

TIS RECORD

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

At TIS,
we believe proof of evidence is important and required to demonstrate commitment. Performance as evidence.

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Key Dates

- 14/2/26 Peer Buddies Workshop; Chocolate Friendship Day
- 16-27/2/26 DP Mocks. **NO G12 EXEATS**
- 25/2/26 MYP PP standardisation and moderation

Thought for the Week

Stop managing your time. Start managing your focus.

~ Robin Sharma



Making us proud

Allen Sarpong, a grade 6 student and Primary School HoC, showed strong personal initiative and regularly ensured that paintings and posters on classroom display boards were properly secured. He also took responsibility for reporting broken school furniture to the relevant authorities for repair.

Routines and Being Organised

Routine fosters independence. Students learn to manage their belongings, prepare their materials, and anticipate the day ahead. A routine helps students transition calmly from a night of rest into a busy school day. It boosts emotional stability, and fosters independence. Organised students have better time management, and are visibly less stressed.

At the secondary campus, an example of good routine and being organised starts in hostels in the evening. Students are expected to have packed school bags and prepared their uniform before their 'lights out'. This makes getting ready in the morning less stressful; it also makes a smooth transition from leaving the hostels for breakfast at 7:15am to arriving at the first class of the day without being late.

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

-Steve Bollar

Accounts

- When paying an amount in our school's account, always ensure you use the student's family name and student ID as the payment reference.
- Please email payment advices to: finance@tis.edu.gh

Visiting: Must Do

- Arrive on time
- Do not bring too much food! Take home what is not consumed.
- After your scheduled hour, leave your environment tidy for the next visiting family
- Park at the Main Entrance, (not at the Hostel Gate entrance).
- Cancel your booking early, if you are not coming.
- Only book once for a weekend

Reminders

- Parents must book their visit online. Please go to <https://www.schoolinterviews.com.au/code/k9frh>
- Exeats are limited to a maximum of 8 per semester. Weekend exeats must be received by the preceding Wednesday. Online exeats can be found at: <https://www.tis.edu.gh/exeatform>

Thought, effort and determination must be put into routines and self-organisation. It must start in the hostels and last the whole school day.

Chocolate Friendship Day is here again!

The act of giving and receiving at TIS in February, serves as an annual opportunity to pause and reflect on the value of relationships, and to foster appreciation. It is all the more enjoyable if it is done with chocolate. Chocolate contains compounds that improve cognitive function, memory, and focus.

We all look forward to Chocolate Friendship Day this weekend at the secondary campus. Our chocolate sharing encourages the expression of friendship and gratitude. These behaviours are known for their positive effects on stress levels and happiness. Let us remember the benefits of giving chocolate as a wellbeing act and a nutrient-rich treat when consumed in moderation.

Re-Enrolment for 2026/2027

A gentle reminder to families who have not yet responded to the online prompt to declare their intentions to re-enroll for the next academic year. Please email me if you have not received a prompt or are having any difficulties with the process.

Admissions

Admission testing will commence this month for 2026/2027 secondary school academic year. Interviews will be conducted shortly after that from the start of March. Apply online from today at: <https://tis.openapply.com>. Contact Mr Nartey (joshua.nartey@tis.edu.gh) with any queries or challenges you might have.

Yvonne M Tagoe Principal principal@tis.edu.gh





Main Campus Information



Exeats

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

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

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

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

The integrity of an exeat request is critical.

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

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

Parents/Drivers must show the approved exeat from their phone to security to enter.

(NO SHOW. NO GO.)

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

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

Visiting

For visits until June 2026, parents will be required to book their visit online. Please go to:

<https://www.schoolinterviews.com.au/code/k9frh>

Complete your details and click next to select your day and time.

Then click next to receive a confirmation of your booking.

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

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

Sessions are 60 minutes.

Only one booking per family per weekend.

There are restrictions on food and/or drink that may be consumed during a visit. Book early to avoid disappointment.

9 - 1 - 2025



TIS MYP & DP Local and Overseas Educational Trips 2026

MONTH	PROPOSED DATE(S)	FUNCTION
January	23	Ecological Immersion Program (GH)
February	20 to 22	DP1 Visual Arts Educational Trip to SCCA, Tamale (GH)
March	28 to 29	DoEIA Expedition Camp (GH)
March	27 to 29	DP2 Geography/ESS Trip to the Western Region (GH)
April		
May		
June	20 June to 12 July	French & Spanish Language Immersion (France/Spain)
July	28 June to 5 July	Harvard YLSC (USA)
July	19 to 25	Cambridge IGNITE (UK)
August	21	Geography Excursion (GH)
August	27 to 30	FWWMUN Johannesburg (SA)
September	1 to 5	ESS Slapton (UK)
September	17 to 18	IA Data Collection (Geog and Psych) (GH)
October		
November	6	Business Management Trip (GH)
December		
January 2027	3 to 10	Harvard YLSC (USA)

To be approved for overseas trips, school accounts must be cleared of outstanding bills.

TIS 2025/26 School Calendar

August 2025						
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 2025						
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 2025						
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	

November 2025						
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						

December 2025						
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			

January 2026						
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

February 2026						
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

March 2026						
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				

April 2026						
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		

May 2026						
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						

June 2026						
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				

July 2026						
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	

Public holidays 2025/26

4 Aug, 2025	Founders' Day	Jan 1, 2026	New Year's Day	3 Apr, 2026	Good Friday
22 Sep, 2025	KN Memorial Day	7 Jan, 2026	Constitution Day	6 Apr, 2026	Easter Monday
5 Dec, 2025	Farmers' Day	9 Mar, 2026	Independence Day	1 May, 2026	May Day
Dec 25, 2025	Christmas Day	20 Mar, 2026	Eid Al Fitr (TBC)	27 May, 2026	Eid Al-Adha (TBC)

Dates and/or events are subject to changes.

FIRST SEMESTER

1/8/25 2025 MYP Results Released; 2025 MYP Enquiries Upon Results Open;
1/8/25 MYP PP: Final product (photo evidence upload)
5/8/25 All staff resume
11/8/25 Student Council executives return
13/8/25 Newbies arrive (Meeting @ 2.00pm)
15/8/25 PYP Meet the teacher session (1.30pm)
16/8/25 Personal Project: Criterion B draft due
17/8/25 Continuing secondary students resume
18/8/25 All P-12 classes commence
22/8/25 TIS Junior Soccer Championships
23/8/25 SAT
24/8/25 School Performance auditions
29/8/25 TIS Senior Soccer Championships
30/8/25 Peer Buddies Workshop. **NO EXEATS FOR NEWBIES**. Dukies RA trip
31/8/25 Thanksgiving Service (11.00am) **NO EXEATS** Dukies RA trip
6/9/25 TIS Tennis Championships/TIS Badminton Championships; PYP Parents training session (9.00am); ACT
10-11/9/25 PYP Evaluation Visit
11/9/25 G12 TOK Exhibition
12/9/25 MYP PP Criterion B final due
13/9/25 SAT; MYP & DP Parents Information sessions. **NO EXEATS (Until after these sessions)**
19/9/25 PYP End of Unit 1 #WI; DP Geography Excursion
20/9/25 TIS Sporty Family. **NO EXEATS**
24/9/25 Girls Handball Championships
25/9/25 Boys Handball Championships
26/9/25 MYP CP: Community tour
27/9/25 High School Praise (Praise Night Fundraiser)
28/9-5/10/25 22nd Anniversary TIS Spirit Week. Career Fair **NO EXEATS**
3/10/25 TIS Founders' Day. Main Campus admissions open for 2025/2027
4/10/25 SAT;
5/10/25 22nd Anniversary Thanksgiving Service. **NO EXEATS until after 1.00pm**
5-8/10/25 Dukies Gold Award Camp
6-11/10/25 Mid-semester break
12/10/25 Students return to hostels
13/10/25 All classes resume after mid-semester
14/10/25 G9/G11 Changes to Subject Selections close; DP Geography Data Excursion
15-17/10/25 AIS MUN
18/10/25 PSAT: ISSAG Football, Handball, Tennis; ACT
20/10/25 MYP PP: Criterion C draft due
20/10/25 Student Council (SC) shadowing process commences;
21/10/25 G12 EE Café
23-24/10/25 Girls & Boys Volleyball Championships (during ASA)
~~25/10/25 ISSAG Football, Handball, finals~~
26/10/25 TIS swimming championships (3.00 – 5.00pm)
28-29/10/25 I&S Celebration Days
31/10/25 PYP End of Unit 2 Celebrations; Submission of G12 TOK Draft Essay; Language competition (7-12)
1/11/25 ISSAG Volleyball, Swimming and Badminton
3/11/25 DP Business Management Excursion
8/11/25 SAT; Annual Production **NO EXEATS**
11-12/11/25 Collaborative Sciences Project – G12;
14/11/25 PYP Book Day
17-21/11/25 MYP5 On-screen examination (Reports due 5/12/25) **NO EXEATS for G10**
19-28/11/25 G11-12 end of semester exams (Reports due 5/12/25) **NO EXEATS for G11-12**
24/11/25 MYP CP: Presentation of objectives
28/11/25 PYP End of Unit 3 3WI;
29/11/25 MYP PP Criterion C completion; Peer Buddies Workshop
1/12/25 SC applications open for 2026 elections
6/12/25 SAT; Carols Night (Chaplaincy)
8/12/25 Christmas Lunch
9/12/25 MYP PP Final Report due: Photo evidence & bibliography upload
10/12/25 Last day of the first semester: Students may depart after 3-Way interviews or 1pm if no interview
12/12/25 Last day for teachers*

13/12/25 ACT

SECOND SEMESTER

5-6/1/26 Staff Wellbeing Retreat (5/1/26), Staff Wellbeing Day (6/1/26)

8-9/1/26 Staff training days

11/1/26 Students return to hostels; applications for 2026 SC positions close

12/1/26 Second semester commences. Alumni Homecoming Week

17/1/26 TIS Athletics Championships. **NO EXEATS BEFORE 1.00PM**

18/1/26 Alumni Thanksgiving Service

19-20/1/26 SC Manifesto Readings; 20/1/26 Student Council elections by voting (7.00am-4.00pm)

24/1/26 Inter- School Sports Day

28-30/1/26 IDU Days; G12 EE; G11 EE, 11/12 CAS Reflection Day (Public Speaking, Red Cross Training)

31/1/26 SC Leadership Camp **NO EXEATS FOR SCHOOL LEADERS**

1/2/26 Student Leadership Induction Ceremony **NO EXEATS**

7/2/26 Creative Writing Workshop

9-13/2/26 MYP5 Mock On-screen examination **NO G10 EXEATS**

12/2/26 G11 TOK Exhibition. **NO G11 EXEATS**

13/2/26 PYP End of Unit 4 #WI; Early Years Family Day; TIS Squash Championships;

14/2/26 Peer Buddies Workshop; Chocolate Friendship Day

16-27/2/26 DP Mocks. **NO G12 EXEATS**

25/2/26 MYP PP standardisation and moderation (teachers)

7/3/26 MYP Projects (Personal & Community) **NO EXEATS (until after this session)**

11/3/25 PYP – MYP Info Day at Main Campus

12/3/26 G11 TOK Exhibition. **NO G11 EXEATS**

14/3/26 SAT; Pi Day

20/3/26 MYP PP: Academic Honesty First Record

21/3/26 2026 STEAM Day **NO EXEATS (until after the event)**

27/3/26 PYP End of Unit 5 Unit Celebrations; Three-way interviews: Students depart AFTER interviews

27-30/3/26 School Trips (27-29/3/26 Dukies Bronze & Silver award trip) (28-30/3/26 DP Geography Field Trip)

28/3-12/4/26 Mid-semester break

31/3/26 MYP PP Criterion A draft due; Draft 2026/2027 Calendar Overview Released

11/4/26 ACT

12/4/26 Students return to hostels

13/4/26 All classes resume after mid-semester;

17/4/26 G11 EE Cafe

18/4/26 G12 Grad photos (All day). **NO G12 EXEATS**; MYP5 Examprep workshop (**NO G10 EXEATS**)

19/4/26 Exam Candidates' Service **NO EXEATS**

21/4/26 MYP5 → DP1info session; PP Criterion A draft due

24/4-22/5/26 DP Final Exams

24/4/26 PYP Spelling Bee

2/5/26 SAT

4/5/26 MYP PP Criterion A final due

4-15/5/26 MYP IBMYP On-screen examination

16-30/5/26 Break for MYP5 leavers (**Leavers return to Hostels on 30/5/26 by 5.00 pm**)

18-29/5/26 G11 semester exams;

20-26/5/26 MYP4 On-screen examination

21/5/26 PYP End of Unit 6 3WI

22/5/26 PYPX & VAX

23/5/26 Leavers' Dinner

29/5/26 MYP4 (2025/2026) subject selections

30/5/26 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students

31/5/26 Peer Buddies Workshop

5/6/25 Last day for PYP staff

6/6/26 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students

12/6/26 Last day for teachers*; S2 reports published.

13/6/26 ACT

20/6/26 France/Spain trips commence

11/7/26 ACT; France/Spain trips end

25/7/26 MYP PP: Final Product (Photo evidence upload)

V20/11/25



TEMA INTERNATIONAL SCHOOL

Primary School Campus

Admissions Open For 2026/2027 Academic Year

Flexible admission screenings and interviews



Entry Points in 2026

Preschool

Nursery (1.9 years @ August 2026)
 Kinder 1 (2.9 years @ August 2026)
 Kinder 2 (3.9 years @ August 2026)
 Kinder 3 (4.9 years @ August 2026)

Junior Primary

Grade 1 (5.9 years @ August 2026)
 Grade 2 (6.9 years @ August 2026)
 Grade 3 (7.9 years @ August 2026)

Senior Primary

Grade 4 (8.9 years @ August 2026)
 Grade 5 (9.9 years @ August 2026)
 Grade 6 (10.9 years @ August 2026)

To learn more
scan this.



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.

To enrol scan
this.



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



Tema International School



MAIN CAMPUS

**SECONDARY ADMISSIONS ARE OPEN FOR 2026/2027 ACADEMIC YEAR
FROM 3 OCTOBER 2025 UNTIL 31 MARCH 2026**

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.

To learn more
scan this.



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 enrol, scan this



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

For further information contact us on phone:

+233 303 305134, +233 303 308737, +233 249 637762 email: admissions@tis.edu.gh

Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)

www.tis.edu.gh



TIS Application Procedures

The screenshot shows the Tema International School admissions portal. The top navigation bar includes the school crest, a search bar, and 'Sign In' and 'Register Now' buttons. The left sidebar has a 'GENERAL' section with links to Home, Registration of Interest, Application Form, Schedule Tour, and other information pages. The main content area features a large image of students working on a yellow construction vehicle, with the text 'Hands-on learning Student learning'. Below this is the school crest and the text 'Tema International School'. There are three main call-to-action buttons: 'Registration of Interest', 'Schedule Tour', and 'Application Form', each with a sub-button for 'Submit ROI', 'Schedule a Tour', or 'Submit Application'. To the right, there are sections for 'CAMPUS LOCATIONS' showing maps of the Primary School Campus (Community 22 Police Station, The Church Of Christ Of Latter-Day Saint) and the Main Campus (1 Nii Oko Olaiye Avenue, Community 22, GB-031-9232 Tema, Ghana). The footer includes a copyright notice for 2006-2019 and a 'Map data ©2019 Google' link.

Please have the following documents available (scan onto a flash drive) before you begin with online application;

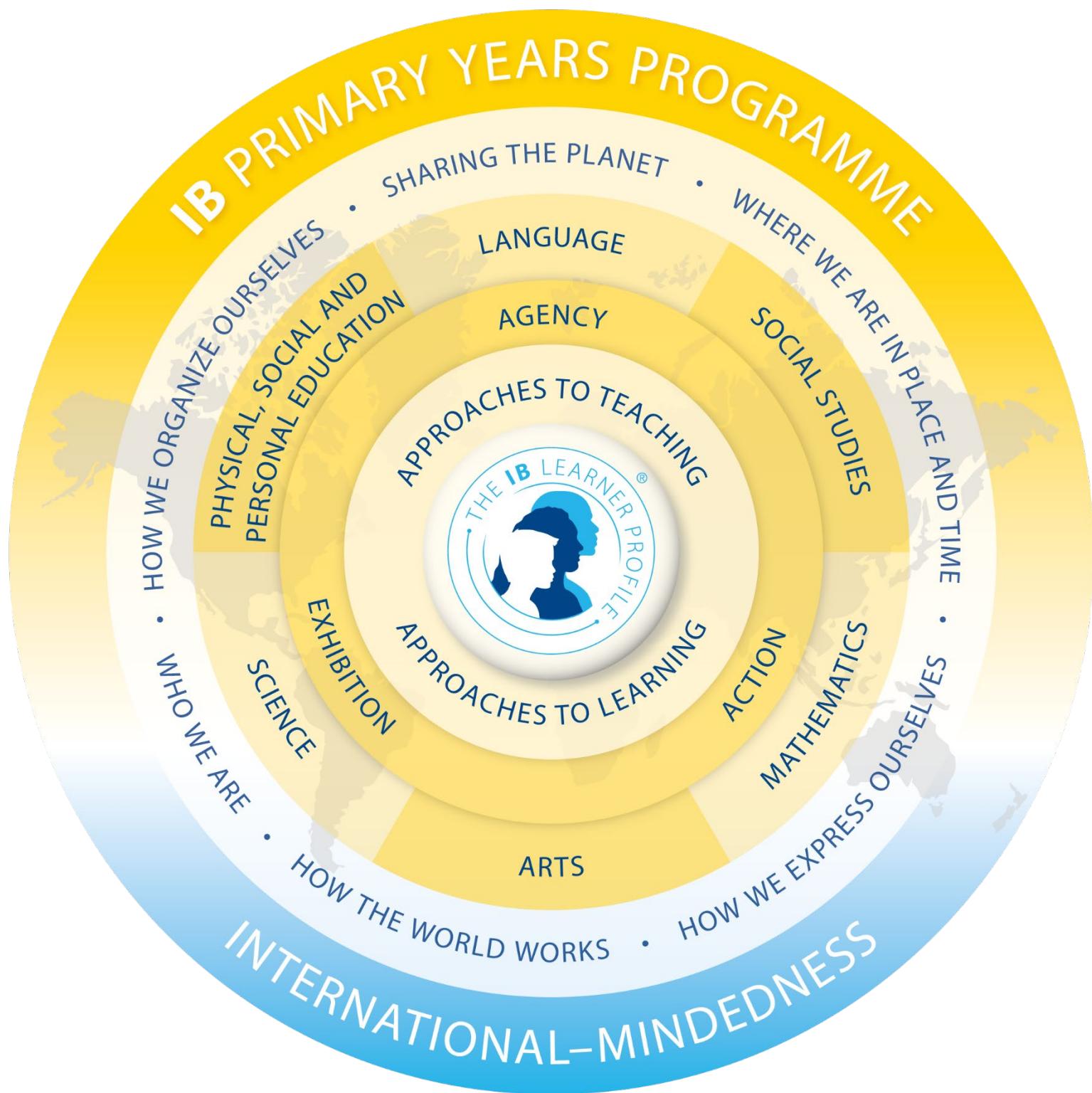
- 1 recent passport-style photo
- passport biodata page/ birth certificate
- 3 recent school reports (**Grade 2-11 Applicants**)
- Letter of recommendation and academic transcripts (**Grade 11 Applicants**)

1. Go to our admissions portal **tis.openapply.com**
2. Click on the **Sign In** button found at the top right corner of the page.
3. Click on **Sign up** here if this is your first time using OpenApply otherwise type in the email and password you used the last time you used OpenApply.
- For first time users please proceed to 4. For existing users please proceed to 5.**
4. Fill in **User Details** and proceed to application.
5. Ensure you fill out details correctly and attach all required documents where necessary (passport picture, passport biodata page/ birth certificate, school reports, transcript, recommendation).
6. When forms have been completed kindly proceed to make application fee payment using any of the 3 options:
 - www.expresspaygh.com/tis
 - At the Finance Office on TIS campus
 - At any Barclays Bank into the TIS Account number 1798808 or Ecobank into TIS Account number: 0020014471692201
7. You will receive an email to confirm receipt of your application and the next steps towards admission **only when the application fee payment has been received.**
8. **Please note that your child will be taking a Cognitive Ability Test (CAT4) as an Entrance Exam for admission at TIS. (Grade 7-11 students)**

Thank you for choosing TIS. We look forward to a fantastic relationship in the coming years!

TIS Admissions Grade Chart

TIS	British Curriculum Schools
Kinder 1	Nursery
Kinder 2	Reception
Kinder 3	Year 1
Grade 1	Year 2
Grade 2	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	Year 10
Grade 10	Year 11
Grade 11	Year 12
Grade 12	Year 13



Behind the Scenes

The strength of Tema International School (TIS) Primary Campus lies in the strong collaboration between its teaching and non-teaching staff. Together, they work harmoniously to create a nurturing, safe and inspiring learning environment where every child can thrive. While teachers lead high-quality, inquiry-based learning in line with the PYP philosophy sparking curiosity, critical thinking and student agency their efforts are powerfully supported by a dedicated team of non-teaching staff. This collective commitment ensures that the school runs smoothly and that the environment remains organised, functional and conducive to holistic learning.

The Facilities Manager

At TIS Primary Campus, we recognize that a well-maintained environment is fundamental to effective teaching and learning. Our Facilities Manager plays a pivotal role in ensuring that the campus remains safe, functional, and welcoming for students, staff, and visitors alike.

Through regular inspections and proactive maintenance, the Facilities Manager anticipates and addresses potential issues before they disrupt learning. From classroom furniture and utilities to playground equipment and shared spaces, every detail is carefully monitored to align with the school's commitment to excellence. This diligence allows students to learn without distractions and teachers to deliver lessons effectively.

Beyond academic spaces, the Facilities Manager oversees recreational areas, ensuring they meet safety standards and provide students with secure opportunities for play, exploration and social development. His dedication reflects a deep commitment to the well-being of the entire school community, helping to create an environment where every child feels supported, valued, and inspired.

The Operations Officer

The Operations Officer plays a vital role in the smooth running, safety and continuous improvement of TIS Primary Campus. Working closely with the school administrator and external contractors, he ensures that the school premises are well maintained, clean and conducive to learning.

A key aspect of his role is safeguarding the school's security and assets. Through routine checks, maintenance procedures and safety reviews, the Operations Officer upholds high safety standards, giving parents confidence in the care and protection of their children. In addition, he provides essential logistical support for school programmes, including monthly Unit Celebrations.

By coordinating equipment and logistics behind the scenes, he helps ensure that these events run smoothly and remain meaningful and enjoyable experiences for students.

The Kitchen Staff

The kitchen staff at TIS Primary Campus play an essential role in supporting the well-being and daily success of our school community. Their work goes far beyond meal preparation; they thoughtfully plan, prepare and serve nutritious meals in a safe and welcoming environment, ensuring that every student and staff member feels cared for and supported throughout the school day. Through their

dedication, consistency and attention to hygiene and quality, they contribute significantly to students' health, focus, and overall learning experience, making them a vital part of the school's everyday life.



Our dedicated kitchen staff serving fresh, nutritious meals with care and commitment

Meals are carefully planned and prepared to meet diverse nutritional needs and dietary requirements, including allergies and special preferences. By providing balanced, nutritious meals, the kitchen staff contribute significantly to students' physical health, energy levels and overall concentration. Timeliness is another hallmark of their work. Snacks and meals are served punctually, helping the school day run efficiently and keeping students energized and focused.

Equally important is their strict adherence to hygiene and food safety standards. From ingredient storage to kitchen sanitation, they follow rigorous protocols that safeguard the health of the entire school community. During special events, workshops and meetings, the kitchen staff readily adapt to provide customised meals and refreshments. Their professionalism, warmth and friendly interactions create a welcoming dining atmosphere and strengthen the sense of community at TIS Primary.



Our dedicated Kitchen Staff serving with passion



Staff and students enjoying delicious meals at our End-of-Year Christmas Party

The School Nurse

The school nurse serves as the first point of contact for all health-related matters, providing immediate care, comfort and reassurance to students and staff. With a calm and approachable presence, the nurse ensures that the school remains a safe and nurturing environment.

Key responsibilities include administering medication accurately, managing minor injuries and medical conditions and responding effectively to emergencies. Detailed health records are maintained for every student, ensuring awareness of allergies, chronic conditions and specific medical needs. The nurse also maintains strong communication with parents, promptly reporting health-related incidents and fostering trust through transparency. Beyond treatment, the nurse actively promotes preventative healthcare by leading hygiene education, conducting health screenings and supporting vaccination initiatives.



Students receiving routine health checks and first aid at the school



Students actively engaged in a health talk with resource persons

Additionally, the nurse plays a vital role in emergency preparedness, training staff in basic first aid and ensuring that first aid kits and medical supplies are well stocked across campus. Their professionalism and compassion are central to safeguarding the health and well-being of the TIS Primary community.

Security

At TIS Primary Campus, safety is a top priority and a cornerstone of our school culture. A secure environment allows students to learn confidently and without fear, while parents enjoy peace of mind knowing their children are well protected. Our on-site security officers are stationed at strategic points across the campus, managing entry and exit procedures and verifying visitor access. Their professionalism and vigilance ensure that only authorized individuals enter the school premises. The school continuously reviews and strengthens its security measures, conducting regular drills and providing ongoing training for security personnel. This proactive approach fosters preparedness, awareness and swift response to potential concerns. Ultimately, our commitment to security supports a calm, focused learning environment where students can thrive academically, socially and emotionally.



Our diligent Security Staff at post

The Janitorial Team

Cleanliness at TIS Primary Campus is a core value and our janitorial team plays a crucial role in upholding it. Their dedication ensures that classrooms, offices, restrooms, walkways and outdoor spaces remain clean, safe and inviting throughout the day.



Our Janitors keenly engaged in their duties ensuring a clean and healthy environment

Beyond routine cleaning, the team operates with a strong sense of responsibility, promptly addressing spills, hazards, or damage and reporting concerns for immediate action. Their strict adherence to safety procedures and proper use of cleaning materials prevents risks and protects the well-being of students and staff.

The visible impact of their work extends to the school's beautifully maintained grounds and playgrounds. A clean and orderly environment promotes focus, positivity and overall well-being, making the janitorial team an essential though often unseen pillar of the school's success.



The Drivers

Our shuttle drivers are indispensable members of the TIS Primary Campus community, ensuring safe, reliable and comfortable transportation for students each day. Serving routes across areas such as Spintex, Gbetsile, Tema Community 6, 10, 22 and 25, they ensure punctual pick-ups and drop-offs that align with the school's schedule. Beyond transportation, our drivers build positive relationships with students, parents and staff through professionalism, warmth and effective communication. In addition to daily transportation, drivers support educational field trips, extracurricular activities and school events. Safety remains their top priority, supported by strong driving skills, knowledge of traffic regulations, emergency preparedness and routine vehicle maintenance. As ambassadors of the school's values, they contribute greatly to trust, dependability and peace of mind within the TIS community.



Our dedicated drivers ensuring safe, reliable and caring transportation every day

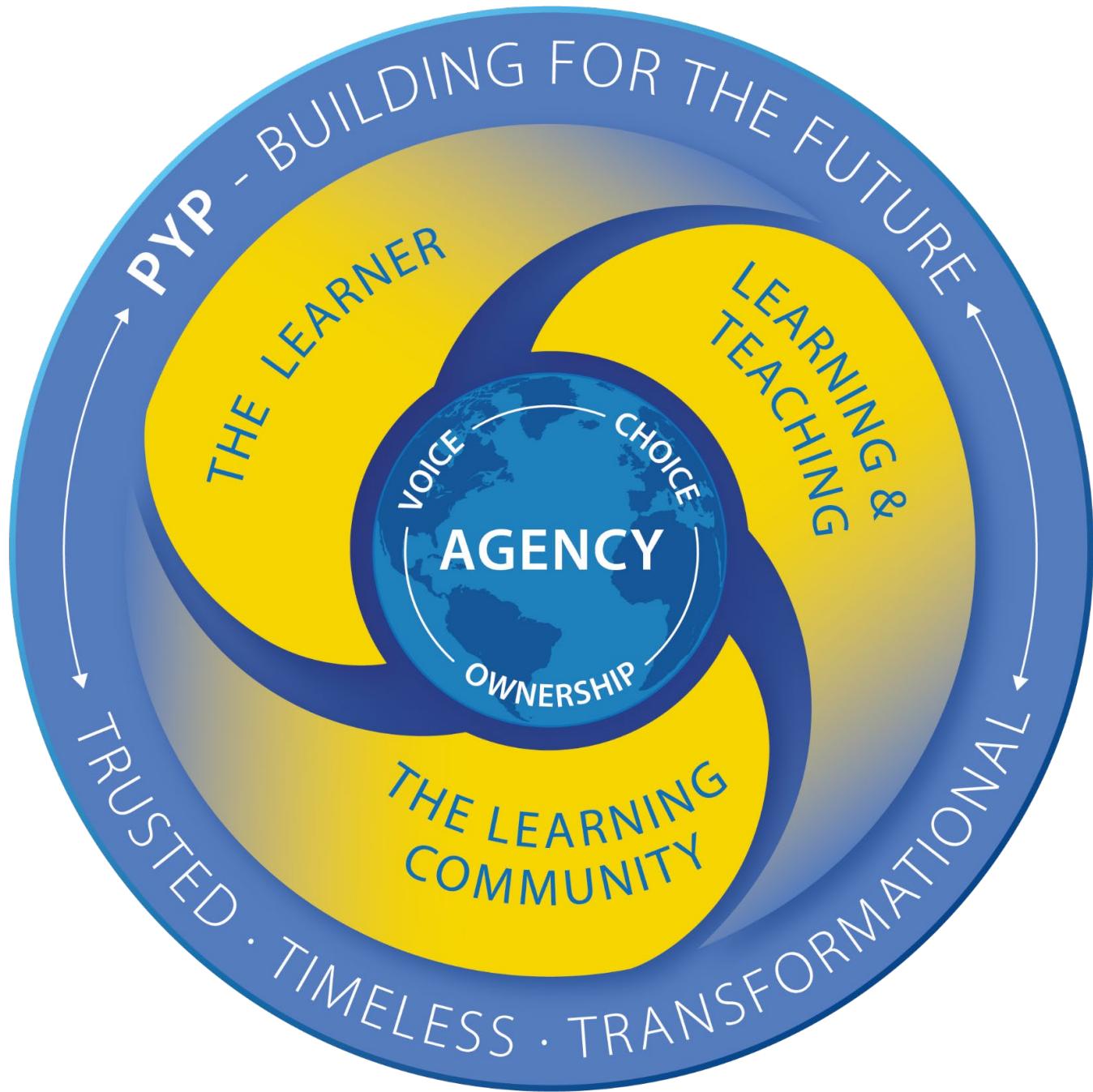
The I.T. Professional

Technology is an integral part of teaching and learning at TIS Primary Campus, enhancing creativity, collaboration and critical thinking. Students engage with digital tools, interactive platforms and research resources that enrich their learning experiences and build essential 21st-century skills.

Supporting this integration is our dedicated team of I.T. professionals, who ensure the smooth operation of the school's digital infrastructure. They provide technical support, troubleshoot challenges and guide teachers and students in the effective use of technology. Through their expertise, TIS Primary continues to build a digitally empowered learning community. By blending strong teaching practices with modern technological tools, the school prepares students to thrive confidently in an interconnected and evolving digital world.



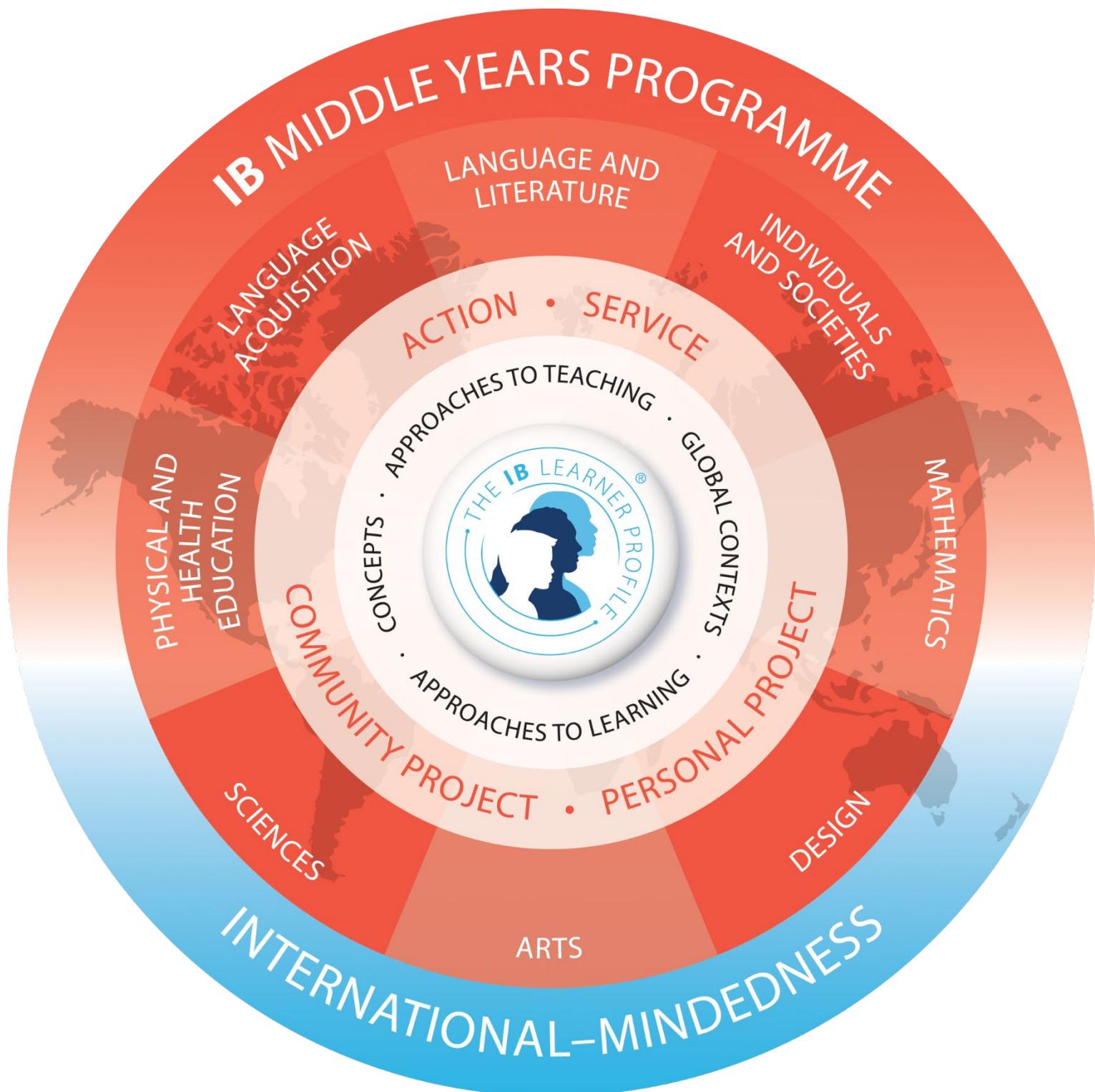
Our I.T. Professional ensuring devices are properly configured and connected to enhance teaching and learning



Change the World Through Respect

#Make a Difference





MYP 5 MOCK: ON-SCREEN EXAMINATION

At TIS, all students in the last two years of their MYP journey (MYP4 and MYP5) are given opportunities to complete structured whole-cohort electronic assessments in the IB MYP disciplines of:

- ❖ Language and Literature (English)
- ❖ Language Acquisition (French or Spanish)
- ❖ Individuals & Societies (Geography or History)
- ❖ Sciences (Biology, Chemistry, Physics)
- ❖ Mathematics (Standard or Extended)
- ❖ Interdisciplinary learning

The first of such on-screen exams takes place at the end of MYP4 (May), the second in the first semester of MYP5 (November), and the third in second semester of MYP5 (February). The last in-school on-screen exam experience is the **mock exams**. All these exams are administered following IB guidelines or protocols.

This week, our candidates have been busy with their mocks. As the name implies, the exam simulates the final on-screen exams and serves as a familiarisation. In many ways, the experience has been worthwhile for both students and teachers (serving as invigilators).

Lessons resume for candidates on Monday, 16 February. Teachers will use these lessons to complete any remaining topics and provide targeted support to specific students as well as the class as a whole.



MYP 4 SCIENCE REFLECTIONS: FORCES AND EXTENTIONS

In our recent Physics unit, “**How do forces interact with matter?**”, students explored the relationships between forces and the materials around them. Focusing on the key concept of relationships and the related concepts of interactions and function, students investigated how different forces affect the behaviour of objects.

As part of the inquiry-based learning experience, students conducted a Hooke’s Law experiment using springs and weights to observe how force causes extension. Through careful measurement and observation, they discovered the direct relationship between the amount of force applied and the stretch of the spring. This hands-on investigation helped them understand how forces interact with matter and how materials function under different conditions.

The experiment encouraged students to think like scientists by asking questions, making predictions, recording data and drawing conclusions. It was an exciting opportunity to see scientific concepts come to life and to understand how the principles of force apply to everyday objects.





REFLECTIONS OF STUDENTS AFTER THE EXPERIMENT

In our Hooke's Law experiment, we examined how the extension of a spring changes with increasing force and used this to determine the spring constant. This reflection discusses key sources of error, proposes improvements for future experiments, and explores the role of precision in scientific work.

One of the main sources of uncertainty in our experiment was parallax error, which occurred when reading the extension measurements from the ruler. If the observer's eyes were not perfectly level with the scale, the readings could have been slightly above or below the actual extension, leading to inaccurate data points. If I were to repeat the experiment, I would attach a small pointer to the end of the spring to make it easier to read the extension accurately against the ruler. This would reduce human error and improve the clarity of measurement.

This experiment reinforced the importance of precision in science. Accurate data collection is essential when calculating constants like the spring constant, as even small errors in measuring extension can significantly alter the calculated value of k . Precision also affects the shape and interpretation of the graph. A line that is supposed to be straight might appear curved if inconsistent data points are plotted. Moreover, careful measurement helps identify the point at which the spring stops obeying Hooke's Law, which is crucial for understanding material behavior under stress.

In conclusion, the Hooke's Law investigation was a valuable learning experience that highlighted both the challenges of collecting accurate data and the importance of precision in validating scientific theories. By identifying errors, proposing thoughtful improvements, and understanding the critical role of precise measurement, I have deepened my appreciation for the scientific process and developed greater confidence in designing and conducting reliable experiments. **By Stephen Agyemang Jnr.**

The main source of error was when I tried to position the ruler to the spring to measure it. Sometimes the spring itself continued to move after adding a mass, so measuring too quickly could give me an inaccurate value. The reading of the ruler was somehow difficult.

Some scientific skills I acquired were measuring and data recording. I was able to organize my data into tables. I also learnt how to plot a graph and interpret a slope. This experiment taught me how small errors in measurements can affect results and conclusions. It tells me how to be careful with my measurements. **By Segua Achina-Nyarko**

This investigation helped me understand how Hooke's Law works in a practical experiment. I learned that the extension of a spring increases in a predictable and proportional way when more force is applied. One strength of my work was that I took repeated measurements for each mass, which improved the reliability of my data. My graph also supported the mathematical relationship expected from Hooke's Law, showing that my procedure was mostly accurate.

However, there were some limitations. Small parallax errors may have occurred when reading the ruler, and the spring may have moved slightly before settling, which could affect the extension values. The three data points

also limit how confidently I can describe the full behaviour of the spring. In the future, I could improve the investigation by using more force values, taking more repeats, and using a clamp to hold the ruler steady to reduce measurement errors.

Overall, the investigation was successful because the results clearly showed that the spring followed Hooke's Law and allowed me to calculate a reasonable value for the spring constant. **By Elikem Amoo**

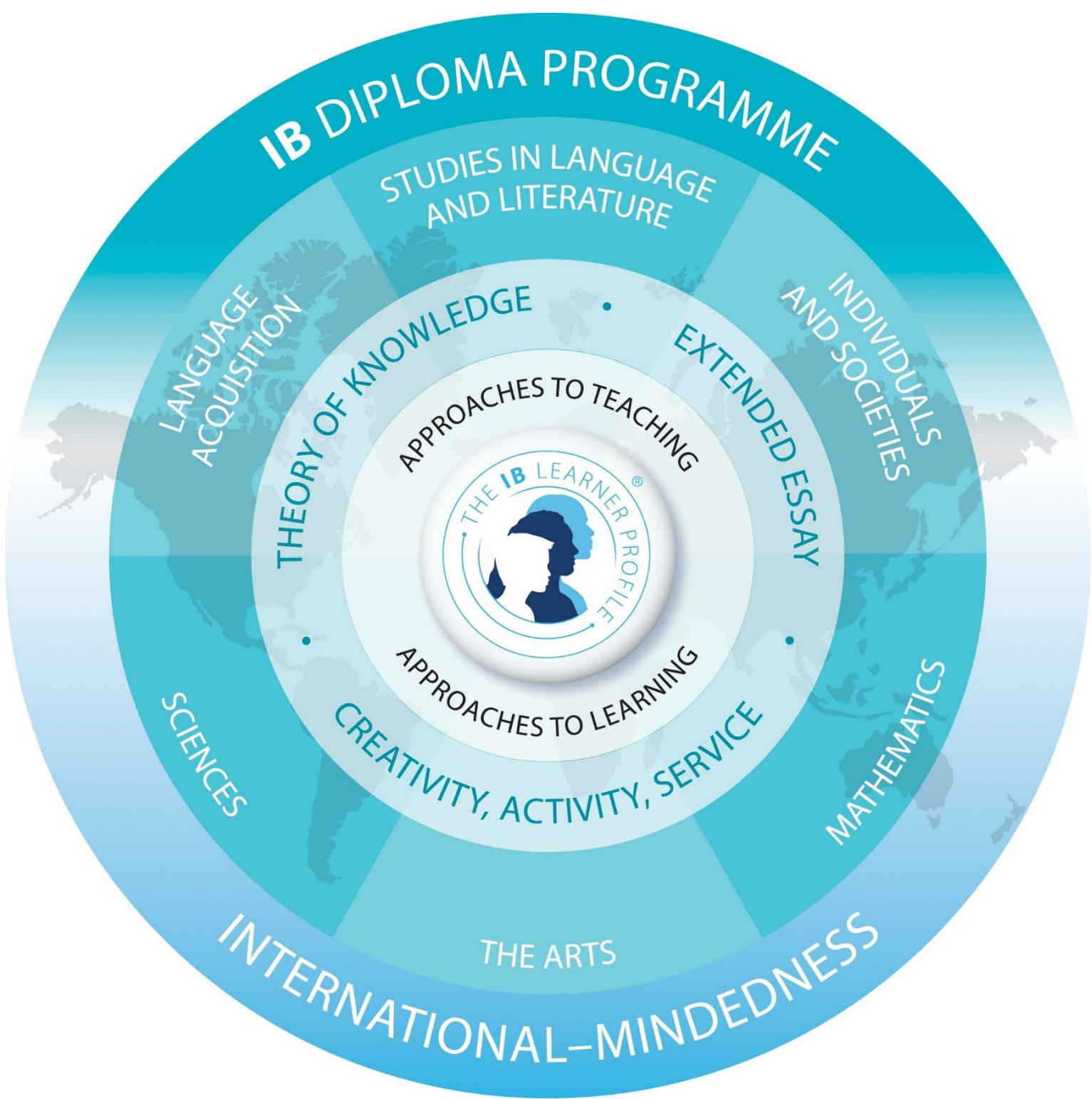
If I repeated this experiment, I would improve the setup by using a ruler with finer markings and making sure the ruler was perfectly aligned with the spring. This would reduce measurement errors and make the results more reliable. During the investigation, I developed skills such as collecting repeated data, calculating averages, and controlling variables to keep the experiment fair. I also improved at observing patterns and relating them to scientific laws like Hooke's Law. This experiment showed me how important precision is in science. Even small errors in measuring the spring's length can affect the results and the accuracy of the conclusion. Being precise helps ensure that the data is trustworthy and clearly shows the relationship being tested. **By Alvin Arthur**

For me, the memory of the experiment is dominated by two things, which could be considered as the main sources of problems: the spring kept shaking uncontrollably when the additional masses were put on it, and it was complicated to get a correct reading of the ruler each time. This continuous motion made it almost impossible to get a perfectly still measurement. And, lining your eye up at the correct angle for the ruler each time was more difficult than I anticipated. Both of these issues probably resulted in some inaccuracies in our data, which in turn affected the slope of the best-fit line and the final value of the spring constant. I would definitely put a small paper arrow on the bottom of the spring with some tape if I do this again. Thus, it would be much easier to see the exact point on the ruler where the spring is pointing, and I would be certain if it had stopped moving. This entire experience was an enormous lesson to me on how patience and precision are of great importance in the laboratory. I improved my skills in setting up the equipment, but even more than that, I came to the realisation that very small mistakes can change your entire result. **By David Bannerman.**

One of the main sources of error in this experiment was the difficulty in measuring the spring's extension accurately. The spring sometimes continued to oscillate after adding a

weight, which could lead to slight misreadings on the ruler. This uncertainty may have caused some data points to fall slightly above or below the ideal straight-line pattern on the graph, affecting the overall accuracy of the trend. If I could repeat the experiment, I would make several improvements. First, I would allow more time for the spring to stop moving before taking measurements, ensuring more precise readings. I would also use a clamp stand with a pointer attached to the spring to make the extension easier to read. These changes would reduce measurement errors and make the graph more reliable. During this investigation, I developed important scientific skills such as collecting consistent data, plotting graphs accurately, and analysing patterns to identify whether the results supported Hooke's Law. I also improved my practical skills in setting up equipment safely and adjusting the apparatus to get clearer and more reliable measurements. Overall, the experiment helped me understand the importance of careful technique when working with physical measurements. **By Elyanna Agyemang-Mensah**





CAS-SA Corner

Unite to Light Ghana — Your Support is Needed

The **Unite to Light Ghana CAS Project**, led by our **Buddies for Change Club** student leaders, is currently raising funds and preparing to distribute **Solar LED lights** to families and communities in Ghana living without reliable electricity.

This project honours the legacy of Ghanaian scholar **Professor Anani Dzidzienyo**, whose passion for education, culture, and global citizenship continues to inspire young people to serve and lead with purpose. Since 2019, TIS students have helped distribute over **4,000 solar lights**, bringing safer homes and improved learning opportunities to communities in need.



- **Mobile Money (MoMo):**

CAS – Abigail Ahiadorme

059 762 1047

(Please use “Unite to Light” and the student’s name as the reference.)

- **Online donation (credit or debit card):**

✉ <https://secure.givelively.org/donate/unite-to-light/help-light-futures-in-ghana>

Parents and families are also invited to **recommend communities** that may benefit from receiving solar lights.

Together, we can help light homes, support education, and extend a powerful legacy of service and compassion.

“The light of our ancestors guides our steps.”



LesleyAnn Hyde, G11

“This project matters because light brings more than visibility; it brings equality, safety, and hope. Leading it is helping me understand how small actions can create meaningful change in society.” Bruhan-Deen Hussein, G11

“For me, leading this project means helping provide people who have very little with basic necessities, things many of us take for granted, so they can carry out their daily lives with dignity and independence.” Christine Pratt-Bango, G11

“Leading this project is deeply heartwarming for me. It comes straight from my heart, and it amazes me that I have the opportunity to help change people’s lives with something as simple and powerful as a light.”

Health Heart, Health Life: Continuing a Legacy of Saving Young Hearts



The **Healthy Heart, Healthy Life CAS Project** is very personal to me. I grew up watching my two sisters lead this initiative, and seeing the impact they made inspired me to continue their work. The project was originally started by my older sister, **Baaba Egyei-Mensah, IB Class of 2020**, whose passion for service led her, together with her friends and peers, to support children living with congenital heart disorders.

The **Healthy Heart, Healthy Life CAS project** was officially initiated in 2019 by TIS students **Baaba Egyei-Mensah, Davina Yawson, and Ayeyi Hammond, IB Class of 2020**. The project was continued by **Caleb Hammond**, along with **David, Madiba, and Jano, IB Class of 2022**, and later carried forward by my younger sister, **Nana Aba Egyei-Mensah**, alongside **Seffirina Marsopeh, Kwadwo Adubofuor, and Mawulolo Agbeli, IB Class of 2024**, strengthening its impact. They raised over \$10,000 and paid for **Benjamin's** open-heart surgery. Now we look at the epicures of **Benjamin**, living a healthy life, attending school, playing, and doing all the things he could not do while waiting for his life to be saved by surgery.

This year, together with **Ashley** and a group of committed Grade 11 students, we are building upon this inspiring legacy. Our project aims not only to support fundraising efforts but also to educate the TIS community about congenital heart disorders (CHD).

Since 2015, the collaboration between TIS and CHF Ghana has helped raise funds that have supported **life-saving open-heart surgeries for six children**. For us,



Figure 1 Benjamin, our beneficiary during and after surgery.



Heart Foundation Ghana Health Walk on 28 February 2026. We are also reaching out to other schools, including **SOS College, Roman Ridge** and **Al Rayan**, to join us in raising awareness and funds. In addition, we will share a weekly bulletin series to help our school community learn more about congenital heart disorders and how they affect families in Ghana and globally.

Congenital heart disorders (CHD) are among the most common birth defects worldwide, affecting approximately **1 in every 100 children globally**. In many developed countries, early diagnosis and access to specialised healthcare mean that more than **85–90% of children with CHD survive into adulthood**. However, in countries like Ghana, access to specialised cardiac treatment is still limited. Many children remain untreated because of the high cost of surgery and limited medical resources. At the Korle-Bu Cardiothoracic Centre, there is currently a long waiting list of children who need surgery, with each operation costing approximately **USD 8,000**. For many families living in poverty, this cost is impossible to afford, leaving them dependent on donations and fundraising support (Hoffman & Kaplan, 2002; Zheleva & Atwood, 2017).

continuing this project is about honouring that legacy while creating new opportunities for students to lead meaningful change. As student leaders, we believe service should go beyond the classroom. Leading this project reminds us that small actions can have a huge impact, and it gives us the opportunity to use our voices to support children who may not have access to medical care.

This year, we are beginning our work by joining the **Children's**



Figure 2 TIS Students with Benjamin, celebrating his healed heart.

Through this project, we want to encourage the TIS community to understand that global health challenges are also local realities. Together, we can give hope for a child and relief for a family facing overwhelming medical challenges. We believe that as students, we have the power to raise awareness, inspire change, and support families who need help the most.



*We want students to realise that global issues like congenital heart disorders affect real families in our community. Awareness is the first step towards change. **Ashley Adjei – Grade 11.***

*Watching my sisters lead this project showed me that students really can change lives. Continuing their work means carrying forward something that has already helped many families. **Emmanuel Egyei-Mensah – Grade 11.***

We invite the entire **TIS community** to join us in supporting this cause by:



- Participating in the **Health Walk** on 28 February 2026
- Supporting fundraising efforts for heart surgeries
- Volunteering to help raise awareness
- Following our upcoming bulletin series about congenital heart disorders

Donate: CAS Momo - 0597621047 – Abigail Ahiadorme - Reference – Save A Heart/Your name

Together, we can continue a student-led legacy that proves young people can create meaningful and lasting change.

References

Hoffman, J. I. E., & Kaplan, S. (2002). The incidence of congenital heart disease. *Journal of the American College of Cardiology*, 39(12), 1890–1900.

Zheleva, B., & Atwood, J. B. (2017). The invisible child: Childhood heart disease in global health. *The Lancet*, 389(10064), 16–18.

Emmanuel and Ashley (DP1) Co-Leaders

Experiential Learning in Action: DP Core Week Reflections



As I read this week's **CAS reflections**, I was encouraged by the depth of learning and personal insight our students demonstrated. Across the workshops, students clearly developed key **CAS learning outcomes** such as recognising personal **strengths and areas for growth**, developing new skills, working collaboratively, and engaging with real-world challenges. Whether through public speaking, first aid training, or creative making, students stepped out of their comfort zones, demonstrated resilience, and applied **IB Learner Profile attributes**, including being communicators, risk-takers, caring, and reflective.

Reflection plays a vital role in the **CAS journey** because it transforms experience into learning. Through reflection, students learn to think critically about their actions, recognise impact, and make meaningful connections between what they do and who they are becoming. These reflections show growth not only in skills but in self-awareness, confidence, empathy, and responsibility. I encourage all students to continue taking action, reflecting honestly, and applying their learning both in school and beyond. This is where CAS becomes truly transformative.

Mrs King, CAS Coordinator

#Students Reflection

Participating in the Public Speaking workshop during DP Core Week taught me the importance of maintaining good posture, especially since I am tall, and how hand gestures can make or break a speech. I was challenged when I had to stand in front of the mirror, see everyone behind me, and speak to myself. Looking in the mirror and self-talking is something I do not enjoy doing in public; however, the audience was very accommodating, which made it easier for me to do.



The CAS learning outcome I developed was identifying my strengths and working on them. I believe I am good at public speaking; however, I still learned a lot that will add to my already developing skill.



LesleyAnn Hyde, Grade 11

Participating in the Red Cross workshop was a highly valuable and empowering experience for me. One of the most meaningful outcomes was being voted Co-President, a role I am both pleased and grateful to take on. This opportunity helped me recognise my ability to lead, take responsibility, and serve others, especially in situations related to health and safety.

During the workshop, I learned important first-aid skills, including understanding the stages of unconsciousness, how to assist a dizzy person by helping blood flow back to the brain, and effective techniques to stop bleeding. These skills challenged me to think calmly and act correctly in emergencies, showing me the importance of staying composed and alert under pressure.

I also learned about the key characteristics of a Red Cross member, such as compassion, responsibility, teamwork, and readiness to help others. These values helped me reflect on the kind of leader I want to be and the standards I must uphold in my new role. The facilitators' guidance was clear and practical, which increased my confidence in applying first-aid knowledge in real-life situations.



Through this experience, I developed CAS learning outcomes related to leadership, acquiring new skills, and engagement with global issues, particularly health and safety. Moving forward, I am committed to using this knowledge to help create a more health-aware school environment, especially during sports and physical activities where quick and informed responses are essential. **Aseye Torkorloo, Grade 11**

From Apiorkor, I learned that the energy you give to the audience is the same energy you receive from them. This also connected to the characterisation workshop with Adjetey Anang, which helped me understand the importance of profiling your audience and adjusting your tone and energy to gain maximum attention.

I plan to apply these skills in my leadership opportunities, CAS projects, and the charity that my cousins and I founded, where I serve as treasurer.



but by staying calm, thinking through each step, and working closely with my group, we managed it. This moment showed me that I can handle difficult situations if I stay organised and communicate clearly.

I also learned a lot from the facilitator, who gave helpful advice on timing and technique and reminded us to pay attention to small details. I hope to use these skills beyond school to help others during emergencies and to remain calm and confident in stressful situations. The experience also reminded me how important teamwork and communication are in emergencies and everyday life. **Amaris Osei-Agyeman, Grade 11**

Last week, I participated in both the Red Cross and Public Speaking workshops. Having never taken part in experiences like these before, I found them both engaging and highly rewarding.

During the Red Cross workshop, I gained many practical skills that I had not previously been aware of. I learned how to correctly administer first aid to casualties experiencing shock, unconsciousness, burns, and bleeding. I also learned how to perform CPR on adults, children, and infants who are not breathing. At the end of the workshop, we completed both a written and practical assessment. While I

felt confident in my theory paper, I found the practical exam more challenging. Working in groups, we demonstrated much of what we had learned, although not everything was perfect. Receiving constructive feedback and learning from mistakes was extremely valuable. These skills have helped me feel more prepared to respond calmly during emergencies.



The Public Speaking workshop was equally educational. It focused on posture, body language, and using gestures to project confidence. I also learned how to read an audience and transfer my enthusiasm to listeners. On the first day, I was quieter because I prefer observing my environment before contributing. By the final day, I felt more confident and participated more actively.

Overall, I am very grateful for the opportunity to participate in both workshops. They helped me develop practical skills, confidence, and self-awareness. **Nana Yaa Achiampong, Grade 11**





My participation in the **Red Cross workshop** during **DP Core Week** was one of the most impactful **CAS experiences** I have had so far. Initially, I did not realise how much effort is required to learn first aid, but as time passed, I learned a great deal about health and casualty care. I realised that when caring for someone's health, you must be extremely careful, as small mistakes can have serious consequences. This made me more aware of the importance of kindness, empathy, and trust in my knowledge and instincts.

The most challenging moment for me was on the final day when my group demonstrated how to assist a choking victim and place them in the recovery position. As the group leader, I felt a strong responsibility to guide my team correctly. Although I was nervous, I reminded myself of the training we received. Successfully communicating with my team made me feel proud and strengthened my leadership confidence.

I learned many skills, including treating bleeding injuries and safely placing casualties in recovery positions. I also learned the importance of observing a situation before taking action. This experience strongly connects to the IB Learner Profile attributes of being caring and principled. The facilitators played an important role through their clear explanations and encouragement.

Moving forward, I plan to apply these skills in the hostel and school community by being more responsible, observant, alert, and ready to assist in emergency situations. This workshop showed me that CAS can have a lasting impact beyond the classroom. **Hubert Efrem Donkor, Grade 11**

Participating in the **Red Cross workshop** was a meaningful and eye-opening experience that deepened my understanding of humanitarian work and personal responsibility. The workshop focused on first aid, disaster preparedness, teamwork, and compassion during crises. Through interactive activities, I learned how small actions can make a significant difference in emergencies.

Practising first aid through real-life scenarios helped me understand the importance of staying calm, thinking clearly, and acting quickly. This increased my confidence and prepared me to assist others if needed. The facilitators also emphasised values such as neutrality, humanity, and volunteerism, which helped me understand the **Red Cross** as a global movement focused on service.

The workshop also strengthened collaboration and communication skills. Working with others improved problem-solving and encouraged respect for diverse perspectives. On the final day, we presented our tasks at the sports complex, which helped reinforce teamwork and learning.

Overall, the workshop was educational and inspiring. It motivated me to be more socially responsible and aware of community needs. I am encouraged to apply these lessons in daily life and future service activities. **Maxwell Kweku Osei Annor, Grade 11**



During **DP Core Week**, the Public Speaking workshop helped me realise that confidence is built through practice, not perfection. I learned that I sometimes underestimate my ability to speak clearly under pressure and that preparation helps manage nerves. Activities such as impromptu speaking and feedback sessions made me more aware of my body language, voice projection, and speech structure.

One challenging moment was speaking without preparation in front of others. Initially, I felt nervous and self-conscious, but I focused on breathing and organising my thoughts. This showed me that I can adapt quickly and remain calm, reflecting growth in resilience and self-management.

This workshop helped me develop **CAS learning outcomes**, including recognising strengths, identifying areas for growth, and developing new skills. It also strengthened IB Learner Profile attributes such as being a communicator and risk-taker.

The facilitator's feedback helped me understand how small adjustments like eye contact and pacing improve delivery.

Moving forward, I plan to apply these skills in class discussions, presentations, and future **CAS projects**. Public speaking is essential for leadership and advocacy, and this experience has motivated me to communicate with confidence and purpose. **Tricia Ekuba Minlah, Grade 11**

Through the **Red Cross CAS workshop**, I learned that I am capable of staying calm and focused in situations that require responsibility. I developed practical first-aid skills such as treating casualties and checking pulse points, which increased my confidence in emergencies. I also recognised areas where I need to improve, particularly reacting quickly under pressure. The workshop highlighted the importance of preparedness and teamwork.

One challenging moment was practising first aid for the first time. I was nervous about making mistakes, but I responded by listening carefully, asking questions, and practising repeatedly. This experience showed my willingness to step outside my comfort zone and learn through practice.

This experience helped me develop **CAS learning outcomes** such as developing new skills, collaboration, and understanding the importance of service. The Red Cross facilitators demonstrated procedures clearly and provided constructive feedback that improved my confidence and technique. They also emphasised empathy, safety, and communication when assisting casualties.

I plan to apply these skills by remaining prepared and responsible in school and daily life. These skills will also support future **CAS projects**, leadership roles, and service opportunities by strengthening teamwork and communication. **Abena Okoampah, Grade 11**

During DP Core Week, I participated in the **Red Cross First Aid Training** and the **Public Speaking workshop**. These workshops helped me discover more about myself. In the Red Cross workshop, I realised I genuinely care about helping others stay healthy. This experience even sparked my interest in possibly pursuing a career in healthcare.

The Public Speaking workshop helped me recognise my confidence and enjoyment when speaking publicly. The most challenging moment was writing a one-minute speech about myself within one

minute. Initially, it felt impossible, but I remained focused and completed it. This experience taught me the importance of stepping outside comfort zones and working effectively under pressure.

One **CAS learning outcome** I developed was collaboration. Teamwork was essential during Red Cross training. I also learned the importance of composure in both workshops, as staying calm helps make better decisions.

I plan to apply these skills in future leadership opportunities, focusing on communication, collaboration, and composure. Overall, both workshops were impactful and enjoyable experiences that I would be happy to share with others. **Akim Akinlabi Tijani, Grade 11**







Architecture 101: Thinking Like an Architect

An Architecture Club Workshop | Tema International School



Facilitator: Ms Charlotte Ackah - **Venue:** Design Lab -

Date: 2 February 2026 - **Time:** 4:30-5:30 PM

Workshop Overview

Architecture 101 introduced students to architectural thinking and real-world design practice. Through discussion and a guided design challenge, participants explored how ideas develop from initial concepts into buildable solutions. The workshop aimed to expose students to architectural practice, build foundational design-thinking skills, and inspire interest in architecture-related careers.

Participants gained:

- Understanding of architectural thinking
- Hands-on experience with the design process
- Confidence in sketching and idea development



The following are a few student reflections on the workshop;



Participating in the recent **Architecture Club workshop** was an insightful and engaging experience that deepened my understanding of architecture both as an academic discipline and as a professional career.

During the workshop, we were visited by a professional architect who spoke to us about the realities of studying architecture at university. Additionally, in groups, we presented pitches on areas we wanted to renovate.

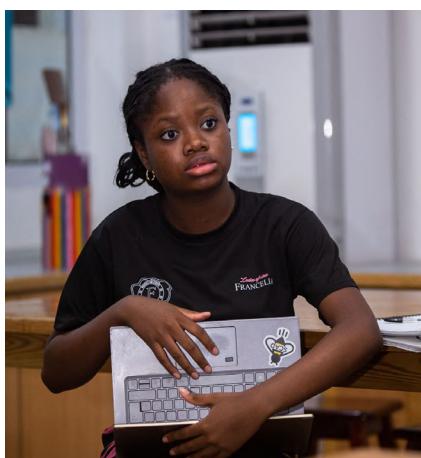
Overall, this workshop contributed to my growth as a student and as a person. The talk gave us an eye-opening perspective on architecture, presenting our ideas helped boost our confidence and improve our public speaking skills in a professional setting, and designing our models encouraged me to be more creative and think critically about how design choices impact functionality, sustainability, and how spaces are ultimately used. **Ethan-Jermyne Achiampong, Grade 11**

The workshop really helped me decide whether I have the discipline and motivation to study architecture. I learned that architecture is not just about visual appearance but also about human interaction with buildings. Buildings must be designed for convenience and efficiency, not just visual effect. I also learned that professors in universities may not always be closely watching presentations, so your voice and tone must capture attention. I gained new knowledge about how architecture is both a community, where people support each other, and an independent course that requires self-drive.

I would have loved to see some of Ms. Charlotte's works and learn more about the three main software programs she uses. However, overall, the workshop was interactive and informative. **Kevin Arthur, Grade 11**



When Ms. Charlotte arrived, we presented our ideas and received feedback. She gave us tips on improving our presentation skills, such as not reading directly from slides but owning the work since we created it. She also advised us to present in a way that helps people visualize the ideas we are proposing.



She later showed us a video sharing someone's perspective on architecture, which made me realize that architecture is a demanding and challenging career. However, through how she spoke about architecture and shared her positive experiences, I could see myself becoming a licensed architect in the future.

Overall, I really enjoyed the session and hope we can work with her again in the future. **Ashley Adjei, Grade 11**



This workshop helped me understand the different aspects of being an architect, including technical knowledge, problem-solving, and understanding what people actually need.

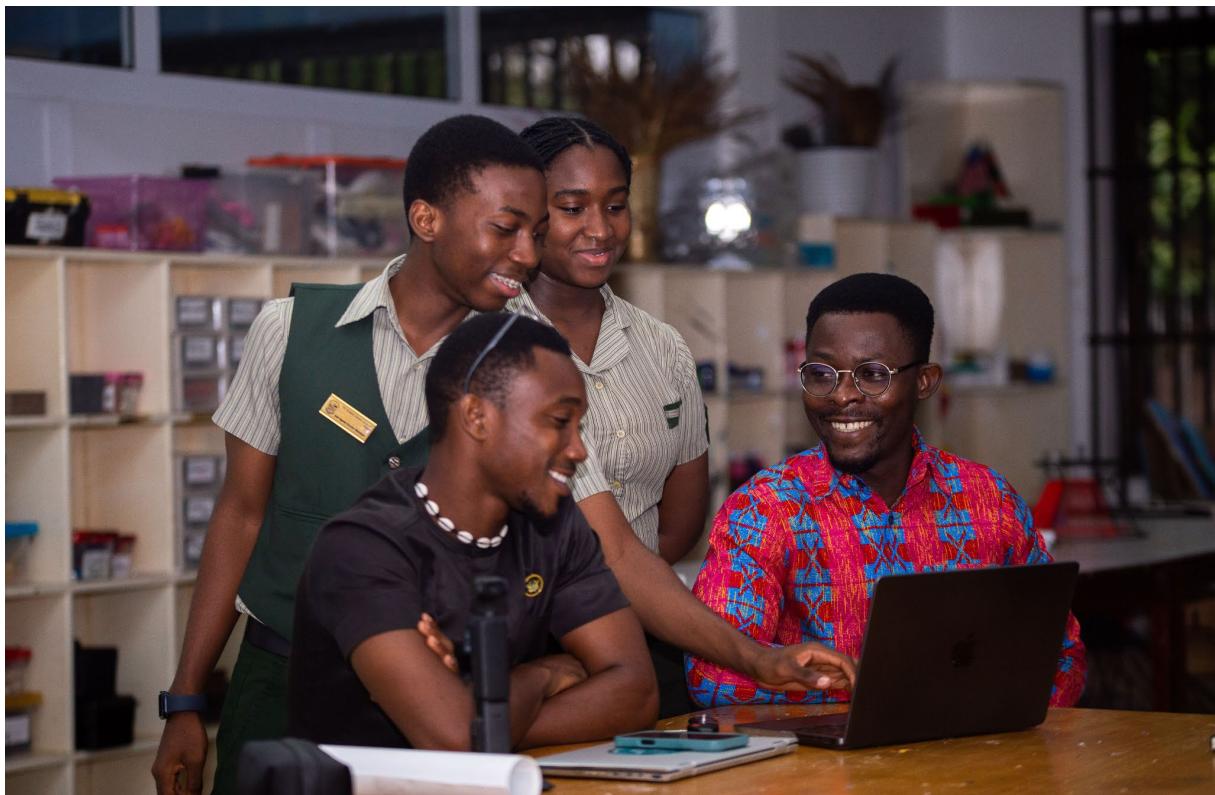
The session showed me that not all creative designs make good buildings. As an architect, you must recognise that you are working with others, so it is essential to communicate ideas clearly and efficiently.

It also highlighted the importance of planning, research, and sustainability when designing spaces. One key lesson I learned is that architecture requires strong time-management skills, so it's important to maintain a structured weekly schedule. **Florence Valley, Grade 9**

Acknowledgements

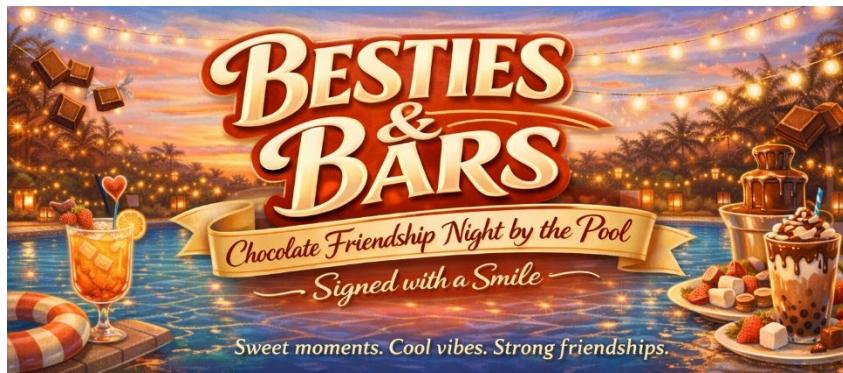
The Architecture Club sincerely thanks **Ms. Charlotte Ackah** for her invaluable guidance and contribution to student learning.

The club is also grateful for the continuous support of the **CAS team** and their patrons **Mr. Donald Dodoo & Mr. Mawuli Zonyrah**.





Besties & Bars: A Night of Friendship, Fun, and Meaningful Moments



purpose.

The **IB Class of 2027** is excited to invite students to a special Chocolate Day celebration titled **Besties & Bars – Chocolate Friendship Night by the Pool**. This student-led event promises an unforgettable evening filled with laughter, connection, entertainment, and

Hosted by student organisers **Chidubem Akunyili and Shandell Nyarko**, the evening is designed to celebrate friendship in a fun, safe, and inclusive environment where students can relax, bond, and create lasting memories together.

Students can look forward to a vibrant programme of activities, including:

Find Your Bestie Match – A fun icebreaker mixer to help students connect and feel included
Friendship Games Segment, featuring:

- Bestie Trivia Challenge - • Friendship Bracelet Relay
- Guess the Bestie – • Tug-of-War – Bestie Teams Edition

Live Student Performances – Music, dance, spoken word, and poetry celebrating friendship

Besties Minute to Win It – Fast-paced and exciting partner challenges

Friendship Appreciation Moment – Shoutouts, photo opportunities, and shared celebrations of friendship

Bars Corner Vendor Experience, offering delicious treats including:

- Mocktails, small chops, and sliders - • Snow cones and mini pancakes
- Wok Boyz, sweet treats, boba drinks, chocolate fountain delights, and more.

The night will also feature entertainment from **DJ OJ**, who will keep the energy alive throughout the event.

Beyond the fun and festivities, **Besties & Bars** carries a meaningful cause. **All proceeds from the event will support corrective surgery for children with cleft lip and cleft palate, in collaboration with Operation Smile Ghana, and will remind students that friendship and community can make a real difference in the lives of others.**

Students are encouraged to come with their friends, enjoy the atmosphere, and be part of a celebration that reflects the spirit of connection, kindness, and joy within the **TIS community**.



**TEMA
INTERNATIONAL
SCHOOL**

Middle Years Programme

Personal & Community

PROJECT EXHIBITION

Electric Go-Kart

Saturday, 7 March 2026

10:30 AM - 1:00 PM

**Secondary Campus
Gardens and Classrooms**

The poster features the school crest and the International Baccalaureate (IB) logo. It shows a collage of images from the exhibition, including students presenting projects and a detailed model of a sustainable community. The event details are clearly outlined at the bottom.



As we prepare for the upcoming **MYP Project Exhibition**, we would like to invite you to share your learning journey with our school community. The exhibition is a wonderful opportunity to celebrate your creativity, dedication, and growth as learners. **Ahead of the exhibition, a section of the weekly bulletin will be reserved for your articles.**

MYP 5 Students

You are invited to submit a short article reflecting on your **Personal Project journey**. You may share what inspired your project, the challenges you faced, the skills you developed, and how the experience shaped you as a learner and individual. Please also highlight the **ATL skills** you demonstrated and developed throughout the process. **Photos related to your project are highly encouraged.**

MYP 3 Students

We would also love for you to share your **Community Project journey**. Reflect on the impact of your project, what you learned through collaboration and service, and how the experience helped you better understand your role in making a difference within your community.

This is your chance to tell your story, inspire others, and celebrate your learning in anticipation of the exhibition. Your voice and reflections help our community appreciate the meaningful work and personal growth behind each project.

Submission deadline: Monday, 23 February, by 9:00 PM

We look forward to reading and celebrating your journeys.





TEMA INTERNATIONAL SCHOOL



SCIENCE

TECHNOLOGY

ENGINEERING

ART

MATH

STEAM FAIR

SAT. 21^{*}
MAR. 2026

INNOVATING FOR A SUSTAINABLE FUTURE THROUGH STEAM

• 1:00 PM^{TO}
4:00 PM

• SECONDARY
CAMPUS



SCIENCE

TECHNOLOGY

ENGINEERING

ART

MATH

Save the Date: Three -Way Interview



Dear Parents,

We invite you to mark your calendars for the upcoming **Three-Way Interview** for **Semester 2**, scheduled for:

- **Friday, 27 March 2026**
- **8:30 AM – 1:00 PM**
- **Secondary Campus/Classrooms**

This is a **crucial session** for parents to engage with teachers and students to:

- Follow up on your child's progress.
- Discuss achievements, challenges, and goals for the rest of the semester.
- Strengthen the collaboration between home and school to support student success.

Why Attend?

Your participation is crucial to supporting your child's learning journey. The **Three-Way Interview** allows you to:

- Gain **insights** into your child's academic and personal development.
- Meet and connect with your child's **teachers and key staff**.
- Work collaboratively to ensure your child's **success and well-being**.

Important Information

- Attendance is on a **first-come, first-served basis**; there is no pre-registration required.
- **Students whose parents attend** the interview may proceed home for the **Mid-Semester Break** after their session.
- **Students whose parents are unable to attend** will remain on campus and start their break at **1:00 PM**.

We strongly encourage all parents to attend this important event. Your presence and engagement make a **significant difference** in your child's education and development.

We look forward to welcoming you!



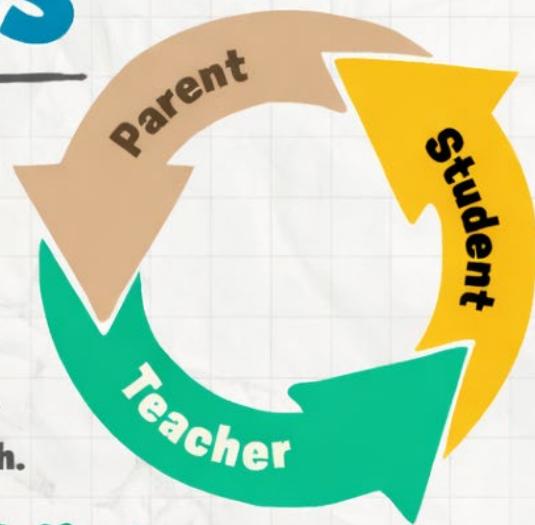
TEMA INTERNATIONAL SCHOOL



Three-Way Interviews

A valuable opportunity for students, parents, and teachers to come together to:

- ✓ Reflect on student progress.
- ✓ Discuss achievements and challenges.
- ✓ Set meaningful goals for future growth.



Fri, 27 March 2026 8:30 AM – 1:00 PM

@ Secondary Campus Classrooms





TEMA INTERNATIONAL SCHOOL

REGISTER DEADLINE
6 MARCH, 2026

DUKE OF EDINBURGH'S INTERNATIONAL AWARD (DOEIA)

EXPEDITION CAMP

for Bronze & Silver

CHALLENGING & EQUIPPING YOUNG PEOPLE, TRANSFORMING LIVES, CHANGING THE WORLD.

Adventurous journey, abseiling, hiking, life & survival skills, map reading & compass use, first aid, capsizing drills, radio communication, kayaking, creativity and leadership experiences & much more.

28^{SAT} - 30^{MON} MARCH 2026

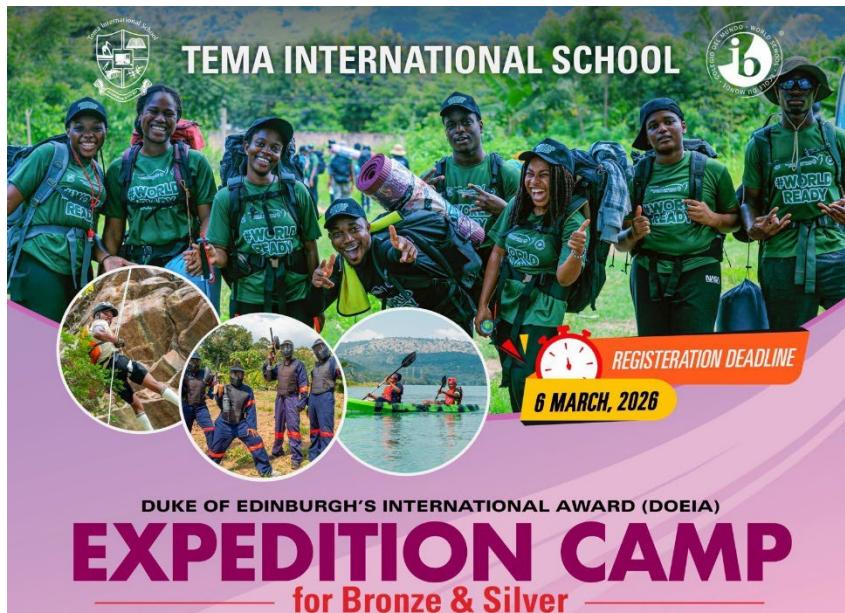
For more details, email the DoEIA Coordinator :
gabriel.atseku@tis.edu.gh

Lati Wote-Afadjato

TIS Duke of Edinburgh Expedition Camp is BACK!

Dukies Bronze and Silver Expedition Camp 2026

(Bronze & Silver Award participants only)



epic landscapes

- Zipline through the air (yes, really)
- Hiking (Mount Afadjato)
- Map reading & compass navigation
- Trail navigation & radio communication
- Visit amazing tourist sites
- Creativity & leadership experiences
- Life & survival skills
- First aid & drills
- And SO much more

WHY YOU NEED THIS: • Develop real-world skills - • Meet CAS & DofE requirements

- Immerse yourself in a new culture - • Connect with nature (goodbye screens, hello mountains)
- Reflect, grow, and surprise yourself

SAFETY FIRST:

We've got you covered. Risk assessments? Done. Wilderness medical officer? Check. Emergency nurse with field experience? On the team. You're in safe hands.

WHAT'S INCLUDED:

- World Ready T-shirt & cap
- ALL camping & zipline gear
- Outdoor equipment
- Certificate
- Transport, food & water
- Destination fees

Ready for the experience of a **LIFETIME**? This isn't your average school trip - it's where you'll challenge yourself, crush your **CAS** requirements (DP students), nail your **DofE** goals, **AND** create memories you'll be talking about for years.

REGISTER NOW - SPOTS ARE LIMITED

Deadline: Friday, 6 March 2026 (or when we're full)

WHAT YOU'LL DO:

- Adventurous journeys through

- **Comprehensive Outdoor Risk & Liability Insurance**

Everything sorted. You just bring the energy

KEY DATES:

Orientation & Safety Training: Friday, 27th March 2026 | 3:40 PM | Design Lab

(All participants & Expedition Leaders - don't miss it)

Departure: Saturday, 28th March 2026 | 6:30 AM from TIS Campus

Return: Monday, 30th March 2026 | 5:00 PM to TIS Campus (Parents-pick-up time)

Duration: 3 days (mid-semester break)

WHERE: Liati Wote - Afadjato, Volta Region

(Stunning views, fresh air, unforgettable vibes)

COST: GH¢ 5,800 (all-inclusive)

How to Register:

1. Click the registration link
2. Complete the online form
3. Make payment to the account below
4. Upload your payment receipt to complete registration
5. Check the kit list attached to the form & pack your gear

REGISTRATION LINK:

<https://docs.google.com/forms/d/e/1FAIpQLSeJvkW6vL0CcijrCfZBuqDzBWp3qSrBEZCqBUfQVz4CWGHWF91iaEw/viewform?usp=sharing&ouid=109760907486564517168>

PAYMENT DETAILS:

Bank: ABSA BANK

Branch: Tema Main

Account Number: 060-1798808 (GH¢)

Amount: GH¢ 5,800

Payment Purpose: TIS DoEIA Expedition Camp, 14th Edition

IMPORTANT: When making payment, please state the purpose as: "**TIS DoEIA Expedition Camp, 14th Edition**"

Don't wait - spaces fill up FAST

This is your moment. Are you ready to step up, step out, and make it epic?

REGISTER NOW

IMPORTANT REMINDERS:

- Only DofE Bronze & Silver award participants can register.
- Payment receipt is required to complete registration
- Ensure you have ALL items on the kit list before departure
- Registration closes Friday, 6 March 2026 OR when maximum capacity is reached

HOSTEL CORNER



Learning the Right Way: A Call to Action for TIS Students

At Tema International School, each student has the unique opportunity to develop strong study habits for a greater future through intentional care and support. Consider these pointers to help you succeed.

Best Study Habits

The hostel life provides you with structure, time, and resources, but ultimately, how can you learn the right way?

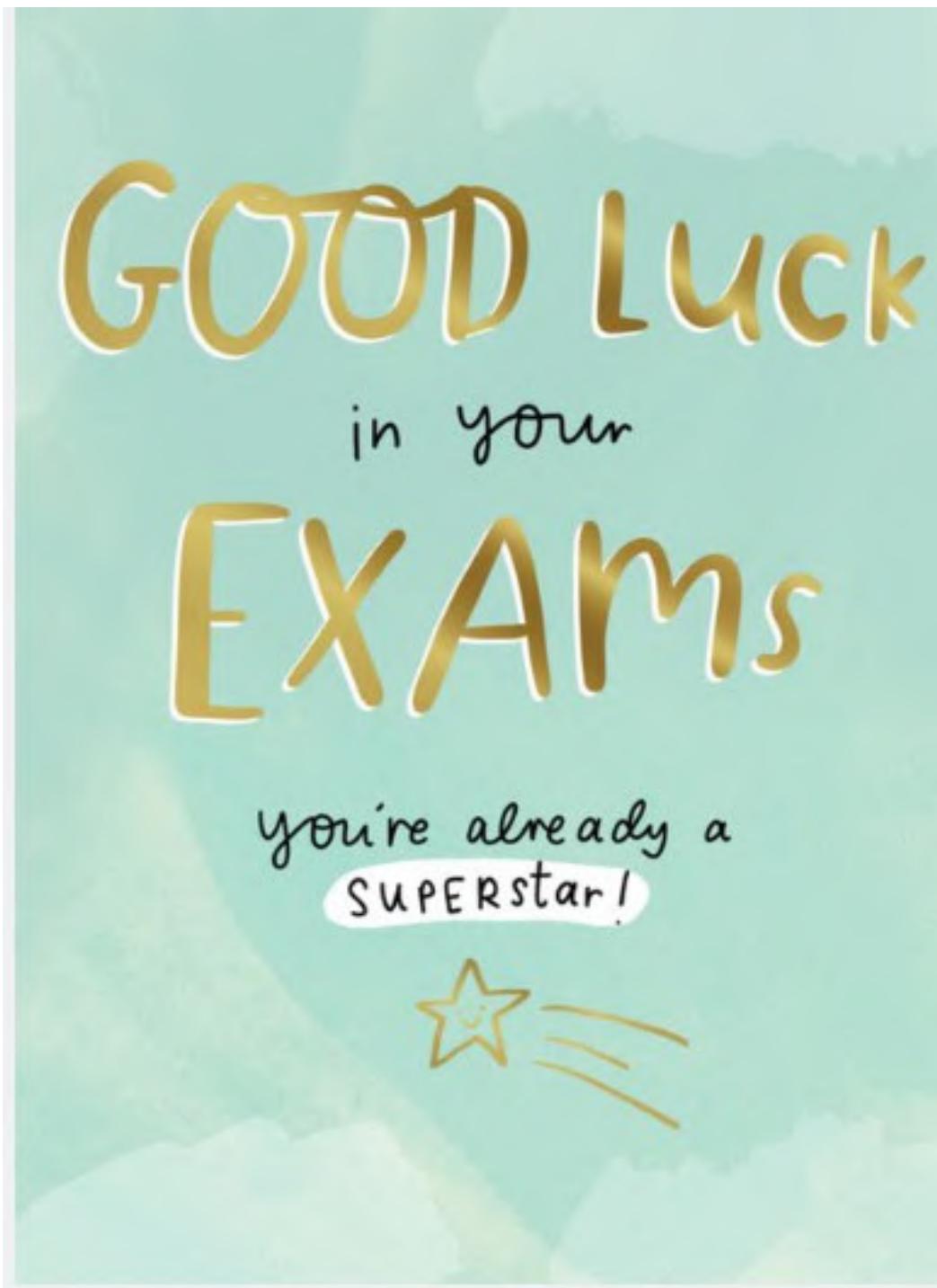
- ✓ Show Up, Show Up, And Show Up. Arrive on time, ready to work, and make the most of your prep periods. They're not optional or flexible; they're designed to support your academic growth.
- ✓ Plan Ahead, Succeed Ahead. Organise your notes, review lessons regularly, and break tasks into manageable parts. Don't wait until deadlines are close. Consistency is key.
- ✓ Growth Mind-set. When learning gets tough, adjust, ask questions, and try again. Growth happens when we remain committed.
- ✓ You Are Responsible. How you use your prep time, assignments, and revision reflects your maturity. Excellence is built through daily effort.

Have sober and personal reflections, at the end of the day. Did my study habits help me today? If not let's get talking with our counsellors and learning support.

At TIS, each student is supported at every part of the journey!

Click: <https://www.franklincovey.com/courses/the-7-habits/>

COUNSELLORS' CORNER



Dearest exam candidates,
You are more than capable. Best wishes and beyond!
You will do great!

Exams Mode? What to Do



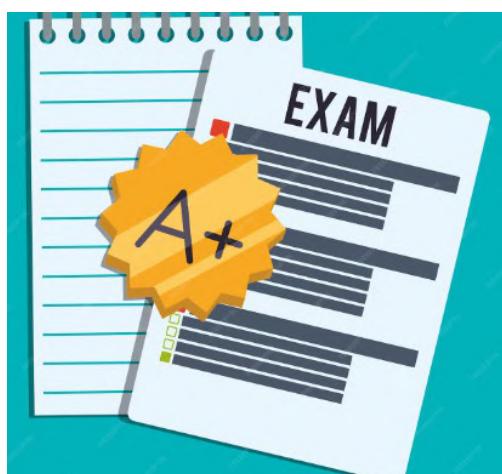
Helpful Learning Tips from University of Waterloo

Start earlier than you think you need to

Find out the best learning style that works for you!

Teach someone else

<https://uwaterloo.ca/future-students/missing-manual/high-school/study-tips-exams-and-tests>

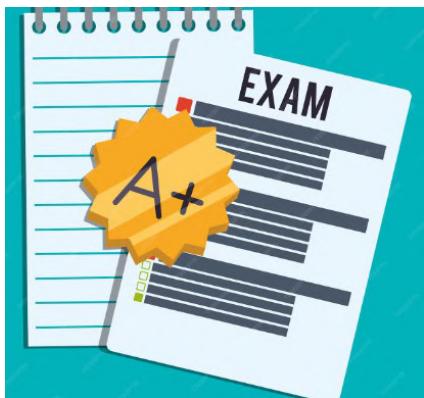


Before you start answering your exam questions? Do these...

1. Read Instructions Thoroughly and Write Clearly

Always begin by carefully reading the instructions. Misinterpreting them can cost marks.

Check if there are compulsory questions or optional sections.



Before you start answering your exam questions? Do these...

- **Scan the Entire Paper Quickly**
 - Get an overview of the number of questions, marks distribution, and time required.
 - Identify which questions look easier or familiar to you.
 -
- **Mark Key Words**
 - Highlight or underline important words in the questions (e.g., *explain*, *compare*, *list*, *evaluate*).
 - This helps you understand exactly what is being asked.

Before you start answering your exam questions? Do these...

2. Time Management While Reading

- **Allocate Time Per Question**
 - Divide the total exam time by the number of marks.
 - Keep a few minutes at the end for review.
- **Start with Confidence Boosters**
 - Answer the questions you know best first. This builds
- **Don't Get Stuck**
 - If a question feels too difficult, move on and return later.
 - Stay Calm and Focused
 - Take a deep breath before each section.

3. Final Checks

- **Review Your Answers**
 - Re-read questions to confirm you answered what was asked.
 - Check spelling, grammar, and calculations. Ensure you attempt all required questions
- Leaving a question blank is worse than trying with partial knowledge

[Click here to read more: <https://www.bcu.ac.uk/exams-and-revision/best-ways-to-revise/answering-exam-questions>](https://www.bcu.ac.uk/exams-and-revision/best-ways-to-revise/answering-exam-questions)

Scintillating Conversation
Join Us Next Week for Student's Reflections and Gallery Moments

The President and Head of Admissions, Calvin University Visit Tema International School



Gregory Elzinga
University President



Abigail Zwart
Senior International Admissions
Counselor, Calvin University.

Connect & Grow with EU Business School Time with Alvaro & Albert Admissions Specialist



PIC•COLLAGE

Enjoy Reading Students' Reflections from DP1

The session with the EU representatives, Albert and Alvaro, was very insightful and informative. The information they provided to the class about their business school was incredibly clear and truthful. For one, their presentation highlighted the beneficial qualities of going to business summer schools- including socialising, networking and having fun- inspiring me to attend one in the near future. Continually, I was able to gain insight into the four campuses of the school as well as their accommodation and acceptance rates. In conclusion, I would love to go to such a university. Although the business school does not offer my preferred major, I remain impressed by the school and the opportunities it has to offer. **Paula Fafa Nuworkpor, DP1**

Hearing from EU Business School was highly engaging and insightful. Although I am not planning to study business or finance, I thoroughly enjoyed their presentation and took away severable valuable lessons. Their presentation offered a broader insight into university life, highlighting how interdisciplinary skills and real world applications are essential regardless of one's chosen field. **Cyril Tieku, DP1**



To read more about EU Business School click here:

<https://www.euruni.edu/>



<https://www.euruni.edu/blog/scholarship-policy-eu-business-school/>



SAT

2026 TEST DATES



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

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



Online payment only with Visa/credit card **NEW; ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO**

GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),

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

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



DIGITAL TEST DATES AND DEADLINES 2026

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
March 14. 2026	February 13. 2026
May 2 2026	April 3. 2026



2026 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ ACT Registration Fees (Online payments only: Visit www.actstudent.org): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)
- ✓ Note: The cost of registration is subject to change.
- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh



DIGITAL TEST DATES AND DEADLINES 2026

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
February 14. 2026	January 1. 2026
April 11. 2026	February 27. 2026
June 13. 2026	April 22. 2026

To practice for SAT Helpful Tips& More. Check Managebac for More Details

<https://satsuite.collegeboard.org/practice/practice-tests>

[Best 10 Free SAT Preparation Resources for 2025](#)

To practice for ACT Helpful Tips& More. Check Managebac for More Details

<https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>

<https://www.kaptest.com/act/free/act-free-practice-test?srsltid=AfmBOophx1HVXn81r-fPeDUMxtSRRIKd5zwncOG0Cwz9J-rgopPueSUL>

Change the World Through Excellence

#Make a Difference





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."**



