TIS RECORD

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At TIS,

we believe that through actions and service that demonstrate our commitment to the UN Sustainable Development Goals, we can make the world a better place.

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Key Dates

- 17/10/26 PSAT; TIS Athletics NO EXEATS;
- 19/10/26 MYP4/DP1 Changes to subject selections close; Student Council (SC) shadowing process commences;
- 21/10/26 G12 EE Café;
- 25/10/26 MYP PP: Criterion C draft due; TIS Swimming Championships after school; NO EXEATS

Thought for the Week

Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by the actions of human beings

~ *Nelson Mandela*



TIS goes pink!

This October, TIS once again celebrates breast cancer month – with awareness campaigns and screening at the primary and secondary campus infirmaries. Find details in this bulletin on how you can contribute the efforts to alleviate breast cancer.

Making us proud

Drew Agnes Mbavaya, DP1, and **Marie Kufuor**, DP1, make us proud by leading this year's breast cancer campaign.

The Anxious Generation

"The Anxious Generation" by Jonathan Haidt is a valuable book for both parents and teenagers because it provides critical insights into the growing issue of anxiety in today's youth, offering practical strategies and fostering understanding between generations.

The rise in anxiety among teenagers is a pressing concern for parents and educators alike. The book tackles this issue head-on, helping readers understand the societal, technological, and psychological factors contributing to increased anxiety in today's youth. With the widespread use of social media, academic pressures, and the challenges posed by modern life, it's more important than ever to understand the root causes of anxiety. The book doesn't just describe the problem—it offers actionable solutions. It provides parents with tools and strategies to support their anxious teens in a compassionate and

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.tisgh.app and enter select **Visiting**.

Exeat new link

Exeats are limited to a maximum of 8 per semester. Weekend exeats must be received by the preceding Wednesday. The o**nline exeat request form can be found at:** https://www.tisgh.app

effective way, while also equipping teenagers with techniques to manage their own anxiety.

Sports (one of our 4 pillars)

Sports is a brilliant way to relieve stress. This weekend, the TIS athletics inter-colour championships offer our community to join the fun while bonding with colour mates or competing. Physical exertion is a natural mood booster to reduce anxiety and depression. Achieving goals and receiving praise builds self-esteem and self-image. Working with teammates encourages good communication, empathy, and conflict-resolution skills. This weekend's championships promise to be exciting. May the most deserving colour, win.

Admissions 2027/2028

Admission for the academic year 2027/2028 are now open. The TIS app *tisgh.app/admissions* will take you to the appropriate online forms.

Yvonne M Tagoe

Principal, tis.principal@tis.edu.gh



Tema International School

TIS Portal — Parent Guide

Logging In and Using the Exeat System

This guide walks parents through signing in to the TIS Portal for the first time and submitting an Exeat request for your ward, with screenshots for every step.

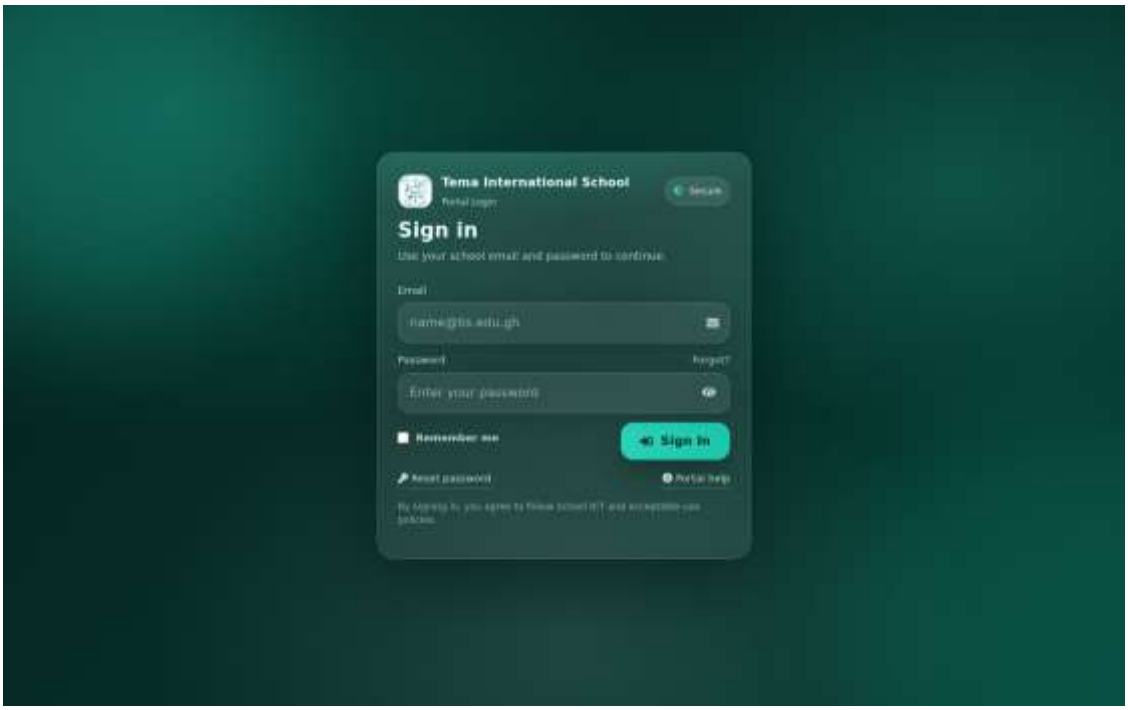
Before You Start

- You need the email address the school has on file for you — this is your portal login.
- Every new parent account starts with the same default password: Changeme123
- You will not be able to access anything until you set your own password (see Step 2 below).
- To have access to your email inbox (and check spam/junk folders, just in case).

Part 1 — Signing In For the First Time

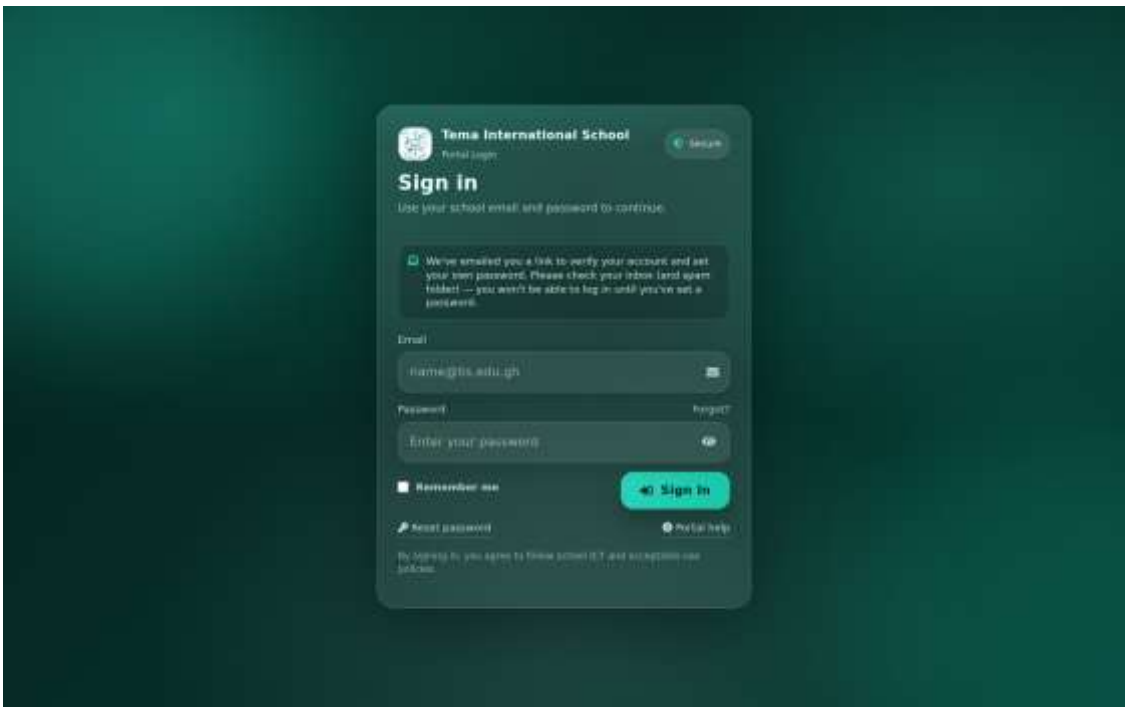
Step 1. Go to the login page

Open the TIS Portal login page in your browser. Enter your school email address and the default password, Changeme123, then select Sign In.



Step 2. First sign-in is blocked on purpose

The default password does not give you access by itself. As soon as you submit it, the portal sends a verification email to your address and keeps you on the sign-in page with an explanatory note, as shown below.



Note: If you don't see this note, or you already had your own password before, you can skip ahead to Part 2 — your account may already be set up.

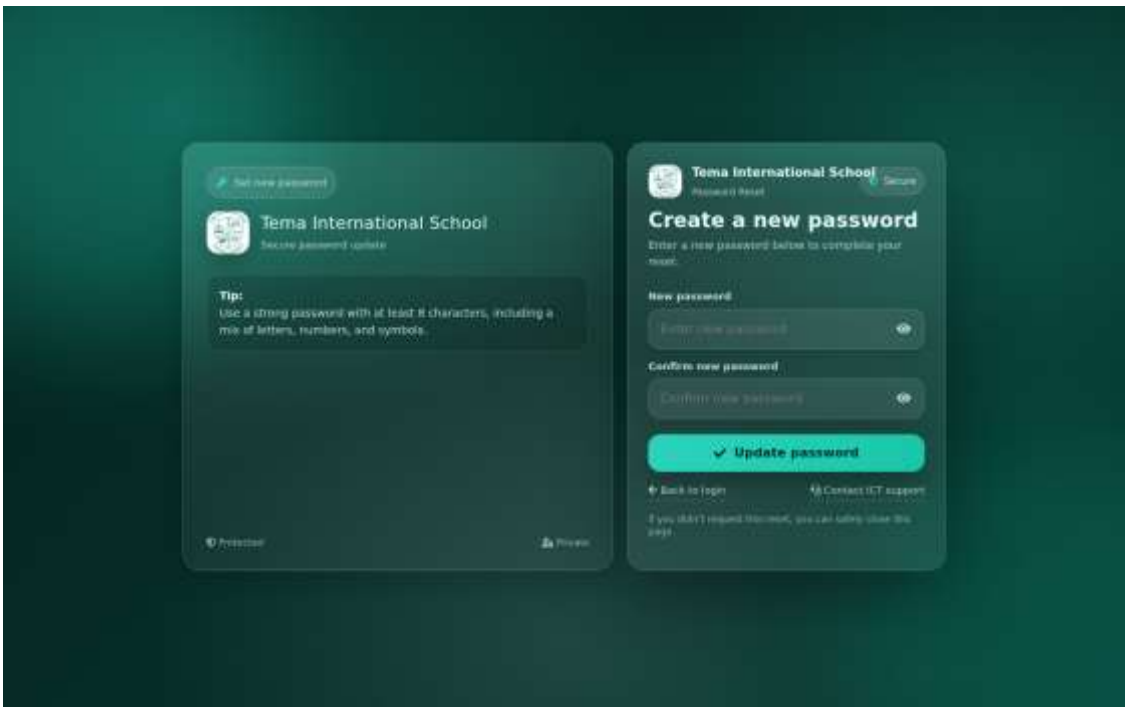
Step 3. Check your email

Look for an email titled “Reset your Tema International School password” from the TIS Portal. Open it and select Set new password (or copy the link into your browser).



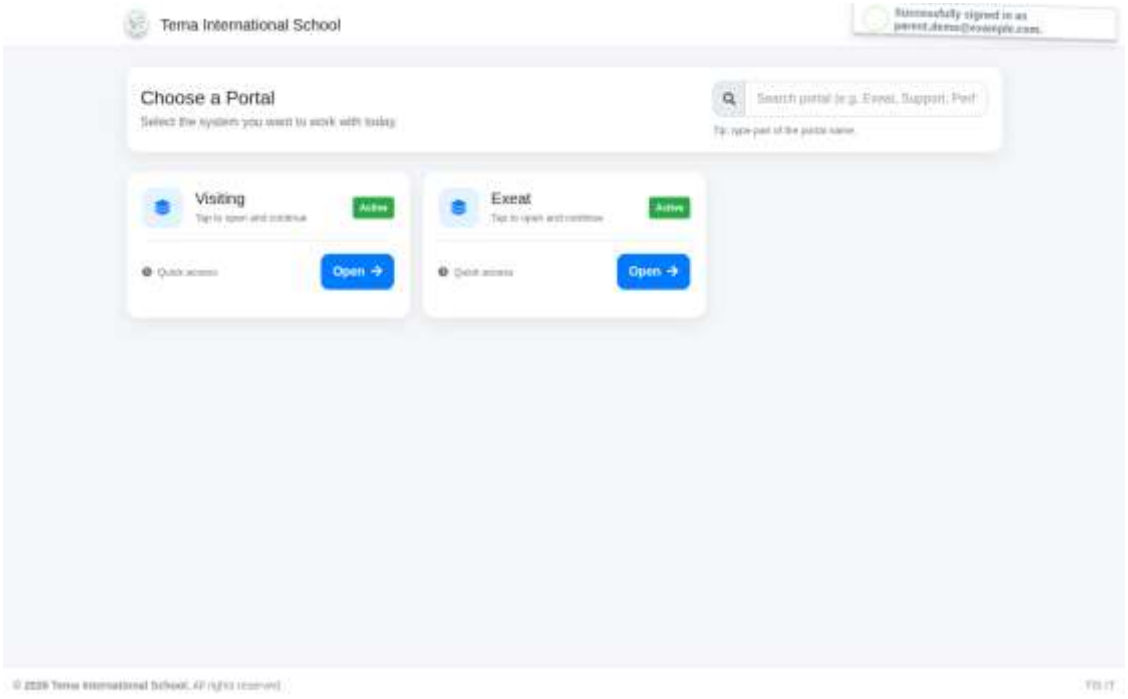
Step 4. Set your own password

The link opens a page where you choose your own password. Use at least 8 characters, mixing letters, numbers, and symbols. Enter it twice to confirm, then select Update password.



Step 5. You're signed in automatically

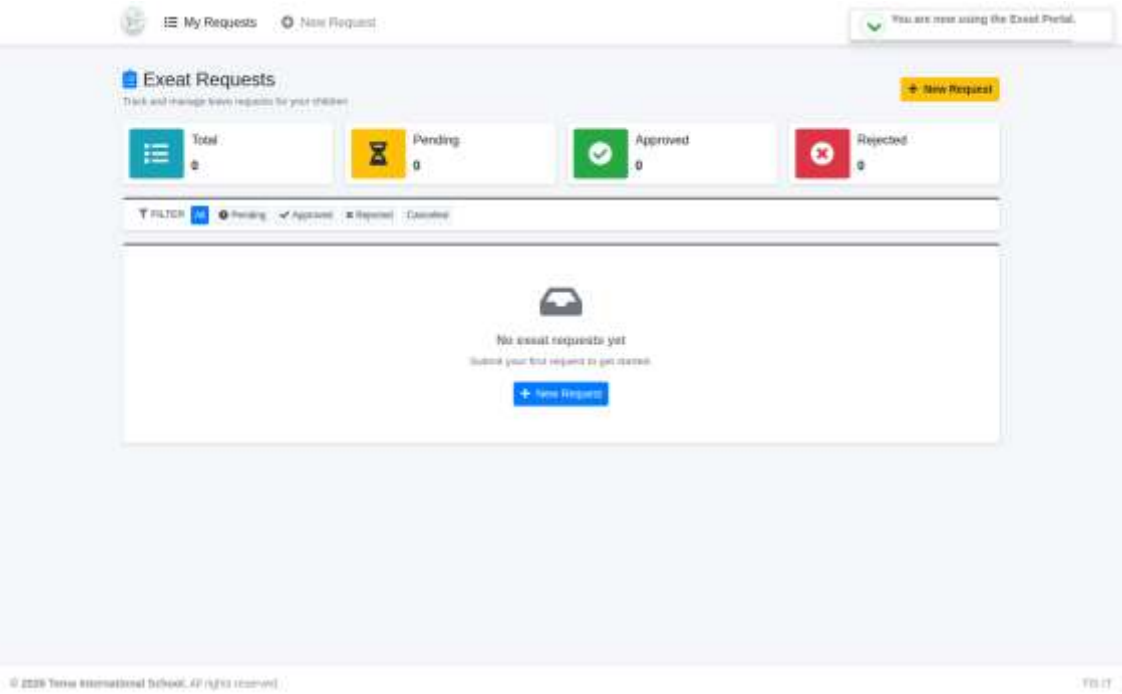
As soon as your new password is saved, the portal signs you in automatically and takes you to the Choose a Portal screen — no need to log in again. From now on, you sign in with your email and the password you just chose.



Part 2 — Submitting an Exeat Request

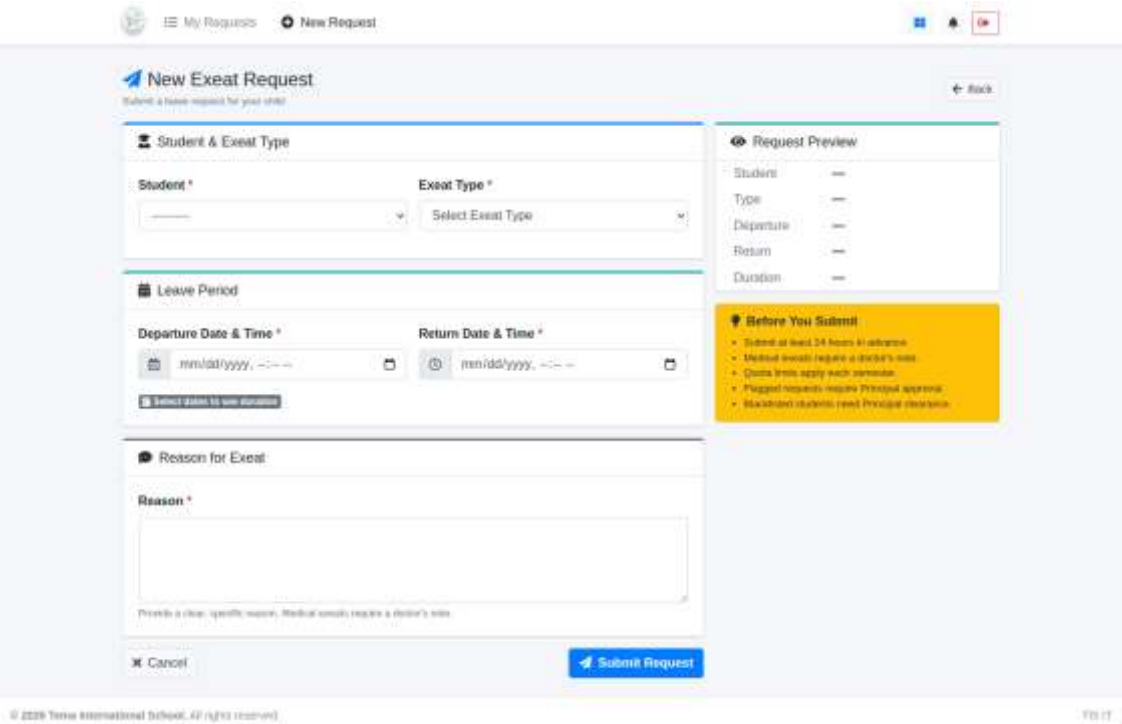
Step 6. Open the Exeat portal

From Choose a Portal, find the Exeat card and select Open.



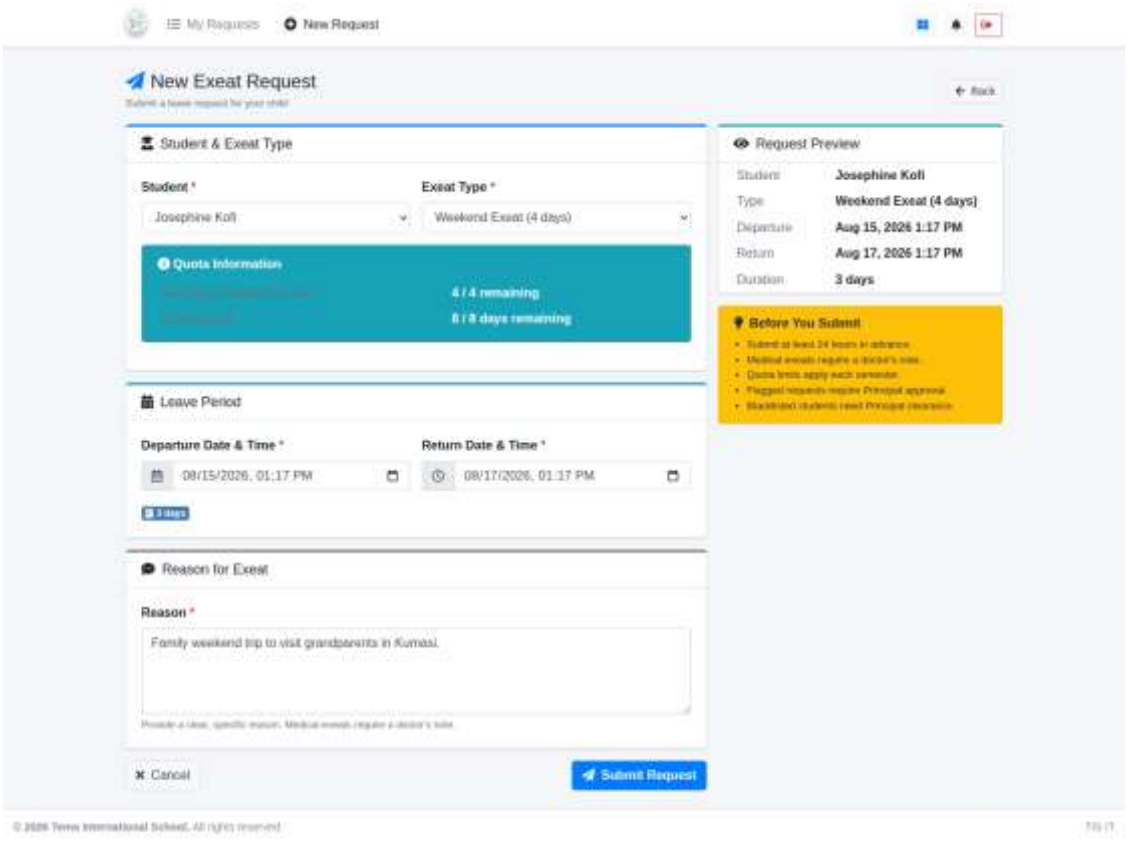
Step 7. Start a new request

Select New Request in the top menu or the New Request button.



Step 8. Fill in the request

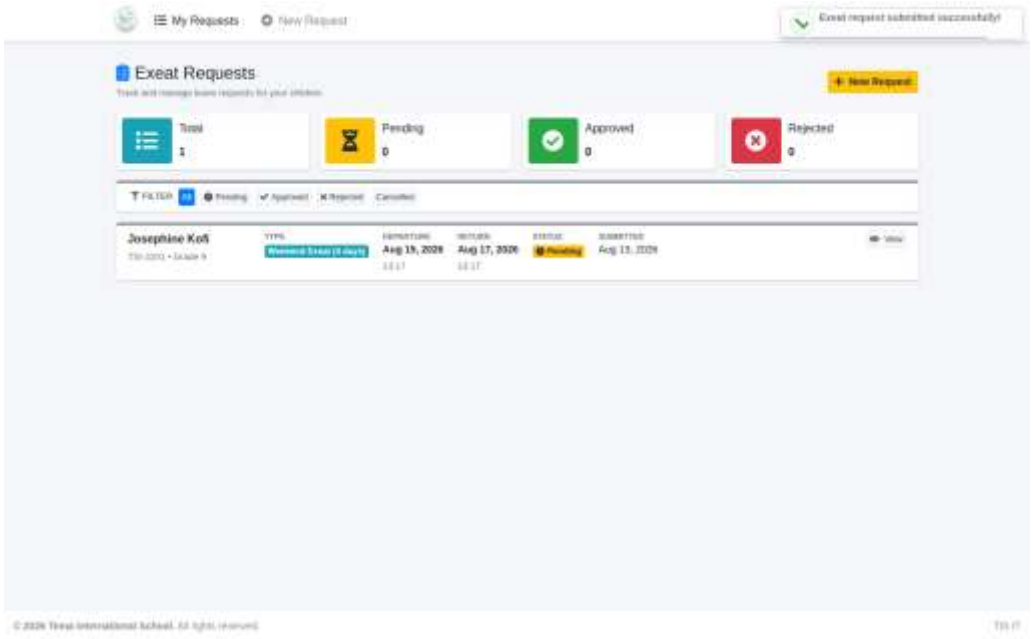
Choose your child from the Student list and pick an Exeat Type. The Quota Information panel shows how many days are available. Enter the departure and return date and time, and write a clear reason for the request. The Request Preview panel on the right updates as you type, so you can check everything before submitting.



Note: Medical exeats require a doctor's note. Requests that exceed your quota, or involve a blacklisted student, are automatically flagged for Principal approval — you'll still be able to submit them, just with an extra review step.

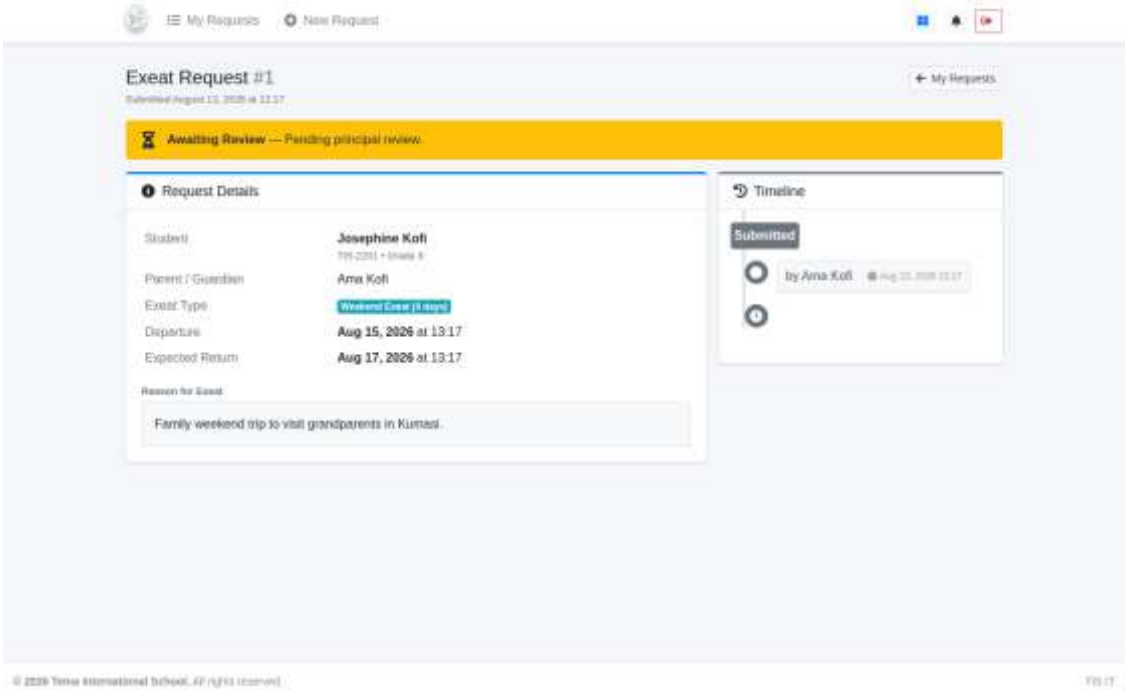
Step 9. Submit and confirm

Select Submit Request. You'll see a confirmation message and your new request will appear in the list with a Pending status.



Step 10. Track the request

Select View on any request to see its full details and a timeline of what has happened to it. Status updates (Approved, Rejected, or a Principal review) will appear here as the school processes your request.



Getting Help

- Forgot your password later? Use the Reset password link on the sign-in page — it sends you the same kind of email link.
- Didn't receive the setup email? Contact the school office and ask them to resend your password setup link.
- Trouble with the portal itself? Use Portal help on the sign-in page, or contact ICT support.

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**
- **Cooked Food**

Not Allowed

- Cakes with icing
- Sea foods such as shrimp, lobster, Crab, etc
- Alcoholic Drinks/ Beverages

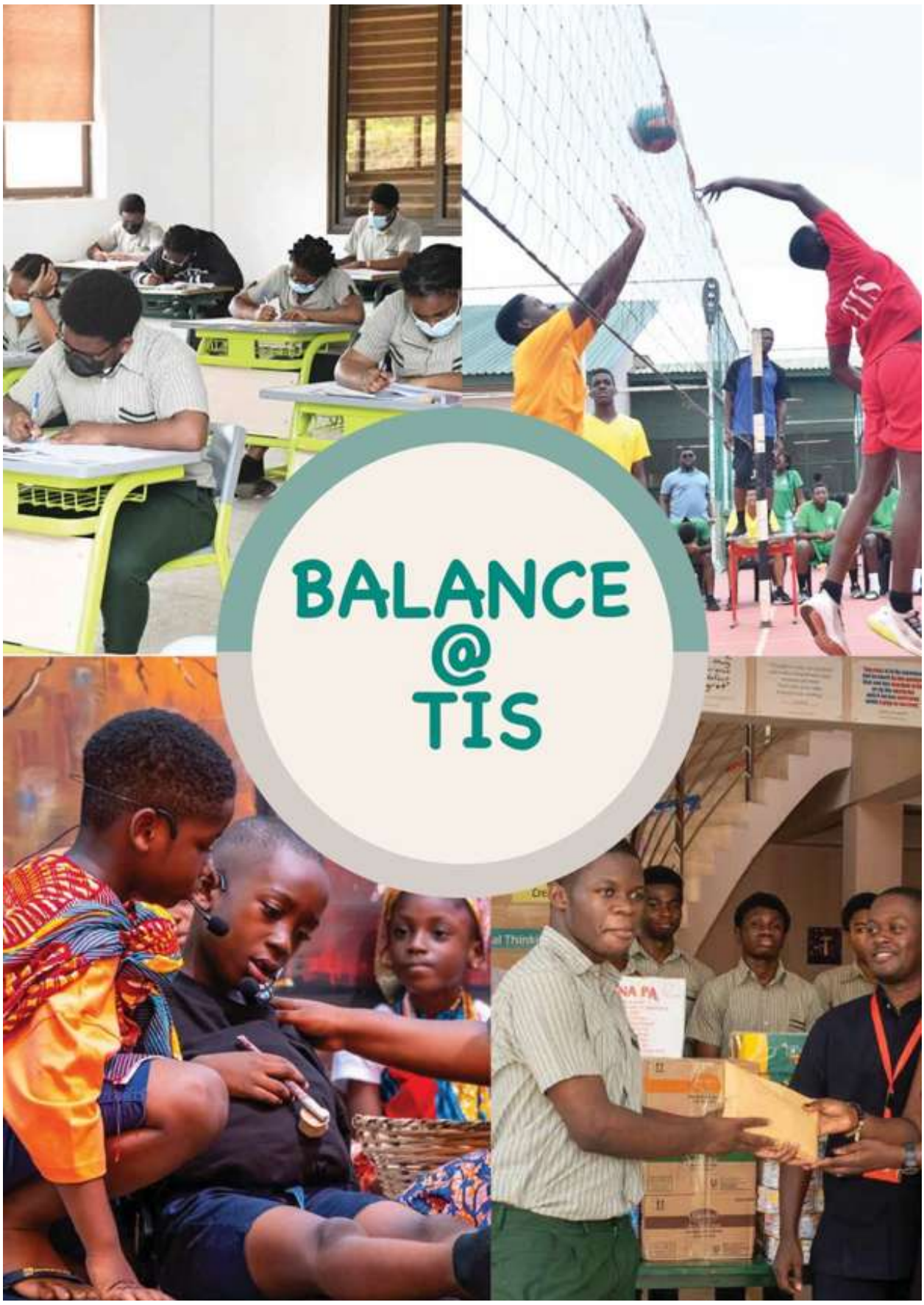
All left over food must be sent home

- **Visiting Days** - Saturdays & Sundays
- **Visiting Time** - 2:00 PM - 5:00 PM

PLEASE NOTE:

- Birthday items can only be delivered on
  - Fridays, 4:00 PM - 6:00 PM
  - Saturdays & Sundays, 12:00 PM - 5:00 PM
- All food items will be inspected and approved 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


BALANCE
@
TIS

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.tisgh.app

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

Visiting

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

go to: https://www.tisgh.app

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 INTERNATIONAL SCHOOL

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 2026/27 General Calendar

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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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	31					

September 2026						
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27	28	20	30			

October 2026						
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November 2026						
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29	30					

December 2026						
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27	28	29	30	31		

January 2027						
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24	25	26	27	28	29	30
31						

February 2027						
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28						

March 2027						
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28	29	30	31			

April 2027						
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25	26	27	28	29	31	

May 2027						
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23	24	25	26	27	28	29
30	31					

June 2027						
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27	28	29	30			

July 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Public Holidays

21 Sep, 2026	Founders' Day	7 Jan, 2027	Constitution Day	28 Mar, 2027	Easter Monday
4 Dec, 2026	Farmers' Day	6 Mar, 2027	Independence Day	1 May, 2027	May Labour Day
25 Dec, 2026	Christmas Day	8 Mar, 2027	Eid Al Fitr (TBC)	17 May, 2027	Eid Al-Adha (TBC)
1 Jan, 2027	New Year's Day	26 Mar, 2027	Good Friday	2 Jul 2027	Republic Day

Tema International School Calendar 2026/2027

FIRST SEMESTER
1/8/26 2026 MYP Results Released; 2026 MYP Enquiries Upon Results Open; MYP PP: Final product (photo evidence upload);
6/8/26 All staff resume;
10/8/26 Student Council executives return;
12/8/26 Newbies arrive (Meeting @ 2.00pm); NO EXEATS FOR NEWBIES
21/8/26 Geography excursion; **TIS Junior Soccer Championships**, after school; NON EXEAT WEEKEND
22/8/26 School Performance auditions, SAT;
28/8/26 **TIS Senior Soccer Championships,** after school;
29/8/26 Peer Buddies Workshop; Dukies RA trip; NON EXEAT WEEKEND
30/8/26 Thanksgiving Service (11.00am)
7/9/26 PYP SC Induction;
12/9/26 **PYP Parents training session (8:30am); MYP/DP Parents' Information sessions (10:30am);** MYP PP Criterion B final due; **TIS Inter-Colour Basketball Championships;** NO EXEATS (Until after 2pm);
14-18/9/26 PYP End of Unit 1 3WI;
17-18/9/26 DP Geography data collection (IA) trip;
19/9/26 **TIS Sporty Family.** NO EXEATS (until after the event);
20/9/26 MYP5 PP: Criterion B final due;
26/9/26 MYP CP: Community tour; **TIS Inter-Colour Tennis & Badminton Championships;** NO EXEATS
28/9-3/10/26 **23rd Anniversary TIS Spirit Week;** NO EXEATS
3/10/26 **23rd Anniversary Thanksgiving Service 10:00 am. Mid Semester Break begins after 3:00 pm;**
4-11/10/26 Mid-semester break;
4-7/10/26 Dukies Gold Award Camp, Secondary campus admissions 2027-2028 begin;
11/10/26 Students return to hostels;
12/10/26 All classes resume;
17/10/26 PSAT; **TIS Athletics** NO EXEATS;
19/10/26 MYP4/DP1 Changes to subject selections close;
19/10/26 Student Council (SC) shadowing process commences;
21/10/26 G12 EE Café;
25/10/26 MYP PP: Criterion C draft due; **TIS Swimming Championships** after school; NO EXEATS
29-30/10/26 I&S Celebration Days;
30/10/26 PYP End of Unit 2 Celebrations; Submission of G12 TOK Draft Essay; Language competition (7-12);
31/10/26 **Inter-School Swimming, Soccer & Basketball Championships;**
6/11/26 DP Business Management Excursion; PYP Unit Celebration 2 (Student Led Conference);
7/11/26 Annual Production NO EXEATS;
12-13/11/26 Collaborative Sciences Project – G12;
16-20/11/26 MYP5 On-screen examinations NO EXEATS for MYP5; (Reports due 7/12/26)
21/11/26 Inter-Schools Badminton, Tennis& Volleyball;
18-27/11/26 DP1 and DP2 end of semester exams NO EXEATS for DP1 & DP2 ;
20/11/26 PYP Book Day;
24/11/26 MYP CP: Presentation of objectives;
25/11/26 MYP PP Criterion C final due
27/11/26 PYP End of Unit 3 3WI;
28/11/26 Peer Buddies Workshop; **Inter-School Athletics;**
30/11/26 SC applications open for 2027 elections; Early Years End of Unit 2; 3WI
8/12/26 Christmas Lunch NO EXEATS
9/12/26 MYP PP Final Report due: (Photo evidence & bibliography upload) NO EXEATS for MYP5 before PP upload
11/12/26 Last day of the first semester: PYP pupils; MYP/DP 3WI; Students may depart after 1pm if no interview.
11/12/26 Last day for teachers*

SECOND SEMESTER;
4/1/27 Staff Wellbeing Retreat;
5/1/27 Staff return, Staff meeting. Wellbeing afternoon;
6-7/1/27 Staff training & preparation
8/1/27 Constitution day tbc;
10/1/27 Students return to hostels; applications for 2027 Secondary SC positions close;
11/1/27 Second semester commences. Alumni Homecoming Week;
15-16/1/27 TIS Inter-Colour Basketball, Volleyball. NO EXEATS BEFORE 1.00PM;

17/1/27 Alumni Thanksgiving Service; 17/1-5/2/27 MYP4 PP Introduction planning
18-/19/1/27 SC Manifesto Readings;
20/1/27 Student Council elections by voting (7.00am-4.00pm);
23/1/27 **Inter-school Basketball, Volleyball Championships;**
26/1 – 12/2/27 MYP5 Self docking;
26/1 – 26/2/27 DP2 Self docking;
27-29/1/27 IDU Days: G12 EE; G11 EE, 10/11 CAS Reflection Day (Public Speaking, Red Cross Training);
30/1/27 Secondary SC Leadership Camp NO EXEATS FOR SCHOOL LEADERS;
31/1/27 Secondary Student Leadership Induction Ceremony NO EXEATS;
6/2/27 Creative Writing Workshop;
8-12/2/27 MYP5 Mock On-screen examination NO G10 EXEATS;
8-26/2/27 MYP5 Standardisation (teachers)
11/2/27 G11 TOK Exhibition. NO G11 EXEATS;
12/2/27 PYP End of Unit 4 #WI; Early Years Family Day; **TIS Senior Squash Championships;**
13/2/27 Peer Buddies Workshop; Chocolate Friendship Day;
15-26/2/27 DP Mocks. NO G12 EXEATS;
19/2/27 MYP4 PP Criterion A draft due; **TIS Junior Squash Championships;**
19-23/2/27 DP Visual Arts Trip (Tamale);
22-26/2/27 Early Years End of Unit 3: 3WI;
1/3/27 MYP5 PP Submission of standardised levels with justification (teachers);
6/3/27 MYP (Personal & Community) Project Exhibition NO EXEATS (until after 2pm) SAT;
10/3/27 PYP-MYP Parents' Info Day at the secondary campus DP1 ToK Exhibition. NO G11 EXEATS;
14/3/27 SAT; Pi Day;
19/3/27 MYP PP: Criterion A final due. Academic Honesty First Record; PYP End of Unit 5 Unit Celebrations; 3WIs: Students depart AFTER interviews
20-23/3/27 Dukies Bronze & Silver award trip);
21/3-4/4/27 Mid-semester break;
4/4/27 Students return to hostels; DP Self-docking begins;
5/4/27 MYP PP Criterion A draft due; Draft 2027/2028 Calendar Overview Released;
5/4/27 All classes resume after mid-semester;
5-16/4/27 MYP4 PP Introduction to product development;
12/4/27 PYP Manifesto readings;
12/4/27 STEAM WEEK
16/4/27 G11 EE Café;
17/4/27 DP2 Grad photos (All day); MYP5 Examprep workshop; NO MYP5 & DP2 EXEATS
23/4-18/5/27 DP Final Exams NO G12 EXEATS;
18/4/27 Exam Candidates' Service NO EXEATS
21/4/27 MYP5 → DP1 Career Pathway session; MYP5 Self-docking begins; PP Criterion A draft due;
23/4/27 PYP Spelling Bee;
2/5/27 SAT;
3-14/5/27 MYP IBMYP On-screen examination;
15-22/5/27 Break for MYP5 leavers (Leavers return to Hostels on 23/5/27 by 5.00 pm);
20/5/27 PYP End of Unit 6; Early Years End of Unit 4; 3WI;
21/5/27 PYPX & VAX;
22/5/27 Leavers' Dinner;
24/5-1/5/27 DP1 semester exams; NO G12 EXEATS;
25/5/27 MYP PP: Final Product (Photo evidence upload);
24-28/5/27 MYP4 On-screen examination NO G9 EXEATS;
29/5/27 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students;
30/5/27 Peer Buddies Workshop;
31/5/27 MYP4 (2025/2026) subject selections;
5/6/27 Last day for PYP staff;
4/6/27 or 6/6/27 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students
12/6/27 Last day for teachers*; S2 reports published.
13/6/27 ACT;
20/6-11/7/27 France/Spain trips; 11/7/27 ACT;

TEMA INTERNATIONAL SCHOOL

Primary Campus

Admissions Open For 2027/2028 Academic Year



Entry Points in 2027

Early Years	Junior Primary	Senior Primary
Pre Early Years: 1 year 7 month	PYP1: 5 years 7 months	PYP4: 8 years 7 months
Lower Early Years: 2 years 7 months	PYP2: 6 years 7 months	PYP5: 9 years 7 months
Middle Early Years: 3 years 7 months	PYP3: 7 years 7 months	PYP6: 10 years 7 months
Upper Early Years: 4 years 7 months		

- All admission applications will be online via TIS App: tisgh.app/admissions
- A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

To learn more scan this.

- Contact Info: +233 55 993 0704 admissions@tis.edu.gh
  www.tis.edu.gh Community 22, Tema.

Primary Years Programme | Middle Years Programme | Diploma Programme

A family school a unique experience.



Tema International School

SECONDARY CAMPUS

ADMISSIONS ARE OPEN FOR 2027/2028 ACADEMIC YEAR

FROM 3 OCTOBER 2026 UNTIL 31 MARCH 2027

Flexible online admission testing is available

ENTRY POINTS: MYP 2 (Grade 7) | MYP 3 (Grade 8) | MYP 4 (Grade 9) | IB DP 1 (Grade 11)

IB MYP 2 (Grade 7)

Students should:

a) Have completed Primary 6.

b) Be aged 11+(at the time of admission).

c) Complete a general aptitude test and interview.

IB MYP 3 (Grade 8)

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.

IB MYP 4 (Grade 9)

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.

IB DP 1 (Grade 11)

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.

- The online application process can be completed at: tisgh.app/admissions
- Contact Info: +233 303 305134, +233 303 308737, +233 249 637762
  admissions@tis.edu.gh www.tis.edu.gh Community 21
- Or visit the school (Community 21, Off Tema-Akosombo Road)

To learn more scan this.

Primary Years Programme | Middle Years Programme | Diploma Programme

A family school a unique experience.

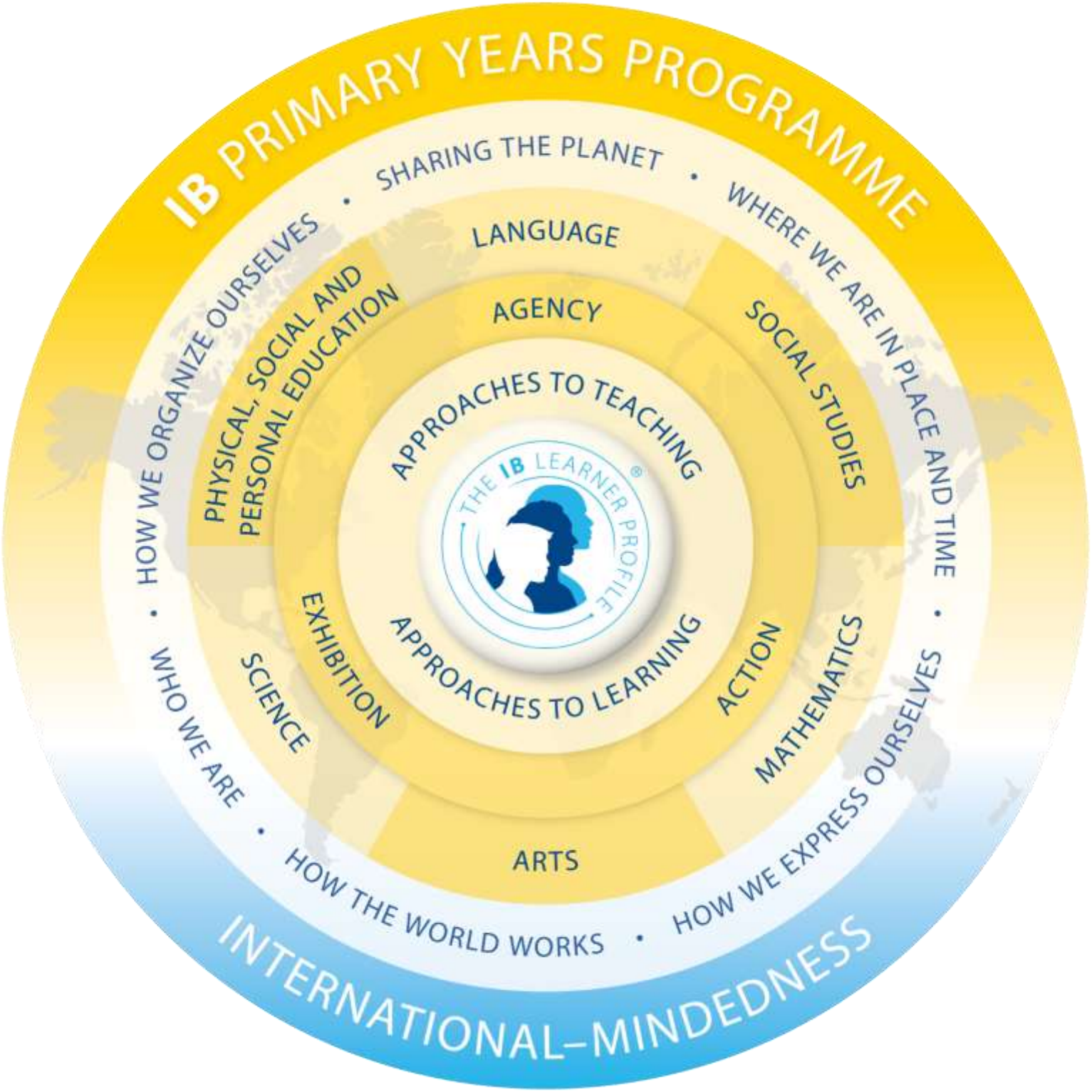
TEMA INTERNATIONAL SCHOOL

TIS ADMISSIONS CLASS/GRADE CHART

TIS		British School Curriculumn
Pre- Early Years	EARLY YEARS	
Lower Early Years	EARLY YEARS	Nursery
Middle Early Years	EARLY YEARS	Reception
Upper Early Years	EARLY YEARS	Year 1
PYP1	PRIMARY	Year 2
PYP2	PRIMARY	Year 3
PYP3	PRIMARY	Year 4
PYP4	PRIMARY	Year 5
PYP5	PRIMARY	Year 6
PYP6	PRIMARY	Year 7
MYP2	SECONDARY	Year 8
MYP3	SECONDARY	Year 9
MYP4	SECONDARY	Year 10
MYP5	SECONDARY	Year 11
DP1	SECONDARY	Year 12
DP2	SECONDARY	Year 13

TEMA INTERNATIONAL SCHOOL




IB PRIMARY YEARS PROGRAMME
SHARING THE PLANET
WHERE WE ARE IN PLACE AND TIME
HOW WE ORGANIZE OURSELVES
LANGUAGE
AGENCY
PHYSICAL, SOCIAL AND PERSONAL EDUCATION
SOCIAL STUDIES
APPROACHES TO TEACHING
THE IB LEARNER PROFILE
APPROACHES TO LEARNING
EXHIBITION
ACTION
SCIENCE
MATHEMATICS
ARTS
WHO WE ARE
HOW THE WORLD WORKS
HOW WE EXPRESS OURSELVES
INTERNATIONAL-MINDEDNESS

ManageBac at TIS Primary School: Connecting Learning, School and Home

At TIS Primary School, learning extends beyond the classroom. We believe that meaningful learning is supported when learners, teachers and parents work together and have a clear understanding of the learning journey. To strengthen this connection, we use ManageBac, our online learning platform, which supports collaboration, documentation, monitoring, reporting and assessment. As an IB school, ManageBac supports many aspects of our educational programme. It provides a central space where teachers can plan and document learning, learners can access and complete tasks, and parents can stay informed and connected with their child's educational experience.

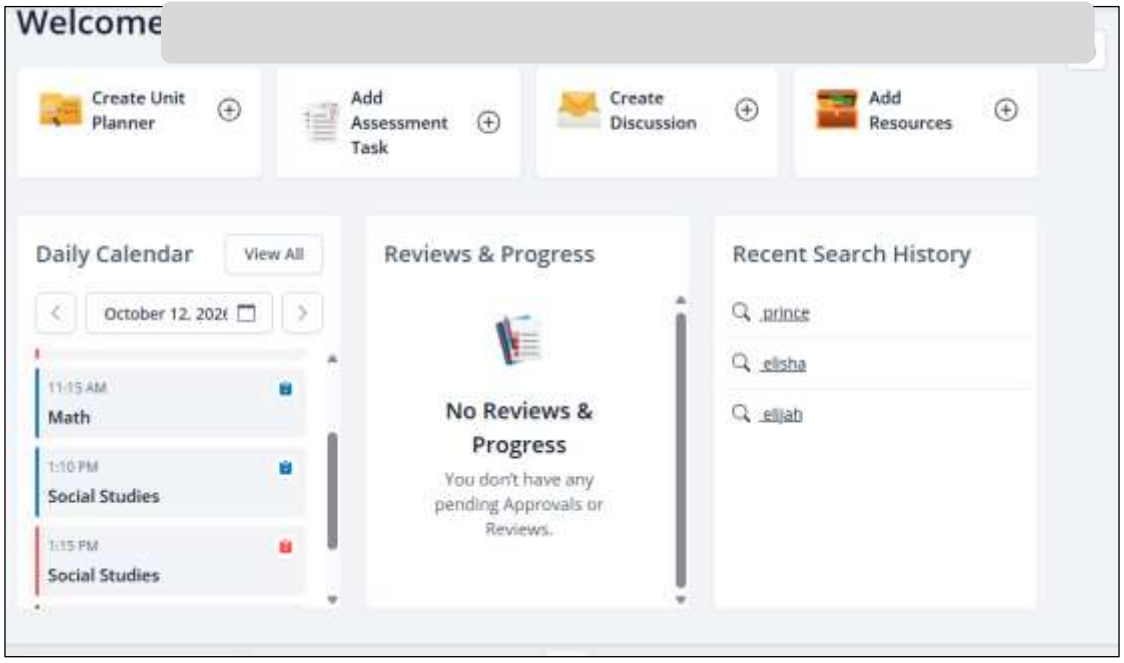
ManageBac is therefore more than a platform for posting assignments; it brings together different aspects of school life, from classroom learning and assessment to communication and reflection. During our recent ManageBac training session with parents, we explored some of the platform's key features and how they can be used to strengthen the partnership between school and home.

The session also highlighted the importance of parents' active involvement in their children's learning journey. By becoming familiar with ManageBac, parents can follow learning experiences, monitor progress, access important updates and engage in meaningful conversations with their children about what they are learning. This shared access to information strengthens communication between teachers and families, promotes continuity between home and school, and reinforces our commitment to working together to support every learner's growth and success.



My Workspace

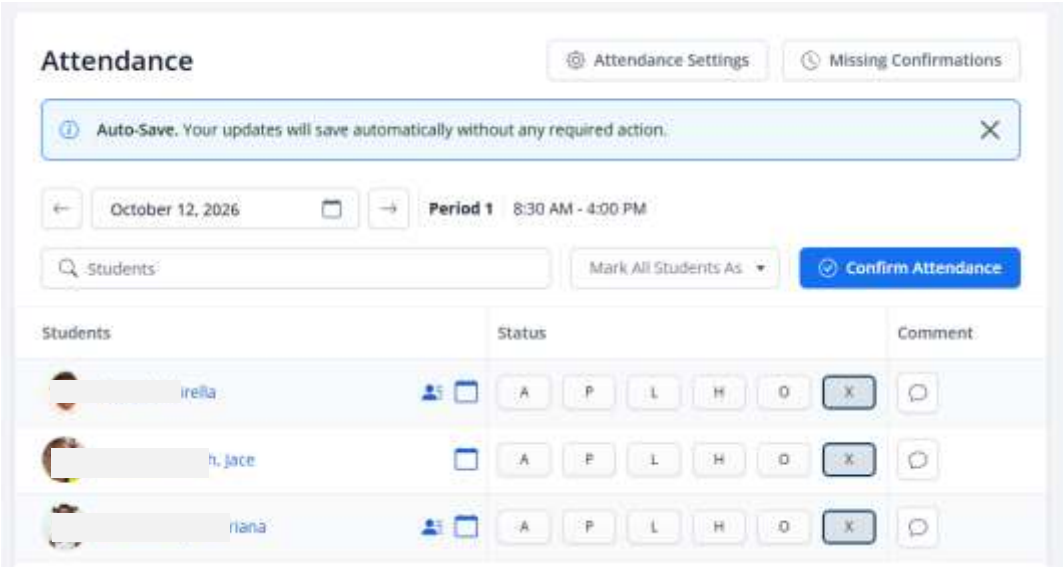
My Workspace provides users with a personal overview of important information and activities on ManageBac. It allows parents and other users to access relevant information and manage different aspects of their interaction with the platform.



Some of the key features within My Workspace include:

Attendance Excusal

The Attendance Excusal feature provides a way for parents to communicate with the school when a learner will be absent or when there is a valid reason for an absence. Rather than relying only on informal communication, the platform provides a structured way to submit an attendance excuse. This helps the school keep appropriate records and ensures that information about a learner's attendance is communicated clearly.



Reports

The Reports section allows parents to access important information about their ward's learning and progress as it becomes available. Reports provide an opportunity for parents to see documented information about their ward's development and achievement. They can also support conversations

between parents and teachers about areas of strength, progress, and opportunities for further development.



Semester 2 Report 2025-2026

Tema International School

Second Term (2025 - 2026)

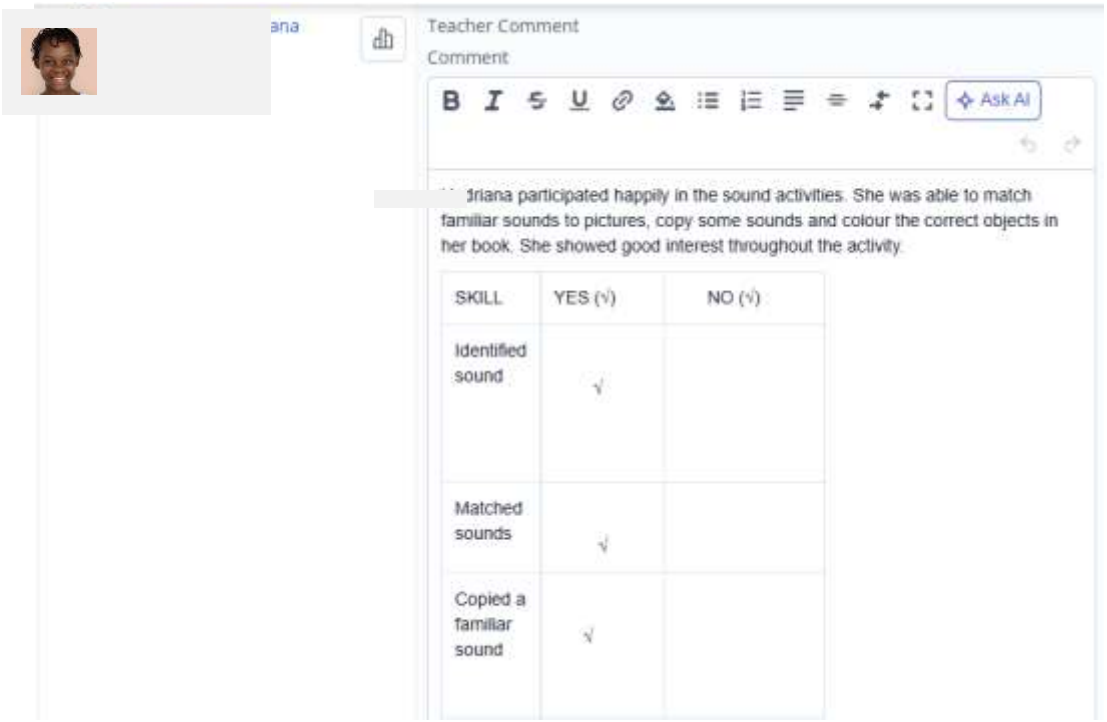
Prepared: June 09, 2026

The primary purpose of assessment and evaluation is to improve student learning.

• Effective assessment allows students to demonstrate a broad range of conceptual understanding and skills, and demonstrate critical and creative thinking abilities. Assessment teaches students to analyse their own learning, reflect on their areas of achievement and areas for improvement, and set goals for their own learning. Assessment helps students develop effective learning skills and strategies.

• Effective assessment allows teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes. Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning.

• Effective assessment provides parents and guardians with evidence of student learning and information about their children's strengths and areas of concern in relation to the curriculum outcomes. This information can be used to support student progress and achievement.



Teacher Comment

Comment

Ask AI

driana participated happily in the sound activities. She was able to match familiar sounds to pictures, copy some sounds and colour the correct objects in her book. She showed good interest throughout the activity.

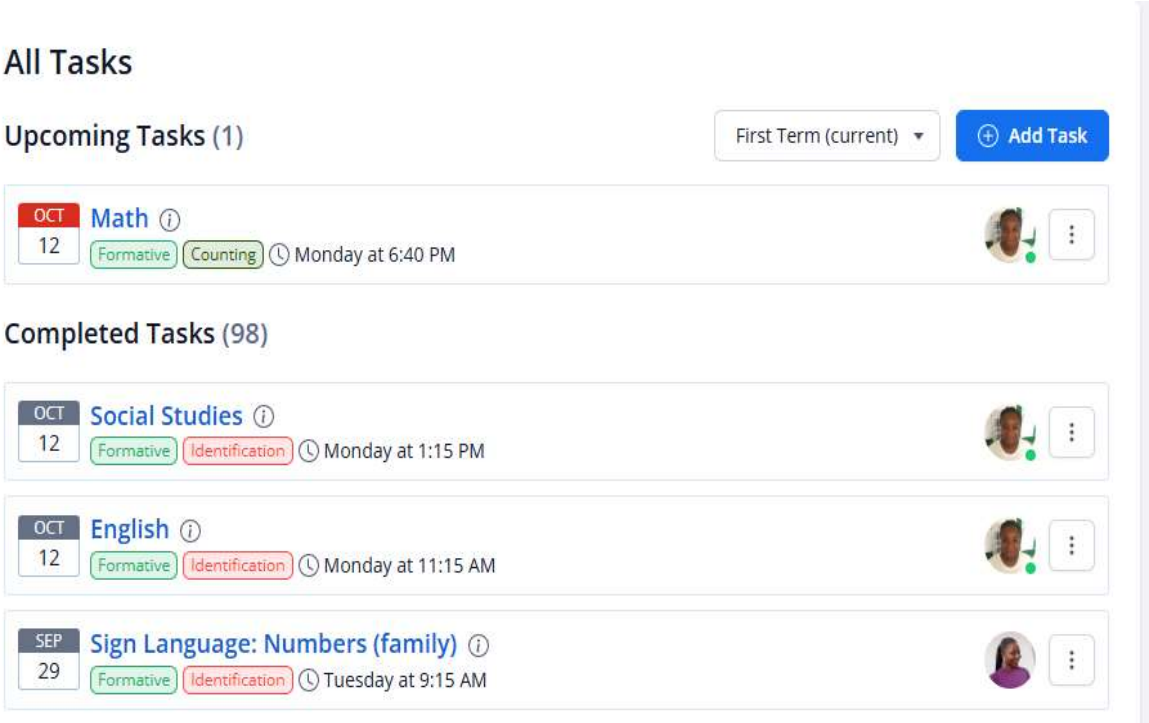
SKILL	YES (√)	NO (√)
Identified sound	√	
Matched sounds	√	
Copied a familiar sound	√	

Tasks and Deadlines

The Tasks and Deadlines section helps users keep track of learning tasks and important dates. It allows learners to see what needs to be completed and when it is due. This supports organisation, self-

management, and effective learning habits. Learners can develop independence and responsibility for their learning. The section also helps them improve their time management skills.

Teachers use the Tasks section to share learning activities and assignments. Learners can access instructions provided by their teachers. They can complete and submit their work as required. This creates a clear connection between classroom learning and digital learning. Learners can revisit tasks to understand what is expected of them. Parents can view their children's learning tasks and responsibilities. This helps parents understand what their children are learning and offer appropriate support at home.



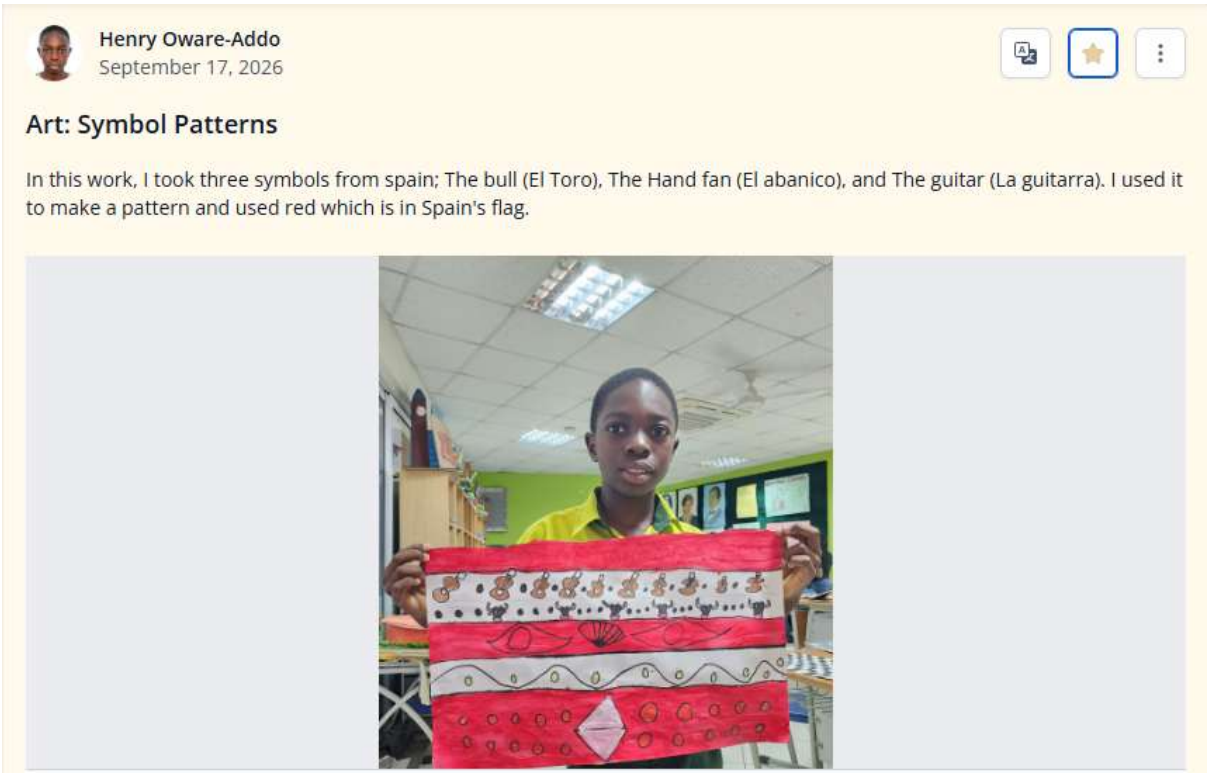
In addition, the Tasks and Deadlines section encourages learners to plan ahead, prioritise their responsibilities and monitor their progress towards completing assigned work. By regularly checking upcoming tasks and deadlines, learners can develop consistent routines and become more confident in managing their workload.

Parents can support this process by encouraging their children to check ManageBac regularly, discuss upcoming deadlines and complete tasks within the given time frame. Through this shared responsibility, learners gradually develop the organisational skills and self-discipline needed to become independent, lifelong learners.

Portfolios

Portfolios provide a space where learning evidence can be collected and viewed over time. A learner's portfolio can provide a broader picture of their learning journey rather than focusing on one individual task or assessment. It can include evidence that demonstrates learning, development, achievements, and progress. For parents, portfolios can provide a meaningful window into what their child is learning and how that learning develops over time.





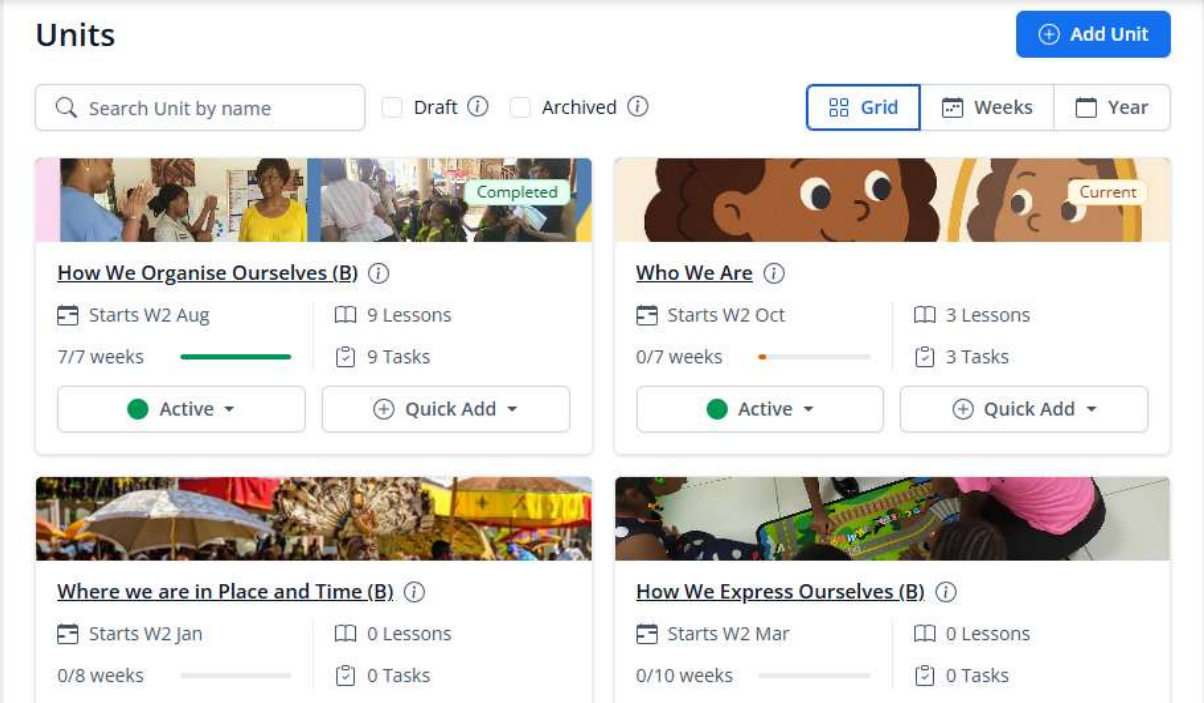
Classes

The Classes section provides access to information connected to a learner's individual classes and learning experiences. Within Classes, parents and learners may find features such as:

Units and Lessons

One of the important features of ManageBac is the Units and Lessons section.

As an IB school, learning is organised around units of inquiry and carefully planned learning experiences. This section allows teachers to document and organise the units and lessons that learners are engaging with. It can help parents gain a clearer understanding of the concepts, topics, questions, skills, and learning experiences being explored in the classroom. Rather than seeing learning as a collection of unrelated activities, parents can begin to see how individual lessons connect to a larger learning journey.

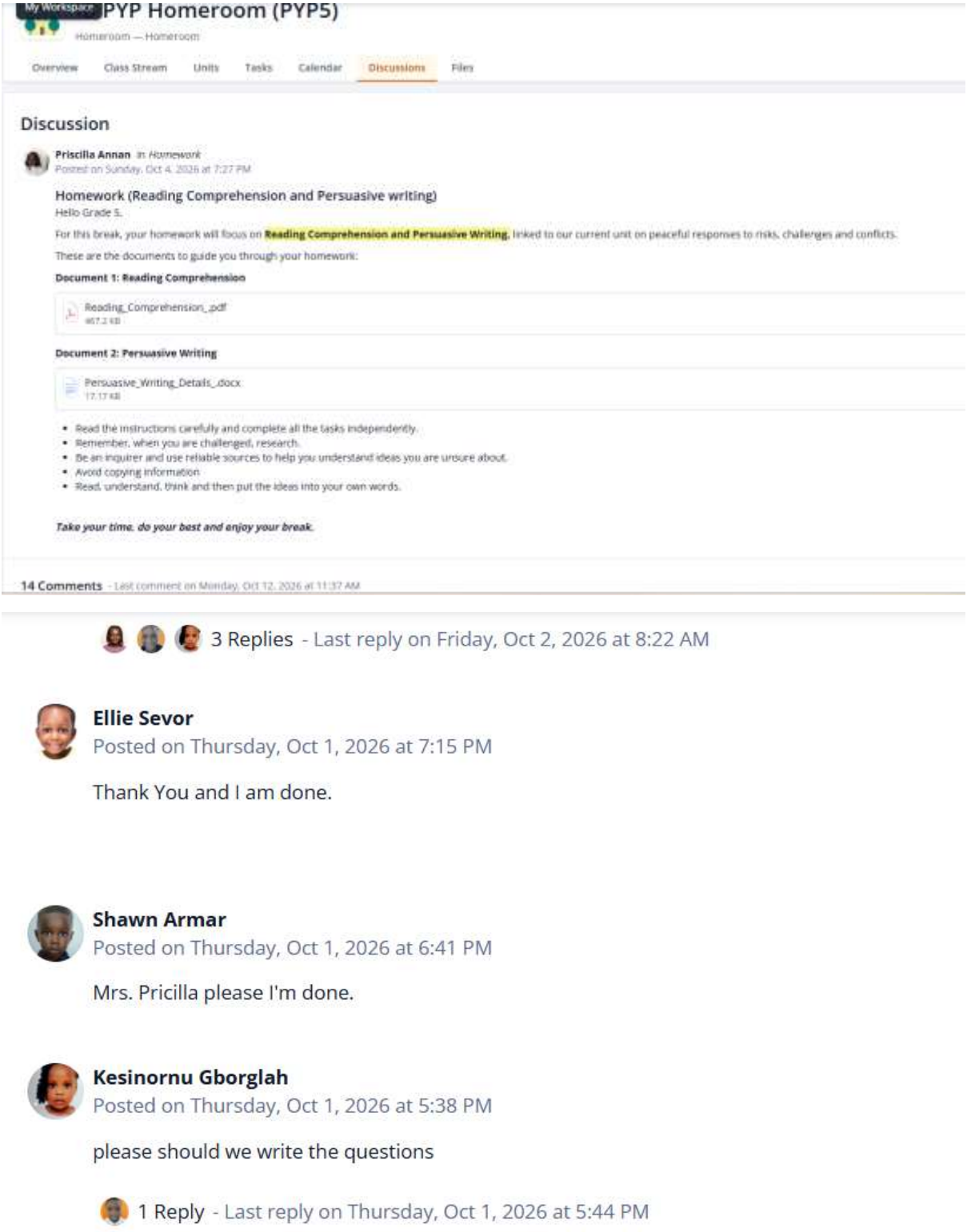


The Units and Lessons section also provides an opportunity for parents to extend learning beyond the classroom. By exploring the information available, parents can ask their children questions about what they are learning, encourage them to share their discoveries and discuss how new knowledge connects to real-life experiences.

This helps learners reflect on their understanding, make meaningful connections and develop curiosity about the world around them. Through this partnership, parents become more familiar with the learning process and are better equipped to support their children's ongoing development at home.

Discussions (Students)

The Discussions feature provides a space for communication and interaction around learning. Teachers can use discussions to share information, pose questions, encourage reflection, or facilitate conversations connected to learning. Depending on the class and age of the learners, discussions may also provide opportunities for students to share ideas and respond to one another. This supports communication and collaboration, two important aspects of learning in an IB environment.



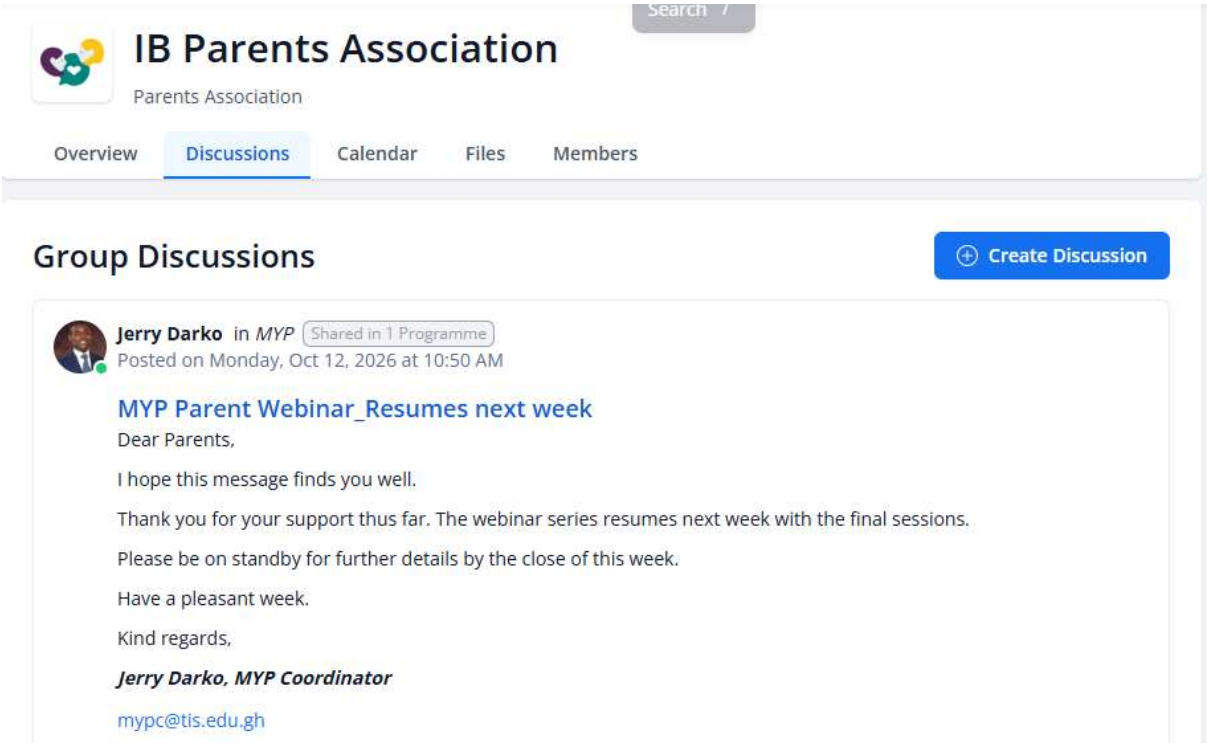
IB Parents Association

The IB Parents Association section is an additional space for parents to receive information and discussions related to the wider school community.

Discussions (Parent)

Through discussions, parents can participate in conversations, share ideas, and stay connected with activities and matters involving the IB Parents Association. This feature helps strengthen

communication among parents and contributes to a sense of community. It provides a space where parents can engage with one another and remain informed about opportunities and initiatives within the school.



How ManageBac Supports the TIS Learning Community

The different features of ManageBac work together to support three important areas: learning, communication, and partnership.

For Learners

ManageBac supports learners in becoming more organised and responsible for their learning. Through tasks, deadlines, portfolios, discussions, and learning experiences, students can gradually develop important Approaches to Learning skills such as self-management, communication, research, thinking, and social skills. As learners grow, they can take increasing ownership of checking their tasks, completing assignments, responding to feedback, reflecting on their learning, and recognising their own progress.

Reflections from students



ManageBac has helped me communicate with my teacher, receive tasks, and stay informed about my learning activities. It makes it easier for me to get instructions and know what I need to do.

Sean Appertey (Grade 6)



ManageBac helps me remember what I have learned in class and understand more about our unit. It allows me to revisit my lessons, explore learning activities, and build on what my teacher has taught me. ManageBac has helped me remember my assignments and keep track of my learning tasks. It has also helped me understand my lessons better and support my classmates when they face problems or challenges with their learning.

For Teachers

For teachers, ManageBac provides a central platform for planning, documentation, assessment, monitoring, and communication. Teachers can organise units and lessons, share tasks, record assessment information, document learning evidence, provide feedback, monitor progress, and communicate relevant information with learners and families. This allows teachers to maintain a clearer picture of each learner's development and use assessment evidence to inform future teaching and learning.

For Parents

For parents, ManageBac provides a valuable connection to their ward's learning experience. Parents can use the platform to stay informed about tasks and deadlines, view relevant learning information, access reports, follow learning evidence, and understand what their child is working towards. It also gives parents opportunities to support the development of independence. Rather than completing tasks for their children, parents can use the information available on ManageBac to ask questions, encourage responsibility, and have meaningful conversations about learning.

At TIS Primary School, ManageBac is an important part of our commitment to creating a connected and collaborative learning community. It brings together many aspects of school life, including learning, assessment, documentation, communication, reporting, and reflection.

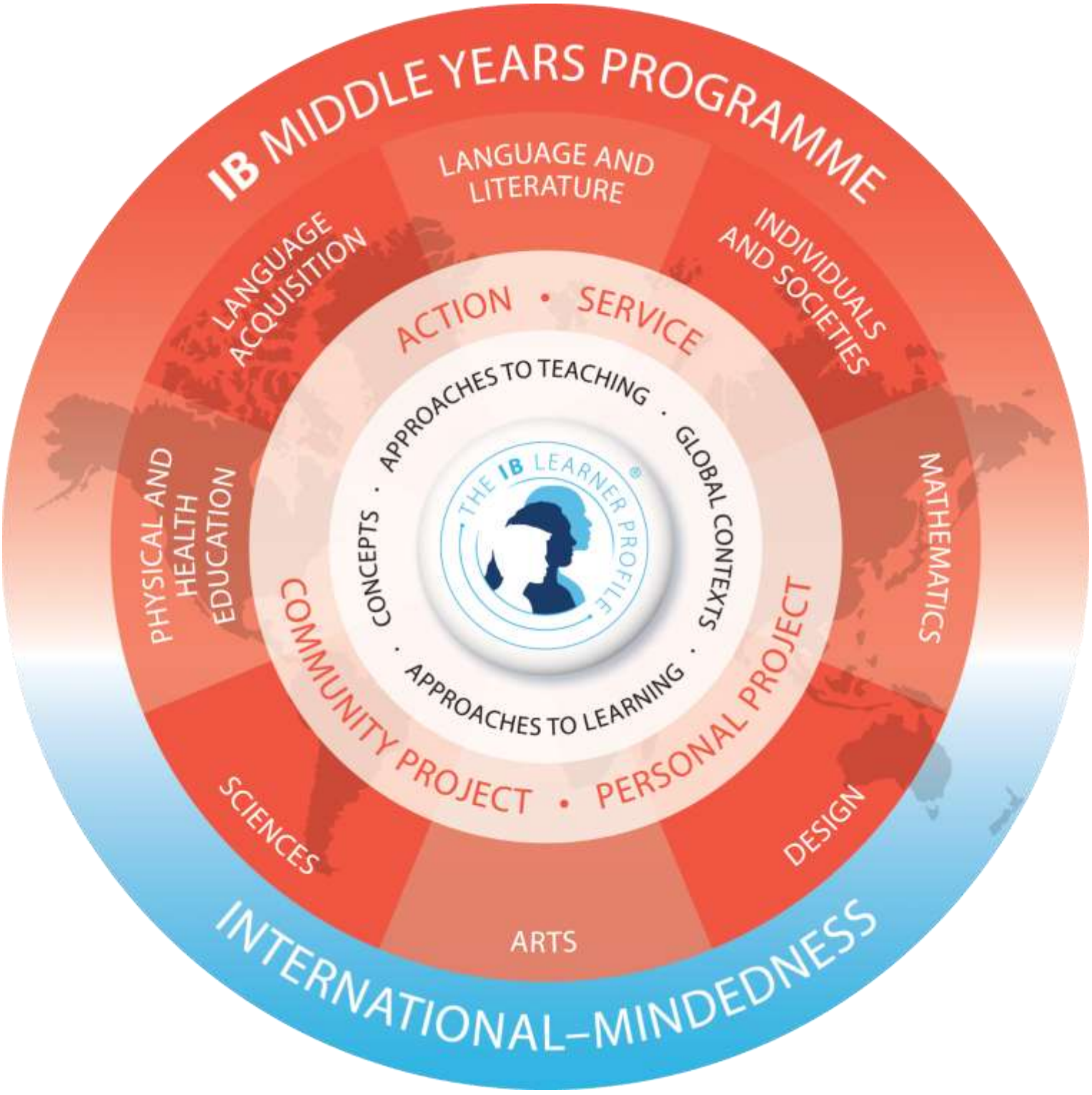
Through My Workspace, parents can access features such as Attendance Excusal, Reports, Tasks and Deadlines, and Portfolios. Through Classes, learners and parents can engage with Tasks, Units & Lessons, and Discussions. The IB Parents Association also provides a space for parents to participate in discussions and strengthen connections within our wider school community.

Ultimately, ManageBac helps us to make learning visible. It gives teachers a structured way to document and monitor learning, provides learners with opportunities to become more organised and reflective, and allows parents to gain greater insight into their child's educational journey.

The effective use of ManageBac is therefore a shared responsibility and a shared opportunity. When teachers, learners, and parents engage with the platform purposefully, it becomes more than an online system; it becomes a bridge between school, home, and the learner's ongoing journey of growth and discovery.

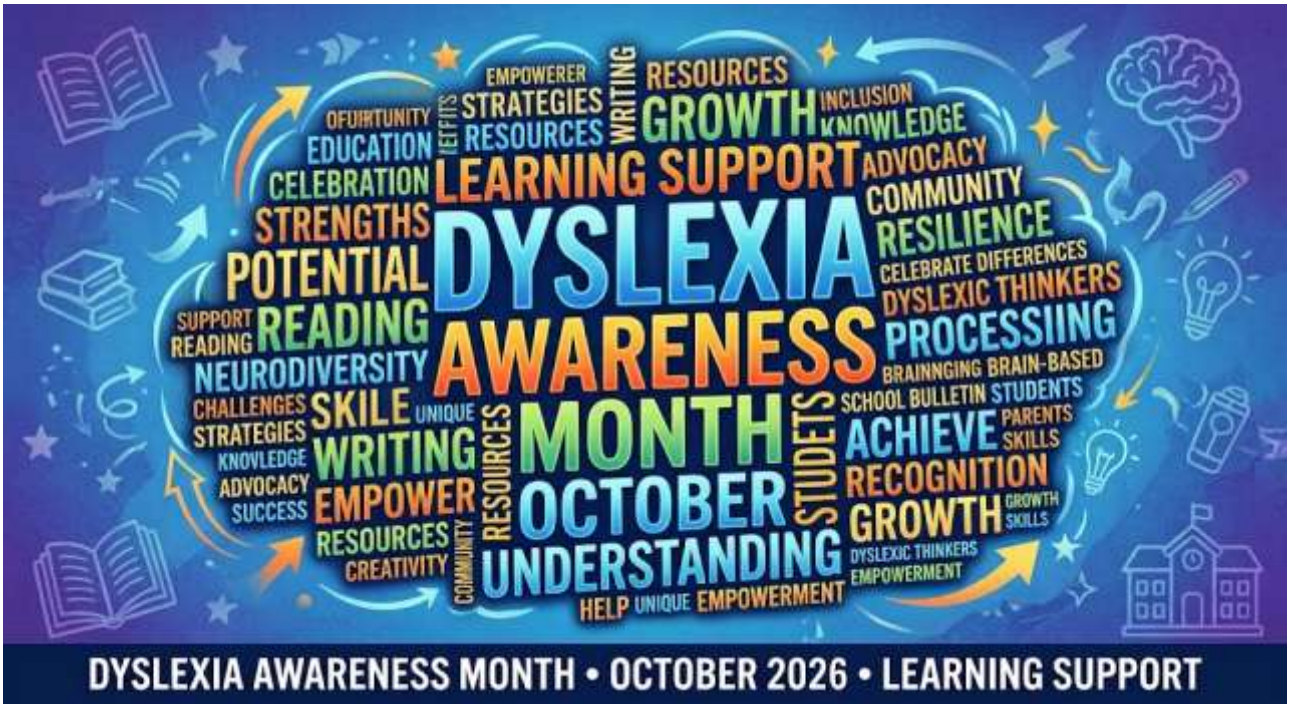
At TIS Primary School, we look forward to continuing to use ManageBac to strengthen collaboration, support learning, and keep our learners at the center of everything we do.


THE TIS DNA
Values
Vision
Opportunities
Fast & Furious
Leadership
Experience
IB Learner Profile
Giving Back
Growth Mindset
Challenges (Dukies)
Initiative
Integrity
Kaizen
BALANCE (Academics, Sport, Culture, Service)
Standards
Family
Learners
Performance as Evidence
www.tis.edu.gh


IB MIDDLE YEARS PROGRAMME
LANGUAGE AND LITERATURE
INDIVIDUALS AND SOCIETIES
MATHEMATICS
DESIGN
ARTS
SCIENCES
PHYSICAL AND HEALTH EDUCATION
LANGUAGE ACQUISITION
ACTION • SERVICE
COMMUNITY PROJECT • PERSONAL PROJECT
APPROACHES TO TEACHING · GLOBAL CONTEXTS · APPROACHES TO LEARNING · CONCEPTS ·
THE IB LEARNER PROFILE
INTERNATIONAL–MINDEDNESS

UNDERSTANDING DYSLEXIA: DIFFERENT WAYS OF LEARNING

October is an opportunity to raise awareness of dyslexia, challenge misconceptions, and promote inclusive learning environments where every learner is understood, valued, and supported.



What Is Dyslexia?

Dyslexia is a specific learning difficulty that primarily affects the development of reading and spelling skills. Individuals with dyslexia may struggle with reading accuracy and fluency, recognising words, spelling, and decoding unfamiliar words. These challenges vary from person to person and may continue even when learners receive appropriate teaching. **Dyslexia does not indicate low intelligence, laziness, or a lack of effort.** With appropriate instruction and support, individuals with dyslexia can develop effective learning strategies and achieve their potential (Africa Dyslexia Organisation [ADO], n.d.-a).

Dyslexia in Ghana: What Do the Estimates Tell Us?

Dyslexia affects learners across different backgrounds and educational settings. In Ghana, the Africa Dyslexia Organisation has highlighted the need for greater awareness, early identification, and improved access to appropriate support. Kyere-Nartey (2022) reported estimates suggesting that 10–15% of the population may have dyslexia. However, this figure should be understood as an estimate rather than a confirmed national prevalence rate, as comprehensive national data remain limited. This highlights the importance of continued research, public education, and support for learners who may otherwise go unidentified.

Myths Versus Facts

Misconceptions about dyslexia can affect learners' confidence, participation, and access to support.

- **Myth:** People with dyslexia are not intelligent.
  Fact: Dyslexia is not an indicator of intelligence.

- **Myth:** Students with dyslexia simply need to try harder.
  Fact: They may need explicit, structured literacy instruction and appropriate learning support.
- **Myth:** Everyone with dyslexia experiences the same difficulties.
  Fact: Dyslexia affects individuals differently, and each learner has unique strengths and support needs (ADO, n.d.-a).

Recognising Strengths and Potential

Dyslexia can present challenges, but it does not define a person's abilities or future. Some individuals with dyslexia demonstrate strengths in areas such as creative thinking, visual reasoning, problem-solving, and innovation, although these strengths are not universal. Recognising individual talents alongside learning needs helps create opportunities for learners to develop confidence and succeed.

How Can We Support Learners with Dyslexia?

Supporting learners with dyslexia requires collaboration among schools, families, and the wider community. Teachers can provide structured literacy instruction, clear instructions, additional processing time where appropriate, and assistive technology such as audiobooks and text-to-speech tools. Parents can encourage learning, celebrate progress, communicate with teachers, and seek professional guidance when concerns arise. Students can contribute by showing patience, avoiding hurtful labels, and respecting individual differences.

The Africa Dyslexia Organisation promotes awareness and improved support for individuals with dyslexia across Africa, highlighting the importance of education, early identification, and inclusive opportunities (ADO, n.d.-b). These efforts remind us that identifying learning needs and responding appropriately can meaningfully improve a learner's educational experience.

Building an Inclusive Community

Dyslexia awareness goes beyond understanding reading difficulties. It calls on us to challenge stereotypes, recognise individual strengths, and ensure that every learner has access to appropriate support and meaningful opportunities to succeed.

References

Africa Dyslexia Organisation. (n.d.-a). *About dyslexia*. https://africadyslexia.org/about-dyslexia/

Africa Dyslexia Organisation. (n.d.-b). *About us*. https://africadyslexia.org/about/

Kyere-Nartey, R. A. (2022, October 6). *Make dyslexia training for teachers mandatory in Ghana*. Graphic Online. https://www.graphic.com.gh/features/features/make-dyslexia-training-for-teachers-mandatory-in-ghana.html

TEMA INTERNATIONAL SCHOOL

INDIVIDUALS & SOCIETIES DAY

Celebration

THEME

UNDERSTANDING CHANGE, SHAPING THE FUTURE



DATE FRIDAY, 30 OCTOBER, 2026 | 1: 45 PM

VENUE SECONDARY CAMPUS GARDENS


TEMA
INTERNATIONAL
SCHOOL
INTER-COLOUR
LANGUAGE
COMPETITION
2026
FRENCH & SPANISH
Get ready for an exciting battle
of words, wit and eloquence!
TWO LANGUAGES. FOUR COLOURS.
ONE CHAMPION!
Red
KIGELIA
Red, we are Red-y!
YELLOW
OUTENIQUA
Brite up da play-z
Blue
CEDAR
Cee-dar - blue!!!
Green
WISTERIA
Stand tall - Never Fall
Friday,
30 October 2026
4:30 PM
MPH,
Secondary Campus
Come cheer for your colour!


Change the
World
Through
Teamwork
#Make a Difference
Tema International School
COLEGIO DEL MUNDO · WORLD SCHOOL · ECOLE DU MONDE
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IB DIPLOMA PROGRAMME
STUDIES IN LANGUAGE AND LITERATURE
LANGUAGE ACQUISITION
INDIVIDUALS AND SOCIETIES
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EXTENDED ESSAY
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CREATIVITY, ACTIVITY, SERVICE
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THE ARTS
INTERNATIONAL-MINDEDNESS


Change the
World
Through
Excellence
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TIS Experiential Learning Hub – CASSA Corner

Peace You Have My Word 2026: Celebrating our TIS Laureates

We are delighted to celebrate our students' achievements in the **Peace You Have My Word 2026** international writing competition, which marks its fifth anniversary this year.

TIS has participated in this meaningful initiative since its inception, encouraging students to reflect on peace, express their perspectives and use their voices to inspire change.

We commend every TIS student who took the bold step to participate. As our world continues to face conflict and uncertainty, the voices of young people advocating for peace matter more than ever.

We are especially proud to announce that **three TIS students have been recognised among this year's international laureates.**

Silver Medal

Nana Adjoa Nhyira Asante (DP2)
When Elephants Fight, the Grass Suffers

Special Mention

Mekayla Evelyn Brookman Amissah (MYP5)
Mama Africa, Our Safe Haven

Special Mention

Michael Adjovu (MYP5)
Mama Africa, Our Safe Haven

Congratulations to Nana Adjoa, Mekayla and Michael! Your creativity, reflections and messages of peace have made TIS proud.

The students' winning pieces will be published on **Peace Talks**, a United Nations (UN) accredited platform, with further opportunities to share their work through organisations connected with Geneva Peace Week and international educational platforms, including *The International Educator*.

The laureates will also receive certificates and special prizes commemorating the competition's fifth anniversary.

We congratulate all participants and thank the organisers for continuing to give young people a platform to express their hopes for a more peaceful world.

Below, we are pleased to share our TIS laureates' voices through their own writing. May their words inspire us to reflect, appreciate our shared humanity and take action for peace.

Keep using your voice. The world needs your message of peace.



Silver Medal

Nana Adjoa Nhyira Asante - DP2

When Elephants Fight, the Grass Suffers

Elephants And Peace

"When elephants fight, the grass suffers."
It's an ancient proverb, but age has not softened this truth but captures this brutality: the powerless always pay the price for the wars of the powerful. For peace, you have my word, I will not stand by while the strong clash and the innocent are trampled.

The grass has no voice. It is the one that bears the scars; flattened under force. It cannot flee the battlefield nor negotiate with either side. It simply endures, crushed underfoot, burned, starved of the sunlight that conflict blocks out. Too often, we celebrate peace as the absence of war or conflict, negative peace. But true peace must be more than a truce signed in conference rooms far from the devastation.

So now, here is my vow. I will choose to see the grass. I will speak for those whose suffering is treated as mere background noise for "greater" struggles. And I will work for a peace that is not just a silence between battles, but the deep security where the smallest blade can grow without fear. When elephants fight, the grass suffers. But when we choose peace, real, accountable, people-centered peace, the whole field can flourish. For peace, you have my word.

Special Mention

Michael Adjovu - MYP5

Mama Africa, Our Safe Haven



Beauty; Africa resembles that word. From the natural and life-filling jungles, to the towering mountain ranges of Africa, the land is our cradle. We inhale the breath of trees, our guardians of life. We speak through the silence to ancestors who paved our path. We are culture.

United in spirit, resilient in soul, Africa, our motherland, rests in peace, not in stillness, but in strength. We hold the future in the warmth of our hearts and souls, preparing for generations and generations to come. We are the past, the present, and the future. We are the pilgrims of civilization and the earliest settlers known for over 360,000 years. Mama Africa… Our safe haven.

Special Mention

Mekayla Evelyn Brookman Amissah - MYP5

Mama Africa, Our Safe Haven



MAMA AFRICA: OUR SAFE HAVEN

There is a land that does not demand but invites
A warm, gold cloth draped over the dust
She is the silence between all the world's clamour
A vessel of ancient, unshakeable trust

They call her Mama Africa, the first of all names
She is a sanctuary of nations bound together by peace
Providing more than a roof or fire-
The heartbeat that anchors a sacred ground

Where the grass no longer suffers under the weight of giants,
But grows tall in the shade of our shared promise

Five years since a great voice joined the soil
His echo still cools our safe haven
Reminding us that peace is not a gift
But a rhythm formed by the voices of millions

One does not merely walk upon her skin- they become her bone
One does not hide in the shade- they become the light
For a haven is a gift that never stands alone;
It is a promise whispered, one meant to be heard:
“Peace, you have my word.”

The land is the origin, the oath, the home.

Mekayla Evelyn Brookman-Amissah

Beyond the Classroom:

Student Reflections on International Programmes and Leadership Experiences



Learning extends far beyond the classroom. Through international conferences, leadership programmes, and community engagement initiatives, TIS students have explored new perspectives, developed skills, built friendships, and discovered more about themselves.

Here, our students share their experiences, memorable moments and lessons learned in their own words.

International Student Leadership Conference (ISLC), Operation Smile, Thailand

1. Stepping Outside My Comfort Zone



One moment that stands out most was meeting and connecting with students from many different countries and backgrounds. At first, I was nervous because I didn't know anyone, and I am naturally quite shy. But very quickly, I found myself having conversations, laughing, sharing stories and making friendships with people I would never have met otherwise.

I learned that leadership isn't always about being the loudest person in the room or having all the answers. Sometimes, it is about listening, understanding others and making sure everyone feels included.

I want to become a better leader in my clubs and activities, not just someone who organises things, but someone who listens and makes people feel heard.

My advice is to just go for it, even if you are nervous. Talk to people, try new things, ask questions, take pictures and make the most of every moment. You might be surprised by how much you grow.

Unforgettable, eye-opening, transformative.

Rose Armah, Grade 12

2. New Friendships, New Perspectives



One of the moments that stood out most was being placed on a team without any of my friends. At first, it pushed me outside my comfort zone, but it became one of the best parts of the experience. I formed friendships with students from many different countries and learned how easily people can connect despite their different backgrounds.

Meeting students from 41 countries helped me appreciate different cultures and perspectives. I also learned to be more independent, open-minded and confident when working with new people. The structured schedule strengthened my time management and teamwork skills.

I hope to become more involved in leadership and service opportunities at school, especially through Operation Smile. I also want to take more initiative and continue volunteering beyond school.

My advice is to go with an open mind, talk to new people, participate fully and make the most of every opportunity.

Inspiring, memorable, transformative.

Michelle Abena Amoateng, Grade 11

3. Learning to Lead by Listening



One experience that stood out to me was working with students from different countries during collaborative activities. Hearing their different perspectives and approaches to leadership challenged me to think beyond my own experiences.

I learned that leadership is not about being the loudest person in the room, but about listening, understanding different perspectives and making everyone feel included. I also discovered that I am capable of stepping outside my comfort zone and contributing confidently in unfamiliar environments.

I hope to become a more confident and inclusive leader in my school community, listen more actively and encourage teamwork.

To any TIS student considering this programme, I would say take the opportunity. Be open-minded, participate fully and don't be afraid to share your ideas.

Inspiring, empowering, eye-opening.

Kameela Sissey Kassim, Grade 11

4. Inspired to Make a Difference



One moment that stands out to me most was the cruise. It was so much fun being on the boat with students from different countries, eating delicious food, talking and enjoying the views.

I learned a lot about leadership and how one person can make a difference in the world. We had inspiring speakers who had made a big impact in their communities and the world, which motivated me to become a better leader.

I hope to be more confident in taking leadership roles at school and encouraging others to get involved in service.

My advice is to take the opportunity and not be afraid to step outside your comfort zone. You get to meet amazing people, learn about different cultures, develop your leadership skills and have so much fun.

Amazing, awesome, inspiring.

Nadia Yakubu, Grade 10

5. Connected by a Common Purpose



The experience that will probably stay with me most is meeting students from different countries and hearing their personal stories. Even though we came from different cultures and backgrounds, we were all connected by the same goal of helping others through Operation Smile.

One of the biggest lessons I learned was the importance of working with people from different backgrounds. I learned to listen to different perspectives and become more open-minded.

I hope to become a more active and supportive leader in my school community. I want to be more confident in sharing my ideas while making sure I listen to and include others. I also want to take more initiative in school projects and service activities.

My advice is to talk to as many people as possible, especially those from different countries. Don't be afraid to get involved, ask questions and take initiative. You may return with new skills, memories and a different perspective on leadership.

Exciting, educational, life-changing.

Nubuke Eli-Dzantor, Grade 12

Harvard Young Global Leaders Programme, Boston, USA



1. A Moment of Recognition



The moment that stands out most to me was receiving the Public Policy Award during the Harvard Young Global Leaders Programme in Boston. It was especially meaningful because it recognised my ability to think critically about real-world issues, work with others and develop ideas that could create positive change.

I learned more about myself, particularly my ability to adapt to new environments, communicate with people from different backgrounds and contribute ideas confidently.

I hope to become a more active and responsible leader in my school community by taking greater initiative, listening to different perspectives and working collaboratively to solve problems.

My advice is to take the opportunity and make the most of every experience. Step outside your comfort zone, meet new people, ask questions and actively participate.

Engaging, inspiring, rewarding.

Cyril Bannerman, Grade 9

2. Discovering New Possibilities



The moment that stood out most to me was attending workshops on different skills that we would have to apply in real life. It was interesting because it was different from learning Maths or Science. We were encouraged to use practical skills to express ourselves and solve problems.

One key thing I learnt was the vast range of opportunities available to students around the world. The experience motivated me because it made me realise that attending a university like Harvard could be possible if I work hard and put in the effort.

I hope to use the lessons from the workshops to improve my learning inside and outside the classroom. Skills such as public speaking will help me share my views more effectively.

My advice to TIS students is to take these programmes seriously because they can be very beneficial for personal growth and development.

Exciting, amazing, unforgettable.

Kofi Ofori, Grade 9

3. Friendships Beyond Borders



The experience that stands out most to me was our excursion to Lucky Strike Fenway, where we played arcade games and went bowling. This was where I was really able to make friends with other students and our counsellors while having fun.

I learned the value of connecting with people from different parts of the world. Through team activities, we developed a sense of camaraderie. I met students from the Philippines, Kenya, Canada and Mexico, who shared so much about their cultures.

One important lesson I learned was not to be afraid to be my authentic self. I realised that TIS has taught me valuable things that I should be confident enough to share. Sometimes, my shyness made me hold back and let others do the talking. I now know that I should be proud of what I have learned and confident in sharing my knowledge.

I would absolutely recommend this programme to other TIS students. It broadened my worldview and helped me become more open-minded and internationally minded.

Absolutely positively enlightening.

Orefile Dunbar, Grade 12

4. Learning Through New Experiences

One experience that stood out to me was riding the Duck Boat because I never knew there was a vehicle that could travel on land and turn into a boat in the water.



Meeting people from different backgrounds helped me hear new perspectives and make new connections. I also learned that leadership involves listening, working together and respecting others.

I hope to apply what I learned in my classes by paying close attention to everyone who shares their ideas and opinions.

My advice to other TIS students is to be open-minded and step outside your comfort zone.

Inspiring, eye-opening, memorable.

Bianca Duah, Grade 10

ADJAVON Young Leaders Immersion Programme (AYLIP), Ghana

1. **Creating Opportunities for Others**



The moment that stood out to me most was seeing the students genuinely happy and enjoying the experience. It made me realise that all the planning, teamwork and last-minute changes were worth it because we were creating an opportunity for them to experience something new.

I learned that I work well under pressure and can adapt quickly when plans change. Working with a group of 15 people also taught me the importance of teamwork and communication.

Most importantly, I realised that leadership is not just about being in charge, but also about contributing to a team and creating opportunities for others.

I hope to become more organised, adaptable and confident when working with others. I also want to continue using my technical skills to contribute to school projects and activities that positively impact my community.

My advice is to take the opportunity and try something outside your comfort zone. Even if it seems stressful at first, the experience is rewarding.

Rewarding, collaborative, memorable.

Paa Kwesi Oppan, Grade 11

2. Appreciating Every Step of Progress



The moments that stood out most to me were watching students from the visiting schools engage in the different workshops and seeing their talents during the talent show.

I learned that it is important to acknowledge progress, no matter how small, because meaningful change often happens through a series of small steps. I also learned never to underestimate someone based on where they come from.

I hope to apply these lessons by helping to organise school events, thinking critically before making decisions and finding solutions to problems.

My advice to other students is to keep an open mind when making decisions that affect others and volunteer for more activities like this.

Forever life-changing.

Eric Kwakye, Grade 11



Ribbons of Hope – CAS Project

We are **Drew Agness Mbavaya and Marie Maa Serwaa Kufuor**, DP1 students and leaders of **Ribbons of Hope**, a CAS project under TIS Goes Pink.

Together with our committed team members, **Kekeli Malor, Oparebea Efia Okoampah, Mildred Okyere Darkwa, Joelle Oyetunde, Nyanda Seiwoh, Ambrose James, Sameera Abdul Rashid, Karen Kasami, Michelle Adjovu, Kyla Addo, Ewruama Fynn, Imoura Conton and John Adrian Fiafor**, we aim to raise awareness and funds to support women affected by breast cancer.

As part of our project, we would like to share this article to encourage our school community to learn more about breast cancer and the importance of early detection.



Support Ribbons of Hope!

As part of our fundraising efforts, we are selling **Pink Ribbon Metal Badges for GHC 50** and **Breast Cancer Awareness Earrings for GHC 100**. All proceeds will support **a BC NGO** in providing breast prostheses for women who have undergone mastectomies. You can also support our project by making a **donation** of any amount. Every contribution makes a difference!

CAS MoMo: 0597621047
Name: Abigail Ahiadorme
Reference: BC Awareness

Wear Pink. Spread Hope. Make a Difference.



Breast Cancer Awareness: Why It Matters

Breast cancer is one of the most common types of cancer in the world, affecting millions of people every year. It happens when breast cells begin to grow uncontrollably. Although it mainly affects women, men can also develop breast cancer.

Breast cancer can affect people in different ways, and there is not always one clear reason why someone develops it. Factors such as age, genetics, family history and lifestyle can all play a role. That is why spreading awareness matters: understanding the signs and knowing when to get checked can potentially save lives.



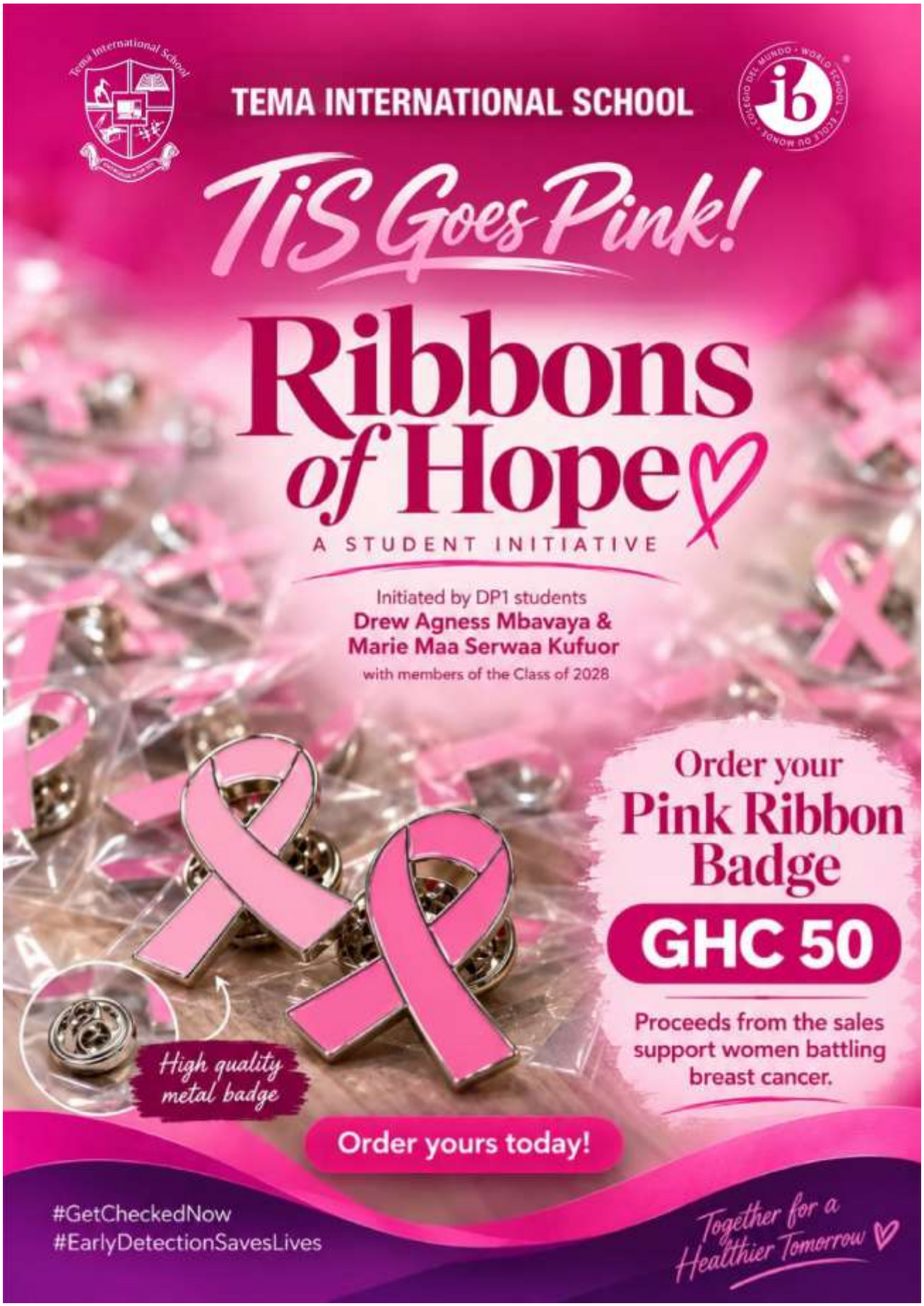
Some possible signs of breast cancer include a new lump or swelling in the breast or armpit, changes in the size or shape of the breast, changes to the skin or nipple, or unusual discharge. Having one of these changes does not automatically mean someone has cancer, but it is important to speak to a healthcare professional if something seems unusual.

October is Breast Cancer Awareness Month, a time when people around the world come together to raise awareness and support those affected by breast cancer. The pink ribbon has become an important symbol of this movement, representing hope, support and awareness.

This connects closely to the **TIS Goes Pink** initiative at our school. As part of **Ribbons of Hope**, Grade 11 students are helping raise awareness and funds through activities such as selling pink ribbons, supporting the free screening day and sharing information through bulletin articles and other initiatives.

Getting involved in something like this is important because it shows that even small actions can contribute to something bigger. A simple pink ribbon can start a conversation, encourage people to learn more and remind those affected by breast cancer that they are supported.

Drew Agness Mbavaya & Marie Maa Serwaa Kufuor
On behalf of the **Ribbons of Hope** CAS Project Team
IB Class of 2028


TEMA INTERNATIONAL SCHOOL
TiS Goes Pink!
Ribbons of Hope
A STUDENT INITIATIVE
Initiated by DP1 students
Drew Agness Mbavaya &
Marie Maa Serwaa Kufuor
with members of the Class of 2028
Order your Pink Ribbon Badge
GHC 50
Proceeds from the sales support women battling breast cancer.
High quality metal badge
Order yours today!
#GetCheckedNow
#EarlyDetectionSavesLives
Together for a Healthier Tomorrow


TEMA INTERNATIONAL SCHOOL
TIS Goes Pink!
October
BREAST CANCER
Awareness Month
Awareness empowers.
Early detection saves lives.
We honour the survivors.
We remember those we lost.
Free Screening, a courtesy of
Greenwich Royal Hospital - Afariwaa
Visit the TIS Secondary Campus Sonia Infirmary
Friday, 23 October - from 10 AM - 4 PM
#GetCheckedNow
#EarlyDetectionSavesLives
Together for a Healthier Tomorrow

Community Engagement – MYP 2



Students are encouraged to embody the IB Learner Profiles. In the same spirit, students are encouraged to aspire to nine TIS Core Values. These include **Transparency, Service, Critical Thinking, Integrity, Teamwork, Creativity, Honesty, International-Mindedness, Excellence, and Respect.**

MYP 2 students are currently exploring these values by sharing what they mean based on their own understanding and personal experiences. They will then showcase their understanding in diverse formats.

In their groups, they have been tasked with interpreting a chosen Core Value through a poster, mural, artwork, silent drama, talk show, live news report, or any suitable showcase format. We look forward to an exciting outcome, and we hope to invite the school community to see the students' creative interpretations of the TIS Core Values once all the formats are ready.

Check out the groupings in the table below. With about eight groups choosing a value, **Transparency** was the only value left unselected. To ensure that this important value is also explored, Ms Grace will share her reflections and thoughts on Transparency**,** which will be published in a subsequent bulletin.

Stay tuned for more updates!

	CoreValues	Members/Teams	Type of Showcase
1.	Service	Elsa Amable, Nyerie Sesay, Francis Duncan, Danielle Acquaye	Comedy Skit and a Poster
2.	Excellence	Nana Adwoa Buxton, Durowaa Okoampah, Jeremy Osei Boakye, Abdul Habib	ArtWork
3.	International Mindedness	Zhaideen Hussein, Micahl Annan, Jayden Nketia, Klenam Gborglah	Poetry Artwork
4.	Respect	Samuel Hanson-Nortey, Alfred Anim, Kekeli Ayivi	Large Poster
5.	Creativity	Edmund Jinpeng, Jovanny Willaims, Sena Gbetanu, Faith Wiafe	Mural
6.	Teamwork	Daryl Agyeman-Boaten, Christabel Quao, Alayna Ahadorme, Nana Yaa Adusei	Poster Skit
7.	Honesty	Elsa Sevor, Gloria Djamong, Ekuba Mends, Kirsten Aboagye	Talkshow
8.	Critical Thinking	Isabella Brown-Glover, Nathan Alorigiya, Abdul Raheem, Selassie Honu	A Rap
9.	Transparency	Ms Grace	Article; Bulletin

MYP 3 Community Project



Community Project is undertaken by MYP 3 students. Students in a group with a common interest identify a community need and propose ways to address it.

Using community engagement as a model, this year's cohort will partner with their peers at Prince and Princess Academy to address a community need and create a positive impact together. The aim is to investigate the inquiry: "What can I learn from others? and how can we all identify our responsibility to making the world a better place?

To kick-start the investigative phase, the class visited Prince and Princess Academy for an introductory engagement. We were warmly welcomed, and after exchanging pleasantries and discussing the purpose of the gathering, we engaged the JHS 2 members and formed groups based on common interests.

The outcome of the various group discussions was truly exciting, and you could sense the goal as a mix of exposure, culture, point of view and learning

Learning environment. There is still some fine-tuning to be done, but the initial ideas are a good start.

Read some student reflections and enjoy the trip photos.



I am very happy to collaborate, brainstorm, and share ideas with the students at **Prince and Princess Academy**. I really enjoy hearing their different opinions and seeing how excited they are to work with us. Their interest and willingness to participate make the activity feel even more meaningful. So far, it has been very interactive, informative, and interesting. I am excited to see how our ideas develop and what we can achieve together. This activity means a lot to me because I want it to succeed and make a positive impact in the community. **Wilma Ampah**





When I visited Prince and Princess Academy, I saw many students ready to learn from what we were saying; they were passionate and applauded when we arrived. Then we split into groups and started discussing. First, we started brainstorming, and we got an idea, but we had to change it because it didn't match what we were supposed to do. Then our Coordinator gave us an idea, which my group member and I agreed on, and we all gave new ideas and came up with a very good idea we could do.

I really loved the meet-up because I got ideas I would have rarely thought of, and I feel that I did a lot and contributed to the idea we got. It means a lot to me because I got to meet new people and did better work than before. **Kwabena Appiah**

During this field trip, I learned a lot from Prince and Princess Academy. I learned new things about the school and how they teach and support their students. I also learned that visiting new places can help me understand things better than just learning about them in class. The trip was interesting because I got to see and experience things for myself. I enjoyed spending time with my classmates and learning together.

Overall, the field trip was a great experience, and I learned things that I will remember and use in the future. **John Fudzagbo**



I noticed that my group members and I all have different foods that we like, ranging from international dishes to local meals. Some of the foods we shared were new to us, and some of them have not been tried yet, so we both learnt some new snacks, main meals, beverages and desserts, including their recipes.

I feel really excited to take on the challenge and try new foods, learn their recipes and share our ideas for our own recipes. I think this activity is a wonderful opportunity to collaborate and learn new skills. It will help us to be more open-minded and be risk takers.



- Trying unfamiliar ingredients turns us into risk takers.
- Collaborating on new recipe ideas builds communication and strong group bonds

This activity means exploring different cultures and building teamwork through shared meals and recipes. **Jeanelle Atalobra**

When I arrived at Prince and Princesses, I noticed that the school had more students than TIS and that they had a really interesting laboratory. I also noticed that everyone had different ideas and







ways of thinking. At first, it was difficult to find people who had similar mindsets and ideas, but I learned that working with different people can help me understand different perspectives.

I felt really good being involved because I was able to meet new people from a different school and work collaboratively with them. Together, we discussed different ideas and planned our own student-initiated activity about sanitation and the importance of good hygiene, such as washing our hands often to help prevent sickness. This challenged me to communicate more, listen to others, and step outside of my comfort zone, which helped me recognise both my strengths and areas where I can improve.

Even when it was difficult to agree on ideas, we persevered and continued working together until we created a plan. To me, this activity means that small actions can make a difference in our communities, and working with students from another school helped me develop more intercultural understanding and become more open-minded. We plan to continue this activity once every month until around January, which will allow us to keep learning, improving, and making a positive impact. **Lady Victoria Frimpong**

My experience at Prince and Princess Academy was very exciting. The people were very interactive and welcoming towards us. Being involved makes me feel happy to take on a new challenge and care for the community while doing it with smiles and laughter everywhere. I enjoyed the activity because I got to interact with my age-mates at Prince and Princess Academy and see how happy they are.

This experience taught me that trying new things and interacting with different people can be enjoyable. It also helped me become more comfortable in a new environment and made me realise how meaningful it can be to be part of a community project. **Cara Osei**

When I entered Prince and Princesses Academy, I felt welcomed in a warm environment. All the students and teachers were caring and nice. I noticed that the school has very confident and collaborative students. I felt really welcomed when I was involved; I also felt comfortable sharing my ideas and encouraged others to share theirs so it would be equal for everyone.





I felt very excited to come to the school and to listen to the other students' ideas, so we could put our heads together to make a great project. This activity helped with my social skills by allowing me to express myself to others without feeling shy. It also helped with my collaboration and open-mindedness skills. I was able to listen to other people's ideas and made the final idea into something everyone could agree on.

I think that our project on sanitation awareness will impact the community greatly by educating others on the importance of good sanitation and encouraging them to make better choices. Overall, I think this visit to Prince and Princesses Academy has shown me the importance of collaboration, communication, and listening to others**. Jeslyn Yamoah**

When we first got to Prince and Princesses Academy, what I really noticed and perceived was just how much energy and personality the students had. Walking around the campus, it was super clear they weren't just quiet kids sitting in a classroom; they were vibrant, full of curiosity, and had so much to say. You could just look at them and tell they were waiting for a real chance to share their voices and personalities with a bigger crowd.

Being involved in this whole process felt pretty stressful and rocky at the very beginning, to be honest. We had a bunch of disagreements and hit some major roadblocks trying to figure out what to do, and for a minute, we were totally stuck. But once our teacher, Ms Grace, stepped in to guide us and help us reset, it felt a lot better. Working together to figure it all out turned into a really rewarding experience.

Thinking and feeling about the activity itself, doing a YouTube podcast is honestly a super cool and fun idea. It's not like some boring school assignment; it's a dynamic project where we get to talk about the things they actually care about, mainly football and science, which is such a fun mix! One minute we're talking about match analysis and player debates, and the next we're diving into cool science stuff. It keeps everyone hooked, active, and having a good time while building real skills like public speaking and digital media. **Aseda Annor**

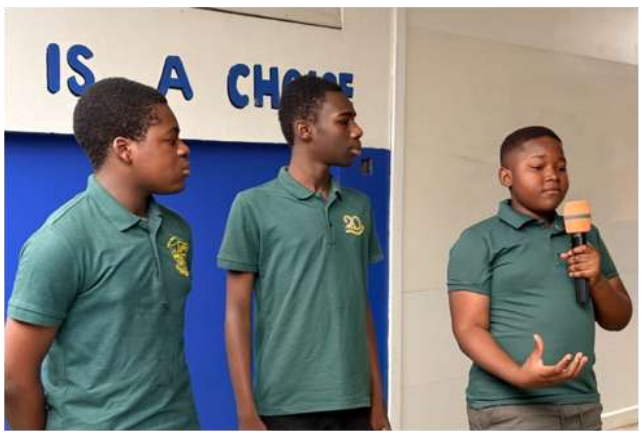


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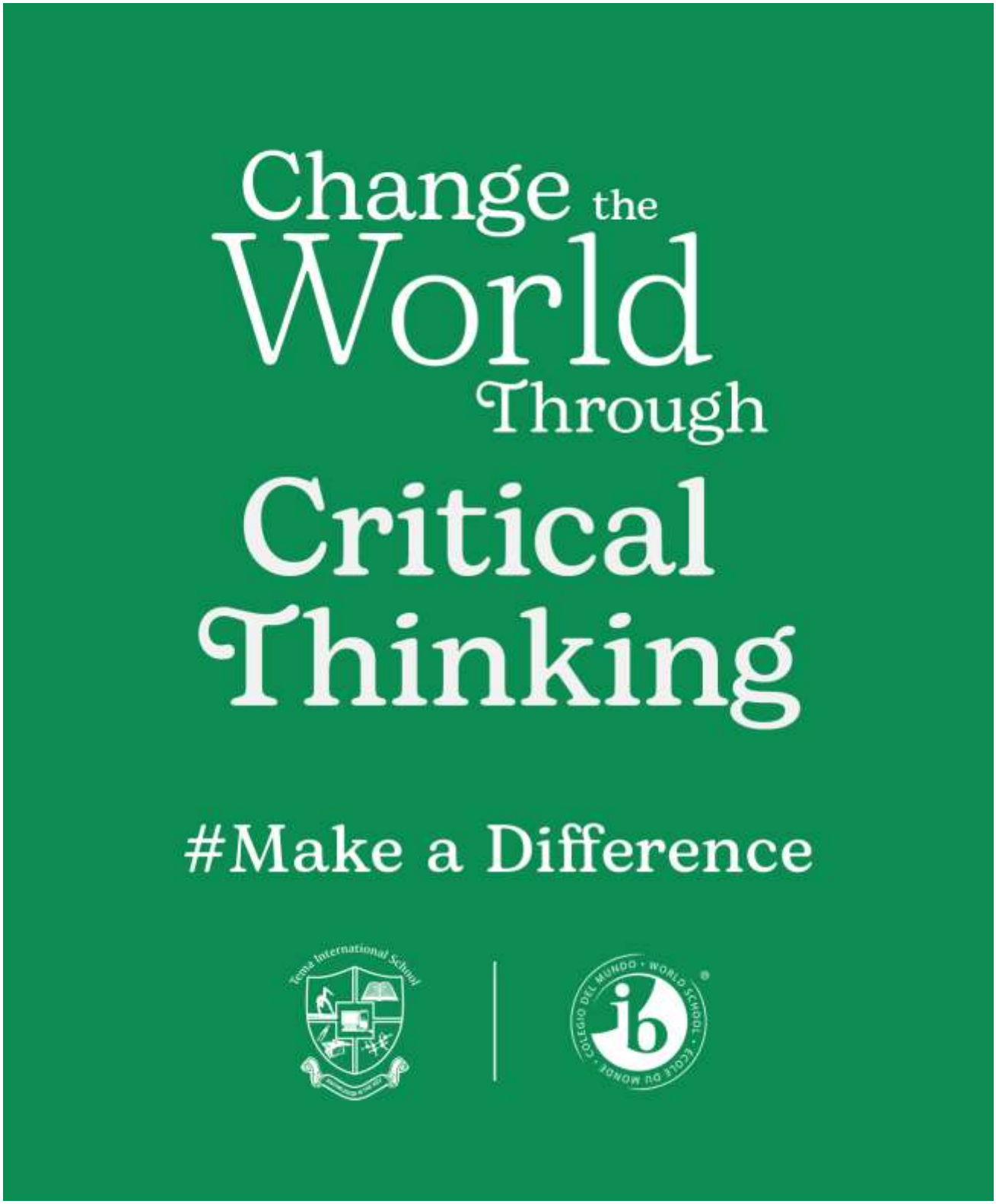
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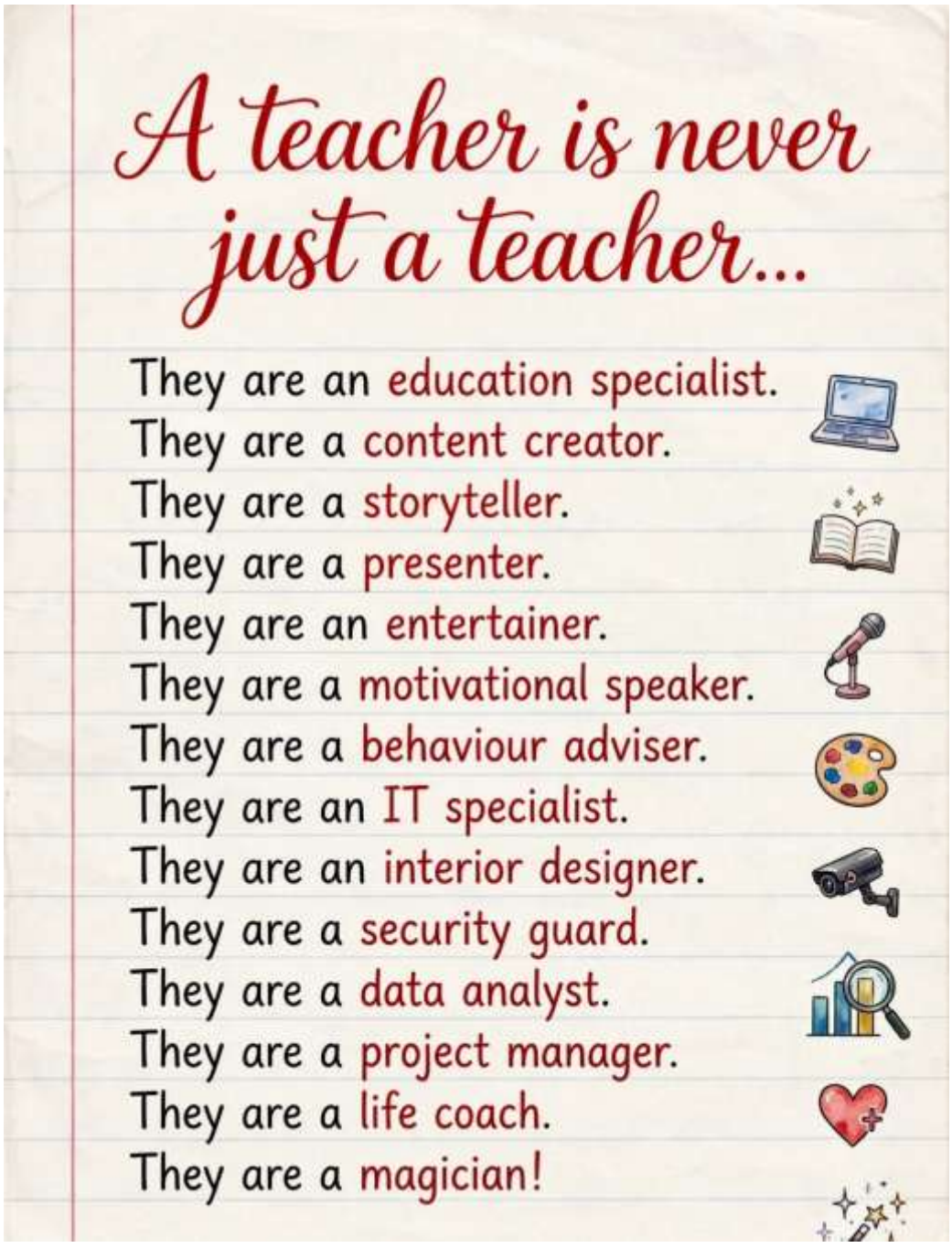
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COUNSELLORS' CORNER



Happy Teachers' Day to our amazing TIS teachers. Thank you for being the heart of our village and the champions of every child's success!

DP2 Parents'-Financial Aid Presentation...

Oops, I Missed It! ☺



Dear Parents,

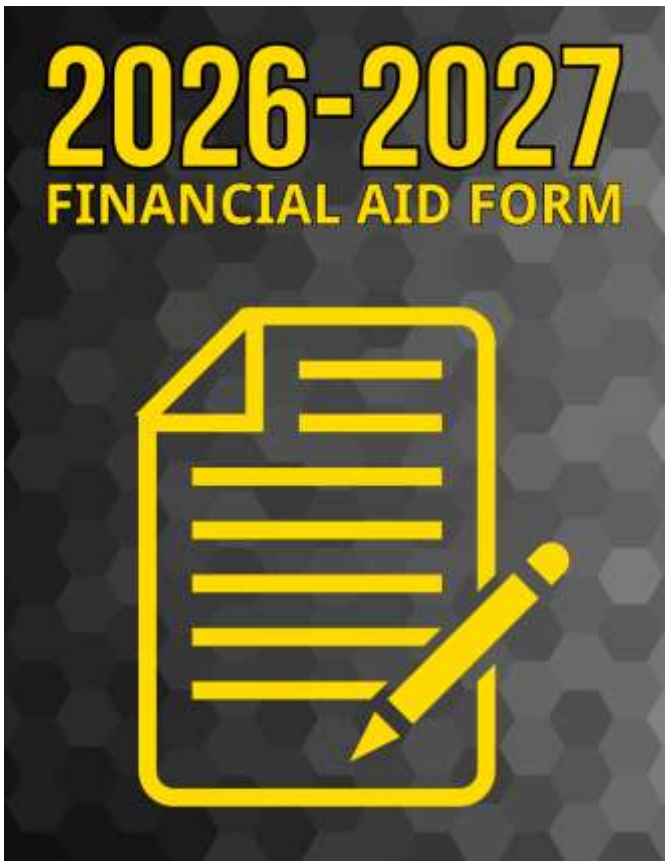
As a critical component of the holistic university application process, we were delighted to bring you one of the finest presentations on **Financial Aid** from the comfort of your home via Google Meet.

We understand, however, that the demands of busy schedules may have prevented some parents from attending. In fact, a number of parents have already reached out requesting another opportunity to participate. As always at TIS, **our parents' needs come first.** We are therefore pleased to announce that a **Financial Aid Refresher Series** will be organised to ensure that every family has the opportunity to benefit from this important information. Please stay tuned for further details, keep an eye on **ManageBac** and the **Parents' WhatsApp platform**, and kindly make plans to join the sessions when the time comes.

Helpful Financial Aid Resources-For International Students (CSS Profile)

The CSS Profile is used by many U.S. universities to award institutional financial aid to international students and allows families to report financial information in their local currency. [cssprofile...eboard.org], [cssprofile...eboard.org]

- CSS Profile for International Students: https://cssprofile.collegeboard.org/international-students [cssprofile...eboard.org]
- International Applicants Guide: https://cssprofile.collegeboard.org/international-applicants [cssprofile...eboard.org]
- CSS Profile Tutorial: https://secure-media.collegeboard.org/misc/css-profile/css-profile-tutorial/index.html [secure-med...eboard.org]
- How to Complete the CSS Profile: https://bigfuture.collegeboard.org/pay-for-college/get-help-paying-for-college/how-to-complete-the-css-profile [bigfuture....eboard.org]



For U.S. Citizens and Permanent Residents (FAFSA)

The FAFSA is the official application used to determine eligibility for federal, state, and institutional financial aid programs. [studentaid.gov], [usa.gov]

- FAFSA Application Portal: https://studentaid.gov/h/apply-for-aid/fafsa [studentaid.gov]
- FAFSA Help Center: https://studentaid.gov/help-center [studentaid.gov]
- U.S. Government FAFSA Guide: https://www.usa.gov/fafsa [usa.gov]

Recommended Videos

- Federal Student Aid YouTube Channel: https://www.youtube.com/federalstudentaid [youtube.com]
- FAFSA Step-by-Step Playlist: https://www.youtube.com/playlist?list=PLtr3wy4M_CJ1dh4_EU1dkacmXyilGn-8m [youtube.com]
- FAFSA FAQs Playlist: https://www.youtube.com/playlist?list=PLtr3wy4M_CJ2Hrd0UwCAWJOgOPu8l_ZLf [youtube.com]
- Start Your FAFSA Form: https://www.youtube.com/watch?v=pPwmcTFFXlU [youtube.com]
- CSS Profile Full Guide: https://www.youtube.com/watch?v=0Jy8QNfgbuY

Guidance Lesson MYP2:

Splash, Splash! Hygiene Matters- Healthy Habits for Every Prince and Princess





At TIS, we are intentional about the holistic well-being of our learners. Through our "Splash, Splash! Hygiene Matters" guidance lesson, students learnt essential personal hygiene habits, including:

1. Proper bathing techniques
2.Brushing teeth correctly
3.Caring for and washing undergarments
4.Keeping nails clean, neat, and short

Teddy bears were used to demonstrate the proper bathing process, helping students understand the steps involved in maintaining good personal hygiene through a practical and engaging activity.These practical lessons complement the amazing work of our hostel team, helping our young learners develop healthy habits for life.

Enjoy Reading a reflection from Nana Yaa Adusei

In guidance I learnt how to take a princess bath splash, splash and brush my teeth. I learnt how to wash my body well and to bath well. I also learnt that before bathing you will need to rise yourself. And when brushing your teeth, you need to go up and down 2 times and then go sideways and the other side then brush your tongue, then rinse your mouth.





Enjoy Reading a Reflection from Jayden Osei Agyapong Nketia

The session led by Ms. Eunice and Sir George, we learnt many important lessons about taking ccare of our bodies and maintaining good personal hygiene and sanitation. I learnt about bathing properly, keep our bodies clean, and maintaining good hygiene in our daily lives. I also learnt the importance of taking care of ourselves, being responsible for our personal cleanliness, and making healthy choices. In addition, we were reminded to always be careful when participating in different activities and to take the necessary precautions to keep ourselves and others safe. These sessions have taught us valuable lessons that we can apply in our everyday lives. On behalf of the Grade 7 Boys, I would like to sincerely thank Ms. Eunice and Sir George for their time, guidance, patience, and dedication throughout all the sessions. We truly appreciate everything they have taught us, and we will do our best to put these lessons into practice.

Time with Ubani Prince Senior Recruitment Advisor - Anglophone Africa –York University, Canada



Enjoy Reading Students' Reflections & Check Out on Managebac for Details on Scholarships



Having already visited York University last summer as a lab assistant, this presentation was a useful refresher that reminded me of how much the university has to offer. I learned more about the Glendon Campus and its multilingual programs, as well as the university's diverse faculties, including science, arts, media, performance and design, and engineering. I was also interested in the many co-op opportunities available, which can help students gain work experience while studying. The on-campus job opportunities were also useful to learn about because they could help students cover some of their daily expenses. I also found the possibility of having a guaranteed four-year stay on campus interesting. The presentation also gave me more information about the scholarship opportunities at York University, including the York Science Scholars Award, the Scholarship of Distinction, which can provide up to $37,500, and the President's International Scholarship of Excellence, which can provide $45,000 over four years. Finally, learning about BorderPass and the immigration support available to international students was helpful because it showed me that York provides support beyond academics. Overall, the presentation helped me better understand the opportunities and support available at York University, even though I had already visited the campus before.
David Bannerman, MYP 5

Learning about York University has made me realise that choosing a university is about more than just choosing a degree. Before researching York, I mostly thought about the course I wanted to study, but now I understand that things like tuition fees, scholarships, accommodation, campus life, career opportunities, location, and the people I will learn from are also important. York University stood out to me because it has a large variety of programmes, a diverse student community, and many opportunities for students to gain experience while studying. There are more than 150 undergraduate programmes across its three GTA campuses: Keele, Glendon, and Markham. York also has eight faculties and schools, including the Lassonde School of Engineering, Schulich School of Business, Faculty of Science, Faculty of Health, and Faculty of Liberal Arts & Professional Studies. Since I am interested in engineering, I was especially interested in Lassonde. **Zainab Alhassan Danaa, MYP 5**

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DIGITAL TEST DATES AND DEADLINES 2026/2027

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Aug. 22, 2026	July 31, 2026
Sept. 12, 2026	Aug. 21, 2026
Oct. 3, 2026	Sept. 11, 2026
Nov.7, 2026	Oct. 16, 2026
Dec. 5, 2026	Nov. 13, 2026
March 6, 2027	Feb. 12, 2027
May 1, 2027	April 9, 2027

2026 TEST DATES (DIGITAL TESTING ONLY!) Online payment only with Visa/credit card. ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT OR GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD), COST: Math &English $188.50, with Science $198.50, with writing $213.50, The ACT Test with Science and Writing, $223.50

DIGITAL TEST DATES AND DEADLINES 2026/2027

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Sept .5, 2026	July 31, 2026
Oct. 24, 2026	Sep. 18, 2026
Dec. 12, 2026	Nov. 6, 2026
April 3, 2027	Feb. 26, 2027
June 12, 2027	May 7, 2027

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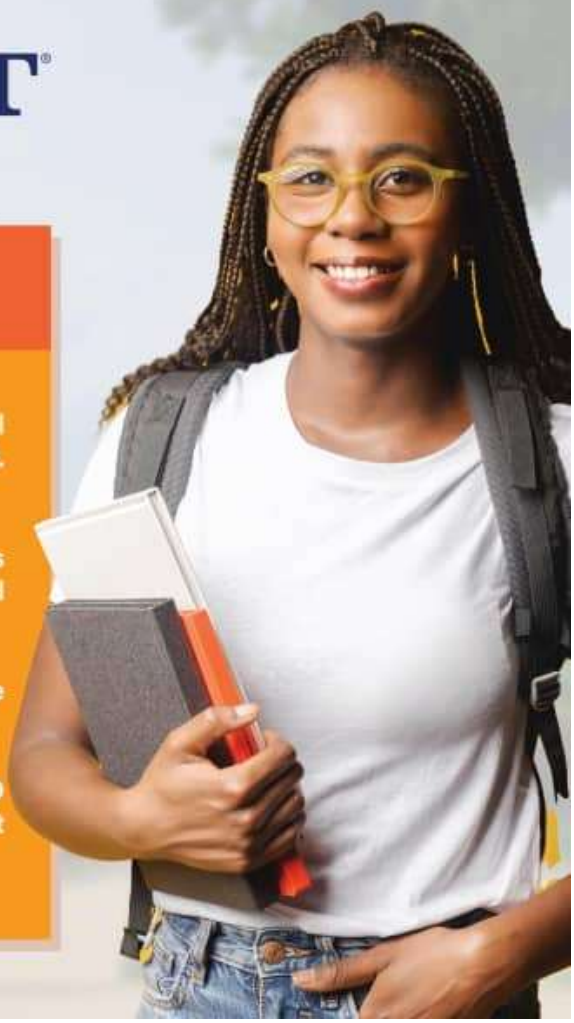
SAT CollegeBoard

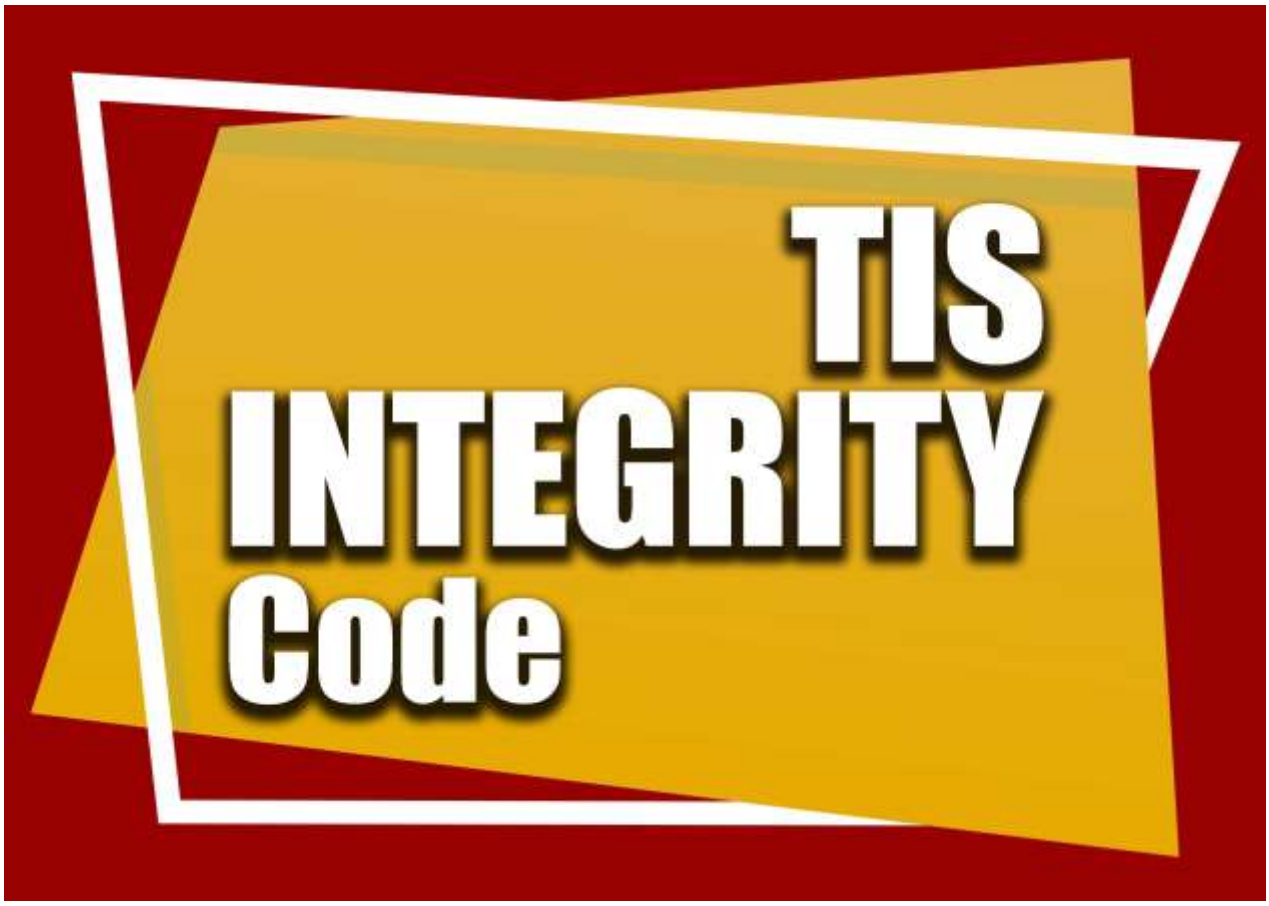
PSAT/ NMSQT CollegeBoard

ACT

Things to Note

- Kindly come along with your original physical document of your valid passport or Ghana card. Electronic version is not acceptable
- Bear your full legal name exactly as it appears on your admission ticket and valid physical passport or Ghana card.
- Come along with a fully charged laptop with the charger
- If there is any disparity between your valid ID Ghana Card, Passport and the admission ticket please call College Board at +11227137789





"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."


Tema International School
KNOWLEDGE IS THE KEY
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