TIS RECORD

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

At TIS,

we believe that integrity, or the lack of it, defines the individual and their reputation. We strive to display it as our badge of honour.

Contents

Key Dates

- 13/4/24: ACT
- 14/4/24: Exam Candidates' Service
- 19/4-17/5/24: DP Final Exams
- 4/5/24: SAT Exam
- 6-17/5/24: MYP Final e-Assessments
- 10/5/24: Primary School End of Unit Celebrations.

Thought for the Week

Always remember you are braver than you believe, stronger than you seem, and smarter than you think.
- A A Milne

Innocence Lost: Trendy, Risky or Both?

Louis Armstrong's, What a Wonderful World, brightens up any day when you hear it (and start to sing along with it).

However, the impact of the internet bringing the world, both wonderful and dangerous, into each home and workplace poses challenges and plenty of worries for parents and educators regarding the risks involved for innocent teenagers.

Television was labelled the third parent when its popularity grew. In today's world, I suggest that social media may be teenagers' first or second parent. In these circumstances, who determines morals and values?

> "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

Mr. Dennin Dzah, PYP Drama and Dance teacher, **Mr. Seth Asase**, PYP Music teacher, and **Mr. Ntimah Nandi Hagan**, PYP Visual Arts teacher, exhibited exemplary dedication during the recent unit celebration, by organising captivating performances and coordinating activities for a successful program.

Innocent teenagers (and adults) can face several risks on social media platforms, mainly due to their lack of experience and vulnerability. Some common social media risks for innocent teenagers include cyberbullying, online predators, privacy concerns, cybersecurity threats, negative influence and peer pressure, mental health issues and digital footprint. Each can have serious consequences that are not considered, especially when personal actions may seem fun.

Each risk is a major worry, especially when scamming and phishing are high-performing and lucrative global industries.

Cyberbullying

Innocent teenagers may become victims of cyberbullying, which involves the use of electronic communication to bully, harass, or threaten others. Cyberbullying can take various forms, including posting hurtful comments, spreading rumours, sharing embarrassing photos or videos, and creating fake profiles to impersonate or humiliate others.

Online Predators

Teenagers may encounter online predators who use social media platforms to groom, manipulate, or exploit them for sexual purposes. Predators often use deceptive tactics to gain
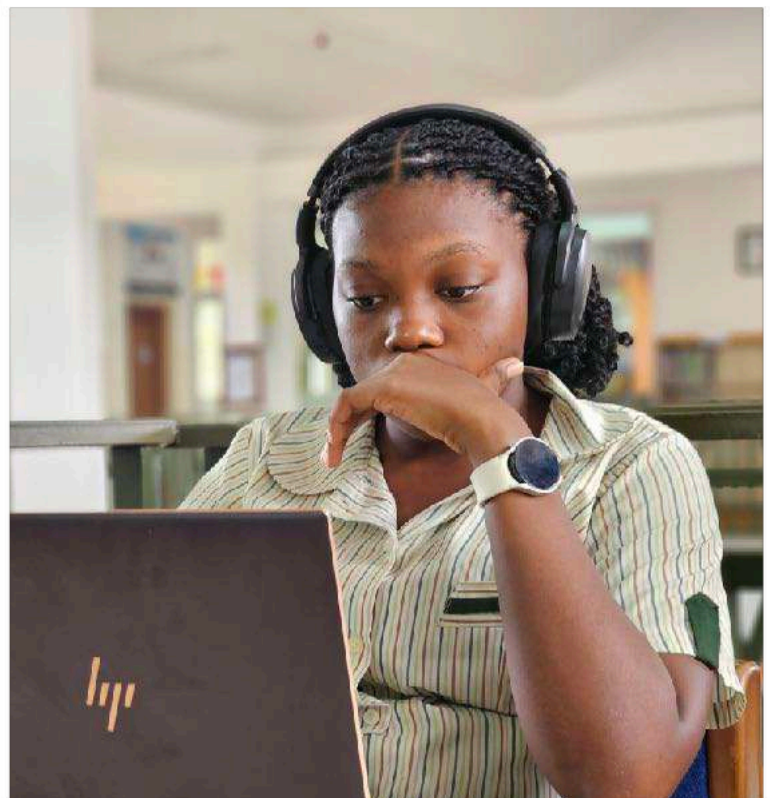
the trust of teenagers, such as pretending to be someone they're not or offering gifts, compliments, or promises of affection.

Privacy Concerns
Innocent teenagers may inadvertently share personal information or sensitive content on social media platforms, risking their privacy. Malicious actors can use this information for identity theft, fraud, or other harmful activities. Additionally, teenagers may not fully understand the privacy settings on social media platforms, leaving their profiles and posts accessible to a wider audience than intended.

Cybersecurity Threats
Innocent teenagers may fall victim to cybersecurity threats such as phishing scams, malware, and account hacking. Scammers and hackers often target inexperienced users through social engineering techniques, fraudulent links, or malicious downloads, compromising their personal information, financial assets, or online accounts.

Negative Influence and Peer Pressure
Social media can expose innocent teenagers to negative influences and peer pressure, such as unrealistic beauty standards, substance abuse, risky behaviours, or harmful trends. Teenagers may feel pressured to conform to these standards or participate in activities that compromise their well-being or safety.

Mental Health Issues
Excessive use of social media can have negative impacts on teenagers' mental health, contributing to feelings of loneliness, anxiety, depression, or low self-esteem. Innocent teenagers may compare themselves unfavourably to others, experience FOMO (fear of missing out), or face criticism or rejection from peers, leading to emotional distress or psychological harm.

Digital Footprint
Innocent teenagers may not fully comprehend the long-term consequences of their online actions and the permanence of their digital footprint. Posts, comments, or photos shared on social media can affect their reputation, relationships, or future opportunities, as potential employers, college admissions officers, or others may view their online activity.

To mitigate these risks, parents, educators, and guardians must educate teenagers about responsible social media use, establish clear guidelines and boundaries, and encourage open communication about their online experiences. Monitoring teenagers' online activities, promoting positive digital citizenship, and fostering healthy offline relationships can also help protect them from potential dangers on social media platforms.

How careful do we need to be?
I am confident that each parent receives at least a couple of scam or phishing emails or texts a week, sometimes daily. They are professionally presented and enticing by just 'clicking' the link to claim your prize or lost package. The more important question is: So, what do teenagers receive and how do they react?

While we need to be very aware of each danger, I want to focus on two topical concerns where more awareness is required.

Cannabis Edibles

They come in small packs and look like a pack of gummy bears. These can be put into pockets, pencil cases, etc. The 'high' felt after taking them can last up to two hours and during that time the user has bloodshot eyes. Users have described falling violently ill after taking some edibles.

In Ghana, these edibles are easily available for young people and are used for recreational purposes. If students have access to a debit or credit card orders can be made online. Drivers, friends, dispatch riders, etc., are the most probable adults to deliver the edibles to students when they are at school. Unfortunately, it is very easy to get hooked on them.

This is a very dark side to what is going on with young people today and parents do not know and will not believe anyone who says their wards are guilty of using edibles. It is quite sad.

Below is packaging of an example of cannabis edibles and the warning that comes with it.
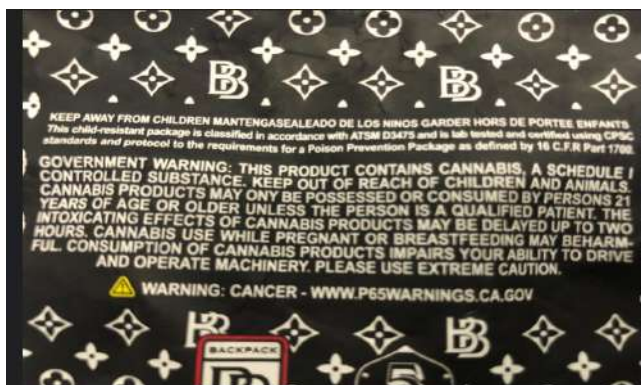
Sextortion*
Cybercrime police want parents to understand "the playbook" used in sextortion.

It begins with an unsolicited friend request from a stranger on social media and friendly banter.

It quickly escalates to sexualised questions to test a target's interest and sexual images are sent from the fake profile.

There may be signs English is a second language, and excuses about why the scammer's own webcam or microphone doesn't work for real-time calls.

They pressure the target to send nude images and chat on multiple social media apps, allowing the scammer to find the target's friends and family.

Once the target sends an intimate image, the scammers immediately demand money and start threatening to share the intimate image and expose the target.

Parents need to be aware of sextortion. They need to have those conversations because what's coming to their children in their bedrooms will come through an electronic device.

Teenagers need to tell an adult what's going on, report it, and understand that they are victims of a crime.

- Source: https://www.smh.com.au/national/nsw/sextortion-pushed-a-nsw-teen-to-suicide-cops-traced-culprits-to-nigeria-20240405-p5fhnp.html

Sadly, hackers and scammers do not care about their actions unless their extortion is profitable. The personal harm to individuals is not a concern for these criminals.

Students should always be aware that you are an easy target. Always be aware that scamming and phishing is a multi-billion dollar global industry.

Your digital citizenship practices, values and integrity are important shields. Always discuss concerns with a responsible adult you know and not just an online avatar.
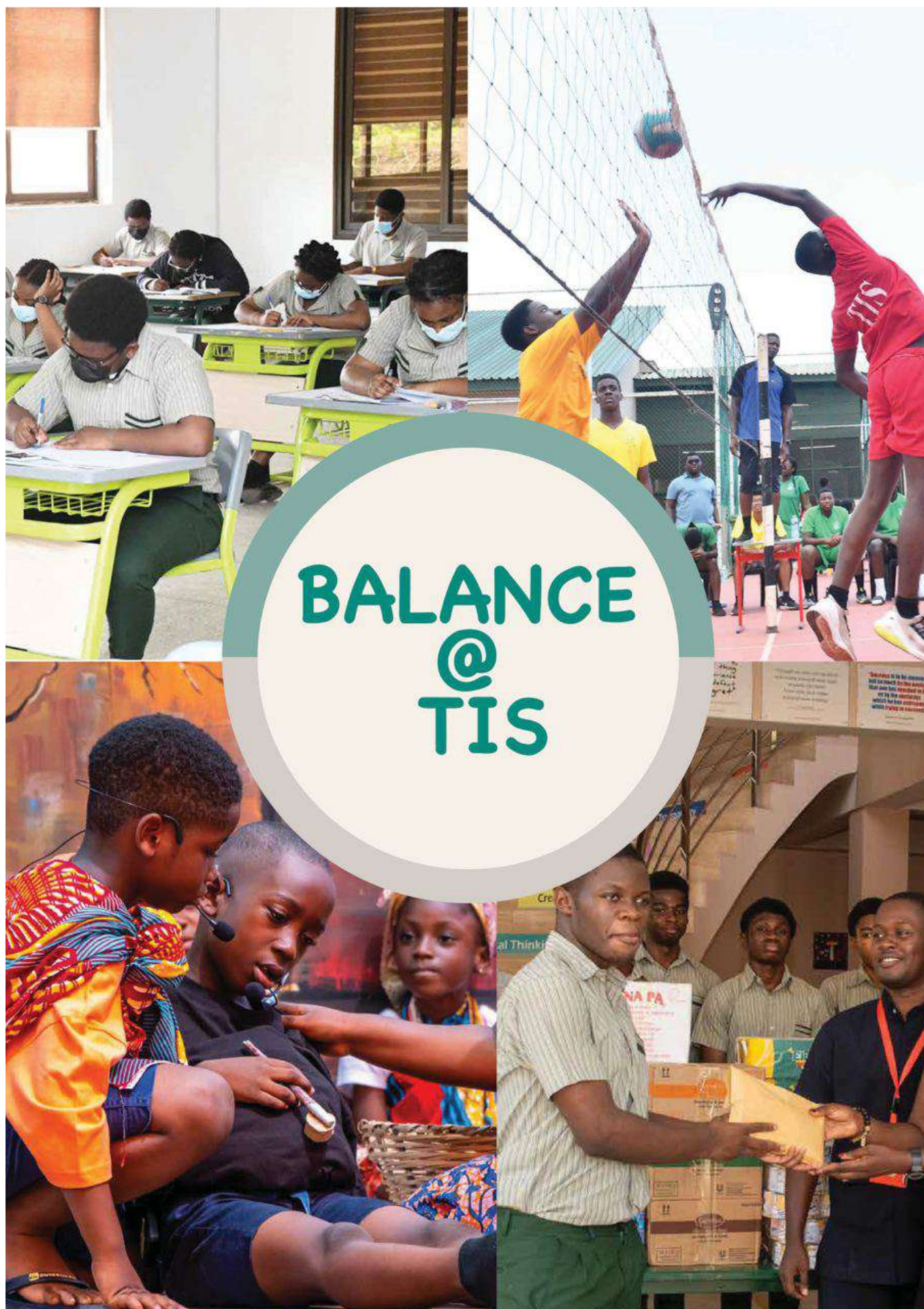
I appreciate your support.

Enjoy each day.

Dr Ken Darvall

(Principal)

principal@tis.edu.gh

BALANCE @ TIS

TEMA INTERNATIONAL SCHOOL
MAIN CAMPUS INFORMATION

Exeat

There are two types of exeats: general and medical.

All students will be allowed two exeats each mid-semester. Please plan accordingly to avoid disapointments.

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

The integrity of an exeat request is critical.

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

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

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

Students must return by 5.00pm on Sundays (weekend exeats).

General Exeat

A general exeat will cover passport and visa matters, as well as family events. These must not exceed more than two per mid-semester.

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

Medical Exeat

A medical exeat will cover medical, dental, optical, and hospital appointments. When possible, appointments should be made for Saturdays, to minimise learning loss.

Access the medical exeat form from here: https://www.tis.edu.gh/medical-exeat-form/

A medical exeat is for the same day departure and return. Otherwise, it is a general exeat. Requesting a medical exeat with a departure on Friday and a return on Sunday is a weekend (general) exeat.

2023/24 TIS School Calendar Overview

August 2023

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 2023

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

October 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

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
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26	27	28	29	30		

December 2023

Su	Mo	Tu	We	Th	Fr	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024

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

February 2024

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

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

April 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
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28	29	30				

May 2024

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
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26	27	28	29	30	31	

June 2024

Su	Mo	Tu	We	Th	Fr	Sa
						1
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23	24	25	26	27	28	29
30						

July 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			

COLOUR KEY

Colour	Meaning	Colour	Meaning
Red	School Closed/ Holidays	Grey	Teacher in-Service Day (no school for students)
Yellow	Main Campus Event	Green	First and Last Day of School (Main Campus)
Blue	Primary Campus Event	Orange	First and Last Day of School (Primary Campus)
Light Blue	SAT Test	Light Green	ACT Test

S2

11-12/1/24	Staff training days
14/1/24	Students return to hostels; applications for 2024 SC positions close
15/1/24	Second semester commences.
15-21/1/24	Alumni Homecoming Week
21/1/24	Alumni Thanksgiving Service
22/1/24	SC Manifesto Readings
24/1/24	2023 Student Council elections by voting (7.00am-4.00pm)
27/1/24	TIS Athletic Championships. NO EXEATS BEFORE 1.00PM
29-31/1/24	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
3/2/24	SC Leadership Camp NO EXEATS FOR SCHOOL LEADERS
4/2/24	Student Leadership Induction Ceremony NO EXEATS
9/2/24	TIS Badminton Championships; TIS Junior Tennis Championships
10/2/24	TIS STEM Fair. NO EXEATS
12-16/2/24	MYP Mock eAssessments NO G10 EXEATS
15/2/24	G11 TOK Exhibition. NO G11 EXEATS
16-17/2/24	TIS Basketball Championships; TIS Senior Tennis Championships
17/2/24	Chocolate Friendship Day
19/2-2/3/24	DP Mocks. NO G12 EXEATS
28/2/24	PP standardisation and moderation (teachers)
2/3/24	MYP Projects (Personal & Community) NO EXEATS
3/3/24	TIS swimming championships (3.00 – 5.00pm) POSTPONED
9/3/24	SAT (Digital); TIS Squash Championships; TISSA Basketball Championships
14/3/24	Pi Day; PYP/MYP Info Day at Main Campus
16/3/24	Expression Day NO EXEATS
20/3/24	York University Hackathon (G9-12)
21-23/3/24	Dukies Bronze & Silver expedition camp
22/3/24	Three way interviews (8.30am- 3.00pm). Students may depart hostels after interviews.
25/3-6/4/24	Mid-semester break. Students return to hostels on 7/4/24.
8/4/24	G12 Grad photos (All day). NO G12 EXEATS
13/4/24	ACT
14/4/24	Exam Candidates' Service NO EXEATS
19/4-17/5/24	DP Final Exams
20/4/24	MYP5->DP1info session
21/4/24	PP Criterion A draft due; G11 EE Cafe
4/5/24	SAT (Digital)
6 – 17/5/24	MYP eAssessments
9/5/24	IB Fireside Chat with DP Students (PM)
10/5/24	IB Ghana Day (TBA)
15-23/5/24	G11 semester exams
19/5/24	Leavers' Dinner
24-29/5/24	G9 eAssessments
30/5/24	MYP4 (2024/2025) subject selections
1/6/24	2024 Annual Achievers and Graduation Ceremony; Last day for Secondary Classes
7/6/24	Last day for teachers; S2 reports published.
8/6/24	ACT
9-12/6/24	Dukies' Gold Level expedition camp
15/6/24	France/Spain trips commence
5/7/24	France/Spain trips end

Primary School Campus

Public Holidays

4/8/23	Founders' Day
21/9/23	Kwame Nkrumah Memorial Day
1/12/23	Farmers' Day
7/1/24	Constitution Day
6/3/24	Independence Day
29/3/24	Good Friday
31/3/24	Easter Monday
9/4/24	Eid Al Fitr (TBC)
1/5/24	Labour Day

S1 Internal Dates (Primary School Campus)

7/8/23	Staff prep commences
18/8/23	Meet the teacher session
21/8/23	First semester commences
22/9/23	No classes. Sign Language Day
29/9/23	End of UOI #1 Celebrations
9-14/10/23	Mid-semester break
10/11/23	End of UOI #2 Celebrations
24/11/23	Spelling Bee
13/12/23	End of UOI #3 Celebrations; Last day of semester
15/12/23	Last day for teachers

S2

11-12/1/24	Staff Training Days
16/2/24	End of UOI #4 Celebrations
15/2/24	Mother Tongue Day (Celebrating Culture)
14/3/24	PYP/MYP Info Day at Main Campus
15/3/24	Celebrating Additional Languages
22/3/24	End of UOI #5 Celebrations
25/3-6/4/24	Mid-semester break
19/4/24	Book Day
10/5/24	Environment Day/ Unit Celebrations (K1-G4) & Visual Arts Exhibition
17/5/24	PYP Exhibition/ (Sports Picnic K1-G4)
24/5/24	2024 Achievers and Graduation Ceremony
2/6/24	Last day for teachers; S2 reports published

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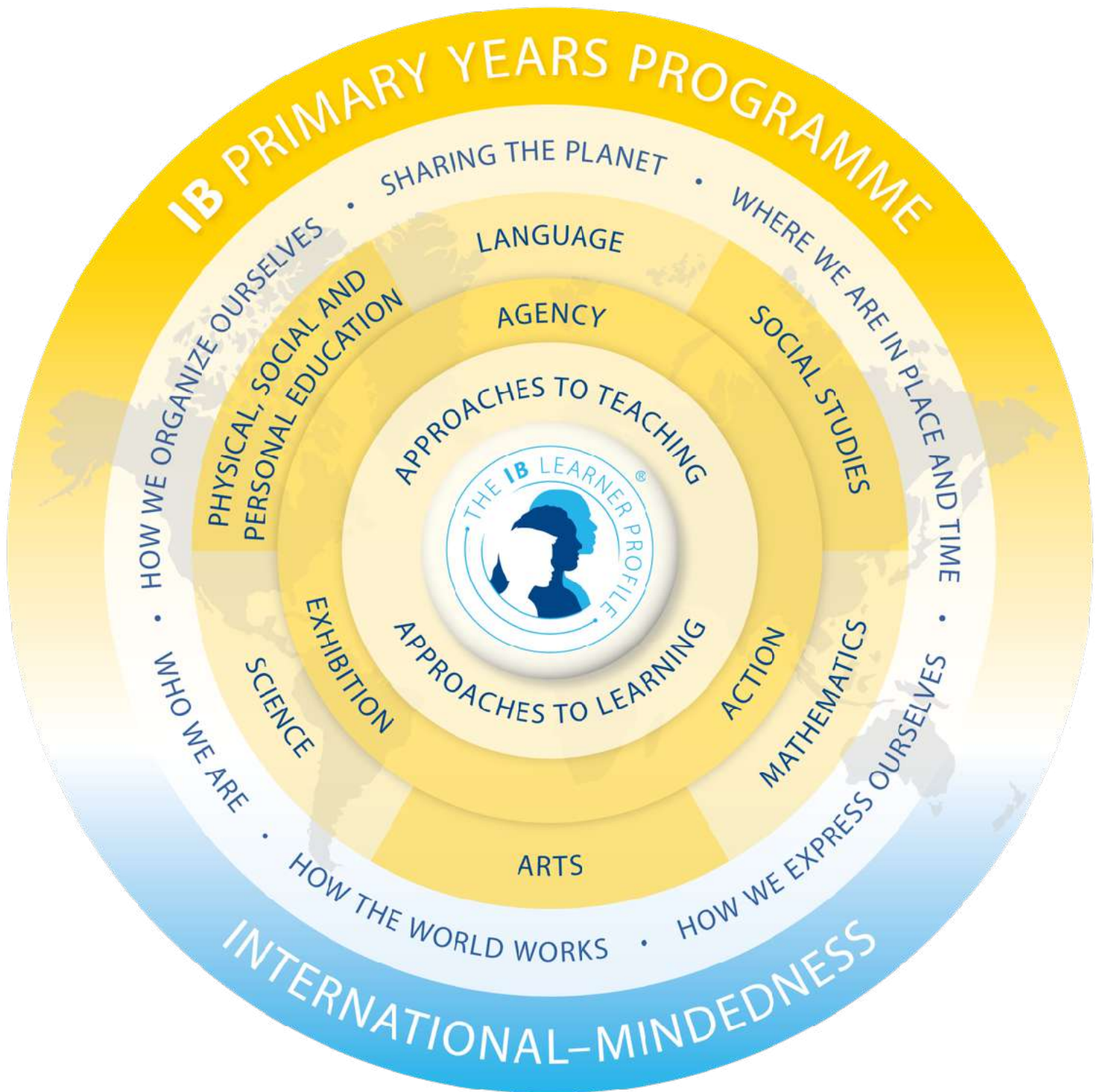
Ten Facts You Need to Know about TIS Primary School

TIS Primary School is not an ordinary educational institution. We provide a unique learning experience tailored for 21st-century learners. Our approach is built around our learning spaces, which create an authentic environment that promotes communication, collaboration, problem-solving, critical thinking, creativity, and leadership. Our top-of-the-range facilities help to cultivate a vibrant, exciting, and safe learning environment where every child can thrive and excel. From our innovative approach to assessment, our comprehensive nursery program, our curriculum that focuses on essential skills, a vibrant arts education, and comprehensive student well-being initiatives, every member of TIS Primary School reflects our commitment to nurturing well rounded students equipped for success in the modern world. Every aspect of our school is designed to spark curiosity, foster creativity, and empower students to reach their full potential.

❖ **Unique Skills-based Curriculum**

Our curriculum at TIS Primary School emphasises Five (5) key *Approaches To Learning* (ATL) skills: communication, research, thinking, social, and self-management. Each inquiry unit targets specific ATL skills, which guide our planning process. We carefully select learning activities to align with and nurture these skills, ensuring they are demonstrated both explicitly and subtly. During learning engagements, we offer various opportunities for students to hone their ATL skills through sharing ideas, oral presentations, group work and research activities. We assess ATL skills through evaluations, providing feedback that highlights students' progress in developing these skills. When students effectively demonstrate these skills, we openly commend them and encourage discussion about their strategies for success.

Students demonstrating ATL skills.

❖ **Unique Ways of Evidencing Learning**

At TIS Primary School, we take a unique and dynamic approach to evidencing learning, moving beyond traditional assessments to give a comprehensive view of each student's progress. Our methods include:

- **Unit Assemblies**: Students present their learning and projects to the entire school community. It is a platform for them to highlight their knowledge and skills, enhancing their public speaking and presentation abilities.
- **3-Way Interviews**: These involve the student, their parents, and the teacher. It is an opportunity for open dialogue, where students reflect on their achievements and set goals for their learning journey, fostering a supportive learning environment.
- **Student-Led Conferences**: Unlike traditional parent-teacher meetings, these conferences put students in the driver's seat. They lead the discussion about their work and demonstrate accountability and self-assessment skills.
- **Unit Celebrations**: Learning should be fun, and these celebrations wrap up academic units with engaging activities related to what they have learned, memorably cementing their knowledge.

These methods make evidence learning more engaging and develop key life skills in our students, such as communication, collaboration, critical thinking, creativity, leadership, and self-confidence. They allow students to take ownership of their learning, making the educational experience at TIS Primary School not just about what is learned but how it is demonstrated and applied.

This approach aims to convey the innovative and student-centred learning environment at TIS Primary School, highlighting students' active role in their educational journey.

We always look forward to our interactive assemblies!

3WI and SLCs; Our parents are part of our learning community.

❖ **An Ideal Nursery Curriculum For Ages As Early As 2 Years**

At Tema International School Nursery, we are committed to providing a safe, welcoming, and stimulating environment where every child feels valued and motivated to learn. Our dedicated team of educators brings our ideal curriculum to life, ensuring each child receives the personalised attention and support they need to thrive.

Our curriculum highlights holistic development, and all our programmes focus on all aspects of a child's growth, including emotional, social, physical, and intellectual development. We believe in nurturing well-rounded individuals from the earliest stages. Also recognising the importance of play in early learning, our curriculum is built around play-based activities that encourage critical thinking, problem-solving, and the development of fine motor skills. We introduce our young learners to the joy of language through interactive storytelling, picture reading, and engaging nursery rhymes. This enhances their vocabulary and fosters a lifelong love for reading.

We introduce basic Science, Technology, Engineering, and Mathematics concepts through hands-on experiments and activities. This early exposure helps spark curiosity and an interest in exploring the world around them. Recognising the importance of physical health, our curriculum includes physical activities that are fun, safe, and age-appropriate. Also, we celebrate diversity.

Our curriculum includes stories, festivals, and activities from around the world, teaching our children the value of inclusivity and global awareness from an early age. Creativity is at the heart of our curriculum. Through drawing, painting, music, and dance, our learners express themselves and explore their imaginations in a supportive environment.

❖ No Tests. No Examinations

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid" - **Albert Einstein**

At TIS Primary School, we assess learning consistently. It is worth noting that we approach each learning engagement as an assessment process (*for* learning, *as* learning, and/or *of* learning). However, the interesting fact is, that we *Do Not Write Exams* or *Standardised Tests.* The question then is, 'How effectively do we assess learning?' Rightly so, traditional tests and exams are common ways to evaluate learning, but they offer a limited measure of student achievement. Our assessments are rigorous, holistic, purposeful and effective. We follow a constructivist approach to learning, with continuous assessment providing ongoing feedback to guide the student's learning journey.

We assess students against pre-established criteria, not against each other. Success criteria are spelled out in rubrics, checklists, or a continuum and are always attached to the tasks on ManageBac. This approach acknowledges individual progress and avoids ranking students.

Encouraging students to self-assess their progress and participate in peer assessments fosters self-regulation and a deeper understanding of the learning process. It's essential to use a variety

of assessment strategies and tools to cater to the diverse ways in which students learn, including observations, projects, performance tasks, and open-ended tasks

Effective communication with parents and stakeholders is important for assessment at TIS Primary School. Our comprehensive reporting style includes what students know, how they know it, their attitudes toward learning, and their understanding of IB learner profile attributes and ATL skills. Our 3-Way Interviews, Student-led Conferences, Unit Assemblies, and Celebrations are all assessment forms.
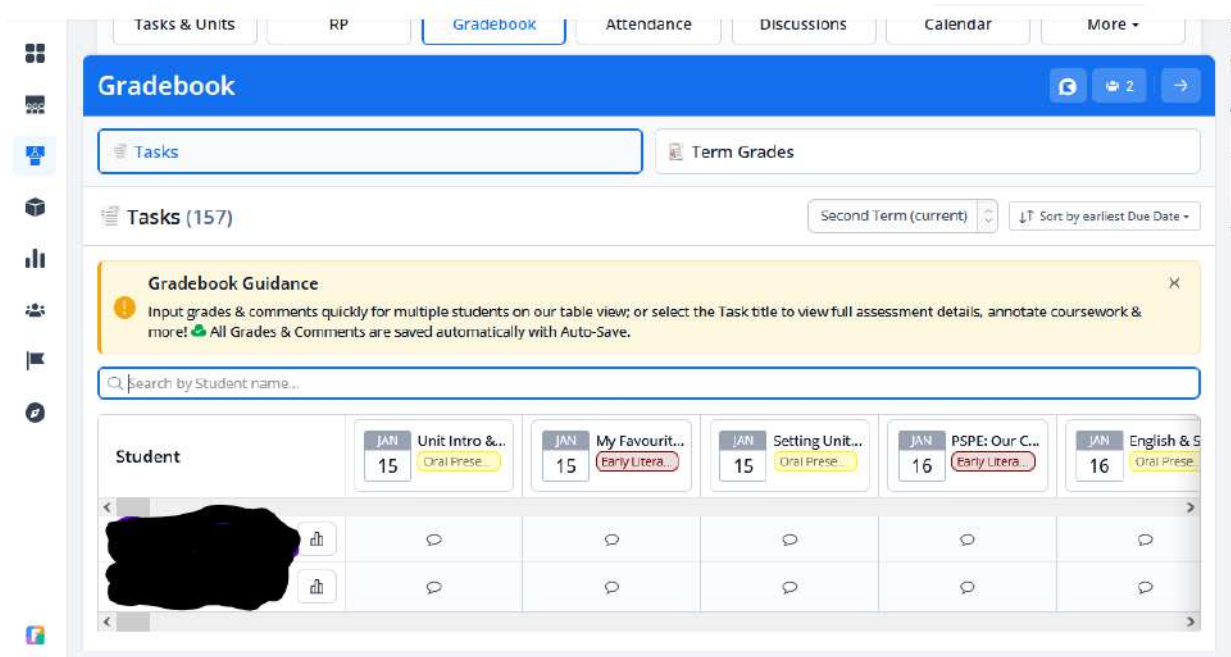
Learners and families need to access ManageBac using their unique login details (email and password) to view the daily assessment tasks and feedback from learning experiences.

Assessment in the IB PYP is viewed as a tool for learning rather than merely a means to measure it. It is designed to be supportive and encouraging, to promote student inquiry and a love of learning. By involving students in their assessment, the PYP seeks to develop reflective, self-regulated learners and equipped with the skills necessary for lifelong learning.

Effective assessment methods and data analysis from various modes of assessment provide a comprehensive picture of student learning, revealing not just what they know but also how they apply their knowledge creatively, solve problems, and engage with peers collaboratively.

❖ Enrichment In TIS Primary School

The enrichment programs at TIS Primary School offer diverse activities such as ballet, gymnastics, band participation, bead-making, and photography, fostering academic growth and personal development. These programs allow students to explore passions, develop new skills, and cultivate essential life attributes like discipline, teamwork, creativity, and perseverance.

By providing hands-on learning experiences outside traditional classrooms, students gain practical knowledge, inspiring a lifelong love for learning and nurturing well-rounded individuals who are academically proficient, confident, creative, and adaptable.

❖ **Student Wellbeing**

Wellbeing is a significant concern in our school community as it influences how learners perceive their academic journey. It encompasses mental and physical health, safety, and success. At TIS Primary School, prioritising learners' well-being is vital because the school is crucial in guiding them toward healthy lifestyle choices and understanding the consequences. Learners are supported in improving their well-being through various activities, including enrichment programs, physical education, and cafeteria services. Students are provided with

snacks and hot lunches featuring a variety of dishes on the menu to ensure their nutritional needs are met.

Additionally, TIS Primary School boasts a fully established Learning Support team, including a School Counselor and School Nurse/School Doctor, who provide essential support. The support team ensures that learners facing academic challenges, such as language or reading difficulties, are guided to meet their developmental level.

EY learners special splash day

Learners enjoy a variety of meals

Our on-site nurse attends to the health needs of students and staff

Teachers give guided instructions to students who need extra help to complete their task.

❖ **Embracing Multilingualism and Diversity**

TIS Primary School Campus prides itself on its rich language program, catering to the diverse linguistic backgrounds of its students. While English serves as the primary language of instruction, the school also strongly emphasises maintaining students' mother tongues, offering instruction in Twi, Ewe, and Ga. Additionally, the school provides opportunities for students to expand their linguistic horizons by offering French, Ghanaian sign language, and Mandarin as additional languages. This comprehensive approach fosters multilingualism and promotes cultural understanding, diversity, and inclusivity within the school community.

"HANDS ON LEARNING"

Our students engaging in different activities in their sign language classes

LEARNING FRENCH THROUGH PLAY

Counting in French
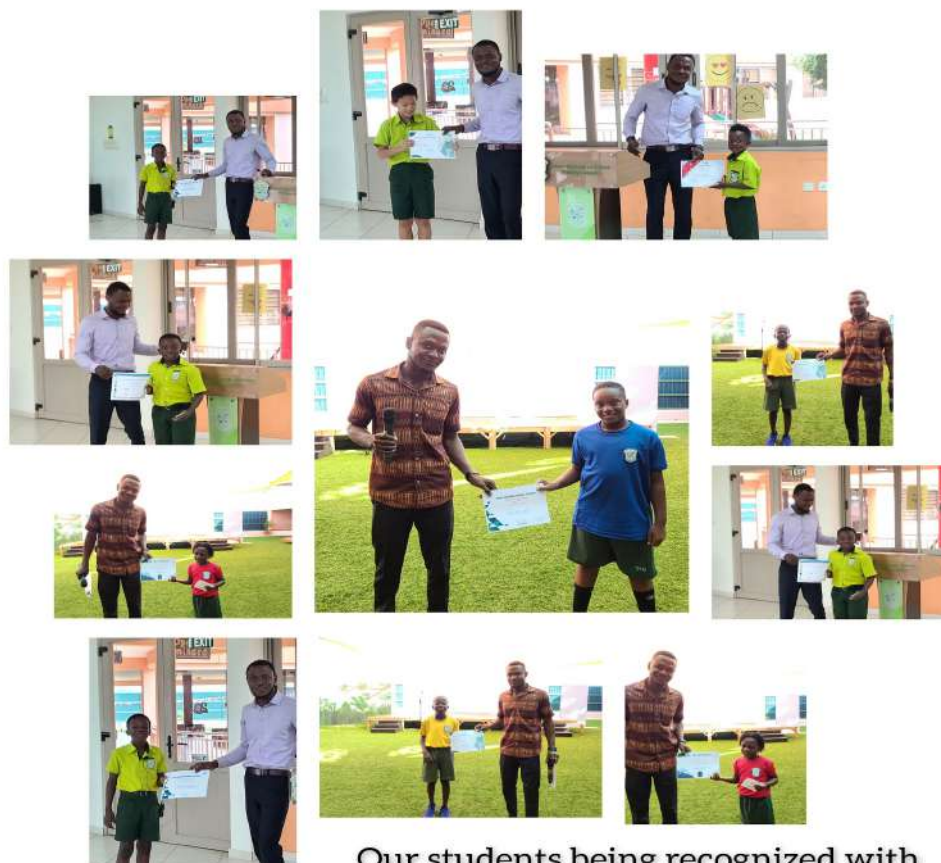
Our students being recognized with Language Awards during school assembly

Mother Tongue assembly

Celebrating mother tongues found in the school community

Our school recognises students with Language Awards for their outstanding achievements in French, Sign Language, and Mandarin. These awards not only recognise their hard work but also inspire others to embrace the beauty of diverse languages and cultures.

❖ **The Arts**

Our Visual Arts program invites students to unleash their imagination and explore the world through various colours, shapes, and textures. From traditional techniques to contemporary approaches, students delve into different art forms, including painting, drawing, sculpture, and mixed media. Through guided projects and independent exploration, they develop critical thinking skills, cultivate their aesthetic sensibilities, and gain confidence in expressing themselves visually.

In our Music program, students embark on a harmonious journey where they discover the power of melody, rhythm, and harmony. Through singing, playing instruments, and composing, students engage with music in its myriad forms, from classical to contemporary,

local to global. They collaborate in ensembles, explore music theory, and perform with passion and precision, honing their musical talents and fostering a deep appreciation for the universal language of music.

The Drama program at TIS Primary School offers a stage for students to explore the art of storytelling, character development, and theatrical expression. Through improvisation, script work, and ensemble performances, students delve into the complexities of human experience, fostering empathy, creativity, and confidence. They develop their acting skills, collaborate with peers, and explore diverse perspectives, discovering the transformative power of theatre as a vehicle for personal and social change.

Our Dance program celebrates the joy of movement, rhythm, and self-expression. Students explore a rich tapestry of dance styles and techniques from ballet to hip-hop, traditional to contemporary. Through choreography, performance, and reflection, they develop physical coordination, artistic interpretation, and cultural awareness, embodying stories, emotions, and ideas through the language of dance.

At TIS Primary School, we believe that the arts are essential for fostering creativity and self-expression and for building empathy, resilience and global citizenship. Through our dynamic arts curriculum, we strive to empower students to become confident, compassionate, and culturally literate individuals who can thrive in an increasingly interconnected world.

❖ **Shuttle Service**

At TIS Primary School, we understand the importance of ensuring easy accessibility to and from school for our cherished students. To facilitate this, we take pride in offering shuttle services operated by experienced professional drivers dedicated to our students' safety and comfort. Our shuttle services provide convenient transportation solutions for our students, ensuring timely arrival at school and safe return home. A staff member escorts each bus to ensure every child reaches their designated destination on time and without qualms.

Additionally, our shuttle services extend beyond the daily commute, as our drivers and buses are also available for our field trips, ensuring seamless transportation arrangements for educational visits and excursions. We prioritise the well-being and convenience of our students and their families, and our shuttle services play a crucial role in fulfilling this commitment. With committed and experienced drivers - route savvy, ready, and able, our students can focus on their lessons and extracurricular activities without concerns about transportation logistics.

❖ **Computer Literacy**

At TIS Primary School prioritises holistic education and prepares students for success in a rapidly evolving digital world. Our commitment to computer literacy begins at the earliest stages of a child's education, with students as young as two years old exposed to essential computer skills. We proudly uphold a one-on-one computer policy, ensuring each student can access their personal device upon enrollment through our ''Bring Your Own Device'' (BOYD) policy. These devices fully integrate into our curriculum, providing invaluable tools to support and enhance learning across all subject areas. The benefits of such a skill-focused approach to learning and teaching are manifold. By equipping students with computer literacy skills from a young age, we empower them to navigate and thrive in an increasingly digital society. These skills enhance academic performance and foster creativity, critical thinking, collaboration, and communication – essential competencies for success in the 21st century.

Use of educational apps to support learning
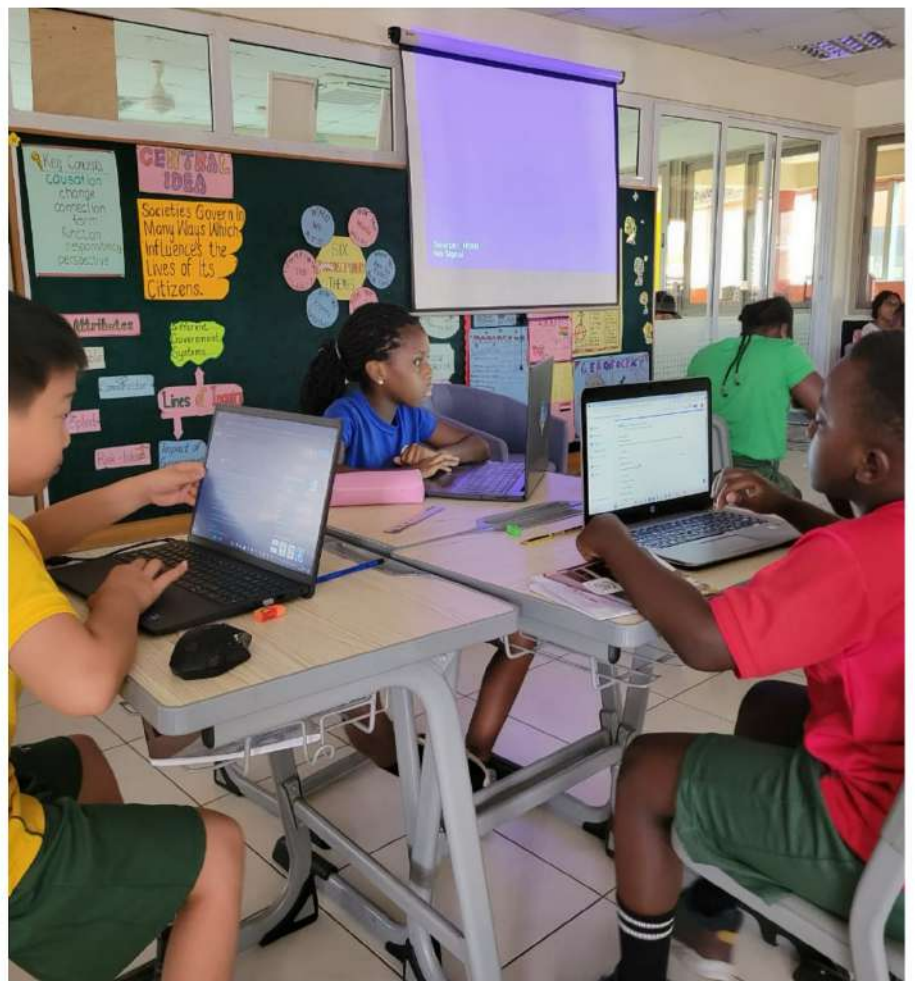
TIS Primary School offers a dynamic and inclusive learning environment emphasising holistic development and innovative assessment methods to empower students to become problem-solvers in local and global spaces.

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

Change the World Through Transparency

#Make a Difference

Tema International School

MAIN CAMPUS
SECONDARY ADMISSIONS ARE OPEN FOR 2024/2025 ACADEMIC YEAR FROM 3 OCTOBER 2023 UNTIL 31 MARCH 2024

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:

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

Grade 8 (MYP 3)

Students should:

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

Grade 9 (MYP 4)

Students should:

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

Grade 11 (IB Diploma Programme)

Students should:

a) Have successfully completed MYP 5, the
IGCSE (Or its equivalent) or awaiting the
results of the IGCSE.
b) Be aged 16+(at the time of admission).
c) 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; email: admissions@tis.edu.gh
Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)
www.tis.edu.gh

TEMA INTERNATIONAL SCHOOL

Primary School Campus
Admissions Open For 2024/2025 Academic Year

Flexible admission screenings and interviews

Entry Points in 2024

Preschool	Junior Primary	Senior Primary
Kinder 1 (3-4 years)	Grade 1 (5.5 - 7years)	Grade 4 (8.5 -10 years)
Kinder 2 (4-5 years)	Grade 2 (6.5 - 8 years)	Grade 5 (9.5 years-11 years)
Kinder 3 (5-6 years)	Grade 3 (7.5 — 9 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.

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
✔ Familiaise yourself with all aspects of the admisions 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.
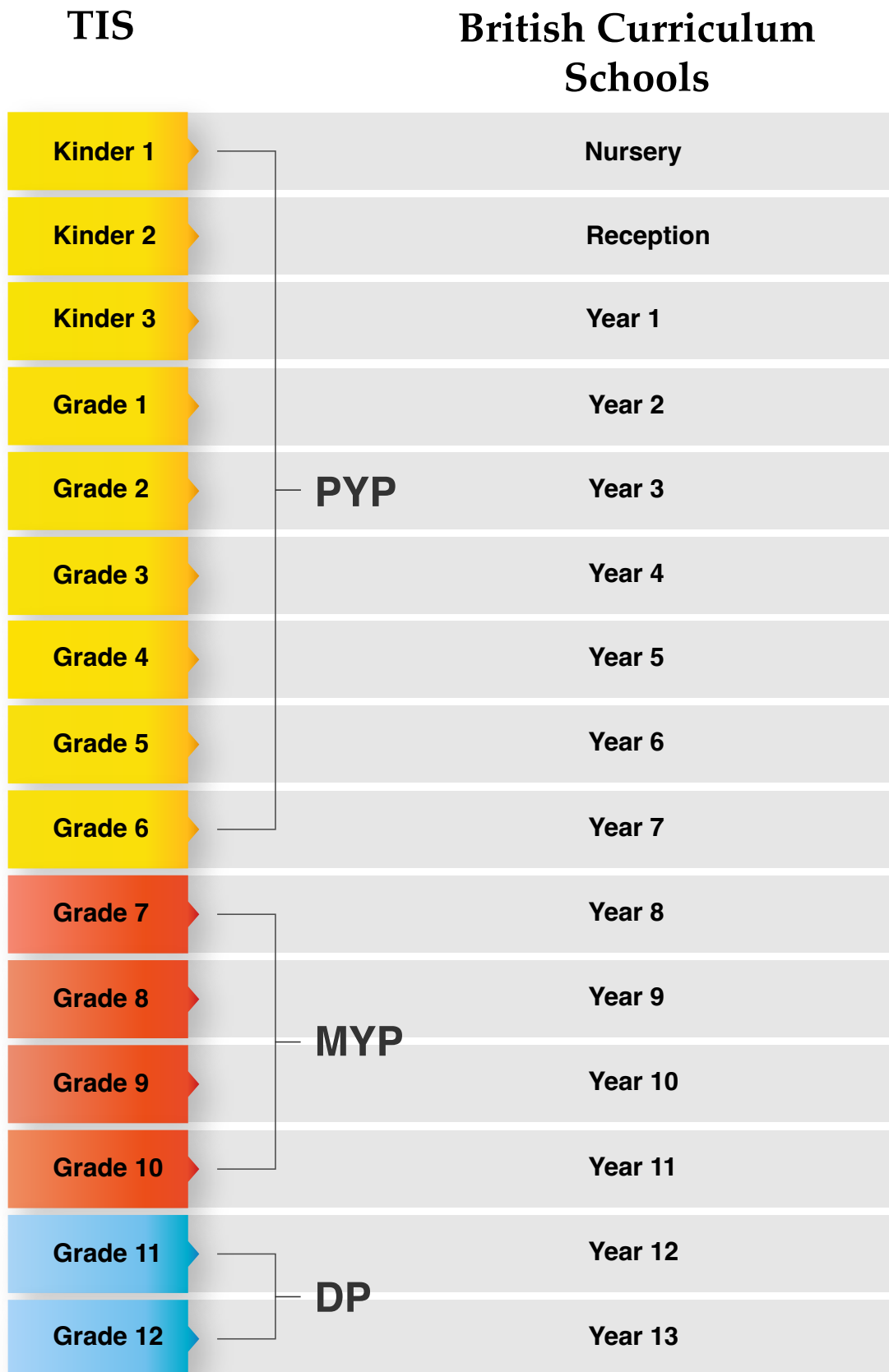
APPLICATION DECISION

✔ 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

TIS		British Curriculum Schools
Kinder 1		Nursery
Kinder 2		Reception
Kinder 3		Year 1
Grade 1		Year 2
Grade 2	PYP	Year 3
Grade 3		Year 4
Grade 4		Year 5
Grade 5		Year 6
Grade 6		Year 7
Grade 7		Year 8
Grade 8		Year 9
Grade 9	MYP	Year 10
Grade 10		Year 11
Grade 11		Year 12
Grade 12	DP	Year 13

COUNSELLORS' CORNER

Dear DP2s, the crown of academic excellence awaits you. It doesn't come easy. It's hard work and going the extra mile. As Dr. Ken puts it succinctly 'Do your personal best'.

Let Mum and Dad enjoy the # Return on their Investment #. Make us proud!
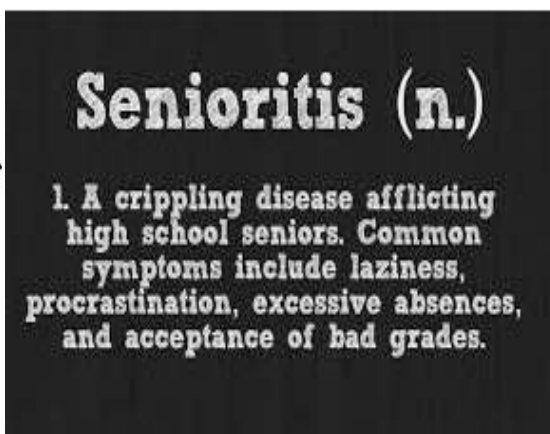
DP2s: got into your dream university? There's a lot at stake. Don't Get Complacent. Senioritis is Real!! A hindrance to finishing well!

FINANCIAL AID MEETING WITH DP1 PARENTS

Dear parents, kindly be on standby for confirmation of your availability for financial aid meeting scheduled for the coming weeks. Stay tuned for more details. Book a slot by replying to the email from your ward's University Counsellor by next Tuesday, 16 April 2024.

DP2 FILLING

Completion of the IBIS form is a key component of the application process. Here is why?

- ✓ A complete information record of the list of schools you want your results to be sent to for free.

- ✓ Summary of the list of schools applied to, application status i.e. denied, accepted, waitlisted.

- ✓ Breakdown of Scholarships received from the universities.

    Deadline for submission is Friday 19 April 2024

TEMA INTERNATIONAL SCHOOL

ENGINEERING WORKSHOP- PROBLEM SOLVING HACKATHON

TIS in collaboration with York University Canada's Engineering department, spearheaded by Prof. Solomon Boakye Yiadom, from York University, organised the maiden edition of the York Engineering Workshop- Problem Solving Hackathon as a teaser for students to taste and have a feel of experiential learning at York. Indeed, it was an excellent and well attended event. *A Special highlight was the donation of a 3D Printer to TIS by York University's Engineering Professor Boakye Yiadom.* We are sincerely grateful to Prof. and his team for their initiative, presence & generous donation of the 3D Printer and other useful items presented to our school's Science Department. Prof. also mentioned their commitment to helping TIS establish a full-fledged Robotics Lab and to train our science teachers in this regard. Dr. Ken mentioned that he hopes this event will become an annual affair. Our heartfelt thanks to the Science Department & STEM Club, especially HOD- Mrs. Margaret Agbeli, for the collaboration in planning and executing this inspiring event, Management, Hostel parents, staff who helped in diverse ways or passed by and students for making this event a huge success!

Enjoy Reading Students' Reflections

'It was a nice experience and very interesting. I learned that coding and technology engineering is the way to the future and jobs in those areas are greatly needed currently. We coded instructions for a robot to operate and it was fun. I discovered how easy coding has been made recently by Makecode and other languages. My favourite part was the 3D printing. It was truly the best part of the presentation. It signifies the beginning of a new era of production, and a sustainable one too, because the plastic used for plastic 3D printing can be melted and remade into something new'. **Charis Kudiabor, MYP 4**

Enjoy Reading Students' Reflections

Note: picture of 3D printer in background

'The York University Hackathon Workshop had a significant influence on me. It was a satisfying experience to work with a dedicated and dynamic crew, especially since we were pursuing a bigger objective. I discovered that I was eager for us to discuss new ideas and refine our concepts. One of my best memories of this hackathon was taking an idea and, in less than 30 minutes, developing an innovative solution that might significantly influence future generations. During the workshop, I enjoyed how the team brainstormed ideas. Each team member selected a distinct direction where they wanted their automobiles (cutebots) to travel. I gained knowledge of several programming languages, including Python, java, and javascript. I also discovered the significance of 3D printers in producing materials and object pieces. It was simple and exciting to communicate and work with my team using various goods and internet resources. The first was MakeCode, a platform that uses Microsoft's simple yet effective MakeCode block-based coding environment and the ground-breaking new micro:bit microcontroller board to introduce users to computer science and coding through making and design. I had never used the platform before, but I had fun with it. I want to urge students to participate in the next York University Hackathon. I sincerely appreciate York University for making this possible for every one of us'. **Alberta Aduaa-Owusu, DP 1**

Enjoy Reading Students' Reflections

'The hackathon was a very insightful experience. I had a lot of fun, as I have dealt with robotics and coding robots, such as the cutebot, in the past. It was very nice to be able to touch up on my previous skills, which I had not practised in a while. My partner and I faced a struggle with the cutebot: getting it to move, as when we first tried, it only moved backwards. I also understand a lot more about robotics and its application in real life, and knowing how to code can help me when getting a job or with my university application. Seeing a 3D printer in real life was also cool, as I had only seen them on online platforms. Learning about the process of 3D printing and its real-life applications in medical fields was also very interesting since now I know how exactly the machines work. I also found out there was a website to find premade things to 3D print for free. **Baracka, Mark-Hansen, MYP 4**

Enjoy Reading Students' Reflections

As a Computer Science student and as a person who truly loves technology, this was an unforgettable experience. The guests did an amazing job introducing us to the different mechanics and workings of the items. The 3-D printing was exciting, but I enjoyed the Micro-bit portion of the event more. Learning how to program a control unit to allow a small electric car to drive in a specific way made me realise just how much I loved technology. This event taught me what I can expect my colleagues and me to be working on regarding software engineering at university. This gave me the determination to work harder on my CS knowledge. Again, it was an unforgettable experience that I was glad to be a part of. **Jeremy Tackie, DP1**

Enjoy Reading Students' Reflections

'At the recent Hackathon event, I had the opportunity to learn new concepts and broaden my knowledge in various fields. One of the most exciting things I learned was 3D modelling and its implications. I had never been exposed to this field before, so it was an entirely new experience. Learning how to create 3D models was challenging but fascinating at the same time. I was amazed by the level of detail and precision that goes into creating these models. I learned that 3D modelling can be used in various fields, including architecture, engineering, and gaming.

I also learned a bit about coding and its implications in real life. Although I had some prior knowledge of coding, I never fully understood its potential. Through the Hackathon event, I learned how coding can be used to automate tasks, create new software and applications, and even solve complex problems. I was fascinated by the endless possibilities of coding and how it can be used to make people's lives easier.

Overall, the Hackathon event was a great learning experience for me, and I am excited to use the skills I acquired to improve the world. 3D modelling and coding can be used to solve some of the world's most significant challenges, and I am eager to contribute towards that. I am grateful for the opportunity to learn and grow, and I look forward to applying my new knowledge to create positive change'. **Kevin Owusu Afriyie, DP2**

DP2s,

Ghana Our Beautiful Country Has Excellent Reputable Universities Across The Nation.Remember, it is highly recommended that each of you has at least 1 Ghanaian university. African Leadership University (Rwanda/Mauritius) is also a great option to consider. See below. **DP2s should pay for these forms by Monday, 15 April and complete next week with the help of their counselor.**

University of Ghana online application E-VOUCHERS can be obtained by Ghanaian applicants for GH¢220.00 at the following banks: Access Bank, Ecobank, Republic Bank, Agricultural Development Bank, Ghana Commercial Bank, Zenith Bank, Universal Merchant Bank, Consolidated Bank Ghana (CBG), Prudential Bank and Fidelity Bank.

The E-VOUCHERS can also be purchased through the **USSD code *887*9#** on all mobile telecommunication networks. *Click here for more information on the USSD Payment.* *Application fee: GHC220*

Ghanaian applicants in the following categories are expected to apply using the E-VOUCHER:

https://admission.ug.edu.gh/applying/content/how-apply-ghanaian-applicants

https://legoncourses.com/legon-admission-forms-apply/

Application Processing Fee

Ghanaian Applicants   –   GH¢180.00.

Foreign Applicants   –   USD$150.00.

Ghanaian Applicants Are Required To Purchase The E-Voucher From The Ghana Post Offices. Applicants Are Required To Submit Two (2) Copies Of The Online Application And Other Relevant Documents. Foreign Applicants Are to Generate an E-Voucher from The University's Website At Https://Apps.Knust.Edu.Gh/Admissions/ And Follow The Instructions.

You can start you application online, or download a PDF.

Pay Application Fees Open or Close
Application fees are now GHs150 for Ghanaian nationals and $25 for international applicants.

a. MTNMobile Money

- Transfer application fee to merchant mobile number: 024 526 4831
- Name of recipient should be Ashesi University College
- Applicants should quote the following information on their application form or in the task box in the online application portal:
  a. Mobile number used for transaction by applicant
  b. Transaction ID
- Reference Number (Applicant's Name should be used as the reference)

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b. Pay Online

- For Applicants who would like to pay via Visa, Mastercard, Amex or Discover, please click here: https://expresspaygh.com/ashesi.
  Applicants should quote the ExpressPay generated transaction reference number on their application form (paper applications) or in the task box on the online application portal.

* Attach a copy of your payment receipt to your complete application. Failure to follow instructions stated above will result in the delay of processing your application

https://www.ashesi.edu.gh/admissions/undergrad-admissions/how-to-apply.html

https://acity.edu.gh/

SUBMIT ONLINE

Fill out the online application on this page.

ONLINE APPLICATION FORM

DOWNLOAD & PREPARE OFFLINE

AND

DOWNLOAD APPLICATION FORM

ADMISSIONS IN PROGRESS

INSTRUCTIONS FOR ALL STUDENTS

1 Fill out the online application form on this page.

2 Upload your high school transcript & a copy of your ID

3 Submit the form & you will hear back soon from our Admissions office

Note : Academic City only accepts applications that are submitted online. There are no fees or payments needed to submit an admissions application and to receive a decision from our admissions department. You can download a copy of the online application to prepare all the materials and information you will submit, and then return to this page to fill it out. Good Luck!

APPLY HERE: https://lancaster.edu.gh/applying-to-lancaster-university/
The application is free! Find out more here:
https://lancaster.edu.gh/

TEMA INTERNATIONAL SCHOOL
ACADEMICS

At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.

EDUCATION FOR A BETTER WORLD

Change the World Through International Mindedness

#Make a Difference

TEMA INTERNATIONAL SCHOOL

CANDIDATES SERVICE

With Rev. Akua

THEME: PROV. 3:5; 21:31
"DO YOUR BEST, TRUST GOD FOR THE REST."

Sunday
14 April 2024

MPH
Multipurpose Hall

11:00 AM
GMT

Note: This event is open to students, staff & parents

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Ten tips for acting with integrity

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

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

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

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

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

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

Take responsibility for your own actions and their consequences.

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

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

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

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Be a content creator,
not a content imitator.

Academic integrity is a responsibility of the whole IB community

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

Diploma Programme

Open Book Exam pilot

DP Economics

Your school has been chosen to participate in a study looking into the impact of offering different types of open book exams on the whole school community. In this case your school will be piloting an OBE in the DP Economics paper 1 exam.

We would like to inform you on what this will mean for the students taking this exam at your school.

1. Students will be sitting the exact same paper but will be allowed to prepare and bring in a maximum of 2 A4 pages summarizing real-world examples that students may use in the exam.

2. Student summaries will be allowed to be either in the format of mind maps or short written summaries for each real-world example up to a maximum of 60 words per example and approximately 1200 words in total.

3. Students may use a combination of both mind-maps and written summaries.

4. Written or digital versions of their resources are allowed but written is recommended.

5. If students choose to write their resource, this must be legible.

6. Students must not include definitions of terminology, explanations of concepts and theories, nor any analysis or evaluation.

7. Students will not be allowed to include visuals including tables, figures, or diagrams.

8. Different colours will be allowed, as well as bullet points and acronyms.

9. Students will be allowed to include details of real-world examples not in their resource should they wish.

10. Student resources will need to be checked at least 1 month before the exam.

Teachers have received further clarifications and details regarding these expectations. If you have any questions or concerns, please contact us at obepilots@ibo.org.

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Baccalauréat International
Bachillerato Internacional

ReachOut

Checklist for
DISTURBING
CONTENT

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

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

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

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

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

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

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

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

Call 1800 55 1800

REACH OUT.COM

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."