67 A grades overall. Additionally, 32 pupils achieved straight A*/ A grades in all their subjects. 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 centered on the 'House' system which is central to each student's daily life.

HONG KONG ACADEMY (HKA)

Website: www.hkacademy.edu.hk E-mail: office@hkacademy.edu.hk

Tel: +852 2655 1111

Address: 33 Wai Man Road, Sai Kung, New Territories

Head of School: Stephen Dare

Principal(s): Virginia Hunt (Primary school); Douglas Musco (Secondary school)

Curriculum: PYP, MYP, IB Diploma Grades: Pre-Kindergarten-Grade 12 Enrolment Period: Rolling admissions

Annual Tuition Fees: PK1-PK2: HK\$131,000; Kindergarten-Grade 5: HK\$173,000; Grade 6-8: HK\$190.500: Grade 9-10: HK\$198.500: Grade 11-12: HK\$206.500:

Capital Levy: HK\$22,000 (per year) Debenture Fee: Family Debenture: HK\$525,000

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

E-mail: advancement@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 Schooll: 1 Red Hill Road, Tai Tam (High School)

Tel: +852 3149 7000

Head of School: Ron Roukema (Interim Head of School) Curriculum: American. SAT's, Advanced Placement courses

Grades: Reception 1-Grade 12

Annual Tuition Fees: R1 (Half Day): HK\$105,100; R2 (Long Day)-Grade 5: HK\$199,100; Grade 6-8: HK\$204,400; Grade 9-11: HK\$225,800; Grade 12: HK\$226 700

School Overview

Since 1966, HKIS has provided an American-style education grounded in the Christian faith. We encourage student achievement in an inspiring environment, and our programs reflect the rich multi-cultural and international character of our student body. HKIS offers a warm and inclusive learning environment for over 2,600 students of 40 nationalities and diverse religious backgrounds. Academically, HKIS offers a challenging American-style curriculum with both international and multicultural elements. HKIS is proud of its strong sense of community and its students' excellent achievements. The school is divided into four divisions, all co-educational: Lower Primary (Grades R1 and R2-Grades 1 and 2), Upper Primary (Grades 3-5), Middle School (Grades 6-8) and High School (Grades 9-12). There are two main campuses. The Repulse Bay campus is for students from pre-kindergarten to the fifth grade. The students at the Tai Tam campus attend grades 6-12. HKIS is an East Asia Regional Council of Schools member and is fully accredited by the Western Association of Schools and Colleges. Over 25 Advanced Placement subjects are available to High School students.

ISLAND CHRISTIAN ACADEMY

Website: www.islandca.edu.hk Email: admissions@islandca.edu.hk

Tel: +852 2537 2552

Address: 70 Bridges Street, Sheung Wan

Principal: Debbie Middleton

Curriculum: International Primary Curriculum &

International Middle Years Curriculum

Grades: Year 1-Year 7 (-Year 8 in 2017-18, -Year 9 in 2018-19) Tuition Fees: Years 1-6: HK\$111,000; Years 7+: HK\$116,600

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 $% \left\{ \left(1\right) \right\} =\left\{ \left(1\right) \right\}$ 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 Schools' Assessment year on year.

ISLAND CHRISTIAN ACADEMY

INDEPENDENT SCHOOLS FOUNDATION ACADEMY (ISF)

Website: www.isf.edu.hk E-mail: enquiry@isf.edu.hk Tel: +852 2202 2000

Address: (Academy) 1 Kong Sin Wan Road, Pokfulam;

(Pre-School) Shop 2-4, G/F, Tung Fai Gardens, 17 Po Yan Street, Sheung Wan

Head of School: Dr. Malcolm Pritchard

Curriculum: Mandarin & English immersion programme (Foundation Year-Grade

5). MYP/IRDP

Grades: Foundation Year (K3)-Grade 12

Tuition Fees: Foundation-Grade 5: HK\$177, 410; Grade 6-10: HK\$206,120;

Grade11-12: HK\$224,070

School Overview

The Independent Schools Foundation Academy is a bilingual (Putonghua and English) private school in Hong Kong. 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. 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. At Foundation Level (K3), 150 places are available (10 classes of 15) and additional 30 more places are opened at Grade 1.

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)

Principal: Ann McDonald

Curriculum: UK National Curriculum/ IGCSE/ A-levels

Grades: Reception-Year 12

Tuition Fees: Reception-Year 6: HK\$157,300; Year 7-11: HK\$195,400; Year 12-13:

HK\$201.200

School Overview

Founded as a primary school in 1976 by a group of parents, Kellett has long had a reputation as one of Hong Kong's most sought-after British-curriculum schools for younger children, with a "small school", caring ethos. A second campus opened in Kowloon Bay in September 2013, enabling Kellett to expand into a full-provision secondary school. It has places for about 600 secondary students, with four forms in each year group, and an additional 300 primary students with two forms per year. It has retained its "small school" feel, with class sizes limited to a maximum of 23. Facilities include a playground, swimming pool, several football pitches, gym, auditorium, music rooms, science rooms, library (primary & secondary) astroturf play area, and design and technology facilities for secondary students. The inspection report on the school every year, praises teaching as always good and sometimes inspiring, also highlighted is the school's inventive use of

technology to promote literacy. 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. Each year a number of students from Year 10 and below take I/GCSE exams early. Over the last four years, all early entries have received A* grades.

KIANGSU & CHEKIANG SCHOOL (KCIS)

Website: www.kcis.edu.hk

E-mail: inter2@kcis.edu.hk (Secondary school); inter@kcis.edu.hk (Primary school) Tel: +852 2570 4594 (Lower School); +852 2570 1281

Address: 30 Ching Wah Street, North Point (Lower School); 20 Braemar Hill Road, North Point (Upper School)

Principal: Mr. C.L. Fong

Curriculum: UK National Curriculum/ IGCSE/ GCSE/ IB Diploma

Grades: Kindergarten-Year 13

Annual Tuition Fees: Kindergarten-Reception: HK\$51,000; Primary 1-6:

HK\$72,000; Secondary: HK\$94,000

School Overview

Kiangsu & Chekiang International Section (KCIS) first opened in September 1993. The school was one of the first in Hong Kong to offer an English-medium curriculum coupled with daily lesson in Mandarin, for all children from the age of 3 to 11 years old, and it was from these small beginnings that the school has continued to grow and flourish over the past few years. The Secondary section grew out of repeated requests from Primary section parents. KCIS opened their first Year 7 class in September 2002 and is registered with Edexcel and Cambridge Examination Board. In 2007, KCIS achieved authorization from the International Baccalaureate Organization, to offer the I.B. Diploma to Years 12 and 13 students.

KOREAN INTERNATIONAL SCHOOL (KIS)

Website: www.kis.edu.hk E-mail: kisints@kis.edu.hk Tel: +852 2569 5500 Address: 55 Lei King Road

Principal(s): Mr Christopher Chadwick (International section); Dr. Seo Jaechool

Curriculum: Korean Curriculum, Cambridge International Program, IGCSE's,

A-levels

Grades: Reception-Year 13

Language(s) of Instruction: English. Mandarin is taught 4 lessons a week, 40

minutes per class

Tuition Fees: Reception: HK\$77,400; Primary: HK\$97,900; Secondary: HK\$109,000

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 enrols 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

MALVERN COLLEGE HONG KONG (MCHK)

- OPENING IN AUGUST 2018

Website: www.malverncollege.org.hk/

Address: Fo Chun Road (Intersection with Chong San Road), Providence Bay,

New Territories Principal: Dr Robin A Lister

E-mail: info@malverncollege.org.hk Telephone: +852 3898 4699

Curriculum: UK National Curriculum & Forest School Programme Grades: Pre- Nursery-Year 9 (2018-2019 academic year)

Tuition Fees: Year1-6: HK\$160,000; Year7-9: HK\$182,00

School Overview

Malvern College Hong Kong will open in September 2018. The school will open initially with approximately 380 students aged 5 years to 13 years in Years 1 to 9, rising to 960 places when full, with students aged 5 years to 18 years in Years 1 to 13. Malvern College Hong Kong will offer the full International Baccalaureate curriculum, Primary Years, Middle Years and Diploma Programmes. The majority of students will have an international background reflecting this vibrant international city as a hub of Asia. The school will benefit from its unique location close to the Science Park by offering experiential learning through Forest School activities and outdoor pursuit opportunities. Malvern College Hong Kong will launch a scholarship programme for students from socially underprivileged and ethnic minority backgrounds with outstanding academic performance, ensuring high quality international education is accessible to students from various cultural and family backgrounds.

NORD ANGLIA INTERNATIONAL SCHOOL

www.nais.hk

Email: admissions@nais.hk Tel: 852 3958 1428

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

Principal: Brian Cooklin

Curriculum: English National curriculum

Tuition Fees: Nursery Mornings Session: HK\$105,000; Nursery Afternoon Session: HK\$75,000; Nursery Extended Day: HK\$120,000; Lower Kindergarten: HK\$136,500 Upper Kindergarten: HK\$150,320; Year 1-6: HK\$150,325: Year 7-10: HK\$167,685

School Overview

Nord Anglia International School is part of a global family of 46 premium international schools located in 17 countries across China, Europe, the Middle East, North America and Southeast Asia. In total, Nord Anglia Education teachers and school staff look after more than 39,000 students globally. NAIS follows the EYFS framework, IGCSEs and IB Diploma. Combine with the school's collaborations with UNICEF and two of the world's most prestigious organisations, The Juilliard School, and Massachusetts Institute of Technology (MIT), the school's rigorous curricula ensure that students have a creative and challenging learning experience. NAIS is committed to educational excellence and students across the Nord Anglia Education (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 philosophy is this: 'there is no limit to what every student can achieve; creativity and challenge help us get better every day; learning should be personalised to each child, and unique global opportunities enhance every student's learning experience'. The school's class sizes range from 20 per class (in Nursery and Lower Kindergarten) to 24 per class (in Primary and Secondary).

SINGAPORE INTERNATIONAL SCHOOL (SIS)

Website: www.singapore.edu.hk E-mail: general@singapore.edu.hk

Tel: +852 2872 0266 (Preparatory & Primary); +852 2919 6966 (Secondary) Address: 23 Nam Long Shan Road, Aberdeen (Preparatory & Primary); 2 Police

School Road, Aberdeen (Secondary) Principal(s): Pek Wee Haur

Curriculum: Singapore-based bilingual curriculum, IGCSE, IB Diploma

Grades: Preparatory-Year 12

Tuition Fees: Preparatory: HK\$77,248; Primary: HK\$118,000; Secondary:

HK\$146,000; IB Diploma: HK\$176,000

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. Presently, the school has an enrolment of approximately 1280 students of more than 20 nationalities with Singaporeans and Hong Kong citizens forming the majority. Singapore Citizens and Permanent Residents are entitled to a fee subsidy. SIS 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. Singapore International School's main admissions exercise takes place in January/ February, and most of the vacancies are filled by end of April.

STAMFORD AMERICAN SCHOOL (SAS)

- HONG KONG

STAMFORDAMERICAN HONG SCHOOL KONG

Wehsite: www.sais.edu.hk Email:schooloffice@sais.edu.hk Tel - 2500 8488

Address: 25 Man Fuk Rd, Ho Man Tin

Head of School: Karrie Dietz

Curriculum: American Education Reaches Out (AERO) and Common Core Plus

Grades: Pre-Primary-Grade 8

Tuition Fees: Pre Primary-Grade 5: HK\$165,900; Grade 6-8: HK\$182,100

Stamford American School Hong Kong opened in September 2017. Hong Kong sister school - Stamford American International School in Singapore has a large student body of over 3000 students from 65 countries. SAS offers an interdisciplinary curriculum based on the American Education Reaches Out (AERO) and Common Core Plus frameworks combined with regular externally moderated

assessments through Measures of Academic Progress® (MAP®) testing. Students are also offered 2 daily language choices in Mandarin or Spanish, with 4 proficiency levels offered in each language at grade level. SAS will apply to the International Baccalaureate for programme candidacy in December 2017. 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 Educators standards, and a challenging Visual and Performing Arts Program based on the Massachusetts Arts Curriculum.

VICTORIA SHANGHAI ACADEMY (VSA)

Website: www.victoria.edu.hk E-mail: reginahui@vsa.edu.hk Tel: +852 3402 1000

Address: 19 Shum Wan Road, Aberdeen Head of School: Dr. Maggie Koong

Curriculum: Primary Years Programme (PYP); Middle Years Programme (MYP); IB Diploma

Grades: Primary 1-12

Enrolment Period: Primary 1: (two years prior to entry - open in November);

Years 2-12

Tuition Fees: Years 1-5: HK\$123,400; Year 6: HK\$140,600; Years 7-8: HK\$142,600; Years 9-10: HK\$143,900; Years 11: HK\$178,200; Year12: HK\$178,200

School Overview

VSA has over 1600 students and offer all three of the IB programmes in an English/ Mandarin learning medium. VSA 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 grounding. VSA bilingual primary programme is now one of the most popular amongst bilingual schools in Hong Kong. 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.

YEW CHUNG INTERNATIONAL SCHOOL (YCIS)

Website: www.ycef.com E-mail: enquiry@ycef.com

Tel: +852 2338 7106

Address: 3 Somerset Road, Kowloon Tong (Early Childhood Campus); 2 Kent Road, Kowloon Tong (Primary Campus); 3 To Fuk Road, Kowloon Tong (Secondary Campus)

Principal: Martin Scott

Curriculum: UK National Curriculum/ IGCSE/ IB Diploma

Grades: Pre-Nursery-Year 13

Tuition Fees: Infant (3 days): HK\$66,231;(4 days): HK\$88,286;(5 days): HK\$110,352; Toddler (2 year olds-half day): HK\$101,585; Toddler (2 year olds-full day): HK\$168,256; Toddler(3 year olds): HK\$181,643; [4 year olds]: HK\$188.001; Years 1-6:HK\$197,220: Years 7-11: HK\$192,940; Years12-13: HK\$197,350

School Overview

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. Located in the school's hub of Kowloon Tong, YCIS has been offering education in English and Mandarin from early childhood, through primary and secondary since 1932. The school's unique bilingual and multicultural approach to education is recognised globally, and is just one of the features that sets the school apart from others. YCIS captures the best that the two cultures have to offer by operating a unique Co-Principal method with one Western and one Chinese Principal serving as partners in the operations and administration of the school. The Hong Kong campuses provide through-train education from six months to 18 years, with students following a strong research-based curriculum culminating in the International General Certificate of Education (IGCSE), followed by the International Baccalaureate Diploma (IB). YCIS operates an inclusive approach to learning, and can support students with additional needs through the Student Support programme. This support ensures that students are motivated and engaged through their learning experiences and the school believes strongly in differentiated learning to allow all children to access the curriculum. In addition, the pastoral team is on hand for students to discuss any personal issues that they may have and to offer ongoing support and guidance where necessary.

ENGLISH SCHOOLS FOUNDATION (ESF)



ABOUT ESF SCHOOLS

The English Schools Foundation is the largest provider of English-medium international education programmes in Hong Kong.

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 (PIS) and four kindergartens are operated by ESF's affiliated company, ESF Educational Services Limited (ESL), which also offers English language classes and sports activities. The fifth kindergarten opened in August 2016 in Tung Chung.

There are 17,000 students from more than 50 different nationalities in ESF schools, PIS and kindergartens. About 70% of students have parents who are permanent residents of Hong Kong.

For ESF's primary schools and secondary schools, the school fees for the academic year 2016-17 are as follows

Primary schools (Years 1 and 2) HK\$106,500 Primary schools (Years 3 to 6) HK\$89,200 Secondary schools (Years 7 to 11) HK\$122,900 Secondary schools (Years 12 to 13) HK\$129,100

The amounts of deposit for an ESF primary and secondary school place are HK\$10,000 and HK\$16,000 respectively, which have to be paid when a school place at an ESF primary or secondary school is accepted. This includes students who are transferring from an ESF primary school to an ESF secondary school. Payment details can be found on the ESF enrolment form.

Non-refundable capital levy (NCL) Year group One-off NCL (HK\$)

Year 1	38,000
Year 2	36,000
Year 3	34,000
Year 4	32,000
Year 5	30,000
Year 6	28,000
Year 7	26,000
Year 8	22,300
Year 9	18,600
Year 10	14,900
Year 11	11,200
Year 12	7,500
Year 13	3,800

PRIMARY SCHOOLS

BEACON HILL SCHOOL (BHS)

Website: www.beaconhill.edu.hk

Address: 23 Ede Road, Kowloon Tong, Kowloon Email: bhs@bhs.esf.edu.hk

Tel: +852 2336 5221 Curriculum: IB PYF Grades: Years 1-6

BRADBURY SCHOOL (BS)

Website: www.bradburv.edu.hk Address: 43C Stubbs Road, Hong Kong Email: enquiries@bs.esf.edu.hk

Tel: +852 2574 8249 Curriculum: IB PYP Grades: Years 1-6

CLEARWATER BAY SCHOOL (CWBS)

Website: www.cwbs.edu.hk

Address: DD 229, Lot 235, Clearwater Bay Road, Kowloon

Email: info@cwbs.edu.hk Tel: +852 2358 3221 Curriculum: IB PYP Grades: Years 1-6

GLENEALY SCHOOL (GS)

Website: www.glenealy.edu.hk

Address: 7 Hornsey Road, Mid-Levels, Hong Kong

Email: enquiry@gs.esf.edu.hk Tel: +852 2522 1919 Curriculum: IB PYP Grades: Years 1-6

KENNEDY SCHOOL (KS)

Website: www.kennedy.edu.hk

Address: 19 Sha Wan Drive, Pokfulam, Hong Kong

Email: admissions@kennedy.edu.hk

Tel: +852 2855 0711 Curriculum: IR PYP Grades: Years 1-6

KOWLOON JUNIOR SCHOOL (KJS)

Website: www.kjs.edu.hk

Address: 20 Perth Street, Ho Man Tin, Kowloon

Fmail: office@kis edu.hk Tel: +852 3765 8700 Curriculum: IR PYP Grades: Years 1-6

PEAK SCHOOL (PS)

Website: www.ns.edu.hk

Address: 20 Plunketts Road, The Peak, Hong Kong

Email: office@peakschool.net Tel: +852 2849 7211 Curriculum: IB PYP Grades: Years 1-6

QUARRY BAY SCHOOL (QBS)

Website: www.abs.edu.hk

Address: 6 Hau Yuen Path, Braemar Hill, North Point, Hong Kong

Email: office@gbs.edu.hk Tel: +852 2566 4242 Curriculum: IB PYP Grades: Years 1-6

SHA TIN JUNIOR (SJS)

Website: www.sjs.edu.hk

Address: 3A Lai Wo Lane, Fo Tan, Sha Tin, New Territories

Email: info@sjs.esf.edu.hk Tel: +852 2692 2721 Curriculum: IB PYP Grades: Years 1-6

ESF SECONDARY SCHOOLS

ISLAND SCHOOL (IS)

Website: www.island.edu.hk

Address: 20 Borrett Road, Mid-Levels, Hong Kong

Email: school@online.island.edu.hk

Tel: +852 2524 7135

Curriculum: UK National Curriculum Key Stage 3, GCSE/ IGCSE, IB Diploma, BTEC

Grades: Years 7-13

KING GEORGE V (KGV)

Website: www.kgv.edu.hk

Address: 2 Tin Kwong Road, Homantin, Kowloon

Email: office@kgv.edu.hk Tel: +852 2711 3029

Curriculum: UK National Curriculum Key Stage 3, GCSE/ IGCSE, IB Diploma, BTEC

Grades: Years 7-13

SOUTH ISLAND SCHOOL (SIS)

Website: www.sis.edu.hk

Address: 50 Nam Fung Road, Aberdeen, Hong Kong

Email: sis@mail.sis.edu.hk Tel: +852 2555 9313

Curriculum: UK National Curriculum Key Stage 3, GCSE/ IGCSE, IB Diploma, BTEC

Grades: Years 7-13

SHATIN COLLEGE (SC)

Website: www. shatincollege.edu.hk

Address: 3 Lai Wo Lane Fo Tan, Sha Tin, New Territories

Email: info@shatincollege.edu.hk

Tel: +852 2699 1811

Curriculum: UK National Curriculum Key Stage 3, GCSE/ IGCSE, IB Diploma, BTEC

Grades: Years 7-13

WEST ISLAND SCHOOL (WIS)

Website: www.wis.edu.hk

Address: 250 Victoria Road, Pok Fu Lam, Hong Kong

Email: wis@wis.edu.hk Tel: +852 2819 1962

Curriculum: UK National Curriculum Key Stage 3, GCSE/ IGCSE, IB Diploma, BTEC

Grades: Years 7-13

ESE PRIVATE INDEPENDENT SCHOOLS

DISCOVERY COLLEGE

Website: www.discovery.edu.hk

Address: 38 Siena Ave., Discovery Bay, Lantau Island

Email: office@discovery.edu.hk Tel: +852 3969 1000

Curriculum: IB PYP, MYP, IB Diploma

Grades: Years 1-13

Tuition Fees: Years 1-6: HK\$108,400; Years 7-11: HK\$145,000;

Years 12-13: HK\$146,600

Deposit: HK\$21,680 for Primary and HK\$29,000 for Secondary (Years 7-11) and HK\$29,320 for Secondary (Year 12-13). The first half of the deposit is offset against the first month's fees while the remaining half will be credited against the fees for the last month of enrolment.

Non-refundable Building Levy (NBL): HK\$6,290 per student per year. The NBL is paid over 10 equal instalments of \$629 alongside the monthly school fees (September to June each year).

RENAISSANCE COLLEGE HONG KONG (RCHK)

Website: www.renaissance.edu.hk

Address: 5 Hang Ming Street, Ma On Shan, New Territories

Email: info@rchk.edu.hk Tel: +852 3556 3556

Curriculum: IB PYP. IB MYP. IB Diploma

Grades: Years 1-13

Tuition Fees: Years 1-6: HK\$105,00; Years 7-11: HK\$140,600;

Years 12-13: HK\$142,000

Non-refundable Building Levy (NBL): HK\$50,000.

INTERNATIONAL PRE-SCHOOLS IN SINGAPORE

BETWEEN TWO TREES

Addresses: 7, Ming Teck Park, Singapore 277375; 73, Loewen Gardens, 01-19/20 Singapore 248843

Tel: +65 6733 9768; +65 6509 8296 Website: www.betweentwotrees.sg/ Email: info@betweentwotrees.sq Curriculum: Reggio Emilia

BIBINOGS

Addresses:

BibiNogs Play School, UE Square Mall, #02-11 81, Clemenceau Ave, Singapore

BibiNogs Kids Academy, Serene Centre, #02-05/06, 10 Jalan Serene, Singapore

258748

BibiNogs Preschool K.A, King's Arcade, #B1-01 559, Bukit Timah Road, Singapore 269695

Tel: +65 6466 8015 Website: www.bibinogs.com Email: enquiry@bibinogs.com Curriculum: Intelligences@play

BLUE HOUSE INTERNATIONAL SCHOOL

Address: 2 Turf Club Road, Singapore 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, Singapore 238841

Tel: +65 6733 7669 Website: www.brainvchildmontessori.sa

Email: enquiry@brainychild.sg Curriculum: Montessori based

BRIGHTON MONTESSORI

Addresses:

East - Brighton Montessori Fort Road, 16 Fort Road Singapore 439077 Brighton Montessori Frankel Avenue, 125 Frankel Avenue, Singapore 458235 Brighton Montessori Mountbatten Road, 764 Mountbatten Road, Singapore 437764 Central - Brighton Montessori Great World City, 1 Kim Seng Promenade, #02-41A/42, Great World City, Singapore 237994

West - Brighton Montessori Sunset Way, 41 Sunset Way, #02-01/02 Clementi

Arcade, Singapore 597071

Brighton Montessori Lotus, 35 Lotus Avenue, Singapore 277618

North - Brighton Montessori The Grassroots' Club, 190 Ang Mo Kio Ave 8, #02-01

The Grassroots Club, Singapore 568046

Tel: +65 6588 3883

Website: www.brightonmontessori.com.sq Email: contact@brightonmontessori.com.sg

Curriculum: Montessori based

CHATSWORTH KINDERGARTEN

Address: 1-4, Piccadilly Circus, Singapore797640; 350 Bedok Road, Singapore

Tel: +65 6481 5585/ +65 6448 9006 Website: www.chatsworth.com.sg

Email: information.piccadilly (@chatsworth.com.sg; information.bedok (@chatsworth.com.sg); information.bedok (@chatsworth.com.sg); information.piccadilly (@chatsworth.com.sg); information.bedok (@chats

Curriculum: Project Work

ETON HOUSE INTERNATIONAL PRESCHOOL

Head Office: 178 Clemenceau Avenue, #06-00, Haw Par Glass Tower Singapore 239926

Addresses:

Bukit Timah - 215 Upper Bukit Timah/ 681 Bukit Timah (Mandarin)

Central - Newton/Robertson Claymore

East Coast - Broadrick/ Mountbatten 223/ Vanda Mountbatten 717/ Mountbatten

Sentosa/and Thomson areas

Anchor Operators - E-Bridge Pre-School/ Hampton Pre-School Bishan/ Hampton Pre-school Tanjong Pagar

Islander Pre-School Tel: +65 6746 3333

Website: www.etonhouse.com.sq Email: enquiry@etonhouse.com.sg Curriculum: Inspired by Reggio Emilia

LITTLE HANDS MONTESSORI

Address: 2A Paterson Hill, Singapore 238565

Tel: +65 62355741

Website: www.littlehandsmontessori.com.sg Email: enquiry@littlehandsmontessori.com.sg

Curriculum: Montessori based

LORNA WHISTON PRE-SCHOOL

Addresses: Winchester - 9, Winchester Road, Singapore 117783 Raintree Cove -1018, East Coast Parkway, Singapore 449877

Tel: +65 6272 8826; +65 6448 8846 Website: www.lornawhiston.com

Email: winchester@lornawhiston.com.sg/raintreecove@lornawhiston.com.sg

Curriculum: Lorna Whiston

MONTESSORI FOR CHILDREN

Addresses: 43 Newton Road Singapore 307970; 11 Broadrick Road, Singapore

Tel: +65 6256 3952; +65 6345 0087 Website: www.montessori.edu.sg Email: administrator@montessori.edu.sq Curriculum: Pure Montessori curriculum

ODYSSEY THE GLOBAL PRESCHOOL

Addresses:

20 Fourth Avenue, Singapore 268669; 101 Wilkinson Road, Singapore 436559

191 Jalan Loyang Besar, Singapore 506996 25, Still Road South, Singapore 423934 19 Upper Wilkie Road, Singapore 228126

Tel: +65 6781 8800 Website: www.theodyssey.sq

Email: contact@theodyssey.sg Curriculum: Reggio Emilia curricula

PAT'S SCHOOLHOUSE

Addresses: Central - Buckley, Claymore, Mount Emily, Prinsep, Raffles, Tanglin

East - Katong, Siglap;

North - Aroozoo, Grassroots, Kovan, Sarangoon, Sembawang, Shaer;

West - Fairways, Jubilee Park, Lakeside, Ridgewood,

Tel: +65 6781 2288

Website: www.patschoolhouse.com Email: contact@patschoolhouse.com Curriculum: Thematic approach

PLAYDAYS PLAYSCHOOL

Addresses: 41, Sunset Way, Singapore 597071; 231 Mountbatten Road, Singapore

Tel: +65 6465 4481 Sunset Way; +65 6634 2318 Mountbatten Centre

Website: www.playdays.com.sg

Email: Sunset Way- Sabrinah/ Alfidah - Mountbatten Centreinfo@playdays.com.sg,

mountbatten@playdays.com.sg Curriculum: Play-based

PIBO'S GARDEN PRESCHOOL

Addresses: 7, Hua Guan Crescent, Singapore 589034; 1, Dunearn Close, Singapore

Tel: +65 6465 0019; +65 6466 2639

Website: www.pibospreschool.com Email: info@pibospreschool.com

Curriculum: International play based learning curriculum

RAIN TREES KINDERGARTEN

Address: 60, Kheam Hock Road, Singapore 298824

Tel: +65 6474 6181

Website: www.raintreeskindergarten.com Email: admin@raintreeskindergarten.com

Curriculum: International topic based curriculum using a multi-sensory approach

ROSEMOUNT KINDERGARTEN

Address: 25 Ettrick Terrace, Siglap, Singapore 458 588

Tel: +65 6446 4636 Website: www.ris.edu.sg

Email: admissions@rosemount.com.sq

Curriculum: Inquiry based hands on and fun approach

SHAWS PRESCHOOL

Addresses:

373A Tanjong Katong Road (Next to Canadian International School),

Singapore 437130

45A Carmichael Road (Off Braddell Road), Singapore 359826

855 Mountbatten Road, Singapore 437839

24 Lynwood Grove (off Braddell Road), Singapore 358666

4A Boscombe Road (off Tanjong Katong Road), Singapore 439738

Tel: +65 64407813

Website: www.shaws.com.sg Email: adventure@shaws.com.sg

Curriculum: Project learning, with a child led, play based approach

SWALLOWS & AMAZONS KINDERGARTEN

Address: The Grandstand (The South Car Park), 200 Turf Club, Singapore 287994

Tel: +65 6762 8158

Website: www.swallowsandamazons.com.sg Email: lessons@swallowsandamazons.com.sg Curriculum: Inquiry based learning

WHITE LODGE

Addresses:

Head Office - White Lodge Education Group Services Pte Ltd, Blk 970,

Toa Payoh North, #06-01

Loewen Gardens School of the Art Centre 75E Loewen Road, Singapore 248845 Central North School of the Art Centre 45 Burghley Drive Block A #01-01/2/3,

Phoenix Park Kindergarten 310 Tanglin Road, Singapore 247975 Upper East Coast Kindergarten 36 Toh Drive, Singapore 507889 Upper Bukit Timah Kindergarten 1 Jalan Siap Singapore 678541 West Coast Kindergarten 9 South Buona Vista Road, Singapore 118141 102 Guillemard Road, #02-01, Singapore 399719 Bukit Timah Kindergarten 39 Linden Drive, Singapore 288712

Tel: +65 6255 4230

Website: www.whitelodge.com.sg Email: admin@whitelodge.com.sg

Curriculum: Reggio Emilia, High Scope & PYP

INTERNATIONAL SCHOOLS IN SINGAPORE

ANGLO-CHINESE SECONDARY SCHOOL (INTERNATIONAL)

Website: www.acsinternational.edu.sg Address: 61 Jalan Hitam Manis, Singapore, 278475

Email: admission@acsinternational.edu.sq

Principal: Rob Burrough Tel: +65 6/72 1/77

Curriculum: GCSE/ IGCSE/ IB Diploma

Grades: Year 1-Year 6

Annual tuition fees: Years 1-4 SG\$26.400: Years 5 SG\$35.200: Year 6 SG\$24.200

School Overview

The Anglo-Chinese School (ACS) was founded in 1886 and has grown tremendously over the years. The school offers a six-year secondary and pre-university programme where they take the IGCSE in their fourth year and the IB Diploma Programme in the sixth year. English second language students with limited proficiency in English have to take a bridging programme for around 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. They offer a variety of student leadership programmes, CCAs and sports to students. For foreign students, boarding facilities are available. It is a Methodist

AUSTRALIAN INTERNATIONAL SCHOOL (AIS)

Website: www.ais.com.sg

Address: 1 Lorong Chuan, Singapore, 556818

Email: admissions@ais.com.sg Principal: Dr Eddie Groughan

Tel: +65 6664 8127 (general); 6653 2958 (admissions)

Curriculum: Reggio Emilia Approach (Preschool)/ IB PYP/ IB MYP/ IB Diploma/

New South Wales HSC

Grades: Early Years-Year 12, Preschool 1:7, Prep-Year 2-1:12, Year 3-Year 12-1:25 Annual tuition fees: Nursery (3-5 days a week) SG\$13,582-20,834; Preschool (5 half days) SG\$19,562; Preschool (3-5 days a week) SG\$19,008-29,162; Prep-Year 5 SG\$32,728; Year 6-9 SG\$39,320; Year 10 & 12 SG\$41,516

School Overview

Australian International School is one of the few schools in Singapore that follows the Southern Hemisphere school year calendar. Students are well able to fit back seamlessly into the education system if they travel overseas to another country due to its IB status. And for Australian/ NZ students, there are no problems with joining a Northern Hemisphere school year (at entry and exit). AIS has over 2500 students and offers an international focus on education with over 50 nationalities represented within the campus. The recent IB batch scored 15% over the world average IB score. AIS also scores well above the Australian average at the NAPLAN tests conducted in Years 3, 5, 7 and 9. Their sports programme is second to none, and they have won many sporting tournaments.

CANADIAN INTERNATIONAL SCHOOL (CIS)

Website: www.cis.edu.sq

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 Head of School: Peter Corcoran

Tel: +65 6467 1732 (Lakeside); +65 6345 1573 (Tanjong Katong)

Curriculum: IB PYP/ IB MYP/ IB Diploma

Grades: Nursery-Gr 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) SG\$31,330; Junior Kindergarten to Grade 3 SG\$31,330; Grades 4-6 SGD 34,290; Grades 7-10 SGD 38,180; Grades 11-12 SG\$38,710.

(Tanjong Katong): Nursery (half day) SGD 13,100; Nursery (full day) SG\$23,200; Pre K (half day) SG\$18,700; Pre K (full day) SG\$30,510; Junior Kindergarten to Grade 3 SG\$30,510; Grades 4-6 SG\$33,460

School Overview

The Canadian International School has been around for well over twenty years and is regarded as one of the very good schools for the Bilingual and IB programme. Initially established in 1990 as a university preparatory day school, the school was called Canadian Overseas College, and delivered the Ontario curriculum. Subsequently the name was changed to the Canadian International School and today it has two campuses. The purpose built Lakeside campus in Singapore's West (Pre K to Grade 12), and the Tanjong Katong campus in the East (Pre K to Grade 6) are both popular with expatriates. Over 3300 students from over 70 nationalities study at CIS. From 4 years of age (Junior Kindergarten), students learn both French and Mandarin. From Grade 1, students must choose between French and Mandarin and will study this subject throughout the rest of the PYP and MYP. The school also offers comprehensive sports, arts, drama and also community outreach programmes. It has an excellent summer school activity both for its own students and students from other schools. A latest offering from the school is the nursery section for two year olds at both campuses. There is also an optional immersion Bilingual Programme in Mandarin in the early years, going into Middle School and further on into High School.

CHATSWORTH GROUP

Website: www.chatsworth.com.sg

Address: Chatsworth Orchard, 37 Emerald Hill Road, Singapore, 229313;

Chatsworth East, 25 Jalan Tembusu Road, Singapore, 438234

Email:

information.orchard@chatsworth.com.sg, information.east@chatsworth.com.sg

Principal: Tyler Sherwood

Tel: +65 6737 5955 (Orchard); +65 6344 5955 (East)

Curriculum: Early Years PYP/ IB PYP/ MYP/ IGCSE/ Chatsworth High School

Diploma/ IB Diploma

Grades: Kindergarten (3 years old)-Year 13 (Orchard), Kindergarten-Year 6 (East) Annual tuition fees: Fees reflected are inclusive of building and development fee. K1-K2 SG\$25,010; Years 1-6 SG\$28,691; Years 7-9 SG\$29,279; Years 10-11 SG\$30,476; Years 12-13 SG\$33,742

School Overview

Chatsworth has two small campuses – one in the East and the other in the centre of the shopping district of Orchard. Both campuses have been around for many years and have older facilities. It also has two Kindergartens in Bedok and Seletar. The school is culturally diverse, with an international community of learners and the IB Learner Profile being the centre of teaching and learning. Chatsworth is a friendly, welcoming school with a well-knit expat community. It provides good quality education for students from 3 to 18 years leading to internationally accredited qualifications. The school offers comprehensive ESL (English as a Second Language) support to students at an additional cost. Different levels are offered to those who are not native English speakers and whose level of competence in English cannot allow them to actively participate in the mainstream classes. The East campus will move to Bukit Tinggi in June 2018.

DOVER COURT INTERNATIONAL SCHOOL -

NORD ANGLIA EDUCATION SCHOOL (DCIS)

Website: www.nordangliaeducation.com/our-schools/singapore

Address: 301 Dover Road, Singapore 139644 Email: admissions@dovercourt.edu.sq

Principal: Christopher Short

Tel + 45 4775 7444

Curriculum: British National Curriculum/ IB

Grades: Nursery-Year 13

Annual tuition fees: Nursery (half day) SG\$14,340; Nursery (full day) SG\$19,590; Reception-Year 2 SG\$23,565; Years 3-6 SG\$25,200; Years 7-9 SG\$267,600; Years

10-11 SG\$28,845, Years 12-13 SG\$30,000

School Overview

CANADIAN

Dover Court International School was founded 45 years ago in 1972. The school is now part of the world's leading premium organization, Nord Anglia Education. It is one of the smaller schools in Singapore with about 1300 students, and a friendly feel, especially in the lower grades. The school has recently undergone an extensive renovation and sports a new and fresh look. Dover Court is known for its good teacher to student ratio, excellent after school activity programme and has the advantages of a small school atmosphere. The campus has generous space given the relatively smaller number of students and provides a playground, swimming pool, auditorium and a well-stocked library. Dover Court has an excellent reputation with its CSE (Centre for Special Education), and ESL (English as a Second Language) programmes. The school works well for children who like the intimate atmosphere, and Dover Court has a Department of Supportive Education fully equipped and staffed to look after children with special learning needs. Its staff includes Psychologists, Speech Therapists, Physical Therapists and teachers with qualifications in special needs.

DULWICH COLLEGE (SINGAPORE)

Website: www.dulwich-singapore.edu.sg

Address: 71 Bukit Batok West Avenue 8, Singapore 658966

Email: admissions@dulwich-singapore.edu.sg

Principal: Nick Magnus Tel: +65 6890 1003



Curriculum: British National Curriculum/ IBDP offered from August 2018 Grades: Nursery (2-4 years)-Year 11(currently). Year 12 offered from August 2018 Annual tuition fees: Ducks (half day) SG\$15,800; Ducks (full day) SG\$28,200; Reception-Year 2 SG\$ 34,000; Junior Years 3-6 SG\$35,000; Years 7-9 SG\$40,500; Year 10-11 SG\$42 500

School Overview

Dulwich College (Singapore) offers classes from pre-Nursery to Year 11 students aged 2 to 16. They will offer the renowned IB Diploma Programme in Year 12 from August 2018. This is the seventh sister school in Asia, with branches in Shanghai, Beijing, Suzhou, Zuhai and Seoul. The Dulwich name has a proud tradition of academic excellence and co-curricular opportunity. Dulwich College is the first fully British independent school to open in Singapore. With a shortage of schools offering the British curriculum, and the 400 year old tradition of very high academic standards, this school has been a popular choice for expats. The campus in Bukit Batok opened in two phases, 2014 and 2016. The UK Curriculum is offered in all year groups, with the IGCSE offered in Years 10-11currently. The lower grades also have a good bilingual programme. It is an academically selective school, aiming to attract the top 30% of students.

ETONHOUSE INTERNATIONAL SCHOOL, SINGAPORE

Website: www.ehis.edu.sg

Address: 51, Broadrick Road, Singapore 439501

Email: broadrick@etonhouse.edu.sq

Principal: Martin Hughes Tel: +65 6346 6922 Curriculum: IB PYP/ IGCSE

Grades: Nursery (18 months-2 years)-Year 9, with plans to expand to higher grades

in the coming years.

Annual tuition fees: Preschool (half day) SG\$23,626; Preschool (full day)

SG\$26,194; Year 2-6 SG\$27,478; Year 7-9 SG\$28,826

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 10 countries across Asia. The International School at Broadrick Road, is the only one to run till Middle School, leading on to High School in the years to come. Eton House branches are 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 some 40 plus 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.

GEMS WORLD ACADEMY (GWA)

GEMS World Academy

Website: www.gwa.edu.sg

Address: 2 Yishun Street 42, Singapore 768039

Email: info@gwa.edu.sg Head of School: Richard Henry Tel: +65 6808 7300

Curriculum: IB PYP/ IB MYP/ IGCSE/ IB Diploma

Grades: Pre School-Grade 12

Annual tuition fees: Pre School, K1 half day SG\$12,600; K1 full day SG\$26,040; K20Gr 1 full day SG\$31,920; Primary Gr 20Gr 5 SG\$32,760, Secondary Gr 60Gr 10

SG\$37.800. Gr 11-12 SG\$39.113

School Overview

A relatively new IB school in Singapore, GEMS opened its doors in September 2014 offering the advantages and facilities of a large school with a sense of belonging found in smaller school set ups. 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. Their presence in Asia started with Singapore, and they have ventured into Malaysia and other parts of Asia too. They offer a holistic learning experience through a balanced programme covering academics, technology, sports and arts. The facilities are cutting edge, with an Olympic sized swimming pool, the best of sporting facilities and a modern auditorium and music studio. They also have an extremely qualified cohort of teachers and specialists on their rolls. The school has an impressive leadership team, and the teachers have excellent credentials and are highly motivated.

GESS SINGAPORE

Website: www.gess.sg

Address: 72 Bukit Tinggi Road, Singapore, 289760 (Main Campus and Administration); 300 Jalan Jurong Kechil, Singapore 598668 (Junior Campus)

Email: info@gess.sg (Main); info.jsc@gess.sg (Junior)

Principal: Christoph Zanglein Tel: (Hotline) +65 6461 0881

Curriculum: IB PYP/IB MYP/IB Diploma and German School Leaving Certificate Grades: Pre School (Parent-child, Toddler, Kindergarten, Pre Primary), Primary,

Secondary Year

Annual tuition fees: Parent-Child Group (2 days a week) SG\$5110; Toddler Group SG\$9740-SG\$24,860; Kindergarten SG\$21,350-SG\$24,860; German Section: Primary School (Foundation-Year 4) SG\$18,240; Middle School (Grade 5-9) SG\$21,030; Secondary School (Grade 10-12) SG\$23,060

European Section: Primary School (Foundation-Year 4) SG\$26,040; Middle School (Grade 5-9) SG\$29,690; Secondary School (Grade 10-12) SG\$32,380

School Overview

The school offers 2 distinct curricula – the European and the German curriculum. The European Section has grown into a medium sized school of over 600 students. The vast majority of students are European passport holders (around 70%), for whom GESS represents a vital connection with home. In the European Section (EuroSec), students from 45 different nations follow the curricula of the International Baccalaureate. German is a compulsory second language. To promote the cohesion of the school community, GESS offers German and English at both School Sections. GESS also offers its students a unique Mother Tongue Programme for French, Dutch and Danish that is fully integrated in the curriculum. The German Section offers children the German International Abitur. The school will move in June 2018 to a new campus on Dairy Farm Road which can house 2000 children

GLOBAL INDIAN INTERNATIONAL SCHOOL (GIIS)

Website: www.giissingapore.org
Address: Queenstown Campus, 1 Mei Chin Road, Singapore, 149253; East Coast Campus, 82 Cheviot Hill, 459663; Balestier Campus, 51 Jalan Rajah, Balestier Road, Singapore 329154

Email: admissions.sg@globalindianschool.org

Principal: Madhu Khanna Tel: +65 6508 3700

Curriculum: Global Montessori Plus/ IGCSE/ GCSE/ CBSE (Indian)/ IB Diploma

Grades: Nursery (2 years old)-Year 12

Annual tuition fees: Nursery SG\$11,937; Years 1-5 SG\$15,007 plus a top up registration fee of SG\$1.351; Years 6-8 SG\$15,568-SG\$20,842; Years 9-12 SG\$17,363-SG\$30,466 depending on CBSE or IB stream plus.

School Overview

An Indian curriculum school with over 90% of students holding Indian passports. The school offers the Central Board of Secondary Education or the IB Diploma. Students do a common curriculum until middle school, after which they choose the CBSE or IB stream. A large number of students achieve perfect score. GIIS as it is popularly known has 21 branches in 7 countries and counting. In Singapore, the Balestier campus is only for Primary, with the other 2 campuses offering classes 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 school will move to a purpose built campus in Punggol in August 2018.

HILLSIDE WORLD ACADEMY (HWA)

Website: www.hwa.edu.sg

Address: 11 Hillside Drive, Singapore 548926

Email: admissions@hwa.edu.sg Principal: Michael Chan

Tel: +65 6254 0200 Curriculum: IB PYP/ IB MYP & IB Diploma Grades: Kindergarten (3-4 years)-Grade 12

Annual tuition fees: Nursery-Kindergarten 2 SG\$19,067; Grade 1-9 SG\$31,742;

Grade 10-12 SG\$33.801

School Overview

Hillside World Academy (HWA) was established in 2007 as the Chinese International School (CNIS) - the first overseas international school set up by a Chinese Education Group. 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. As a boarding school, HWA offers shared dormitories for students with 4 students per room. The school also provides students with psychological and academic counselling, should they need it. The school provides a stimulating and supportive academic environment that encourages the development of the IB Learner Profile Attributes and nurtures independent life-long learners.

HOLLANDSE SCHOOL

Website: www.hollandseschool.org

Address: 65, Bukit Tinggi Road, Singapore, 289757 Email: admissions@hollandseschool.org

Principal: Meino Meines Tel: +65 6466 0662

Curriculum: International Primary Curriculum (IPC)

Grades: Nursery-Grade

Annual Tuition Fees: Preschool SG\$61.79 per half day; Extended day SG\$44.30;

Nursery-Grade 6 SG\$21,404

Serving predominantly the Dutch community in Singapore since 1920, the Hollandse School provides quality international education combining the Dutch curriculum with the International Primary Curriculum. The school is currently at its largest size with over 500 children on their rolls. 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 feel to it. Children are 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: admin@hcis.edu.sg Principal: Koh Chin Nguang Tel: +65 6464 7077

Curriculum: IB PYP/ IB MYP/ IGCSE/ IB Diploma

Grades: Year 1 (Grade 7)-IB2 (Grade 12)

Annual Tuition Fees: Secondary 1-4 SG\$24,610; IB Diploma 1 and 2 SG\$28,890 plus a non-refundable registration fee of SG\$535 and an acceptance fee of

SG\$5,350

School Overview

Hwa Chong International School (HCIS) is a member of the Hwa Chong family of schools. It began operation in 2005 and currently has about 800 students. As a local international school, at least half of the student population must be made up of local Singaporean students, a requirement from the Ministry of Education (Singapore). The rest of the student body comprises international students from over 20 countries. Over the last 12 years, the school has produced students who have achieved accolades in academic competitions at both the local and international arena. One of HCIS' strengths lies is 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. HCIS has recently established on-campus housing for its students.

INSWORLD INSTITUTE

Website: www.insworld.edu.sg

Address: 100 Beach Road, 19-06 Shaw Tower, Singapore 189702

Email: enquiries@insworld.edu.sq Principal: Matthew Cole Head of Admissions: Tan Cheh Wuei Tel: +65 6732 1728 ext.111 Curriculum: EITP/ IGCSE/ A-levels Grades: Year 7-Year 12 Teacher/ Student Ratio: 1:14 Enrolment period: All year round

Annual tuition fees: Junior Secondary Standard Track SG\$30,000 upwards: Accelerated Track SG\$26,000 upwards. Pearson Edexcel GCSE programme SG\$32,500 upwards; Accelerated Track SG\$30,000 upwards; A-level Standard track

SG\$32,500; Advanced Track SG\$30,000

Insworld was established in 2001 and has small class sizes of 4-14 students per class, so teachers can identify specific learning requirements and address them through personal tutoring. There are up to 20 nationalities amongst Insworld Institute's student population. Students can start at Insworld in January, March, July and September, as the courses are modular. 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.sq

Address: 27A Jubilee Road, Singapore, 128575

Email: info@ics.edu.sq Director: John Kennedy Admissions Director: Eric Alfrey Tel: +65 6776 7435 Curriculum: American Curriculum

Grades: Junior Kindergarten (3 years old)-Grade 12

Annual tuition fees: Elementary Kindergarten SG\$21,614; Kindergarten-Grade 5

SG\$24.658: Grades 6-8 SG\$28.312: Grades 9-12 SG\$31.736

School Overview

International Community School was founded in 1993 by a group of parents from several different nationalities. Their common goal was to establish a Christian school in Singapore to serve the needs of both corporate and missionary expatriates. Today, ICS is the only Christian International school in Singapore. It is a mid-sized school of about 500 students, offering an American-based curriculum. United States citizens comprise nearly half of the student body, and the remaining students represent over 35 additional countries. 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 the school

INVICTUS PRIVATE SCHOOL

Website: www.invictus.school Email: info@invictus.school Tel: +65 8338 6008

Address: 73, Loewen Road, Singapore 248843 Principal: Ms Mary Ann Davies Contact person for Admissions: Mala Sharif Curriculum: International Primary Curriculum (IPC)

Grades:1-6

Teacher/Student Ratio: 1:18 Enrolment period: All year round Tuition Fees: SG\$16.050

School Overview

Invictus is an independent co-educational day school which opened in August 2016. The school offers grades 1-6 currently. The school seeks to inspire a passion for learning through skilled educators, in a multicultural, inclusive and collaborative community environment. The school offers Mandarin, indoor gym facilities and a well-stocked library as part of its facilities. The fees are lower than other international schools and Invictus Private School is an excellent fit for families looking for a strong academic focus and very affordable international school fees.

ISS INTERNATIONAL SCHOOL (ISS)

Website: www.iss.edu.so

Address (Elementary/ Middle School): 25 Paterson Road, Singapore 238510;

(High School): 21 Preston Road, Singapore 109355

Email: admissions@iss.edu.sg Head of School: Dr Margaret Alvarez

Tel: +65 6737 9171 (Elementary and Middle); +65 6475 4188 (High)

Curriculum: IB PYP/ IB MYP/ IB Diploma

Grades: K1-Grade 12 Teacher/ Student Ratio: 1:22 Enrolment period: All year round

Annual Tuition Fees: K1-K2 SG\$25,038; Grades 1-5 SG\$28,954;

Grades 6-8 SG\$31.116

School Overview

ISS, one of the most established international schools in Singapore, and has been serving the international community since 1981. The School was opened by Mr Chan Chee Seng, the first Asian to open an international school and is part of a larger ISS educational group, which includes the Beijing International School of Singapore (BISS), in Beijing, China. ISS has approximately 800 students ages 4 to 18, from Kindergarten to Grade 12. The Elementary and Middle School Campuses (K-8) are located very centrally near Orchard Road, and the High School Campus (9-12) is located on top of a lush and green tropical hill about 8km away (21 Preston Road). In previous years, ISS graduates have enrolled in the USA, Australia, Singapore, Canada, and Hong Kong. The small class sizes, especially in High School make for excellent student to teacher ratios. The school has extended its

current lease at Paterson Road will move to a new campus in 2020. It is a popular school for families who like the small school feel and a central location.

LYCEE FRANÇAIS DE SINGAPOUR

Website: www.lfs.edu.sg

Address: 2900/3000 Ang Mo Kio Avenue 3, Singapore 569928

Email: administration@lfs.edu.sg
Principal: Christian Soulard

Tel: +65 6805 0000

Curriculum: French, culminating in Brevet/ Baccalaureate

Grades: Pre K-JC2

Annual tuition fees: European Union fee structure: Pre-K: SG\$10 000-17,870; Elementary SG\$17,550-SG\$18,920; Middle School SG\$20,200-SG\$21,655;

High School SG\$26.250

Other nationalities fee: Kindergarten: SG\$10,000-SG\$22,320; Elementary SG\$22,200-SG\$23,570; Middle School SG\$24,700-SG\$26,155; High School SG\$29,500

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The French School in Singapore is a private institution of Singapore law, approved by the French Ministry of National Education. The school has been in Singapore since 1967, and is bound by an agreement with the French State. It provides training for French students living in Singapore and for those for whom French is not necessarily their Mother Tongue. The school has close to 2600 students, representing about 25 nationalities. The curriculum is taught in French, and Mandarin and English are also offered. The school has a vast space in the centre of

the island covering 2.4 hectares and offers its students all facilities.

MIDDLETON INTERNATIONAL SCHOOL

Website: www.middleton.edu.sg

Address: 215 Upper Bukit Timah Road, Singapore 588184

Email: enquiry@middleton.edu.sg

Principal: Atima Joshi Tel: +65 6875 0089 Curriculum: IPC Grades: Grades 1-5

Annual tuition fees: SG\$19,298.56

School Overview

The programme offered at Middleton International School incorporates auditory, visual and kinaesthetic styles of learning. Technology is also integrated into learning experiences in a relevant and engaging manner. Individual, small group and whole class learning happens spontaneously and both inquiry and teacher directed learning are valued. The set-up is warm, family friendly and nurturing. The children can transition to the Eton House International campus in Broadrick upon completing the Primary programme here, though the school is looking to expand to secondary sometime soon.

NEXUS INTERNATIONAL SCHOOL (NISS)

Website: www.nexus.edu.sg

Address: 201 Ulu Pandan Road, Singapore, 596468

Email: enquiry@nexus.edu.sg Principal: Stuart Martin Tel: +65 6536 6566

Curriculum: IB PYP/ English National Curriculum/ IGCSE/ IB Diploma

Grades: Nursery-Year 13

Annual tuition fees: Nursery (half day) SG\$21,030; Nursery (full day) to Year 1 SG\$27,952; Years 2-3 SG\$29,576; Years 4-7 SG\$31,280; Years 8-9 SG\$33,238; Years

10-11 SG\$35,708; Years 12-13 SG\$37,460

School Overview

Nexus International School Singapore (NISS), part of the Taylor's Education Group Malaysia, caters to students from preschool up to Year 13. A student population of diversity and challenging minds, NISS enrolled its first learners in July 2011 and now caters to a group of about 1000 students from 40 different countries. At Nexus, the educational community strives for excellence by preparing students to be lifelong learners, as well as helping them to be self-directed, realistic, and responsible decision makers. The school places great emphasis on experiences and learning opportunities outside of the classroom. 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 to a new campus in Aljuneid in August 2020.

NPS INTERNATIONAL SCHOOL (NPSI)

Website: www.npsinternational.com.sg Address: 10 and 12 Chai Chee Lane, Singapore - 469021 and 469022 Email: admin@npsinternational.edu.sg Head of School: Dr Matthew Sullivan Head of Admissions: Mitu Singh

Tel: +65 6294 2400

Curriculum: Early Years Montessori and Kindergarten/ CBSE/ IGCSE/ IB Diploma

Grades: Nursery (3 years old)-Grade 12

Annual tuition fees: Nursery SG\$13,200; Kindergarten SG\$15,000; Montessori SG\$15,600; Grades 1-5 SG\$20,200, Grades 6-8 SG\$21,300; Grades 9-10 (CBSE) SG\$22,500; (IGCSE) SG\$23,580; Grades 11-12 (CBSE) SG\$23,220; (IB) SG\$25,800

School Overview

NPS International School was established a few years ago in Singapore to cater to the burgeoning demand for high quality international education. NPSI is promoted by the well renowned Bangalore based group of institutions that runs a few well established schools in Bangalore and Chennai. The NPS group is spearheaded by the visionary educationist Dr K.P Gopalkrishna, Founder Chairman.

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 CBSE results for 2017 showed that NPSI students achieved an extremely high average score. Though majority of the students are Indian, it offers a very international quality of education.

ONE WORLD INTERNATIONAL SCHOOL

Website: www.owis.org

Address: 696 Upper Changi Road East, Singapore, 486826. Due to open a new campus at 21, Jurong West Street 81, Singapore 649075 in early 2018.

Email: admissions@owis.org
Principal: Gregor Polson

Communications and Admissions Director: Jasween Gill

Tel: +65 6542 2285

Curriculum: Early Childhood – IB PYP/ IGCSE

Grades: Nursery-Grade 10

Annual tuition fees for the Changi Road branch: Nursery from SG\$16,419 for 3 half days to SG\$25,089 for 5 full days. Preparatory Grades 1-5 SG\$28,894; Grades 6-8 SG\$29,889

School Overview

One World International School opened in September 2008 and is the overseas venture of the Garodia Group. The Garodia Group is a multi-activity business entity, having a core business in real estate development and education in India. The school is located in the East Coast, and will soon also have a presence in the West. With a small personalised school ethos, the school offers individual attention in a multi-cultural setting. OWIS aims to develop inquiring and independent lifelong learners whilst nurturing compassionate, accepting, internationally minded individuals. The school also offers some Special Educational Needs (SEN) support and informed intensive English as an Additional Language (EAL) programme.

OVERSEAS FAMILY SCHOOL (OFS)

Website: www.ofs.edu.sg

Address: 81, Pasir Ris Heights, Singapore 519292

Email: Soma_Mathews(dofs.edu.sg
Academic Director: Patrick Keenan

Registrar: Soma Mathews Tel: +65 6738 0211

Curriculum: IEIC/ IPC/ IB MYP/ IGCSE/ IB Diploma

Grades: Pre-K-Grade 12

Annual tuition fees: Pre-K (half day) SG\$16,000; Pre K (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 is one of Singapore's largest international schools having moved to a new purpose built campus in Pasir Ris in August 2015. With about 2800 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. 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.sa Superintendent: Dr Chip Kimball Email: admissions@sas.edu.sg Director of Admissions: John Leiner Tel: +65 6363 3403

Curriculum: American curriculum/ AP Grades: Pre-school-Grade12

Annual tuition fees: Early Childhood (PS, Pre-K) SG\$20,746; Kindergarten-Grade 5 SG\$28,355; Middle School Grades 6-8: SG\$31,304; High School Grades 9-12 SG\$32.984

The Singapore American School was established in 1956. It offers a sound American-based curriculum from preschool through to Grade 12 to approximately 3900 students, making it one of the largest American international schools in the world. About two-thirds of the student population are American citizens, with the rest of the student body comprising more than 60 nationalities. SAS delivers 29 AP courses as an integral part of high school course options. The school is accredited by the Western Association of Schools and Colleges (WASC) in the United States. The state-of-the-art facilities in SAS house four school divisions, early childhood, elementary, middle and high schools. Support facilities include 5 air-conditioned gymnasiums, 2 outdoor covered play areas, 3 swimming pools, 2 cafeterias, 5 tennis courts, 1000-seat stadium, track and field, baseball, softball, soccer and rugby fields and an air-conditioned climbing wall. High school students graduate with high scores and enter many top tier universities in the United States of America and around the world. Excellent teachers with long tenures at the school, a strong academic programme and a closely knit community make this one of the most sought after in Singapore. The school recently introduced a Mandarin immersion programme in the lower grades. Varying priority lanes for entrance into the school, with a limited number of seats available under the Guaranteed Placement Programme

SIR MANASSEH MEYER INTERNATIONAL SCHOOL

Address: 3 Jalan Ulu Sembawang, Singapore, 758932

Website: www.smm.edu.sg Principal: Ms Elaine Robinson Email: tal@smm.edu.sq Admissions Contact: Tal Mashiah

Tel: +65 6331 4633

Curriculum: American oriented, General Studies, Judaic curriculum

Grades: Pre-school-Grade 8 Enrolment period: All year round

Annual tuition fees: Tiny Tots SG\$10,491-SG\$14,131; Pre Nursery SG\$18,428; Nursery SG\$20,778; Kindergarten 1&2 SG\$22,070; Grades 1-4 SG\$23,140;

Grades 5-8: SG\$23.480

School Overview

Named after the prominent leader and philanthropist Sir Manasseh Meyer, the school moved to its new premises in Jalan Sembawang in 2016. It is a modern orthodox Jewish day school, serving the Jewish and non-Jewish 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 new campus has a large pool, an amphitheatre, library, a large auditorium and music rooms apart from brand new classrooms.

STAMFORD AMERICAN INTERNATIONAL SCHOOL (SAIS)

Website: www.sais.edu.sq

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 Superintendent: Dr Eric Sands Head of Admissions: Leslie Tam

Tel: +65 6602 7247

Curriculum: IB PYP/ MYP/ IB Diploma (enhanced by American standards)/ American Curriculum and AP

Grades: Pre Nursery-Grade 12

Annual tuition fees: Pre-Nursery and Nursery from SG\$14,954 to SG\$23,004 for 3 to 5 days; Pre-Kindergarten to Kindergarten 1 from SG\$19,060 to SG\$34,606 for 3 to 5 days; KG2-Grade 5 SG\$35,486; Grades 6-8 SG\$38,522, Grade 9-12 SG\$40,206

School Overview

Stamford American is a world-class school for children aged 18 months old to Grade 12. The new Early Learning Village which opened in Aug 2017 offers state of the art facilities inspired by Reggio Emilia learning philosophies. Children aged 18 months to 5 years of age learn in a cosy environment at the campus off Lorong Chuan. As children grow into higher grades, the school develops students as adaptive, thoughtful and active global citizens, and provides a truly global approach to teaching and learning including a strong foreign language foundation with daily Mandarin or Spanish. SAIS offers world class learning facilities with the latest in classroom technology and IT infrastructure. The facilities are designed to create the most advanced learning environment, featuring top notch academic and athletic resources including cluster-style classrooms, 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 rigorous programs of study: an American Curriculum and the International Baccalaureate (IB) program. The school is extremely popular amongst expats and demand for places is high.

ST JOSEPH'S INSTITUTION, INTERNATIONAL (SJI INTERNATIONAL)

Website: www.sji-international.com.sq

Address: 490 Thomson Road, Singapore, 298191

Email: info@sji-international.com.sg

High School Principal: Bradley Roberts (Elementary), Katie Fantom (High)

Tel: +65 6871 5261 (Elementary); +65 6353 9383 (High) Curriculum: IPC / IGCSE / IB Diploma

Grades: Early Years-Grade 12

Annual tuition fees: Elementary SG\$29,990; Grades 7-8 SG\$27,426; Grades 9-10

SG\$27.356: Grades 11 SG\$32.024 and Grade 12 SG\$28.934

School Overview

Saint Joseph's Institution International School is an independent coeducational Catholic 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 right until Grade 12. Chinese is an important curriculum aspect at SJII - offered both as a Foreign Language (CFL) and as a Native Language (CL). Being a school firmly rooted in the Catholic faith, there are additional opportunities for Catholic children to explore and deepen their faith. SJI believes that assessment lies at the heart of the process in promoting and strengthening student learning. From Grade 2 to Grade 6 students are annually assessed using InCAS (Interactive Computerised Assessment System), a computerised adaptive assessment programme.

TANGLIN TRUST SCHOOL (TTS)

Website: www.tts.edu.sa

Address: 95 Portsdown Road, Singapore, 139299

Email: admissions@tts.edu.sg Principal: Peter Derby-Crook Tel: +65 6770 3583

Curriculum: Enhanced British Curriculum/ GCSE/ IGCSE/ A-levels and IB Diploma

TANGLIN TRUST

Grades: Nursery-Year 13

Annual tuition fees: Nursery SG\$21,693; Reception SG\$27,588; Years 1-2 SG\$28,098; Years 3-6 SG\$29,808; Years 7-9 SG\$35,082; Years 10-11 SG\$36,930; Years 12-13 SG\$38,973

Tanglin Trust School was started 92 years ago to primarily serve the British expatriate community in Singapore. However, it is now one of the most preferred schools among expats of all nationalities. Approximately 50% of the students in the school are British. The school is non-profit and has about 2800 students. The reputation of the school is extremely high with the school ensuring that all aspects of education are covered in detail. Though the majority of students come from the United Kingdom, around 63 nationalities are represented amongst the student body. 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. While the A level scores have always been extremely impressive, with about 50% of the students achieving A*-A, the IB Diploma programme has been extremely successful as well with an exceedingly high average of 38.8. 82% of the students were accepted into their first choice of university. Tanglin Trust is known all over the island for its academic excellence. A Placements Rights scheme exists to facilitate accelerated entry into the school.



UWC SOUTH EAST ASIA (UWCSEA)

CONTRACTSOUTH EAST

Website: www.uwcsea.edu.sg

Address: Dover Campus: 1207 Dover Road, Singapore 139654; East Campus: 1 Tampines Street 73, Singapore 528704

Email: admissions@uwcsea.edu.sq Head of College: Chris Edwards

Tel: +65 6774 2653 (Dover); +65 6305 5353 (East)

Curriculum: UWCSEA curriculum (K1-Grade 8)/ IGCSE/ IB Diploma

Grades: Kindergarten 1-Grade 12

Annual tuition fees: K1-Grade 1 SG\$29,970; Grades 2-5 SG\$30,105; Grades 6-10

SG\$35,670; Grades 11-12 SG\$37,065

School Overview

UWC South East Asia has offered a strong well balanced international education to students worldwide since 1971. The holistic approach to education is supported by a very diverse community of students from about 100 different countries. In Singapore, there are two campuses, Dover and East. UWCSEA is the largest of the 14 United World College (UWC) schools and is now recognised as one of the leading international schools in the world. As a result, the school is extremely popular. 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 (Grade 8 and above). All students are expected to engage fully with all five elements of the learning programme (academics, activities, outdoor education, personal and social education and service). UWCSEA has exceptional IB Diploma results with most students being accepted into their college of choice at top universities worldwide, and is known locally for getting excellent college placements. A UWCSEA Nominee Programme is available for purchase as well.

PRF-SCHOOLS IN KUALA LUMPUR

BEACON HOUSE - BANGSAR

Website: www.beaconhouse.edu.my

Address: No 2, Lorong Bukit Pantai 7, Jalan Bukit Pantai, Bangsar, 59100 Kuala

Lumpur, Malaysia

Email: bney.bangsar@beaconhouse.edu.my

Tel: +603 2201 5116

Curriculum: Play based learning and Jolly Phonics reading

CHILDREN'S DISCOVERY HOUSE - AMPANG

Website: www.childrensdiscoveryhouse.com

Address: 74A Jalan Damai, 55000 Kuala Lumpur, Malaysia

Email: klcc@childrensdiscoveryhouse.com

Tel: +603 2144 7001 Curriculum: Montessori

THE CHILDREN'S HOUSE - AMPANG

Website: www.thechildrenshouse.com.my

Address: 7 Jalan Ampang Hilir, 50490 Kuala Lumpur, Malaysia

Email: contact@thechildrenshouse.com.my

Tel: +603 6203 3833 Curriculum: Montessori

EATON SCHOOL HOUSE (REBRANDED FROM BRIGHTON SCHOOL HOUSE)

Website: www.eatonschoolhouse.edu.mv

Address: 80 Jalan Balau, Bukit Damansara, 50490 Kuala Lumpur, Malaysia

Email: enquiry@eatonschoolhouse.edu.my

Tel: +603 2093 2267

Curriculum: Montessori and Jolly Phonics for reading

FTONHOUSE MAI AYSIA

Website: www.etonhouse.edu.mv Email: plt@etonhouse.edu.my

Address: 9 Persiaran Stonor, 50450 Kuala Lumpur, Malaysia

Tel: +603 2141 3301/+603 2141 3302

Curriculum: IB PYP

GARDEN INTERNATIONAL SCHOOL EARLY YEARS CENTRE KUALA LUMPUR

Website: www.gardenschool.edu.my

Address: 1 Jalan 41/70A, Desa Sri Hartamas, 50480 Kuala Lumpur, Malaysia Email: feedback@gardenschool.edu.my / admissions@gardenschool.edu.my

Tel: +603 6209 6888

Curriculum: UK Farly Year's Foundation and IPC

JULIA GABRIEL CENTRE AND CHILTERN HOUSE - KUALA LUMPUR BANGSAR

Website: ww.juliagabriel.com.my

Address: 123 Jalan Bukit Pantai, 59100 Bangsar, Kuala Lumpur, Malaysia

Email: kualalumpur@juliagabriel.com.my

Tel: +603 2095 5500

Curriculum: Play-based learning

MY LITTLE HOME PRESCHOOL

Website: www.mylittlehome.net

Address: 118 Jalan Kasah, Medan Damansara, 50490 Kuala Lumpur, Malaysia

Email: info@mylittlehome.net Tel: +603 2093 5078 Curriculum: Montessori

MY MONTESSORI SCHOOL

Website: www.mvms.mv

Address: 117 Jalan Telawi, Bangsar Baru, 59100 Kuala Lumpur, Malaysia Email: info@mvms.mv

Tel: +603 2287 0837 Curriculum: Montessori

SUMMERFIELDS PRESCHOOL

Website: www.summerfields.com.my

Address: 32 Jalan Sri Hartamas 15, Taman Sri Hartamas, 50480 Kuala Lumpur,

Malaysia

Email: enquiry@summerfields.com.my

Tel: +603 6201 2388 Curriculum: Montessori

TREETOP HOUSE PRESCHOOL

Website: www.treetophouse.com.my

Address: 10 Jalan U-Thant, 55000 Kuala Lumpur, Malaysia

Email: feedback@treetophouse.com.my

Tel: +603 2141 2941 Curriculum: Montessori

LIL'ONES MONTESSORI PRESCHOOL

Website: www.lilones.com.mv

Address: B-G-10 & B-G-11, Gateway Kiaramas, No 1, Jalan Desa Kiara, Mont

Kiara, 50480 Kuala Lumpur Email: info@lilones.com.my Tel: +6012 227 7889, +603 6201 0314

Curriculum: Montessori

LIL'ELITE HOUSE PRESCHOOL

Website: www.lilelitehouse.com

Address: Unit 2-1, Level 2, Nexus, Bangsar South, No.7, Jalan Kerinchi, 59200

Kuala Lumpur, Malaysia Email: info@lilelitehouse.com Tel: +6032 242 2663 Curriculum: Montessori

SAFARI KID INTERNATIONAL

Website: www.safarikidasia.com/my

Address: 56 Jalan Medang Tanduk, Bukit Bandaraya, Kuala Lumpur, Malaysia

59100

Email: infomy@safarikidasia.com

Tel: +603 2201 5561 Curriculum: Play-based learning

THE MONTESSORI PLACE

Website: www.themontessoriplace.com.mv

Address: A1.05, Level 1 Auditorium Block, Calvary Convention Centre, No1, Jalan

Jalil Perkasa 1, 57100 Bukit Jalil, Kuala Lumpur, Malaysia

Tel: +60 12 401 1987 Curriculum: Montessori

KL INTERNATIONAL KIDS CLUB, INTERNATIONAL KINDERGARTEN

Website: www.klkidsclub.com

Address: 16A, Jalan U Thant, 55000, Kuala Lumpur, Malaysia

Email: help@klkidsclub.com Tel: +603 2141 2153

Curriculum: IEYC - International Early Years Curriculum

TENDER MINDS PRE-SCHOOL AND DAYCARE

Website: www.tendermindskids.com

Address: Ground Floor, Menjalara 18 Residences Annexe, No 6 Lebuh Menjalara, Wilayah Persekutuan, 52200 Bandar Menjalara, Kuala Lumpur, Malaysia

Email: tendermindsmj18@gmail.com

Tel: +603 6263 1371

EDUWIS SRI SEGAMBUT KEPONG

Website: www.eduwis.edu.mv

Address: 3-69, Jalan Udang Kertas 1, Taman Sri Segambut, Jinjang Selatan, 5200

Kuala Lumpur, Malaysia

Email: eduwis.srisegambut@gmail.com

Tel: +6012 551 9695 Principal: Miss Melody Curriculum: Thematic Integrated

JOYFUL PITTER PATTER MONTESSORI PRESCHOOL

Website: www.joyfulpitterpatter.wixsite.com

Address: No. 23, Jalan Mutiara 4, Taman Mutiara Barat, Cheras, 56000 Kuala

Lumpur, Malaysia Email: iovfulpitterpatter@vahoo.com Tel: +603 9545 0706

Curriculum: Montessori

A STAR KIDS MONTESSORI PRESCHOOL

Website: www.astarkids.com

Address: 26, Jln Damai Impian 1, Taman Damai Impian, Alam Damai Cheras,

56000 Kuala Lumpur, Malaysia Email: info@astarkids.com Tel: +6018 377 7362 Curriculum: Montessori

TOTAL CHILD PRESCHOOL

Website: www.totalchild.com.my

Address: 306 & 308 Jalan Sepakat 8, United Garden, 58200 Kuala Lumpur

Email: edu@totalchild.com.my

Tel: +603 7987 9700

Curriculum: Montessori (partly), Thematic Integrated Curriculum, Developmentally

Appropriate Practices (DAP)

SPARKLES MONTESSORI CHILDCARE CENTRE

Website: www.sparklesmontessori.com.my

Address: 75, Jalan Sri Hartamas 3, 50480, Kuala Lumpur, Malaysia

Email: nancy@sparklesmontessori.com.my

Tel: +603 6201 3103 Principal: Nancy Tee Curriculum: Montessori

BRIGHT KIDS

Website: www.brightkids.com.my

Address: No. 7, Jalan 15, Desa Jaya, Kepong 52100 Kuala Lumpur, Malaysia

Email: tuition_franchise@brightkids.com.my

Tel: +603 6280 1353

Curriculum: Integrated Curriculum

FIRST STEPS WITH MONTESSORI PRESCHOOL

Website: www.firststepsmalaysia.com

Address: 86, Jalan BU 6/3, Bandar Utama, Petaling Jaya, 47800, Selangor,

Malavsia

Tel: +603 7728 5841 Curriculum: Montessori

UCSI CHILD DEVELOPMENT CENTRE SDN. BHD.

Website: www.ucsicdc.com

Address: UCSI Child Development Centre Sdn. Bhd., Lot 12734, Jalan Choo Lip

Taman Taynton View, 56000 Cheras, Kuala Lumpur, Malaysia

Email: lennypang@ucsicdc.com

Tel: +603 9133 2430

Curriculum: Thematic Integrated Curriculum

TASKA TULIP MONTESSORI NURSERY AND PLAYSCHOOL

Website: www.tulip.com.my

Address: No. 21, Jalan Tualang, Bukit Bandaraya, Bangsar, 59100 Kuala Lumpur,

Malaysia

Email: info@tulip.com.my Tel: +603 2096 2220 Curriculum: Montessori

LITTLE HUMAN SCHOLARS PRESCHOOL AND DAYCARE CENTRE

Website: www.littlehumanscholars.com.my

Address: No.1, Jalan Bukit 11/2, 46200 Petaling Jaya, Selangor Darul Ehsan,

Email: enquiry@littlehumanscholars.com.my

Tel: +603 7932 3107

Curriculum: Play based learning and Jolly Phonics Reading

THE JUNIOR ACADEMY

Website: www.livingmontessori.com.my Address: L 01-07, No 2, Jalan Solaris 5, Solaris Mont Kiara, 50480 Kuala Lumpur Email: info@thejunioracademy.com.my

Tel: +603 6203 3038 Curriculum: Montessori

SUMMER ACADEMY

Website: www.summeracademy.com.my

Address: 19 Jalan Burhanuddin Helmi, Taman Tun Dr. Ismail, Kuala Lumpur.

Malaysia

Email: enquiry@summeracademy.com.my

Tel: +603 5636 1107

Curriculum: Comprehensive Curriculum

INTERNATIONAL SCHOOLS IN KUALA LUMPUR

BEACONHOUSE SRI INAI INTERNATIONAL SCHOOL (BSIIS)

Website: www.beaconhouse.edu.my

Address: No. 1098, Jalan Jenjarum, Taman Sea, 47400 Petaling Jaya,

Selangor, Malaysia

Email: inai-international@beaconhouse.edu.my

Tel: +603 7803 0493 / 0451

Address: Lot 823 & 924, Batu 9, Jalan Cheras, 43200 Selangor

Darul Ehsan, Malaysia Tel: +603 9082 4759

Email: newlands@beaconhouse.edu.my Founder: Mrs Nazreen Mahmud Kasuri Acting Principal: John P. Birch

Curriculum: Cambridge International Curriculum, IGCSE

Grades: K1-Year 12

School Overview

Beaconhouse Sri Inai International School was established in 2011, and is located in Petaling Jaya, West of Kuala Lumpur Sentral. Beaconhouse Newlands International School is East of Kuala Lumpur Sentral area. BSIIS is part of a larger Beaconhouse School System which has been running for 40 years as a private school. It has since grown into an International community of schools which helps to nurture each child's unique talent and strengths. There are twelve schools in Malaysia all around Kuala Lumpur of which two are International schools: Sri Inai International School and Newlands International School, BSIIS offers the Cambridge International curriculum from Primary to Secondary and leads the students towards earning their IGCSE.

EPSOM COLLEGE

Website: www.epsomcollege.edu.my

Address: Persiaran Kolej, 71760 Bandar Enstek, Negeri Sembilan Darul Khusus,

Malaysia

Principal: Martin George Tel: +606 2404 188

Email: info@epsomcollege.edu.my

Curriculum: UK National Curriculum/ IGCSE/ A-levels

Grades: Nursery-Sixth Form

School Overview

The College, on a 50-acre site at Bandar Enstek, south of Kuala Lumpur, is an extension of Epsom College in the UK, which was founded in 1855 and has a long history of educating Malaysians and international students. Epsom College in Malaysia follows the British National Curriculum with all subjects taught in English. There is a strong emphasis on languages, including Bahasa Malaysia, French, Mandarin and Spanish. Epsom College in Malaysia combines academic excellence with a first class British boarding experience. The traditional British House system fosters a strong feeling of belonging and community. Besides full boarding, weekly boarding is an option for parents who want to combine a British boarding lifestyle for their children during the week with high quality family time at the weekends. As an international school, the College realises the importance of nurturing global citizens. While the College follows the British National curriculum, students are encouraged to learn from the local, regional and international contexts. As a regional member of Round Square, possibly the world's leading international association of schools, Epsom College in Malaysia is able to offer students real, lasting and challenging opportunities to mix with, work with and learn from students from many countries.

ETONHOUSE MALAYSIA, INTERNATIONAL SCHOOL, KUALA LUMPUR

Website: www.etonhouse.my

Address: No.9, Persiaran Stonor 50450, Kuala Lumpur, Malaysia

Email: plt@etonhouse.edu.my Tel: +603 2141 3301/02 Founder: Mrs Ng Gim Choo Principal: Mr. Bengt Rosberg Curriculum: IB-PYP Grades: Nursery-Year 6

School Overview

EtonHouse Malaysia is part of a growing number of EtonHouse schools which was originally founded in Singapore in 1995. It has now grown to more than 100 schools in 12 countries across Asia to Kazakhstan and the Middle East. Over the last 21 years, EtonHouse has been a leader in offering International education at their innovative pre-schools throughout Asia. Currently there are 9 IB schools in the EtonHouse family of schools. EtonHouse Malaysia has been operating for over seven years and in December 2016 achieved its IB Primary Years Programme authorization. EtonHouse Malaysia's Early Years program follows the EtonHouse Inquire, Think, Learn Curriculum Framework, together with the IB PYP, and the philosophy of Reggio Emilia to facilitate an experience that is child-led, in a childcentred environment. The school is popular due to its central location in the KLCC area and easy access from all parts of Kuala Lumpur. As the school only caters for Primary aged students, families would need to move their children to another International school upon completing Year 6.

FAIRVIEW INTERNATIONAL SCHOOL, KUALA LUMPUR

Website: www.fairview.edu.my

Address: 4178 Jalan 1/27D, Section 6, Wangsa Maju, 53300 Kuala Lumpur

Email: info@fairview.edu.mv Tel: +603 4142 0888 Chairman: Daniel Chian Curriculum: IBPYP, IBMYP, IBDP Grades: K1-Year 13

School Overview

Established in 1978 with only 300 students at one campus, Fairview International School has grown into a rapidly expanding group of International Baccalaureate World Schools throughout Malaysia. Fairview Schools follow the UK National Curriculum and is also authorised as an IB World School, with the Fairview Ipoh currently at candidate stage of IB. The Fairview family of teachers are from over 30 countries and include IB examiners, workshop leaders and School Visiting members. Schools have five campuses which include Fairview Kuala Lumpur and Fairview Subang Jaya which are both within the Kuala Lumpur metropolitan, Fairview Penang, Fairview Johor Bahru and Fairview Ipoh. They also have their Fairview Eduresort located in Port Dickson which allows the students from all five campuses to participate in exciting camp activities with fellow students of the same ages, throughout the school year. Currently there are over 3,000 students from over 55 countries spread throughout the five campuses. Lifelong Learning is a core philosophy at Fairview and they strongly believe that "good teachers make for good learning," which is part of the Fairview ethos. Mandarin is a priority at the school as it recognizes the importance of Mandarin as a global language.

GARDEN INTERNATIONAL SCHOOL (GIS)

Website: www.gardenschool.edu.my

Address: GIS Early Years Centre Kuala Lumpur - 1 Jalan 41/70A,

Desa Sri Hartamas, 50480 Kuala Lumpur

Tel: +603 6209 6888

Address: Main Campus - 16 Jalan Kiara 3, Mont Kiara, 50480 Kuala Lumpur

Tel: +603 6209 6888

Email: admissions@gardenschool.edu.my

Principal: Mark Ford

Curriculum: British National Curriculum, IGCSE, A-levels

Grades: Nursery-Year 13

School Overview

Garden International School was founded in 1951 and is one of the first British Schools in Malaysia. Originally started in the Lake Gardens area of Kuala Lumpur, it is now based in Mont Kiara, where many expatriates live. Currently there are over 2,000 students who attend the school making it one of the largest schools in Malaysia. The school is comprised of two locations, the Early Years Centre for Nursery to Reception, and the Main Campus in Mont Kiara which has their students from Year 1 to Year 13. The school has made extensive renovations throughout the years to modernize the school, its classrooms and teaching areas. GIS follows the British National Curriculum, which leads students towards IGCSEs followed by their A-levels. The school has been recognized as an Apple Distinguished School providing one-to-one access to Apple notebook computers and/ or mobile devices to all students, teachers and its administrators, demonstrating an innovative learning environment.

IGB INTERNATIONAL SCHOOL

Website: www.igbis.edu.my

Address: Jalan Sierramas Utama, Sierramas, 47000 Sungai Buloh, Selangor,

Darul Ehsan, Malaysia Email: enquiries@igbis.edu.my Tel: +60 3 6145 4688 Head of School: Mrs Anne Fowles Curriculum: IB

Grades: Early Years to K- Grade 12

School Overview

IGB International School first opened its doors on August 18, 2014 with 300 students from over 30 different nationalities. The school is located in the

Sierramas and Valencia district, in the North-West of Kuala Lumpur and with its interconnected highways, is only a short ride from the expatriate enclave of Mont Kiara. The school is an IB World School with expatriate teachers whom have had experience in teaching the IB programs. As it's a younger school, they are able to offer smaller class sizes and individual attention to students which means an outstanding environment for learning. With newer facilities, the school offers two swimming pools, one being an Olympic size pool, full-size football field surrounded by an 8-lane athletics track, a fully air-conditioned sports hall, two tennis courts, five visual arts studio, and a 540 seat theatre with state-of-the-art sound and lighting. IGB International School's vision is to provide an innovative international education that inspires learners to make a positive impact on the world.

INTERNATIONAL SCHOOL OF KUALA LUMPUR - ISKL

Website: www.iskl.edu.mv Email: iskl@iskl.edu.my

Address: Melawati Campus (Early Childhood and Elementary School) - PT3350 Jalan Melawati 3, Taman Melawati, 53100 Kuala Lumpur, Malaysia

Tel: +60 3 4104 3000

Address: Ampang Campus (Middle and High School) - Jalan Kerja Ayer Lama,

68000 Ampang, Selangor, Malaysia Tel: +60 3 4259 5600

Head of School: Dr Norma J. Hudson Curriculum: IBPYP, IBMYP, IBDP Grades: Prep Reception-Grade 12

School Overview

ISKL is one of the well-known schools in Kuala Lumpur which offers a highly academic American based syllabus. It was one of the first accredited international schools in Malaysia and was established back in 1965. ISKL is also accredited through the International Baccalaureate Organization, the first IB accredited school in Malaysia offering IBPYP, IBMYP and IBDP. The school is a private and non-profit school and is accredited internationally through the Council of International Schools (CIS) and in the US through the Western Association of Schools and Colleges (WASC)

With over 1,500 students from over 60 countries, the school is spread over two campuses, the Melawati Campus which houses the Prep Reception to Grade 5 children and their Ampang Campus which holds their Middle and High School students to Grade 12. ISKL anticipates opening their new Ampang Hilir Campus in August 2018, which would see both the Melawati and Ampang Campuses merge into one. The new campus will include world-class science labs, classrooms with flexible teaching spaces, two libraries, gymnasiums, competitive swimming facilities, track and playing fields and a performing arts centre.

LYCEE FRANCAIS DE KUALA LUMPUR/ FRENCH SCHOOL OF KUALA LUMPUR (LFKL)

Website: www.lfkl.edu.my

Address: 34, Jalan Dutamas Raya - 51200 Kuala Lumpur, Malaysia

Email: secretariat@lfkl.edu.my Tel: +603 6250 4415 Principal: Jean-Yves Bichel Curriculum: French Curriculum, IB Grades: K-Year 12

School Overview

LFKL was opened in 1962 for a small number of students and originally accommodated the premises of the Alliance Francaise. After moving several locations, in 2005 it moved to its current site in Segambut with 339 students. Today, LFKL has approximately 800 students and can guarantee a quality education in accordance with the convention, its accreditation and the French Curriculum. The mission of French schools abroad is to provide schooling for French children who move to Malaysia with their parents, but with the mission of enabling each child to achieve their full potential in a multi-cultural environment. LFKL is located north of Mont Kiara, which is where many expatriates reside. However, as it is the only French school in the Kuala Lumpur area, families from all over, send their children to school if they are looking for a French education.

MONT'KIARA INTERNATIONAL SCHOOL (MKIS)

Website: www.mkis.edu.my Email: admissions@mkis.edu.my

Address: No 22 Jalan Kiara, Mont Kiara, 50480 Kuala Lumpur, Malaysia

Tel: +603 2093 8604 Head of School: Mr. Laboski

Curriculum: American Curriculum, American High School Diploma, IBDP

Grades: Pre K-Grade 12

School Overview

Mont'Kiara International School was started in 1994 as an international school

which offers a North American education. Its campus is located in the Mont Kiara area, which is where many expatriates choose to stay. The school is convenient for many families, as they are able to walk or bike to school. It is also easily accessible from the highways for families who stay in other areas of Kuala Lumpur. There are over 900 students from 60 different nationalities currently attending MKIS. The school follows the American curriculum, and offers two distinctive and rigorous high school programs: the IB Diploma and the US high school diploma. The M'KIS community is committed to enhancing the creative, social, emotional and academic talents of its students by providing them with a world class education in a compassionate environment and provide lifelong learners ready for a rapidly changing world.

NEXUS INTERNATIONAL SCHOOL MALAYSIA

Website: www.nexus.edu.my

Address: No. 1 Jalan Diplomatik 3/6 Presint 15, 62050 Putrajava, Malaysia

Email: enquiry@nexus.edu.my Tel: +60.3 8889 3868 Principal: Alison Hampshire

Curriculum: IPC with the British National Curriculum for math, IGCSE, IBDP

Grades: Nursery-Year 13

School Overview

Nexus International School is part of the Taylor's Education Group and opened in Putraiava in 2008. The school offers spaces for students from Nursery to Year 13. and currently has over 700 students from over 30 different nationalities. The school offers 3 different curriculums based on the year group. Primary students benefit from the International Primary Curriculum, Year 10 and 11 participate in IGCSEs, and students in Year 12 & 13, are offered the IB Diploma. Nexus is one of the few international schools that offer boarding for students starting from ages 10 to 18 years old. As the school is located outside of the downtown KL area, there is more space available for its facilities which include: swimming pool, football field, indoor gym/ multi-purpose hall, fully-equipped auditorium, tennis courts, a two-tiered library and much more.

SAYFOL INTERNATIONAL SCHOOL

Website: www. sayfol.edu.my

Address: 261, Jalan Ampang, 50450 Kuala Lumpur, Malaysia

Email: registrar@sayfol.edu.my Tel: +6 03 4256 8791

Head of School: Judy Meiners Curriculum: British Curriculum offering IGCSE, A-levels

Grades: Early Learners to K-Year 13

School Overview

Sayfol International School is located in the Jalan Ampang area, which has a large number of expatriates residing in the surrounding vicinity. Currently there are approximately 1,500 students who come from over 60 different nationalities around the world and have been educated at the school since its inception in 1985. Sayfol School aims to offer its students a curriculum and programme of a high academic nature, together with a strong focus in preparing students for their future. The school offers the British Curriculum, which helps prepare students for when they enter Secondary School and to prepare them for the Pearson Edexcel IGCSEs, and further onto their A-levels. Judy Meiners, Head of School, has goals for all her students at Sayfol which include the following: Your children feel safe and happy at school; classrooms are productive learning environments; students work towards their academic potential; students, parents and staff work in partnership, and with mutual respect for the benefit of all.

ST. JOHN'S INTERNATIONAL SCHOOL (SJIS)

Website: www.sjis.edu.my

Address: Lot 145, Jalan Bukit Nanas, 50250 Kuala Lumpur, Malaysia

Email: info@sjis.edu.my Tel: +603 2034 1288 Curriculum: IGCSE, GCE 0

Grades: A-level-Lower Secondary and IGCSE

School Overview

St. John's International School is a private-funded International School which is in collaboration with the La Salle Brothers Malaysia. The school was established to cater to the needs of young Malaysians which is one of the priorities of the Lasallian Family in Malaysia, and to link the school with a Lasallian organisation that has a reputable long-history of providing excellent education in 82 countries world-wide. SJIS provides a holistic education that promotes values of respect for all and a sense of responsibility. This school does not offer Primary Level classes, and only starts at Lower Secondary, followed by IGCSE classes and then A-level classes. All students will be required to sit for the SJIS Placement test together with the Direct English Placement test. The school is centrally located within the KLCC area, nearby the KL Tower.

ST JOSEPH'S INSTITUTION INTERNATIONAL SCHOOL MALAYSIA (SJIIM)

Website: www.sji-international.edu.my

Address: No. 1, Jalan PJU 3/13, 47410, Petaling Jaya, Selangor Darul Ehsan,

Email: enquiries@sji-international.edu.my

Tel: +604 8605 3605

Brother President: Brother Thomas Lavin, FSC

Curriculum: IPC, IGCSE, IBDP Grades: Reception-Year 13

School Overview

St. Joseph's Institution International School Malaysia is part of the Lasallian family of schools which has been an integral part of Malaysian education since 1852. SJIIM was opened in August 2016 and follows the same curriculum offered at St. Joseph's Institution International in Singapore which is the International Primary Curriculum for Primary school, IGCSE classes for Year 10 and 11, followed by IB classes for year 12 and 13. SJIIM shares the same Lasallian Core Values and ensures to provide a Holistic Education for all students. This would mean educating the whole child, incorporating academic learning with values, ethos and training. Although the school follows the Christian values, Muslims students are encourage to enrol, as the school will provide support for Friday prayer, and offer Islamic students to their Muslim students. SJIIM will also be offering Singapore Math as it is a highly successful International Maths programme and involves a more advance and interesting way of learning math for the primary students. Dr Ng, Professor of Maths at The Insitutute of Education in Singapore will be training staff in the delivery of the Singapore Maths programme. Currently SJIIM has over 1,500 students attending the school.

THE ALICE SMITH SCHOOL, KUALA LUMPUR MALAYSIA

Website: www.alice-smith.edu.my

Address: Primary Campus - 2 Jalan Bellamy, 50460 Kuala Lumpur, Malaysia

Tel: +603 2148 3674

Email: admissions.jb@alice-smith.edu.my

Address: Secondary Campus - 3 Jalan Equine, Taman Equine, 43300

Seri Kembangan, Selangor, Malaysia

Tel: +604 9543 3688

Email: admissions.ep@alice-smith.edu.my

Principal: Sarah Howling

Curriculum: British National Curriculum, IGCSE, A-levels

Grades: Pre-School-Year 13

School Overview

In 1946 The Alice Smith School was founded as a non-profit international school in Kuala Lumpur. Today, the school houses approximately 1533 students coming from over 46 diverse nationalities. The school is comprised of two campuses, Jalan Bellamy which houses the Primary school, and Jalan Equine which houses the Secondary school. As one of the leading British schools in Malaysia, it follows the British Curriculum, leading students to write their IGCSEs followed by their A-levels. Alice Smith School continues to enhance the facilities at both their campuses. From 2008 onwards, several renovations took place at the Equine Campus which modernized the school including a new performing arts suite, a Media suite and an ICT Support Centre. In September 2016, the Secondary campus added new outdoor facilities which included a world class 8-lane running track, a natural turf football field, 5-a side hockey field and versatile multi-sport playing area which can accommodate three futsal fields, netball and tennis courts. In 2013 to 2015, the Primary campus added a student dining hall, parent centre and also a newly laid astro-turf for the sports field, for the enjoyment of the younger students

THE BRITISH INTERNATIONAL SCHOOL (BSKL)

Website: www.britishschool.edu.my

Address: No 1, Changkat Bukit Utama, Bandar Utama, Petaling Jaya, Selangor, 47800 Malaysia

Email: admissions@britishschool.edu.my, info@britishschool.edu.my

Tel: +603 7727 7775

Head Teacher: Janet Brock

Curriculum: English National Curriculum, IGSCE and A-levels

Grades: Early Years-Year 13

The British International School Kuala Lumpur is a registered, non-profit organization and is one of several international schools which offers the British Curriculum. It is part of the global network of schools with locations throughout the world including: China, Russia, Brazil, USA and other countries. Established in 2009, the school has over 1000 students currently attending. BSKL offers students many modern facilities which include the following: a large theatre/ auditorium, 3D printing room, swimming pools, gymnasium, sports halls, covered sports field,

climbing wall, café and terrace along with its modern bright classrooms which have been equipped with the latest technology. The school can easily be found in the Bandar Utama area, which is nearby the Damansara area, and west of KL Sentral.

THE INTERNATIONAL SCHOOL @ PARKCITY

Website: www.isp.edu.my

Address: No. 1 Jalan Intisari, Desa ParkCity, 52200 Kuala Lumpur, Malaysia

Email: info@isp.edu.mv Tel: +603 6280 8880 Principal: Mr Andrew Dalton

Curriculum: International Primary Curriculum and the UK National Curriculum

Grades: Nursery-Year 13

School Overview

The International School @ Parkcity first opened its doors in September 2011. The school is located in the Desa Parkcity area in the North-West part of Kuala Lumpur. It was built to support the growing area of Desa ParkCity which is an upcoming area where expatriates have chosen to live. It is also a short drive away from Mont Kiara where a larger community of expatriates can be found. In the Primary school, they follow the International Primary Curriculum and from Secondary onward, the UK National Curriculum. Currently there are students from over 40 different nationalities attending ISP. The school is a newer campus and includes a well-equipped library, sky view study pods and a lounge area located in the main walkway. Students can also utilize the off-campus amenities in the ParkCity Club's multi-purpose hall, badminton courts, lap pool and fun pool, together with the Sport Centre which includes a FIFA-size football field and two basketball courts. The schools mission believes in enabling young learners to achieve their full potential today and empowering them to become the global leaders of tomorrow.

TIME INTERNATIONAL SCHOOL

Website: www.time.edu.my

Address: No 2, Jalan Udang Harimau 3, Taman Sri Segambut, Kuala Lumpur,

52000 Malaysia

Email: admissions@time.edu.my, inquiries@time.edu.my

Tel: +603 6242 5544/ +603 6243 5544

Curriculum: English National Curriculum, IGCSE

Grades: Nursery-Year 11

School Overview

Time International School is located in the north-west area of Kuala Lumpur, nearby Mont Kiara and Desa Parkcity, where many expatriate families reside. The school was established in 2012/2013 and currently has 320 students from over 25 $\,$ different countries, ranging from Nursery to Year 11. Most students have English as an additional language, therefore EAL classes are provided for those who need extra support. Its curriculum is based on the English National Curriculum offering IGCSF to secondary students.

VIKAS INTERNATIONAL SCHOOL

Website: www.vikas.edu.my

Address: No. 168, Jalan Klang Lama, Batu 3 1/2, 58000 Kuala Lumpur

Email: vis@vikas.edu.mv Tel: +603 7982 2992/ +603 7982 3992 Principal: Sadhana Karthikevan

Curriculum: Central Board of Secondary Education - New Delhi

Grades: Pre K-Year 10

Vikas International School was established in 1996 and located just south of KL Sentral. It offers the Central Board of Secondary Education - New Delhi curriculum, which would especially suit families with children coming from India who wish to continue with a similar curriculum. It is a co-educational institution which offers classes from Pre-Kindergarten to secondary level. With a maximum of 20 students per class, it ensures that the teachers are able to offer individual attention to each and every student. The students' progress is monitored closely and reviewed by regular examinations. Students are encouraged to participate in activities which include karate, art, yoga, drawing and much more. Something to note is the school year runs from April to March, with an 8 week vacation period spread over the months of June and December. Boarding is also offered at the school, and families can inquire for further information.

INTERNATIONAL SCHOOLS IN JOHOR

MARLBOROUGH COLLEGE MALAYSIA

Website: www.marlboroughcollegemalaysia.org **Address:** PTD 100804, 79000 Nusajaya, Johor Bahru

Email: malaysia@marlboroughcollege.my

Principal: Mark McVeigh Tel: +60 7560 2200

Curriculum: UK National Curriculum/ GCSE/ IGCSE/ IB Diploma

Grades: Reception Reception–Year 13 **Enrolment period:** All year round

School Overview

Marlborough College Malaysia is a fully coeducational, independent boarding and day school. The boarding and day Senior School is for students aged nine to eighteen. There is also a day Preparatory School for students aged between four onwards, with the option of boarding from the age of nine. Marlborough College Malaysia is not a franchise but a genuine expansion of Marlborough College in Wiltshire, England. The school is situated on a secure 90-acre estate on the southern tip of Malaysia in Iskandar, just across the second causeway from Singapore. 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.

EXCELSIOR INTERNATIONAL SCHOOL

Website: www.eis.edu.my

Address: 8, Jalan Purnama, Bandar Seri Alam, 81750 Johor Bahru

Email: info@eis.edu.my Principal: Ben Marsh Admissions officer: Rexanne Lew Tel: +60 7388 8999 Curriculum: PYP, Cambridge, IB

Grades: Nursery-Year 12

School Overview

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, so as to educate students to become independent, enquiring and enthusiastic learners. They also address the intellectual, emotional, social, creative, linguistic, cultural, moral, aesthetic and physical needs of each student, developing in students an awareness of global issues, encourage discussions and provide opportunities for them 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. Limited boarding facilities are available.

PEGASUS INTERNATIONAL SCHOOL

Website: www.pegasus.edu.my

Address: No. 1, Jalan Tasek, Bandar Seri Alam, 81750 Masai, Johor Bahru

Email: enquiry@pegasus.edu.my **Principal:** Mr Michael James Gonzalez

Tel: +60 7387 8700

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 27 years with 15 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: PTD 189155 FLR - Jalan Lebuh Kota Iskandar 79050 Puteri Iskandar Johon

Email: admissions@raffles-american-school.edu.my

Principal: Lyle Moltzan Tel: +60 7510 2668

Curriculum: American (standards-based) **Grades:** Kindergarten-Grade 12

School Overview

Raffles American School is a learning community that empowers students to achieve their academic and life potential. The teacher to student ratio is 1:7, giving each student the personalised attention necessary to succeed. Our 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), one of the six accreditation authorities from the United States for the American curriculum. RAS 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 collegelevel course work during their high school education in the form of Advanced Placement (AP) courses.

SHATTUCK ST MARY'S FOREST CITY



Website: www.ssm-fc.org/

Admissions Office: No H5 & H6, 2F Phoenix Hotel, Jalan Forest City 1, Pulau Satu, Gelang Patah, Johor Bahru, Johor 81500

Tel: +6019-730 2021 Email: info@ssm-fc.or Principal: Graham Gamble Curriculum: American style & AP Grades: Early childhood-Grade 12

School Overview

Shattuck-St Mary's, one of the top ten boarding schools in the USA, is opening its doors in Johor Bahru (Malaysia) in 2018. The spectacular site opens in Forest City, they bring 150 years of expertise in education from their home in Minnesota, USA. Shattuck St Mary's Forest City will offer an American-style educational program starting with its youngest students on Pre-Kindergarten and culminating in a variety of High School offerings in Advanced Placement (AP) in Grade 12. School work will allow 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 featuring a particular focus on STEM (science, technology, engineering and math) will be complemented by robust offerings in arts and athletics. The school campus in Forest City will offer a diverse array of facilities to support academic, athletic and artistic pursuits. The Forest City campus will also feature boarding for Middle and High School students. Graduates of SSM-FC will join a worldwide network of more than 6,000 Shattuck-St. Mary's alumni.

TENBY INTERNATIONAL SCHOOL SETIA ECO GARDENS

Website: www.tenby.edu.my

Address: Laman Setia Utama, Setia Eco Gardens, 81500 Pekan Nanas, Johon

Email: ecogardens@tenby.edu.my Principal: Mr Giles Montier Tel: +60 7558 8812 Curriculum: IPC/ 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 also Tenby Schools in Penang, Setia Eco Park in Shah Alam, Miri in Sarawak and the above mentioned Setia Eco Gardens in Johor Bahru. The school strives to help students achieve their full potential for academic excellence and also achievements in sports and the arts. The core value also includes developing the values of compassion, responsibility and integrity and makes 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.

INTERNATIONAL SCHOOLS IN BFLJING

AUSTRALIAN INTERNATIONAL SCHOOL BEIJING (AISB)

Website: www.aisb.com.cn

Address: 7 Louzizhuang Road, Chaoyang District, Beijing 100018

Email: enquiries@aisb.cn Tel: +86 10 8439 4315

Curriculum: Australian Curriculum

School Overview

AISB first opened its doors in 2004. It's situated outside the main expatriate areas of Shunyi and Chaoyang, and shares its campus with the National Institute of Technology, Beijing (NIT); China-Australia English School (a language learning school for both Chinese and expatriates); and Beijing International School (BIS). AISB follows the Australian school year, from January to December. English as a Second Language and Intensive Language courses are provided to students from a non-English speaking background.

BEIJING CITY INTERNATIONAL SCHOOL (BCIS)

Website: www.hcis.cn

Address: 77 Baiziwan South 2nd Road, Chaoyang District

Email: admissions@bcis.cn Tel: +86 10 8771 7171 Curriculum: IB PYP/ MYP/ DP

School Overview

BCIS has been in operation since 2005 and boasts a number of state-of-the-art features, small classroom sizes (with 20-student maximums), and mandatory Mandarin classes for students up to Grade 6. BCIS is one of the city's most popular international schools, and typically has long waiting lists for all grades. BCIS focuses on academic excellence and confidence-building, while nurturing students with a strong sense of social and environmental responsibility.

BEIJING BISS INTERNATIONAL SCHOOL

Website: www.biss.com.cn

Address: No. 17, Area 4, An Zhen Xi Li, Chaoyang District, Beijing 100029

Email: admissions@biss.com.cn Tel: +86 10 6443 3151 Curriculum: IB PYP/ MYP/ DP Grades: Kindergarten-Grade 12

School Overview

One of the older international schools in Beijing, BISS was established in 1994. The BISS acronym stands for "Beijing International School Singapore," named after its older sister school, Singapore's ISS. BISS offers instruction in Chinese, Japanese, and Korean to students speaking those languages as their mother tongues under its Mother Tongue Programmes, as well as Chinese- and Spanish-as-a-secondlanguage courses for students. Graduates are accepted at top universities around the world, with examples being Harvard University, Columbia University, Stanford University, McGill University, National University of Singapore.

BEIJING REGO BRITISH SCHOOL (BRBS)

Website: www.bjrego.org

Address: No 15 Liyuan Street, Tian Zhu County, Shunyi District, Beijing 101312

Email: neil.macfarlane@bjrego.org

Tel: +86 10 8416 7718

Curriculum: British National Curriculum/ IGCSE/ A-levels

Grades: Nursery-Grade 12

School Overview

The third location to be opened in a line of schools with branches in Tianjin (opened in 2000) and Shanghai (opened in 2003), BRBS first opened its doors in Shunyi for school year 2011 to 2012. The school follows a British national curriculum, with students of all age groups receiving classes in Mandarin and Chinese culture. As a small international community school, BRBS values the unique talents of each child by delivering a robust curriculum.

THE BRITISH SCHOOL OF BEIJING (BSB)

Website: www.britishschool.org.cn

Address: South Side, No.9 An Hua Street, Shunyi District, Beijing 101318 (Shunyi)

Email: admissions@britishschool.org.cn Tel: +86 10 8047 3588 (Shunvi)

Curriculum: British National Curriculum/ IB Diploma

Grades: Nursery-Grade 12

School Overview

The British School of Beijing, with two branches in the city, one in Shunyi, one in Sanlitun, is a part of Nord Anglia Education. A strong emphasis is placed on values and manners as well. The Sanlitun branch instructs children from nursery or pre-kindergarten through primary school (ages 2 to 11), while the Shunyi branch instructs from early years through Grade 12 (Sixth Form), and accepts children from 12 months all the way to 18 years. BSB offers a rigorous curriculum which focuses on achievement and academic standards, leading to exceptional results at all stages, with a large number of students being admitted to top international universities around the world.

CANADIAN INTERNATIONAL SCHOOL (CIS)

Website: www.cisb.com.cn

Address: 38 Liangmaqiao Lu, Chaoyang District, Beijing 100125

Email: admissions@cis-beijing.com

Tel: +86 10 6465 7788

Curriculum: Canadian Curriculum/ IB MYP/ IB DP

Grades: Nursery-Grade 12

School Overview

The Canadian International School of Beijing offers a world-class facility with an internationally recognized Canadian education curriculum and the International Baccalaureate Programme with a maximum capacity of 1700 students. CISB currently has students from diplomatic and expatriate communities in Beijing representing over 50 countries, ranging from Montessori Nursery (18 months to 3 years), Pre-Kindergarten, Kindergarten to Grade 12. Students at CISB benefit from and broaden their knowledge by learning cutting-edge technology, high-quality music, language arts, mathematics, and science programs. High school students can choose to study the IB Diploma Program or Canadian courses starting in grade 11.

DULWICH COLLEGE BEIJING (DCB)

Website: www.dulwich-beijing.cn

Address: 89 Capital Airport Road, Shunyi District, Beijing 101300 (Legend Garden

Campusl

Email: admissions@dulwich-beijing.cn

Tel: +86 10 6454 9000

Curriculum: British National Curriculum/ IGCSE/ IB Diploma

Grades: Pre-Nursery-Grade 12

School Overview

Dulwich College opened its doors in 2005, and now has over 1420 students on roll ranging in age from 12 months to 18 years. All students study compulsory Mandarin up to the end of Year 9, with many continuing with it as an examination subject in the Senior School years. Dulwich offers a full range of learning and language development support, including the Bridge Programme, which prepares children with limited English to join the mainstream curriculum once their English is sufficient. The College emphasises excellence in academics, sport and the arts, and fosters in every child a sense of the importance of community service Graduates are accepted by top universities on five continents, and students receive awards for community service, theatre and sports.

HARROW INTERNATIONAL SCHOOL BEIJING (HISB)

Website: www.harrowbeijing.cn

Address: No. 5, 4th Block, Anzhenxili, Chao Yang District, Beijing 100029 (Upper

School Campus)

Email: enquiries@harrowbeijing.cn

Tel: +86 10 6444 8900

Curriculum: British National Curriculum/ IGCSE/ A-levels

Grades: Kindergarten-Grade 12

School Overview

Harrow Beijing was established in 2005 and currently has about 680 students, both boys and girls, representing 38 different nationalities, ranging from 3 to 18 years of age. High academic standards unite the school and students are given opportunities and assessed on their critical creative thinking skills, their flexibility of approach, their ability to work with and serve others, and the determination they show when facing challenges. The school is quite formal and traditional in style but very welcoming. Throughout the school students are presented wide ranging experiences and encouraged in social responsibility. All activities are structured following a holistic strategy and approach to learning, which promotes the development of leadership attributes.

INTERNATIONAL SCHOOL OF BEIJING (ISB)

Website: www.isb.bj.edu.cn

Address: No. 10, An Hua Street, Shunyi District, Beijing 101318

Email: info@isb.bj.edu.cn Tel: +86 10 8149 2345

Curriculum: Standardised Curriculum/ IB Diploma

Grades: Nursery-Grade 12

School Overview

The International School of Beijing was originally formed as a fusion in 1980 of the U.S., U.K., Australian, Canadian, and New Zealand embassy schools into just one school: ISB. The school has moved from the U.S. embassy in Sanlitun, to Lido in 1988, to its current 33-acre home in Shunyi District in 2002, and is home now to almost 1900 students from over 50 different countries. ISB follows a standardsbased curriculum, and offers a number of classes in non-core subjects like visual arts, information technology, Chinese, French, and Spanish.

YEW CHUNG INTERNATIONAL SCHOOL BEIJING (YCIS)

Website: www.ycis-bj.com

Address: Honglingjin Park, 5 Houbalizhuang,

Chaoyang District, Beijing 100025 Email: enquiry@bj.ycef.com Tel: +86 10 8585 1878

Curriculum: British National Curriculum/ IGCSE/ IB Diploma

Grades: Kindergarten-Year 13

School Overview

Yew Chung International School of Beijing, commonly known as YCIS Beijing, has been exclusively serving the expatriate community since 1995. The school is bilingual (English and Mandarin) and open to students ages 2 to 18 years old (K2 to Year 13) offering an early education (ECE), primary programme, and secondary programme. YCIS places great emphasis on the acquisition of Mandarin. In order to foster a deeper understanding of the language, students are also required to study Chinese culture. These courses run from Kindergarten all the way through to Secondary School and help students attain a strong command of the Chinese language after two to three years.

INTERNATIONAL SCHOOLS IN SHANGHAL

BRITANNICA INTERNATIONAL SCHOOL

Website: britannicashanghai.com Address: 1988 Gubei Road, Shanghai Email: principal@britannicashanghai.com Tel: +86 21 6402 7889 [86 21] 6402 8991

Curriculum: British National Curriculum/ IGCSE/ IB Diploma

Grades: Kindergarten-Year 12

School Overview

Britannica International School, Shanghai, is the latest addition to the Orbital Education Group of schools. A strong team of education experts mange the group from the UK, led by Kevin McNeany, the founder of Nord Anglia and the person responsible for bringing the British International School to Shanghai. With outstanding facilities in a prime location on Gubei Road, the school offers a British style education to students from the age of 2 -18, offering IGCSE followed by the IB Diploma Programme.

BRITISH INTERNATIONAL SCHOOL (PUXI)

Website: www.nordangliaeducation.com

Address: 111 Jinguang Road, Huacao Town, Minhang, Shanghai, 201107

Email: managing-director@bisspuxi.com

Tel: +86-021-5226-3211

Curriculum: British National Curriculum/ IGCSE/ IB Diploma

Grades: Kindergarten-Year 12

School Overview

The curriculum at BIS, Puxi, is designed to provide the highest academic quality of education. The school delivers the English National Curriculum, adapted to the needs of their international student community, from Early Years to Secondary students up to the age of 16 taking the IGCSE examinations, followed by the International Baccalaureate (IB) Diploma programme undertaken by our Year 12 and 13 students. A deeply personalised curriculum can be found at the school, including mother tongue language programmes, to ensure that every student can progress, whatever their starting point. Strong extra-curricular programmes are offered, such as, sport, music, the arts, and outdoor pursuits. There is a strong sense of family at the school, where parents, students and teachers all work together in genuine partnership with open and regular communication being at the centre of what we do

BRITISH INTERNATIONAL SCHOOL (PUDONG)

Website: nordangliaeducation.com

Address: 600 Kang Qiao Ban Dao, 2729 Hunan Road, Pudong Shanghai, 201315

Email: admissions@busspudong.com

Tel: +86 021-5812-7455

Curriculum: British National Curriculum/ IGCSE/ IB Diploma

Grades: Pre-Nursery-Year 12

School Overview

As one of the longest established international schools in Shanghai, BIS, Pudong, has earned a reputation for excellence in English education in China. The sense of community spirit at the school is obvious as you walk through the door. The success has been achieved through the persistence and hard work of the teachers, students and parents. The attitude and environment of the school is one which always strives to achieve excellence. BIS follows the English National Curriculum, and offers the International Primary Curriculum (IPC) recognising their students' diverse cultural and geographical experience. BIS offers the Cambridge Examinations (IGCSE) in Secondary Years 10 and 11, and IB Academy students in Years 12 and 13 study for the International Baccalaureate (IB) Diploma.

CONCORDIA INTERNATIONAL SCHOOL

Website: www.concordiashanghai.org

Address: 99 Mingyue Road, Jingiao, Pudong 201206 Email: admissions@concordiashanghai.org

Tel: +8621-5899 0380 ext. 3000 Curriculum: American-based/ AP Grades: Kindergarten-Year 12

School Overview

Concordia International School Shanghai offers an outstanding, collegepreparatory American-based curriculum in a Christian context. Concordia is highly recognized for its dedication to academic excellence. It was established in 1998 with only 22 students enrolled in the Elementary and Middle Schools. It currently has

more than 1,200 students enrolled across the Elementary, Middle and High. The school thrives on its culturally diverse, international community. Concordia is also recognized for its vigorous activity programs in sports, the arts, and cultural learning. In addition, state-of-the-art technology is highly integrated into the learning process

DULWICH COLLGEGE SHANGHAI

Website: www.dulwich-shanghai.cn

Address: 266 Lan An Lu, Jin Qiao, Pudong, Shanghai 201206

Email: admissions@dulwich-shanghai.cn

Tel: +86 21 5899 9910

Curriculum: British National Curriculum/ IGCSE/ IB Diploma

Grades: Nursery-Years 13

School Overview

Dulwich College Shanghai provides top quality education for 1400 students. The College draws on 400 years of excellence in education from its connection with Dulwich College London and combines this with the best of modern teaching. Dulwich College Shanghai is selective at entry and offers an enhanced English Curriculum up to IGCSE level and the IB Diploma for Years 12 and 13. Students' excel academically and annually receive prizes for receiving the top marks in China at IGCSE level. In addition their examination results are consistently among the hest in Asia

LYCEE FRANCAIS DE SHANGHAI (FRENCH SCHOOL OF SHANGHAI)

Website: www.lyceeshanghai.com

Address: Qingpu Campus: 350 Gao Guang Road, Qingpu District, 201702 Pudong Campus: 1555 Jufeng Road, Building D, Pudong District, 201208

Tel: Qingpu: +86 21 3976 0555; Pudong: +86 21 6897 6589

Curriculum: French curriculum (Education Nationale) and French exams (DNB,

Grades: Kindergarten-Year 13

School Overview

The Lycee Francais de Shanghai (LFS) has two campuses, in Qingpu and Pudong, to welcome more than 1200 students, from preschool to high school. The school is managed by the Parents Association of the French School, a non-profit association that has been constituted under the French law of 1901. All people having at least one child studying at the school is a member of this Association.

SHANGHAI AMERICAN SCHOOL (SAS)

Website: www.saschina.org

Address: Pudong Campus: 1600 Ling Bai Rd, San Jia Gang; Puxi Campus: 258 Jin Feng Rd, Huacao Town, Minhang District

Email: admission@saschina.org

Tel: +86 21 6221 1445

Curriculum: American Core Curriculum (American-based standards and

benchmarks)/ Advanced Placement courses IB Diploma

Grades: Pre-K-Grade 12

School Overview

Shanghai American School is a sought-after school with over 3,000 students from 40 countries. SAS is an independent, non-denominational school located on two expansive campuses. It offers a challenging American core curriculum with an international perspective with full IB Diploma and AP courses, modern science labs, integrated technologies in all classrooms, and the largest English language K-12 media library in Shanghai. Students are actively encouraged to pursue a wide range of interests beyond the classroom through extensive music, arts and sports programs and other activities.

SHANGHAI REGO INTERNATIONAL SCHOOL (SRIS)

Website: www.srisrego.com

Address: 159 Dian Nan Road, Xinzhuang, Minhang District

Email: enquiries@srisrego.com Tel: +86 21 5488 8320 Curriculum: UK National Curriculum Grades: Nursery-Year 13

School Overview SRIS is a well-established international school conveniently located in the southwest of Shanghai, Minhang District. The school offers a warm and caring yet academically challenging learning environment for expatriate children aged 2-18. REGO challenges students to be the best they can be, not only academically but as an all-round individual. REGO takes great pride in its very talented orchestra, its great artists and its outstanding sports teams. SRIS offers a fully integrated Mother Tongue Programme in Chinese, Dutch, French, German and Spanish.

SHANGHAI SINGAPORE INTERNATIONAL SCHOOL (SSIS)

Website: www.ssis.asia

Addresses: SSIS Min Hang Campus, 301 Zhu Jian Road, Min Hang District;

SSIS Xu Hui Campus, 1455 Huajing Road, Xu Hui District

Email: admission@ssis.asia

Tel: MinHang Campus: +86 21 6221 928; XuHui Campus: +86 21 6496 5550

Curriculum: Singapore-based curriculum, IB MYP/ IGCSE/ IB DP

Grades: Kindergarten-Year 13

School Overview

SSIS is one of the most qualified and influential international schools in Shanghai. A balanced and unique curriculum, in line with the bilingual education policies of Singapore, is offered to all expatriate students from ages 2 to 18. SSIS is also the first international school in Shanghai to be authorised by the International Baccalaureate (IB) to implement both the IB Middle Years Programme (IB MYP) and IB Diploma Programme (IB DP). In the Academic Year 2012/2013, SSIS introduced the 2-year International General Certificate of Secondary Education (iGCSE) to students in Grade 9 and the Strategies for English Language Learning and Reading (STELLAR) programme to Grades 1 and 2 students.

WELLINGTON COLLEGE INTERNATIONAL SHANGHAI

Website: www.wellington-shanghai.cn

Address: Office: No. 688 Ji Yang Road, Pudong District, Shanghai

Email: info@wellington-shanghai.cn

Tel: +86 138 1796 6630

Curriculum: British National Curriculum/ IGCSE/ IB Diploma

Grades: Nursery-Years 13

School Overview

Located in the Qiantan International Business District in Pudong New Area, Wellington College International Shanghai's campus represents an extension of Wellington's renowned campus in Berkshire, England. Wellington College will open in August 2014 for boys and girls aged 3 to 10 in the Junior School, and from 11 to 15, both boarders and day students, in the Senior School. Wellington College International Shanghai's curriculum is based on the British national curriculum and is under authorisation to deliver the IB Diploma Program.

YEW CHUNG INTERNATIONAL SCHOOL OF SHANGHAI

Website: www.ycis-sh.com

Addresses: Puxi Campus: Hongqiao, 11 Shui Cheng Road; Gubei, 18 West Rong Hua Road, Gubei New Area Pudong Campus; Regency Park, 1817 Hua Mu Road, Pudong;

Century Park, 1433 Dong Xiu Road, Pudong New Area

Email: enquiry@sh.ycef.com

Tel: Puxi:+86 21 6242 3243; Gubei:+86 21 6219 5910; Regency Park: +86 21 5033

1900; Century Park:+86 21 5045 6475

Curriculum: UK National Curriculum/ IGCSE/ IB Diploma

Grades: Kindergarten-Years 13

School Overview

Yew Chung International School of Shanghai (YCIS Shanghai) provides international education to expatriate children aged 2-18. Recognised as one of the top international schools in Shanghai, YCIS Shanghai's international curriculum through Kindergarten, Primary school, and Secondary school (IGCSE & IB) prepares students to become competent in English and Chinese, as well as internationally minded for a competitive future. YCIS Shanghai's unique educational philosophy involves a co-principal and co-teaching system that integrates the best elements of both Eastern and Western cultures. With over 2,300 students and 50 nationalities represented in their student body, YCIS Shanghai, an IB World School, has growing campuses located in prime locations in Honggiao, Gubei and Pudong to serve the expatriate community in Shanghai.

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Mount Kelly School Hong Kong





The objective at Mount Kelly School Hong Kong is to nurture confident, well-rounded and forward-thinking individuals with ambitions to fulfil their potential and talents at leading senior schools in Hong Kong and abroad, including direct entry into Mount Kelly UK.

The school has recruited the finest British teachers who will focus on unique individual pastoral care and a holistic experience for all pupils.

The Preparatory School (Years 1 - 8) delivers the globally recognised British National Curriculum and has a strong focus is placed on academic success with the high-quality curriculum that prepares pupils for the 13+ Common Entrance examinations.

The Mount Kelly International Preschool delivers the EYFS (Early Years Foundation Stage) and the children can learn through adventure, exploration and social play.

Mount Kelly's outstanding individual care is delivered in class sizes, with a maximum of 18. We have a vision of education which is holistic, and put a very high value on all the experiences that happen beyond the classroom.

This is delivered through an extensive sporting, musical, artistic and dramatic co-curriculum, which ensures children try new activities, develop leadership potential, and learn how to work effectively with one another. The Shackleton Programme, unique in Hong Kong and is designed to develop and celebrate leadership, practical skills and teamwork. All pupils at the conclusion of Year 5 have the chance to participate in the annual Summer Exchange Programme too.

In all year groups, pupils will have a daily Chinese language lesson with dedicated native speaking Putonghua teachers.

Applications are now open for the Preschool and Preparatory School for 2018-2019 and 2019-2020 Academic Years. For parents interested to learn more about Mount Kelly, visit www.mountkelly.com.hk, email: admissions@mountkelly.com.hk or call: 2110 1978



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Admissions enquiries: 23762 2411 **■ admissions@esfcentre.edu.hk**

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ESF schools: http://www.esf.edu.hk/application-form

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^{*} Years 1 & 7 Central Admissions process for August 2018 entry will be a 'one form' application system for ESF primary and secondary schools including Discovery child with their selected preference of schools