

TIS RECORD

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At TIS,

we believe proof of evidence is important and required to demonstrate commitment.

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COVID-19

- Wash your hands frequently and thoroughly.
- Practise social distancing at all times.
- Wear a face mask when 'out'.

Thought for the Week

Books are more likely to change minds than conversations. There is too much happening internally during conversation: Did that sound stupid? What do they think of me? Will I lose the friendship over this opinion? Books can let you chew on an idea without social risk.

- James Clear



Check Your Spam Folder!

Do you check and then clear your spam folder each day?

Unfortunately, and annoyingly, many emails with the email suffix, tis.edu.gh, often end up in the recipients' spam folder. So do many parents emails that I receive from parents.

When parents contact us and inform us they have not received any communication from us, the first, and usually only, advice provided is: check your spam folder!

The best way to stay in touch is by reading the weekly TIS Bulletin. Of course, to be 'a fly on the wall', access ManageBac regularly.

Admissions Update

Round 3 advice is being provided to applicants next week. This may be the final round, as there are no further vacancies for girls and it is expected to be the case for boys by 30 April.



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

-Steve Bollar

SAT & ACT

- Best advice: students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11. Leave it until G12 and you have created a personal time-management monster.
- Please follow instructions and details provided in the weekly Counsellors' Corner section of the TIS Bulletin.

Making Us Proud

- Yohannes Webb (K1), Ellis Darko (K1), Yaa Ayisibea (K1), Sienna Adoasi (K1), Paa Kow Oppan (K1), Ellie Sevor (K2), Anna-Kellie Mensah (G1), Elsa Sevor (G1), Ashanti Tetteh-Amlalo (G2), Raymond Tetteh-Amlalo (G3), Ama Darko (G3), Kwasi Ayisi (G4), Michelle Tiekue (G4) and Nana Adwoa Addae (G4) for their reflections on the importance of commemorating Ghana Independence Day, in last week's TIS Bulletin.
- The IB Class of 2021, the Communicators, whom we will recognise individually from today to lead up to our 2021 Virtual Graduation on 5/6/21.

As at 31/3/21, there were 84 students for whom their parents did not re-enrol, so today these places will be declared vacant, as previously advised. This will relieve the strain on admissions for next year.

Looking ahead to 2022/2023, there will be no vacancies in Grade 11 as this grade is at maximum capacity.

Two Important Documents for 11 April

Students who left campus for the 'break' will require two documents to return to campus. The first is a negative COVID test result (within 72 hours of return). To gain access to the campus, parents must show security their 'chit' to prove their account's status is excellent. 'Chits' will be emailed to parents on 7 April. Please check your spam folder!

Mock Reports

Parents will receive an email when these have been published. Accounts in arrears will prevent report access.

Happy Easter.

Stay healthy.

Dr Ken Darvall (Principal)



MID-SEMESTER BREAK PROTOCOLS

Dear Parents,

The following protocols have been established for the scheduled mid-semester break – for those departing the Main Campus and for those remaining on campus, as the preferred option as advised by parents.

Accounts in Arrears

- Students will not be returning to campus until all arrears are cleared.

Departure on Saturday, 27 March

- Students in Grades 7, 8, 10 & 11 going home must be collected between 8.00 - 10.00am.
- Students in Grade 9 must be collected between 11.00am - 1.00pm.
- No one will be allowed entry between 1.00 - 3.00pm.
- Dukies' camp students who are going home can be collected between 3.00-5.00pm.
- A total of 12 vehicles will be allowed entry at any one time. Only one vehicle per student will be allowed entry.
- Students in Grades 10-11 must take their belongings home as their 'bubbles' will be reset from 27 March.
- Please expect delays to enter the campus based on entry limitations.

Return on Sunday, 11 April

- All students must produce a valid* negative COVID test result to enter the campus (* 72 hours prior to return). TIS has made arrangements with the **LEDing Medical Lab** for a discounted price for COVID tests.

Website: <https://portal.ledingghana.com/booking/corporate-intro>

Corporate/Bulk ID: 2227

Contact Person's No : 0244690135

The discounted rate is GHC250 for results in 48 hours.

You must use the Corporate ID when booking online to access the discount.

TIS has also made arrangements with **Sonotech Medical and Diagnostic Centre**

Branches: **Osu - 0206161908** (close to Danquah Circle) and **Tema community 9 - 0303319796** (opposite Tema General Hospital)

The discounted rate is GHC200 for results in 24 hours.

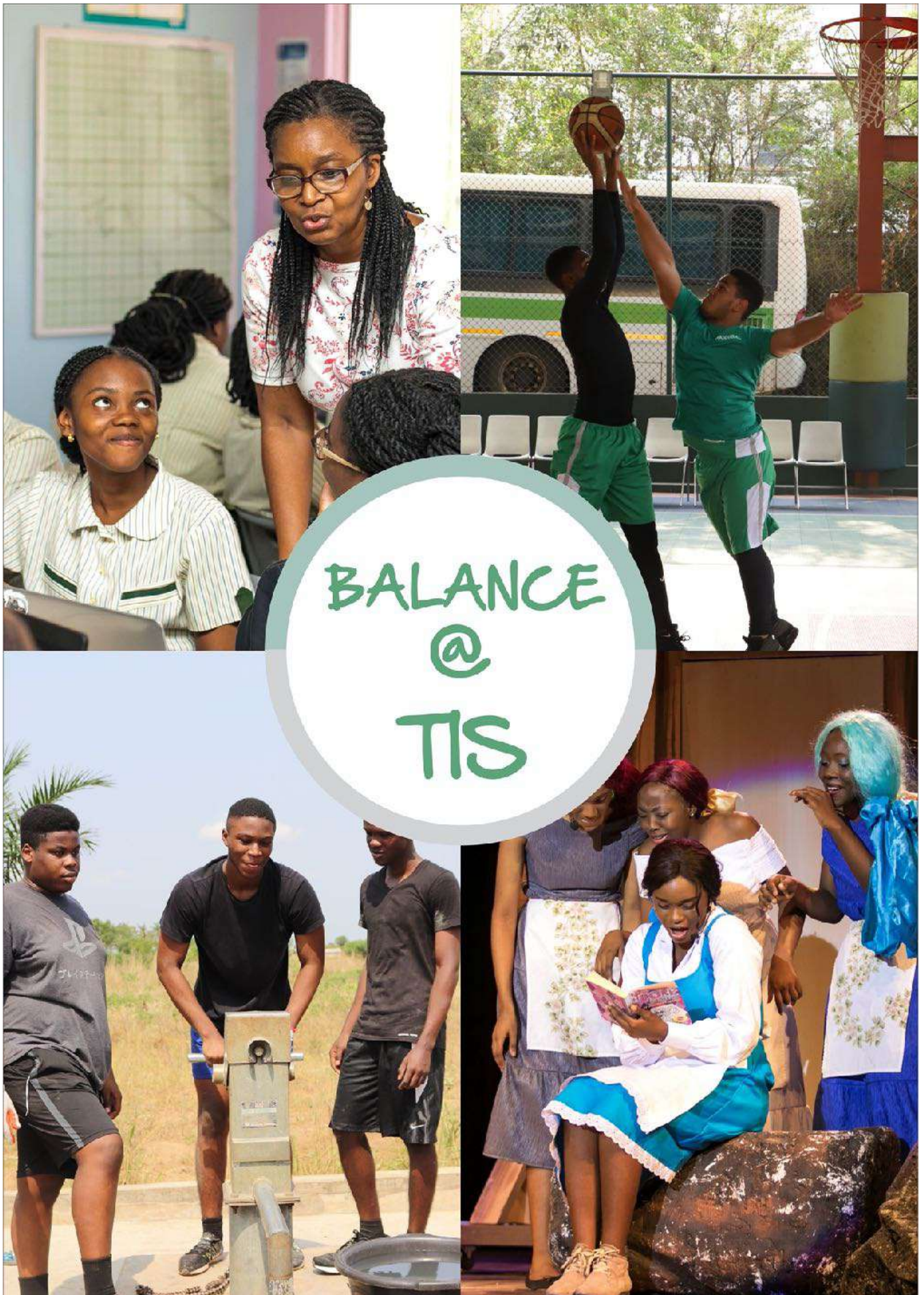
- Students in Grades 7, 8, 10 & 11 must return between 9.00am - 12.00pm.
- Students in Grade 9 must return between 1.00 - 4.00pm.
- Personal belongings will be sprayed and sanitised before entry into hostels.
- Obviously, students, parents or drivers should not be involved in the return of students if they are feeling unwell or showing any COVID symptoms.

Visiting Students on Campus During the Break

We appreciate the family importance of Easter for many families, but we must also respect the limitation that COVID presents us.

- Please note visiting protocols: no hot food or drinks.
- Visits must be by immediate family only: restricted to two (2) family members per visit.
- Visits can be arranged for 2-5 April between 10:00 am – 4:00pm.
- Visits are 25 minutes.
- Visits must be booked and approved by the relevant Hostel Coordinator (Setor or Gabriel).

Gabriel: gabriel.atseku@tis.edu.gh Setor: setor_aa@tis.edu.gh



Tema International School

2020 - 2021 School Calendar (Virtual S1/On Campus S2)

August '20						
Su	M	Tu	W	Th	F	S
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30	31					

September '20						
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October '20						
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November '20						
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December '20						
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January '21						
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31						

February '21						
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28						









March '21						
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April '21						
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May '21						
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30	31					

June '21						
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July '21						
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25	26	27	28	29	30	31

	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)
	SAT Test		ACT Test

Public Holidays

7/12/20	Election Day	8/3/21	Independence Day
2/4/21	Good Friday	5/4/21	Easter Monday
3/5/21	Labour Day	13/5/21	Eid Al Fitr (TBC)

S1 Internal Dates: Main Campus

1/8/20	2020 MYP Results Released; 2020 MYP Enquiries Upon Results Open
3/8/20	Senior executive staff resume
10/8/20	Teachers resume
12/8/20	Newbies' orientation commences online
21/8/20	Newbies' orientation ends online
24/8/20	Secondary School classes commence
29/8/20	SAT
12/9/20	ACT
18/9/20	MYP/DP Parent Information Session
26/9/20	SAT (TIS Students)
3/10/20	TIS Founders' Day; SAT
10/10/20	ACT
12-16/10/20	Mid-semester break
15/10/202020	MYP Enquiries Upon Results Close; Language Acquisition Inter-Colour Competition
17/10/20	PSAT
22/10/20	G12 TOK Presentations
26/10/20	G12 EE Cafe
29-31/10/20	Dukies Camp (Shai Hills)
30/10/20	G9/G11 Subject Selections close
6-7/11/20	Annual Performance
7/11/20	SAT (Subject test)
18/11/20	GIS Competition
1/12/20	Admissions open for 2021/2022
5/12/20	SAT
11/12/20	Last day for first semester: Students may depart from 2.00pm.

S2

7/1/21	Teachers resume
11/1/21	Second semester commences
15-17/1/21	Students return to hostels
24-30/1/21	Alumni Week
27-29/1/21	IDU Days
31/1/21	Thanksgiving Service and Student Leadership Induction Ceremony
19/2/21	TIS Senior Tennis Championships
19-21/2/21	DP MUN (Virtual)
22-26/2/21	MYP Mock eAssessments
6/3/21	MYP Community and Personal Projects Virtual Exhibition
7/3/21	TIS swimming championships (3.00-5.00pm)
9 - 19/3/21	DP Mock Exams
13/3/21	SAT;
19/3/21	Maths/Science Intercolour Quiz (7.00-8.30pm);
20/3/21	Pre-ACT;
24-27/3/21	Dukies Expedition Camp (Gold and Silver)
29/3-9/4/21	Mid-semester break [K1-G9]
29/3/21	Mock reports (G10&12) published
2/4/21	Good Friday (PH)
5/4/21	Easter Monday (PH)
17/4/21	ACT
30/4/21-7/5/21	G9 eAssessments
8/5/21	SAT
10 - 21/5/21	MYP eAssessments
29/4 - 21/5/21	DP Final Exams
22/5/21	Hostels Cleaning; Students depart hostels
26/5/21	S2 reports published
28/5/21	Last day for teachers
5/6/21	2021 Graduation
29/5-1/6/21	Staff Dukies' Expedition camp

Primary School Campus**S1**

10/8/20 Teachers resume
 31/8/20 First semester commences
 3/9/20 Meet the Teacher Info Session
 23/9/20 International Day of Sign Languages

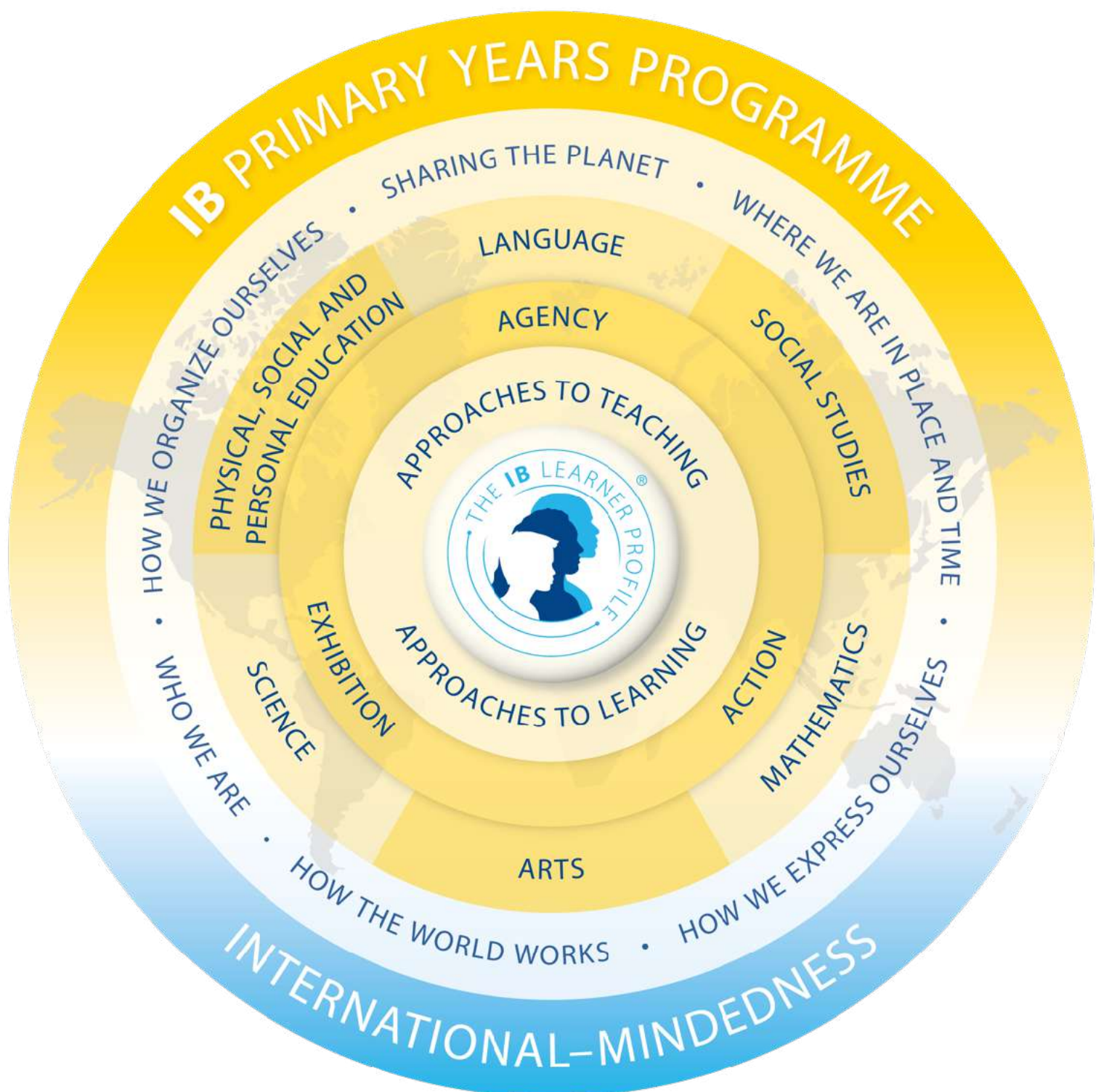
5-9/10/20 Student-led interviews
 19-23/10/20 Mid-semester break
 26/10/20 Classes resume
 13/11/20 End of UOI #2 Celebrations
 1/12/20 Admissions open for 2021/2022
 2-3/12/20 PYP Authorisation visit
 11/12/20 End of UOI #3 Celebrations
 11/12/20 Last day for first semester

S2

7/1/21 Teachers resume
 11/1/21 Second semester commences

19/2/21 End of UOI #4 Celebrations
 26/3/21 End of UOI #5 Celebrations
 14/5/21 PYP Exhibition (11.00am)
 14/5/21 End of UOI #6 Celebrations
 21/5/21 Last day of second semester





Highlights of Our New Units of Inquiry

After climaxing our last unit with a beautiful unit celebration where our Early Learners exemplified their knowledge about artifacts, migration and stories under the theme, Where We Are in Place and Time, learners have finally set sail into the final unit for the year under the theme: How We Organise Ourselves. In this unit, learners are exploring Families, Organisations and Cities as their big ideas. The proceeding paragraphs will highlight the snippets of how their learning is unfolding.

Kinder One has been inquiring into ‘How We Organise Ourselves’. It began with an interesting provocation where learners met their learning space in disarray.

Learners immediately expressed their shock, anger, and displeasure at the state of their lovely homeroom. All their ATL skills immediately kicked in as they started inquiring and probing into who was responsible for the mess and why (research and communication skills). They collaborated effectively with high thinking skills to come up with the best plan to get the room back to its original state (thinking and social skills). It was a joy to behold as they worked together while interacting (social and communication skills). In no time, they had succeeded in organizing their class and were satisfied with the results (self-management skills). “Now the room is clean.”

This was an introduction to the unit which focuses on the family as an organization. With the central idea, ‘Families vary within and throughout the world’, the students are enjoying their inquiry into the structure of families. They will further delve into family celebrations and values from local and global contexts.



In English, learners have been reading stories about families, sharing family portraits and introducing members of their family to the class, orally and in written text. Through this activity, they have also sharpened their math skills by counting the individuals who make up their family to determine their family sizes and documented the numerals and number names in writing. In social studies, learners are beginning to appreciate that there are big and small families: My Family - Nuclear and Our Family - Extended.

Our young inquirers have already initiated action and began implementing their learning among themselves by creating their own family unit as a class, complete with father, mother, sister, brothers, grandparents. and so on. Seeing themselves as a special family unit is fostering love and unity among them, thereby helping them to collaborate better and support one another in their learning.

Under this current unit on 'How We Organise Ourselves, Kinder 2 learners are currently inquiring into organisations, their functions, roles and rules that govern their smooth functioning. Upon observation, learners have already identified some local organisations in their individual communities, namely, the police, fire service, schools, hospitals and churches, and they are keenly interested in exploring more into these and others. Learners found out more about their school, TIS Primary School, as an organization by collecting and organising some data on the number of spaces available on the Primary School Campus and identified their functions. Learners were elated about integrating IT into this engagement as they used their devices to take photos of the spaces they observed and counted. They moved further to interpret their data with bar, pie and block charts. Learners look forward to interviewing some members of staff to learn more about their roles and how they contribute to the efficient running of the school.

Learners are actively reading many assigned books on Epic relating to different organisations and are gathering a great deal of knowledge from them with which they prepared their presentations for the unit celebration last Friday. Again, learners are making smaller 2 and 3 letter words from the big word, **ORGANISATIONS** and are also learning to identify and accurately spell some names of organisations, such as school, hospital, fire station, police station and church, as well as the people who work in them, namely, firefighter, teacher, doctor, nurse, policeman, pastor, etc., with letter manipulatives. They are also practising to identify their beginning and ending sounds, as well as the vowels present in these names.

Learners have also engaged their minds with many informative child-friendly videos and songs about the roles and functions of organisations and they have shared wonderful reflections through art and role-plays.



In Kinder 3, learners are also inquiring into the unit, how we organise ourselves, with the central idea that cities are designed to address human needs. Learners with curious minds couldn't wait for this unit to start after the provocations which lead them to ask a lot of questions.

Kinder 3 went for a trip dubbed, "city drive experience ". Learners were driven through Ashaiman, various communities in Tema and its environment. Learners went along with their tally sheet that listed some places they were expecting to see in the city. It was all joy that day as they identified some of these places in the city. Learners came back to school and represented the data they collected using different manipulatives to share their learning. They counted and compared their findings. Learners also wrote simple sentences using places in the city. Learners inquired more into what is done in these places in the city and how they address the needs of humans. They made posters to explain what is done in these places.

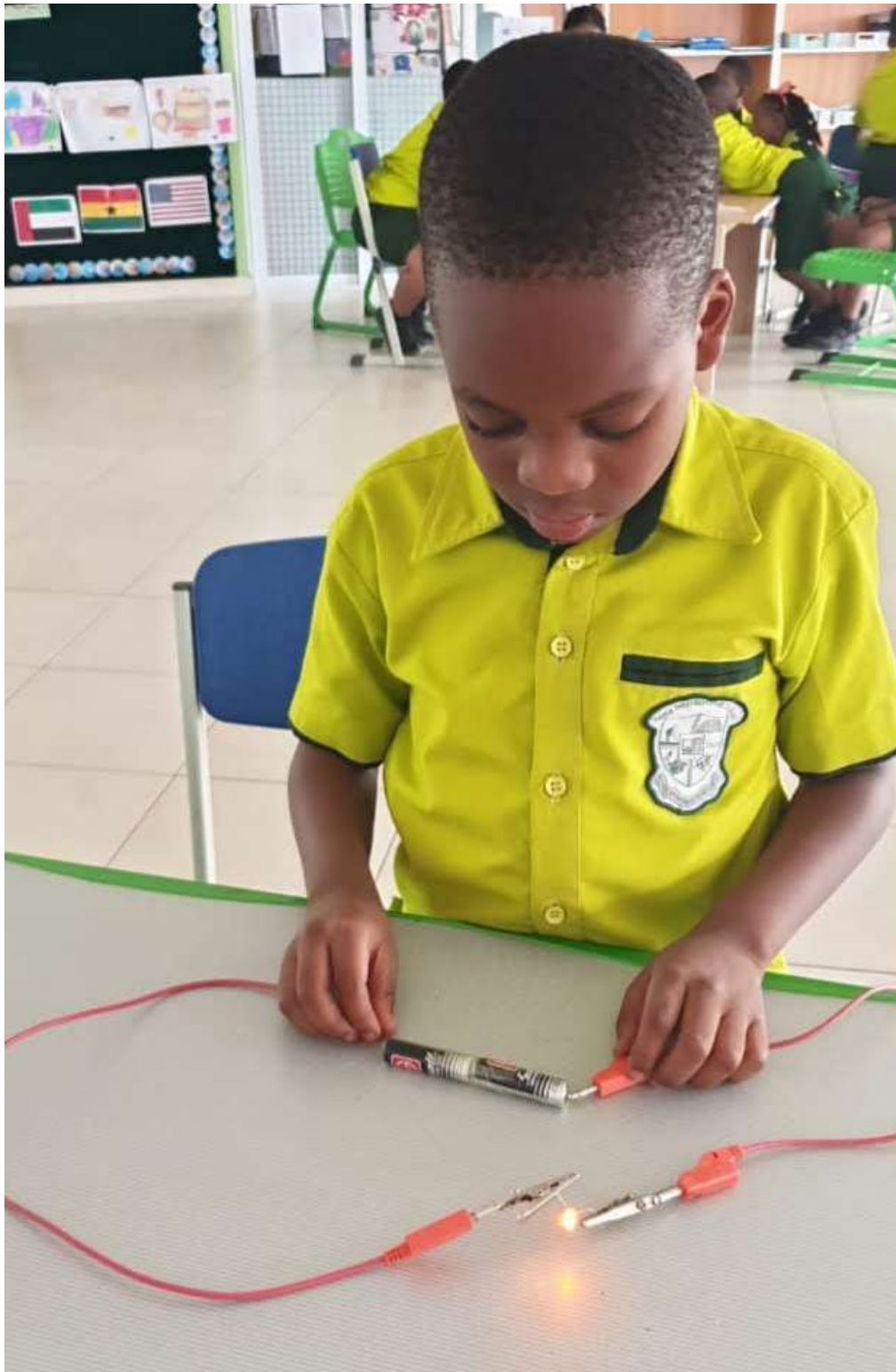
Learners extended their inquiry into finding out more about other cities in the world. They read books from Epic! and other educational sites where they identified the city which does not sleep (New York City), the Eternal City (Rome), the city in Italy where they discovered the month of truth). The inquiry has just started. We hope you can make time on the 21 May when we will be sharing all we have inquired about during our unit celebrations.



Grade 1: Learners are eagerly looking forward to the new unit with a focus on the natural world and the explanation behind some scientific phenomenon. Learners in Grade 1 will focus on the use of light and sound as important resources and the impact on the Earth's cycle.

Through hands-on experiments, learners will understand the properties of light and sound and how these properties have contributed to some scientific innovations. Through arts, they will create working models of light and sound. There will be opportunities for them to creatively come up with ideas that tackle problems they identify around them by using the scientific knowledge they have acquired.





Grade 2: The Grade 2 transdisciplinary theme is, **‘How The World Works’**.
The theme focus is how humans use their understanding of scientific principles.
The students will explore by carrying various experiments on air /water.

These are experiments in which students will be involved in this unit.

1. The properties of air and water.
2. Air pressure experiments.
3. Water cycle experiments.
4. Water filtration experiment.
5. Air and water pollution.
6. State of matter experiment.
7. Science quizzes /Kahoot games.
8. Making science posters with drawings on the experiments using instructional writing.
9. Students making their science journals on experiments selected by the students.
10. Students will create their own experiments to take actions in solving problems that bring change in our environment using science applications.

The students will research, read, and watch various experiments using their devices on experiments related to air/water.

We will invite guest speakers or go on virtual field trips to the science laboratory for the students to have the knowledge on the tools and how some of the chemicals for specific experiments on air/water.

Grade 3 and 4: The unit title is, 'How the world works'. Grade 4 students are focusing on how energy may be converted, transformed and used to support human progress and Grade 3 students are focusing on how the evolution of machines has brought changes in our lives. By connecting the two, we will find out how the different forms of energy can help in the function of simple machines to make our lives easier and better.

Students will engage in different experiments to appreciate the unit and the lines of inquiry. Resource persons will be invited to share ideas and collaborate with the students.





Grade 5: Learners will inquire into some scientific innovations and discoveries and examine the positive and negative impact they have on people's lives. They will research to find ways to use scientific or technological items responsibly and communicate their findings in a variety of ways. Students will create models to explain some scientific technologies and also debate the usefulness of some scientific innovations and discoveries. They will use various forms of art to create awareness of the positive and negative impact of scientific innovations and discoveries.

Grade 6: The learners will inquire into how scientific knowledge is continuously changing and its impact on people's lives. They will inquire into matter, materials, energy, forces and their impact on the earth and the lives of people, and also outline our responsibilities with the growing scientific inventions. The learners will be able to use the specific subject skills to draw out learning as they work through the exhibition projects. The learners will incorporate aspects from the different subject areas to plan out and make items for presentation within their exhibition plans.





TEMA INTERNATIONAL SCHOOL

CULTURE



At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD



CRITICAL QUESTIONS

Philosophy for anyone over 12

With Conrad Hughes & Mira Shibaru

- **Weekly lectures published every Friday on**
<http://bit.ly/philosophy-over-12>
- **Monthly debates Wednesdays from 17h00 to 18h00 CET**
29 September, 27 October and 24 November 2021, 26 January, 23 February,
30 March, 27 April and 25 May 2022.
<https://meet.google.com/bpz-xrbi-gou>

Successful course completion leads to 1 Ecolint Learner Passport Credit for Lifelong Learning.



To join, subscribe to the Ecolint YouTube channel:
<https://www.youtube.com/user/Ecolintvideos>



TEMA INTERNATIONAL SCHOOL



Primary School Campus Admissions Open For 2021/2022 Academic Year

Flexible admission screenings and interviews



Entry Points in 2021

Preschool

Kinder 1 (3-4 years)
Kinder 2 (4-5 years)
Kinder 3 (5-6 years)

Junior Primary

Grade 1 (5.5 - 7 years)
Grade 2 (6.5 - 8 years)
Grade 3 (7.5 - 9 years)

Senior Primary

Grade 4 (8.5 - 10 years)
Grade 5 (9.5 years-11 years)
Grade 6 (10.5 - 12 years)

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.



CAS-SA Corner

Celebrating the IB Class of 2021

The countdown has begun. Let's celebrate the **Class of 2021**. Check our social media for daily posts where you get to know the amazing individuals of the IB Class of 2021. We will learn about their achievements since they joined the TIS family, their fond memories and the lessons learnt through Covid-19. Save the date – **Saturday, 5 June, 2021, for the IB Class of 2021 Virtual Graduation.**

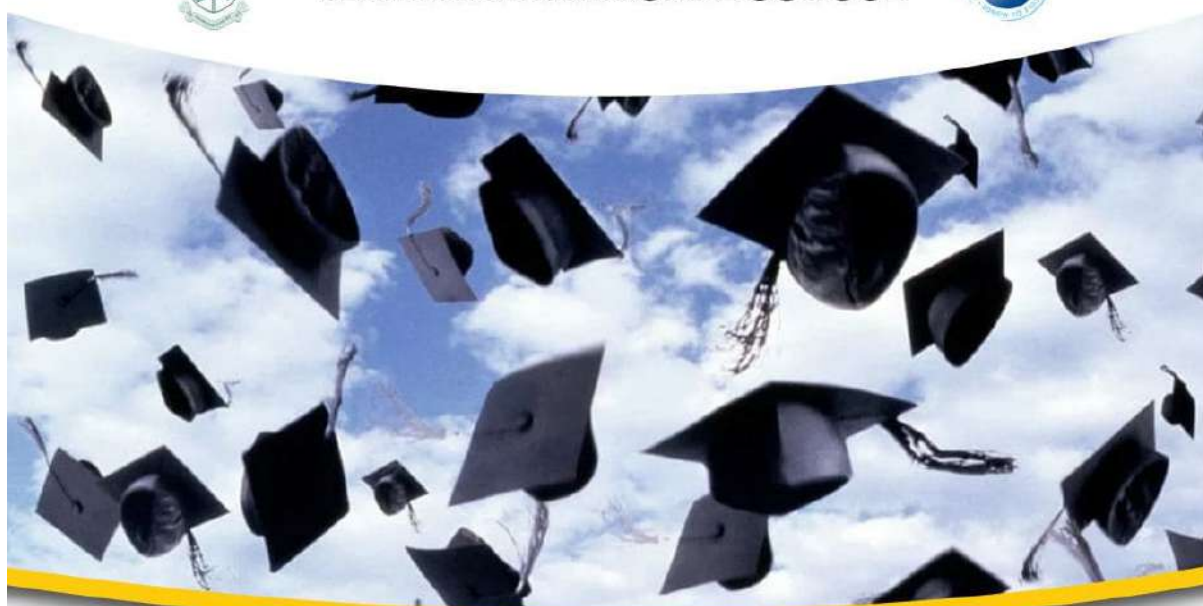
@tis_Ghana - Twitter

@TISGhana - Facebook

@tema_international_school – Instagram



TEMA INTERNATIONAL SCHOOL



IB Class of 2021 Graduation Ceremony

Saturday, 5 June, 2021 | 10:00 AM

Theme: *"Moving forward, stronger than ever: Livelong lessons from a pandemic."*

Guest Speaker: **Sangu Delle**

Chairman & Chief Executive Officer at Africa Health Holdings (AHH)

LIVE | YouTube (Tema International School) & Facebook (TISGhana)

Celebrating the IB Class of 2021

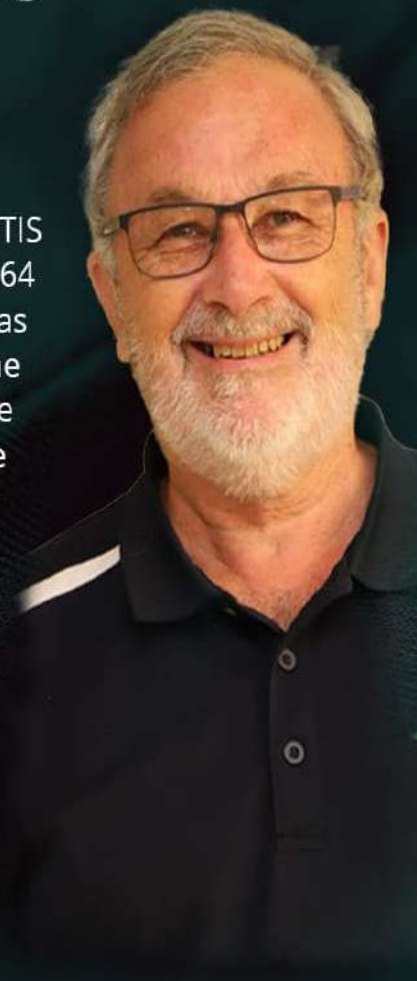
**TEMA INTERNATIONAL SCHOOL**

Celebrating the Class of 2021

It is my personal pleasure to introduce you to the TIS IB Class of 2021, the Communicators over the next 64 days. Six years ago, 20 of these students, as well as myself, commenced at this unique school. Over the years, this small group has increased to 64 fine young ladies and gentlemen. As a cohort, they have proved resilient in these COVID-times, although weary of its impact. Nevertheless, in true TIS-style, they have demonstrated how negative events can turn into opportunities, as demonstrated by all of their virtual achievements over the past 12 months.

Thank you for all those many special moments and for making us proud. We look forward to you continuing as alumni members of our TIS family while you continue with the next stage of your journey. Best wishes. Stay healthy.

Dr Ken Darvall
IB Class of 2021



www.tis.edu.gh

Celebrating the IB Class of 2021



TEMA INTERNATIONAL SCHOOL



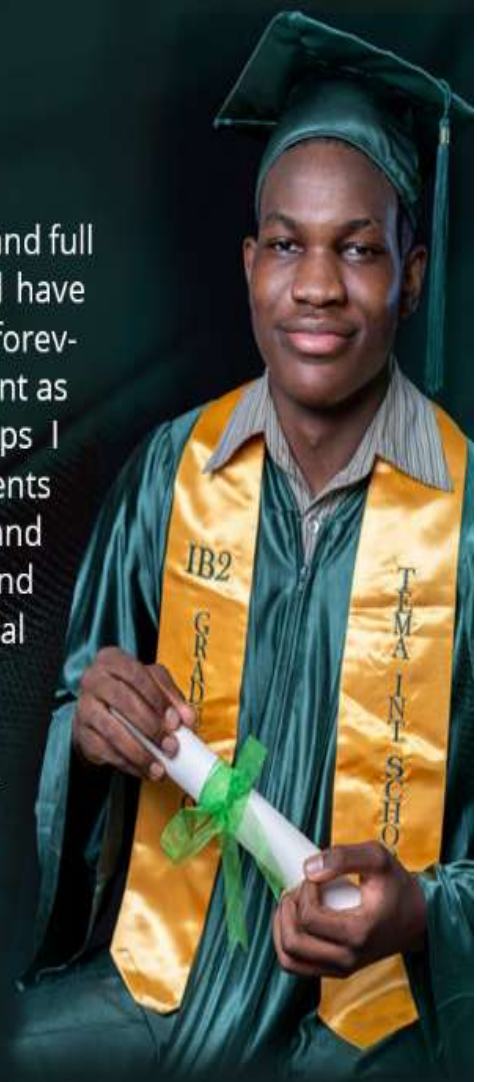
Celebrating the Class of 2021

These past 6 years in TIS have been very hectic and full of many new experiences and lessons I would have never imagined to have gone through. I will be forever thankful to this institution for my development as an individual and the many new relationships I made along the way. I will also cherish moments like winning MVP for badminton, volleyball, and handball during my term in the school team, and most significantly graduating with this special group of people.

I hope to further my education in Business Administration at Ashesi University, in order to achieve my lifelong goal of owning the first Multi-National oil company from Ghana.

Adom Acheamfour

IB Class of 2021



www.tis.edu.gh



Proud to deliver

**THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD**


DofE CORNER

Tema International School CAS & Duke of Edinburgh's International Award (DoEIA) **EXPEDITION CAMP**



This experience is one of the most memorable events I have ever engaged in, even though it didn't start off as well as I expected with the bad weather conditions and the tiny tent. Kayaking and paintballing on the second day were amazing, as it helped me realize I could do anything I set my mind to and cooperate with others. The paintball activity helped me develop my teamwork skills. Hiking on the third day was very difficult because of how steep the mountain

was but abseiling was both scary and exciting, and it's definitely something I want to try over and over again. I was able to socialize and bond with people I had never noticed or spoken to at school. I feel I had the best teammates (Bravo THREE!!!) with very diverse people. We helped and supported each other through each challenge and activity. One thing I learnt was gratitude. During the camp there were a lot of things I realized I took for granted after living without some things for a few days (e.g. washrooms). Overall, I enjoyed myself and I would love to do it again. **Seffirina Masoperh, G9.**

The CAS & Dukies Camp at Trident Island was an unforgettable experience shared with colleagues, rangers and teachers. It was a great way to learn in an environment away from school, but it came with its own challenges. I was not familiar with a lot of people in my group so we had fun icebreaker sessions to get to know each other. The first hike was rather calm and easy. The second one, on the other hand, was challenging because the hill was steep, and I had just finished biking 10km and my knees were overworked. The scariest activity for me was abseiling from the Adomi Bridge as it felt so unreal. I was able to improve my teamwork and communication skills during this expedition and I realized the importance of chemistry between people. It was a crazy experience and I am looking forward to being on the next one. **Kelvin Ahiakpor, G11.**

This expedition camp was one like no other, It helped me connect with nature and appreciate



it even more. The first day of the camp was very thought-provoking. We were immediately thrust into the wild to hike up a mountain. The hike was not an easy task at all. This was my first time hiking and it was definitely a fun experience, although tiring. When we reached the top of the mountain it started to rain, so we had to rush down quickly, and everything was wet and slippery. Nonetheless, with teamwork and perseverance we made it to the bottom. At the bottom, we heard that

the rain has messed up the Trident Island so we would have to camp in their building. This was sad news to hear but we still made the most of our situation. At the building I set up a tent for the first time in my life, and it is actually not as confusing as I thought. Throughout the following days, we went on another hike, kayaked, abseiled and biked. Apart from biking, all these activities were new to me. It was nice learning new activities and new skills. All in all, this camp was a real eye-opener, as it helped me to connect with nature, learn new skills and bond with my peers, teachers and rangers. **Caleb Hammond, G11.**

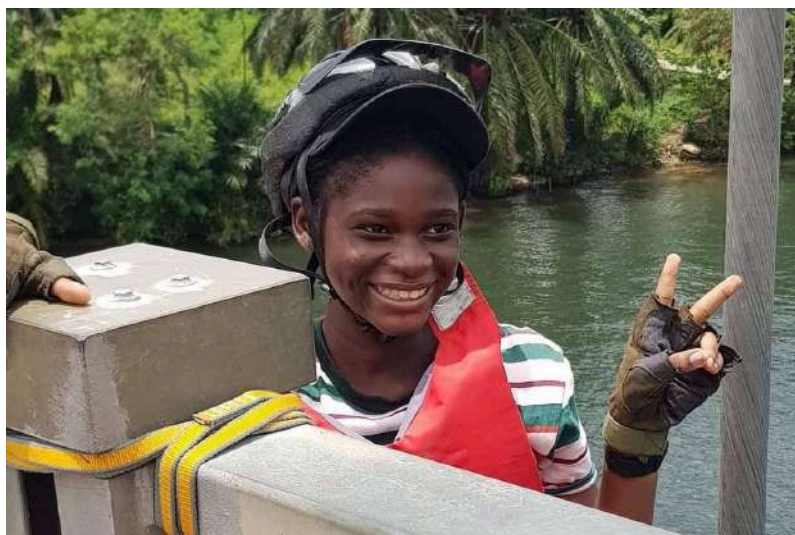
The camp was a fun, adventurous and fascinating experience. I got to socialize with people that I have never met in the school before and also got closer with people that I already knew. I also got to do activities that I have done before like hiking and kayaking, as well as activities that I have never done before like abseiling and paintballing. My favourite activity out of them all was kayaking, especially when we got to the capsizing drill, where we had to enter the river. Throughout the camp, I learnt to appreciate the things I have more and also been a better communicator and collaborator. The skills helped me during the hiking and kayaking activities. During our hike, there were times where I would have to inform those in the back about a slippery surface or any other places that can cause harm. I also had to collaborate with my peers to climb certain parts of the mountain. It was the same when we were coming down the mountain. Similarly, kayaking also involved communicating and collaborating with my partner in order to ensure we are moving to our designated place across the lake. I also learnt to be a better leader during the camp because I would have to help my peers who aren't as physically prepared as me. I learnt to be patient with them. I also had to lead my partner during the kayaking activity and communicate which side we should be paddling on. During abseiling I volunteered to go first to show my peers it wasn't as scary as it seems, that it would be fun and everything would be fine as long we followed the ranger's instructions. I wish it lasted longer or I could have gone again. All these lessons and skills I gained helped me to become a better version of myself. I learnt to face challenges head-on and try out new activities when they come. The camp was a fun experience and if I get the chance, I would like to go again. **Alvin Appiah, G11.**



This camping trip has actually helped me a lot because I have been able to adjust to a new environment and do certain things that I never thought I will actually do. I have been able to use collaboration and communication skills because I had to talk to most of the people who were in my group since the only way we could all survive was by helping each other. The first day that we got there, honestly speaking, I was really wishing I hadn't come because I had to sleep wet since it was raining and we had to set the tents in the rain. The second day actually made everything better because it didn't rain and we were able to dry our things. We were also able to engage in the activities with the encouraging words from our award leaders and the motivation from each other. The most difficult activity that I had to do was capsizing; this is mainly because I can't swim so I was afraid that I would drown, even though I had the life jacket on. With the help of my team members and my award leader, Mr Atseku, I was able to successfully capsize even though I cried a bit when I got into the lake. I am really grateful for the opportunity to go to this camp because I have been able to move out of my comfort zone to an unfamiliar zone which is literary preparing me for life's adventures. **Cynthia Abia Nutsuakor, G11.**



This CAS & DofEIA Expedition camp helped me push myself in ways I never thought I could. I have never been a fan of physical activity, but since every day brought a new activity, I had to push through and complete them all.



Out of all the activities we did, my favourite was abseiling and kayaking. I was really surprised that I enjoyed them because those activities were directly related to two of my greatest fears; heights and water.

For a person who is quite addicted to her laptop, I didn't find it that difficult to be away from it and I think it's because of the many activities we had planned. Cooking without a kitchen was an experience. We

had to improvise with what we were given. Overall, this expedition camp was better than I thought it would be, and it taught me that nothing is impossible and how to push myself past my limits. **Araba Egyei-Mensah, G11.**



The CAS & DofEIA Expedition Camp was certainly an experience to remember. From the long mountain hikes to boat riding, biking to the Adomi Bridge and back, and, of course, my favourite activity, abseiling off the bridge, I have definitely got a lot of stories to tell. Waking up at 4.00am to fetch water from the lake, cooking in the rain sleeping in tents with all sorts of interesting insects sharing the space with you. Taking part in

this expedition camp gave me an opportunity to move out of my comfort zone and try things I probably would never have tried before. I was able to work with different people who I never saw myself talking with before and made new friendships and, one important thing I realized, was that I actually can go without technology for so long, which is a big deal for me. This camp taught me to be patient and considerate of other people and the activities, especially the hiking and canoeing, taught me that no matter how big you think you are, you actually are not that big and literally anything could take you out and that has humbled me. All in all, I am glad that I got to take part in this camp and I would encourage anyone thinking of taking part in the next ones to go for it. You never know what new thing you might discover about yourself. **Marie-Marcella Nwokolo, G11.**

As part of the CAS & Duke of Edinburgh's International Award Scheme, we are required to complete an expedition or adventurous journey. I along with other award participants from Tema International School embarked on a journey to Trident Island (not far from the Adome Bridge). The expedition lasted for 4 days and 3 nights. We were also organized into 6 groups, ranging from Alpha 1 to 3 and Bravo 1 to 3, in order to complete the activities. We were involved in so many activities; from hiking a 4km mountain to abseiling the Adomi Bridge, kayaking around the island, paintballing and boat riding. It was challenging, especially the capsizing drill, when my partner and I tipped our kayak over. I saw nothing but darkness, which caused me to panic and drink the river water, but the other team rescued us in due time. It was also very exciting because everybody was collaborating and seemed involved. During those few days, I learnt the importance of perseverance, teamwork and leadership. I highly recommend everyone to participate in this award programme. **-Seyram Essey, G11.**





On Wednesday, 24 March 2021, we departed the Tema International School premises for the CAS & Duke of Edinburgh International Award Expedition camp at 8:45am. Every Dukie was excited to go on the trip. At 10:30am, we arrived at Klowem where we hiked for about 2km. On arrival, we dispersed into various groups and each group had a ranger and an Award Leader to guide them throughout the hike. When each member had successfully been assigned to a group, we commenced the hike. The hike was quite interesting because when our group members were exhausted or dehydrated, we had to wait for them to rehydrate and we also had conversations. In no time we all converged at the apex of the mountain with the help of some rangers and took a very beautiful picture together. Soon, it was time for us to descend. This was also done in groups as well. After, we set off to our campsite to set up. It was rainy and everyone had to ensure that tents were mounted for each person. Kayaking was one of my favourite activities because it involves two individuals and they must communicate very well to ensure that they approach their destination safely. At 2:00pm, we headed back to the campsite to have some snacks and rehydrate. Abseiling was also one of the most interesting activities I participated in. It was fun for me because I thought I was scared of heights but as I prepared to abseil from the Adomi Bridge I realized height is nothing scary after all. Above all, the expedition was a fun and enjoyable experience. In addition, I learnt that we must always persevere in whatever we do until our goal is achieved and we must also trust those who guide us and listen to instructions because they have been in the same situation before. Hence, they will not lead us astray. **Samuel Agyenim-Boateng, G10.**

The expedition camp, I must confess, was fruitful. It helped open my eyes to the real world. It helped me appreciate and be grateful for the things I used to take for granted. The camp has also helped changed my mindset that everything is possible if one is determined and hardworking. For instance, before the trip, I honestly planned on not partaking in two activities (because of fear) which were the capsizing drill in the middle of the river and the abseiling. However, two things changed my perspective. First, I adapted a winning mindset. Secondly, most of my friends participated in the activities I was afraid of, and that somehow motivated me to carry on with it once and for all. **Madiba J H Gondoe, G11.**



Participating in the CAS & Duke of Edinburgh's International Award Expedition camp, I did not know what to expect mainly because I had never been on an adventurous expedition/camp before. I was going into the camp open-minded and I was excited for the journey ahead. It was a 3-night, 4-day trip and we left on Wednesday, 23 March 2021. We arrived at Akuse where we started our adventurous journey. We hiked a mountain in our Alpha and Bravo

groups. I won't lie, it was a bit tough for me because I have never hiked a mountain before and I kept on taking breaks to catch my breath. Sleeping in a tent for the first time was an experience. I really enjoyed kayaking and abseiling and it taught me the importance of trust and good communication skills. Though there were a lot of challenges, I believe they were part of the experience and it was worth it. Overall it was a great experience and I hope to take part in it again. **-Apewe Japora Chigabatia (Grade 11)**

This expedition camp was fun and educational. I got to try new things that I thought I would never do in my life. I abseiled, kayaked and hiked. It was a challenge and I overcame them. I learnt some things from the camp which will help me in every aspect of my life. I learnt to appreciate the little things and I also learnt that there is power in the mind so whatever you put your mind to do you can achieve it if you are brave, determined and you have a positive mindset. I also learnt to collaborate with others, because as a leader you must have certain traits in which collaboration is key. We were put into groups to work together, and we had a designated leader, peer leader, active followership and self-leadership.

At first, I feared the unknown, but I realized that if I try, I can make it. Throughout this expedition, I did not make fear get the best out of me. If you have the mindset of something bad is going to happen, you won't progress in anything in life because you will not want to try. Throughout this expedition I prayed before I did any activity, I can be brave and all, but it is the Almighty God who gave me the strength to do all that I did, and I am grateful to Him. **-Maa Abena Afriyie-Owusu (Grade 9)**





The expedition to Trident Island was definitely an experience that I don't think I will ever forget it. I've attended expeditions before but never one where I had to sleep in tents and literally be one with nature. Each day presented a new challenge; on the first day, I had to battle steep mountains (which I couldn't have completed without the help of

my team) and heavy rains. Cooking in the rain, setting up tents in the rain, treading muddy trails in the rain, looking for each other in the rain, unpacking in the rain, eating in the rain and sleeping in the rain were not easy tasks but at least now I've attained the skill.

The second day the sun was out and bright, I spent the day in the water kayaking and on land paintballing. Paintballing was painful but fun, and it taught me to always think long-term, be attentive, resourceful, precise, focused and patient. I have a fear of being in exposed bodies of water, lake, river, ocean, you name it. Despite being in a life jacket and a kayak, I kept thinking about the depth of the river and the organisms lurking in it. However, I successfully travelled across parts of the river using the kayak and capsized it. This task taught me to be calm and to listen because if I didn't follow instructions things could have gone sideways.

The third day was scorching hot and my thirst seemed unquenchable. To top it off, we went hiking up a steep mountain, and once again I am grateful for my teammates. It was then time to face the open air with the abseiling activity. Once again, being calm and having a listening ear made this activity easier to complete. This expedition has taught me that I'm not chained to my fears, I'm simply holding their hand and all I have to do is let go. I also learnt to unplug more often, spending four days away from my laptop, the internet and other gadgets helped me connect, converse and spend time with people, especially those I usually wouldn't have.



Teamwork is key. Every activity was done in groups, and frankly, I don't think I would have been able to finish any activity without the help of my teammates, even those that weren't always there. Lastly, I learnt to appreciate God's splendour through his creation. During the day the view of the vast land was breathtaking and at night time the stars were ever so bright, the sky created a gradient that cast a glow on the mountains, islands and river. It was beautiful. I recommend that everyone try and complete any of the levels under the Duke of Edinburgh's International Award because it has really taught me to be World Ready, rain or shine, mountain or level ground, land, sky or sea; I can face it all. – **Hedia Dickson, G11.**



The Dukies camp and expedition have been a very eye-opening and equally overwhelming experience. I was extremely excited to go on this trip. I looked forward to it with eagerness and preparation, and it was far above anything I ever imagined. On the first day, we had to brace through nature's forces, like rain, climb a mountain in a way that defied gravity, hike through rocky hills and crawl up rocks, like Spiderman. We learnt the importance of teamwork and not overexerting

ourselves.

We braced through all this to the highest point in the mountain, where I stood on top, then mountain screaming, "I am the Queen of the World". It was quite ironic at that moment. It began to rain, so we had to sleep in a wet environment and sleep in damp clothes, but that didn't dampen the mood, because in the morning there was light.

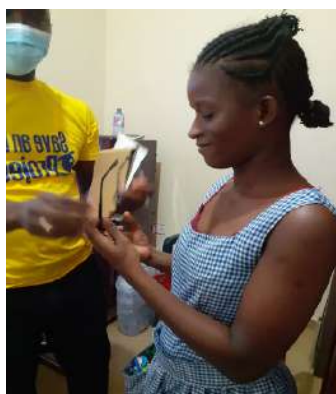
In the light of the sun, we took part in many activities, including hiking once again, making interesting conversation with our Award Leaders and other grade mates. I also loved the boat ride, abseiling down the Adomi Bridge, kayaking, swimming in the river, singing sessions, bathing in the moonlight and our bonfire night. I cannot also forget the snakes, insects, cotton stainers and all forms of insects that graced our presence as well. All in all, this was a very unforgettable trip and I loved every moment of it. I look back wondering, really?? I did all that. I am proud of what I have achieved and I look forward to the next trip. **Naa Ananga-la, G11**



CAS Project - SAVE AN EYE Initiative

I'm Essilfua Ansah, the president of Save an Eye Initiative. This is a CAS project spearheaded by me and co-directed by Cyril Davis, Nuna Folie and Janelle Owusu. The aim of this project is to provide glasses for students who have been detected with eye problems in underprivileged schools in Ghana. This project is very dear to our hearts because $\frac{3}{4}$ of the members of the group are victims of low vision and wear glasses. Hence, it will bring us so much joy to see the future generation soar high without any limitations as a result of their eyesight. We selected the **Tetteh Ocloo School of the Deaf in Adjei-Kodjo, Ashaiman**.

On Saturday, 27 March 2021, we had our first screening at the Tetteh Ocloo School of the Deaf, and it went successfully. We worked in partnership with Dr Daniel Antwi Bosiako and Dr Otoo from the New Crystal Hospital in Ashaiman, alongside their team of nurses. One thing I was very grateful for was the teacher, Mrs. Rejoice, who willingly saw us through the screening process, by helping with the sign language translation. It was indeed a touching



experience. Seeing children who have already been deprived of their hearing and speaking abilities, whilst at the same time being detected with vision impairments was very heart breaking to see. You should have seen the joy on the faces of students who were given glasses, to enhance their vision. They were filled with so much joy and excitement, some quickly indicated that they wanted pictures to be taken of them. In fact, I was so happy to know that by carrying out this project we were able to screen a number of 69 students of which 26 were

prescribed to wear glasses, and 13 provided with eye medications to improve their eyesight.

Unfortunately, my other team members could not make it for the screening exercise. However, I really appreciate the effort they are putting in to raise funds for the project. On behalf of my team, I wish to express our gratitude to the medical team, the headmaster and the staff of Tetteh Ocloo School of the Deaf for making the first screening a success.



Also, I will like to thank all those who have made donations so far, especially Mrs. Adjoa Opokua Wilson, who supported by providing us with 60 pairs of glasses. The next screening will take place on 3 April 2021. Our total projected cost for this project is GHC 15,000. We would like to appeal to the entire TIS family to donate towards this worthy cause. For more information on how to donate, please contact Cyril Davis, Nuna Folie, Janelle Owusu, Essilfua Ansah or our CAS Coordinator Mrs. King – 0244 615255 .

#SAVE AN EYE, MAKE A DIFFERENCE. Thank you.

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#SAVE AN EYE, MAKE A DIFFERENCE. Thank you.



Order your **IB Class of 2021** T-shirt and Mask today. Contact Mr David Difie at the CAS office.

FRONT



BACK



BACK



FRONT





“

If we do this right,
if we succeed, one
day our grandchildren
will look us in the eye
and ask ‘You mean
Africa used to be
poor?’

- Sangu Delle

”



TEMA INTERNATIONAL SCHOOL

SERVICE



At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD

GENERAL NOTICE TO PARENTS AND GUARDIANS

BIRTHDAY PACKAGES

- ▶ Cakes **MUST** be muffins or cupcakes.
- ▶ Chicken or cooked food is **NOT** allowed.
- ▶ Plastic bottled or canned soft drinks allowed.
 - ▶ Non-alcoholic wine allowed.
- ▶ Cakes with **BUTTER** icing is **NOT** allowed.

Please Note:

- ▶ All items will be inspected and approved by a hostel parent and security officers at the hostel gate.
- ▶ Items which do not meet the specifications above will not be allowed.

FOR CLARIFICATION, PLEASE CONTACT ANY HOSTEL PARENT





STEPS TO PAY SCHOOL FEES VIA MTN MOBILE MONEY



1. Dial ***170#**
2. Select **MoMoPay & Pay Bills**
3. Select **Pay Bills**
4. Select **School fees**
5. School Fees Payment Service (**Select option 1**)
6. Search for the School by;

1. Name (TEMA INTERNATIONAL SCHOOL)

2. Alias (TIST)

7. Enter **Student ID** Confirm your **Name** and enter **Amount to be paid**.
8. Enter **Reference** (1st Term Fees)
9. Confirm your **payment** and exit.
10. You would receive a pop up to enter your **MM PIN**
11. Confirm **payment**.

You will receive an sms as confirmation for a successful Payment



COUNSELLORS' CORNER



Riding on the wheels of time, you have 24 hours in a day.
What you do with it can never be retrieved. Use time **WISELY**!
“Better three hours too soon than a minute too late”. – William Shakespeare.

DP1 & DP2:



NAME OF UNIVERSITY	UNIVERSITY LOCATION	DATE AND TIME OF VIRTUAL VISIT	VENUE
Academic City College	Ghana	Stay Tuned...	Stay Tuned...
Lancaster University	Ghana	Stay Tuned...	Stay Tuned...
Ashesi University	Ghana	Stay Tuned...	Stay Tuned...
University of Exeter	UK	Stay Tuned...	Stay Tuned...
University of Guelph Taster Session	Canada	Tuesday, March 23, at 6:30pm GMT	Register and join virtually
York University	Canada	3pm GMT	Grade 11 virtual lessons
University of Calgary	Canada	Stay Tuned...	Stay Tuned...

York University, Canada Virtual Visit: Time with Emi Morita (Admissions Manager)

We were thrilled to have Emi throw more light on the incredible opportunities at York University and were delighted to see our alumna- Excellva '19 share her candid experiences

as a 2nd year student at York University. Excellva highlighted the fact that the IB DP prepared her well for university studies and while her colleagues struggled to write long essays and reports, she found it much easier because writing her EE prepared her adequately.

Why study in Canada?



- 90+ Publicly-funded universities
- Accessible tuition and living expenses
- Work opportunities during and after study in Canada

4 York University International App

Abdul B Emi Morita Excellva elormgodzi



Our Faculties

Faculties offering Undergraduate Programs:

- School of the Arts, Media, Performance & Design
- Schulich School of Business
- Lassonde School of Engineering
- Faculty of Liberal Arts & Professional Studies
- Faculty of Environmental & Urban Change
- Faculty of Health
- Faculty of Science
- Faculty of Education
- Glendon College

Faculties for Graduate students only:

- Faculty of Graduate Studies
- Osgoode Hall Law School

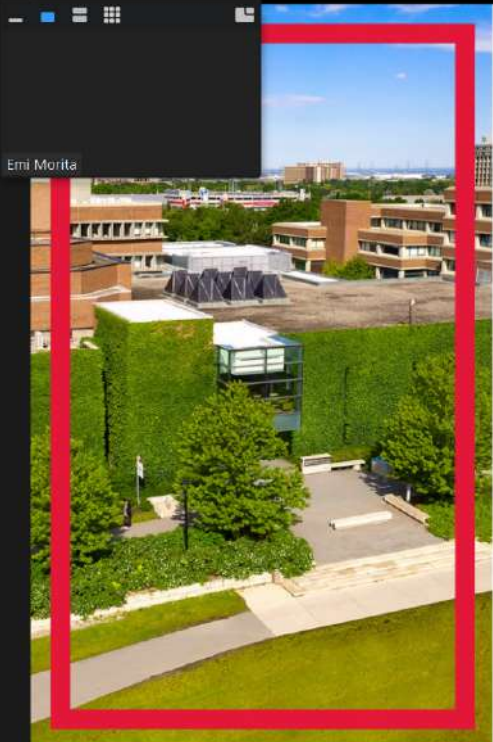



Did you know? York is home of:

- 1st Global Health in undergrad
- 1st Environmental Studies
- Top 3 Psychology
- #1 Business School

11 York University International App

Abdul B Emi Morita Excellva elormgodzi



Scholarships

Automatic Awards

- CAD1,000-CAD3,000 for selected programs

Major Awards

International Entrance Scholarships

- Awards from CAD5,000 – CAD140,000
- Total 15-20 awards are offered for international students
- Strong academic record and strong leadership skills are required
- Apply for scholarship by February 1

Faculty of Liberal Arts and Professional Studies Entrance Scholarships

- Awards at CAD40,000
- Total 50 awards are offered for international students
- Strong academic record and strong leadership skills are required
- Apply for scholarship by February 1

Faculty of Science Entrance Scholarships

- Awards at CAD10,000
- Total 25 awards are offered for international students
- Strong academic record and strong leadership skills are required
- Apply for scholarship by February 1

York University International Applicant Presentation 2021

YORK U

DP1 Students' Reflection:

"This virtual university visit with York University was very insightful and educative. We were provided with a great deal of information concerning academics at York University, such as the IB requirements and the course credits that can be transferred, as well as the flexibility that comes with the Experimental Education experience. Additionally, we were enlightened on the details of student life in York, specifically the large community of international students, as well as the advantages of living in Toronto. Perhaps, the highlight of this university visit was being able to hear about the York experience from the perspective of a TIS alumnus. This made the details credible and relatable which encourages me to do further research into the school and see whether it would be the ideal fit!" ~ Ekua Essel~

"York University has also been a place I have been looking at going to ever since Grade 9. The seminar we had with Emi further convinced me that York is a good university for me. I learnt from the presentation that York has a large and diverse community and is located in Toronto which, by the way, has a lot of African restaurants for whenever I am missing Ghanaian food. The beauty of York to me lies in the campus. Keele is big and beautiful and located in the heart of Toronto whilst Glendon is smaller and is in the suburban part of Toronto away from the noise of the city. The most wonderful part of the presentation was seeing Excellva again and hearing her experiences in Universit. I realized that York to her has become home and that's the kind of experience I want to have. Who knows, I might just make York University my home too". ~Cyril Davis~

***DP1s, Please be sure to complete and update your essays, personal statements, school selection sheets, brag sheets, cv/resume before you return to campus. ALSO REMEMBER TO DISCUSS YOUR UNIVERSITIES AND COUNTRY DESTINATIONS WITH YOUR PARENTS.**

DP2s: Ghanaian Universities have opened. Check them Out!!!!



It's that time of the year again - Ghanaian University applications! We will be grateful if payments can be made and receipt emailed to portia.atubiga@tis.edu to enable us assist our students with the completion and submission of the Ghanaian application process successfully. Please see the links below and helpful information;

- ✓ **University of Ghana, Legon. NOW AVAILABLE, PURCHASE APPLICATION VOUCHER AT THE BANK AND APPLY NOW.**

<https://ghanadmission.com/university-of-ghana-admission-form/>

- ✓ **Academic City**

<https://acity.edu.gh/admission.php> Apply Now!

INSTRUCTIONS FOR ALL STUDENTS

- 1. Submit an application form (in person or online).
- 2. Pay the application fee of GHs100 for Ghanaian nationals; \$50 for international applicants.
- 3. Submit copies your transcript & examination results to the admissions office.

Payment can be made to any of these banks. Ecobank or Access Bank.

- ✓ **Ashesi University:** <https://admissions.ashesi.edu.gh/>

<http://www.ashesi.edu.gh/admissions/how-to-apply.html>

Application fees are now GHs100 for Ghanaian nationals and \$50 for international applicants. The Late Admissions period attracts an extra GHs50.

- ✓ **Lancaster University:** <https://study.lancaster.edu.gh/>

No application fee required. *Note approximately... \$900 registration fees and approximately ... \$9000 tuition fees per year required only after an applicant has been successful / has been offered admission and would like to accept the offer and enroll.

- ✓ **Webster University:** <https://webster.edu.gh/admissions/>

Application fee of 200 Ghana Cedis (outside of Ghana: US\$50) that can be paid online.

<https://apply.webster.edu/admissions/pages/welcome.aspx>

- ✓ **Apply & Pay: Accra College of Medicine**

CLICK ON THIS LINK AND GO TO "APPLY ONLINE" at the bottom of the page.

<https://acm.edu.gh/how-to-apply/>

Select the form you want by clicking on add to cart and then click on view cart. Your summary will be presented to you.

If everything is okay. Click on proceed to checkout. Filling the billing details by creating your own username and password and then continue to click on place order. Choose the means you want payment to be done and follow the prompt to make payment either by Express pay or MOMO.

After payment, you will be redirected to the form. If you are not directed to the form, kindly use this link. But remember that to make purchase you will need the **username and password created during the purchase to access the form**

Link to the form: <https://acm.edu.gh/online-application-form/>

Contact: Regina Abakah Woode Email: admissions@acm.edu.gh Mobile Phone: +233 501580578

important

DATES AND INFORMATION



2021-2022 TEST DATES

See current and New SAT dates below:

- **8 May 2021**
- 28 Aug. 2021
- 18 Sept. 2021*
- 02 Oct. 2021
- 04 Dec. 2021
- 12 March 2022
- 07 May 2022

*September date is tentative, yet to be confirmed by College Board

DP1s, don't wait until the eleventh hour to register. Register now to avoid any disappointment! <https://collegereadiness.collegeboard.org/sat/register/international>

Test takers, should please come along with your **VALID UNEXPIRED PASSPORT** as the only form of identification! Photocopies are not acceptable. All COVID -19 protocol will be fully observed. Remember No mask no entry! If joining us come in from the administration security gate and not the hostel gate.

SAT Registration Fees (To complete registration online full payment with credit card only. Visit www.collegeboard.org)



College Board Will No Longer Offer SAT Subject Tests or SAT with Essay

THIS KICKS INTO EFFECT RIGHT AFTER THE JUNE 2021 SAT TEST ADMINISTRATION DATE.

SAT without essay \$95 – Online payment only with visa/credit card.



2020-2021 TEST DATES (COMPUTER-BASED TESTING ONLY!)

ACT Registration Fees (Online payments only: Visit www.actstudent.org):
ACT plus writing – U.S. \$166.50, without writing- U.S.\$150.00 (TIS Test Centre Code: 870390, but inform counsellor first).

***To complete registration, payment must be made online in full with a credit card.**

ACT April DEADLINE coming up. STEM students have an edge when they take the ACT.



CURRENT & NEW TEST DATES FOR ACT 2021-2022

- 17 April 2021
- 11 Sept. 2021
- 9 Oct. 2021
- 11 Dec.2021
- 2 April. 2022
- 11 June 2022
- 16 July 2022

A MESSAGE FROM PREACT

“Dear Valued Customer,

We would like to inform you of a change in solutions available from ACT. We will no longer be providing the Pre ACT Internationally. We encourage you to explore our robust selection of [ACT Test Prep products](#) as you continue to help your students prepare for the ACT. Sincerely, Andrew Taylor, Senior Director, ACT INC.”

The Lawyer Portal

Working with The Law Society

Official Partners ILEX

EducationInvestor Awards 2019 WINNER

Menu

Guide to the LNAT

Find out everything you need to know about the LNAT through our comprehensive guide, covering both sections of the test and all the admin you should be aware of.

LNAT WORKSHOPS

- ✓ Find out what the LNAT is
- ✓ See which universities require it
- ✓ Read about what the test involves
- ✓ Consider when to sit the test

WHAT IS IT? UNIVERSITIES QUESTIONS ADMIN WHERE TO START LNAT WORKSHOPS

Click: [LNAT - The Lawyer Portal's Free Guide to the LNAT Test](#)





TEMA INTERNATIONAL SCHOOL

SPORTS



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



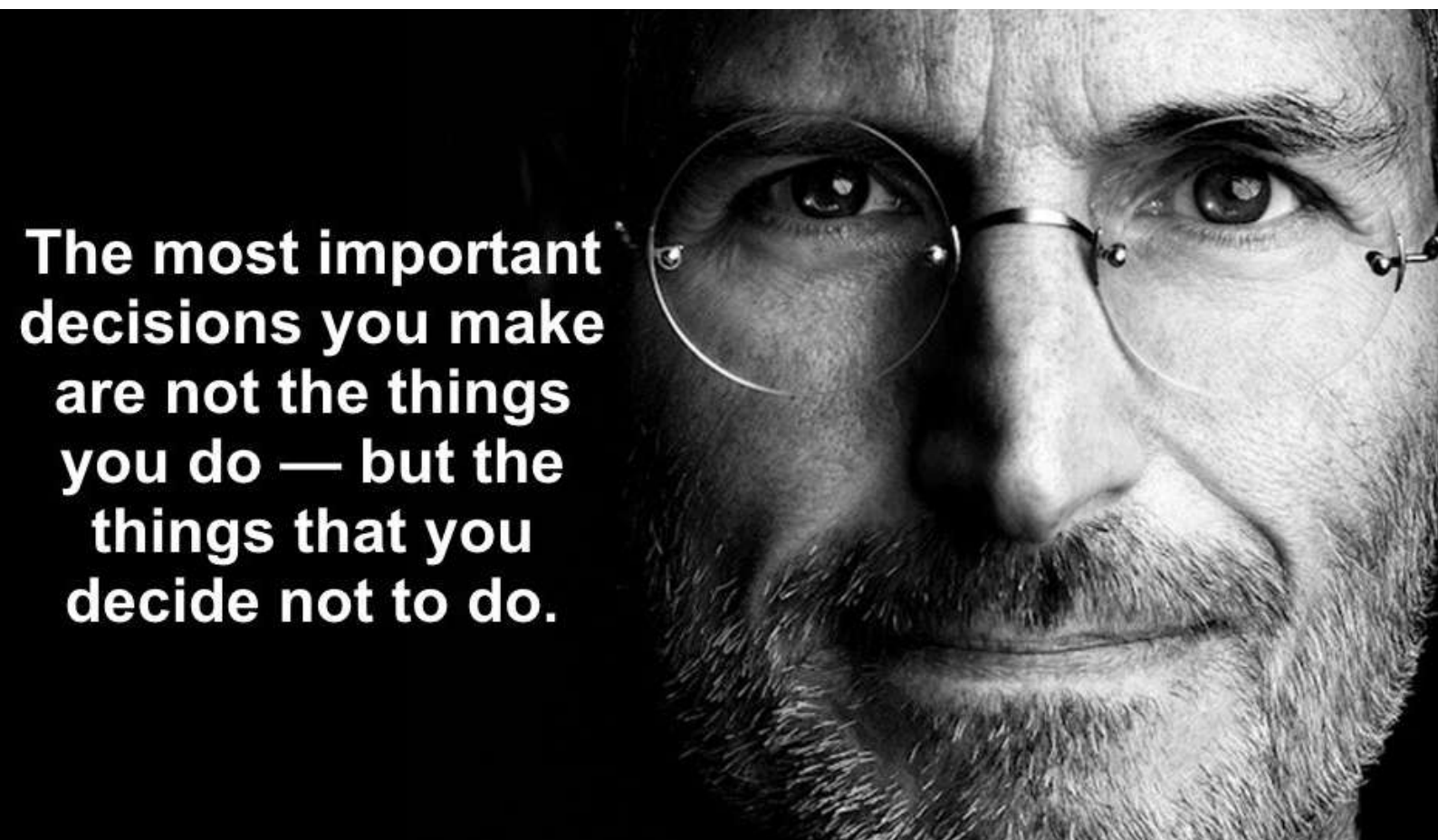
EDUCATION FOR A BETTER WORLD

GOT SENIORITIS?



Tips for Battling Senioritis in High School

- Got accepted into your dream university? Kudos! Be consistent in your academics to secure your slot.
- With a fall in grades, you can lose your slot into that dream university.
- Be balanced, challenged and stimulated....
- Remember, your high school transcript & final grades will be on your CV/resume for life- make sure you put in your best!
- Need help? Always talk to your College Guidance Counsellor for assistance and support.
- It is a great feeling to finish well. Be committed to excellence!
- Don't stress. Take it a day at a time but don't forget to have fun!



The most important decisions you make are not the things you do — but the things that you decide not to do.

**YESTERDAY
YOU SAID
TOMORROW
JUST DO IT**



Behappy.me

“It isn’t what you have or who you are or where you are or what you are doing that makes you happy or unhappy. It is what you think about it.”

Dale Carnegie

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.”**



