TIS RECORD

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

At TIS,

we believe that looking after our physical and mental health helps us learn, grow and thrive.

Contents

- Exeat System | Page 3
- PYP News | Page 21
- MYP News | Page 33
- CASSA Corner | Page 43
- Sports Corner | Page 57

Key Dates

- 12-13/11/26 DP2 Collaborative Sciences Project
- 16-20/11/26 MYP5 On-screen examinations NO EXEATS for MYP5;
- 18-27/11/26 DP1 and DP2 end of semester exams; NO EXEATS for DP1 & DP2;
- 20/11/26 PYP Book Day;

Thought for the Week

The reality of the other person lies not in what he reveals to you, but in what he cannot reveal to you.

Kahlil Gibrané



Masks and Chains

The students on Tema International School (TIS) invite the entire TIS community and beyond **to our annual school production that takes place this Saturday 7th November.** Our cast and crew have worked very hard to bring this depiction of wellbeing to life through drama. Come and be amazed by the creativity of our students. Bring family and friends for an enjoyable evening.

Making us proud

Ms Priscilla Annan, PYP5 teacher, worked closely with fellow teachers to coordinate and organise a successful Unit Celebration. Her collaboration and commitment helped bring the team together to make the production a success. **Ms Regina Manko, our Sign Language teacher,** collaborated with teachers to select appropriate costumes for the Unit Celebration. She also ensured that sign language was included in many of the presentations. **Mr Solomon Ampah, our teaching assistant,** patiently helped PYP4 students understand their lines and roles. He also supported Mr Hagan Ntimah in painting the backdrop. **Mr Hagan Ntimah, our Art teacher,** worked hard to create the attractive backdrop. He also supported the developing and coordinating the production. **Mr Shadrach Seth Asase,** our Music teacher, directed the music and provided a wonderful theme song for our production. **Mr Godfred Kissiedu, our Dance and Drama teacher,** creatively scripted and directed the school production; he transformed our students' learning into an exciting and memorable performance using drama and dance for the school community.

Our PYP Kitchen Staff showed kindness and flexibility by adjusting meal times to fit our rehearsal schedule. Their cooperation helped us manage our time and prepare for the celebration. **Mr Francis Adewuzo, a member of our janitorial team,** helped keep our performers looking smart by ironing their costumes and ensuring that our costumes were neat and ready for the performances. Thank you for helping our team look its very best.

Paa Kow Oppan, a PYP5 student, showed great commitment. He regularly helped keep students settled and ready for rehearsals especially our Early Years learners. His initiative and willingness to help others demonstrated wonderful leadership. We celebrate **Amewusika Tay, a PYP5 student,** for using sign language to share the Gospel among people with hearing and speech disabilities, demonstrating empathy, compassion and inclusivity.

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

This semester, TIS joined the Ghana Inter-Schools Festival (GISF). A group of students travelled to the Borteyman sports arena to compete in swimming, basketball, football and chess. We are so proud of our students who all performed brilliantly and made TIS a noticeable new entry to the festival. **Jayden Nketia, MYP2, Zachary Kitcher, DP1**, **Boys' sports prefect Antonio Osei-Agyeman, DP2, Neriah Marfo, MYP4, Maita Emorhokpor, MYP4, Girls' HOC, Nana Yaa Achiampong, DP2.** Well done!

Exeat requests this November

With MYP5 and DP end of semester examinations in the next couple of weeks (check the key dates or the school calendar), students must not have their examination weeks disrupted by non-essential exeat requests. All parents and guardians must keep an eye on the number of exeats taken by their wards. You are encouraged to come and visit at the weekends. Book your slots early to get your preferred times. Remember to cancel your bookings as quickly as possible to allow other families an opportunity to visit.

Our weather – our health

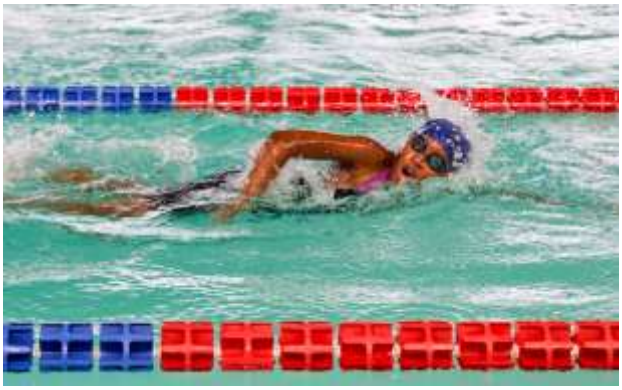
Reports on the **El Niño phenomenon** that was declared in mid-2026, indicate that it is intensifying in these last months of 2026 and will peak 2027, potentially making 2027 one of the warmest years on record. The Ghana Meteorological Agency has also reported that a very strong **"Super" El Niño** will affect Ghana and the broader West Africa region. We can expect harsher drier weather and intense heat. **El Niño** is a naturally occurring phenomenon that happens over the Pacific Ocean roughly every two to seven years that can push up global temperatures.

We can stay healthy during this harsh weather by drinking lots of water as sweat and dry air reduce body water rapidly even if you do not feel thirsty. Check your urine colour regularly as dark or concentrated urine could be an early warning sign of dehydration. Wear loose-fitting, cotton or breathable fabrics. Students must keep their water bottles topped up between lessons – sitting in a cooled classroom does not guarantee exemption from dehydration. Students with asthma or other chronic respiratory conditions must use protective masks when outdoors if dust levels or haze from dry spells are high to protect their lungs.

Parents must ensure that all food brought on visiting days is kept covered and eaten fresh. High temperatures accelerate bacterial growth in prepared meals. **All unfinished food that is perishable in this hot weather, must be taken back home and not left with your wards.**

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.

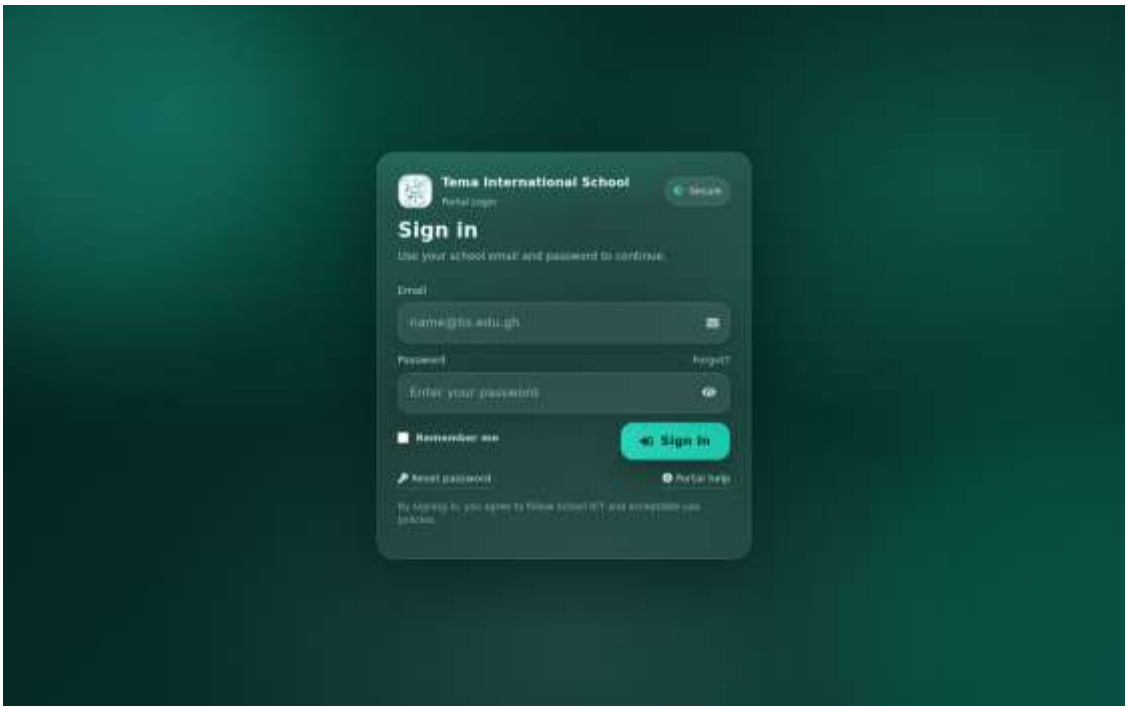
Before You Start

- 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

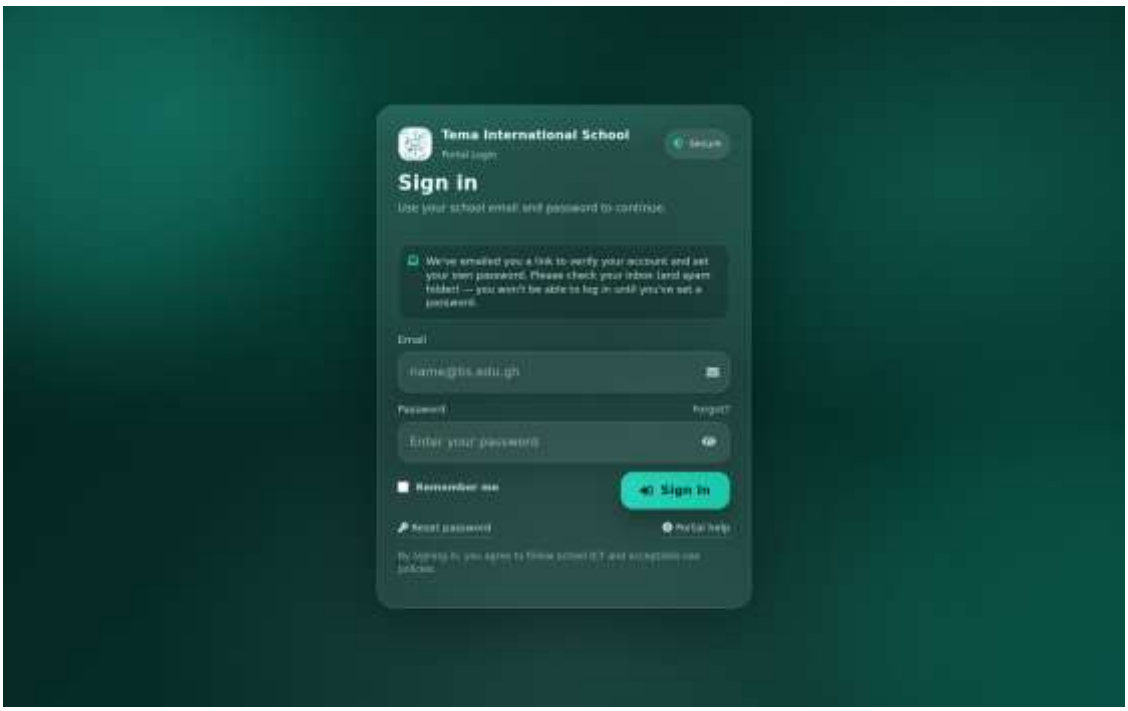
Step 1. Go to the login page

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.

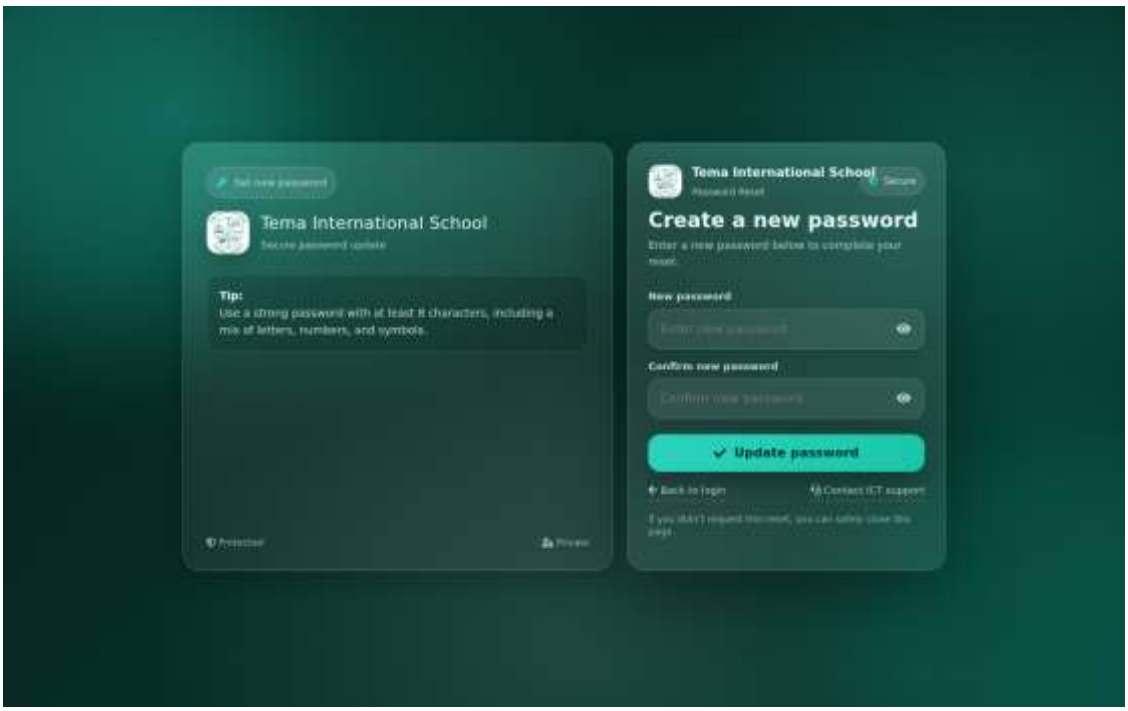
Step 3. Check your email

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).



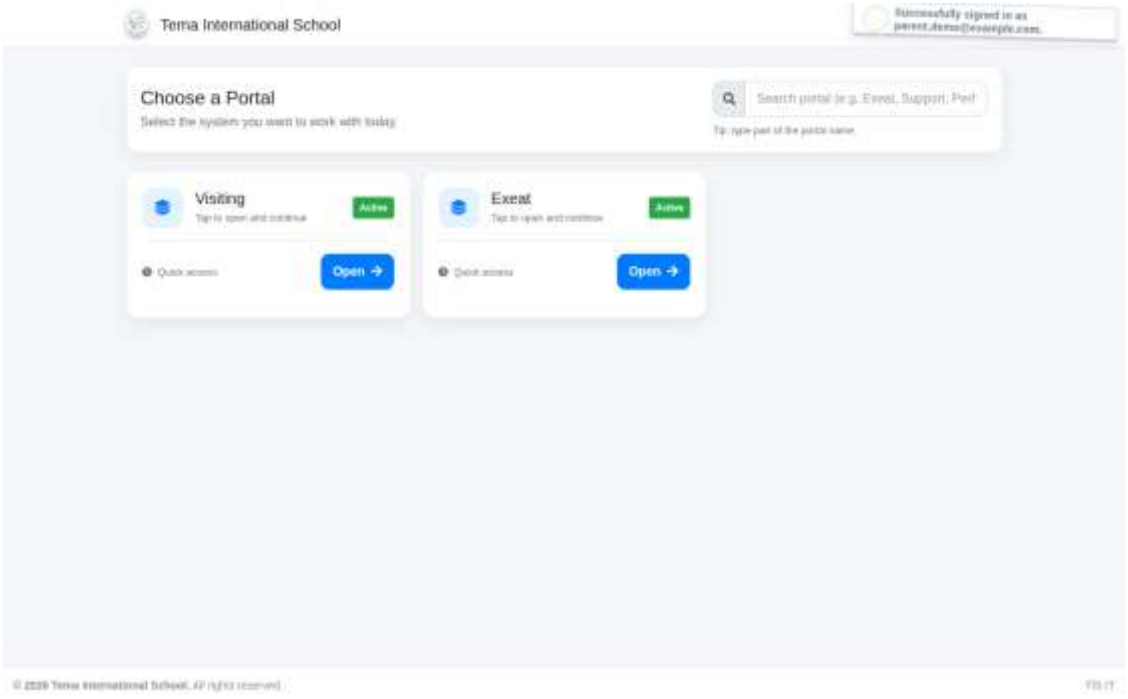
Step 4. Set your own password

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

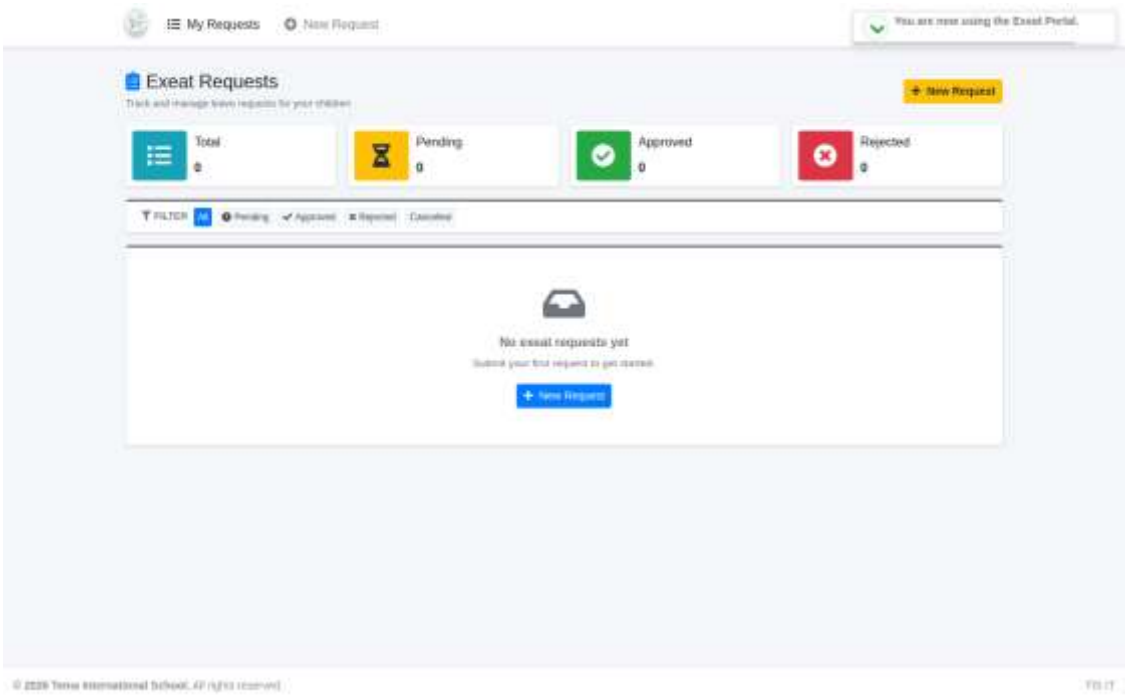
As soon as your new password is saved, the portal signs you in automatically and takes you to the Choose a Portal screen — no need to log in again. From now on, you sign in with your email and the password you just chose.



Part 2 — Submitting an Exeat Request

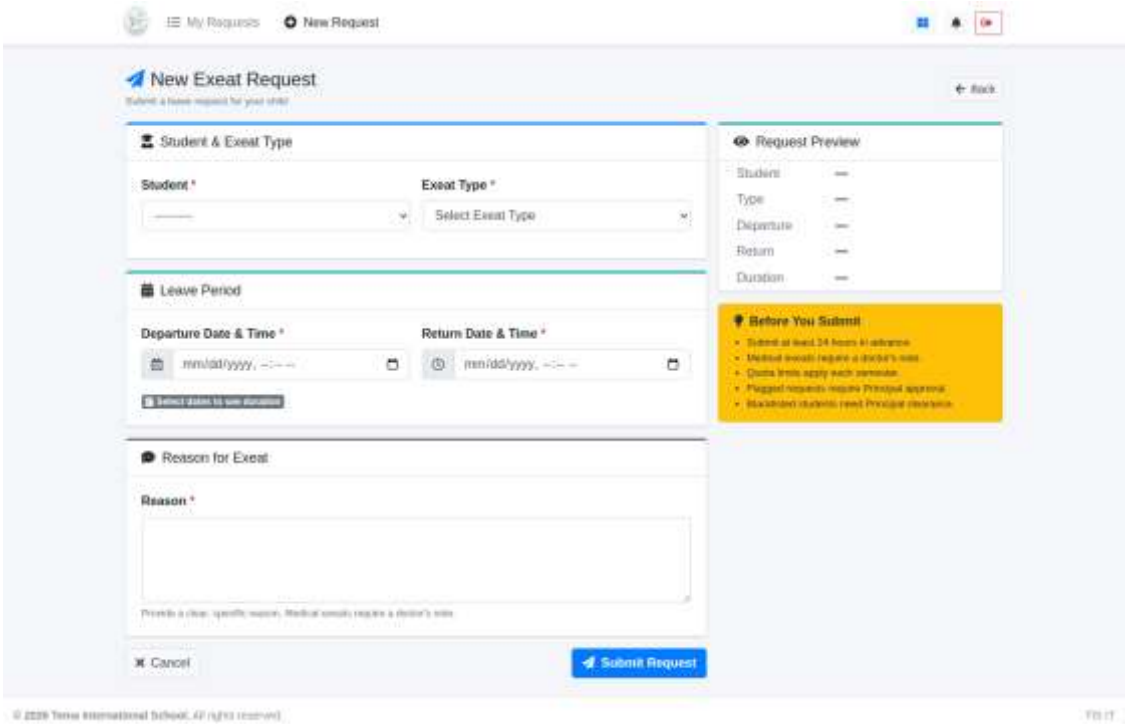
Step 6. Open the Exeat portal

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



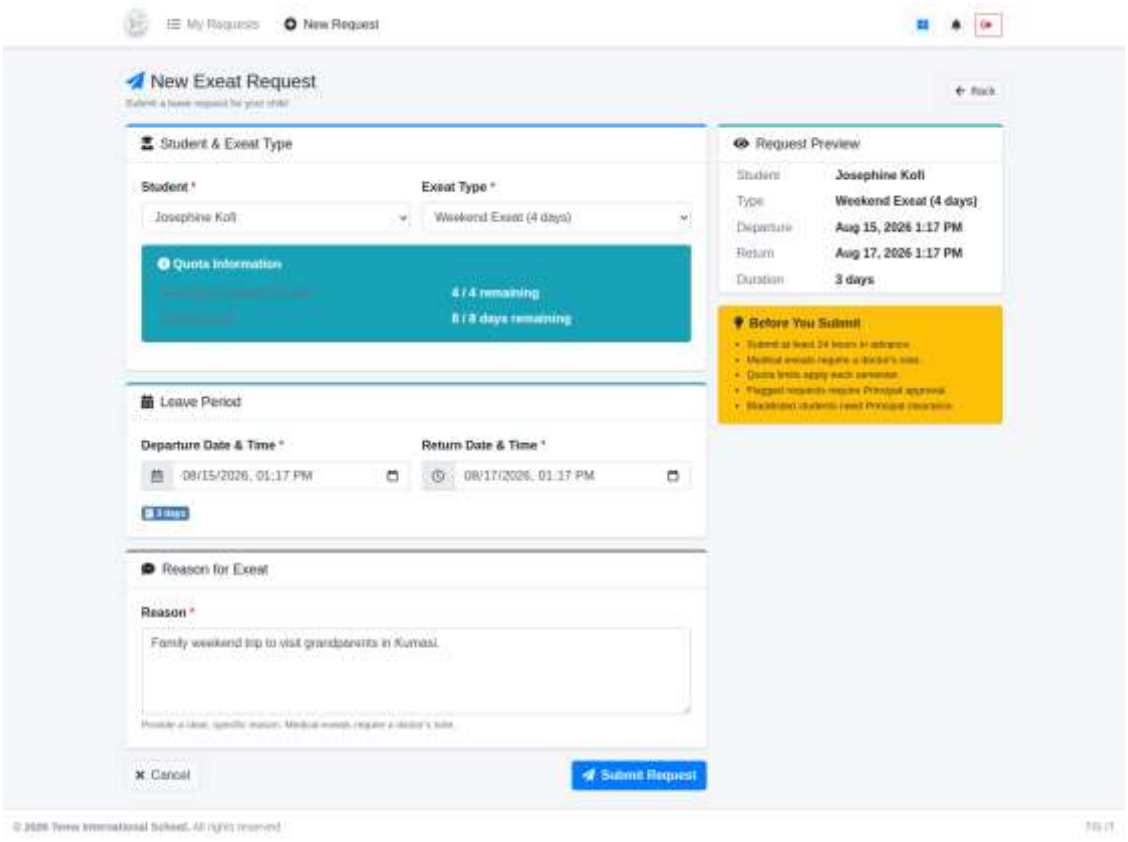
Step 7. Start a new request

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



Step 8. Fill in the request

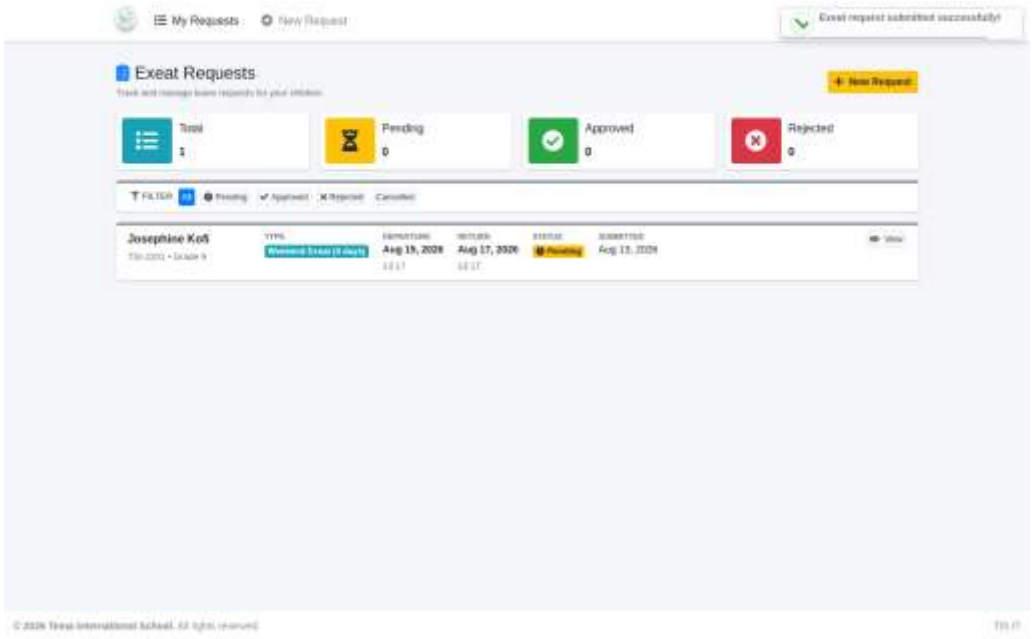
Choose your child from the Student list and pick an Exeat Type. The Quota Information panel shows how many days are available. Enter the departure and return date and time, and write a clear reason for the request. The Request Preview panel on the right updates as you type, so you can check everything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

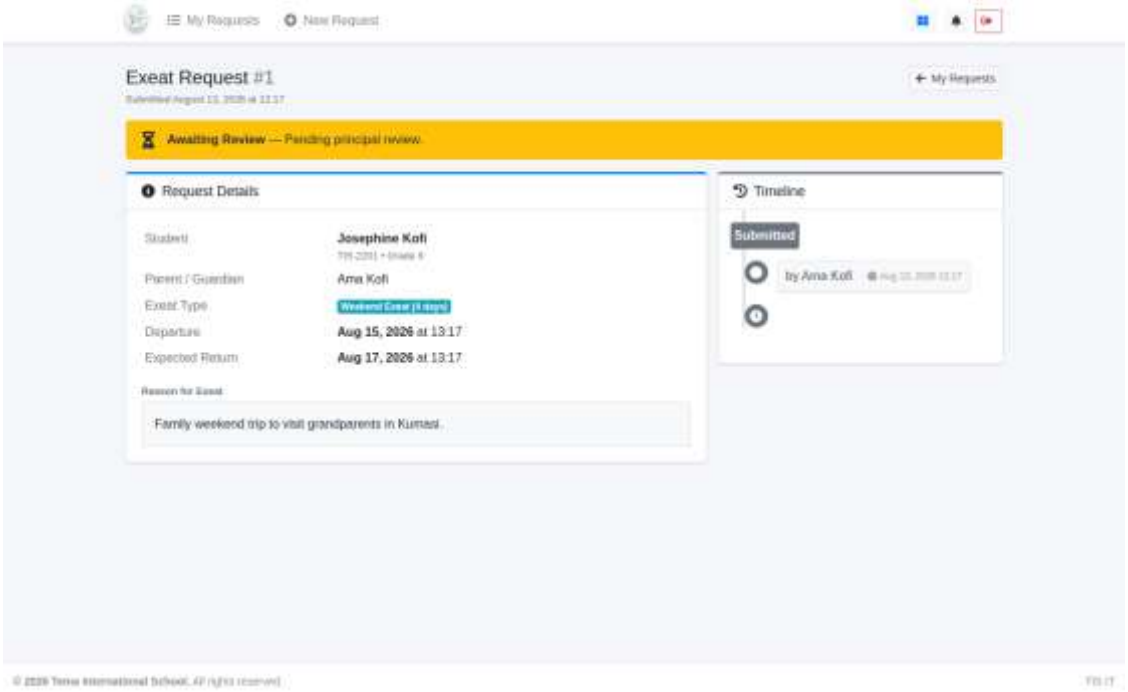
Step 9. Submit and confirm

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

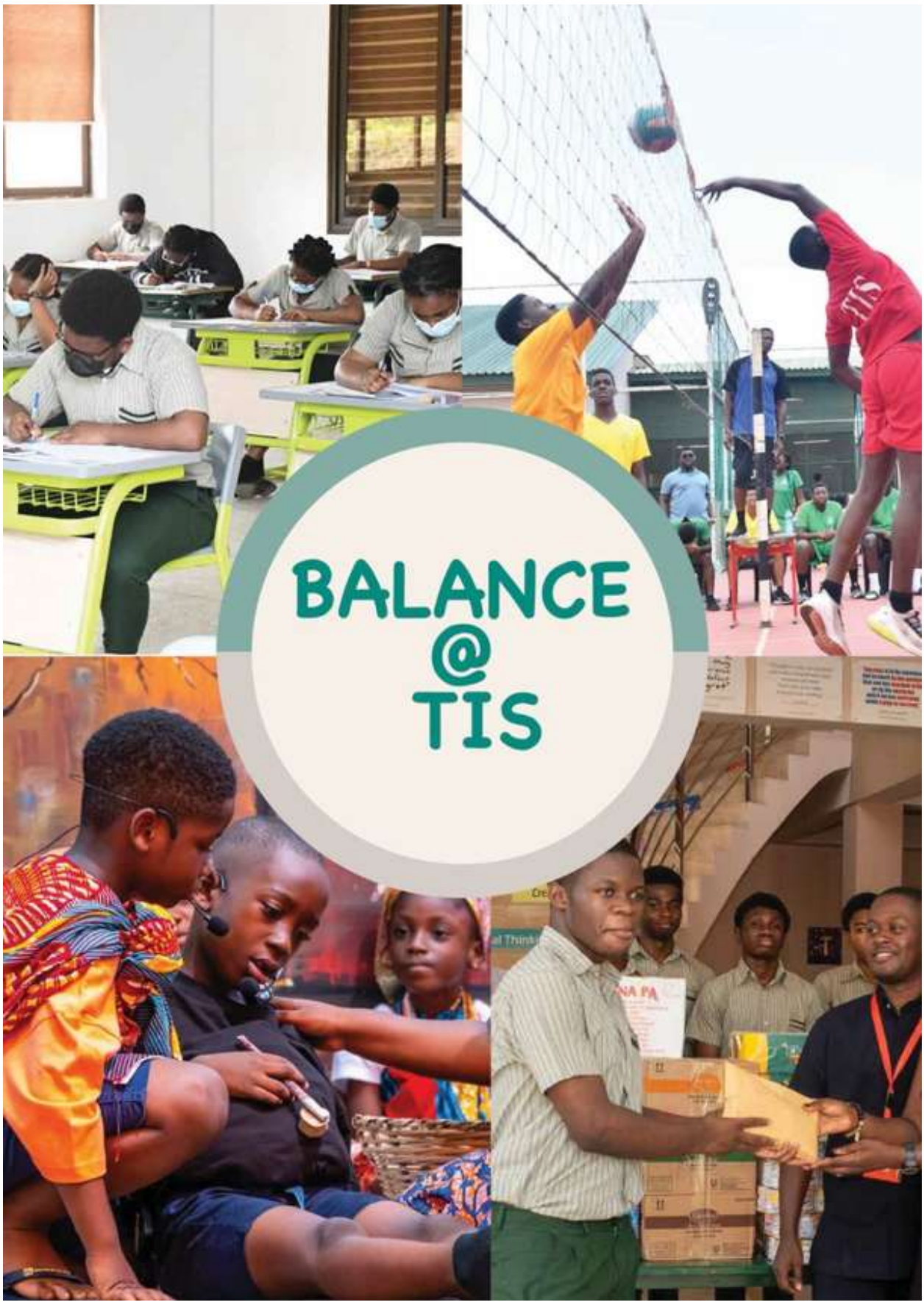
All left over food must be sent home

- **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



2027 MYP/DP Local and Overseas Educational Trips Calendar

MONTH	PROPOSED DATE(S)	FUNCTION
January	23	Science Ecological Immersion Prog (Ghana)
February	19 to 22	DP1 Visual Arts Educational Trip to SCCA (Tamale, NR, Ghana)
	3 to 9	CWMUN Rome conference (EU)
March	20 to 23	DoEIA Expedition Camp (VR, Ghana)
	27 to 29	DP2 Geography/ESS (WR, Ghana)
April/May		
June	20 June to 12 July	Lang Immersion (France/Spain)
	27 to 4 July	Harvard YLSC (Boston, EU)
July	7 to 21	York University STEAM Programme, Canada
	18 to 25	Cambridge IGNITE Young Minds (Cambridge/UK)
	20 to 25	Operation Smile - International student leaders conference
August		
September	18 to 19	IA Data Collection Geography & Psychology (Ghana)
October	3 to 11	ESS (Slapton Ley, UK)
	4 to 7	Dukies Gold and Silver Expedition (VR, Ghana)
December	14 to 20	Future Sustainability Innovators Winter Camp, Geneva.

All listed school trips are subject to approval on the clearance of prior school accounts.

TIS 2026/27 General Calendar

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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30	31					

June 2027						
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27	28	29	30			

July 2027						
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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

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 Unit Celebration 2, Student Led Conference (SLC 8:30 am); PYP End of Unit 2 Celebrations 11:00 am; Submission of G12 TOK Draft Essay; Language competition (7-12);
31/10/26 **Inter-School Swimming, Soccer & Basketball (girls) Championships;**
6/11/26 DP Business Management Excursion;
7/11/26 Annual Production NO EXEATS; **Inter-Schools Badminton, Basketball (boys) Soccer (girls) & Volleyball;**
12-13/11/26 Collaborative Sciences Project – G12;
16-20/11/26 MYP5 On-screen examinations NO EXEATS for MYP5;
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);
22/3-4/4/27 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;
12-15/4/27 STEAM WEEK
16/4/27 G11 EE Café; Inter-hostel STEAM Competition NO EXEATS (until after 6pm)
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

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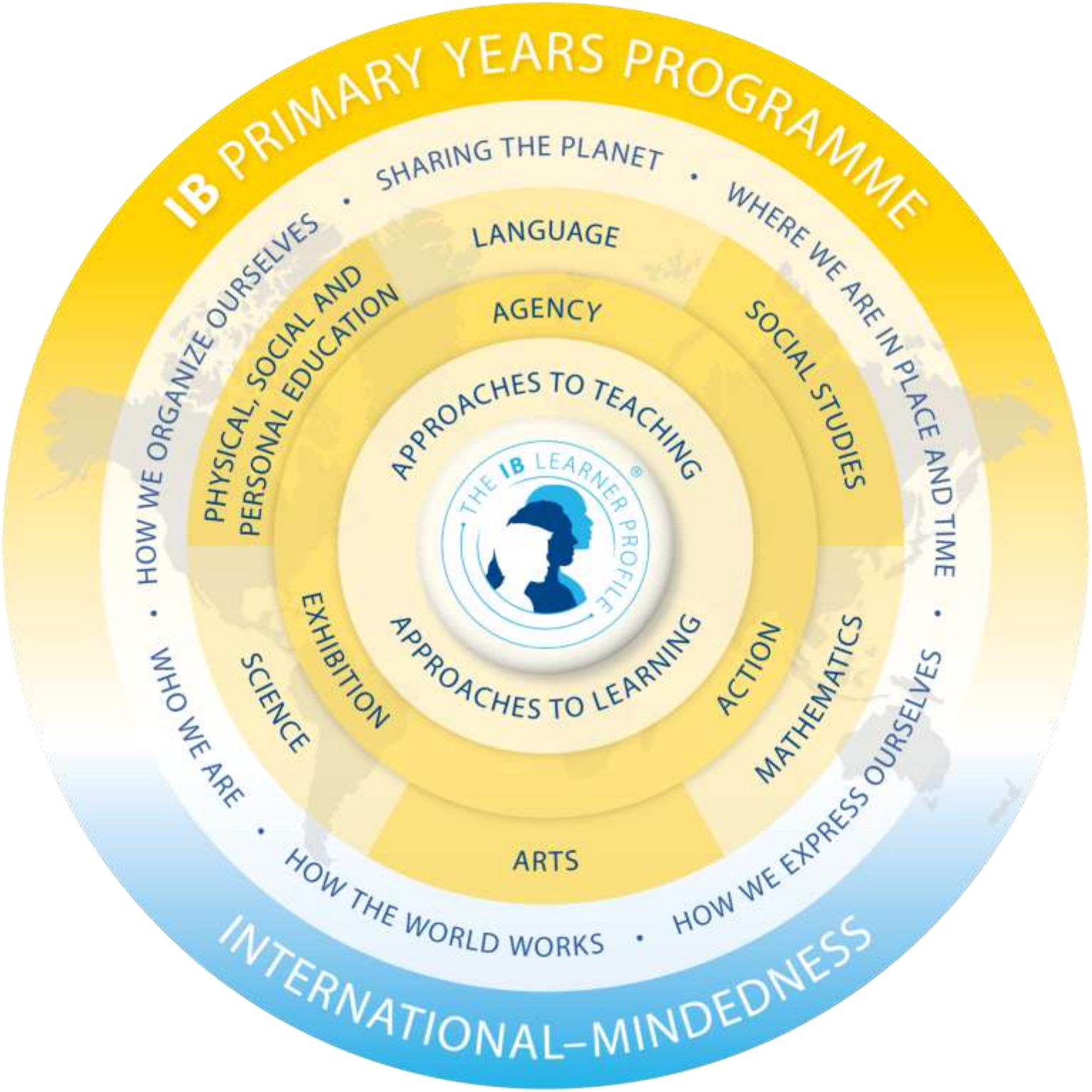
TEMA INTERNATIONAL SCHOOL

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
PHYSICAL, SOCIAL AND PERSONAL EDUCATION
AGENCY
SOCIAL STUDIES
APPROACHES TO TEACHING
THE IB LEARNER PROFILE
EXHIBITION
APPROACHES TO LEARNING
ACTION
SCIENCE
MATHEMATICS
WHO WE ARE
ARTS
HOW WE EXPRESS OURSELVES
HOW THE WORLD WORKS
INTERNATIONAL-MINDEDNESS

AGBEVI: THE CHILD OF LIFE

A celebration of learning, life, community and our responsibility to protect the Earth.

Life gave him a name. The community gave him a purpose. The Earth gave him a responsibility. What happens when learning goes beyond the classroom and students become storytellers, problem-solvers and voices for change? We witnessed something truly special through our unit celebration, *AGBEVI: **The Child of Life***!

Filled with African storytelling, beautiful drumming, dance, poetry and drama, AGBEVI took us on a heartwarming journey through the life of a young boy whose story reminded us of the things that truly matter: family, friendship, community, responsibility and our connection to the Earth. From the excitement of Agbevi's birth to his journey of discovery, the students brought the story to life with so much enthusiasm, confidence and creativity. Every scene carried a message, every character had a purpose, and every performance gave us something to think about.



It was more than just a performance. It was a celebration of learning, where students shared what they had learned and showed how even children can make a difference in the world.

Learning beyond the classroom: Turning ideas into action

One of the beautiful things about AGBEVI was how closely the story connected to the students' learning. Through their different areas of inquiry, students explored how people, communities and the environment depend on one another. They looked at real-life societal challenges, particularly environmental pollution, poor sanitation, careless use of water and the destruction of trees and natural

habitats. Rather than simply talking about these problems, the students explored how they could become part of the solution.

Through Agbevi's actions, they discovered that protecting the environment is everyone's responsibility. They saw how small actions, such as picking up rubbish, keeping our surroundings clean, planting trees and protecting our water bodies, can contribute to a healthier community. The story also opened conversations about good leadership, rights and responsibilities, the importance of listening to others and making responsible choices.



Students explored the role of technology in society, recognising that although it can make life easier and help us learn, we must use it wisely without losing our connections with family, friends and our community. Most importantly, they discovered that they do not have to wait until they become adults to make a difference. Their voices, ideas and everyday actions matter!



It was a beautiful reminder that learning becomes even more meaningful when students have the opportunity to share it with others.





Our Early Years students also joined the celebration, learning about caring for the environment, working together and keeping our surroundings clean.



The celebration also featured a lively dance performance, where students shared what they had learnt in their dance lessons. It was a wonderful display of creativity, teamwork and confidence!

Reflections from our young story tellers



The Unit Celebration was fun and very cool! I saw how much parents from different countries, including India and China, enjoyed it. I loved playing the role of a mother and having different roles to perform. The rehearsals were challenging, but on the show day, I felt happy and excited to carry out my responsibilities. I would say this was the best Unit Celebration.



Perpetual, PYP 5

For this Unit Celebration, it was a very wonderful and creative experience because there was a lot of dance, which was something I always wanted. I also felt that the students, who are my colleagues, added a lot of effort which made the whole performance come out as it is. I also saw that the theme wasn't anything random but it is something that will impact other learners and send a message to the people of Ghana.

Sefakor, PYP5 (Agbevi's mother)



Unit Celebration was a fun experience. It was educational and a fun way to express what you have learned. I was happy to see my mother there. It was fun to dance and to act. I really look forward to having many more unit celebrations.

Adomaa, PYP5



I enjoyed the celebration, and I felt so happy acting. I wish we could have it twice a year instead of just once.

Ellis, PYP4

Hearing from our parents



As always, it was good. I loved how you included everybody and each student had a role to play. My favorite part was the Early Years. It is an improvement. Congratulations to the teachers! I like how you focus on ensuring that everything goes on well when there is a little glitch, and I will compliment you on how you included sign language in the activities. That was lovely!

Mrs. Kimberly Odum, Esq.

Basically,I am happy with what I saw. The children from different backgrounds have learnt to work together, protect the environment and understand how galamsey is destroying it. It is amazing that they are learning how important the environment is for their survival. The celebration also gives parents the opportunity to see what their children learn in class and how they apply it in real life. It encourages children to express themselves and discover their talents through acting.

Dr. Ampah





The Unit Celebration was fun. It was quite interesting to see the kids performing what they had been learning and putting it into the form of a play. It was quite informative. I give it up to the teachers.

Mrs. Awuni



Parents sat back, smiled and enjoyed the wonderful performances as their wards proudly shared their learning on stage.

Reflection of the Coordinator and the Dance and Drama instructor.



Greatness is not a beautiful product. Greatness is about the journey. Greatness does not wait at the finish line; greatness trudges along. **Agbevi** was a journey, and this journey towards greatness was created. **The students, teachers, used the Units of Inquiry to skillfully create Agbevi**. The journey started with a depth of commitment, signs of intention, and a willingness to create. Thus, the beautiful product was created.

Mr. Jacob Lumumba

PYP Coordinator

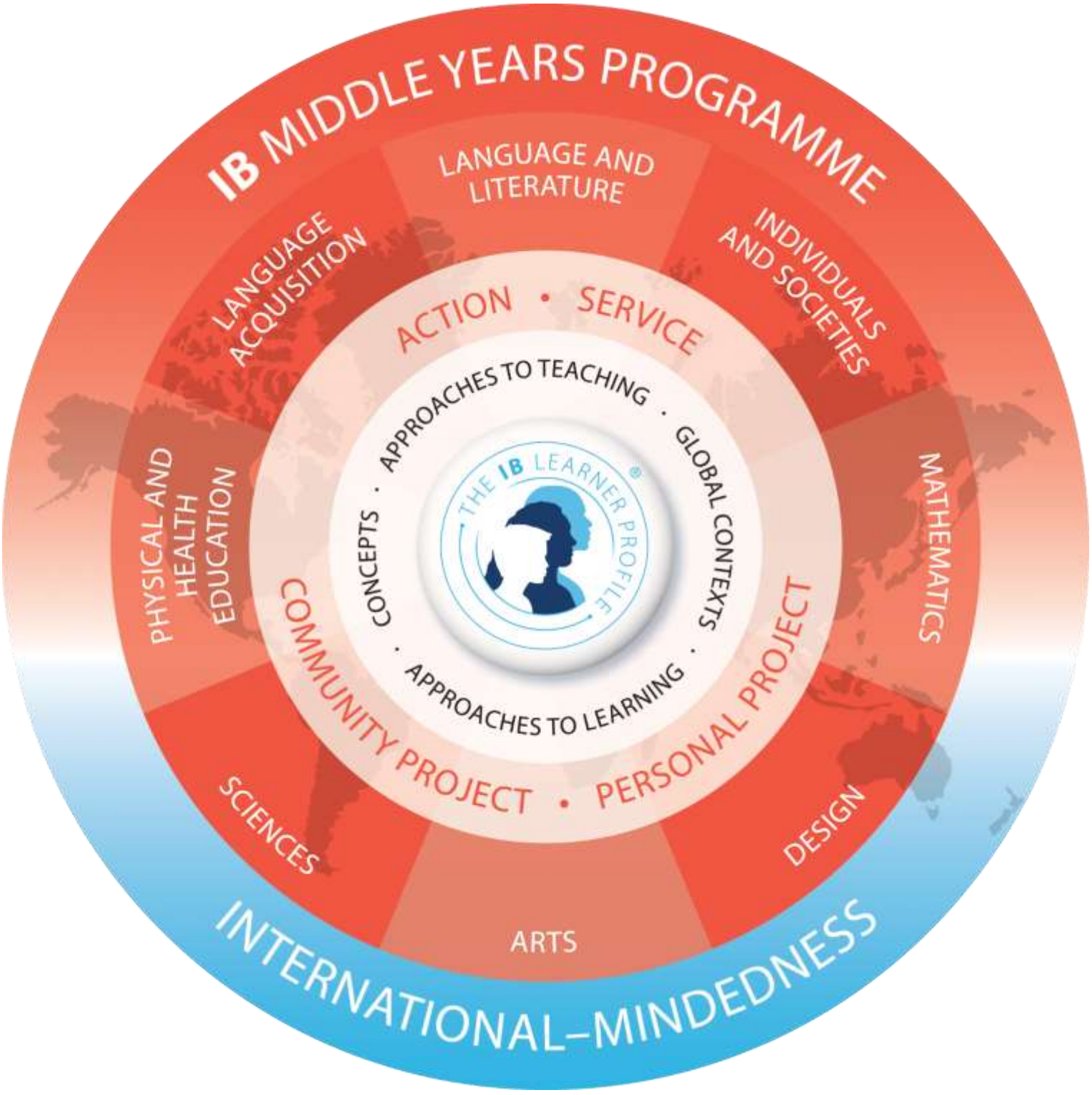


The Unit Celebration was a fulfilling and rewarding experience. Being involved in the entire creative process, from brainstorming ideas and developing concepts to rehearsals and the final presentation, was both engaging and exciting. One of the major challenges I faced was coordinating the children during rehearsals, particularly managing their different personalities, energy levels, and ability to stay focused. However, these challenges taught me the importance of patience, flexibility, and finding creative ways to keep the children engaged.

Despite the challenges, seeing the children's ideas develop into meaningful performances was truly fulfilling. The outcome was excellent, as it allowed the audience to gain a deeper understanding of the children's learning experiences and how they had translated their classroom knowledge into creative expressions. The positive and satisfying feedback received after the celebration made the experience even more rewarding. Overall, it was a great learning experience for both the children and me. It reinforced the value of Dance and Drama in promoting creativity, collaboration, confidence, and meaningful learning. Most importantly, they discovered that they do not have to wait until they become adults to make a difference. Their voices, ideas and everyday actions matter!

Godfred Kissiedu, Dance and Drama Instructor


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

LANGUAGE ACQUISITION

FINDING OUR VOICE, ONE WORD AT A TIME

Trouver notre voix, un mot à la fois (Fr)
Encontrando nuestra voz, una palabra a la vez (Es)

In the IB MYP, learning a language is far more than memorising vocabulary. It opens doors to new cultures, builds communication and grows empathy, the qualities of a global citizen.

Our students have been nothing short of excellent. Yes, there were moments when it felt difficult, even impossible: the unfamiliar sounds, the words that could not be remembered, the fear of getting it wrong. Yet time and again they came back, **courageous** and ready to **take risks**, to reflect and to try again. That is the IB learner profile in action.

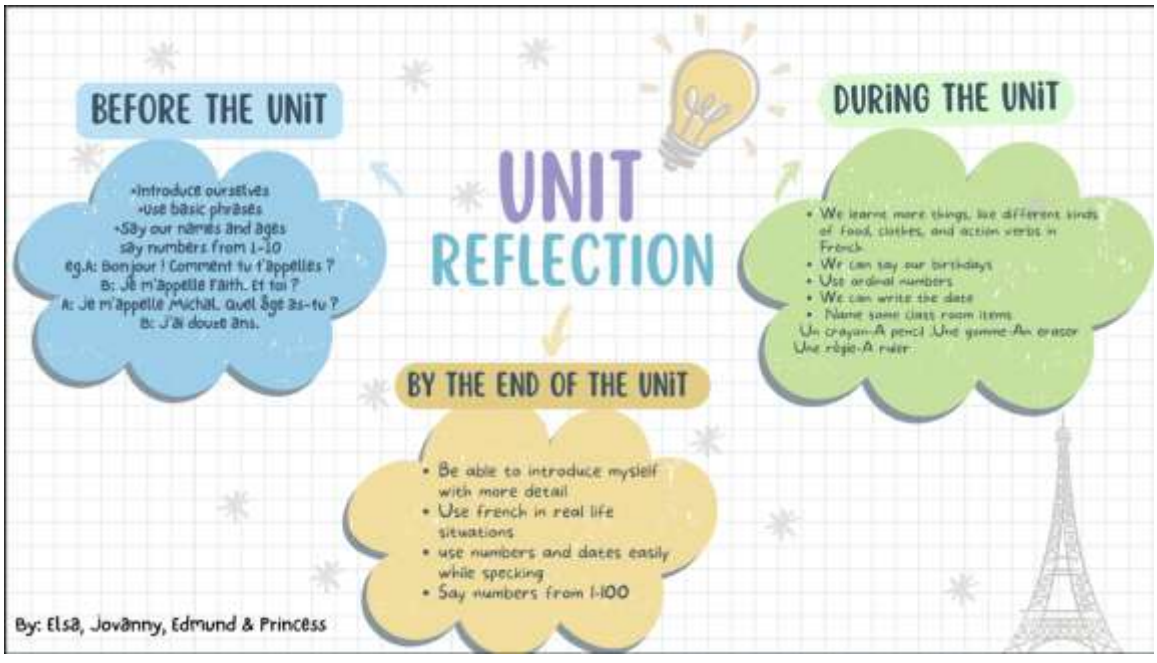
FROM THE IB MYP 2 FRENCH CLASSROOM

UNIT AT A GLANCE: Parlons de moi! (Let's talk about me)

KEY CONCEPT	GLOBAL CONTEXT
Communication	**Identities and relationships**

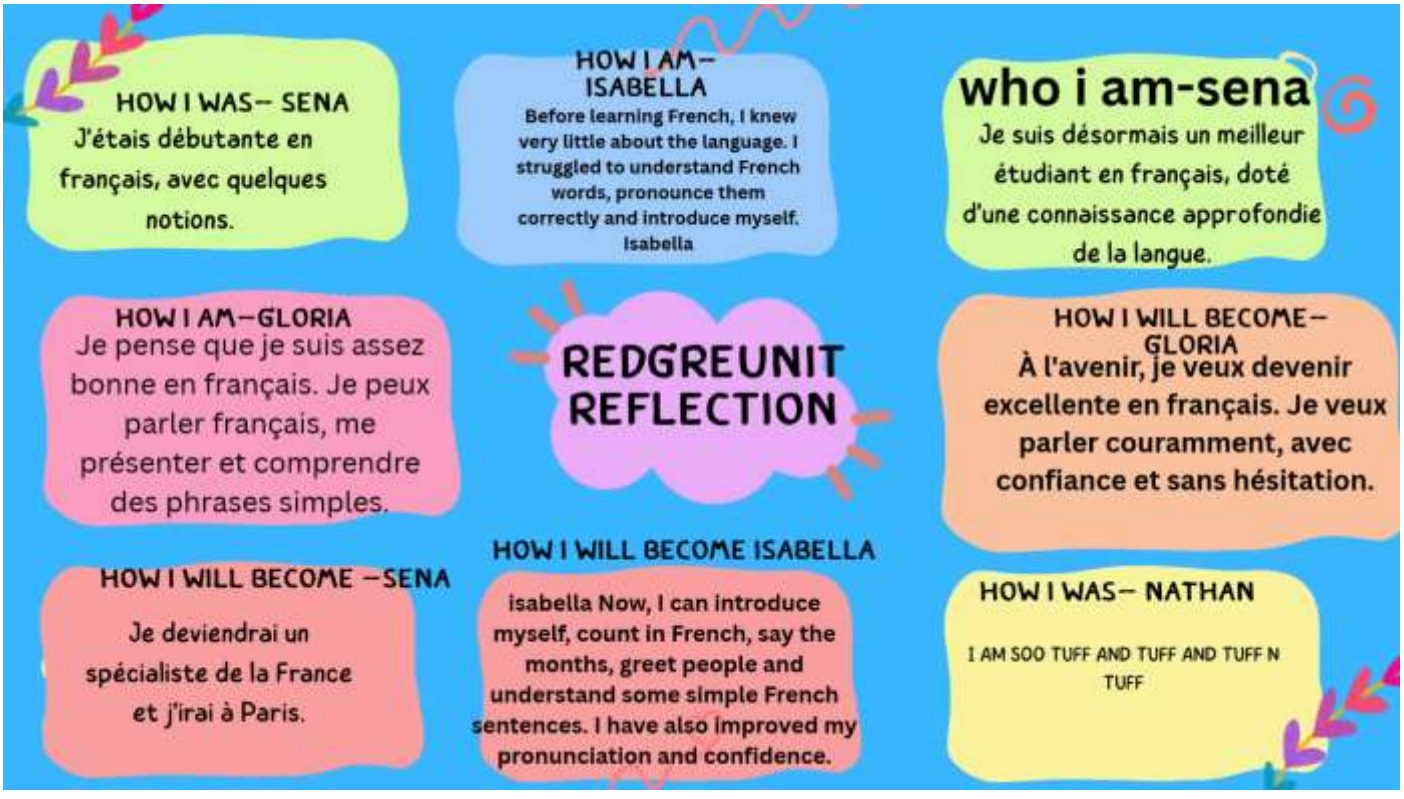
EXPLORATION	ATL SKILL
Identity formation Cultural expression and the formation of identity through language	**Communication** Read a variety of sources for information and for pleasure

Relax and enjoy some visuals reflections from our Grade 7 students:




PROGRESS REPORT
Progress in French
BY: ALAYNA, KIRSTEN, NANA YAA, & DARYL
What we did not know
Before coming to PYP, I struggled with French because I didn't how to speak or pronounce anything. In PYP, I started to get better learning new things. Now, in MYP I can introduce myself, and I have learnt so many new words! Before coming to TIS, I didn't even know how to introduce myself. I was unfamiliar with French, but since joining this school, I have become more confident speaking and understanding the language.
What we now know(Alayna)
I have improved my French speaking skills compared to before. I have also learned the meaning of several French words for classroom objects, such as crayon(pencil), trousse(pencil case), and règle(ruler).
What we now know(Kirsten)
My progress of french in MYP has been going well. I have been learning French for a while and it has improved. I have learnt how to say different things like your stationery, how to introduce myself, and objects in the classroom such as porte (door) and fenêtre (window).
What we now know(Nana Yaa)
My progress in French has improved. Before MYP, I didn't know how to speak French well. I have also learnt classroom words like un bureau (a teacher's desk / desk), une chaise (a chair), and un livre (a book).
What we now know(Daryl)
My progress in French is okay. Before, I didn't know how to write numbers in French from 20 to 100. Now, I think I have the hang of it, and I am slowly getting better each day! 20 – vingt, 30 – trente, 40 – quarante, 50 – cinquante, etc.


LANGUAGE ACQUISITION
Grade 8 · French Emergent
Bonjour!
Mon parcours
A student reflection on learning French: where we started, where we are, and where we are heading.
J'étais...
I Was...
Before this unit, I could only share basic information about myself, such as my name, age and likes. I also knew very little French vocabulary.
Je suis...
I Am...
Now, I can introduce myself and others in French, use numbers, understand greetings and identify days of the week and months of the year. I can also construct simple French sentences.
Je serai...
I Will Be...
By the end of this unit, I hope to speak and write French more confidently, improve my pronunciation and use French in real-life conversations.
Written by Klenam, Alfred, Zhaideen, Samuel and Francis
À bientôt!


HOW I WAS– SENA
J'étais débutante en français, avec quelques notions.
HOW I AM– ISABELLA
Before learning French, I knew very little about the language. I struggled to understand French words, pronounce them correctly and introduce myself.
Isabella
who i am-sena
Je suis désormais un meilleur étudiant en français, doté d'une connaissance approfondie de la langue.
HOW I AM–GLORIA
Je pense que je suis assez bonne en français. Je peux parler français, me présenter et comprendre des phrases simples.
REDGREUNIT REFLECTION
HOW I WILL BECOME–GLORIA
À l'avenir, je veux devenir excellente en français. Je veux parler couramment, avec confiance et sans hésitation.
HOW I WILL BECOME –SENA
Je deviendrai un spécialiste de la France et j'irai à Paris.
HOW I WILL BECOME ISABELLA
isabella Now, I can introduce myself, count in French, say the months, greet people and understand some simple French sentences. I have also improved my pronunciation and confidence.
HOW I WAS– NATHAN
I AM SOO TUFF AND TUFF AND TUFF N TUFF

FROM THE IB MYP 4 CAPABLE FRENCH CLASSROOM

UNIT AT A GLANCE: Tout sur moi (All about me)

Earlier in the semester, the IB MYP 4 French Phase 3 students explored the unit **« Tout sur moi »**, which focused on self-expression, personal identity and relationships. Guided by the key concept of **Communication** and the global context of **Identities and Relationships**, students developed their ability to introduce themselves, describe their personalities, discuss their interests and share experiences in French.

Throughout the unit, learners strengthened their **Social and Thinking Skills (ATL)** through collaborative activities, meaningful discussions and reflective learning experiences. They also embraced the IB Learner Profile attributes of being **Reflective and Open-minded**, as they consider their individual identities while appreciating the similarities and differences that make each person unique. Through engaging language-learning experiences, students built confidence, fostered meaningful connections and discovered how language can bring people together.

Currently, the students are exploring the exciting unit **« C'est la fête ! »**, which focuses on celebrations, festivals and cultural traditions in French-speaking communities and beyond. Guided by the key concept of **Culture** and the global context of **Personal and Cultural Expression**, students are discovering how celebrations reflect people's identities, beliefs, values and ways of life. Through engaging activities, discussions and language tasks, learners are developing their ability to communicate in French while appreciating cultural similarities and differences. The unit also encourages the development of **Self-management skills**, particularly reflection, as students evaluate their learning and identify areas for improvement. In keeping with the IB Learner Profile, students are encouraged to become **Inquirers** by asking questions and exploring different traditions, while demonstrating **Open-mindedness** through respect for diverse cultural practices.




MA RÉFLEXION
Qui suis-je?
Je savais me présenter et parler un peu de ma famille et de mes amis.
J'ai appris à décrire mon identité, ma famille et ma culture. J'ai aussi appris les verbes être, avoir et les verbes en -er.
Je veux enrichir mon vocabulaire et parler français avec plus de confiance.
C'EST LA FÊTE!!!
Je connaissais quelques loisirs, aliments et traditions en français.
J'ai appris à parler des fêtes, de la nourriture et des cultures francophones. J'ai aussi appris le passé composé et l'imparfait.
Je veux améliorer ma prononciation et mieux communiquer en français.

FROM THE IB MYP 3 EMERGENT SPANISH CLASSROOM

Beyond Borders: Exploring the World Through Travel and Culture (Mis Planes de Viajes)

In the unit *Mis planes de viaje*, students explored the concept of **Culture** through the lens of travel, tourism and intercultural experiences. Guided by the global context **Exploration to Develop**, they investigated how travelling beyond familiar surroundings broadens perspectives, encourages personal growth and deepens appreciation of cultural diversity. Through engaging communicative activities, students developed their ability to discuss travel destinations, describe holiday preferences, express future travel intentions and share experiences using relevant Spanish vocabulary and grammatical structures. They also examined the cultural significance of destinations, traditions, landmarks and local customs, recognising how travel provides opportunities to connect with different communities and ways of life. The unit encouraged students to become open-minded global citizens who appreciate similarities, respect differences and approach unfamiliar environments with curiosity. Ultimately, students recognised that travelling is not merely about discovering new places, but also about developing intercultural understanding, independence and a greater appreciation of the world. Here are some reflections from some students:

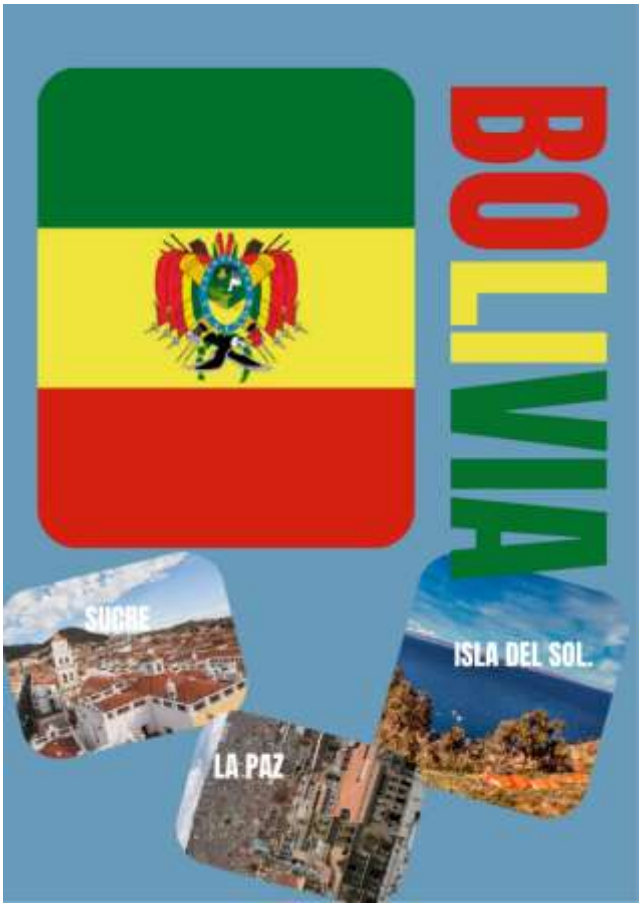




In Spanish class, I created a poster about Mexico for our unit, *Mis planes de viaje*. During my research, I learned that Mexico has 68 recognized Indigenous languages. I used research skills to find reliable information and creative-thinking skills to make my poster engaging, organized, and interesting for Spanish speakers to read. I learnt so much throughout this unit and I can't wait to learn more. – ***Lady-Victoria Frimpong***

The activity was about creating a poster about a Spanish-speaking country, and I chose Chile. I included information about its capital, tourist attractions, traditional food, music, festivals and famous people. While researching, I learnt that Chile has many interesting tourist attractions and celebrations. I also discovered more about its culture, traditions and lifestyle. The ATL skill I used was Research, especially information literacy. I used this skill to find, understand and organize information from different sources to create an informative and attractive poster. – ***Phoebe Olivia Jackson***









For our unit “Mis planes de viaje,” I made a poster about Equatorial Guinea in Spanish. It covers its tourist sites, food, music, festivals and a famous person. While researching, I learnt that it is the only African country

where Spanish is an official language. I used my research skills to find and choose reliable information. - ***Brian Narh***

I enjoyed making this poster about Colombia. I learned that it has beautiful beaches, tasty food like bandeja paisa, and lively music and festivals. My favorite part was the colors and the happy culture. I want to visit Cartagena one day. Next time, I would add more pictures and facts. I used my research and critical thinking skills to help me find and evaluate information. - ***Shawn Bartlett-Vanderpuye***

For our unit on mis planes de viaje, I created a cultural infographic poster about Argentina, highlighting its tourist spots, traditions, and food. While researching, I learned that UNESCO declared Tango an Intangible Cultural Heritage of Humanity. Throughout this project, I effectively applied my Research ATL Skills by gathering, selecting, and organising information. - *Kwabena Appiah*

For the "Mis planes de viaje" unit, I created a poster showcasing a travel itinerary. While researching, I learned fascinating details about the destination's cultural traditions and local cuisine. I applied research ATL skills to organise and synthesise key information clearly, presenting it in a visually creative way. - ***Mervyn Adu-Gyamfi***

FROM THE IB MYP 4 EMERGENT SPANISH CLASSROOM

Discovering Ourselves: Exploring Identity and the Connections That Shape Us

In the unit *¿Quién soy yo?*, students explored the key concept of **Connections** through the global context of **Identities and Relationships**. They investigated how personal identity is shaped by individual characteristics, family backgrounds, relationships, cultural influences and social interactions. Through engaging communicative activities in Spanish, students developed the vocabulary and language skills needed to introduce themselves, describe their personalities, discuss their interests and express their preferences. They also reflected on the connections between their identities and the people, communities and cultures that influence who they are. By sharing personal information and listening to different perspectives, students strengthened their ability to communicate meaningfully, appreciate individual differences and recognise common experiences. The unit encouraged students to become more reflective, open-minded and respectful individuals, understanding that identity is both personal and influenced by the relationships we build. Ultimately, students recognised that understanding who we are also involves appreciating how we connect with others. Here are some reflections from students.






Change the
World
Through
Teamwork
#Make a Difference
Tema International School
COLEGIO DEL MUNDO · WORLD SCHOOL · ECOLE DU MONDE
ib


IB DIPLOMA PROGRAMME
STUDIES IN LANGUAGE AND LITERATURE
LANGUAGE ACQUISITION
INDIVIDUALS AND SOCIETIES
THEORY OF KNOWLEDGE
EXTENDED ESSAY
APPROACHES TO TEACHING
THE IB LEARNER PROFILE
APPROACHES TO LEARNING
CREATIVITY, ACTIVITY, SERVICE
SCIENCES
MATHEMATICS
THE ARTS
INTERNATIONAL–MINDEDNESS

ERRATUM

Correction to Page 44 – Volume 23, No. 10
TIS Weekly Bulletin | Week ending 30 October 2026

We wish to draw your attention to an error that appeared on Page 44 of Volume 23, No. 10, of our weekly bulletin for the week ending 30 October 2026. The relevant passage contained a typographical error that resulted in an inaccurate amount (sixteen thousand, two hundred cedis) being published in words instead of twenty-six thousand, two hundred cedis, which was accurately stated in figures. The passage also named Brittania Hospital instead of Greenwich Hospital as the hospital that provided TIS with breast screening and cancer awareness.

We sincerely apologise to our readers for the typographical error and any confusion or inconvenience this may have caused. We also offer our unreserved apology to Greenwich Hospital for the inaccurate representation.

◆ ◆ ◆

TIS Experiential Learning Hub – CASSA Corner
El Niño 2026–2027: Staying Informed, Staying Safe



As Ghana experiences unusually hot weather, our school community should understand changing climate conditions and how we can prepare.

The Ghana Meteorological Agency (GMet) has issued an advisory on the developing El Niño event, which is expected to strengthen between now and January–March 2027, with an 83% probability of reaching strong to very strong intensity.

El Niño is a natural climate phenomenon that affects weather patterns around the world. In Ghana, it can influence temperatures and rainfall, potentially contributing to hotter conditions, prolonged dry spells and changes in seasonal rainfall. However, its effects vary by region, and not every hot day can be attributed to El Niño.

For our school community, this is a timely reminder to be mindful of student health and wellbeing, particularly during sports, outdoor activities, excursions and school events.

Simple precautions such as drinking water regularly, taking breaks in shaded areas, avoiding prolonged exposure to intense sunshine and recognising signs of heat-related illness can make a significant difference.

As we move into the coming months, staying informed and adapting to weather conditions will help us maintain a safe and healthy learning environment for our students and staff.

We encourage parents, students and staff to read the Ghana Meteorological Agency's advisory and remain attentive to official weather updates.

Source: Ghana Meteorological Agency (GMet), Advisory published 1 November 2026.
https://www.meteo.gov.gh/news/did-you-miss-our-advisory-on-the-el-nino-event/

Staying Safe During Hot Weather



As Ghana experiences unusually hot weather, and with the developing El Niño event expected to strengthen in the coming months, we encourage our TIS community to take simple precautions to protect everyone's health and well-being.

1. Stay Hydrated

- Students should bring a refillable water bottle to school every day.
- Drink water regularly throughout the day, even when you are not thirsty.
- Parents and staff should encourage children to stay hydrated, especially during sports and outdoor activities.

2. Dress Appropriately for the Weather

- Students should avoid wearing **hoodies, jackets or additional layers over their school uniforms** during hot weather.
- Wear light, comfortable clothing in accordance with the school dress code.
- Use caps or hats for sun protection during outdoor activities after school.
- Apply sunscreen when spending extended periods outdoors.

3. Sports and Outdoor Activities

- Avoid strenuous sports and outdoor exercise during the hottest hours of the day, particularly between **11:00 am and 3:00 pm**, whenever possible.
- Take regular water breaks and rest in shaded areas.
- Teachers and coaches should adjust activities according to weather conditions.
- Students should never feel pressured to continue physical activities when feeling unwell.

4. Classrooms, Break Times and Hostels

- Keep classrooms and shared spaces well ventilated.
- Seek shaded or cooler areas during breaks.
- Hostel students should avoid unnecessary outdoor exposure during periods of intense heat.
- Staff should pay particular attention to younger students and those who may be more sensitive to heat.

5. Recognise When You Are Unwell

Be aware of symptoms such as headaches, dizziness, nausea, unusual tiredness, weakness or feeling faint.

- **Students:** If you feel unwell, stop what you are doing and immediately inform a teacher, coach, hostel parent or school nurse.

- **Parents:** If your child is unwell, particularly with fever, vomiting or signs of dehydration, please keep them at home and seek medical advice when appropriate.
- **Staff:** Monitor students for signs of heat-related illness and ensure they receive prompt attention.

Confusion, collapse or suspected heatstroke is a medical emergency. Seek urgent medical assistance and begin cooling immediately.

6. School Trips and Events

- Carry sufficient drinking water.
- Take regular breaks in shaded areas.
- Follow instructions from supervising staff.
- Be prepared for adjustments to outdoor activities when weather conditions become unsafe.

Looking After One Another

The wellbeing of our students and staff remains a shared responsibility. By staying hydrated, dressing appropriately, limiting exposure to intense heat and recognising early signs of illness, we can help keep our school community safe.

Stay informed. Stay hydrated. Stay safe.

Source: Ghana Meteorological Agency (GMet), El Niño Advisory, 1 November 2026.



TEMA INTERNATIONAL SCHOOL

MASKS & CHAINS

AN ORIGINAL CONTEMPORARY DANCE THEATRE PRODUCTION
BY TEMA INTERNATIONAL SCHOOL

7 NOVEMBER 2026 | 7:00 PM
MPH SECONDARY SCHOOL CAMPUS



EVERY CONTRIBUTION COUNTS!
PROCEEDS FROM "MASKS & CHAINS" PRODUCTION,
WILL SUPPORT OUR CAS SUSTAINABILITY PROJECT.

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GH₵200.00

Ribbons of Hope:
More Than a Fundraising Project



Friday was a truly special and emotional day for all of us. When our Ribbons of Hope students revealed the **GHS 26,200 raised**, Auntie Juliette, founder of Pink for Africa, was overwhelmed with gratitude.

She opened her heart and shared her 18-year journey with breast cancer, including five surgeries, the challenges she faced and the strength that carried her through. Her message was simple but powerful: **awareness, knowledge and early detection can save lives.**

Auntie Juliette also showed the students a silicone breast prosthesis, explaining how it helps women who have undergone a mastectomy but cannot afford reconstructive surgery. She spoke about the enormous financial burden of breast cancer treatment in Ghana, particularly for women diagnosed at stages 3 and 4. She highlighted the limitations of government healthcare support and the overwhelming costs of chemotherapy, radiotherapy and partial or complete mastectomy.

The need for financial assistance is urgent, and **our students' contribution will go a long way towards supporting women who might otherwise struggle to access treatment and breast prostheses.**

What touched me most was seeing our students listening, asking thoughtful questions, and genuinely wanting to understand how they could make a difference.

For me, this was education at its most meaningful. Beyond the money raised, our students discovered the power of their voices, the importance of compassion and how their actions can bring hope and dignity to someone's life.

This is what CAS is all about. Learning through service, connecting with humanity and turning compassion into action.

Enjoy some highlights from the day in the photographs below.


Believe
GH¢ 26,200.00
Believe
Believe
Believe












Blue CEDAR
Green WISTERIA
Red KIGELIA
YELLOW OUTENIQUA


Blue CEDAR
Green WISTERIA
Red KIGELIA
YELLOW OUTENIQUA


Red KIGELIA
Green WISTERIA








THINK


SCHOOL






SCHOOL ASSEMBLY
SCHOOL ASSEMBLY
SCHOOL ASSEMBLY


SCHOOL ASSEMBLY


SCHOOL
ASSEMBLY

A Season of Light, Love and Togetherness

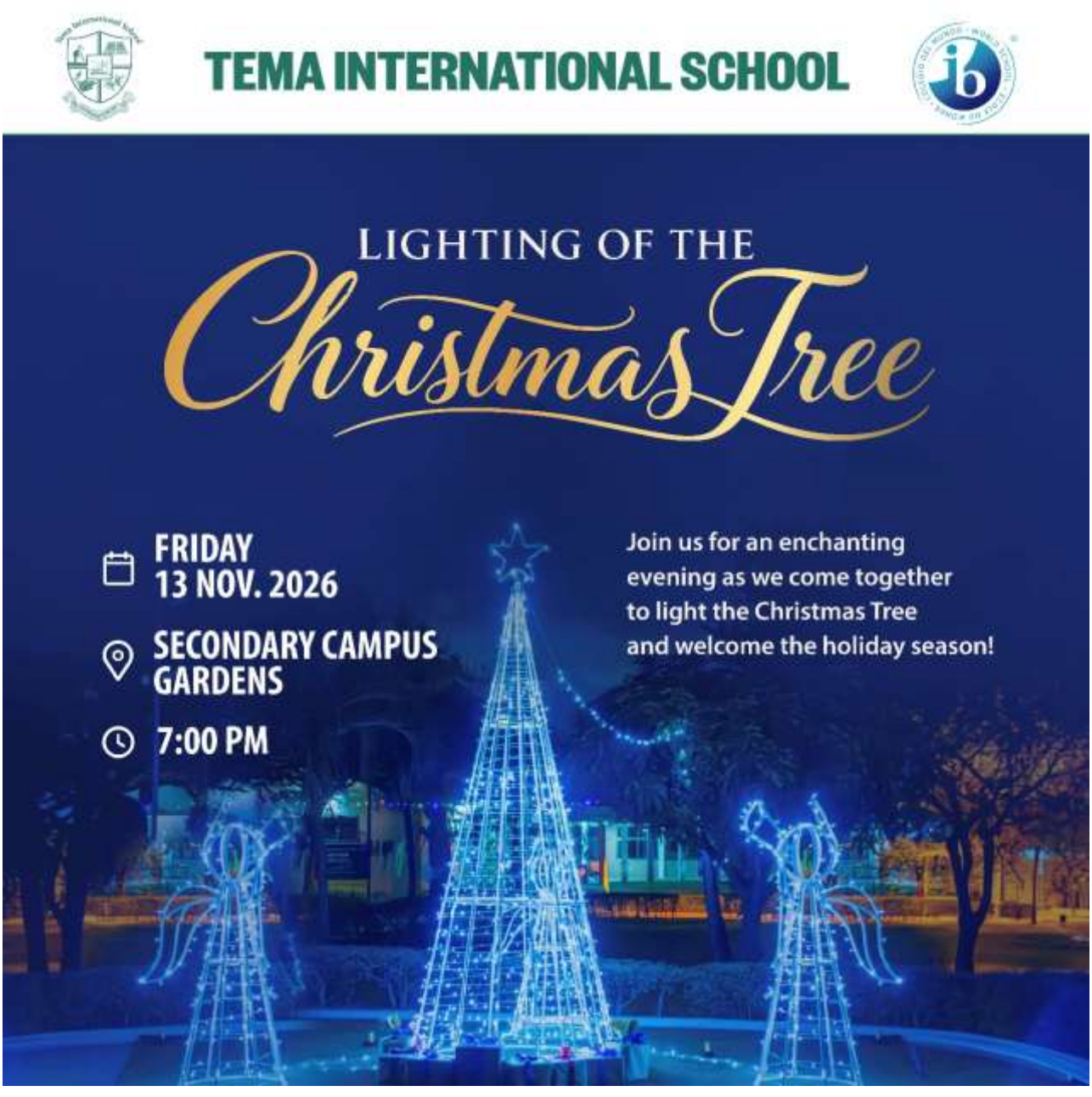
In our humanity, there is something truly special about coming together, sharing joy, creating memories and celebrating the beauty of life.

As we approach the festive season, the TIS community looks forward to one of our cherished traditions: **the Lighting of the Christmas Tree**.

Christmas reminds us of the importance of love, kindness, generosity and gratitude. Beyond the lights and decorations, it is a chance to celebrate the spirit of togetherness that makes TIS a family school.

On **Friday, 13 November 2026, at 7:00 pm**, our Secondary Campus Gardens will come alive with beautiful lights, music and the warmth of our school community.

May the lights we illuminate remind us of the light we bring into one another's lives.



SAVE THE DATE - Three-Way Interviews

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

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

Important Information

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



SOCCER (BOYS), CHESS, SWIMMING AND BASKETBALL (GIRLS)

@ GISF BORTEYMAN





The Ghana Interschool Festival (GISF) brings together a number Cambridge and IB World schools to compete in football, basketball, swimming, chess, athletics, handball, badminton, table tennis, volleyball, and other disciplines including art and dance all within a safe, structured, and well-organised environment. Rooted in the mission is to elevate sports and arts development in schools, offering a vibrant and competitive platform where young talents are identified, nurtured, and celebrated.

This year's TIS soccer (boys), basketball (girls), swimming and chess competitions took place at the Borteyman Sports Complex on the 31st of October, 2026. Students, coaches, teaching and non-teaching staff, school management, parents, guardians, partners, sponsors and dignitaries were all there to cheer on their wards and schools.

Team TIS put up a spirited performance as usual in the four events over the weekend. Our boys' soccer team beat their opponents by 5 goals to nothing putting them in a comfortable position going into the quarter final stages. Our swimming team brought home 11 medals across five swimming disciplines. **Jayden Nketia** won silver in the 50m backstroke for the 12-14yr olds. He was also awarded a bronze medal for outstanding performance in that same age category. **Zachary Kitcher** won silver on the 50m backstroke for 15yr olds. Our mixed relay team won silver in the 50m freestyle relay event lead by **Antonio Osei-Agyeman**. **Neriah Marfo** came second in the 50m freestyle event. **Maita Emorhokpor** placed third in the in the backstroke event for 12-14yr olds whiles **Nana Yaa Achiampong** won bronze in 50m breaststroke, silver in 50m freestyle and gold in the 50m butterfly events.

In basketball, our girls' team played with a lot of courage and determination throughout the competition. They won all their group stage matches with a good point aggregate. However, they lost their quarter final match to a better opponent preventing their qualification to the semi-final stage.

In chess, each of our five representatives won at least three out of the 7 round of matches they played with two of them winning 4 out of the 7 rounds of matches. Their point accumulation was impressive but was not enough to get them onto the podium. With this as a learning platform, we believe the various teams will step up their performance and bring home more medals in subsequent competitions.



The Ghana Interschool Festival basketball girls' tournament was very expressive and entertaining. The whole team went into the stadium with confidence and determination to win the games we played. When we got onto the court for our 3-group stage games we were able to win all of them because of

our dedication and discipline. Although we did not end up winning the quarterfinals game, we still pushed through and followed through with our shots and defense. **Bryleigh Abankwa- MYP4**

Participating in the Ghana Interschool Festival this past Saturday was a fun and memorable experience. The tournament was well-organised and competitive, bringing schools together through sports. I was fortunate to represent TIS in football, starting as a midfielder in our first group-stage match against IB Arthur. We won the match comfortably, finishing with a 5–0 score line and I was happy to be part of that with an assist. **Ambrose James-DP1**

Participating in the Ghana Interschool Festival was a fun and memorable experience. This was my fifth time attending GISF, but this year was different because it was my first time representing TIS in football. I played as a right winger in our qualifier match against IB Arthur, where we secured a promising 5–0 victory. I played for about 25 minutes and was pleased with my performance, coming close to providing a few assists. During the match, I focused on supporting my teammates and creating attacking opportunities. Although I was happy with my performance, I discovered areas I could improve on, particularly my decision-making, positioning and shooting. The experience gave me a better understanding of what it takes to compete as part of a football team, and I hope to continue improving to contribute towards helping TIS win the tournament. **Jesse Jackson DP1**

I took part in the Ghana Interschool Festival, my very first interschool swimming competition. I won a silver medal in breaststroke, a bronze medal in backstroke, and I was ranked 5th best in the 14 and under category. Before the races I felt nervous and excited because I had never competed against other schools, but once I dived in, I focused on my stroke and forgot about the crowd. I felt proud when I saw my results. There were a lot of heats, which made it a bit difficult to place higher, since I had to keep my energy up and swim well across many races. Even so, I stayed calm, kept going when other swimmers were close, and represented my school with good sportsmanship. I learned that competing is very different from training, and that I need to improve my backstroke turns, my starts, and my stamina. Next time, I want to train harder, work with my coach on my weak areas, and aim for gold. I am thankful to my coach, teammates, family, and school for supporting me, and I am excited to compete again. **Jayden Osei Agyeman Nketia MYP2**

Last weekend, I represented my school at the Ghana Interschool Festival in a football match against IB Arthur. I started as the left winger, and our team secured a convincing 5–0 victory. During the match, I focused on using my pace and dribbling to create attacking opportunities while supporting my teammates. I was pleased with our overall performance, but I also found areas where I could improve,

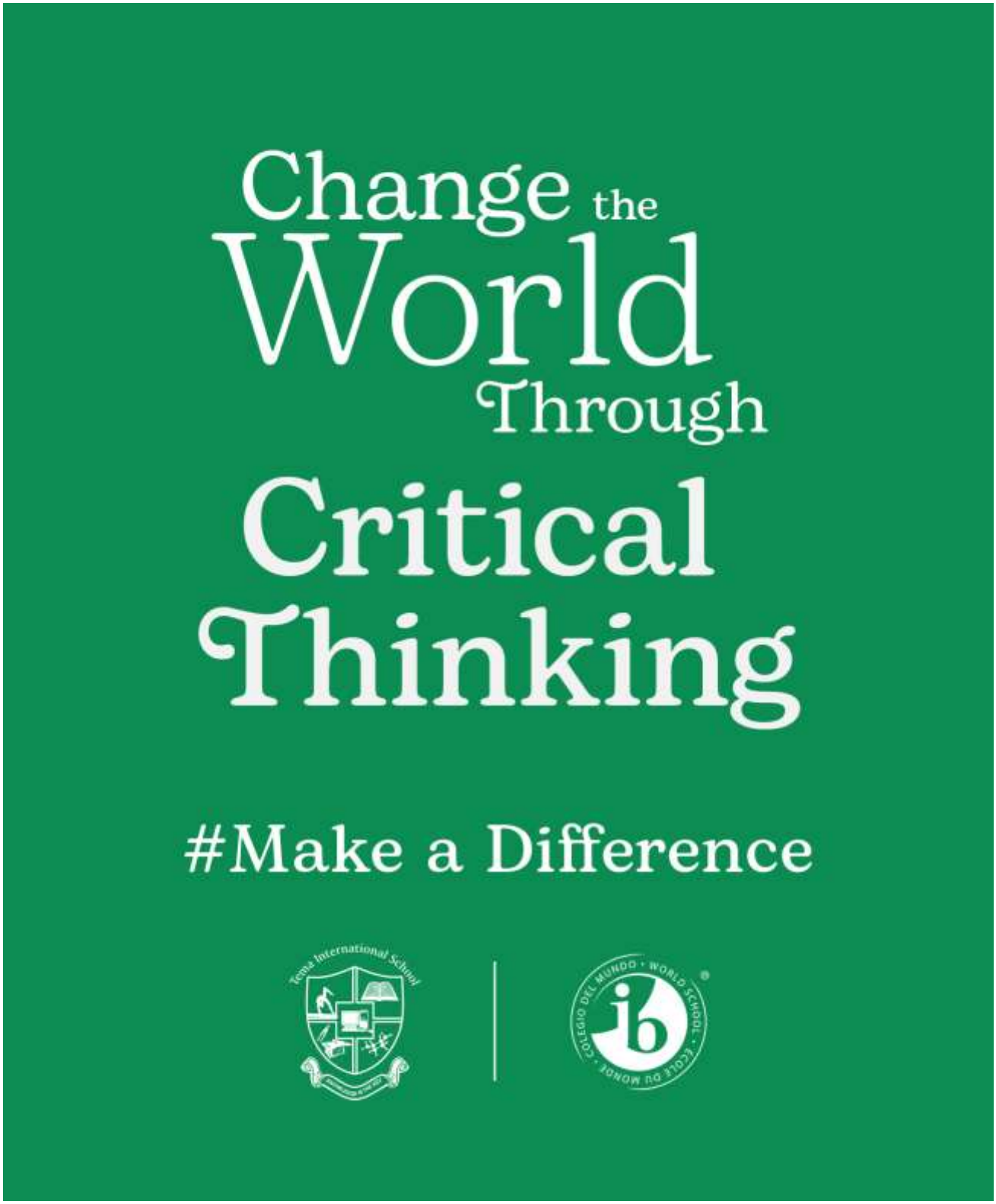
such as decision-making and crossing. Overall, it was a great experience, and I hope to build on this performance in our upcoming matches. My goal is to continue improving, help the team progress further in the tournament and hopefully win the competition. **Nabil Naasr-Deen DP1**

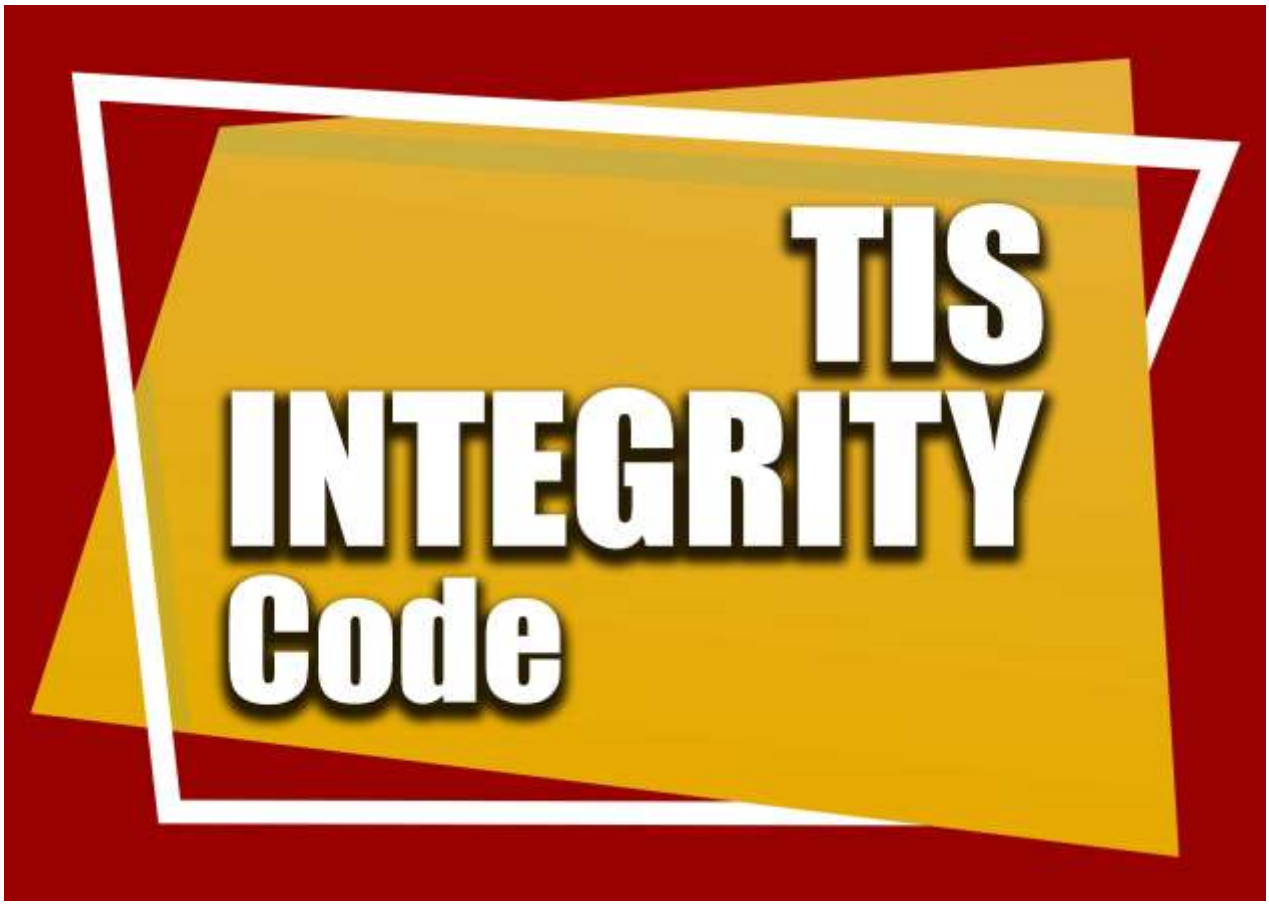
Participating in the GIF Tournament was an exciting and rewarding experience. I had the opportunity to represent my team on the football field, working alongside my teammates towards a common goal. Through effective communication, teamwork and determination, we were able to secure an impressive 5–0 victory. Beyond the result, the tournament provided a valuable opportunity to strengthen our team chemistry, demonstrate sportsmanship and put our football skills into practice. Every player contributed to the team's performance, highlighting the importance of cooperation and collective effort in achieving success. Personally, I enjoyed the competitive atmosphere and the opportunity to challenge myself while representing my team. The experience reminded me that success in sports goes beyond individual ability; it requires discipline, trust and commitment from everyone involved. Overall, it was a memorable experience, and I am proud of what we accomplished together. **Paa Kwesi-Oppan DP1**

I participated in a chess tournament where I played seven games, achieving two wins and one draw. Considering I had only been playing chess for two weeks and had not practiced consistently, I was pleased with my performance. The experience helped me develop my strategic thinking, patience, concentration and decision-making skills. It also motivated me to practice more consistently, improve my chess skills and participate in future tournaments with greater confidence. **Maxwell Annor-DP2**



During the GIF chess competition, I played 7 matches and managed to win 4. I had the opportunity to compete against some really talented players, which made the experience both challenging and enjoyable. One of my biggest highlights was beating a student from DPSI, who I was initially intimidated by because they were the reigning champions. Winning that game made me extremely happy and boosted my confidence. It taught me not to underestimate myself, even when facing stronger opponents. Overall, the experience helped me develop my confidence, strategic thinking and ability to handle pressure. Although I did not win every match, I am proud of my performance and hope to improve further in future competitions. **Jonathan Ako-Adounvo-DP2**


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"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."


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