

TIS RECORD

P: +233 303305134 | E: info@tis.edu.gh | W: www.tis.edu.gh

At TIS,

.....

we believe that through actions and service that demonstrate our commitment to the UN Sustainable Development Goals, we can make the world a better place. But we must be active and committed participants, not just vocal spectators.

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Key Dates

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- 29-31/1/25: MYP IDU Days
 - 2/2/25: Student leadership induction ceremony.
 - 10-14/2/25: G10 Mock eAssessments.
 - 13/2/25: G11 TOK Exhibition

Thought for the Week

.....

The most extraordinary people in the world today don't have a career. They have a mission.

- Vishen Lakhiani



Leadership

“Leadership is foremost about teamwork, vision and goals, being a role model, being a problem-solver and trying to bring the best out in everyone.” The Teaching Guarantee: Every Day is Different (2023).

TIS prides itself on the leadership opportunities that it provides for students. One of the prestigious opportunities is serving as a Student Council Executive. These positions are for 12 months (subject to observing protocols).

This Sunday, the 2024 Student Council leaders will hand over responsibilities to the newly elected 2025 Student Council leaders at a special service and ceremony.

I thank Jeffrey and Mekaila for leading their 2024 team who performed credibly and consistently. It was a pleasure to work with them. Special mention goes to Phebe Tweneboah, who



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

-Steve Bollar

Accounts

- When paying an amount in our school's account, always **ensure you use the student's family name and student ID as the payment reference.**
- Please email payment 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. **Only book once for a weekend.**

Making Us Proud

Grade 6 PYP students, **Kwame Adusei, Ariella Berko, Priscilla Carboo, Reginald Danquah, John Fudzagbo, Chelina Mickson-Quarshie, and Ashanti Tettey-Amlalo**, educated the school community on the different types of biomes, sharing valuable insights during the first unit assembly of the semester.

raised the quality standard in her role as Secretary.

I congratulate Sujan Allotey and Maame Osei-Amoako on their election as Heads of Council and executive team. I look forward to the high standards you will set and role model for all students.

Admissions and Re-Enrolment

To ensure the accuracy of our student numbers for 2025/2026, parents should have received an email yesterday to complete the re-registration of their child/children by 28 February. To confirm enrolment for next year, please use the specific link in the email.

You will enter this data on OpenApply (OA), MB's younger sibling. It is user-friendly, however, if you have any issues, please email me.

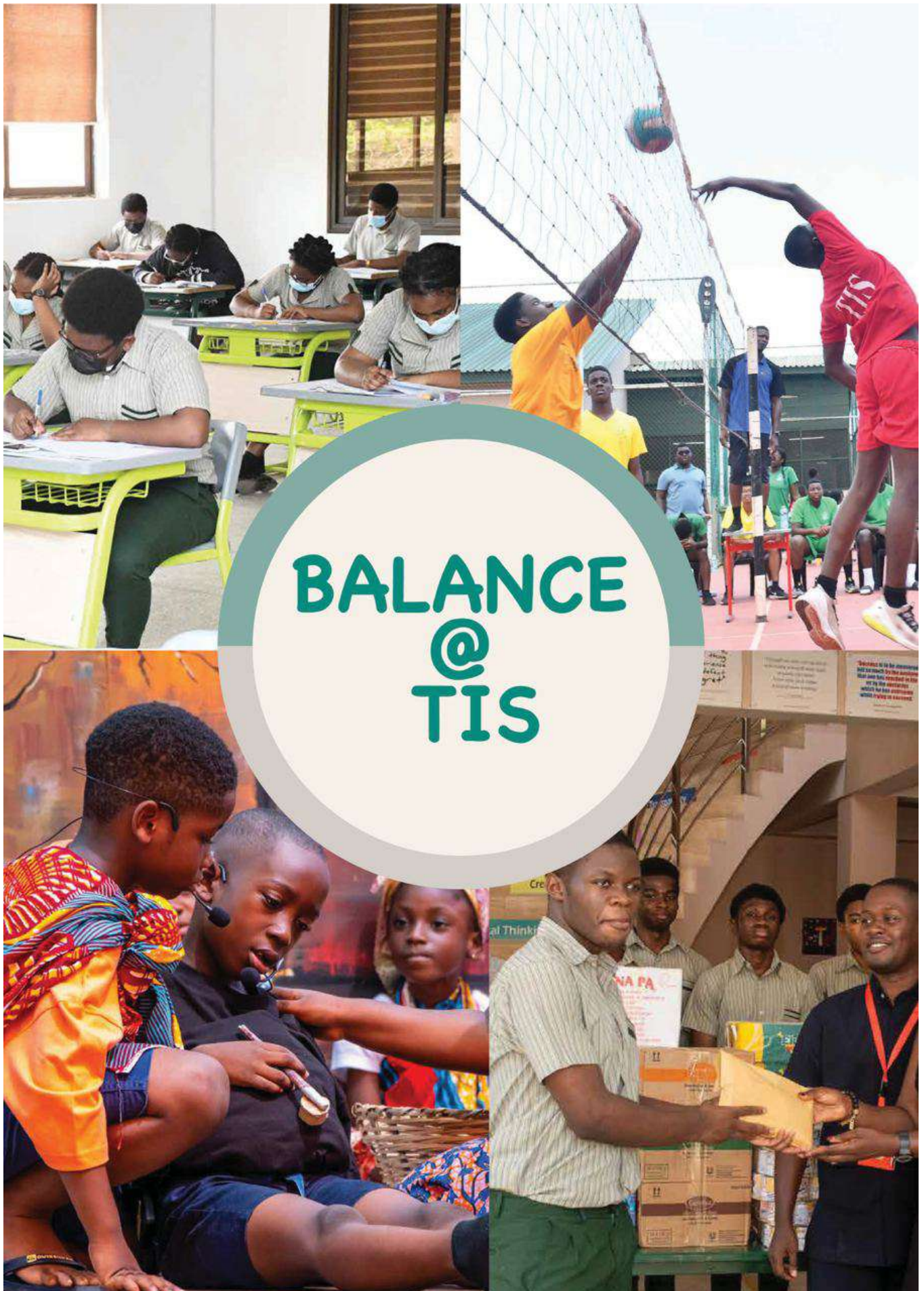
Round 2 admission testing will commence next week for **2025/2026 secondary school admissions**. Interviews will be conducted from 17 - 28 February. Apply online today at: <https://tis.openapply.com>

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

Dr Ken Darvall (Principal)

principal@tis.edu.gh





**BALANCE
@
TIS**

Admissions 2025/2026

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

Priority for TIS family members ended on 30 November 2024.

The first round of admissions will be conducted in February.

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

An application fee can be paid 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.

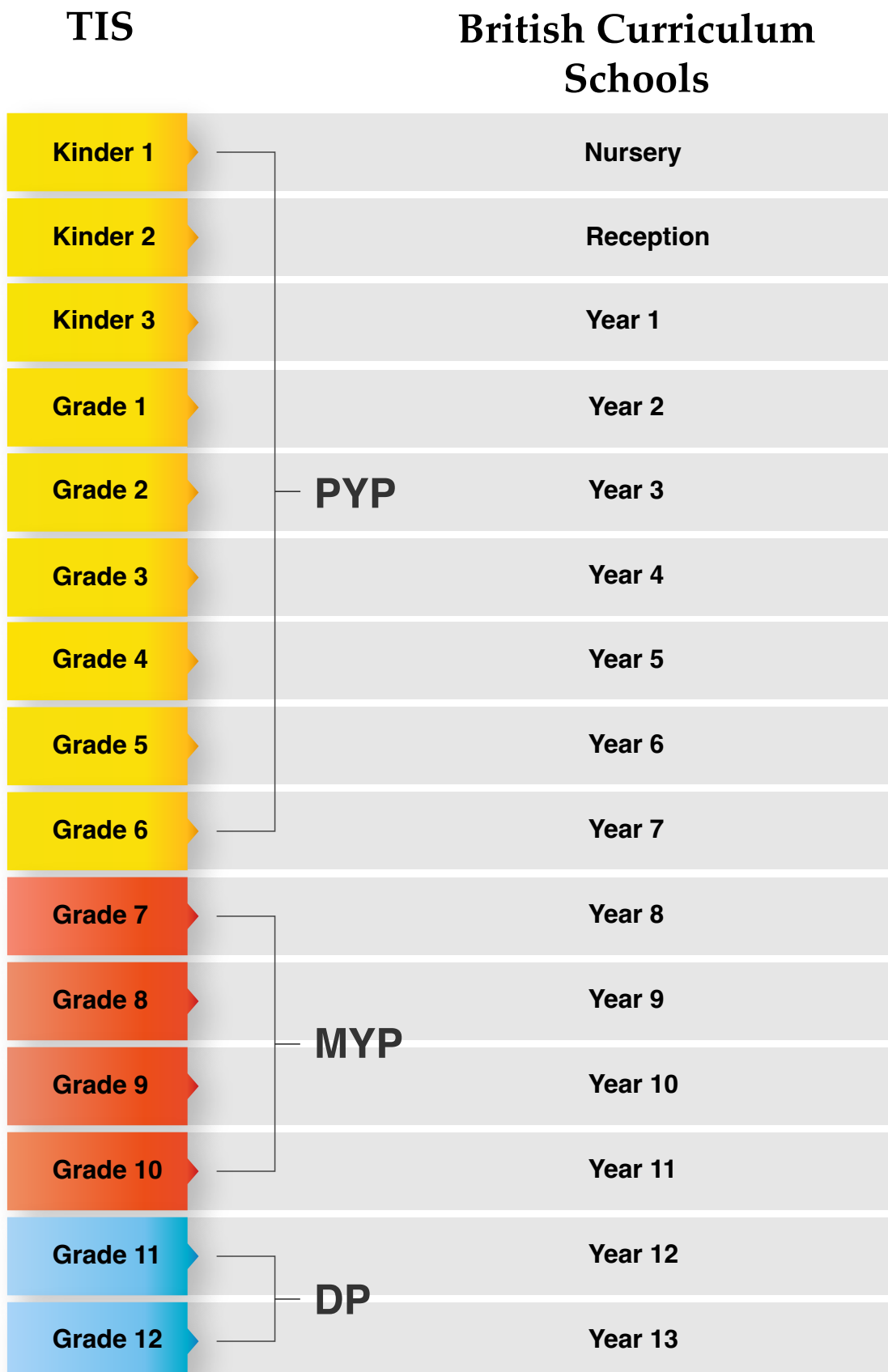
APPLICATION DECISION

- ✓ 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

Primary School Campus

Admissions Open For 2025/2026 Academic Year

Flexible admission screenings and interviews



Entry Points in 2025

Preschool

Nursery (1.9 years @ August 2025)
Kinder 1 (2.9 years @ August 2025)
Kinder 2 (3.9 years @ August 2025)
Kinder 3 (4.9 years @ August 2025)

Junior Primary

Grade 1 (5.9 years @ August 2025)
Grade 2 (6.9 years @ August 2025)
Grade 3 (7.9 years @ August 2025)

Senior Primary

Grade 4 (8.9 years @ August 2025)
Grade 5 (9.9 years @ August 2025)
Grade 6 (10.9 years @ August 2025)

All admission applications will be online via Open Apply:
<https://tis.openapply.com>

A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer PYP, MYP and DP.

To learn more scan this.



To enrol scan this.





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.



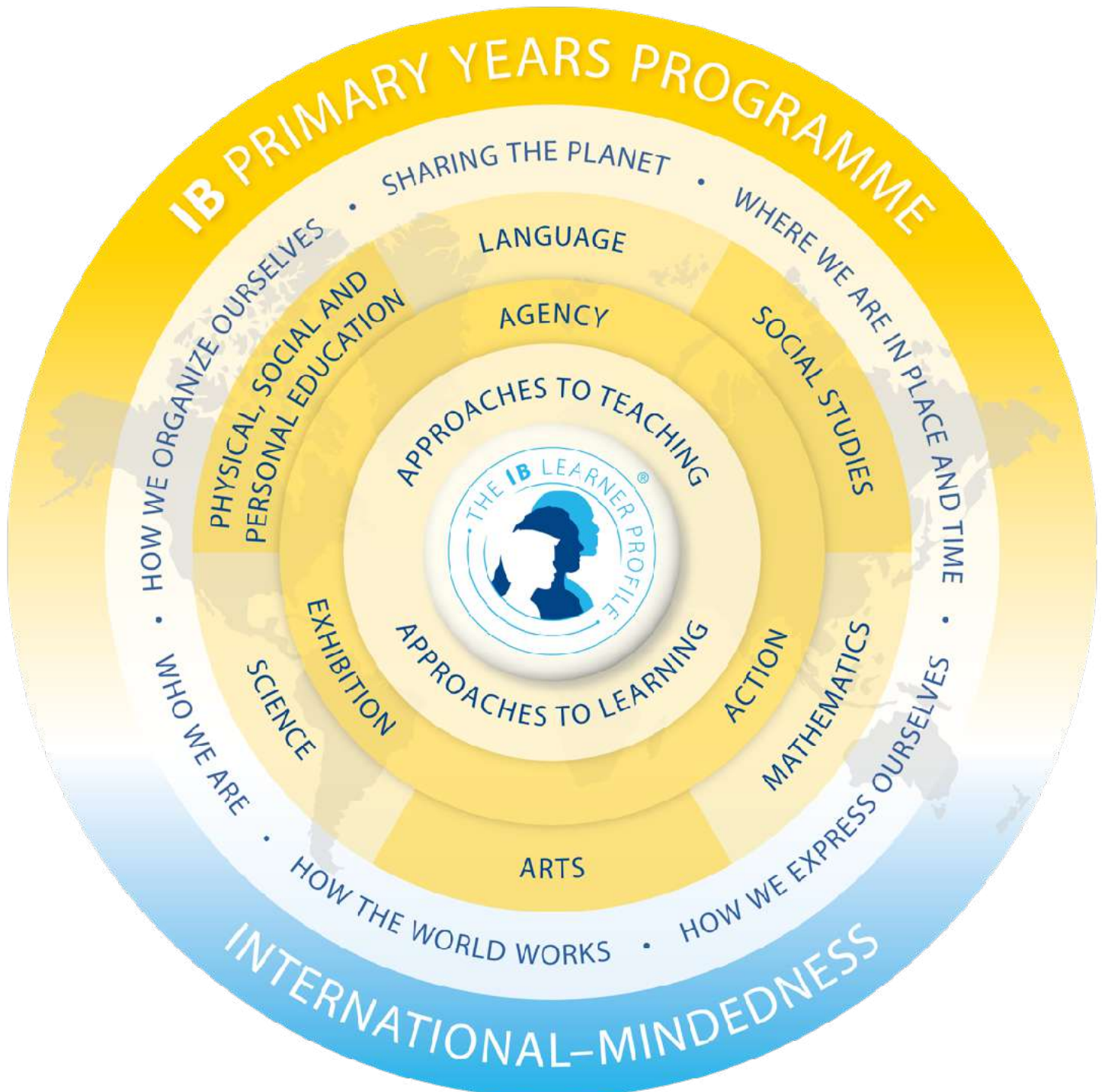
The online application process can be completed at: <https://tis.openapply.com>

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



Driving Learning Through Assessment: Guiding Growth in the PYP

At Tema International School Primary Campus, assessment drives learning by serving as a cornerstone of our approach to teaching and learning. It transcends the mere evaluation of academic performance, becoming an essential part of the learning journey that supports, guides, and empowers students. Through assessment, we answer vital questions: How are our students progressing? What are their strengths and areas for growth? How can we adapt our teaching to meet their individual needs?

At TIS Primary School Campus, assessment ensures that teaching remains responsive, learning remains meaningful, and students fully engage in reflection and self-improvement. It is not an endpoint but a dynamic, continuous cycle of feedback, growth, and celebration that begins at the beginning of the learning process. Assessment inspires students to take ownership of their learning, develop critical thinking skills, and gain confidence in communicating effectively. It provides invaluable insights for teachers that inform planning and instructional strategies, fostering a classroom environment where every learner thrives.



Assessment in Action: A Journey of Creativity, Collaboration, and Inquiry!

At TIS Primary School Campus, we employ three types of assessment to support our holistic approach to education: **Assessment as Learning**, **Assessment for Learning**, and **Assessment of Learning**.

Assessment as Learning positions students as active participants in their learning journey. It emphasises self-reflection, goal-setting, and progress monitoring. Examples include student-led conferences, self-assessment checklists, and reflective journals. This approach promotes independence, critical thinking, and ownership of learning.

Assessment for Learning is a continuous process where teachers gather evidence of understanding during lessons. Examples include classroom discussions, teacher observations, peer feedback, and quizzes. This formative assessment guides teaching strategies and ensures learning is adaptive to student needs.

Assessment of Learning evaluates achievement at specific points through summative tasks. Examples include unit celebrations, class assemblies, and projects that showcase understanding. These assessments provide a snapshot of progress toward curriculum objectives.





Student-led conferences offer students the opportunity to share and reflect on their learning with their parents.

Assessment Strategies

When assessing students, teachers can employ various strategies to evaluate learning effectively. These strategies include peer assessment, self-assessment, observations, process evaluations, performances, and open-ended tasks. At TIS Primary School Campus, these approaches benefit teachers, students, parents, and the broader learning community by providing insights into how much students have learnt and how well they understand the concepts. These strategies foster the development of ATL skills and encourage students to take ownership of their learning by allowing them to express what they want and how they want to learn. Through these methods, students identify their strengths and challenges and work diligently to overcome the latter.

One may wonder how these strategies are beneficial. For instance, self-assessment during a lesson enables students to engage with the assessment tool, helping them recognise their achievements and areas that need improvement. Similarly, focusing on the learning process helps students realise that the journey of understanding is just as important as the outcome. This approach emphasises the importance of understanding the underlying concepts. For assessment strategies to be effective, students must clearly understand what they are being assessed on. This highlights the integral relationship between assessment strategies and assessment tools, as both work hand in hand to ensure meaningful learning.

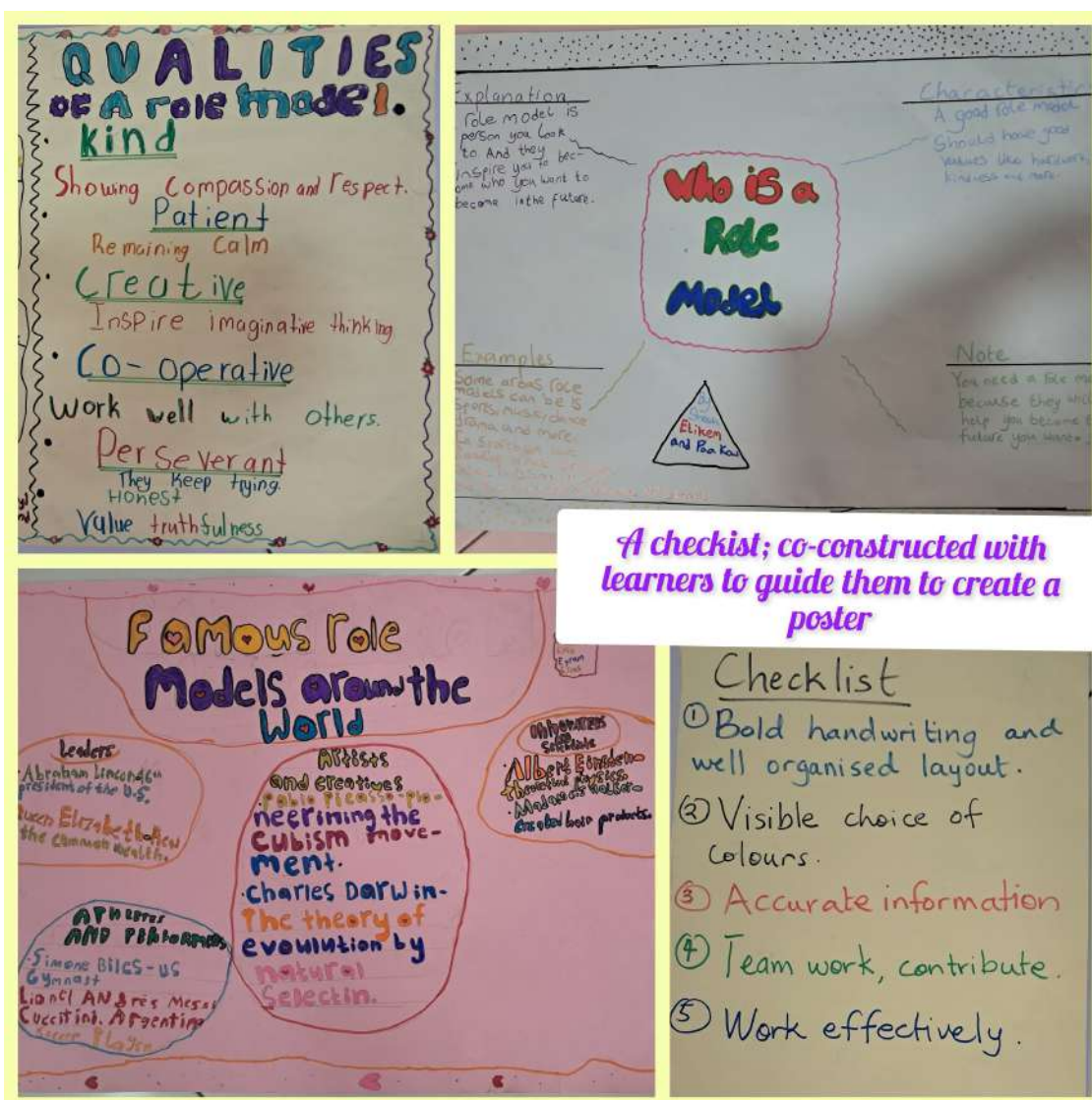




Experiencing assessment strategies through various classroom engagements.

Assessment Tools

At TIS Primary School Campus, assessment is an integral part of learning, and we use a variety of tools to gain a clear understanding of how students are progressing. Some of the key tools we use include **rubrics, checklists, continuums, anecdotal records, and portfolios**, all designed to provide meaningful insights into students' learning journeys. For instance, rubrics break down tasks into specific criteria, offering students clear expectations and helping teachers provide targeted feedback. Similarly, checklists are great for tracking skills or task completion, ensuring that students and teachers can monitor progress step by step. Teachers can assess practical skills, collaboration, and creativity in real-time through observations, particularly during group work or hands-on activities. Portfolios compile a student's work over time, allowing us to celebrate growth while giving students opportunities for self-reflection. Whether it's using a rubric to assess a science experiment, a checklist to track progress in a writing task, or portfolios to review artwork, our assessment tools ensure that learning is both comprehensive and personalized. These tools empower students to take ownership of their learning while providing teachers with the information needed to support each learner's success.



A checklist; co-constructed with learners to guide them to create a poster



Rubric for Discussion: Interactions Between Living and Non-Living Things

Criteria	Exemplary	Proficient	Developing	Emerging
Understanding of Content	Demonstrates a thorough understanding of how living and non-living things interact in ecosystems.	Shows a good understanding of interactions, with only minor gaps in knowledge.	Demonstrates limited understanding of interactions, with significant gaps in content knowledge.	Shows little to no understanding of the interactions between living and non-living things.
Clarity of Expression	Communicates ideas clearly and effectively, using well-organized and coherent points.	Communicates ideas clearly, though some points may be less organized or lacking detail.	Struggles to communicate ideas clearly, with some points unclear or difficult to follow.	Fails to communicate ideas clearly, with significant issues in expressing thoughts.
Use of Examples	Provides multiple, detailed examples from the reading to support points and deepen the discussion.	Provides at least one relevant example from the reading to support points.	Provides minimal examples, and those given may not clearly relate to the topic or reading.	Provides no examples or examples that are unrelated or incorrect.
Engagement with the Text	Frequently refers to the text, showing deep engagement and understanding of the reading material.	Refers to the text occasionally to support ideas and demonstrate understanding.	Rarely refers to the text, with limited engagement with the reading material.	Does not refer to the text or show any engagement with the reading material.
Active Participation	Actively contributes to the discussion with thoughtful and relevant points throughout.	Participates in the discussion, contributing relevant points, but may not do so consistently.	Participates minimally, with few contributions or points that may not always be relevant.	Does not participate in the discussion or makes very few contributions.
Respectful Listening	Listens attentively and respectfully, acknowledging peers' contributions and responding thoughtfully.	Listens attentively, though may not always respond fully to peers' contributions.	Listens to peers but may not engage meaningfully or respond to their contributions.	Does not listen attentively, interrupting or disregarding others' contributions.



Grade 2 learners working on an experiment with reference to the checklist

Task Details

27 SCIENCE/SPSE : Air and its properties
View task (1/20/2025/2025) | Monday at 1:50 PM

Description
 We will experiment the existence of air and its properties.
assessment task

Task
 Through my investigation, I demonstrate air's properties (e.g., air occupies space, has mass, I documented my investigation, including experiments, observations, and conclusions. I presented my findings, and demonstrated experiments to show air's properties.
Show task





Checklist

Skill	Done Well	Needs practice
Signs familiar words correctly from the passage		
Identifies and signs the names of biomes		
Uses hand movements to show where animals live (spatial awareness)		
Signs the roles animals play in the biomes		
Answers questions from the passage in Sign Language		
Uses appropriate facial expressions and body language		

Learners sign a passage using a checklist as a guide.



Differentiated Assessment

At TIS Primary School campus, we differentiate assessments by tailoring tasks, tools, and strategies to meet our students' diverse needs, interests, and learning styles while aligning with the program's objectives and learning outcomes. We provide students with various options to demonstrate their understanding and showcase their learning, such as creating posters, writing stories, performing skits, delivering oral presentations, or making videos. We offer extension activities or higher-order thinking tasks for students who demonstrate advanced understanding. Students are encouraged to work at their own pace, with extra time or adjusted requirements for those who need additional support. Where possible, we provide instructions, prompts, and assessments in students' first language or include visuals to enhance comprehension. Collaborative group work is also used, pairing students with varying skill levels to encourage peer teaching and support. By implementing these strategies, TIS Primary ensures that all students can demonstrate their learning and growth in authentic and meaningful ways.



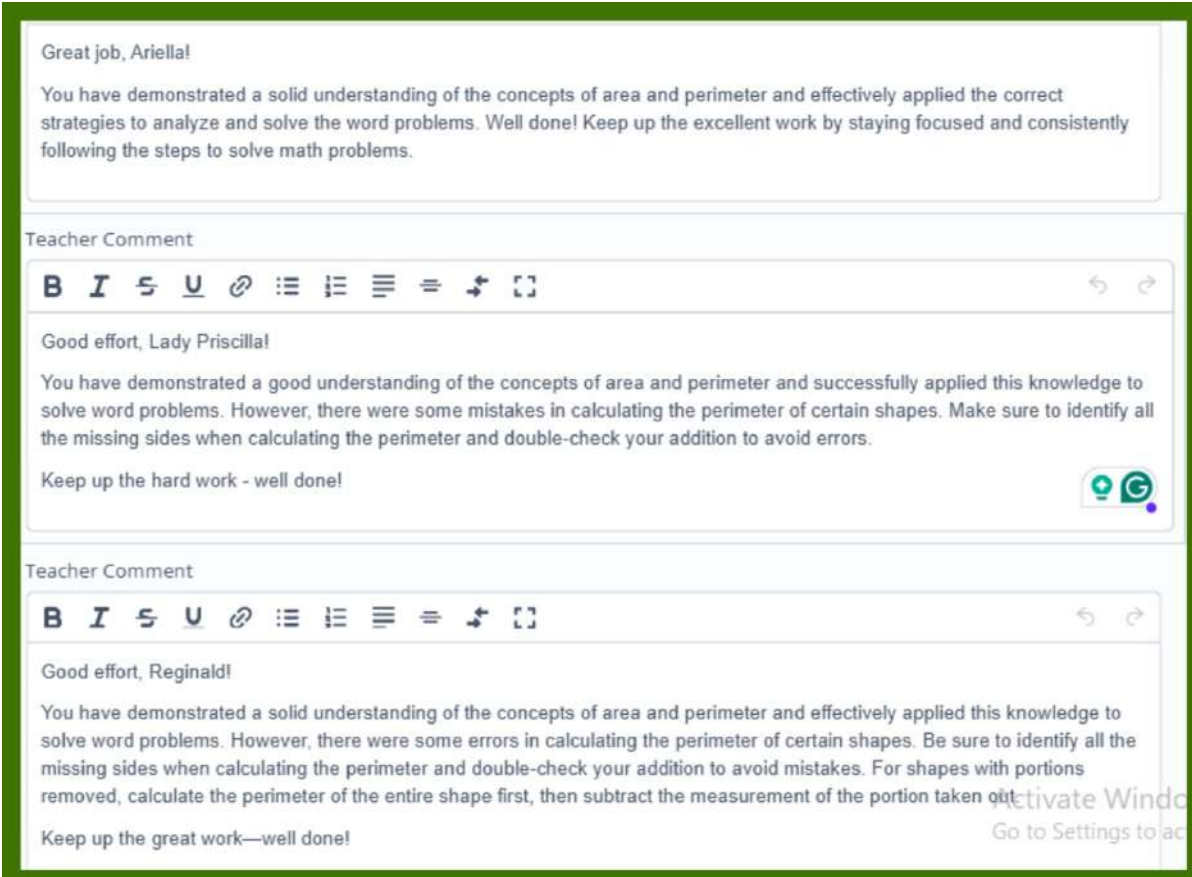
Feedback on Assessment

At TIS Primary School Campus, feedback is a key part of the assessment process that helps students grow and meet IB standards. It connects learning goals with student performance, guiding them to improve steadily. Clear, constructive and timely feedback helps students understand what they have done well and what needs improvement.

Teachers use different ways to give feedback, such as written notes, verbal discussions, and peer reviews. These methods match individual learning styles and encourage students to think about their progress and participate in their learning. Feedback is more than just grading. It helps students deepen their understanding, build on their strengths, and tackle challenges.

Feedback is crucial because it helps students identify areas they can improve and take steps to get better. It also creates a two-way interaction between teachers and students, making learning more engaging. By providing tailored feedback, teachers can meet the unique needs of each student.

Feedback teaches students to take responsibility for their learning. Acting on feedback helps them develop critical thinking skills and ownership of their progress. For teachers, feedback shows what works in the classroom and allows them to adjust their teaching to support students better. TIS Primary School Campus is a vital part of learning. It promotes growth, encourages active engagement, and supports personalised learning, reflecting the school's dedication to nurturing well-rounded, lifelong learners.









The image shows a screenshot of a digital platform displaying three teacher comments. Each comment is enclosed in a light blue box with a white background and a thin border. The first comment is addressed to Ariella and praises her understanding of area and perimeter. The second comment is addressed to Lady Priscilla and notes some mistakes in calculating the perimeter. The third comment is addressed to Reginald and also notes errors in calculating the perimeter. Each comment includes a 'Teacher Comment' label and a rich text editor toolbar with icons for bold, italic, underline, link, list, indent, align, link, and unlink. The comments are framed by a thick green border.

Great job, Ariella!

You have demonstrated a solid understanding of the concepts of area and perimeter and effectively applied the correct strategies to analyze and solve the word problems. Well done! Keep up the excellent work by staying focused and consistently following the steps to solve math problems.

Teacher Comment







B I S U      

Good effort, Lady Priscilla!

You have demonstrated a good understanding of the concepts of area and perimeter and successfully applied this knowledge to solve word problems. However, there were some mistakes in calculating the perimeter of certain shapes. Make sure to identify all the missing sides when calculating the perimeter and double-check your addition to avoid errors.

Keep up the hard work - well done!

Teacher Comment

B I S U      

Good effort, Reginald!











You have demonstrated a solid understanding of the concepts of area and perimeter and effectively applied this knowledge to solve word problems. However, there were some errors in calculating the perimeter of certain shapes. Be sure to identify all the missing sides when calculating the perimeter and double-check your addition to avoid mistakes. For shapes with portions removed, calculate the perimeter of the entire shape first, then subtract the measurement of the portion taken out.

Keep up the great work—well done!

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Content	Shows good understanding of the topic.	Shows some understanding of the topic.	Shows basic understanding of the topic.	Shows little understanding of the topic
Visual Presentation	Shows creativity.	Shows some creativity.	Shows limited creativity.	Shows little creativity.
Neatness and Organization	Poster is neat and error-free.	Poster is mostly neat with few errors.	Poster is somewhat neat with some errors.	Poster is messy with many errors.

Ismahil, your mini poster showed a basic understanding of the concept of government. While your work was somewhat neat, there were a few errors that could be improved with more attention to detail. Your oral presentation demonstrated that you understood the topic, and you were able to explain your poster clearly. To improve, focus on organizing your ideas more effectively on the poster.

Teacher Comment

B I S U          

Task	Check
Research and identify a governance issue to focus on.	YES
Explore different cartoonist styles and techniques related to your issue.	YES
Analyze how these styles can effectively communicate your message.	YES
Choose the most suitable cartoonist style and technique for your project.	YES

Klenam, choose a cartoon style that suits your style and develop your sketches properly.

Feedback to students on their task performance.



On weekends, I usually review feedback from teachers. It helps me understand what to do next and how I can improve.

I receive feedback from my teachers to help me improve, and I revisit the same work to correct my mistakes.

It helps me understand how well I am doing and what I need to do to improve my learning.

Before the week starts, I usually read feedback from my teachers. It helps me understand how to improve and what I should do next time.

Students' Reflections on How Feedback Improves Their Learning

Reflections from Teachers



Feedback is most effective when given immediately and consistently to help learners meet the expectations set for them. It guides them in making decisions about their learning and enables them to reflect on whether they have achieved their goals.



Constructive feedback from teachers helps students identify areas for improvement, meet their learning goals, and reflect on their progress. Timely feedback motivates them to make necessary adjustments and enhance their learning.



Feedback helps teachers to identify students needs and this allows teachers to adjust lessons to meet the needs of students. Teachers use feedback to reflect on their teaching styles.

TIS Primary School Campus assessment is a collaborative and reflective process that drives meaningful learning experiences. It supports student development, encourages engagement, and ensures continuous improvement for teachers and students.



Change ^{the} World Through Excellence

#Make a Difference



CAS-SA Corner

TIS Smile Club Reflections – Operation Smile Outreach in Koforidua



The **TIS Smile Club's** participation in **Operation Smile Outreach in Koforidua** was a truly transformative experience, broadening students' perspectives on healthcare access, empathy, and service to others. Through hands-on engagement with medical professionals, patients, and volunteers, our students gained invaluable insights into the challenges and triumphs of individuals living with cleft lip and palate.

Many students initially expected to observe from a distance but found themselves deeply involved in medical and support activities, from assisting in consultations to engaging children in therapeutic play. They witnessed the emotional toll on families, some of whom had faced stigma, rejection, and long journeys to receive medical care. Despite these hardships, students saw hope, resilience, and gratitude among the patients and their families.

This outreach left a lasting impression, reinforcing the importance of awareness, advocacy, and continued support for **Operation Smile Ghana**. Below are the reflections of our students, each highlighting their personal experiences and the lessons they have taken away from this life-changing opportunity.

The Koforidua outreach was more than just a service trip; it was an educational, emotional, and life-changing experience. The students left with a renewed sense of purpose, a deeper understanding of medical service, and a commitment to making a difference.

Through fundraising, advocacy, and service, the **TIS Smile Club** is making a meaningful impact. Let's continue to support their journey to bring hope and smiles to children in need.

Join us in making a difference!

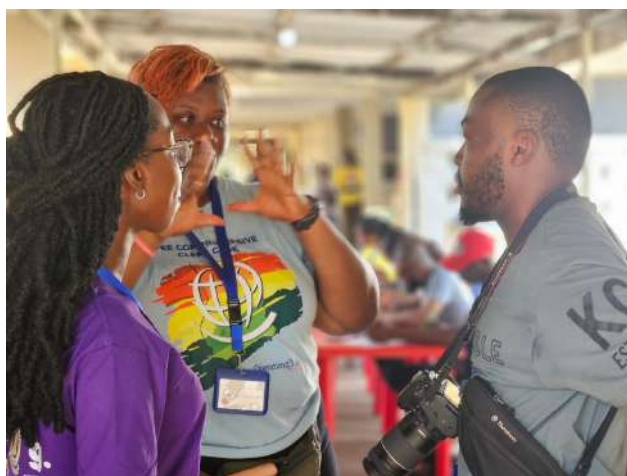
#Student Reflections



Before attending the outreach, I envisioned a hot and productive day under the sun. While that part was true, I quickly realised how little I truly understood about **Operation Smile's mission**. Working alongside the surgical team, I learned about the causes and global disparities in cleft lip and palate conditions. A particularly rewarding moment was using my French skills to bridge communication gaps between Congolese patients and doctors, underscoring the power of language in uniting people. This experience reaffirmed the importance of awareness and fundraising to support Operation Smile's mission. **Nana Adjoa Nhyira Asante, MYP 5**

Attending the outreach was our first step in strengthening the **TIS Smile Club** and helping members better understand our mission. It was heartwarming to see our Grade 9 members actively engaging in the Child Life area, playing with children and helping to ease their anxieties. We were also joined by **Lincoln Community School** Club members, showing that despite being from different schools, we all shared a common goal.

A particularly emotional moment was visiting the shelter where families of patients stayed. One mother shared how her prematurely born child was labelled a 'witch', causing her husband to abandon them. This reinforced my resolve to fight against the stigma surrounding individuals with cleft conditions, which remains a core goal of the **TIS Smile Club**. **Obaapanin Amakyere Tweneboah-Koduah, DP2**



I expected to observe from a distance but became deeply involved instead. A moment that deeply impacted me was meeting a 30-year-old woman from Cape Coast who was assessed for surgery but was told her speech would only improve with therapy, which was unavailable in her area. Despite this, she remained hopeful and resilient, which made me reflect on how much healthcare access can shape a person's future.



This outreach reinforced that service is about meeting needs and uplifting people. Watching medical professionals from across Africa work tirelessly reminded me that genuine care goes beyond skill, it is about compassion. Moving forward, I believe the **TIS Smile Club** can make a more significant impact through awareness and funding to support **Operation Smile Ghana**. **Maame Akosua Osei-Amoako, DP1**

I felt a mix of excitement and nervousness before attending. A moment that stood out was speaking to a mother with a one-year-old child who had faced stigmatisation in her community. She and her child were called names, and she blamed herself for the condition. However, her love and optimism for her child's future overcame everything.



This experience showed me how crucial healthcare access is, especially for families who travel long distances for medical interventions. By volunteering, I engaged in meaningful service that directly impacted others. Working with medical professionals also strengthened my collaboration and teamwork skills, essential for CAS and my personal growth. **Rachael-Louise Assan, DP1**

The outreach to Koforidua was one of the most fulfilling experiences of my life. I worked in the Child Life Team, where we engaged children in therapeutic play to relieve stress before surgery. I met a little boy who was visibly nervous and barely spoke, but after playing a simple game, he opened up, laughed, and danced with us. This made me realise how small actions can make a big difference.

Seeing the life-changing impact of cleft surgeries reinforced how vital organisations like Operation Smile are in Ghana. This outreach helped me develop collaboration, communication, and service skills, aligning with Service as Action learning outcomes. It also deepened my appreciation for helping the less fortunate. **Michelle Abena Amoateng, MYP 4**

I expected to see people with cleft conditions, but the reality was much more profound. Working in the consultation department, I struggled with a language barrier but found a speech therapist who helped translate, teaching me the importance of seeking solutions in difficult situations.

This experience made me realise that not everyone has access to a comfortable life and taught me the value of patience, humility, and using my abilities to serve others. It strengthened my resilience and commitment to giving back to the community, key aspects of my CAS journey. **Christian Kwakye, DP1**



I initially thought we would be treated as passive observers, but I was proven wrong. The medical professionals were welcoming, answering all our questions and making us feel part of the team. The most striking takeaway from this outreach was the power of awareness. Many families suffered more from societal stigma than from the actual condition. Moving forward, the Smile Club must focus on education and advocacy, ensuring that more people understand cleft conditions and their impact. It was an honour to be part of this mission, and I will carry these lessons with me forever. **Ekuba Bervell-Ackah, DP2**



I worked in the nursing department, where we checked patients' vitals and learned about different body functions. A key challenge was the language barrier, but we managed to navigate it.

This outreach broadened my mindset and introduced me to people from diverse backgrounds. Seeing firsthand what these families go through deepened my understanding of the daily struggles many face.

While the **TIS Smile Club** is doing great work in fundraising, we need to increase awareness efforts so that more people

understand the challenges these children endure. **Samantha Kattah, DPI**

I worked in the Child Life area, where we engaged children through play to ease their nerves before screening. A moment that impacted me was seeing a little girl, initially nervous, smile and play with us. This reinforced that care isn't just about medical treatment but also about emotional support.

This outreach expanded my understanding of healthcare access—it is not just about physical healing, but about creating opportunities for children to lead fuller lives. Moving forward, I believe the **TIS Smile Club** can raise more awareness and funds and advocate for outreach programs. **Kameela Kassim, MYP 4**





TEMA INTERNATIONAL SCHOOL BISTRO 26'

🕒 SATURDAY 1ST FEBRUARY GRAND OPENING 📍 PROJECT CENTER



Fries	₺25
Loaded Fries	₺30

<u>Loaded Options</u>	Hotdog	₺35
	Loaded Hotdog	₺40

- Cheese
- Bacon
- Beef
- Chicken



At ***Buddies for Change Club***, our mission is rooted in the theme “*Thinking Globally, Acting Locally.*” We believe that real change begins within our communities, and through collective effort, we can make a global impact. Our current focus is on renovating and equipping the **IT Lab at Mante School of Excellence**, turning it into a space where students can unlock their potential and thrive in today’s technology-driven world.

TEMA INTERNATIONAL SCHOOL

SUPPORT

MANTE SCHOOL OF EXCELLENCE

Donate towards renovating the IT laboratory in the Mante School of Excellence. You can support in cash or kind.

DONATE CASH
MoMo: Abigail Ahiadorme
0597621047
Reference: Mante IT lab

KIND: Make a pledge to donate a PC, Tables, chairs or other IT equipment

AN INITIATIVE BY:
TIS Buddies For Change Club

For more information, please contact the CAS Coordinator at surama.king@tis.edu.gh

The current state of the IT lab is far from ideal. Outdated equipment and limited resources make it difficult for students to access the tools and knowledge they need to keep up with the modern world. This initiative directly aligns with several **United Nations Sustainable Development Goals (SDGs)**, including **Quality Education (SDG 4)** and **Reduced Inequalities (SDG 10)**. By improving the lab, we’re not just

providing resources—we’re opening doors to new opportunities for the students of Mante School.

To achieve this, we’re calling on you to support our efforts. In addition to financial donations, which can be sent to **0597621047** (with the reference ***Mante IT Lab***), we are also accepting contributions of new or used but functioning IT equipment, such as computers, desks, and chairs. These items will make an immediate difference in the students’ learning experience. By supporting ***Buddies for Change***, you’re not just helping renovate a lab; you’re empowering a generation, fostering innovation, and bridging the gap between potential and opportunity. Together, we can ensure these students have the tools they need to succeed and become the change-makers of tomorrow.

Join us today - donate, inspire, and be part of the change! ***Glorious Angel Ogyiri Asare – DPI***



#MYP - Service as Action



An article by Mildred Okyere Darkwa (Grade 9) explores the sensitive topic of the connection between the moral law and the existence of God. This is a thought-provoking article that will engage you to share your perception.

Kindly note that this article is a shared opinion and not meant to sway values, beliefs and religious affiliations.

Enjoy!

Moral Law as Evidence of God's Existence & Christ's Salvation

Ever since giving my life to Christ, a scenario has played constantly in my head; a scenario that concerns me. In this picture; I am evangelizing to a man and he asks me why I believe in God and this question puzzled me. I thought to myself because it is the right thing to do; as personal as it sounds, I wished to had shared a more rational answer; an answer that is not personal but rather based on real life evidence.

What is the Moral Law?

In today's world, everyone is always arguing about something, be it Abortion, Racism, Mass deportation in America, or Palestine v Israel

"Israel is wrong to bomb Palestine"

"Hammas is wrong to use child soldiers"

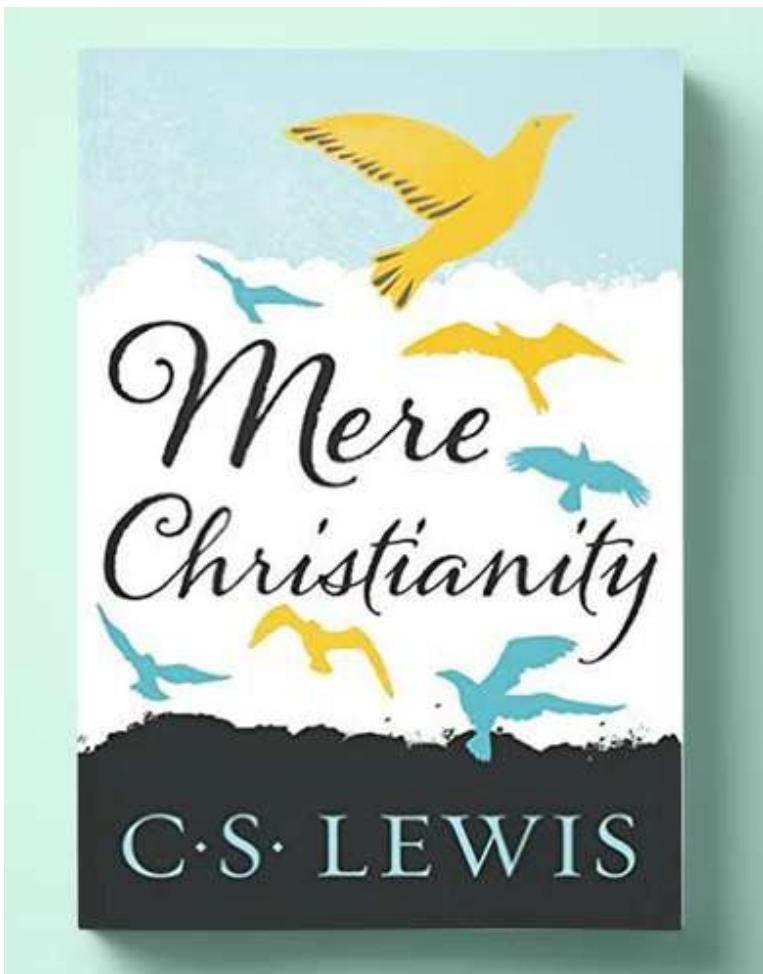
In all these cases, the people arguing their point believe themselves to be right and the other to be wrong. In the words of C.S. Lewis, "the person arguing the point is appealing to some standard of behavior that he expects his or her opponent to know about". This standard of behavior is what is called the ***Law of Human Nature***. The moral law is a set of rules for human conduct that are based on God's nature and the created order. The moral law is a guide for Christian living that is repeated and emphasized throughout the New Testament.

Where Does it Come From?

In every society everywhere there are rules and certain moral norms that everyone is expected to follow. These laws are agreed upon by everyone and people use it as a foundation for all judiciary systems. Someone may say that this law came from different civilizations and groups of people agreeing on different things that are better or worse of for that specific group.

If this is right then that means that every civilization would have a different set of laws for that distinct period of time but when you look back through history that may not be the case.

To quote C.S. Lewis again, "There have been differences between their moralities but this has never amounted to a clear difference" For instance; to own a slave in the past did not mean you did not value human life it simply meant you could afford it. This of course is wrong thinking but it was acceptable. I believe we are guided by existing laws in the seasons and times. There we deem fit what the norm is.



Connection to God

In evidence, everything that exists around us has a creator and someone designed it therefore I believe that the very laws that we abide by and have stuck with us throughout life has a creator so if there is law there must be a lawgiver. We are meant to live in a certain way and the moral laws are the parameters for the life we must live by but we cannot seem to fulfil all of these laws no matter how much we try and this is how Christ saves us. He fulfills the law completely and fully so that we no longer have to and we can just accept Him as our savior and try to live our life to know Him on a personal level.

In a nutshell, considering there is a universal moral law, there must be an origin for this law and this origin comes from God as the parameters for how we should live and humans being in flesh cannot fulfill the law so it had to be fulfilled in Christ Jesus.

To gain more depth, may I suggest a book by C.S Lewis titled ***Mere Christianity***

#MYP 3 - Community Project Project Side Hustle



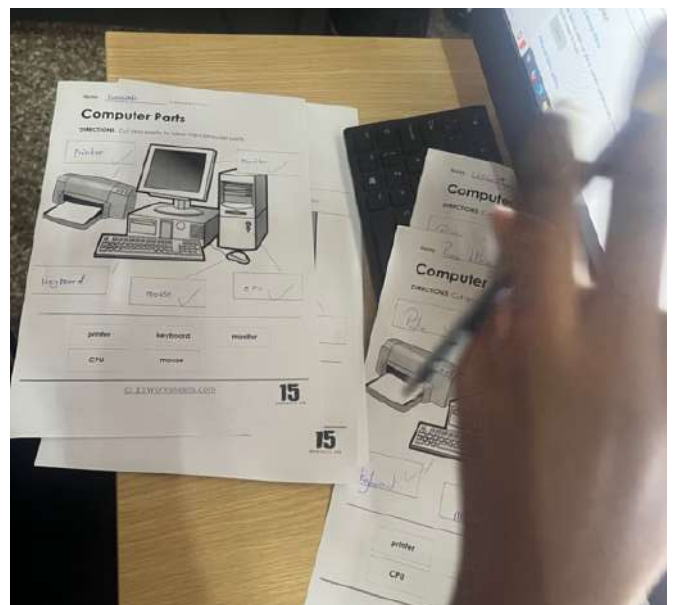
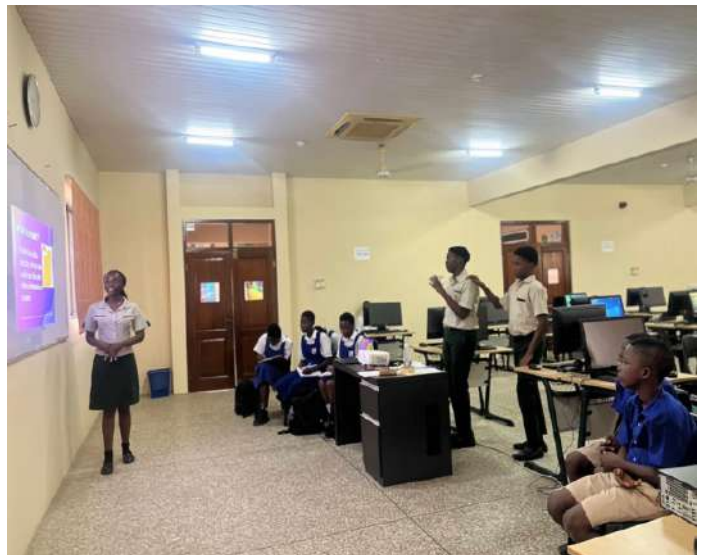
This project, initiated by **Humpherielle Narh** and **Michelle Tieku**, aims to gather funds to organize a hair braiding session for five girls from Calvary Presby School. The funds will cover a starter kit and payment for the braiding facilitator.

So far, the team has been working hard, successfully organising a Boba Tea sale and holding their first meeting with the girls last Friday. Under the supervision of Ms. Betty Baffoe, the team is excited to serve and contribute positively to the lives of these young girls.

As the old adage goes, "It is better to teach someone to fish than to give them fish." Stay tuned for more updates on this inspiring project!



Connecting our Future – In Pictures for this week



Go Buddies Fundraiser



Interact Club - *Service above Self!*



The Interact Club held its first meeting last Thursday. The main agenda was to solidify an action plan under our chosen area of focus: Disease Prevention and Treatment. Chaired by the club vice, Tracy Adjei, members unanimously voted to launch an intensified Handwashing Campaign and engage in *Liquid Soap* production. The goal is to sell gallons of liquid soap during expressions to raise funds for the club.

Updates and progress on this initiative will be shared in subsequent bulletins — stay tuned!

If you're passionate about service, the Interact Club is designed just for you. Join us every **Thursday at C12**, and together, let's learn, serve, and make the world a better place.

Interact
Rotary Sponsored Club

Tema International School

Area of Focus for the Interact Year 24/25

Disease Prevention & Treatment

SOAP MAKING & HAND WASHING CAMPAIGN

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



EducAid Mante Initiative Class of 2026 Project for Impact



What is the EducAid Mante Initiative?

The EducAid Mante Initiative is a CAS (Creativity, Activity, Service) project launched by the IB Class of 2026, dedicated to supporting the Mante School of Excellence in Afiénya East. This school has been a vital educational pillar for underserved communities for over 25 years, but it currently faces significant challenges that impact the

quality of education and the well-being of its students.

Phases of the Project: The initiative is structured in phases to ensure we can address the school's most pressing needs without overwhelming any single group of students:

1. Phase 1: Sanitation Facilities

- The current priority is to build safe and hygienic toilet facilities for students and staff. The school's existing latrine system is inadequate and poses serious health risks, especially for girls.
- Our goal for this phase is to raise GHC 150,000, ensuring a clean and safe environment conducive to learning.





Phase 2: Classroom Renovation

Once the sanitation facilities are in place, we will move on to refurbishing classrooms with improved roofing, ventilation, and essential repairs to create a more comfortable and safe learning environment.

2. Phase 3: Canteen and Additional Facilities.

The final phase will focus on enhancing the canteen and other areas that contribute to the

students' overall well-being and educational experience.

How You Can Help: Supporting the EducAid Mante Initiative can be done in various ways:

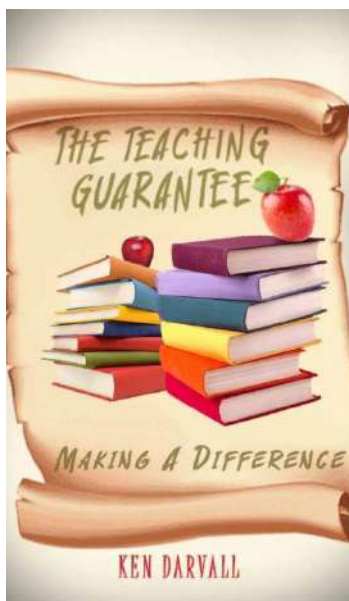
- **Attend the School Play:** All proceeds from ticket sales for *Secret of an Ancient Well* will be directed towards Phase 1 of the project.
- **Direct Donations:** Contributions can be made via Mobile Money (MoMo) to Ms. Abigail Ahiadorme at 0597621047, using the reference: *EducAid – Your Name or Name of Ward.*
- **Spread the Word:** Help us raise awareness by sharing information about the initiative with friends and family.

By contributing to the EducAid Mante Initiative, you are directly impacting the students of Mante School, helping to create an environment where they can learn, grow, and thrive.

Thank you for your continued support as we work together to uphold the spirit of service and make a difference in our community.



Update on *The Teaching Guarantee: Making a Difference*



Dear TIS Community,

We are thrilled to announce the release of Dr. Ken Darvall's latest book, *The Teaching Guarantee: Making a Difference*. This inspiring guide is more than a must-read for aspiring school leaders—it's a call to action for everyone who believes in the power of education to create change.

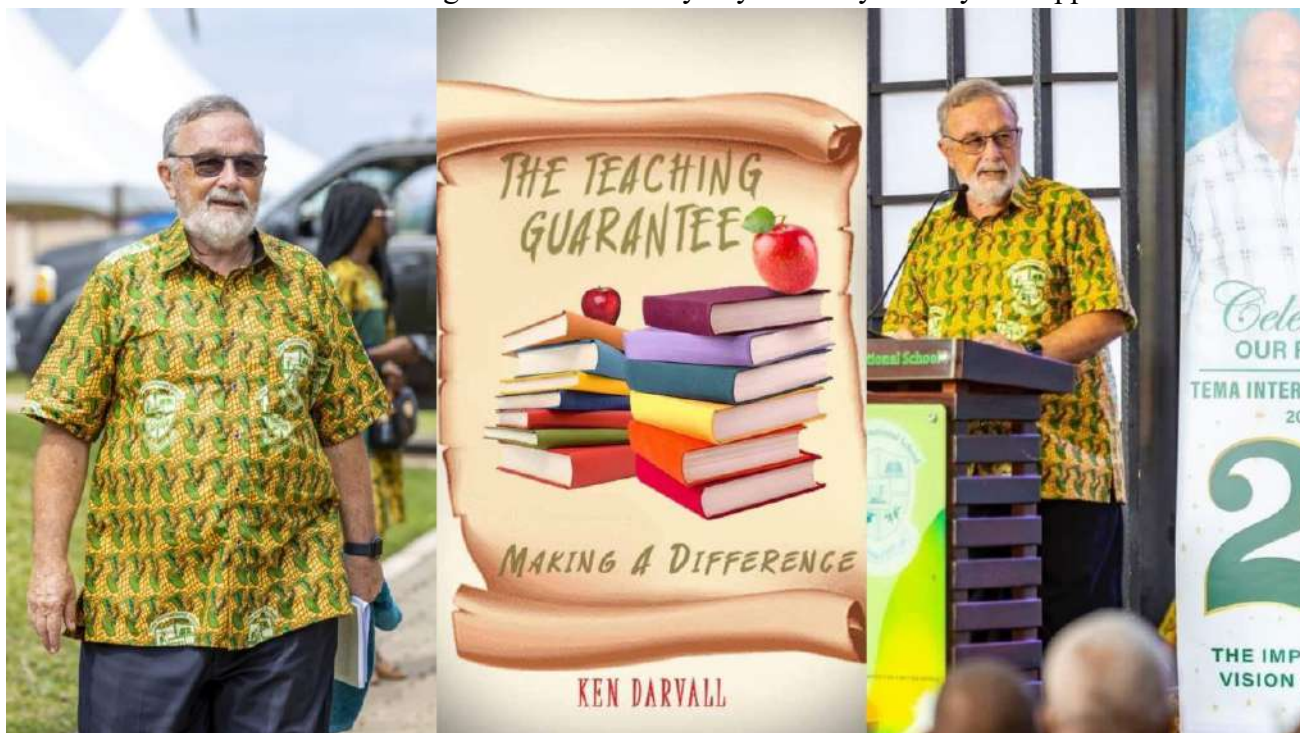
In keeping with the TIS spirit of service and impact, *The Teaching Guarantee: Making a Difference* will serve a dual purpose: Every book purchased directly supports the EducAid Mante Initiative, which is dedicated to refurbishing and enhancing the Mante School in Afienya East as part of our IB Class of 2026 Community Project. We have a community goal of raising GHC 150,000 to make this vision a reality, and your support will help us reach it!

How to Purchase Your Copy and Contribute:

1. **Place Your Order:** Contact us via the TIS WhatsApp. Mention your donation amount and specify the number of copies you want to order.
2. **Payment:** Payments can be made in two ways:
 - **Mobile Money (MOMO):** Send payment to Abigail Ahiadorme at 0597621047. Use "TGMABook" as the reference.
 - **Cash:** Pay directly at the CASSA office.

Donations begin at GHC 200 per copy, with all funds going to the **EducAid Mante Initiative**.

This is a limited opportunity, so grab your copy while stocks last! Together, let's support the future of Mante School and continue making a difference every day. Thank you for your support!



Duke of Edinburgh's International Award – Enrollment Open!



Dear Students,

Are you ready for an exciting challenge that builds **resilience, leadership, and personal growth**? The **Duke of Edinburgh's International Award** is now open for registration at **Tema International School**! This globally recognised programme empowers young people to develop **essential life skills**, engage in **community service**, and challenge themselves through **physical activities and adventurous expeditions**.

🔗 **Sign up here:** DofE Registration Form

<https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform>

📅 **Registration deadline:** Tuesday, 28 January 2025

📌 **Important:** This form is for enrollment in the **DofE Award Programme**, NOT for the Expedition Camp.

Why Join?

Universities and employers highly value the Duke of Edinburgh's Award as it demonstrates **commitment, teamwork, problem-solving, and perseverance**. It is an **excellent opportunity for CAS students** to fulfil the requirements while making meaningful community contributions.

Award Levels & Requirements:

🥉 **Bronze (Ages 14+)** – A great starting point! Participants must complete:

- **Voluntary Service:** Engage in a service project.
- **Physical Recreation:** Develop a fitness-related activity.
- **Skills Development:** Learn or enhance a new skill.
- **Adventurous Journey:** Take part in a team expedition.

🥈 **Silver (Ages 15+)** – A step up, requiring longer commitments and a more challenging expedition.

🥇 **Gold (Ages 16+)** – The highest level, with an additional **Residential Project**, where participants work on a shared goal – Service Project.

This is your chance to **step out of your comfort zone, challenge yourself, and earn a prestigious international award!**

For any questions, reach out to the DofE Coordinator, Mr David Difie david.difie@tis.edu.gh Don't miss this **life-changing opportunity - Sign up today!**



**TEMA
INTERNATIONAL
SCHOOL**



INDUCTION Service

**SUN. 2 FEBRUARY, 2025
MPH, TIS MAIN CAMPUS
11:00 AM**

**Theme:
Servant Leadership: Leading by Serving Others.**





Change ^{the} World Through Service

#Make a Difference



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						
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29	30					

October 2024						
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27	28	29	30	31		

November 2024						
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December 2024						
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29	30	31				

January 2025						
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February 2025						
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March 2025						
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30	31					







April 2025						
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27	28	29	30			

May 2025						
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25	26	27	28	29	30	31

June 2025						
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22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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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	ISSAG Football
13/10/24	Students return to hostels
14/10/24	G9/G11 Changes to Subject Selections close; DP Geography Data Excursion
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
23/10/24	Girls Volleyball Championships (during ASA)
24/10/24	Boys Volleyball Championships (during ASA)
26/10/24	ACT; PSAT
27/10/24	TIS swimming championships (3.00 – 5.00pm)
2/11/24	SAT
4/11/24	DP Business Management Excursion
9/11/24	Annual Production NO EXEATS
12-13/11/24	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) No exeats for G10
20-29/11/24	G11-12 end of semester exams (Reports due 10/12/24) No exeats for G11-12
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	2025 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
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)
7/3/25	PYP/MYP Info Day at Main Campus
14/3/25	Pi Day
15/3/25	Expression Day NO EXEATS (until after the event)
19/3/25	Three-way interviews: Students may depart for the break AFTER interviews
20-21/3/25	DP Geography Field Trip
20-31/3/25	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
6/4/25	Exam Candidates' Service NO EXEATS
17-21/4/25	Easter break
7/4/25	G12 Grad photos (All day). NO G12 EXEATS
21/4/25	MYP5->DP1 info session; PP Criterion A draft due
25/4-21/5/25	DP Final Exams
3/5/25	SAT
5/5/25	PP Criterion A final due
5 – 16/5/25	MYP eAssessments
19-30/5/25	G11 semester exams; G10 classes resume (compulsory attendance).
23-29/5/25	G9 eAssessments
24/5/25	Leavers' Dinner
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
22/11/24	G3&5 excursion
29/11/24	End of UOI #3 3WI
3/12/24	Last day for students and teachers

S2

9-10/1/25	Staff Training Days
13/1/25	Second semester commences.
14/2/25	End of UOI #4 3WI
14/2/25	Celebrating Additional Languages
7/3/25	PYP/MYP Info Day at Main Campus
14/3/25	Mother Tongue Day (Celebrating Culture)
14/3/25	End of UOI #5 Celebrations
19-31/3/25	Mid-semester break
26/4/25	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

V290125

COUNSELLORS' CORNER



At TIS, with our well structured curriculum, we purposefully imbibe life virtues in our students on a daily basis for a better, happier and healthier life.

Dear students, be willing and obedient!

Christine Adoma Agyare, Babson College (IB Class of 2021)- 'To be a person of value, TIS's structured system shapes you for a better life. I am glad I listened.'



Key Attributes of a Person Value

- ✓ **Integrity:** Always doing the right thing, even in compromising situations
- ✓ **Empathy:** Understanding and caring about the feelings of others
- ✓ **Reliability and trustworthiness:** Being someone others can fully depend on

- ✓ **Strong work ethic:** Putting in dedicated effort and consistently striving for excellence.
- ✓ **Continuous learning:** Being open to new knowledge and holistic growth for life
- ✓ **Authenticity:** Being true to yourself and your values.
- ✓ **Effective communication:** Clearly expressing your thoughts and actively listening.
- ✓ **Goal-oriented mindset:** Setting clear objectives and working towards it.
- ✓ **Community involvement /Positive impact:** Actively seeking opportunities to make a positive difference in the world.

Click here for more : <https://visitjeromeidaho.com/2023/06/becoming-a-person-of-value/>



STUDY TOUR University & Executive Visits for January 2025

Date	University/Executive Visits	Venue	Time
6 January 2025	Calvin University	Counsellors' Office	10:00am
21 January 2025	Simon Fraser University	Counsellors' Office	2:00pm
22 January 2025	College of Wooster	Learning Center (Students)	1:30pm
27 January 2025	The Executive Director of College Board's Visit	Learning Centre	3:00pm
28 January 2025	Western University	Learning Center	1:30pm
29 January 2025	Audencia Business School	Virtual Visit	11:00am
31 January 2025	KICUnivassist Fair- Montana State University Ohio University University of Delaware University of Pittsburg University of Arlington Augustana University	Learning Centre	3:00pm

Meet Simon Fraser University

Explore our vibrant campuses from anywhere in the world through the new SFU virtual tour! Learn about our innovative learning environments, facilities, community spaces and student experiences.



TIS Uniguides were delighted to host ;

Inibong Udoh

Regional Representative, Africa | Student Recruitment & Admissions.

To find out more about SFU, just click: <https://www.sfu.ca/>.



T: +234 707 045 3299



Just click: <https://www.sfu.ca/students/admission/fees-scholarships.html>

PAUL SANDERS VISITS TEMA INTERNATIONAL SCHOOL



Mr. Paul Sanders
(Executive Director of College Board)



TIS was ecstatic to have Paul Sanders to share insights and highlights about PSAT and SAT preparation and best practices which TIS upholds.

Enjoy Reading Students' Reflections

'The SAT information session was a valuable experience. I learned about the test format, strategies for preparation, and the importance of a strong college application. The presentation by Paul Sanders provided insights into their admissions processes and the value of a well-rounded student profile. Through this meeting, I had insights on the resources offered by Bluebook, such as practice tests and study guides, that are incredibly helpful towards the preparation for SAT. It was such an enlightening conversation'. **Hillary Laryea, MYP 5**

'I learned a great deal about the SAT. It is a multiple-choice, computer-based test designed and administered by the College Board. The primary purpose of the SAT is to assess a high school student's college readiness and provide colleges with a standardized data point for comparing all applicants. Although some aspects of the information shared were complex, I recall that my total SAT score consists of two main sections: the Math section and the Evidence-Based Reading and Writing section. Reflecting on the experience, I realised just how informative the session was. It opened my eyes to the complexity of the SAT and its role in the college application process. I appreciate the efforts of the management and guidance team for making this session possible. The knowledge gained will certainly help me just before and while I start my SATs'. **Adrien Mate, MYP4**



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 2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
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).



TEST DATES 2025 (COMPUTER-BASED TESTING ONLY!)

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
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 Teamwork

#Make a Difference



HOSTEL NEWS

Teamwork at its Finest: CATHONY AND FRANCILIA Hostel Week Celebration

Last week, the Catherine, Anthony, Cecilia and Francis Hostel students came together to celebrate their Hostel Week, showcasing the true spirit of teamwork and camaraderie. The event, a collaborative effort between the boys' and girls' hostels, was a resounding success.

The students worked tirelessly to transform the venue into a vibrant atmosphere, with decorations, music, and delicious food. Vendors were invited to provide a variety of cuisines, and the student hostel executives took charge of food and drinks, ensuring that everyone had a wonderful time.

What was truly remarkable about this celebration was the way the students from both hostels came together, putting aside their rivalries when it came to hostel programs to work towards a common goal. It was a testament to the strength of the Tema International School community and the values of teamwork, respect, and cooperation that we strive to instill in our students.

We are incredibly proud of our students for demonstrating such exceptional teamwork and leadership skills.

Congratulations to our students on a successful Hostel Week celebration!

Enjoy some reflections from our hostel executives



The hostel party on 24 January 2025, marked the end of the Cathony vs. Francelia week celebrations. The week’s goal was to foster camaraderie and healthy competition within the school. While the original plans were scaled back due to financial and logistical constraints, the main events included “Cathony Wears White and Francelia Wears Black” during prep and wearing hostel jerseys on Friday. Despite the limitations, the party itself turned out to be a highlight. It began with a lively welcome from MCs Jay Asare and Ann-Joelle, followed by a dance performance by the Grade 11 aspirants. The Best Dressed Contest showcased the best outfits from each grade, with the crowd cheering to determine the winners. After a short food break, the Best Dressed contest continued before transitioning into an open dance session. While the planned activities had to be cut short, the dance floor became a key moment, bringing students and staff together in a spontaneous celebration of unity and joy. **Senanu Ahlidza (Grade 12).**



The event reminded everyone of the importance of flexibility and creativity when facing challenges. Despite fewer activities, the party was a success, leaving lasting memories and lessons about teamwork, adaptability, and community spirit.



The party exceeded expectations, and the experience taught valuable teamwork, communication, and organisation lessons. Combining personal ideas with others taught me the importance of listening, compromising, and working as part of a team.

Planning the event also helped me develop time management skills as the hostel executive, and I had to stay on track with schedules. It taught me how to stay within a budget and ensured that everything—from decorations to food—was ready on time.

I also gained communication skills by asking for help, sharing ideas, and resolving disagreements calmly. Additionally, it encouraged creativity in selecting themes and

decorations while finding solutions when plans didn't go as expected. Most importantly, I learned how to collaborate effectively with others.

These skills are valuable not only for future school projects and activities but also for future job opportunities. Overall, it was a fun and rewarding experience that provided personal and professional growth. **Immanuella Ashiagbor (Grade 12).**



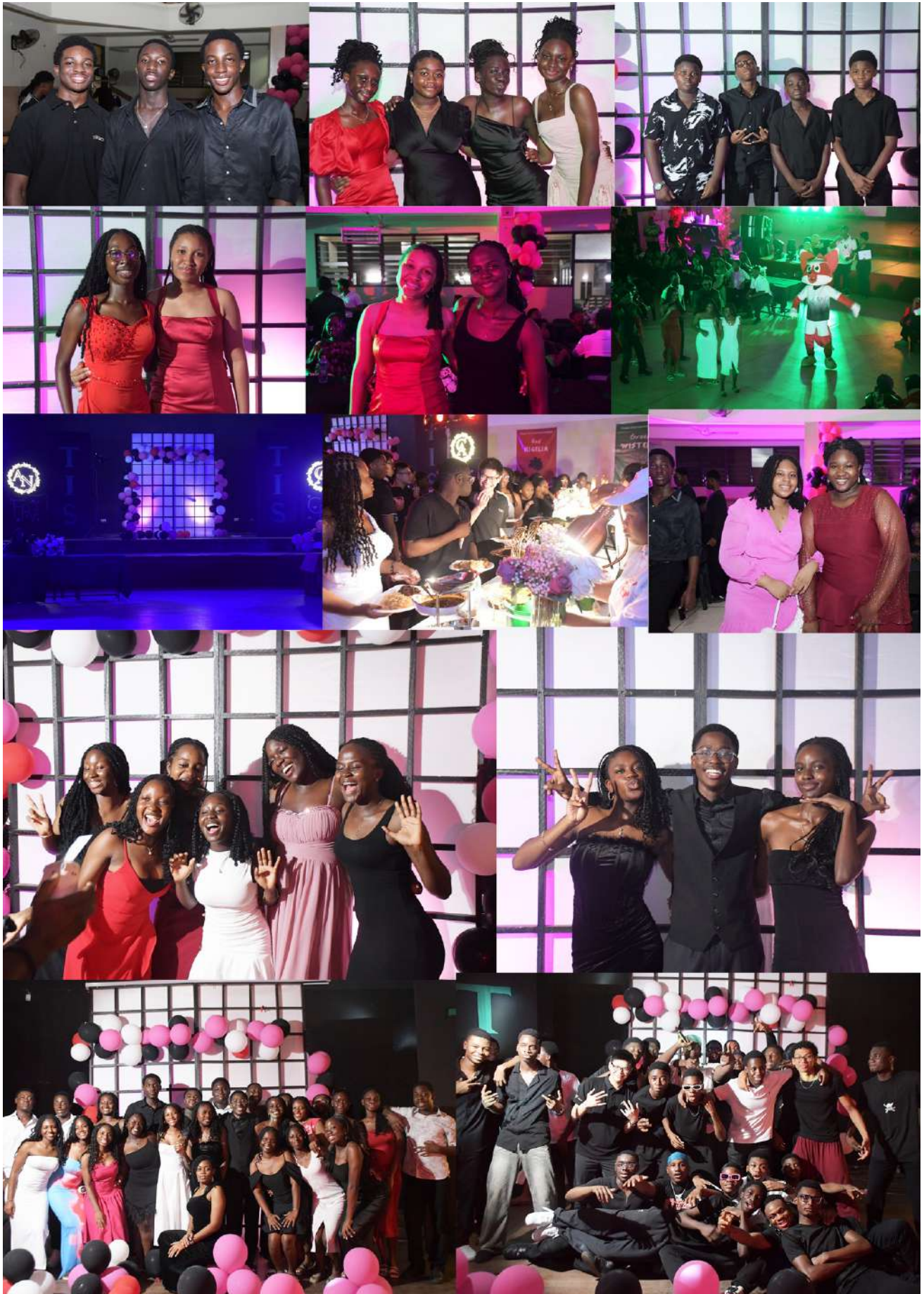
As a planner and a participant, I found this party to be a wonderful experience. As a hostel executive wanting to do something nice for the student body, the act of planning and budgeting, alongside raising and contributing funds, was tiring but an experience nonetheless. Due to our planning, the party was able to take place successfully. I very much enjoyed the atmosphere and the services provided and I have only heard good responses from the student body. This was indeed an experience that I would love to take part in again. **Jeremy Tackie (Grade 12).**

Last Friday, I had the privilege of organising a themed hostel party called Rich Vibes. Although initially planned for a specific theme, we embraced a more relaxed atmosphere with guests dressed in formal hostel colours. The event, held in our school's multi-purpose hall, brought together students from four hostels.

As the head of the Francis Hostel executive, I coordinated the setup, collaborated with other hostel leaders, and ensured everyone felt comfortable enjoying the night. Despite my nerves, the party exceeded my expectations. The energy was incredible; no one needed to be coaxed onto the dance floor—everyone just wanted to have fun.

The classy decorations and upbeat music created a luxurious yet chill vibe, and the simple food and drinks complemented the atmosphere perfectly. Feedback from my peers highlighted how fun and relaxed the event was, which made all the planning worthwhile.

This experience taught me valuable lessons in leadership and creating a welcoming environment. The Rich Vibes party became a memorable reminder of what we can achieve as a team, and seeing my friends enjoy the night made it truly unforgettable. **Kelvin Ansong (Grade 12)**







TIS FITNESS GYM

OPENING HOURS

MONDAY	STUDENTS	4:30 PM - 5:30 PM
	STAFF	5:30 PM - 7:00 PM
TUESDAY TO FRIDAY	STUDENTS	5:45 AM - 6:30 AM 4:30 PM - 5:30 PM
	STAFF	6:30 AM - 7:30 AM 5:30 PM - 7:30 PM
SATURDAY	STUDENTS	6:00 AM - 7:00 AM
	STAFF	7:00 AM - 9:00 AM

PLEASE DONT FORGET TO BRING ALONG YOUR TOWEL

GYM INSTRUCTOR: BLESSED

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](http://ReachOut.com) or Kids Helpline.





THE 10 MOST POPULAR HAPPINESS BOOSTERS

RESEARCH-BASED ACTIVITIES TO BOOST HAPPINESS

1

Count your blessings

Reflect at the end of the day and write down 3 things that went well and why they went well. This helps overcome gratitude adaptation/habituation and increases the salience of good acts.

2

Use your signature strengths in a new way

Complete the VIA Survey and identify your highest strengths. Choose one of your top strengths and use it in a new way each day for one week.

3

Write a gratitude letter

Write a letter of gratitude to someone you have not previously thanked. If appropriate, meet the person and read the letter.

4

Practice mindfulness

Take a few minutes each day to bring your full and complete attention to something you are doing: for example, walking, eating, listening, breathing.

5

Set goals

Write down a goal you want to reach that is consistent with your life values. Write down your plan of action for reaching that goal. What are 2 specific steps you can do this week to make progress on your goal?

6

Imagine your best possible self

Imagine a future in which you are bringing your best possible self forward. Visualize a "best possible self" that is very pleasing to you and that you are interested in. Make note of the character strengths that you'll need to deploy to make this best possible self a reality.

7

You at your best

Think of a specific time, recently or a while back, when you were at your best — really feeling and behaving at a high level. You felt like you were your authentic self, being who you are. Share the "story" of this experience with someone important in your life.

8

Practice loving-kindness

Loving-kindness meditation involves generating positive emotions of love in the present moment. Most common forms include the use of loving imagery and positive statements.

9

Count your kind acts or pay kindness forward

Count the acts of kindness you perform each day and track them so that you can report the total by the end of the week. Or, take notice when someone does something deliberately kind for you; pay the kindness forward by being kind to 3 people that day.

10

Savoring/Reminiscence exercise

Reflect each day for 2-3 minutes on two pleasurable experiences and allow/make the pleasure last as long as possible.

ATHLETICS CARNIVAL



This year's athletics carnival took place on 18 January 2025 on our school's athletic field. It was a perfect opportunity to welcome students back to school and give them the platform to demonstrate their skills and techniques in track and field events.

The event had 22 registrations for field events and 93 individual events for track athletics. A total of 115 registrations in all (minus the team events). Out of this figure, there were a total of 59 registrations for girls and 34 for boys. A major part of the registrations was for the following track events: 100m, 200m and 400m. For the field events, a good number of the registration went the way of discus throw and 100m, 200m and 400m saw a lot of registrations in the track events. The field events took place on Friday after school whereas the track events took place on Saturday morning. The track was good but not so fast. Only one of our previous records fell as **Nylah Marfo** broke the 100m record for 17years with a new time of 14.81sec.

Some of the reflections of our students have been shared for your reading.

Reflecting on the recent athletics carnival event has been a tremendous and memorable opportunity. From track to field, I've gained many more skills in my athletic life and understood the rules of different engaging sports. The carnival was an unforgettable experience. I pushed

myself harder than I ever thought possible, and though I didn't win every race, I discovered a



newfound strength and resilience. More importantly, I witnessed the sportsmanship and teamwork I and my colour mates experienced. At the last athletics carnival, I didn't participate in that many events, which I can confidently say I regret after participating in the events I did, which were 800m, 400, 200, javelin, discuss, and shot put. Overall, this whole athletics carnival was a very memorable one and

one I will never forget. - ***Nubuke Eli-Dzantor (Grade 10)***

The TIS 2025 Athletics Carnival was my 4th Athletics Carnival during my time here at TIS but was surely an unforgettable one. I felt joy as I cheered on my colour, Yellow, with all energy I had from victory to victory. The spirit of competition created an electric atmosphere. I was fortunate enough to participate in four events: the 100m, 200m, the senior 4x100m relay, and the mixed 4x100m relay.



Crossing the finish line in first place in 100m and 200m was an incredible feeling. The thrill of victory was incomparable. However, the senior relay proved to be a challenging experience. Despite coming in last, I learned valuable lessons about teamwork and resilience. The mixed relay, on the other hand, was a resounding success. The collective effort and the joy of winning with my teammates were truly special. The entire carnival was a fantastic experience. I learned the importance of sportsmanship, perseverance, and the value of teamwork. I am already looking forward to next year's carnival and the opportunity to compete and cheer on my colour again. - ***Antonio Osei-Agyeman (Grade 10)***



The annual athletics carnival is an event I look forward to each year, and this year— yet again, I wasn't disappointed. Being a proud Yellow Outeniqua member, it was nice to see how many yellow members were participating in each event and the colour spirit and support were uplifting.

Every year, I run the 100m race and this year I came in 3rd. It was fun being able to run, shout, cheer, and bond with friends. I'm definitely looking forward to next year's athletics carnival.
- Oforiwa Sakyi-Addo (Grade 11)

The day of the athletics carnival was an intense day for me because I was a bit nervous to



take part in it mostly. After all, I was shy and hated the fact that I was thinking about losing, which was a rare thing, knowing that I don't lose a race easily. Looking at the athletes run for their respective colours and trying their best to win. So many events happened on that day. Then, it was time for my race. Sadly, I couldn't take part because my colour captains didn't trust me enough to win the last lap because they thought I was a slow runner, but I wasn't angry or anything like that. I understood why they didn't want me to participate. Everybody wants to win, one way or the other. It was a good experience for me and I'm hoping that I'll be able to take part in next year's athletics carnival.

Moses Kanneh

Change ^{the}
World
Through
Transparency

#Make a Difference





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

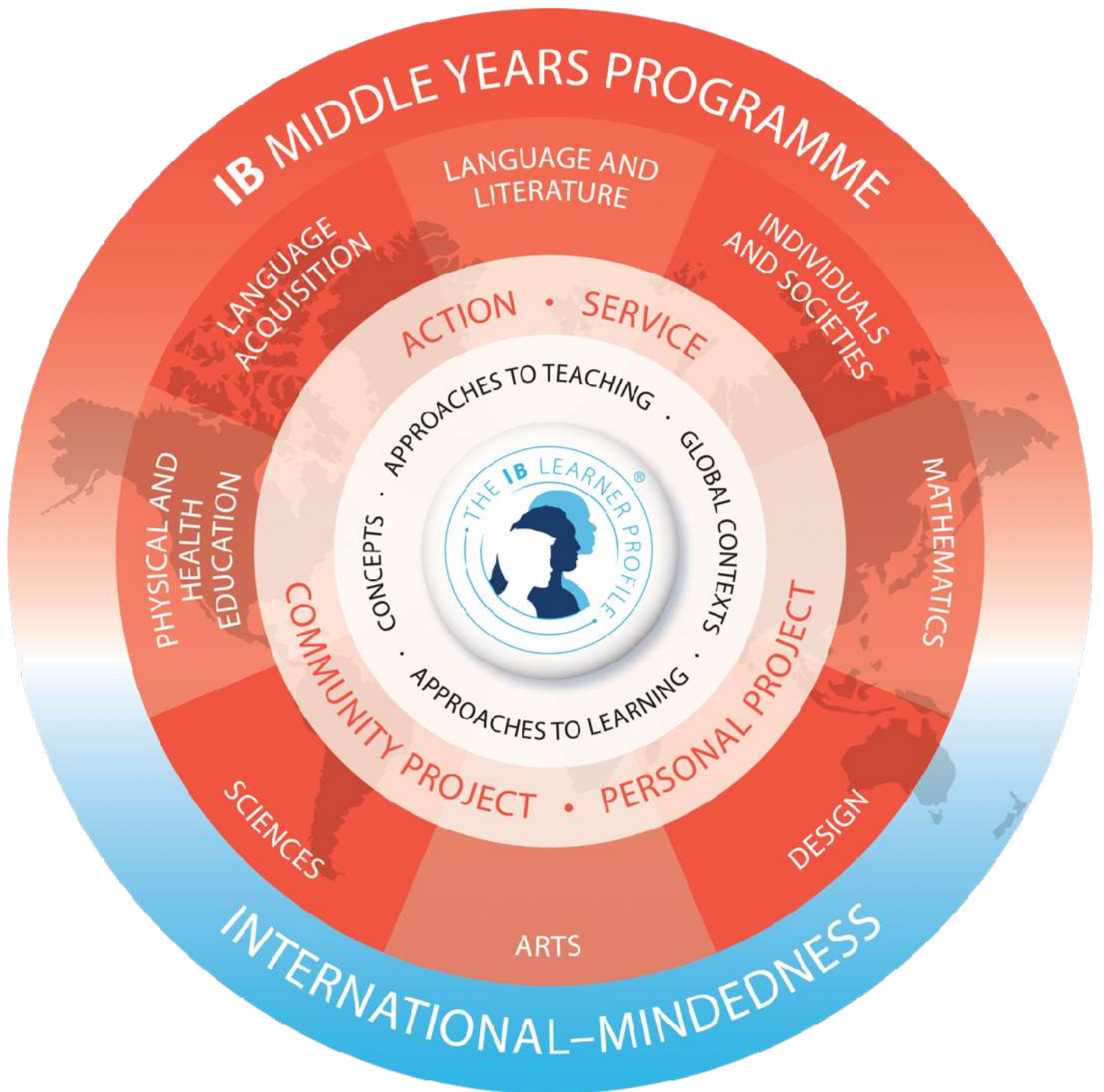
your work including citations.

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.



The Transition: MYP Service as Action (SA) to DP Creativity, Activity, Service (CAS)



The International Baccalaureate (IB) Continuum ensures that learning is a continuous journey, with each program building upon the other to create lifelong learners. At Tema International School (TIS), students in the Middle Years Programme (MYP) engage in **Service as Action (SA)** from Grades 7 to 10. Through this initiative, learners connect classroom knowledge to real-world situations, addressing authentic needs within their communities. By working in groups, students are empowered to create meaningful impact while understanding the value of giving back.

In the Diploma Programme (DP), **Creativity, Activity, and Service (CAS)** takes over as a more structured series of experiences for Grades 11 and 12. CAS emphasizes personal growth through creativity, physical activity, and service-based projects. Over the years, it has been observed that MYP students transition into CAS seamlessly due to the strong foundation laid during their Service as Action experiences. Skills such as action planning, reflective writing, sustaining a project, and goal setting have become second nature to them. At TIS, the SA and CAS coordinators work closely to ensure this transition is smooth and explicit, providing students with the support they need to thrive in their experiential learning journey.

A prime example of this synergy is the story of TIS alumni **Phoebe Osei** and **Seyram Apreku**, who carried a Service as Action goal from the MYP into their CAS project. The duo initially raised funds for a community project to support a young student, **Shina Okonor**, from Calvary Presbyterian School. Shina, an intelligent 8-year-old girl living in a squatter settlement with her single mother, faced significant challenges. After thoroughly investigating Shina's circumstances

and academic performance, Phoebe and Seyram were moved to make a difference. Their efforts not only covered her school fees but also sustained her education until she completed junior high school and their CAS Service project.

This inspiring journey demonstrates how Service as Action and CAS can unite to foster meaningful, long-lasting change in the community.


Change ^{the} World Through Critical Thinking

#Make a Difference

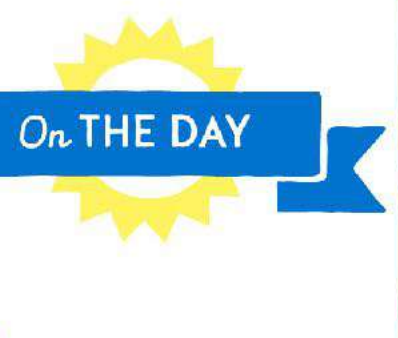














EXAM SLAYING CHECKLIST


NIGHT BEFORE



On THE DAY



<input type="checkbox"/> ← CHECK			EAT → <input type="checkbox"/>
<p>your exam location and start time</p>		<p>a decent brekky</p>	
<input type="checkbox"/> ← DO			PACK → <input type="checkbox"/>
<p>a light revision of your notes (don't go overboard)</p>		<p>your bag</p>	
<input type="checkbox"/> ← LAY			ARRIVE → <input type="checkbox"/>
<p>out your clothes</p>		<p>a little early</p>	
<input type="checkbox"/> ← SET			AVOID → <input type="checkbox"/>
<p>your alarm</p>		<p>any people that stress you out</p>	
<input type="checkbox"/> ← VISUALISE			TAKE 2 → <input type="checkbox"/>
<p>yourself being calm and confident in the exam room</p>		<p>minutes and practice deep and slow breathing</p>	
<input type="checkbox"/> ← GO			GET → <input type="checkbox"/>
<p>to bed early enough to get a good amount of sleep</p>		<p>comfortable in your assigned seat and then get to work</p>	



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.”



