

TIS RECORD

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At TIS,

we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork, challenges personal best and emphasises the importance of appreciating how to lose before knowing how to win.

Contents

- PYP News: Page 11
- Hostel News: Page 21
- CASSA News: Page 25
- Counsellors' Corner: Page 60

Key Dates

- 12/10/24: PSAT: ISSAG Football
- 13/10/24: Secondary students return to hostels
- 14/10/24: All classes resume after the mid-semester break.
- 14/10/24: Changes to G9&11 subject selections close.
- 16/10/24: Girls Volleyball Championships (4.30pm)

Thought for the Week

Hope is like a road in the country. There was never a road, but when many people walk on it, the road comes into existence.

- Lu Xun



TISMUN 2024

We are hosting TISMUN 2024 from Thursday to Saturday.

Model United Nations (MUN) is a popular extra-curricular activity in which students roleplay delegates to the United Nations, simulate UN committees, and learn about diplomacy, international relations, current world issues, and the UN itself. Many of today's leaders in law, government, business, humanities and the arts participated in such simulations as students.

MUN delegates develop their skills in research, public speaking, debating, writing, teamwork, critical thinking and leadership. It is a 'must' experience for all students.

The TIS MUN Secretariat, under the leadership of Nana Aisha Hussein, has prepared this conference so that each delegate enjoys an exceptional experience. Look out for students' reflections over the next few weeks.



"My definition of integrity is a set of beliefs, values, and actions that others can depend on."

-Steve Bollar

Accounts

- Statements were sent out to all parents as at 30/9/24. Please advise if you did not receive a statement. If not obvious in your inbox, please check your spam/junk folder.
- Please email payments advices to: finance@tis.edu.gh

Visiting: Must Do

1. **Do not bring too much food! Take home what is not consumed.**
2. Park at the Main Entrance, (not at the Hostel Gate entrance).
3. **Cancel your booking early, if you are not coming.**
4. **Only book once for a weekend.**

Reminders

- For visits until December 2024, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/cu7e3>
- **Exeats are limited to a maximum of 8 per semester. Weekend exeats must be received by the preceding Wednesday.** Online exeats can be found at: <https://www.tis.edu.gh/exeat>

Read. Think. Act.

I read a disturbing article in The Atlantic last week about high school students unable to read books. The first example was about a first-year student at Columbia University who told her lecturer that she was never required to read whole books in high school. <https://www.theatlantic.com/magazine/archive/2024/11/the-elite-college-students-who-cant-read-books/679945/>

Two days later, I was witnessing something similar here. About six students claimed they had completed their registration for the upcoming Dukies Expedition. In fact, their parents paid the fee, but the students did not complete their registration details.

There are also frequent examples from parents who ask for details that have been provided in the weekly TIS Bulletin. As it is often stated, to avoid disappointment, read, think and act. Today. Because tomorrow never comes.

Classes Resume on Monday, 14 October

Secondary students return to hostels by 5.00pm on Sunday, 13 October. All classes at each campus resume on Monday, 14 October.

I appreciate your support. Enjoy each day as a blessing.

Dr Ken Darvall (Principal) principal@tis.edu.gh





Making US Proud

Xu Jinpeng, a Grade 5 PYP student, and **Priscilla Carboo**, a Grade 6 PYP student, won the Best Dressed Students award for the Primary School during the **Founders' and International Day celebrations**.

Excellent work by the organising committee of **TIS @ 21**. These students demonstrated remarkable teamwork, creativity, and dedication, showcasing exceptional leadership in planning and executing the various events during our anniversary, making the celebration unforgettable. **Main Leaders:** Zeruah and Sujana (G11); **Spirit Week:** Ruby, Oforiwa, and Baffour (G11); **Sporty Family:** Klenam and Samuella (G11); **The Zion Encounter:** Betty and Ebenezer (G11); **SDG Day:** Rachael and Nylah (G11); **Cartoon Day:** Sedinam (G11); **Countryside v Country Club:** Sharon and Nyatefe (G11); **Founders' Day:** Ruby and Christian (G11); **Rule Break:** Samantha Kattah and Oheneba (G11); **Blacklist:** Esther (G11); **Thanksgiving:** Betty and Ebenezer (G11).

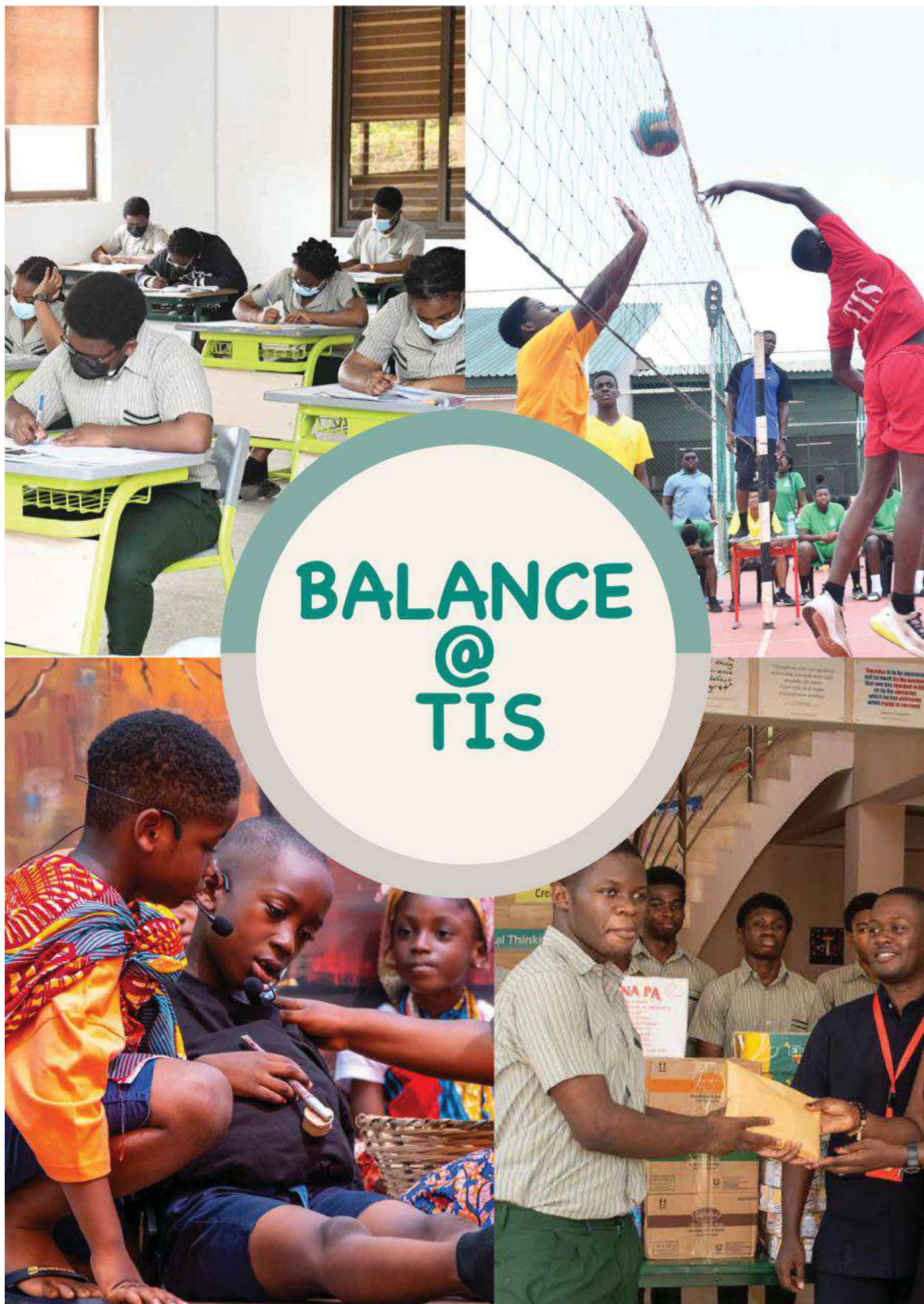
Making Us Proud

A huge thank you to the following parents for their generous contributions that made our recent school events a success:

- **Mrs Vivian Affrifah** – Sharon's Mum: Kindly donated balloons for the anniversary decor.
- **Chef Ruby Paintsil** – Ruby's Mum: Set up a generous stand with Indian food for International Day and provided unlimited cocktails for the Blacklist event.
- **Mr Seth Adu-Baah** – Samuella's Dad: Donated Coca-Cola drinks for the *EducAid Mante Initiative* and Founders' Day and also branded the event.
- **Mr Kingsford Arthur** – Samantha's Dad: Contributed pork and GHS 5,000 towards the *EducAid Mante Initiative*.
- **Mr Francis Gavor** – Ann's Dad: Made a substantial donation of GHS 10,000 for the *EducAid Mante Initiative*.

We also extend our appreciation to all parents supporting *The Teaching Guarantee: Making a Difference* to aid the *EducAid Mante Initiative*.





**BALANCE
@
TIS**

Main Campus Information



EXEATS

Exeats for secondary school students cover passport and visa matters, family events, as well as medical, dental, optical and medical appointments.

Students are allowed a maximum of 8 days per semester. Note: A weekend exeat that commences on Friday and ends on Sunday counts as three days.

For a weekend exeat, students must return by 5.00pm on the Sunday.

All exeat requests must be completed online and submitted with at least 48 hours' notice, with the exception of urgent medical issues. Weekend exeat requests must be received by the preceding Wednesday. Any requests after this deadline will not be approved.

The integrity of an exeat request is critical.

No exeats will be granted if a student has outstanding work.

No exeats will be granted during the last week before a semester break.

Parents/Drivers must show the approved exeat from their phone to security to enter. (NO SHOW. NO GO.)

Access the general exeat form from here: <https://www.tis.edu.gh/exeat-form/>

Families should plan their exeat requests carefully to avoid any disappointment.

VISITING

For visits until December 2024, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/cu7e3>

Complete your details and click next to select your day and time. Then click next to receive a confirmation of your booking.

If you do not receive confirmation of the date and time, then you have not completed your booking.

Weekend times will usually go from 2.00 - 5.00pm on Saturdays, Sundays and public holidays. Sessions are 60 minutes.

There are restrictions on food and/or drink that may be consumed during a visit.

Book early to avoid disappointment.

PACKAGES FOR BIRTHDAYS & VISITING

Items Allowed

- ✓ **Muffins/Cupcakes**
- ✓ **Finger Foods** (Chicken Pieces, Pizzas, Spring Rolls, Khebabs & Samosas)
- ✓ **Soft Drinks & Fruit Juices**
- ✓ **Non-Alcoholic Wine**

Not Allowed

- ✗ **Cakes with icing**
- ✗ **Cooked food except those listed above**
- ✗ **Alcoholic Drinks/ Beverages**



All left over food must be sent home

- **Visiting Days - Saturdays & Sundays**
- **Visiting Time - 2:00 PM - 5:00 PM**
(Visits must be booked online, as per the TIS Bulletin)

PLEASE NOTE:

- ➔ Birthday items must be approved by the Hostel Coordinator before they can be delivered on only
 - Fridays, 4:00 PM - 6:00 PM
 - Saturdays & Sundays, 12:00 PM - 5:00 PM
- ➔ All food items will be inspected by a hostel parent and security officers at the hostel gate.
- ➔ All food items not listed will be returned.

For clarification, contact the hostel parent/ security on duty.

TIS 2024/25 School Calendar

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30	31					







April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

COLOUR KEY

	School Closed/ Holidays		Teacher in-Service Day (no school for students)
	Main Campus Event		First and Last Day of School (Main Campus)
	Primary Campus Event		First and Last Day of School (Primary Campus)

NOTE: All dates/activities are current as of the date of publication and may be subject to change.

SECONDARY SCHOOL CAMPUS**Public Holidays**

4/8/24	Founders' Day
21/9/24	Kwame Nkrumah Memorial Day
6/12/24	Farmers' Day
7/1/25	Constitution Day
6/3/25	Independence Day
31/3/25	Eid Al Fitr (TBC)
18/4/25	Good Friday
20/4/25	Easter Monday
1/5/25	Labour Day

SI Internal Dates: Main Campus

1/8/24	2024 MYP Results Released; 2024 MYP Enquiries Upon Results Open
1/8/24	Senior management staff resume
6/8/24	Teachers resume; review of school policies
12/8/24	Student Council executives return
14/8/24	Newbies arrive
16/8/24	Personal Project: Criterion B draft due
18/8/24	Continuing students resume
19/8/24	Secondary School classes commence; G9&11 Subject Selection
23/8/24	TIS Junior Soccer Championships
24/8/24	SAT
25/8/24	School Performance auditions
30/8/24	TIS Senior Soccer Championships
1/9/24	Thanksgiving Service (11.00am) NO EXEATS
7/9/24	TIS Tennis Championships/TIS Badminton Championships; HIBS Africa.
13/9/24	PP Criterion B final due
14/9/24	ACT; MYP & DP Parents Information sessions. NO EXEATS (Until after these sessions)
20/9/24	DP Geography Excursion
21/9/24	TIS Sporty Family. NO EXEATS (Until after midday)
24-25/9/24	DP Evaluation Visit
28/9/24	TIS Handball Championships
29/9-6/10/24	21 st Anniversary TIS Spirit Week. NO EXEATS
3/10/24	TIS Founders' Day. Main Campus admissions open for 2025/2026
5/10/24	SAT;
6/10/24	21 st Anniversary Thanksgiving Service. NO EXEATS until after 1.00pm)
6-8/10/24	Dukies Camp (Bronze, Silver and Gold). Departs 7.00am
7-11/10/24	Mid-semester break
10-12/10/24	TIS MUN
12/10/24	PSAT; ISSAG Football
13/10/24	Students return to hostels
14/10/24	G9/G11 Changes to Subject Selections close; DP Geography Data Excursion
16/10/24	Girls Volleyball Championships (during ASA)
17/10/24	Boys Volleyball Championships (during ASA)
18/10/24	DP Geography Data Excursion (TBC)
19/10/24	ISSAG Football, Handball, Tennis and Badminton.
20/10/24	PP: Criterion C draft due
21/10/24	Student Council (SC) shadowing process commences; SEC Universities Fair (2.00-4.00pm)
22/10/24	G12 EE Café
26/10/24	ACT
27/10/24	TIS swimming championships (3.00 – 5.00pm)
2/11/24	SAT
9/11/24	Annual Production NO EXEATS
11-12/11/24	Collaborative Sciences Project – G12;
16/11/24	ISSAG Volleyball, Swimming and Table Tennis
20-26/11/24	G10 end of semester eAssessments (Reports due 9/12/24)
20-29/11/24	G11-12 end of semester exams (Reports due 10/12/24)
29/11/24	PP Criterion C completion;
1/12/24	SC applications open for 2024 elections
2/12/24	Christmas Lunch
4/12/24	Last day for the first semester: Students may depart after 3-Way interviews.
10/12/24	PP Final Report due: photo evidence & bibliography upload
11/12/24	Last day for teachers

S2

9-10/1/25	Staff training days
12/1/25	Students return to hostels; applications for 2024 SC positions close
13/1/25	Second semester commences.
13-19/1/25	Alumni Homecoming Week
18/1/25	TIS Athletics Championships. NO EXEATS BEFORE 1.00PM
19/1/25	Alumni Thanksgiving Service
20/1/25	SC Manifesto Readings
22/1/25	2023 Student Council elections by voting (7.00am-4.00pm)
25/1/25	ISSAG Basketball and Hockey.
29-31/1/25	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
1/2/25	SC Leadership Camp NO EXEATS FOR SCHOOL LEADERS ; ISSAG Basketball Day 2
2/2/25	Student Leadership Induction Ceremony NO EXEATS
8/2/25	TIS STEM Fair. NO EXEATS
10-14/2/25	MYP Mock eAssessments NO G10 EXEATS
13/2/25	G11 TOK Exhibition. NO G11 EXEATS
14-15/2/25	TIS Squash Championships;
15/2/25	Chocolate Friendship Day
17-28/2/25	DP Mocks. NO G12 EXEATS
22/2/25	ISSAG Athletics
26/2/25	PP standardisation and moderation (teachers)
1/3/25	MYP Projects (Personal & Community) NO EXEATS (until after this session)
8-9/3/25	DP Geography Field Trip
14/3/25	Pi Day; PYP/MYP Info Day at Main Campus
15/3/25	Expression Day NO EXEATS (until after the event)
20-30/3/25	Mid-semester break
21/3/25	PP:Academic Honesty First Record
23-25/3/25	Dukies Bronze & Silver expedition camp
31/3/25	PP Criterion A draft due; Draft 2025/2026 Calendar Overview Released
5/4/25	ACT
7/4/25	G12 Grad photos (All day). NO G12 EXEATS
13/4/25	Exam Candidates' Service NO EXEATS
17-21/4/25	Easter break
21/4/25	MYP5->DP1 info session; PP Criterion A draft due
23/4-16/5/25	DP Final Exams
3/5/25	SAT
5/5/25	PP Criterion A final due
5 – 16/5/25	MYP eAssessments
17/5/25	Leavers' Dinner
19-30/5/25	G11 semester exams; G10 classes resume (compulsory attendance).
23-29/5/25	G9 eAssessments
30/5/25	MYP4 (2025/2026) subject selections
7/6/25	2025 Annual Achievement and Graduation Ceremony; Last day for Secondary Classes
13/6/25	Last day for teachers; S2 reports published.
9-12/6/25	Dukies' (Bronze, Silver and Gold Levels) Expedition Camp
14/6/25	ACT
21/6/25	France/Spain trips commence
12/7/25	France/Spain trips end
26/7/25	PP: Final Product (Photo evidence upload)

PRIMARY SCHOOL CAMPUS**Public Holidays**

4/8/24	Founders' Day
21/9/24	Kwame Nkrumah Memorial Day
7/12/24	Farmers' Day
7/1/25	Constitution Day
6/3/25	Independence Day
31/3/25	Eid Al Fitr (TBC)
18/4/25	Good Friday
20/4/25	Easter Monday
1/5/25	Labour Day

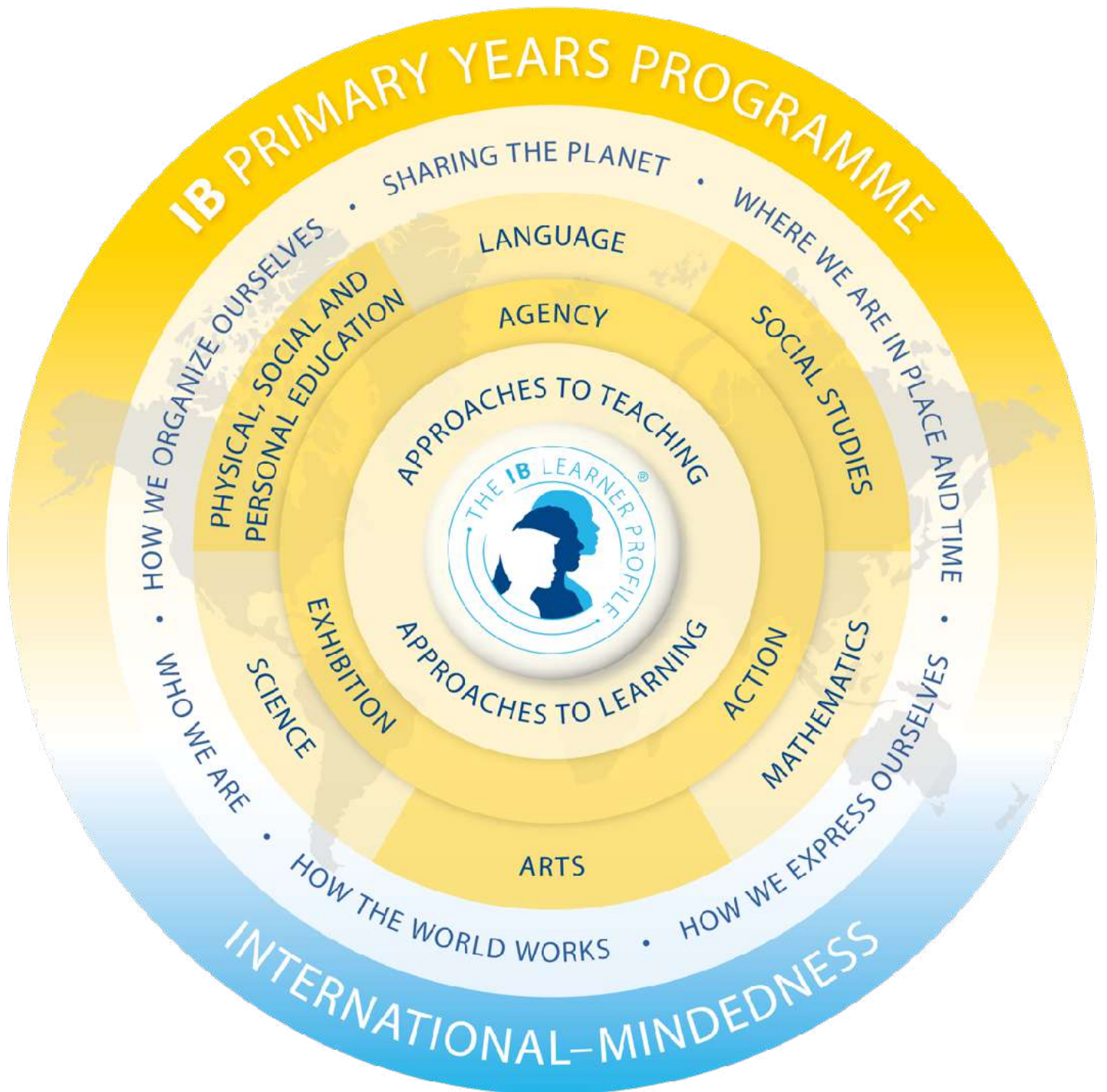
S1 Internal Dates (Primary School Campus)

7/8/24	Staff prep commences
16/8/24	Meet the teacher session (1.30pm)
19/8/24	First semester commences
7/9/24	Parents Training Session
20/9/24	Sign Language Day
20/9/24	End of UOI #1 3WI
7-11/10/24	Mid-semester break
1/11/24	End of UOI #2 Celebrations
11/11/24	Book Day
29/11/24	End of UOI #3 3WI
29/11/24	Last day for teachers

S2

9-10/1/25	Staff Training Days
14/2/25	End of UOI #4 3WI
14/2/25	Celebrating Additional Languages
14/3/25	PYP/MYP Info Day at Main Campus
21/3/25	Mother Tongue Day (Celebrating Culture)
21/3/25	End of UOI #5 Celebrations
23/3-2/4/25	Mid-semester break
19/4/25	Spelling Bee
16/5/25	PYP Exhibition (Sports Picnic)
23/5/25	End of UOI #6 3WI
31/5/25	2024 Achievers and Graduation Ceremony/VAX
6/6/25	Last day for teachers; S2 reports published

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Planning at TIS Primary School

Planning is the process of deciding in detail how to do something before starting to do it. This provides direction for action. Planning ensures that goals and objectives are clearly defined so that they act as a guide for deciding what action should be taken and in which direction. (At TIS Primary School, we believe that failing to plan effectively is definitely planning to fail.)

At TIS Primary School, planning takes a strategic and holistic approach that aligns with the IB's mission to develop inquiring, knowledgeable, and caring young people. It involves several key components, and here are just but a few: curriculum design, instructional strategies, assessment methods, and community engagement. Each plays a crucial role in fostering a learning environment that promotes academic excellence and personal growth.

Curriculum Design

The IB curriculum is structured around a rigorous framework that emphasises depth of understanding and real-world application. At TIS Primary School, planning begins with identifying Specified and Additional concepts and ATL skills students need to master. Teachers align these with the IB Learner Profile attributes and the program's transdisciplinary themes. In planning the curriculum, teachers collaborate to ensure coherence and progression across different subjects and grade levels, allowing students to make meaningful connections between their learning experiences.

Teacher planning platforms

The collage features several key documents:

- Specified Concepts Table:** A table with columns for Specified Concepts, Key questions and definition, Rationale, Additional concepts, and Subject Focus. It details concepts like 'Form' and 'Structure' with their respective rationales and cross-subject connections.
- Curriculum Map:** A grid showing the progression of 'Specified Concepts' and 'Additional Concepts' across different subjects (English, Science) and grade levels.
- Learning Experiences Table:** A table detailing specific learning activities, such as 'Design', 'Structure', and 'Form', with associated learning objectives and assessment tasks.
- Form Analysis and Unit Review Table:** A table with columns for 'Form', 'Form of Inquiry', 'Why it is important', and 'Why it is relevant', providing a structured review of learning units.
- Looking Forward Reflections:** A section containing two reflective entries by Deborah Krampah, discussing the effectiveness of the unit and suggestions for strengthening transdisciplinary connections.

Instructional Strategies

Instructional planning in TIS centres on inquiry-based learning, which encourages students to ask questions, explore ideas, and construct knowledge. Teachers design student-centred lessons, incorporating various teaching methods to accommodate diverse learning styles. Planning involves selecting appropriate resources, including technology, to enhance learning. Moreover, teachers are flexible and ready to adapt their plans based on student interests and needs, fostering a culture of reflection and continuous improvement.



Assessment Methods

Assessment in TIS is an integral part of the planning process. It includes both formative and summative assessments that provide insights into student learning. Teachers plan varied and authentic assessments, allowing students to demonstrate their understanding in multiple ways. The emphasis is on assessments that are aligned with learning objectives and those that promote higher-order thinking skills. In planning assessments, teachers also consider how to provide constructive feedback that guides students toward their learning goals.

Assessment is at the core of the learning process, and therefore, we plan assessments for learning. We plan formative assessments to evaluate student understanding and growth throughout units and ongoing lessons. Our tools and strategies are not judgmental but guides to more learning and tapping into our students' hidden potential. We assess student work and provide constructive feedback. Also, we encourage self-assessment and reflection.



Community Engagement

Effective planning at TIS Primary School extends beyond the classroom to involve the broader school community. Engaging parents, local organisations, and other stakeholders is essential for supporting student learning and development. We plan regular communication and collaboration opportunities, such as student-led conferences (SLC), workshops, and community service projects. These initiatives help to create a supportive network that enhances the educational experience and aligns with the IB's commitment to international-mindedness and global citizenship.

We regularly communicate with parents and involve them in the learning process. ManageBac (our online collaborative platform), serves well to include parents in the learning process. Parents are encouraged to support the continued learning process actively. Here, parents play key roles as part of the learning community, and a regular login to ManageBac plays a part in helping and guiding students towards effectiveness. As part of the planning, we have developed a weekly preview of the learning sent out beforehand to parents on ManageBac. We believe that well-informed parents are better equipped to support their children.

Student-led conferences



PIC•COLLAGE

Planning in TIS is a dynamic and collaborative process that requires careful consideration of curriculum, instruction, assessment, and community involvement. By focusing on these areas, the school can provide a challenging and balanced education that prepares students to succeed in a complex and interconnected world. The planning process is ongoing, with teachers continually reflecting on and refining our practices to meet the evolving needs of our students and the wider community. Through thoughtful planning, TIS is fulfilling our mission to develop lifelong learners with the relevant skills to unlock opportunities and contribute meaningfully to their communities.

Change ^{the}
World
Through
International
Mindedness

#Make a Difference



Admissions 2025/2026

Admissions for the next academic year are now open for the secondary school, Grades 7-12.

Priority for TIS family members ends on 30 November 2024.

The first round of admissions will be conducted in November. The second round will commence in February.

Prospective students are required to complete application forms online via <https://tis.openapply.com>

An application fee can be paid via [ExpressPay](#), at the school, or into the school's account. The account details can be found on the Bank Details page.

All prospective students will take an aptitude test that does not require special preparation. Before a final decision is made, an interview will be conducted. Parents will be informed of the outcome of the selection process.

Only candidates who have fully completed the application form will be contacted for the aptitude test and subsequent interview.

Prospective families must ***arrange a school tour before the admission test and interview.***

Early applications and admissions are encouraged. Late applications will be considered if vacancies exist.

For grades 7, 8 and 9, applicants must provide three current term or two-semester reports.

Applicants for Grade 11 will be required to provide three current term or two semester reports, predicted grades and a recommendation letter. When final results are released, applicants must attach a scanned copy on OpenApply. The release of final results will confirm subject selection levels (Standard or Higher).

After completing the Middle Years Programme (Grade 10), TIS students are expected to complete the IB Diploma Programme in Grades 11 and 12. They will make initial subject selection choices during the second semester of Grade 10. The release of examination results will confirm subject selection levels (Standard or Higher). Please note that students are generally not accepted into (Grades 10 and 12).

TIS ADMISSION PROCESS

KEY QUESTIONS

- ✓ Why does your child want to come to TIS?
- ✓ How will your child take advantage of the TIS experience?
- ✓ As a parent, why are you applying?

DUE DILIGENCE

- ✓ Go to tis.openapply.com
- ✓ Familiarise yourself with all aspects of the admissions process, including fees.
- ✓ Is this the right school for your child?

APPLICATION

- ✓ Go to: <https://tis.openapply.com>
- ✓ Complete an online admissions application and include all required documents.
- ✓ Pay the application fee.

BOOK A TOUR OF TIS

- ✓ Allow 30-45 minutes for the tour.
- ✓ Be prepared to be surprised when you discover West Africa's best kept secret!

TEST AND INTERVIEW

- ✓ Your child will have to complete an online test.
- ✓ An online interview will be conducted after the test has been completed.

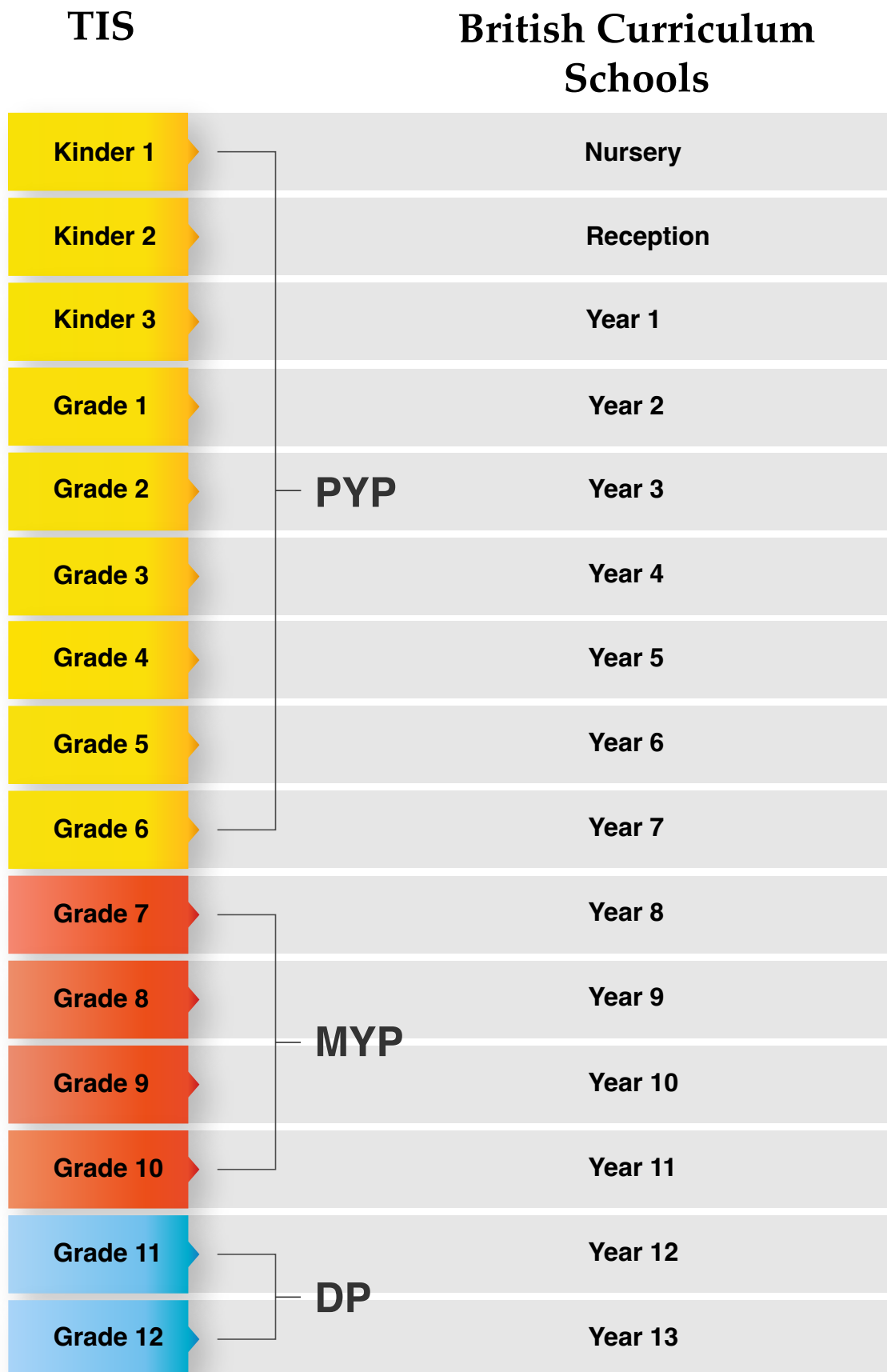
APPLICATION DECISION

- ✓ If an admission offer is made, you will have 21 days to accept or decline the offer.
- ✓ Otherwise, you will be informed if your child has been unsuccessful or placed on the waiting list.

NEED HELP OR IF YOU HAVE MORE QUESTIONS

- ✓ Please email: admissions@tis.edu.gh
- ✓ Please call: +233 303 305134
+233 24 963 7762

TIS Admissions Grade Chart





Tema International School



MAIN CAMPUS

**SECONDARY ADMISSIONS ARE OPEN FOR 2025/2026 ACADEMIC YEAR
FROM 3 OCTOBER 2024 UNTIL 31 MARCH 2025**

A family school, a unique experience.

Flexible online admission testing is available

ENTRY POINTS: Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 11 (IB Diploma Programme)

Grade 7 (MYP 2)

Students should:

- Have completed Primary 6.
- Be aged 11+(at the time of admission).
- Complete a general aptitude test and interview.

Grade 8 (MYP 3)

Students should:

- Have completed JHS 1 or in JHS 2.
- Be aged 13+(at the time of admission).
- Complete a general aptitude test and interview.

Grade 9 (MYP 4)

Students should:

- Have completed Grade 8 or Basic Education Certificate Examination (BECE).
- Be aged 14+(at the time of admission).
- Complete a general aptitude test and interview.

Grade 11 (IB Diploma Programme)

Students should:

- Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- Be aged 16+(at the time of admission).
- Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more
scan this.



To enrol scan
this.



The online application process can be completed at: <https://tis.openapply.com>
For further information contact us on phone:
+233 303 305134, +233 303 308737, +233 249 637762 email: admissions@tis.edu.gh
Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)
www.tis.edu.gh

HOSTEL NEWS



We hope you're enjoying a restful and rejuvenating mid-semester break filled with relaxation and time to recharge. As we step into the second half of the semester, let's continue to work hard, stay focused, and support each other in achieving our goals.

Remember, this is a great time to catch up, push forward, and make the most of every opportunity. If you need help or guidance, don't hesitate to contact your teachers, hostel parents, peers, or anyone within the school community.

We are excited to witness the incredible progress you'll make in the coming weeks. Let's aim to finish the semester strong and successfully!

Some Important Reminders

School Hair Length Policy

It has come to our attention that some students need to follow the prescribed hair length policy. As a reminder, per school guidelines, girls' hair should be kept between shoulder length and mid-back. Hair that reaches the waist or below is not permitted. Additionally, adding colour to your hair is not allowed, though you may braid your hair in the same colour as your natural hair.

Please note that if your hair does not meet the required length, the school hairdresser will trim it accordingly. Alternatively, you may be asked to return home to adjust your hair to meet the school's standards.

We encourage you to take responsibility and comply with these rules, as part of fostering a respectful and disciplined school environment. For further reference, please consult the *Survival Guide* in your admission package, specifically on page 30, section 8.5 – *Appearance*.

Uniform Guidelines and Bed Linen Update

Students are reminded that school uniforms may not be altered. For girls, skirts must not be tight-fitting and should fall below the knee. Boys are also expected to wear shirts and trousers that are appropriately fitted, not tight.

Additionally, any student with faded or worn-out bed linen is encouraged to see Aunty Norah for a replacement set.

Hostel Coordinators



Change ^{the} World Through Respect

#Make a Difference





Ten tips for acting with integrity

Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



Learn to **accept** your strengths and weaknesses and do the best that you can.

Take responsibility for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.



The Academic Research & Writing Principles

Turnitin has developed this checklist as a guide to support students in their academic research and writing process. Use the 12 suggested guiding principles to help you to produce high quality research and original writing, from the pre-reading stage to final submission.

1

Explore

a wide range of research.

Research the topic thoroughly to develop your knowledge base, discover new ideas and strengthen your own line of argument.

2

Evaluate

the reliability of your sources.

Take some time to evaluate all your sources, particularly if information has been accessed online. Consider who has created the information and why.

3

Organise

your research notes.

Note taking is a fundamental part of the research process. Keep notes neatly organised and retain a copy of each source used.

4

Write

an original paper.

The best defence against plagiarism is original writing. Unless quoting directly from someone else's work, express all ideas in your own words.

5

Paraphrase

other people's ideas.

An essential academic skill, some find it helpful to note down key words and concepts before paraphrasing other people's ideas.

6

Differentiate

other's work from your own original insights

by referencing or paraphrasing. Avoid accidentally plagiarising someone else's work by using academic referencing.

7

Cite

all of your sources.

A citation in your paper shows exactly what information has come from another source. Remember to cite all borrowed words or ideas, including those which came from one of your own previous papers!

8

Reference

all of your citations

correctly. Depending on the referencing system used, this may end in a list of sources as a 'bibliography'. Most students are aware of referencing requirements surrounding books and journals, but we must also reference sources like YouTube videos, images, diagrams and yourself!

9

Use

the relevant referencing system consistently throughout your assignment.

Referencing can vary across module units or each course so check which system you should use and follow the relevant formatting guidelines.

10

Ask

your teacher or instructor for their feedback

on any drafts you have written in advance of the deadline. Writing multiple drafts and implementing the feedback you receive can help to make you a better writer.

11

Double check

your work including citations.

Allow time to double check each of your citations before submission. This includes page numbers, publication dates, web links and authors' names.

12

Submit your final piece through Turnitin

Turnitin will check your work against other sources in the Turnitin database and use this information to generate an originality report.

Spirit Week: TIS @ 21

A Celebration of Creativity and Community

Our **Spirit Week, TIS @ 21**, was a vibrant celebration of creativity, unity, and the values instilled by our Founders. Throughout the week, students and staff came together to embrace our diversity, showcase our talents, and honour our school's legacy. It was an incredible experience filled with joy, colour, and excitement.

As we move forward from such a beautiful anniversary, we carry with us the lessons and memories that remind us of our community's strength and our founders' enduring vision.

In next week's bulletin, we will feature photos and reflections from this unforgettable week, capturing what makes **TIS** so unique. Stay tuned!



Recap of Special Assembly – TIS @ 21 Alumni Guest Speaker **Apiorkor Seyiram Ashong-Abbey**



Last week, as part of **TIS @ 21 Spirit Week celebrations**, we had the honour of hosting a truly inspiring guest at our Special Assembly – none other than **Apiorkor Seyiram Ashong-Abbey**, Tema International School’s very first Head Girl from the IB Class of 2007.

Apiorkor, a celebrated Ghanaian poet, writer, and media practitioner, graced the stage to share her remarkable journey from TIS to becoming a leading voice in the arts, media, and social advocacy. Her works, including *The Matriarch's Verse* and *When the Person Who is Called COVID Came*, have not only left an impact locally but have also been showcased on international platforms such as TEDx, TEDWomen, and the Sundance Film Festival. Currently, she leads programme production at Citi FM and Citi TV, using her platform to advocate for arts, culture, and socio-economic development.

In her moving speech, Apiorkor reflected on TIS's profound impact on her life. She spoke with passion about the lessons she learned here. Lessons not just from textbooks, but about leadership, integrity, and discovering one's true self. Her story was a reminder that TIS is more than just a school. It’s a place that empowers each of us to make a difference in the world.

We are pleased to share Apiorkor's inspiring words below for those who couldn't attend.



Alumni Speech

TIS @ 21 Special Assembly



Ladies and gentlemen, students, staff, and distinguished guests,

Standing before you today, I'm not just filled with nostalgia—I'm filled with immense pride. Pride in seeing how far Tema International School has come, pride in knowing that its spirit of excellence continues to flourish, and pride in being part of this extraordinary legacy. Twenty-one years ago, I stood where many of you are today—as a student, full of curiosity, hope, and a little uncertainty. I was part of the very first group to set foot on this campus, not knowing that it would shape my life in ways that are still unfolding.

TIS is not just a school—it's a journey. It's a place that challenges you to confront who you are and pushes you to become more than you ever thought possible. When I was here, it wasn't just about studying for grades or building my resume.

It was about discovering my voice and daring to use it. It was about learning that my potential was boundless, and that if I was willing to stretch, to grow, to stumble, and rise again—I could change the world around me.

I urge you to recognize that every moment here—whether in the classroom, on the field, or in conversation with your peers—holds the potential to change you. What TIS gave me, beyond the textbooks and the academic excellence, was a profound sense of self-worth. I learned here that my voice, my ideas, my presence mattered. And not just in the classroom or within these walls—but out there in the world, where real change happens.

But perhaps the most important thing TIS taught me is that leadership is not about being in front; it's about the quiet moments when you choose integrity over convenience, when you stand for what's right, even when no one's watching. TIS gave me the courage to take up space, but also to serve. And that's something I carry with me every day, wherever I go.





To the students, I want to tell you this: the opportunities in front of you right now are extraordinary. But beyond the accolades and achievements, this school offers you something far deeper. It offers you a chance to discover who you really are, to become grounded in values that will carry you through life. Don't let these moments pass you by. Every time you face a challenge here, every time you feel overwhelmed or uncertain—that's the moment you're growing. That's the moment you're becoming.

And to my fellow alumni, I say this with all the love and urgency I can muster: our country needs you. The world may offer glitz and glamour, but there's nothing more fulfilling than returning home, rolling up your sleeves, and contributing to the place that gave you your roots. Yes, we live in a

world where borders are fluid, where opportunities are global, but remember that there is a deep, powerful connection between where you come from and where you're going. Ghana may not be perfect—it's a work in progress—but that's exactly why your presence matters. Your ideas, your experiences, your passions—they can shape the future of this country.

Imagine the impact we could have if we all came together, bringing the wealth of knowledge and experience we've gained abroad, and invested it right here, in the land that shaped us. This is about legacy. It's about leaving something behind that's bigger than ourselves.

And, as you move forward in your journey, whether you are still here or have flown across the seas, never lose sight of TIS. This place is not just a memory; it's part of your identity. Stay connected to it. Come back, give back, because no matter how far we go, TIS will always be home. It has given us more than just an education—it's given us a family, a foundation, and a legacy to uphold.

Thank you.

Apiorkor Seyiram Ashong-Abbey – IB Class of 2007

#MYP 3 – Community Project Tour



A tour around our school's environs was truly eye-opening. Students had the opportunity to observe the surrounding area and understand the settlement patterns near the school. The purpose of this trip was to kick-start the investigation phase by identifying the communities that each group will be serving. Due to time constraints, we could visit only three out of the five originally planned locations. These included:

- **Floating Kids Academy:** An NGO-run school solely funded by donations.
- **Comm 22 Polyclinic:** A community clinic that provides healthcare services to the residents of Ashaiman.
- **Calvary Presby School:** A church-funded school that offers scholarships to nursery children.

Read below for a few reflections from the Grade 8 students:

During the trip, we explored many places around our school. On our way, I noticed people were living near gutters, and shops and eating areas were set up very close to the roadside. At Floating Kids Academy, I felt sad that children lived in such difficult conditions. I immediately felt grateful for how hard my parents have worked to get me into TIS. Being with the children, dancing and singing, felt



really good. When we saw the state of their learning materials, my friends and I decided we should donate textbooks and stationery for them. I realised they didn't even have enough patient chairs at the hospital. This gave me the idea that we could talk to TIS about donating old furniture to the clinic. **Janice Marfo, MYP3.**

Yesterday's field trip was enjoyable, exciting, and informative. I noticed that most people strive to find work and try to support their families, even when they don't have much money. I had a great time participating in this community tour. I learned a lot about some of the negative aspects of Ghana, including the effects of unemployment and low levels of education. My impression of the locations we saw was that each had a unique history and a set of challenges to overcome. I also noticed how difficult their situation was, but they smiled and danced despite all the challenges. **Ivanka Binder, MYP3**

Our Community Project trip was an unforgettable experience that opened my eyes to the world beyond my familiar surroundings. The trip also taught me valuable lessons about community and responsibility. I was impressed by how the people in these areas maintained their neighbourhoods despite their challenges. The kids were so happy to meet us when we visited Floating Kids Academy and Calvary Presby School. We sang and danced together, making the mood happy and cheerful. Their joy and appreciation were a powerful reminder of the positive effects we can have on other people. Our visit to Tema Polyclinic was another essential experience. I learned about the vital role healthcare plays in a community's well-being. The staff were working tirelessly to provide medical care to patients. However, our conversations with some young girls showed a worrying problem—they were shy and unwilling to speak up, likely because of bad past experiences. This reminded me of how important it is to create safe and positive environments for everyone in the community, especially those most in need. **Nadia Yakubu, MYP3**

I noticed on the way to Floating Kids Academy that there were stores and unfinished houses set up on the side of the road, which was bumpy and surrounded by unclean areas. This made me feel blessed. Once we arrived, we were warmly greeted by students and staff, which was an experience I'll never forget. Inside their classrooms, I noticed the poor state of the facilities. The structure seemed weak, and the classrooms were dark, with bare concrete walls. My group and I introduced ourselves and got to know some of the kids—learning their names, ages, and favourite activities. It was an amazing experience. After that, we headed over to Tema Community 22 Polyclinic, where we were greeted by a nurse who gave us insightful information about the diseases and conditions they deal with. It made me appreciate the hard work that goes into healthcare. We also met many medical staff members and learned about their various roles. I realised I shouldn't take the good things I have for granted. **Stephen Agyemang, MYP3.**





As we drove through the community, I saw how people lived. When we arrived at Floating Kids Academy, I noticed the students were very shy but began to warm up when we started singing and dancing with them. After spending time with them, we left for our next location—Tema Community 22 Polyclinic. When we got off the bus, we were greeted by Nurse Dzifa at the clinic entrance. She took us around and explained what goes on in the clinic and how it operates. It was interesting to learn that the clinic manages cases that hospitals would usually handle but with fewer resources.

While going around, we saw medical staff at work and the room where they wash the coats and dresses used in surgeries. I feel grateful for everything, especially my parents. Overall, the trip was amazing.
Kwasi Ayisi, MYP3.

During our visit to the underprivileged school and hospital, I noticed several things that made me reflect deeply. I felt a strong sense of resilience among the students and teachers at the school. Despite the lack of resources, the children were eager to learn, and the teachers were passionate. The classroom materials were minimal, but the students' energy and desire to participate were overwhelming. This made me realise how much we sometimes take for granted in our schools, where resources are plentiful. At the hospital, I noticed the difficult conditions in which patients were being treated. The hospital lacked some of the essential equipment and comforts we often expect, but it was clear that both the medical staff and the patients were doing their best with what little they had. This experience made me appreciate how vital access to proper healthcare is for everyone. Being involved in this project brought out a lot of emotions. I felt humbled by the students' excitement to learn and by the teachers' patience despite their challenges. I also felt proud to be part of a project that aims to make a difference, even in a small way.
Bethelle Baiden, MYP3.

The experience gave me a broader perspective on life in different parts of Ashaiman, even though being away from school wasn't ideal for me. Seeing how different environments shape people's lives can be a powerful learning experience, especially when understanding social and economic inequalities. It was a little sad to see what people have to go through every day at the schools and clinics we visited. In the schools, I saw children striving to learn despite a lack of basic materials like textbooks, desks, or even electricity. Teachers were dedicated but seemed overwhelmed by the many students and the limited support they received. The situation in the clinics was equally disheartening. Many of the patients who had travelled long distances had to wait in long lines, often without adequate medical supplies or staff. This was an eye-opening experience, and I believe that I can do something to help.
Delali Ayivi, MYP3.





Our first stop was Floating Kids Academy. Despite the small classrooms, the children's eagerness to learn was infectious. Seeing their contentment in such modest surroundings made me appreciate the facilities I often take for granted in my school. The tour also allowed us to work together as a group to bring smiles to the children's faces. Their joy and gratitude were heartwarming. Despite the limitations, the teachers' dedication to providing education was admirable. This experience taught me the importance of contentment and the power of small acts of kindness. **Amy-Frances Gavor, MYP3.**



One of the trip's most memorable moments was teaching the kids a new song. We explained the lyrics and melody slowly, and they listened attentively. Their voices grew stronger and more confident as they began to sing along. It was amazing to see how quickly they learned the song. After our activities, we had some time to chat with the kids and learn about their lives. They told us about their favourite subjects, hobbies, and dreams for the future. It was inspiring to hear their stories and see their determination despite their challenges.

Overall, our community service trip was a great experience. We had a lot of fun and positively impacted the children at the schools we visited. I learned that even though we come from different backgrounds, we can all unite and make a difference in our community. **Enoch Koroma, MYP3.**

During our community tour, I noticed that even though these places were not in the best condition, the people were still happy and enjoying their circumstances. One thing that stood out to me at the first school we visited was that the classroom walls didn't go up to the ceiling, making it easy to be distracted by the noise from other classes. At the polyclinic, there were no dividers between the beds, which gave patients little to no privacy. I would love to be involved in improving these facilities to make things easier for the people in these places. I especially want to work with the schools because the kids were a lot of fun, and I would love to learn from each other. **Janelle Ahadome, MYP3.**

Visiting Floating Kids Academy and the local clinic was truly eye-opening. Seeing the challenges faced by these communities firsthand was a humbling experience. Despite their limited resources, the children at the school were full of energy and enthusiasm. Their joy and gratitude were infectious. Singing and dancing with them was one of the highlights of the day. It was a great way to connect with them and bring a little joy to their lives. The local clinic, although small, was well-maintained and provided essential healthcare services to the community. The tour gave me a newfound appreciation for the dedication of healthcare workers in such challenging environments. Visiting Calvary School was particularly heartwarming. The young children were eager to talk with us, and taking photos with them was a precious memory. This visit reminded me of how important it is to care for young minds and provide them with opportunities. This experience has shown me how even small acts of kindness can have a big impact on the lives of others. I am grateful for the chance to have been part of this experience, and I hope to continue giving back to my community. **Keshawn Webb-Ammah, MYP3.**



In an effort to embrace **International Mindfulness**, **Mildred Okyere-Darkwa** from **MYP 4** will lead monthly presentations during the Weekly Assembly, discussing various festivals celebrated around the world.

At this week's Assembly, she will share insights on "*Día de los Muertos*," a popular celebration in Spain that honours ancestors and those who have passed on. She will also connect this to SDG 10 - Reduced Inequalities, promoting unity and acceptance for all.

TEMA INTERNATIONAL SCHOOL

SERVICE AS ACTION

INTERNATIONAL MINDEDNESS

Festival of the month:

Dia de los muertos

—

"THE INTERNATIONALLY-MINDED STUDENT OF TODAY"
LEADS THE WORLD OF TOMORROW

BY: MILDRED OKYERE DARKWA

#MYP – Service as Action - Project Bloom



This is a Service as Action experience led by **Sylvia Ziniel, Rose Linnet Armah, and Oforiwaa Okoampah** from MYP 5. Together, the team organised hygiene packs by collecting donations from their peers. They received items such as deodorant, body spray, razors, soap, body wash, and sanitary products.

The team also prepared a presentation on girls' hygiene and engaged the girls from Floating Kids Academy in an educational session about proper hygiene care. After the talk, they distributed the hygiene packs, raising awareness and promoting good hygiene practices.

Read below for reflections from the initiators of **Project Bloom**:

Our team, Project Bloom, had a fulfilling experience at Floating Kids Academy. We conducted a presentation for adolescent girls, educating them with essential knowledge and providing supplies like sanitary pads and deodorants. The day was filled with joy as we sang, danced, and connected with the students. We hope our efforts have positively impacted these young women's lives.

Sylvia Ziniel, MYP 5

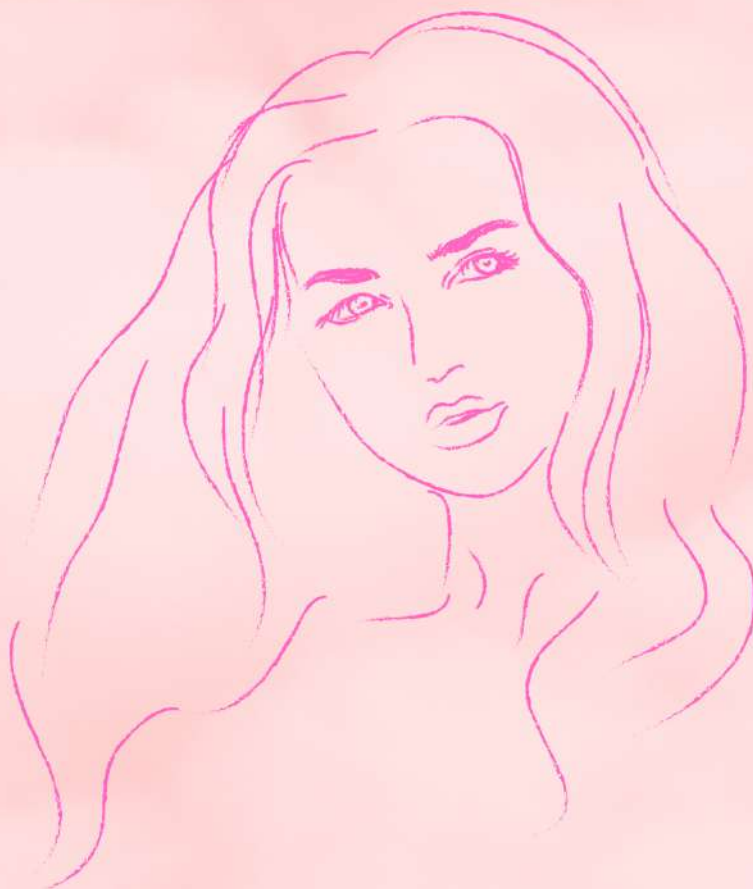
Our project aimed to educate young girls at Floating Kids Academy on feminine hygiene and donate hygiene products to support them. The trip was not only informative but also extremely eye-opening. It was a great experience, offering lots of potential ideas for future SA opportunities, which we hope to implement to continue supporting and educating communities. **Rose Linnet Armah, MYP 5**

Project Bloom had a successful outreach at Floating Kids Academy. Our three girls' team provided essential information and supplies to adolescent girls in year 6, including menstrual products and hygiene items. We created a fun and interactive environment through singing and engaging discussions. We hope our efforts have positively touched their lives. I was very proud to have the opportunity to undertake this project, and it has boosted my communication and collaboration skills. **Oforiwaa Okoampah, MYP 5**



Tema International School
Service As Action

Project
Bloom



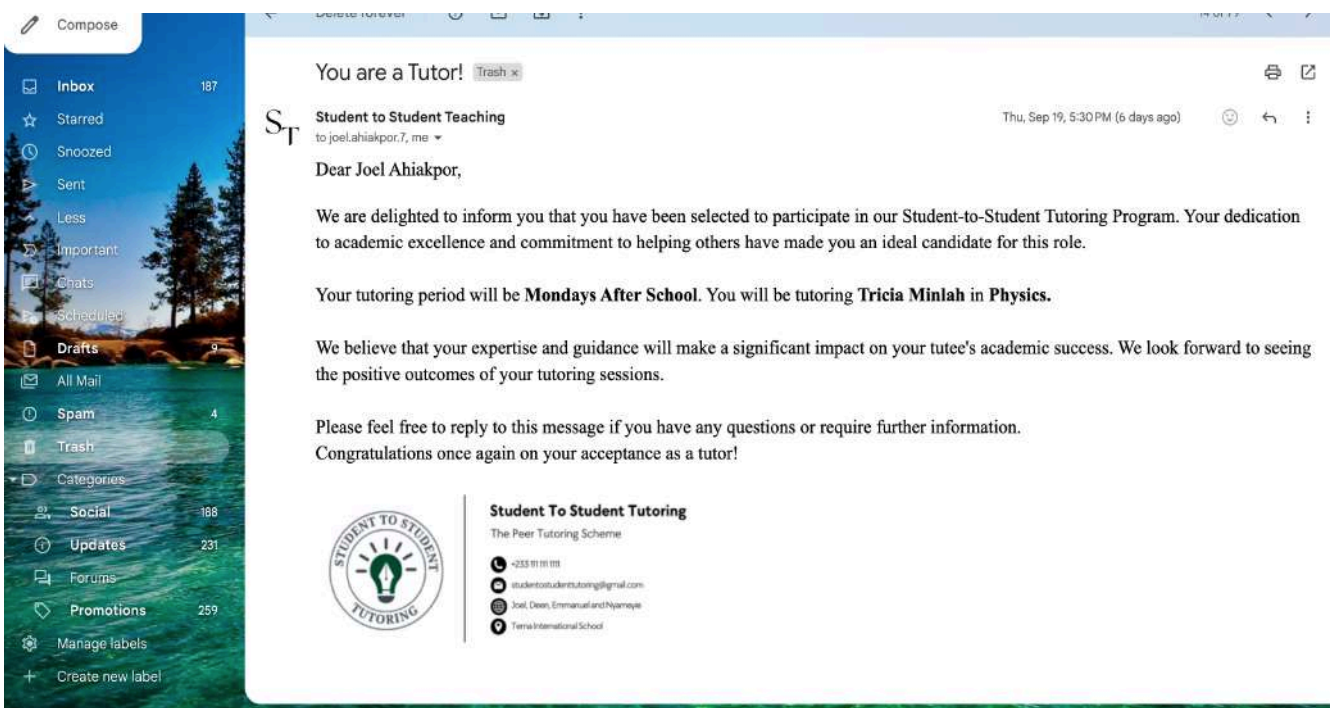
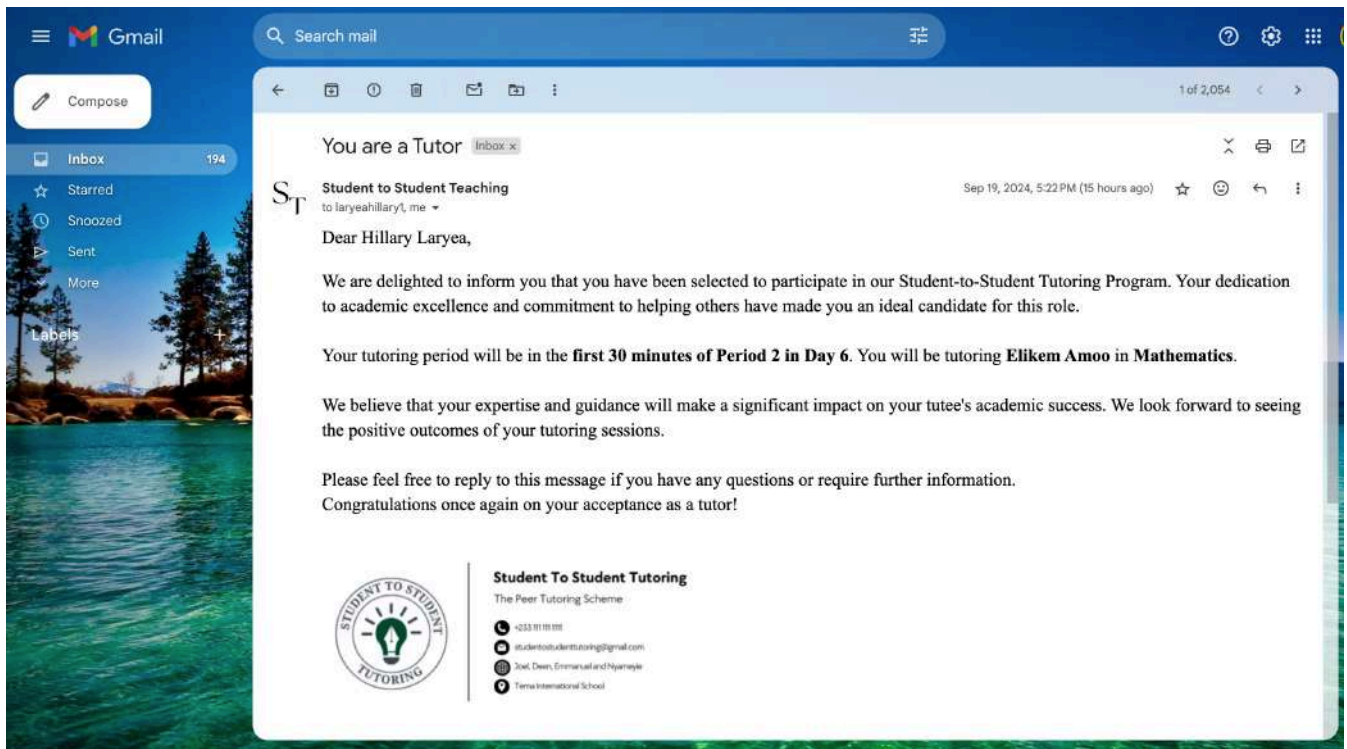
An SA initiative that strives to educate young adolescents on how to take care of their hygiene.

By: Sylvia, Rose and Oforiwaa (MYP5)

#MYP Service as Action - Peer Tutoring

The Peer Tutoring sessions have officially begun! We encourage all students to take advantage of this opportunity and sign up if they haven't already. These sessions will support their learning journey and provide them with a fresh perspective on concepts from their lessons.

A big well done to the initiators, **Deen, Nyamyie, Joel, and Emmanuel, MYP 5**, for taking action.



MYP Service as Action - Bathroom Hygiene



The bathroom should be a comfortable place to take care of our business, not an unkempt space with tissue paper and trash everywhere. Since people use the bathroom every day, germs are bound to be present. If these germs are not cleaned up regularly, they can quickly spread and lead to illnesses such as the flu, colds, and, in more serious cases, Hepatitis B. We want to thank our janitorial team for keeping the washrooms in the classroom block clean. However, it is also our responsibility to maintain cleanliness and proper hygiene in the bathroom.

Let's add to our daily chores in the hostel, which include wiping surfaces like the sink and tap, cleaning the toilet and shower stalls, and sweeping the bathroom floors. Following this daily routine can drastically

reduce the number of germs in the bathroom, keeping you and your roommates clean. In school, let's clean up any mess we make, dispose of tissues properly, and always flush the toilet. Afterwards, we should wash our hands with soap and water.

To reinforce this message, I will place this poster in all the school washrooms as a reminder. Hopefully, we can all join this campaign to keep our bathrooms clean and maintain proper hygiene.

Interact Club Meeting



We held our first meeting last Thursday, welcoming new members and discussing our focus for the Interact Year. We are excited to announce that we will be developing a project under the theme of Disease Prevention and **treatment**. We invite everyone to join us in building lasting friendships, developing leadership skills, and making a positive impact.

Please note that involvement in Interact activities fulfils various requirements, including CAS for DP students, Service as Action and, in some cases, the Community Project for MYP students, as well as the Volunteering section of DOEIA.





**Tema
International
School**

Area of Focus for the Interact Year 24/25

A faint, brown line-art graphic of a stethoscope is centered in the background, with its chest piece at the bottom right and the earpieces at the top left.

**Disease Prevention
&
Treatment**

PROJECT COMING SOON...

Service Above Self




TEMA INTERNATIONAL SCHOOL



SERVICE AS ACTION OPPORTUNITIES

Classroom Unit
 e.g., Calculating an Area within the school campus as studied in Maths



UN Sustainable Development Goals

SUSTAINABLE DEVELOPMENT GOALS

e.g., Zero Hunger, Quality Education, Good Health & Wellbeing, Gender Equality, No Poverty, Clean Water & Sanitation, Life below Water, Climate Action, Reduced Inequalities etc

NGOs & Organizations
 e.g., Children Heart Foundation, Empower Playground, Plastic Punch, Infanta Malaria, UNCHR etc



Assembly Meeting
 eg., Presentation about a Cause



ASA with Service Components
 e.g., Interact Club, Peer Buddies, Insight TV & Photography Club



International Day
 eg., World Autism Day, International Women's Day, Teachers Day




Student Leadership
 Class Representatives



TIS Record
 eg., Article writing for publishing in the school Bulletin




Peer Tutoring and Peer Buddy System
 eg., Article writing for publishing in the School bulletin



ASA - After-School Activity – Corner

What is Sign Language?



According to the National Deaf Children's Society, sign language is a visual language that uses hand shapes, facial expressions, gestures, and body language. Sign languages have their vocabulary, construction, and grammar.

There are around 300 sign languages in the world. Like spoken languages, sign languages are natural, meaning they have developed over the years by those who use them.

Some Benefits of Learning Sign Language

1. **Improved Communication Skills:** Learning sign language, even just the basics, can greatly enhance your communication skills. It enables you to interact with Deaf or hard-of-hearing individuals in their language.
2. **Enhanced Peripheral Vision and Reaction Time:** According to a study by the University of Sheffield, sign language users have better peripheral vision and reaction time. The visual nature of sign language makes you more alert, improving your "visual field response," which can be highly beneficial in sports and even driving. Researchers found that "deaf people have exceptional visual abilities that hearing adults do not."
3. **Career Opportunities:** There is a growing demand for sign language interpreters in various industries, including healthcare, education, and the legal system, to name just a few.
4. **Cognitive Benefits:** Learning sign language offers various cognitive advantages, such as improved memory, concentration, and problem-solving skills.
5. **Increased Empathy:** Learning sign language helps you gain a deeper understanding of the Deaf community. It allows you to appreciate the challenges Deaf people face daily and recognise the uniqueness of their culture and perspective.

Reflections from Students in the Sign Language Club



Being part of the sign language club has been an enriching experience. I've particularly enjoyed learning the alphabet, which has laid a strong foundation for further communication. Mastering how to spell and pronounce

my name in sign language was a proud moment. It felt like I was truly stepping into a new way of expressing myself. Learning numbers and their signs has expanded my ability to convey basic information. Each session has not only enhanced my language skills but also developed my patience and empathy for the Deaf community. I'm excited to continue using sign language in real-world settings. **Jaye Asante-Asare, G11**

Joining the sign language club has been such an exciting and fulfilling experience. I've loved learning the alphabet and realising how much communication can happen without speaking. Learning to spell my name in sign language was super rewarding! Numbers were challenging at first, but now I've mastered them. This experience has opened my eyes to a whole new way of thinking, and I'm proud of my progress. **Glorious (Angel) Ogyiri Asare, G12**

The sign language club has been a place of growth for me. Learning the alphabet was the foundation of everything, and spelling my name felt significant. Mastering numbers has been crucial for effective communication. I value how every session adds something meaningful to my life. It's not just about learning the signs; it's about connecting with others in a deeper way. **Senanu Ahlidza, G12**

I never thought I would join a sign language club, but it's one of my best decisions. Learning the alphabet and spelling my name felt like unlocking a new world. Initially, numbers were tricky, but I've come to enjoy them. Sign language has broadened my understanding of different forms of communication. I'm excited to continue this journey and improve even further. **Kwame Oyorsey, G10**

Being part of the sign language club has been an incredible learning experience. I've had so much fun mastering the alphabet and spelling my name in sign language. The sense of accomplishment in communicating even the simplest things was amazing. Numbers were a challenge at first, but I now feel much more confident. This club has taught me more than just technical skills—it's shown me the value of inclusivity and patience. **Emily Maria Asafo-Boakye, G12**



Being in the sign language club has been eye-opening and enjoyable. Learning the alphabet felt like discovering an entirely new way of communicating. Spelling my name was an accomplishment, a first step toward mastering

something meaningful. Learning numbers has made me realise how versatile sign language is. Beyond technical skills, the club has taught me patience and empathy, making me appreciate the beauty of silent communication. **Nana Yaa Arthur, G12**

References

- Khalifa, A. (2019). The Benefits of Learning Sign Language | Hear Me Out! [CC]. Available at: <https://hearmeoutcc.com/benefits-learning-sign-language/>.
- Sign Solutions. (2023). The benefits of learning sign language as a hearing person. Available at: <https://www.signsolutions.uk.com/the-benefits-of-learning-sign-language-as-a-hearing-person/>.
- National Deaf Children's Society. (n.d.). What is sign language? | Communication. Available at: <https://www.ndcs.org.uk/information-and-support/language-and-communication/sign-language/what-is-sign-language/>.

Visual Arts Club Reflection

I am not good at drawing, so I joined the Visual Arts Club to improve my skills. I've actually enjoyed every lesson so far! I feel so glad I chose this club because I've learned a lot from it.
Velma Mmalabna Salifu-Mahami, G7



Cooking Class Reflection

Today's cooking class was amazing! We made kelewele and groundnuts. It was a simple dish, so we didn't need a lot of cutting or culinary tools. We used ripe plantain, spices, salt, oil, and groundnuts. We started by peeling and cutting the plantain, massaging it with herbs and salt, then frying it. The outcome was exquisite! We even shared some with the higher authorities, and the feedback was excellent. I learned new recipes, and I can't wait for the next class. **Drew Mbavaya, G9**

In today's cooking class, we learned how to make kelewele. I didn't know how to make it, and even though I didn't like kelewele, I was eager to learn. I was surprised to learn that we use a marinade made of green pepper, onion, ginger, and traditional seasonings for the plantain. While I still don't really like it, I am happy I learned a new recipe. **Crissy J. Amey, G10**



As Opeku and I entered the class, we were pretty shy since we were the only males then, but the environment was amicable and welcoming. After washing our hands, we helped peel and cut the plantain for the kelewele. We added a mixture of seasonings to the plantain and realised it wasn't enough, so we got more ingredients. After rewashing our hands, we fried the plantain in hot oil. At first, I was scared of putting the plantain into the oil, but I managed to overcome it. Cooking was a fun experience, and it

helped me improve my kitchen skills, like cutting and peeling. I'm looking forward to our next class.

Fareed Bukari, G10

I had a great cooking class today! We learned how to make kelewele and groundnuts, which were easy to prepare. We used ripe plantains, spices, salt, oil, and groundnuts. After preparing the plantain and frying it, the outcome was delicious. We even shared some with staff, like Mama Su, and they loved it. I was proud to have participated in the class. Now I feel confident I can make kelewele at home with the right ingredients. **Ewura Akua Ocran, G9**

Recipe: Kelewele and Groundnuts

Ingredients:

1. Ripe plantains
2. Roasted groundnuts
3. Kelewele spices
4. Natural spices
5. Onions
6. Pepper
7. Ginger
8. Oil
9. Salt

Procedure:

1. Cut the ripe plantains into smaller sizes, wash, and transfer them into a clean bowl.
2. Add salt and kelewele spices to the plantain and mix.
3. Blend onions, pepper, ginger, and natural spices, and pour the mixture into the bowl with the plantain.
4. Heat oil in a frying pan and deep fry the plantain until it turns brownish.
5. Serve and enjoy with roasted groundnuts.

CAS Project TIS Operation Smile Club: A Campaign for Change

The **TIS Operation Smile Club** has launched enthusiastically, embarking on a meaningful journey to raise awareness and fight against the stigmatisation of individuals born with cleft lips and palates. As part of this effort, the club is collaborating with the **Operation Smile Club from Lincoln International School** to create a powerful campaign to eradicate stigmas associated with these conditions.

This campaign will feature a short documentary film that captures the real stories of those affected by cleft conditions, shedding light on their emotional and social challenges. Through this documentary, the clubs hope to inspire change, foster understanding, and promote acceptance within our communities. Stay tuned for the release of this impactful project as **TIS and Lincoln School** join hands to bring awareness and compassion to those in need.



EduAid Mante Initiative Class of 2026 Project for Impact



We are excited to share the next chapter as we wrap up the vibrant celebrations of TIS @ 21 and reflect on the joy and creativity that filled our Spirit Week. This project truly embodies our values of service and making a difference. The IB Class of 2026 has officially launched the *EduAid Mante Initiative* as part of their CAS (Creativity, Activity, Service) project, which is now in full swing.

The Mante School of Excellence, located in Afienya East, has provided education to children in underserved communities for the past 25 years, despite facing numerous challenges. Through the *EduAid Mante Initiative*, the Class of 2026 is dedicated to addressing these challenges by refurbishing the school, providing essential learning materials, and improving its overall facilities.

Key Challenges Identified:

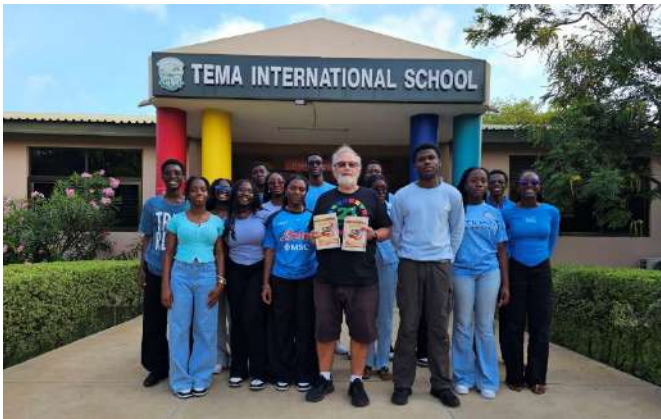
- 1. Shortage of Learning Materials:**
The school struggles to provide basic books and stationery for its students, hindering their learning experience.
- 2. Outdated IT Infrastructure:**
The school's IT lab needs modern equipment, leaving students with limited access to technology.
- 3. Poor Physical Infrastructure:**
Many classrooms have damaged roofs and poor ventilation, creating an uncomfortable and unsafe learning environment.
- 4. Unsanitary Washroom Facilities:**
The school's outdated latrine systems pose health risks to students and staff.



Our Mission:

The EducAid Mante Initiative aims to raise GHC 150,000 (One Hundred and Fifty Thousand Ghana Cedis) to help refurbish the school and provide the necessary resources to create a safe and effective learning environment for the students. This project reflects our commitment to making a tangible difference and supporting quality education for all.

A Special Contribution:



In support of this initiative, all proceeds from Dr. Ken Darvall's newly launched book, *The Teaching Guarantee: Making a Difference*, will go directly to the *EducAid Mante Initiative*. This partnership allows our community to come together to make a lasting impact on the lives of the students at Mante School.

Call to Action:

We invite the entire TIS family—students, staff, parents, and alumni—to support this project. You can donate via Mobile Money (MoMo) to Ms. Abigail Ahiadorme at **0597621047**, using the reference: *EducAid - Your Name or Name of Ward*.

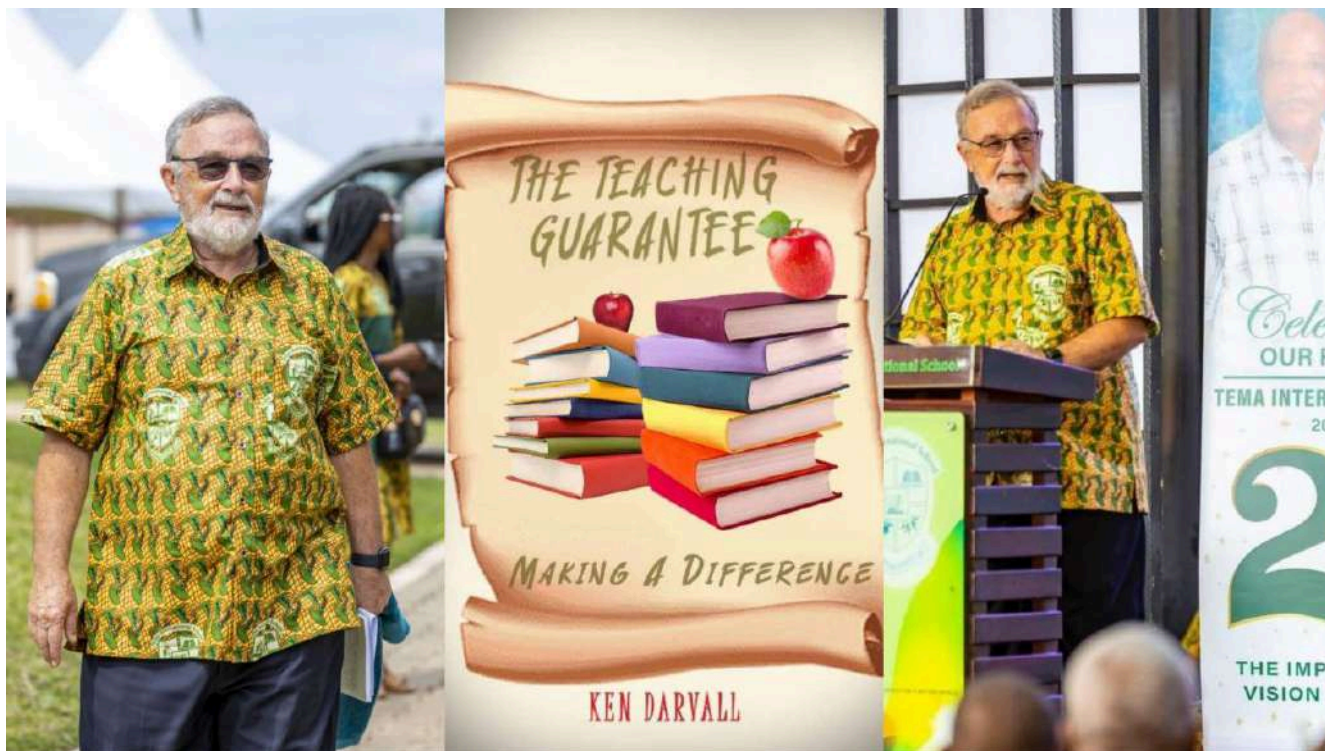
Together, we can make a difference and uphold the spirit of service that defines our school.

Stay tuned for more updates on this transformative journey as we work towards building a brighter future for the Mante School of Excellence.

Let's make a difference together!



The Teaching Guarantee: Making a Difference



A Must-Read for Aspiring School Leaders.

The Teaching Guarantee: Making a Difference is the second instalment in **The Teaching Guarantee** series, offering invaluable insights for aspiring school leaders. This dynamic guide emphasises that making a difference is a responsibility and the core mission of any thriving organisation.

Drawing on 50 years of authentic school leadership experience, Ken Darvall reveals how leaders can create a powerful impact on schools and beyond. The principles he shares are not only practical but also adaptable across various industries. This book is a hands-on manual for school change, offering clear, actionable steps without the usual complexities hindering progress. It empowers leaders to take charge and ignite positive transformations in their schools and organisations.

Key takeaways include:

- **Addressing Issues Through Change:** Discover how effective change management can resolve problems and boost the effectiveness of your school or organisation.
- **The Importance of Quality Leadership:** Learn how to tackle the most challenging issues head-on for meaningful and lasting impact.
- **Building a Strong School Culture:** Uncover the secrets to cultivating a robust school culture that epitomises making a difference.

The Teaching Guarantee: Making a Difference is a rallying cry for schools and their leaders to embrace the mantra of making a difference. Whether you're a seasoned leader or just starting, Ken Darvall provides the tools and inspiration to drive significant, positive change within your organisation. Get ready to make a lasting impact and transform your leadership with this must-read guide!

CAS Initiative: Wardrobe Gift – Your Past Can Be Their Future

A Collective Effort to Support Local Communities



Access to affordable clothing and educational resources is a significant challenge in many Ghanaian communities, especially in rural areas. Young children often need help finding proper clothes, especially during rainy seasons, and many need access to essential learning materials like notebooks and pens. This lack of resources plays a significant role in Ghana's educational struggles, where over 21% of 15-24 year olds have incomplete education, and only a third of young children have foundational reading skills. Additionally, children aged 3-9 from low-income communities often lack toys and recreational activities, which are essential for their development.

What Can We Do?

The **Wardrobe Gift** initiative seeks to address these pressing needs by encouraging donations of items we no longer use. Still, it can greatly benefit children in local Ghanaian communities, particularly in Tema orphanages. Whether it's clothes that no longer fit, old laptops, books that have gathered dust, or toys we've outgrown, your contributions can make a difference.

By donating, we can help clothe, educate, entertain, and bring joy to these children, contributing to their overall development and well-being.

What Do We Need? - We encourage all students to donate items they no longer need, including:

- Clothes and shoes
- Hats and bags
- Bedding
- Laptops, phones, and other devices
- Books and studying equipment
- Toys



How to Donate - Students can bring their donations when returning to school after the midterm break. Please pack the items in either a box or carrier bags. Collection will take place during the first week after midterm.

Call to Action - We all have items we no longer use, but these items can be transformative for someone else. Your past can become their future. By donating, you give physical items, hope, opportunities, and a brighter tomorrow. Let's come together and make a lasting impact.

Together, we can make a difference. Donate now!

Initiators: Benjamin Tuffour, Daniel Tuffour, Dele Tinuoye, Jerry Huang, Moses Armah, Peter Hu (G12)

WARDROBE GIFT

YOUR PAST THEIR FUTURE



Life is the flower for which love is the honey.
-- Hugo

SPORTIFY INITIATIVE



"KICKSTARTING AMPUTEE FOOTBALL"

HELP SUPPORT US BY
DONATING THROUGH CAS
MOMO: 0597621047
(ABIGAIL AHIADORME)
WITH THE REFERENCE
"SPORTIFY PROJECT".

Dukies Expedition Camp: A Journey of Growth and Discovery



Our recently concluded **3-day, 2-night Dukies Expedition Camp** in collaboration with Kupanda Expedition was an experience of a lifetime for all who participated. The adventure kicked off upon our arrival at the Botanical Gardens, where team bonding games and exercises challenged our collective and critical thinking skills. We also had the opportunity to engage in insightful discussions on crucial topics like **cybersecurity, bullying, and sexting**, expanding our awareness of these important issues. A scenic hike to the breathtaking waterfall capped off Day One, allowing us to appreciate the beauty of nature while capturing memorable moments.

As dusk fell, we embarked on a thrilling **night hike** to our campsite, torches in hand to light the way. The **Umbrella Rock** served as a resting point midway through our hike, where we recharged for 15-20 minutes before pressing on. Some of us enjoyed a well-deserved rest under the guidance of the Kupanda team and the **High Risk Operational Team (HROT)**, while others remained vigilant, ever-watchful under the night sky.



Day Two began with a 5 am wake-up call that our bodies protested, despite our willing spirits. A 45-minute **aerobics session** and **self-defence training** soon got our adrenaline pumping, and the day's highlight was conquering **Ghana's highest abseiling point**. Many of us faced our fears and limitations head-on, and the sense of accomplishment upon completing the abseil was nothing short of exhilarating!

On **Day Three**, we were surprised with a special **police training session**, beginning with an early morning aerobics drill. We then toured the **HROT training grounds**, witnessing firsthand the demanding training that shapes elite responders. After a hearty breakfast, we met with the HROT Commander, who shared inspiring words of wisdom. Our final adventure hike took us through lush cocoa farms, across a river (by human chain!), and to the mountain's highest peak. The rain poured down, but nothing could dampen our spirits as we celebrated the end of the expedition with smiles and photos.

This expedition camp was truly transformational, fostering resilience, trust, and teamwork. We discovered hidden strengths, built lasting bonds, and returned home with cherished memories and invaluable lessons. **Mawuli Zonyrah – Theatre Teacher & Award Leader**

Stay tuned for reflections from participants in the next bulletins.







TEMA INTERNATIONAL SCHOOL
Presents



An adaptation of
Secret
of an
Ancient Well

By: Yaw Asare



7:00 pm

Sat. 9 Nov. 2024

TIS MPH - Main Campus

ALL PROCEEDS FROM THIS PRODUCTION GO TOWARDS STUDENT SERVICE PROJECTS.

Change ^{the} World Through Service

#Make a Difference





Be a content creator, not a content imitator.


Academic integrity is a responsibility
of the whole IB community

Visit our website to find out more: ibo.org/academic-integrity


ReachOut

Checklist for **DISTURBING CONTENT**


Work out whether the content is right for your child. It might be around their age or just their personality, but trust your gut and put boundaries in place.




Read up on the issues it explores. If you show that you are comfortable and knowledgeable with the issues it explores your kids are more likely to open up to you during a tough time.




Stay up to date with pop culture. You may not care about the Bieber's or Beyonce's of this world but following sites like [Pedestrian.tv](#) and [news.com.au](#) will help you stay ahead of the game.




Make sure they know that not everything they see is how it appears. Have a frank conversation about not taking everything on the internet at face value.




Tell them that they don't have to watch something if they don't want to. [Brainstorm ways they can say no to their peers](#) and feel confident making their own decisions.





Encourage them to practice self-care. If they are going to watch something make sure they've got an arsenal of things to pick them back up afterwards.



Offer to watch it with them. That way you can talk through anything tough as it comes up. This can be useful even if they've already seen the content.



Let them know where to go for help. Ask them who they would feel comfortable talking to and connect them with services like [ReachOut](#) or [Kids Helpline](#).

COUNSELLORS' CORNER



**Life is a series of movements and planning to get things done!
Being intentional about everything you do is the greatest gift of excellence
and success in an ever-changing world!**

Dear students, keep being Intentional!



Being intentional, makes you stand out from the crowd as you go the extra mile. Things to be intentional about;

- ✓ Appearance
- ✓ Attitude
- ✓ Academics
- ✓ Social Involvements: leadership, extra-curricular, CAS, etc.
- ✓ Friendships & Associations
- ✓ Conversations



**Dear DP2 Parents,
University Applications Important Information. Things To Do
During the Break**



- ✓ Book for visa dates as early as possible. The best advice is in January.
- ✓ What matters the most? Apply early. At TIS, we apply the ‘**DBD**’ formula **Deadline before the Deadline**. All parents must endeavour to submit all financial aid information before **November 2024** for early financial aid except for FAFSA which is not opened. Applicable to US citizens only.
- ✓ As discussed earlier in our one-on-one meetings, if your son /daughter is applying for Early Action or Early Decision to the US, please confirm via email.
- ✓ Please check each university application portal to ensure all personal information details on family and financial matters are correct.
- ✓ Finalise the list of schools with your son /daughter and apply the ‘**BLS Formula**’ Balanced List of Schools, taking into consideration Reach, Target, and Safety schools.
- ✓ If your son/daughter is applying to European countries, kindly check with the specific embassies in Ghana if any other information is needed.

US Financial Aid Forms are Opened CSS Profile, COF and ISFAA



Students have already filled out the school selection sheet. Kindly check with your son/daughter which financial aid form you need to fill out as they share their login details.

- ✓ Also, some universities have university-specific financial aid forms please endeavour to fill them out.

- ✓ Detailed information is on managebac. See the link for the CSS profile below.



<https://cssprofile.collegeboard.org/>



Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of
the AMERICAN MIND[®]

Free Application for Federal Aid (FAFSA) opens 1 December 2024.

Dear parents and students, kindly note that once it is opened we will inform you accordingly.

Thank you!



Take Action: DP2s, Applying to University? Show Demonstrated Interest



What is Demonstrated Interest? This simply means ;

- ✓ The number of times a student subscribes to the university's newsletter and other social media platforms by the university
- ✓ The number of times a student receives, opens and responds to emails
- ✓ Request to talk to an alumni, academic or student advisor of the university
- ✓ Attend university webinars, take a virtual tour among and many others.



NB: These action pointers are checked by the University's Admissions Team

As the student check's the boxes for these pointers, it makes the university feel confident that the student is serious and highly committed to attend the university.

- ✓ Higher acceptance rate for admissions
- ✓ Higher chances for financial aid

Source: **WREN Fair attended by UniGuides, 2024** :

Presentation by : April De Garcia, Office of Admissions Syracuse University

Check ManageBac for a detailed example : From Sarah Rennie about the University of Guelph



achieve more
SAT 2024-2025 TEST DATES



Want to Register for SAT But Don't Know How? Follow the Links!

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee Beginning with **August 24, 2024, the SAT registration fee is \$68, plus a \$43 international fee of \$ 111.** Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>. If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh

DIGITAL SAT TEST DATES 2024/2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Aug. 24, 2024	Aug 4, 2024
Oct. 5, 2024	Sept 15, 2024
Nov. 2, 2024	Oct 13, 2024
Mar 8, 2025	Feb 16, 2025
May 3, 2025	April 13, 2025



Online payment only with Visa/credit card **NEW**;

ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),

<https://collegereadiness.collegeboard.org/sat/register/international/policies>

<https://satsuite.collegeboard.org/sat/dates-deadlines>



2024/2025 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ **ACT Registration Fees (Online payments only: Visit www.actstudent.org): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)**
- ✓ **Note: The cost of registration is subject to change.**
- ✓ **(TIS Test Centre Code: 870390, but inform counsellor first).**

ACT TEST DATES 2024/2025 (COMPUTER-BASED TESTING ONLY!)

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Sept 14, 2024	Aug 11, 2024
Oct 26, 2024	Sept 22, 2024
April 5, 2025	March 2 2025
June 14 2025	May 11 2025



Click: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html> ***to complete registration, payment must be made online in full with a credit card.**

Change ^{the} World Through Critical Thinking

#Make a Difference



How Your Teenager Can Manage Distractions

It's entirely normal for teens to get distracted from studying from time to time, especially during stressful exam periods or when they're struggling to understand the work. Plus, the transition to digital school work and having the internet right at our fingertips means that it's never been easier to be distracted.

Avoiding doing work or study is a widespread response to feeling overwhelmed and stressed, but while leaning into a bit of self-care to get through high-stress study periods is one thing, you don't want your teen perfecting the art of procrastination because it'll come back to bite them during exam time.

If your teenager is struggling to balance study with school work, social media and other daily distractions, there are ways you can help them help themselves.

Set time aside for fun

After spending hours studying and working, it's to be expected that your teen might be feeling exhausted or stressed. While they may already have a study plan, please encourage them to have a fun plan, too. If they have a specific time set aside for relaxing, social media or gaming, they'll have less desire to distract themselves while working.

Take regular minibreaks

Suggest that they work in chunks of time – say, 20 minutes – then take a few minutes to get a drink, stretch and walk around. This will keep their energy, maintain their concentration and make their study more manageable. You might watch how they're going by having a cup of tea and a quick chat with them during one of these scheduled mini-breaks.

Block screen alerts

Encourage them to block the alerts if they're working on a tablet or computer linked to their messages or social media. When they're concentrating, a message alert pinging up will distract them and break their train of thought. They can go for it in their non-study time and catch up on social media.

Agree on 'phone free' zones

Talk about areas of the house that can become temporary phone-free zones, such as where they study and where everyone eats together. Encourage the whole family to play a role in making it happen.

Create a space they can concentrate in

This is especially important if your teen has to study in a common area with plenty of distractions, like the living room or kitchen. Being around a lot of noise and activity can significantly disrupt their study routine. Creating a space primarily dedicated to their study hours will help them focus and concentrate.

If you're unable to create a dedicated space, try to create a quiet environment where they're studying. Keep the TV turned down or off and avoid having lengthy conversations around them. If you have other kids, ask them to keep the noise down, so their sibling doesn't get distracted. Some people work best with silence, others with a hum of background noise or music. See what works for them.

Minimise interruptions

While they're studying, don't let anyone disturb them; leave it until they're having a break. Did you know that it takes most people around 20 minutes to get back on track with study after an interruption?

Monitor their sleep

Lack of sleep makes you lose focus, so it's easier to procrastinate or get distracted when you're tired. [Here's how you can help them get better sleep](#). On the flip side, if your teen is studying from home, there may be a temptation to hit snooze on the alarm and lay around all day. Explain the importance of maintaining a routine like this, including when they wake up and go to bed. [They can learn more sleep routine tips here](#).

Eat healthy, regular meals and snacks

Being hungry causes energy levels to drop and makes it hard to concentrate, so encourage your teen to eat proper meals and healthy energy snacks such as nuts. [Help them out by using these handy tips when cooking them food](#). Sharing a meal with your teen is a good chance to check in on how their study is going. Even a break for a quick lunch before heading back to the books gives you a chance to ask how they're feeling and support their wellbeing.

Cut the caffeine

Encourage them to drink lots of tap water; being hydrated will help them concentrate. Long days at the desk may make them keen for coffee (and lots of it!). Remind them that [too much of a good thing can be bad](#), and suggest alternatives: Herbal teas are an excellent calming substitute.

Exams, expectations and study loads can make your teenager stressed and easily distracted. Trying even a few of these tips can help you support them to manage teenage distractions, keep calm during exam periods and [study more efficiently](#), which reduces their overall stress and improves their wellbeing.

Source: https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-exam-stress/how-your-teen-can-manage-distractions?utm_medium=email&utm_campaign=MKTG%20231004_Schools_Exams_MZ&utm_content=MKTG%20231004_Schools_Exams_MZ+CID_6298b5fffa7f6c0adf6f60f87fe36a51&utm_source=ROemailCM&utm_term=Share%20with%20parents

TIS INTEGRITY Code

“TIS, as a family school that provides unique experiences, embodies a spirit of integrity and respect for others which are central to the personal, academic and ethical development of each member.

As a TIS family member,

**I promise to uphold and demonstrate its values,
and protect the reputation of the school.**

I make this pledge in the spirit of honour and trust.”



