

TIS RECORD

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At TIS,

we believe that success is the result of: taking on new challenges by moving out of your comfort zone; ensuring consistency by avoiding complacency; understanding that performance requires balance; and reflecting on outcomes to set new personal best targets. After all, success is personal.

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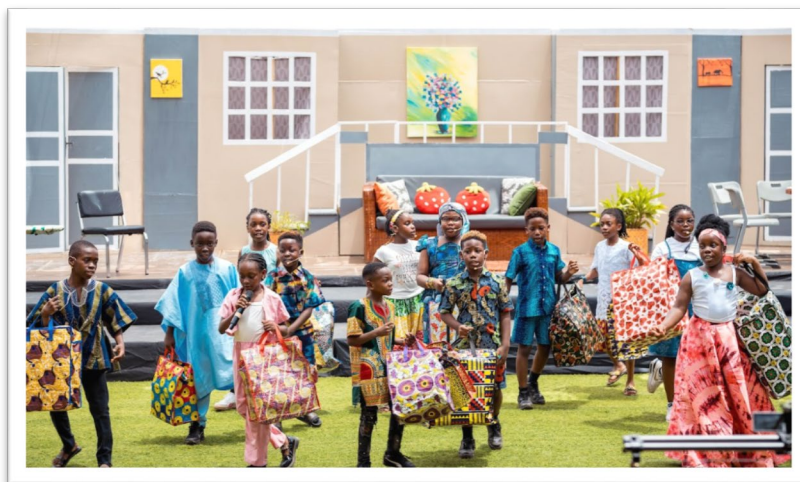
Key Dates

- 12/4/26 Students return to hostels
- 13/4/26 All classes resume after mid-semester
- 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

Thought for the Week

If you have good habits, time becomes your ally. All you need is patience.

- James Clear



Back to school

Welcome back to school! The last half of the second semester is about to start.

This weekend, 12th April 2026 will see the return to school for our secondary students. Students arriving at school on Sunday must be in the hostels by 5pm. Please do not take offence if the security staff at the gates do not allow you in if you arrive unnecessarily late.

All students are reminded to label or engrave all clothing and personal items especially ear buds.

Boys' hair must be neatly trimmed to an appropriate length so that it is manageable. Girls must ensure that if they have braids that these are kept to the approved length. We have barbers and hairdressers who can assist with any inappropriate hair lengths though we would prefer that students manage their own hair.

Primary school extended hours

TIS invites parents and guardians from the primary school community to put forward expressions of interest in using our early drop-off and late pick-up facility which begins this half-semester. For further information, please see the poster in this bulletin or call the Primary School Administrator Mr Mawutor Tengey.

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

-Steve Bollar

Re-Enrollment

Re-enrollment is on-going on Openapply. A link has been sent. Parents who have not received the notice from Openapply must contact the Principal.

Visiting: Must Do

1. Arrive on time
2. Do not bring too much food! Take home what is not consumed.
3. After your scheduled hour, leave your environment tidy for the next visiting family
4. Park at the Main Entrance, (not at the Hostel Gate entrance).
5. Cancel your booking early, if you are not coming.
6. 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/exeat-form/>

Exeats

Many students have used up more than 4 of their 8 exeats for the 2nd semester. Please note that exeats taken from Friday to Sunday use up 3 days. Parents and students must consider how many exeats have been taken thus far, before requesting new exeats over the next few weeks.

There are a few no exeat dates coming up as published in past school calendar. Please take note that the first weekend after the return to school this month is a no-exeat weekend. Visits from parents and guardians are strongly encouraged.

Accounts office

The accounts office will be opened this Sunday for parents and guardians still wishing make payments for fees before this half-semester begins.

Exams are upon us!

Our DP2 Literature and Language & Literature students will set the ball rolling with the first IBDP final examinations this April. Our Physics students follow closely behind. I wish all students in these and all following examinations all the very best. Looking after your wellbeing between now and when your examinations start, is very important. Late night revision does not improve learning; rather good use of daytime hours before a good night's sleep is what one needs going into the examination season.

Siesta

All students are reminded that siesta is meant for recharging our energy after a hectic school day, especially when there is still prep to be had. The location for the observation of siesta is one's bed.

Yvonne M Tagoe Principal, principal@tis.edu.gh





**TEMA
INTERNATIONAL
SCHOOL**



SMART GLASSES ARE BANNED AT SCHOOL

NO SMART VIDEO GLASSES ON CAMPUS

Smart glasses include any eyewear with cameras, microphones, internet access, or AI features.

Not Allowed

- Ray-Ban Meta and similar devices
- Any camera-enabled glasses

At TIS we will

- Protect student privacy
- Maintain academic integrity
- Ensure safety
- Follow IB examination rules

School Action

- Immediate confiscation
- Parent notification
- Sanctions
- IB exam reporting where applicable
- Cancellation of term grades



PACKAGES FOR BIRTHDAYS & VISITING

Items Allowed

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

Not Allowed

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



All left over food must be sent home

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

PLEASE NOTE:

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

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



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



**TEMA
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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
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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
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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
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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
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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
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	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	6 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)**
 11/3/26 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 → DP info 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)

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

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

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

To learn more scan this.



To enrol scan this.





Tema International School



**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:

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

Grade 8 (MYP 3)

Students should:

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

Grade 9 (MYP 4)

Students should:

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

Grade 11 (IB Diploma Programme)

Students should:

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

To learn more
scan this.



To enrol, scan this



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



TIS Application Procedures



The screenshot displays the Tema International School's OpenApply portal. The header includes the school's name and a 'Register Now' button. A dark sidebar on the left lists various navigation options. The main content area is divided into three primary action buttons: 'Registration of Interest' with a 'Submit ROI' button, 'Visit our School' with a 'Schedule a Tour' button, and 'Apply for Admission' with a 'Submit Application' button. Below these buttons is a 'Welcome' section with a message from the school regarding its admissions process and contact information. On the right side, there are two maps showing campus locations: 'Primary School Campus' and 'Main Campus'.

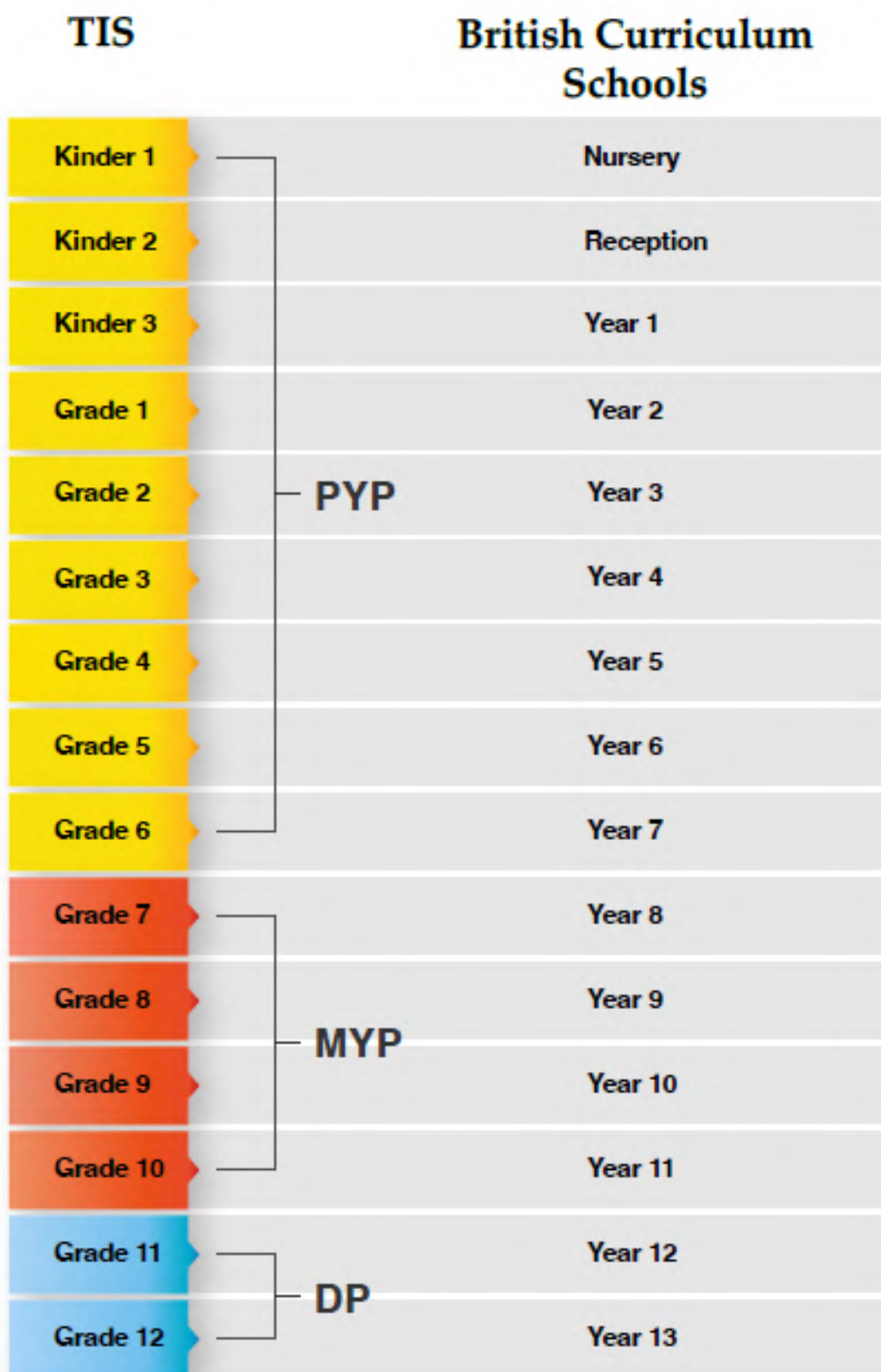
Please have the following documents available (scan onto a flash drive) before you begin with online application;

- 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





**TEMA
INTERNATIONAL
SCHOOL**



Early Drop-Off - 6AM Late Pick-Up - 6PM

for Early Years & PYP Students Primary Campus



FACILITIES

- Safe and supervised indoor and outdoor spaces.
- Rest and quiet areas designed for young children



MORNING PROVISION

- Supervised environment before school begins
- Calm start to the day with structured quiet activities



AFTERNOON PROVISION

- Rest / relaxation / siesta period where appropriate
- Supervised homework and reading support

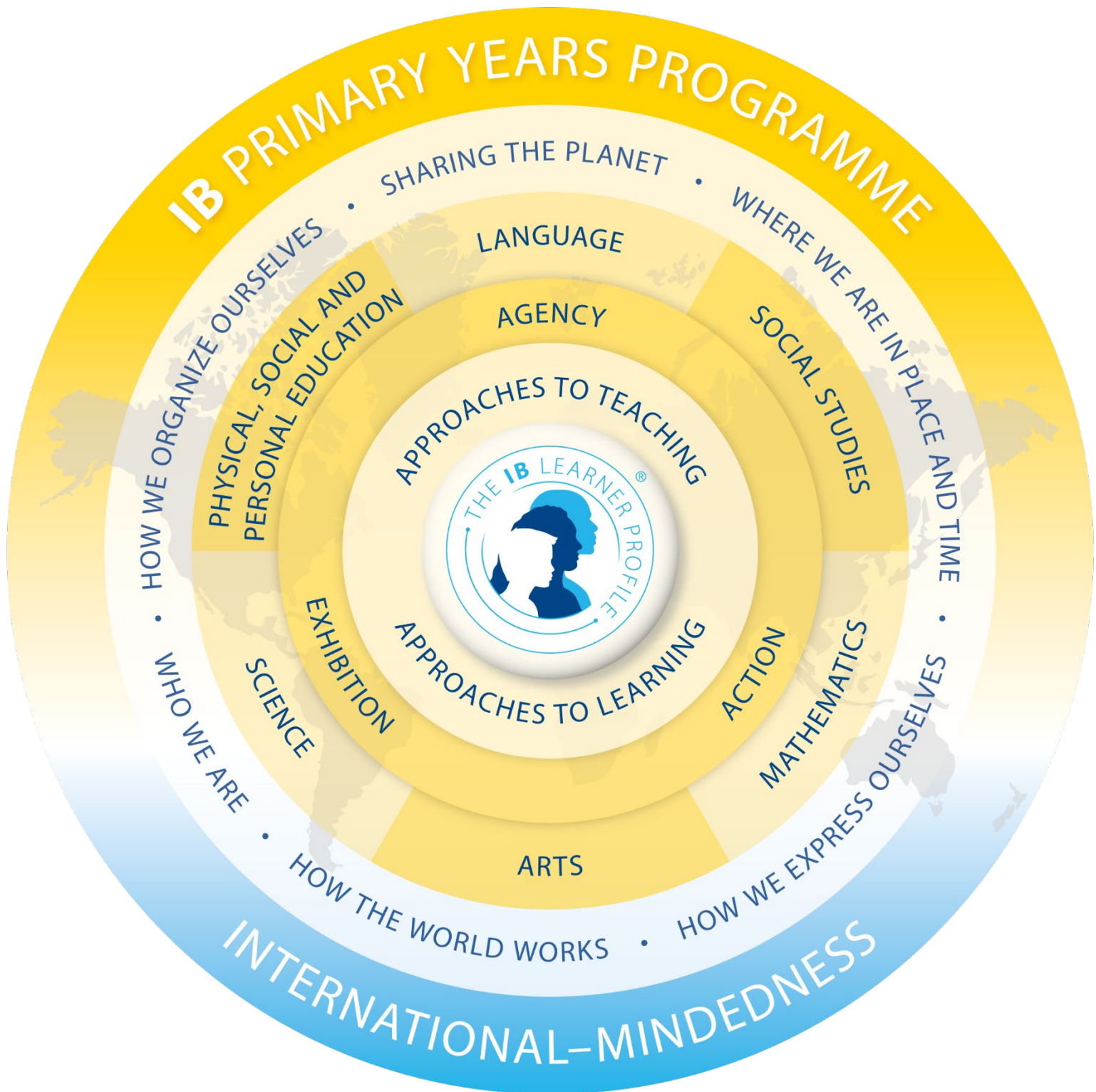
All sessions are fully supervised by trained school staff in a safe and supportive environment.

EXPRESSIONS OF INTEREST

To register your interest or request further details, please contact:

Contact Number: **0244449886**

We look forward to supporting our families with this new extended care provision.





Unit celebrations at the Tema International School Primary Campus have always been a delightful spectacle of authentic learning and “Ghana Must Go” was at the pinnacle. This celebration was a “wrapped sandwich” where each grade layered their units’ learning within the story of the migrant friends returning home from the diaspora. It was a collaborative experience led by student-directors. There were some teachers as actors on the stage too. It was a resounding success not only because of the magnificent display of talent and confidence of our learners. It was also a success due to the demonstration of learner agency, excellent ATL skills and all the IB Learner Profile attributes which were embedded in transdisciplinarity.

How did we get here? Little by little, the bird builds its nest. That is exactly how this journey unfolded; nothing about this celebration of learning happened by chance. It was built step by step, moment by moment. From the first rehearsal, wading through uncertain lines and the queer movements, leading to the long hours of practice, corrections, and repetition, the students remained consistent. They kept showing up. They learned to listen, to adjust, to support one another, and to stay committed even when it was not easy. They turned mistakes into lessons and pressure into progress.

Confidence gradually replaced doubt as each rehearsal brought them closer to their goal. Students used their free time to gather and rehearse their parts, give and receive peer feedback. It became the norm every snack break to pass the Indian choreography group practicing the Bollywood routines guided by Dyviam in grade 4. Others would meet in the art room and music room to go over their poetry and choir songs religiously.

Students and teachers alike were determined not to diminish the learning outcomes from this performance. Throughout the unit, these students explored ideas, and this celebration of learning is how they chose to communicate that understanding. Through drama, dance, and music, they brought their knowledge to life so that the learning community, could see, feel, and understand what they had learned.





At Tema International School primary campus, we take transdisciplinary learning seriously, and this drama is a clear example of that approach. From the first auditions, through online rehearsals, to finally coming together in person, the process has shaped this production into something meaningful.

More importantly, it has helped the students deepen their understanding of their Unit of Inquiry while fully stepping into their characters. Through every scene, they are not just acting, but demonstrating what they learned in a way that was clear and engaging. Each movement, line, and expression reflected weeks of inquiry, practice, and reflection. Students learned to communicate ideas creatively and confidently to the audience. This performance also showed the students' growth not only as performers, but also as thinkers and collaborators.

It was a moment that brought together knowledge, skill, and character in one space. As students took their final bow, they left behind a strong example of what purposeful learning truly looks like.

The success of this performance rests heavily on our main cast, especially students who are marking their final Unit Celebration in the primary school. It was important that they took the stage one last time and gave it their all.

When the applause is loud, you bow, take it in, and exit with pride. That is exactly what the final year students in Primary school have done as they lead us in celebrating their learning journey.

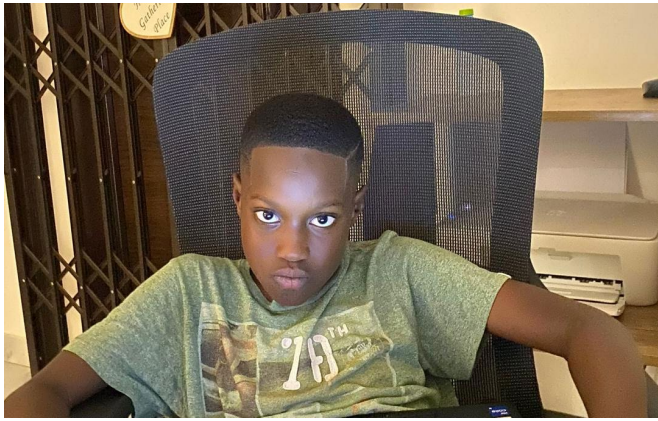
REFLECTION CORNER (MAIN CHARACTERS AND DIRECTORS)**Alfred Anim (Nii Kwei) :**

“Portraying Nii Kwei on stage was both challenging and rewarding. I had to step into his mindset, embodying his voice, movements, and emotions so the audience could truly see him come alive. Every gesture and line had to feel authentic, and I worked to balance his strengths and flaws so that he came across as a real, layered person rather than just a role. While acting Nii Kwei, I felt the weight of his emotions and decisions pressing on me. It was almost as if I carried his struggles and joys within myself. At times, I felt his frustration, his hope, and his vulnerability, and those feelings stayed with me even after leaving the stage. It was a powerful experience to connect so deeply with a character and let his emotions flow through me. Now that the performance is finished, I feel a mix of relief, pride, and gratitude. This celebration as a whole was a journey, not just for Nii Kwei, but for everyone involved. It told a story that resonated with the audience, and I could sense their engagement throughout. Looking back, I realize how much teamwork, rehearsal, and passion went into making the production successful, and I’m proud to have been part of it”.

Allen Sarpong (Mustapha):

“This unit celebration has truly been a fun rollercoaster. We started off struggling to learn our lines, but in the end we created a beautiful production of GHANA MUST GOOO. It was challenging to get the cues right and still balance our classwork, but the whole process was exciting and enjoyable. Even though this will be my last time doing a primary production, I will always cherish this day. I’m proud of myself and of everyone who worked together to make this performance possible. After the play, I felt a huge sense of relief and happiness because we did so well. I also hope that the juniors who come after us will continue the tradition and make the next production even better”.





Klenam Gborglah (Nana Owusu):

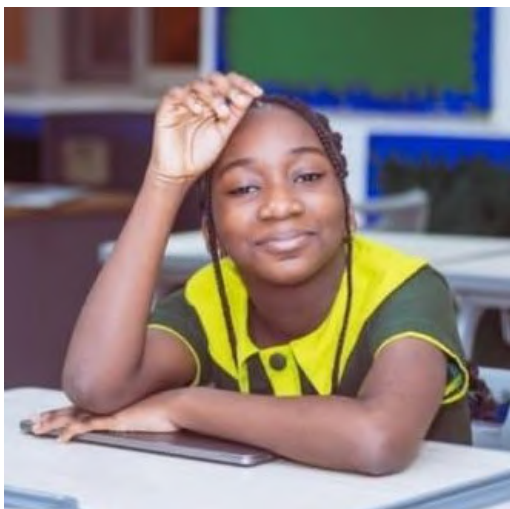
“Acting as Nana Owusu, my role carried a sense of wisdom and calm. Preparation meant practicing my lines carefully and thinking about how an old man would speak and carry himself. I had to sacrifice some of my free time to rehearse, but it helped me feel confident when the moment came.

The challenge was making sure I truly sounded and acted like an elder, not just reciting words. I had to slow my speech, add weight to my tone, and show patience in my movements. That was not always easy, but it taught me discipline. Before the performance, I spent a lot of time rehearsing and preparing, which turned out to be both fun and rewarding. Even though I had to give up some of my free time, the effort was worth it because I felt confident and ready when it mattered most. The process had its challenges, but the excitement and joy of the Unit Celebration made everything worthwhile. After the performance, this Unit Celebration turned out to be such a wonderful experience. I had a great time during rehearsals, even though it meant giving up some of my usual free time. All the practice really paid off”.

Christabel Quao (Araba):

This unit celebration, though it was not one of my best it will be my last at the primary school. I am so proud of myself for being able to work through all the constant pressure of learning the lines, dances, costumes, and scenes.

Through practice, and discipline, I have learnt that if I push through I can do anything and this play GHANA MUST GO was so much fun and full of new information that I would not have learnt if it was not for this. Acting as Araba, I showed myself that I can be my character because as we all know Araba was sassy, spirited, and full of confidence. I can be that too and I am aiming to be better in future.



Danielle Acquaye (Makafui):

This Unit Celebration, I had a lot of fun during rehearsals. At first, it was a bit challenging because I had to sacrifice my playtime and spend more time practicing, but in the end, it was completely worth it. Each rehearsal helped me improve my confidence and understand my role better.

I was really proud of myself for learning all my lines by heart and being able to perform without forgetting anything. It also felt great working together with others and seeing everything come together as a team. The experience taught me the importance of dedication and hard work. If I had the chance, I would definitely do it again because it was such a fun and rewarding experience.

**Michal Annan (Drama Director)**

“My experience as a director was both fun and challenging. At first, I struggled with being on time and making sure everyone was ready, which made it hard to stay organised. I also had to manage different people and give clear instructions, which wasn’t always easy.

As the role continued, I thought of ways to make my responsibility easier and to stay focused. This helped me improve my leadership and communication skills, and seeing everything come together made the hard work worth it.

I will surely be happy to take up this role again. As I leave primary school, I hope future student directors will continue to build on this experience and make the PYP Unit Celebration production even better”.

Nana Yaa Adusei (Dance Director):

“Being a dance director hasn’t always been easy, and I have definitely had my struggles along the way. At times, it was hard to manage everyone’s different attitudes, skill levels, and even commitment levels. Some dancers didn’t always take rehearsals seriously, and that made it challenging to keep everything organized and on track. I also struggled with confidence. There were moments when I doubted my ideas or felt like I wasn’t good enough to lead others. Giving corrections or making decisions wasn’t always easy, especially when I didn’t want to seem too strict or unfair. Balancing being a leader and still being friendly with everyone was something I had to learn over time. Another challenge was time and energy. Planning routines, organizing rehearsals, and making sure everything was ready for performances could get stressful, especially when things didn’t go as planned. Sometimes it felt overwhelming, but I had to keep pushing through. Even with all these struggles, they helped me grow. I became stronger, more patient, and more confident in my abilities. Those tough moments taught me how to solve problems, stay focused, and believe in myself more”.



Nana Adwoa (Dance Director):

Role as a director for the "Ghana Must Go" play started off as a tough run with auditioning the various roles, like the main character, dance and other special roles required for the play.

It was a tough run through the rehearsals as we needed to ensure every member was confirmed or aligned, and it took a while to get everybody on board fully after a pep talk with our Teacher, Sir Godfred, who ensured that everything went well.

At the end of the day, we were able to choreograph some good dances, like the Amapiano, hip-hop, ritual dance, and the contemporary dance. We also threw in some traditional dances like the Bema, Gome, and Kpanlogo.

The grade 6 class came in with a special traditional dance called the Fume, which is a popular dance emanating from the Volta and Ga traditional areas.

In summary, it was a tough run, but I gained some great leadership experience on it and as Mr. Dennis always says, "it may be tough, but always remember to have fun".

**Victoria Tettey Amlalo (Drama Director):**

When I first got selected to be a director, I was ecstatic. I couldn't wait to start school and be a director. So, I decided to take the initiative to start rehearsals early. When we started school, we started rehearsals early. We planned to make it a memorable one. I couldn't wait to get my script to start documenting. When, I finally got my script, I was so excited, so I clipped it to my clipboard.

I was so happy to start with my partner, Michal Annan. Firstly we started by planning what to do. I learnt that with big roles come big responsibilities. So, we need to know what comes in cost. I was to face any challenge that comes my way. I met my crew along the way, Mr. Dennis Dzah, the main director, my partner, Michal Annan and the main characters. It was fun working with them. I believe this is not the best work we have done but it was good. On the day, I managed students and did my work backstage. In the end, this was a good experience and great one at that! I look forward to working with some of these people moving forward.

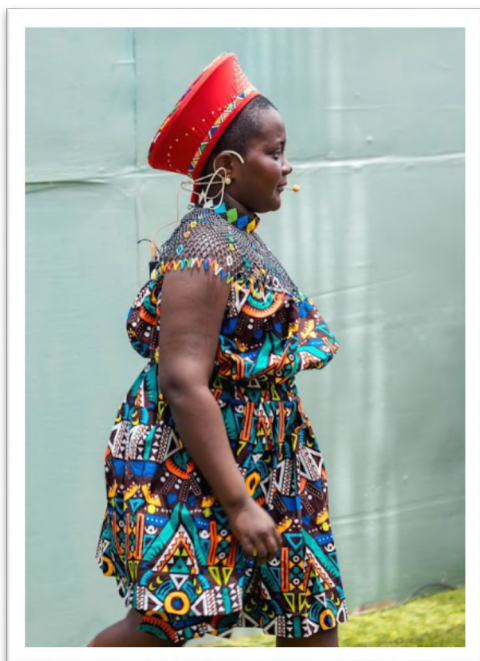


Enjoy some photos from our gallery.









Field Trip Experience: Bringing Inquiry to Life



At Tema International School, Primary Campus, learning is viewed as an active, meaningful, and engaging process that extends far beyond the walls of the classroom. In line with the philosophy of the International Baccalaureate Primary Years Programme (IB PYP), students are encouraged to explore, question, and make connections between their learning and the real world around them. One of the most powerful ways this is achieved is through carefully planned and purposeful field trips.

Field trips are not simply outings or breaks from routine learning; they are an essential part of the inquiry process. They provide students with authentic, hands-on experiences that bring classroom concepts to life. Instead of only reading about ideas or discussing them in class, learners are given the opportunity to see, hear and interact with real-life examples. This deepens their understanding and helps them develop lasting connections with what they are learning.

At Tema International School, field trips are thoughtfully designed to align with each Unit of Inquiry. Teachers carefully select locations and experiences that support the central idea and lines of inquiry, ensuring that every trip has a clear purpose. Whether students are exploring natural environments, visiting historical sites or engaging with community members, each experience is intended to spark curiosity and encourage deeper thinking.

In addition, field trips play a key role in promoting student agency. Students are encouraged to take ownership of their learning by asking questions, observing, and sharing their ideas. They are not passive participants but active inquirers who engage with their environment and reflect on their experiences. This approach helps to build confidence, independence, and critical thinking skills.

Furthermore, field trips support the development of the whole child. Beyond academic learning, students grow socially and emotionally as they collaborate with peers, communicate their thoughts, and develop a sense of responsibility towards their community and environment.

These experiences help to shape learners who are not only knowledgeable but also caring and reflective. Through these meaningful experiences, Tema International School continues to nurture

students who are curious, engaged and prepared to make connections between their learning and the world around them.

Connecting Learning to the Real World

Field trips provide students with the opportunity to connect their classroom learning to real-life situations. Concepts that may seem abstract in the classroom become clearer and more meaningful when learners experience them first-hand. By observing and interacting with their surroundings, students develop a deeper understanding of how knowledge is applied in everyday life.



This field trip helped students to connect naturally, learning to include others, take turns and show empathy during play. It was a valuable bonding experience for students, particularly in developing their conflict resolution skills.

Field Trips Aligned with the Units of Inquiry

Each field trip is carefully planned to support the Unit of Inquiry being explored in class. For example, the Grade 5 students' visit to the Cocoa Processing Company (CPC) in Tema was a purposeful and meaningful learning experience that strongly supported their Unit of Inquiry under the theme "How We Organise Ourselves," with a focus on industrialisation.

This visit helped students with a real-world understanding of how industries operate and how goods are produced on a large scale. By observing the processes at CPC, students saw how raw materials are transformed into finished products, helping them better understand key concepts related to production, organisation and distribution.



Learning Through Exploration and Inquiry

Field trips encourage students to learn through exploration. Learners are given opportunities to ask questions, investigate their surroundings and gather information through observation. This hands-on approach strengthens their inquiry skills and helps them become more curious and independent learners.

Biodiversity Field Trip

The biodiversity field trip involving Grades 1, 4, and selected Grade 6 learners was a memorable and enriching experience. Students explored natural environments, observed different plant and animal species and learned about the importance of protecting ecosystems. Through guided activities and discussions, learners were able to connect their observations to their classroom learning, making the experience both meaningful and enjoyable.



Exploring Ghanaian Dance at the School of Performing Arts - University of Ghana

Students from Grades 2, 4, and 6 had an exciting and enriching field trip to the School of Performing Arts at the University of Ghana. The visit provided a wonderful opportunity for learners to explore Ghanaian culture through traditional dance, music, and storytelling.

Grade 2 students were introduced to the “*Apatampa*” dance, where they learned not only the movements but also the history behind it. They gained a deeper understanding of each step and how the dance reflects cultural expression and community life.

Grade 4 students explored the “*Bamaya*” dance, discovering its origins and cultural significance. Through guided instruction, they practiced the dance steps and learned how rhythm and movement come together to tell a story about famine, drought and rainfall to ‘fill the valley with water’.

Grade 6 students engaged with the “*Fume Fume*” dance, learning about its background and meaning. They carefully followed each step, building both skill and appreciation for the tradition behind the dance.



Building Social and Communication Skills

Field trips also provide valuable opportunities for students to develop their social and communication skills. Working in groups, learners collaborate, share ideas, and listen to one another. These experiences help build confidence and encourage respectful interaction among peers.



Reflections from Teachers



Field trips remain one of the most powerful ways to deepen student understanding, especially within our Sharing the Planet unit. They move learning beyond the classroom and give students the opportunity to see, feel, and experience concepts that might otherwise remain abstract. Our recent Grade Four visit to Cities Farm, a biodiversity farm rich in plant and animal life, was a meaningful example of how real-world experiences can strengthen inquiry. The location was intentionally chosen to align closely with our central idea that biodiversity relies on maintaining the interdependent balance of organisms within a system.

At the farm, students encountered this balance first-hand. They observed a wide variety of plant species including pomegranate, bay leaf, and raspberry, alongside animals including a wild cat, deer, barn owl, and monitor lizards. These encounters helped students make authentic connections to our lines of inquiry, particularly how components of an ecosystem are interrelated and how different ecosystems are shaped. What stood out most was the shift in student thinking. Learning moved from simply knowing about ecosystems to truly understanding them. Students began to recognise the delicate relationships between living things and their environments, and many expressed a strong sense of responsibility towards protecting biodiversity. This directly reflected our focus on responsibility within the unit. The experience also inspired thoughtful action. Students shared practical ways they could contribute to protecting biodiversity in their own lives. Some suggested starting a small school farm to grow plants and observe ecosystems over time. Others spoke about planting trees at home, creating mini gardens, reducing waste, conserving water, and protecting animals in their communities. A few even mentioned educating family members and friends about the importance of caring for the environment.

These ideas demonstrated that the learning was not only engaging but also meaningful and transferable. Students also reflected on the thoughtful and sustainable way the farm had been designed. They noticed how the space was used to support both plant and animal life, and this sparked curiosity about how human actions can positively impact the environment. Many expressed a desire to revisit the farm with their families, which is often a strong indicator of a truly enriching experience. This field trip reminded us that when students are given the opportunity to engage with real environments, learning becomes more memorable, purposeful, and inspiring. It is through such experiences that we nurture not only knowledge, but also empathy, responsibility, and a genuine commitment to making the world a better place.

Miss Angela Quaye

(Deputy PYPC and Grade 4 Homeroom Teacher)



Taking students to the School of Performing Arts was not just a trip outside the classroom; it was a deliberate extension of the learning we have been building over time. In class, we explored culture through discussion, movement, storytelling, and performance. But there is a limit to what four walls can offer. The real depth comes when students step into spaces where culture is lived, practiced, and preserved with intention. At the School of Performing Arts, the students encountered culture in its most authentic form. They observed traditional dances, engaged with practitioners, and saw first-hand the discipline, skill, and history behind every movement and performance. What stood out was how quickly their prior learning connected to

what they were seeing. Concepts that once felt abstract became real. Rhythm was no longer just something we practiced; it became something they could feel and interpret. From a teaching standpoint, the trip affirmed something important: meaningful learning happens when theory meets practice. The units we have been working on were strengthened, not replaced, by this experience. Students returned more confident, more expressive, and more connected to their own cultural identity.

Mr. Dennis Dzah

(Dance and Drama Teacher)



On 27th February 2026, the Grade Five students visited the Cocoa Processing Company (CPC) as part of their learning in the unit “How We Organise Ourselves,” where they explored the concept of industrialisation. The visit gave students the opportunity to observe how cocoa is processed from raw beans into finished products and to understand how different systems and processes work together within an industry. During the tour, students learned about the various stages of cocoa processing and the important roles played by people, machines, and organised systems in production. The experience helped students make meaningful connections between their classroom learning and real-world practices, deepening their understanding of how industries operate and contribute to society.

Miss Benedicta Owusu-Ansah

(Grade 5 Teaching Assistant)



The visit to Splash and Play created a valuable opportunity for Grade 5 students to engage in authentic social interaction beyond the classroom. In an informal and less structured setting, they connected naturally, learning to include others, take turns, and show empathy during play. Quieter students gradually became more confident and engaged, while more active students practiced patience and consideration in group activities.

Overall, the experience strengthened their communication, teamwork, and sense of community. It highlighted how shared recreational experiences can meaningfully support students' social development, helping

them build stronger relationships and essential interpersonal skills that extend beyond academic learning.

Mr Fredrick Amoah

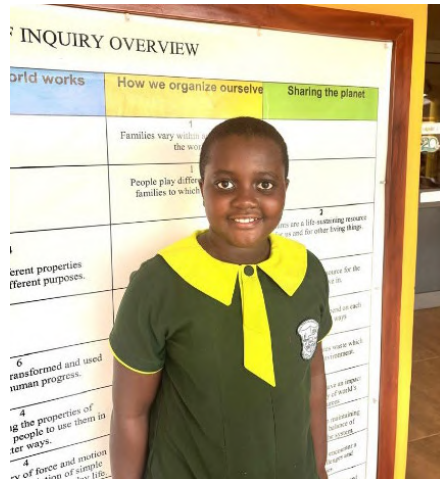
(Grade 5 Homeroom Teacher)

Reflections from Our Learners



Going on the field trip was fun for me because I saw different dance moves (Apatampa). I learnt in school that dance is a form of art so I saw how the people were creative when dancing. I was able to learn new dance moves for my performance in school.

Lucille Annan *(Grade 2)*



I saw some plants like grapes, guava and animals like monkeys, tortoises, snakes and rats. I learnt that every animal needs a space and habitat.

Skylar Ampah (*Grade 4*)

I felt happy going on the trip, I saw so many different animals, like the lab rat, porcupine, owl and ostrich. It felt warm and normal to have the python on my neck because I was told by the tour guide about how they are. I learnt how diverse things are around us in our ecosystem including biotic and abiotic things.

Elikem Edze (*Grade 4*)



The trip to Splash and Play turned out to be a calm but memorable experience. The environment felt open and relaxed, which made it easy to move around and enjoy each activity without any rush.

What stood out to me most was how the experience allowed for genuine connection and shared enjoyment. It wasn't overwhelming or chaotic instead, it felt balanced and refreshing.

Thank You.

Klenam Agyekum (*Grade 5*)



I saw some animals and my favourite was the rabbit. I learnt that some rabbits are aggressive but not all of them. This was my first time seeing a grasscutter.

Chloe Maria Libendze (*Grade 4*)

Inspiring Lifelong Learners

Field trips play a vital role in enriching the inquiry process. They provide authentic learning experiences that deepen understanding, encourage curiosity, and support the development of essential skills. Through these experiences, students are inspired to become active, thoughtful learners who can make meaningful connections between school and the world around them.

In addition, these experiences strengthen the development of the IB Learner Profile attributes, as students demonstrate curiosity, open-mindedness, and reflectiveness when engaging with real-world contexts. Field trips also provide meaningful opportunities for collaboration, communication, and critical thinking, as learners work together to observe, question, and make sense of new environments.

By connecting classroom learning to authentic settings, students begin to see the relevance and application of their knowledge, building a deeper sense of purpose in their learning journey. These experiences not only enhance academic understanding but also nurture empathy and responsibility as learners recognise their role within the wider community and the natural world.

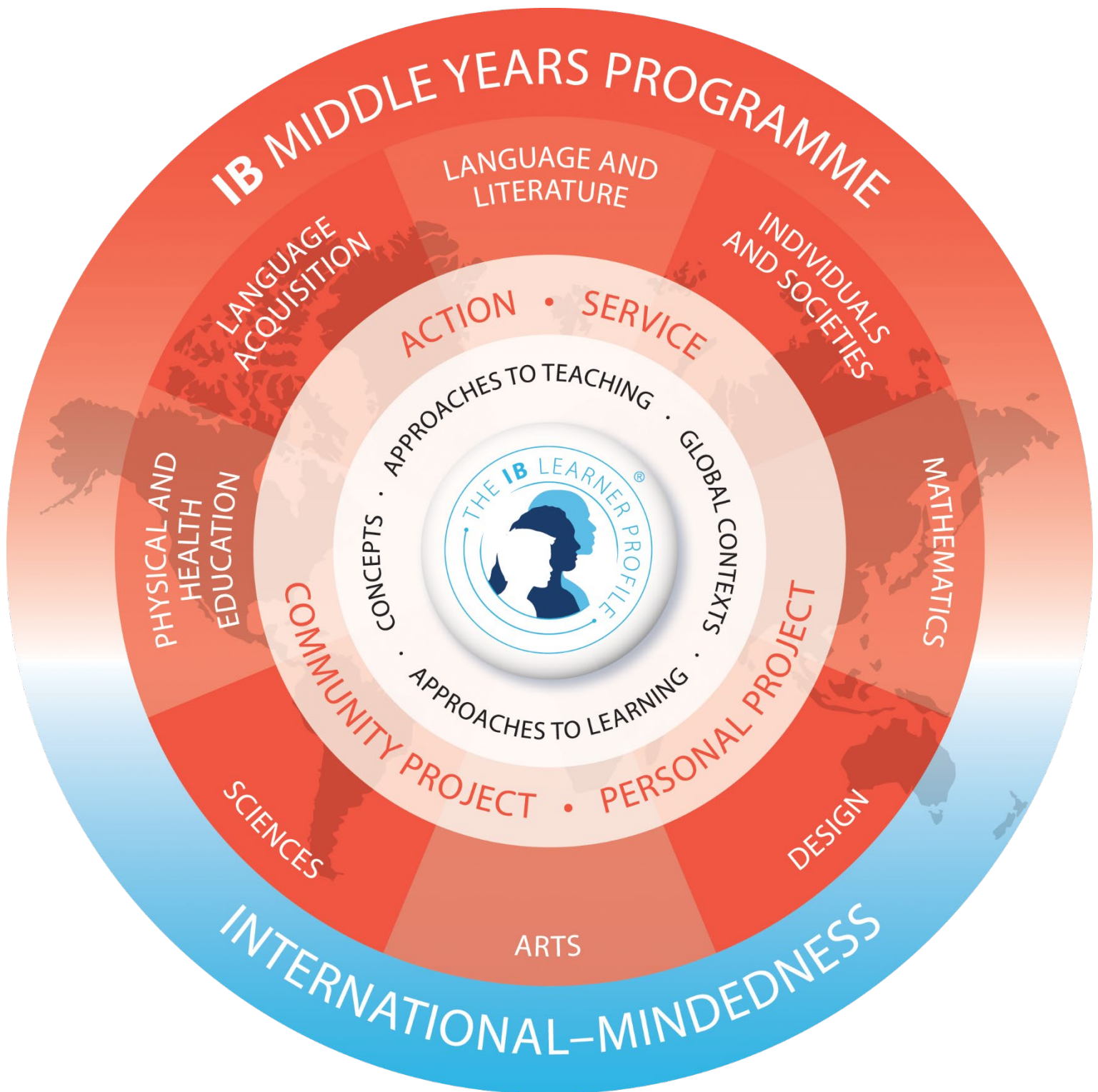
At Tema International School Primary Campus, we remain committed to designing purposeful field trips that extend learning beyond the classroom, ignite curiosity, and empower our students to take ownership of their learning. Through these thoughtfully curated experiences, we continue to inspire lifelong learners who are confident, compassionate, and equipped to make a positive difference in the world.



THE TIS DNA



www.tis.edu.gh



Change ^{the}
World
Through
Teamwork

#Make a Difference



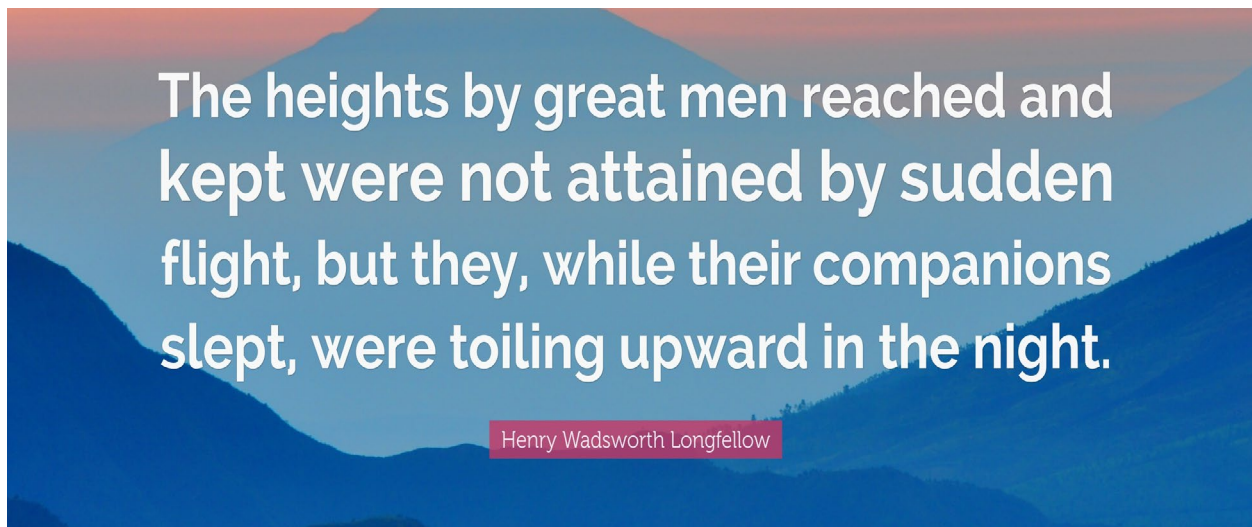


EFFECTIVE LEARNING STRATEGIES

The importance of learning in an educational institution like ours cannot be overemphasized. But what is learning? “A process that leads to **change**, which occurs as a result of **experience** and increases the potential for **improved performance** and future learning” (Ambrose et al, 2010). The change may happen at the level of knowledge, attitude or behaviour.

Learning starts from the **mind**. A fixed mindset (the belief that ability is fixed or ingrained: we are born with a certain level of ability and cannot change it) is debilitating for learning. A growth mindset (we can develop our ability through hard work and effort) is the lifeblood of successful learning. It is therefore critical to have a can-do spirit when it comes to learning. Yes, you can!

Good performance and high achievement are the products of effective learning. However, **learning is work**. It is important to understand that good things come to those who go out and make them happen; they don't come to those who wait. Learning requires a gradual and sustained effort to achieve the greatest benefits. The inserted quote summarises this succinctly. Note that ‘while their companions slept, were toiling upwards in the night’ should not be taken literally to mean that you must not sleep when you are required to.



Research shows that there is a relationship between learning output, intensity of focus and the time spent learning:

Learning output = intensity of focus * time spent

Intensity of focus refers to how deeply and effectively a person concentrates while learning. It is the quality of attention per unit time. It includes the level of concentration, mental effort, engagement, and absence of distractions (e.g., avoiding phones, social media, noise, and multitasking in general). Multitasking reduces the intensity of focus through **context switching** in the brain. Note, for example, that **(10 * 1) > (2 * 3)**: it is more effective to learn for an hour at an intensity of focus of 10 than to learn for three hours at an intensity of focus of 2.

Hermann Ebbinghaus' forgetting curve hypothesizes the decline of memory retention in time. This curve shows how information is lost over time when there is no attempt to retain it.

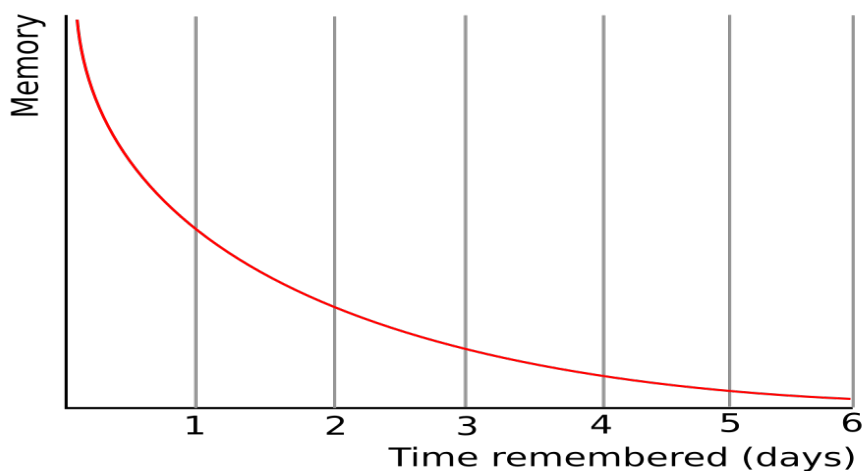


Fig 1: A representation of the forgetting curve showing retained information halving after each day

The most effective strategy to combat this gradual loss of information is the **Spaced Repetition System**. It involves reviewing learned material just as you are about to forget it, which breaks the forgetting cycle and solidifies long-term retention. The figure below pictorially demonstrates the effect of this strategy.

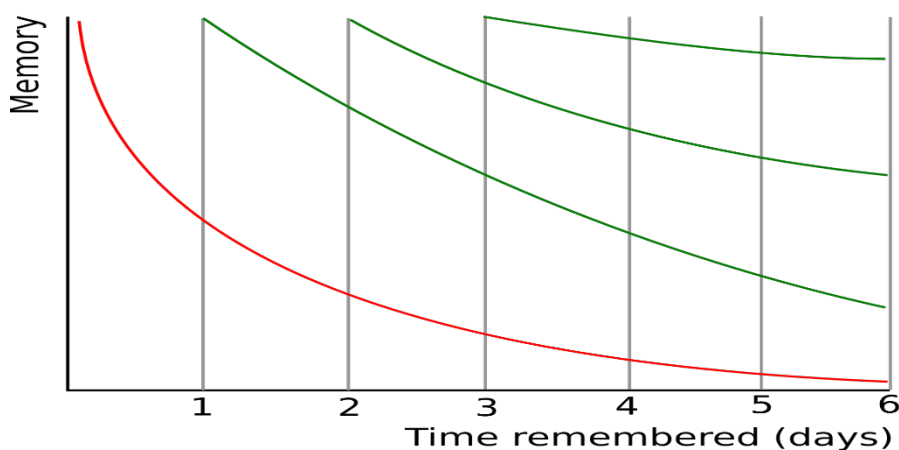


Fig 2: Forgetting curve with Spaced Repetition

The following learning strategies are also effective in diminishing the effect of the forgetting curve. Research on how they can be applied.

- Active Recall
- Interleaving
- Desirable difficulties
- Real-world application/concrete examples
- Elaboration
- Dual coding



**TEMA
INTERNATIONAL
SCHOOL**



Digital Safety Tips

Important Guidelines for Safe Digital Practices



Social Media

Social media apps (Telegram, Snapchat, Instagram, Facebook, TikTok, etc) are restricted on our network and may only be used during approved weekend times.



Gaming

Online gaming is not allowed, as it can be addictive and consume our bandwidth.



Network Usage

Mifi, Modems, Dongles, Routers, WiFi extender, and Hotspots, are not allowed on our network.



No VPN

Usage of VPN and Proxy Tunnels are banned. Using devices or software (VPNS) to bypass our filtering system is also banned.



Bring Your Own Device

(BYOD) Policy Students shall use one personal laptop with antivirus protection. Parents and students must sign the ICT Policy form before connecting the device to our network.



Email Safety

Avoid clicking on links in emails from unknown senders.



Strong Passwords

Create strong passwords to access devices and apps. Students will be held accountable for activities on their device.



Online Interactions

Only communicate with people you know online. Be aware of cyberbullying and online strangers.



Inappropriate Content

Accessing inappropriate content is prohibited. Use your time online to enhance your learning outcomes and boost your productivity.



Report Suspicious Activity

If it doesn't seem right, report it. If you accidentally click on a scam or cyber attack, report it.

FOR MORE DETAILS ON DIGITAL SAFETY AND CONSEQUENCES, PLEASE REFER TO THE IT POLICY DOCUMENT.

Harvard Winter Programme 2027

Your Chance to Experience Harvard University Is Here.

Have you registered?

Registration is now open for the **Harvard College Union Society Young Global Leaders Winter Programme 2027**, and this is an extraordinary opportunity for TIS students to step onto one of the world's most prestigious university campuses.



This programme is more than a trip; it is a transformative leadership experience. Students engage in interactive workshops on public speaking, debating, leadership development, media strategy, and community impact. They collaborate with peers from across the globe, work on real-world outreach projects, and receive mentorship from Harvard student leaders. Throughout the week,

participants strengthen their confidence, critical thinking, communication skills, and global awareness, competencies that are essential for university applications and future leadership pathways.

Beyond the classroom sessions, students experience academic and cultural exploration across Cambridge and Boston, gaining exposure to environments that inspire ambition and intellectual curiosity. They return more independent, more articulate, and more prepared for the next stage of their **academic journey**.

Few vacancies are available.

Whether your child already holds a valid U.S. visa or requires one, they are eligible to apply. For students who require a visa, the school will guide and support their application process.

Registration Link: <https://forms.gle/JAo5DrXjqL9C9GTg7>

For further information or guidance, kindly contact: **Mrs Surama King** - CAS & Events Coordinator - surama.king@tis.edu.gh - +233 24 461 5255

This is a rare opportunity to broaden horizons, build global networks, and gain a once-in-a-lifetime experience at **Harvard University**.



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Harvard College Union Society
Young Global Leaders
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at
**HARVARD
UNIVERSITY**

CAMP DATES:
3 - 10 January 2027



To register, contact Ms Abigail Ahiadorme -

☎ 0543936488

✉ abigail.ahiadorme@tis.edu.gh



HOSTEL CORNER

Dear Parents

The mid-semester break ends this Sunday. We hope you had the opportunity to bond with your wards and encouraged them to give their best for the rest of the semester especially, our MYP5 and DP2 candidates. Please take note of the following reminders.



Arrival details:

- Students are expected at the hostels this Sunday between 11:00 am and 5:00 pm. **The gates will be closed at 5:00 pm.**
- Please communicate any alternative arrangements to the Hostel Coordinators or Principal in advance.
- Students should return in **school uniforms or TIS polo** with appropriate footwear. Slide-style shoes, crocs, and slippers are not permitted.

Labelling: To help prevent loss, all personal items including **headphones, AirPods, laptop chargers, etc.** should be labelled for easy identification. Unlabelled items may be collected from students and returned at the end of the semester. Parents may choose to contact the following vendors for various types of labels:

- **Stick on labels** - Incredible Labels (0275443055)
- **Engraving for laptops and accessories** - Asare (0545803895)

Dress Code for Sundays: Students should come prepared with the required attire for each Sunday:

1 st Sunday	2 nd Sunday	3 rd Sunday	4 th Sunday	5 th Sunday
White	School cloth	Formal wear	African or national wear	Smart casual

Girls' Dress Code Guidelines: Girls must keep hair at mid-back or shoulder length and ensure hair extensions match their natural hair colour. Girls not adhering to these guidelines will be asked to return home to make the necessary adjustments.

Boys' Dress Code Guidelines: Boys hair must be trimmed to one inch (2.5cm) or less. Boys with facial hair are advised to come to school with shaving cream and after-shave to reduce bumps after shaving. **All boys must return to school with personal plastic combs and hair brushes for hygiene purposes.**

Contraband items: MiFis, instant noodles, sardines, corned beef, chewing gum, dumb bells, **metal combs** are prohibited. Students who bring them to school will be sanctioned.

Medication: All medication should be sent to the infirmary unless otherwise advised by the school's medical team.

Beddings: Students who do not have the required school branded beddings (blankets, bedsheets and pillow cases) are reminded to contact Auntie Norah. They will be inspected later in the semester.

Money: Parents are kindly requested to hand over their ward's money to their hostel parents. For their own safety, students are not permitted to keep more than 50 cedis on them at any given time. Students found to have more than 50 cedis on them will be sanctioned.

Selling in the hostels: Students should desist from any form of buying or selling in the hostels.

We appreciate your cooperation in ensuring a smooth and safe return for all students.

Warm Regards

Hostel Coordinators

COUNSELLORS' CORNER



Juggle Maze Bubble The Power of Academic Excellence & CAS- Bringing Out the Best in You!

Dear Students,








At TIS, true success lies in the harmony between **academic excellence** and the **beauty of CAS**. We are proud to witness excellence in action, growth, resilience, and unlocking hidden potential as every student rises to the occasion and proves that the future truly belongs to those who dare to shine embrace new opportunities, and step confidently into the global stage with these two perfect blended elements.

- **Academic Balance:** Strong classroom performance, intentional mental presence, and active participation build the intellectual foundation for higher learning.
- **CAS as a Compass:** It nurtures intentional engagement, creativity, teamwork, leadership, and empathy—qualities that universities value as much as **grades**. Together, CAS and academics propel students toward university success, equipping them with both knowledge and character to thrive globally.



But remember—the journey isn't over yet. University offers are *conditional*, which means your **final grades still matter**. This is the time to stay focused, keep your momentum, and let your hard work shine through.

BRAG RIGHTS- 2026

			OTHERS
Massachusetts College of Pharmacy and Health Sciences	Exeter University	University of Toronto	 UIC Barcelona- Spain
Temple University	St. George's University	York University	 Heriot-Watt University -UAE
Calvin University	University of Nottingham	Western University	 American University of Paris-France
Duquesne University	University of Birmingham	University of Ottawa	 University of Groningen- Netherlands
Rutgers University	University of Warwick	University of Guelph	Maastricht University- Netherlands
Virginia Tech University	University of East London	University of Alberta	
Rowan University	University of Portsmouth	Carleton University	
University of Cincinnati	Oxford Brookes University		

Exam Tips for Excellence



Here are a few quick reminders to keep exam energy steady:

Staying Calm and Focused

- **Breathe steady:** A few deep breaths before starting can reset your nerves.
- **Positive framing:** Think of the exam as a chance to *show off* what you know, not a trap to catch you out.
- **One question at a time:** Don't let your mind race ahead—focus on the problem in front of you.

🎯 Giving Your Best Shot

- **Start with what you know:** Build confidence by answering easier questions first.
- **Manage your time:** Keep an eye on the clock, but don't rush—steady progress wins.
- **Review calmly:** If time allows, double-check answers with a clear head.

Exams aren't just about knowledge—they're about composure. Think of yourself as both the student and the performer: you've rehearsed, now it's time to shine.

Change ^{the}
World
Through
Respect

#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."



