



International School Moshi

**Information Pack
and
Application Form**

2009

International School Moshi

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General Information and Application Procedures

International School Moshi is an internationally accredited boarding and day school on two campuses in Moshi and Arusha in northern Tanzania. Established in 1969 to serve the needs of the expatriate and local communities, the school has grown to provide a fully accredited international education for children from age 3 to age 19. With about 420 students divided between the two campuses from 45 different nationalities, we are able to provide a broad range of educational offerings whilst maintaining a high standard of individual care.



Curriculum

ISM provides for the full age range with a kindergarten, primary section (P1-P6), and middle years (M1-M5) on both campuses. Our primary and middle years curriculum follows the Primary Years Programme (PYP) and Middle Years Programme (MYP) of the International Baccalaureate. The prestigious International Baccalaureate Diploma programme to prepare students for university entry is based in our Moshi Campus which also offers boarding facilities to students from the age of 7. Support for English as an International Language is offered as well as for a variety of learning difficulties. Formal tuition in the mornings and early afternoons is followed by a full and varied programme including cultural activities, community service and sport. Students take their work seriously and are ready to seek guidance. We are proud of our results and continually strive for excellence.

Facilities

Each campus has a good range of buildings and other facilities. Sports facilities include twenty-five metre outdoor pools, tennis courts and football pitches on both campuses. Moshi also has a weight-training room and a multi-purpose hall as well as ponies for riding. There are computer centres providing computer and internet facilities on each campus, libraries, music suites and well-equipped classrooms and laboratories. Up to eighty students in Moshi are boarders, in a range of small dormitories of study bedrooms, each in the charge of a Boarding Parent who lives in or close to the dormitory. Shared activities and living together with students of many cultural backgrounds help to forge lasting friendships.

Application Procedures

To apply for admission, please complete the enclosed application form and return it to the Head of the appropriate campus together with previous school records and/or examination results, a birth certificate and a passport photograph. You will then be contacted by us. Whenever possible we would welcome the opportunity to show you around the school, discuss your child's admission in person, and meet your child. In some cases we may also want to assess your child in certain areas. If a prior visit is not possible, we can often complete the application process by email or mail.

Applications should be submitted to

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Further information, photos and documents are available on the Internet from
www.ismoshi.org



What we believe in

Mission

International School Moshi inspires individuals to be lifelong learners in a global community.

Philosophy and Objectives

We are a vibrant and diverse community of learners of many nationalities. Established by Christian foundations in 1969, we build upon years of experience to offer a fully-accredited, academically rigorous international education for students of ages three to nineteen years. ISM's student-centred approach to learning takes place in a secure environment, which nurtures the needs, challenges the abilities and supports the beliefs of each student with mutual respect to unite rather than divide. Our well-qualified and widely-experienced educators embody a passion for lifelong learning and provide educational opportunities that are relevant and engaging for all.



We are a school in Moshi and Arusha, in Tanzania, in Africa. Our setting between Mount Kilimanjaro and the Serengeti is complimented by a rich, traditional culture and history. The combination of this exceptional locale and our sound curriculum promotes the development of individuals who are perceptive, versatile, qualified and prepared for life in an ever-changing world. We respect and learn from our surroundings while striving to accept responsibility to take action towards making a positive impact in our local community. We enquire into issues of global significance and encourage our learners to discover their own place in the world.

ISM motivates all members of our learning community to become:

INQUIRERS, nurturing natural curiosity and acquiring the skills necessary to conduct purposeful, constructive research.

REFLECTORS, giving thoughtful consideration to our own learning and analysing our personal strengths and weaknesses in a constructive manner.

CRITICAL THINKERS, exercising initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

COMMUNICATORS, receiving and expressing ideas and information confidently and in a variety of ways.



RISK-TAKERS, approaching unfamiliar situations without anxiety; having the confidence and independence to explore new roles, ideas and strategies; and defending those things in which we believe courageously and articulately.

KNOWLEDGEABLE, spending time exploring issues of global relevance and importance and acquiring a critical mass of significant knowledge.

PRINCIPLED, having a sound grasp of the principles of moral reasoning and demonstrating personal integrity, honesty and a sense of fairness and justice.

WELL-BALANCED, understanding the importance of physical and mental balance and personal well-being.

CARING, showing sensitivity towards the needs and feelings of others and demonstrating a sense of personal commitment to action and service.



Community Service

OPEN-MINDED, seeking and considering a range of perspectives, and respecting the views, values and traditions of other individuals and cultures

ACCOMPLISHED, attaining personal success in every task we endeavour to achieve, utilising our skills and knowledge to the best of our ability.

COMMITTED, demonstrating a strong sense of perseverance and determination in approaching and completing tasks, always working with excellence and sincerity.



The Primary School

The Primary Schools on each campus are small, friendly communities of learners meeting the needs of children from the ages of 3 to 12. Our Internationally trained teachers are specifically selected to be able to deliver the International Baccalaureate Primary Years Programme (IBPYP). This programme is designed to address the multicultural nature of our school, which has students from over 35 different nationalities in primary. It is our aim to instil in our students a real passion for learning that will inspire and motivate them to become life-long learners. Our students find that learning through the IBPYP is challenging and fun. We provide our students with the ability to communicate in a variety of ways, to work cooperatively with their peers, and to apply new learning to different situations. Teachers differentiate instruction and assist students to focus upon what they need to know and understand, to think logically and to solve problems.

The Primary School in Moshi

Our Moshi campus is located at the foot of Mount Kilimanjaro and set in lush gardens with extensive facilities. There are four classes in the primary school with a maximum class size of 20 students in the Early Childhood (Kindergarten) and P1/P2 classes, and 25 students in P3/P4 and P5/P6. The Early Childhood class caters for children from 3 to 5 years old and has a classroom teacher and two assistants.



The P1/P2 class has a full-time assistant and the two older classes share an assistant between them. Children must be 5 years old before 1st August to be able to enter the P1 class.

The Primary School in Arusha



This is a purpose-built school set in the foothills of Mount Meru. The primary school is well-equipped with spacious classrooms, excellent facilities and extensive campus grounds. There are nine classes in the primary school with a maximum class size of 20 students in the Early Childhood (Kindergarten) and P1/P2 classes, and 25 students in P3/P4 and P5/P6. The Early Childhood class, which caters for children from 3 to 5 years old, has its own separate area of school and has a

classroom teacher and an assistant. Children must be 5 years old before 1st August to be able to enter the P1 class.

Curriculum

International School Moshi follows the Primary Years Programme (PYP) of the International Baccalaureate. The PYP is designed for students between the ages of 3 and 12 years. It is an international, transdisciplinary programme designed to foster the development of the whole child. The PYP focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and

experience from international schools to create a relevant and engaging educational framework for all children.

At the centre of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes, and action. The aim of the programme is to help students acquire a holistic understanding of six main themes through the interrelatedness of these essential elements.

The PYP identifies a body of knowledge for all students in all cultures, in six subject areas.

- language
- social studies
- mathematics
- science and technology
- arts
- personal, social and physical education



In the spirit of internationalism, students are required to learn another language in addition to English, the language of instruction of the school.



Six trans-disciplinary themes

The essential elements at the centre of the curriculum model are developed and applied in a context defined by the six trans-disciplinary themes.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Assessment

In the Primary Years Programme, assessment is of paramount importance and needs to be seen as an ongoing, authentic process and not as a separate exercise, isolated from other elements of teaching and learning. Assessment consists of three closely related areas:

- Assessing – how we actually discover what the children have learned
- Recording – how we choose to make note of our findings
- Reporting – through student led conferences, parent/teacher consultations and mid year and year end reports.



We use a variety of assessing and recording tools, aiming to accommodate the learning styles of each child, e.g. portfolios, rubrics, performance tasks, continuums etc. Our culminating assessment activity consists of an exhibition organised and prepared by our P6 students. The exhibition is designed to demonstrate their proficiencies in all areas of the curriculum.

ISM offers two safe and attractive campuses for primary children that include:

- well qualified and experienced teaching staff
- computer laboratories and well-stocked libraries with internet access
- a wide range of equipment and resources including swimming pools and sports fields
- fully-equipped, purpose-built children's playgrounds
- a qualified nurse on duty throughout the day



The M1 to M5 Programme (MYP)

Admission to our M1 to M5 programme is open to students aged between 11 and 16 years who have usually completed about six years of primary education. Applicants are asked to attach previous school reports as these may be used to determine placement upon entry; an interview and tests in English and Mathematics may also be required.

The curriculum in the first five years of secondary school (entitled M1 to M5 and equivalent to UK Years 7 to 11 or US Grades 6 through 10) follows the Middle Years Programme (MYP) of the International Baccalaureate; a holistic educational programming stressing communication and intercultural awareness. Students are taught in a mixed ability year group, with special classes for those students requiring English as an International Language or Special Educational Needs.

Subjects Offered

English	French	Swahili
Science <i>(incl Biology, Chemistry, Physics)</i>	Mathematics	World Studies <i>(incl Geography, History)</i>
Creative Arts <i>(incl Visual Art, Drama, Music)</i>	Technology <i>(Information & Design Technology)</i>	Life Skills
Physical Education		

The daily timetable begins with registration for students in their tutor groups - a small group led by a tutor who is responsible for their pastoral and administrative care. Academic classes continue through the morning and early afternoon. Later afternoon activities are made up primarily of Creative or Service activities (see below) or sports.

Other Activities

All students are expected to participate in Creative or Service activities on a regular basis. They may opt for one or more from the many activities on offer each term. Examples of activities in recent years include: Drama, Dance, Art, Embroidery, Model United Nations, Chess, Amnesty International, Environmental Concerns, Calligraphy, Computing, visiting patients at the local hospital, teaching children from a nearby children's home to swim, or playing with children in the hospital's children's ward.

Students are encouraged to participate actively in sports activities from the many available. Examples of sports offered in recent years include soccer, rugby, cricket, tennis, badminton, hockey, track & field athletics, volleyball, softball, basketball, netball, swimming, martial arts, aerobics, gymnastics, weight-lifting, and dance. Others take the opportunity to join in our Outdoor Pursuits programme which offers trips away most weekends. These may be to visit some of the National Parks or to join mountain trips at various levels on Kilimanjaro and Mount Meru.



M2 Field Study in Pangani



The International Baccalaureate Diploma and ISM High School Diploma

Our International Baccalaureate Diploma programme is based in Moshi in our extensive campus at the foot of Mount Kilimanjaro. ISM was the first school in Africa to adopt the International Baccalaureate Diploma programme thirty years ago and the Diploma that it leads to has grown to be recognised and highly valued as a university entrance qualification in universities world-wide. Building on this success, ISM also offers its own High School Diploma course for students not ready to take the full IB diploma.

The IB Diploma Programme

To study at IB Diploma level at ISM a student should have shown previous competence in a majority of the six subjects to be studied at IB Diploma, respect for their colleagues and the ethos of his/her school as reflected in past reports, and the maturity to take responsibility for future study. Diploma students must study **THREE** subjects at Higher Level (HL) and **THREE** subjects at Standard Level (SL) continuously over the two years of the IB Diploma programme. Subjects must be chosen from EACH of groups 1 to 5 below, and the sixth subject may be Visual Arts, Theatre or a second choice from Groups 3 or 4.



<i>Group 1</i> First Language	English A1 [HL or SL] or French A1 [HL or SL] or Swahili A1 [HL or SL]
<i>Group 2</i> Second Language	English B [HL or SL] or French B [HL or SL] or Swahili B [HL or SL] or Swahili for beginners [SL]
<i>Group 3</i> Individuals & Societies	Economics [HL or SL] or Geography [HL or SL] or Information Technology in a Global Society (ITGS) [HL or SL], History [HL or SL]
<i>Group 4</i> Experimental Sciences	Biology [HL] or Environmental Systems & Societies [SL] or Physics [HL or SL], Chemistry [HL or SL]
<i>Group 5</i> Mathematics	Mathematics [HL or SL] or Mathematical Studies [SL]
<i>Group 6</i>	Visual Arts [HL or SL], Theatre [HL or SL]

Note that due to timetabling limitations, certain combinations of subjects are not possible. Subjects linked by 'or' in the boxes above cannot be taken together, the same language cannot be studied at more than one level, and History, Chemistry and Visual Arts are taught at the same time. Theatre is taught at the same time as Economics, Geography or ITGS.

Subjects on offer may vary slightly depending on demand. Theatre will only be offered in 09/10 if there is sufficient demand.

If students wish to study another language other than those listed above, we will try to find a suitable teacher and will offer whatever assistance that we can. In such cases, additional costs may have to be borne by parents and the provision of a teacher cannot always be guaranteed.

The IB Certificate Course

Within the Certificate programme, students may choose up to five or six subjects, with a majority at Standard level, from within the timetable structure. They will do the full coursework and examinations in these subjects and receive individual certificates. Certificate students do not do Theory of Knowledge or an Extended Essay. Many Certificate students excel because the load and areas are tailored to their capabilities. There is no pass or fail in this course, but good Certificate scores will gain entry into most US universities and a number of colleges and universities in other countries.

Other IB Components

All Diploma students undertake a programme in Life Skills. IB Diploma students additionally follow a course in the Theory of Knowledge and, towards the end of their first year, will start work on an extended essay - a research paper written in an academic discipline chosen from within the IB diploma subjects.

The Creative, Active and Service (CAS) elements of the programme are considered to be essential components and full, regular participation in a supervised physical activity and Creative and Service activities is expected.

The ISM High School Diploma

The ISM High School Diploma course is for students who wish to further develop their skills and join the world of employment. It is also for those who may later wish to join a vocational course at a further education college in the UK or elsewhere, or a US two year college. Students undertaking the ISM High School Diploma course choose between four and six IB diploma subjects from the list above, usually mostly at Standard Level. In addition they may also undertake one or two online courses in areas of individual need.

Careers advice and support in the location of further courses will be given by the school's university and college advisor.

After School?

Over the last four years our students obtained a 90% success rate in the IB diploma examinations. After completing the Diploma programme, the majority of our graduates go on to universities or colleges across the world. 85% of our 2007 graduates are now in university, about one third of these in North America and another third in the UK. Of those who graduated in 2008, 80% went straight to university or college and another 10% are spending a year in various types of work experience before proceeding to university in 2009.



Students who successfully complete the ISM High School Diploma course can expect to have competitive qualifications and skills to enable them to enter the world of employment, or to join further education colleges in a variety of countries.

Further information and course details are available from
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Boarding

International School Moshi's campus in Moshi offers facilities for boarding students from the age of 7. We are proud of the way we operate our boarding houses, each the responsibility of a boarding parent who aims to create an atmosphere in which each student feels happy and safe. The accommodation varies according to the needs of each student. In all the boarding houses, the students live in study bedrooms each designed for two people. Boarders are



under the care of boarding parents who live adjacent to the boarding houses. The boarding parents guide the diploma students through the two years of the diploma where the emphasis is on working hard in both academic and co-curricular activities.

The younger, middle years students are housed in separate sections of the boys and girls boarding houses. In all of these houses the boarding parent's house is adjacent and constant support is readily available, whatever the student's needs.

The School Day



The school day is full, with academic classes primarily in the mornings. We encourage all students to participate in the extensive programme of afternoon activities. Evening study is based in boarding houses with a teacher always on hand to supervise and to give help where needed. The school computer centre is available for students to study until 9:15pm each weekday evening.

At weekends the boarding staff organise a range of activities including many different sports, visits to National Parks and other places of interest, videos, discos and

quizzes. If there is any time left boarders may just relax and talk to friends.

At ISM we understand the importance of food in the lives of young people. There are three main mealtimes where all boarders and staff join together to enjoy a meal. A great variety of dishes are offered with vegetarian menus at all times. In addition to the main meals, three snacks are served each day. If students wish they may cook meals for themselves at weekends as each boarding house is provided with cooking facilities and a fridge.

Visits and Leave

Outside formal study time, students are encouraged to receive visits from friends and relatives. Parents are particularly welcome and we would like to extend an open invitation to any parent who would like to visit the school, tour the campus, discuss their child's needs, meet the students or enjoy a meal. Weekends away from school are encouraged, whether this be a visit home, to friends, or on one of the many Outdoor Pursuits trips that take place throughout the year. For obvious reasons there needs to be control over students leaving campus and we ask parents to state their wishes on a detailed parental consent form.



Primary Boarding



The primary boarding house is set up as an extended family unit and caters for students from the age of 7 years (primary 3) to 11 years (primary 6). The boarding house is under the responsibility of a couple who have created an atmosphere where the students feel happy, safe and secure. The students sleep in bedrooms situated off a large shared common room. The common room

has a TV, video and a DVD player, ample seating area for relaxing, a study area of desks and chairs for homework/study time, a cushioned area for lounging and reading, plus tables and chairs where the students take their meals. The boarding parent's accommodation is adjoining the students' accommodation and the students are supervised at all times.

The School Day

The school day is from 7.30 am until 13.05 pm (four days a week) and until 12.35 (one day a week). In addition, there are a variety of activities offered during the After School Clubs sessions and all primary students are encouraged to participate fully in this programme. Each day (Sunday-Thursday) there is a homework time between 5.30 pm and 6.15 pm. During this time the students are supervised and assisted where necessary. The school's computer centre is also available if the student requires Internet access to complete a task.

At the weekends the boarding staff organise a range of different activities including some sports events against the ISM Arusha campus, visits to National Parks and local places of interest, mini-camps, as well as baking, watching videos/DVDs, discos and sleepovers with friends. The students also have a variety of indoor and outdoor games to play with a friend or in teams.

Visits and Leave

Outside of school hours, friends are welcome to the boarding house to see the students. Parents, of course, are particularly welcomed and encouraged to visit their child if they are in the Moshi area. Please join us just for a visit, to share a meal, meet the other students or discuss your child's needs whenever you can.

Students are encouraged to have weekends away from the campus, which may be visits home, a planned boarding weekend trip or to stay with friends. We will ask parents to complete a 'Parental Consent Form', so that the boarding parents have the autonomy to allow students to attend birthday parties, sleepovers, etc., in the event of parents being out of telephone reach at any time.





Creativity, Action, Service (CAS)

At International School Moshi we are proud of our extensive programme of Creative, Active and Service activities which play a significant role in the education of our students in the secondary school.

CAS



D2 Art work

Through the CAS programme of non-academic activities we encourage students to:

- Explore new areas of creativity
- Further an existing interest
- Join projects that take them out of school into the community
- Learn to recognise and respond to the needs of people they work with, both in and out of school
- Evaluate their own strengths and weaknesses in different situations
- Take the initiative in planning and performing the activities that they choose.

Examples of activities recently available in the CAS programme include:

- | | | | |
|----------------------|--------------|----------|-----------------------|
| Art | Basketry | Chess | Crochet & Knitting |
| Current Affairs | Cookery | Choir | Gardening |
| Model United Nations | Tree Nursery | Woodwork | Amnesty International |

Visiting long-stay patients in a nearby hospital
Carrying out small building programmes with the local community

Visiting local Children's Homes

Teaching swimming to young children

Each activity is supervised by a staff member or, if appropriate, by a diploma student.

Diploma students are required to choose 3-4 hours of CAS activities each week involving a balance between Creative, Service and Active (eg Sports) elements. Other secondary students are required to choose one creative or service activity, but they may do more. Most students find that their activities offer a refreshing change from the rest of their school programme and students often feel able to take initiatives and responsibilities which are both challenging and rewarding.



Community Service - building at a Maasai school

Drama

Drama is one of the more visible CAS activities and can involve students in several areas such as acting, stage management, publicity, set design, costume, lighting and make-up. We usually present one or two major productions a year and in recent years have staged a wide variety of plays and musicals including The Blues Brothers, Oliver, The Insect Play, Grease and The Jungle Book. With our relatively small numbers there is invariably a role for anyone who is interested.

Music

Each student is given a wide range of opportunities to develop their musical talents and interests. We welcome community involvement and invite parents and musicians in and around Moshi or Arusha to share in our projects. In particular we try to create activities which provide an opportunity for people to gather and share the exhilaration and enjoyment of making music. Many students also take individual instruction in some instruments, and this has recently been available for the flute, piano, guitar and drums.



Meeting Students' Needs

Special Educational Needs

International School Moshi welcomes students of many different backgrounds and abilities. A specialist teacher concentrates on the development of students with special educational needs. This teacher usually works with students across the age range concentrating on individual needs, especially language development, writing and mathematics. Much of this work is one-to-one or in small groups.



A student may be referred for Special Educational Needs help by any teacher or parent and an assessment will be made to consider the most appropriate help that can be given. This may involve withdrawal from the main class group for part of the day in order to receive particular assistance in one or more areas. Alternatively in-class support can be provided which may also involve an individualised programme of work. Parents are seen as partners with the school in the drawing up and carrying out of each student's individual education plan. Our Special Educational Needs unit also has links with educational psychologists in Arusha, Nairobi and elsewhere.

English as a Second Language

A new student entering our school may need an intensive course in English. Others who have been at the school for a while may also need their understanding and use of the English language improved, especially as academic work becomes more advanced.

In both the primary and secondary school there are specialist 'English as a Second Language' (ESL) teachers available. Initially a student beginning with English may spend up to 30% of lesson time working individually or in a small group with the ESL teacher. As the student makes progress he/she will gradually rejoin regular classes, although the ESL teacher will continue to advise both the student and his or her teachers in order to ensure that he or she is achieving as much as possible.

Counselling and Pastoral Care



One benefit of our relatively small size and supportive atmosphere is the level of care available for each of our students. We regard counselling, both in the areas of personal development and in academic and career choice, as a vitally important part of the teacher's role. We are strongly aware of the needs of young people as they move

towards maturity, particularly of the need for objective information, good advice and the opportunity to share problems.

Personal development counselling is the particular responsibility of the Tutor, and for boarders a major role is played by the Boarding parent. University and college counselling is provided by a teacher with this specific role.



Sports and Outdoor Pursuits

With the magnificent backdrops of Mount Kilimanjaro and Mount Meru, one cannot fail to be impressed by the superb environment and sporting facilities that are on offer at International School Moshi. The school is equipped with:

- 25m swimming pools
 - tennis courts
 - football and rugby pitches
 - basketball and netball courts
- and also in Moshi with:
- indoor hall for sports use
 - weight-training facilities



To cater for all our students, the sporting programme is extensive and varied offering everything from softball to soccer, from cricket to aquatic sports. With the involvement of numerous members of staff and specialists from the community we are able to offer a wide-ranging and rewarding sporting experience.



All students are encouraged on a 'Sports for All' basis with emphasis on personal improvement and enjoyment. In recent years we have seen the emergence of inter-schools competitions, both locally and on an international level. Our teams have travelled as far as Nairobi or Dar es Salaam to compete in such diverse activities as

rugby, swimming, basketball, soccer, and netball. Many of our students have excelled in this environment and have achieved great personal successes within our school sports programme.

Outdoor Pursuits

Outdoor Pursuits which is organised jointly across the two campuses, forms part of an extensive extra-curricular programme and, additionally, provides an integrated link between subjects on the curriculum. Located close to Africa's Great Rift Valley, the school is ideally situated in an environment that encourages varied activities. The Indian Ocean with its great coral reefs is within easy reach for marine studies. The Pangani Field Study Centre on the coast is owned by the school and regularly provides a base for such trips. Close to ISM are the Maasai Steppe, the active volcano of Oldonyo Lengai, the spectacular Ngorongoro Crater, the vast Serengeti and other important national parks. 'Flat Earth', mountain bike, and photo/art excursions allow students to enjoy the unique scenery whilst learning something about bushcraft, wildlife and local culture.

A well-established programme of graded mountaineering expeditions to Mount Kilimanjaro, Mount Meru and elsewhere exist to provide training for students in mountaineering, teamwork and in leadership skills. The Outdoor Pursuits department is well-equipped with a wide range of camping and mountaineering equipment and clothing that is updated and replaced as necessary. Transport is readily available in the form of Land Rovers, a bus, and a specially converted safari lorry. Students of all secondary ages are encouraged to participate in the programme, which is extremely popular.





Fees Schedule 2009/2010

TUITION & BOARDING FEES

ISM charges tuition fees annually to cover the full costs of tuition, exercise books, loan of text books and participation in all aspects of the sports and CAS programmes. We usually charge separately for individual music lessons, as a contribution to the Outdoor Pursuits programme, or for special language instruction.

Boarding fees include the full costs of boarding care, accommodation, laundry, food, and medical services provided by the school nurse or school doctor.

You may pay tuition and boarding fees **either** in one complete payment for the whole school year which must be received **before 1st July 2009**, or in four separate instalments by the dates specified below.

FULL YEAR PAYMENT

If you choose to pay for the whole year before 1st July 2009, you should pay the following amount:

- Kindergarten US\$ 4,400
- P1 - P6 US\$ 9,400
- M1 - M3 US\$ 12,600
- M4 and M5 US\$ 14,400
- Diploma US\$ 16,300
- Additional for P3-M5 boarders US\$ 4,000
- Additional for D1 & D2 boarders US\$ 6,000

PAYMENT BY INSTALMENTS

If you prefer to pay in four separate instalments, please pay the amounts below by the dates indicated:

	<u>1 Jul 09</u>	<u>1 Oct 09</u>	<u>1 Dec 09</u>	<u>1 Mar 10</u>	<u>(Total)</u>
Kindergarten	\$ 1100	\$ 1100	\$ 1200	\$ 1000	(4,400)
P1 – P6	\$ 2470	\$ 2470	\$ 2740	\$ 2190	(9,870)
M1 – M3	\$ 3310	\$ 3310	\$ 3670	\$ 2940	(13,230)
M4 and M5	\$ 3780	\$ 3780	\$ 4200	\$ 3360	(15,120)
Diploma	\$ 4280	\$ 4280	\$ 4740	\$ 3800	(17,100)
P3 – M5 boarders	\$ 1050	\$ 1050	\$ 1160	\$ 940	(4,200)
D1 and D2 boarders	\$ 1580	\$ 1580	\$ 1740	\$ 1400	(6,300)

It is also possible to arrange to pay fees in monthly instalments. Please arrange to meet the Head of Campus if you wish to discuss this plan.

We offer a 5% discount for the second oldest child in a family enrolled in the school, 10% for the third, and 20% for subsequent children in a family on all tuition and boarding fees for children in P1 or above.

If we do not receive payment by the due dates, we shall have to impose a surcharge of 10%.

On Arusha Campus, kindergarten children have the option of staying for lunch and an extended school day at an additional fee of \$1000 per annum.

Details of capital development fees, examination fees, and methods of payment are given overleaf.

All figures given in this sheet are in US Dollars.

FOR NEW STUDENTS ONLY

When a student first joins ISM, we charge a **Capital Development Fee** as a contribution to the School's past and future capital development.

- For the first child in a family \$ 700 (per year for three years)
 - For subsequent children in the same family \$ 500 (per year for three years)
- (New Diploma students will spread the total capital development fee over two years instead of three)

We also charge a **Deposit** upon first entry to the School. This deposit will be refunded after the student finally leaves ISM.

- For the first child in a family \$ 600
- For subsequent children in the same family \$ 200

Parents of children in Kindergarten may defer payment of the Capital Development Fee and Deposit until their child joins P1.

EXAMINATION FEE

Students in the examination years will pay an **Examination Fee**:

- Students in M5 (for MYP Moderation) \$ 610
- Students in D2 (for Diploma exams) \$ 830

Remission of Fees

In cases of financial hardship, parents may apply for a remission of tuition fees. Application forms and details are available from the school office on either campus.

Payments

Fees must be paid in convertible foreign currency or in Tanzanian Shillings. The rate used for conversion from TSh to US\$ will be the BoT mean rate on the day of receipt.

All payments should be made to International School Moshi Ltd.

Advice of payment must be delivered to the school.

Cheques drawn on US or UK banks are accepted, as are TSh, US\$ or £ cheques drawn on Standard Chartered Bank. Bank charges will be charged for cheques drawn on other banks. Foreign currency cheques should not be posted to the school, but may be delivered in person.

Bank transfers can be made to the following accounts. Please note that most banks will charge bank charges which need to be paid by the payer. The school will credit the net amount actually received in our bank account less any bank charges and, if payment is received in a currency other than US\$, the exchange rate used for conversion will be the BoT mean rate on the day of receipt.

Bank Accounts outside Tanzania

- **US Dollars:** Account number 15274713, Citibank, 8516 Leesburg Pike, Vienna, VA 22182, USA
ABA number: 254070116. SWIFT code: CITIUS33
- **£ Sterling:** Account number 68151403 (Sort Code 30-16-07) Bank of Ireland, 20 Berkeley Square, London, W1J 6LL, England. SWIFT (BIC) code: BOFIGB2B IBAN: GB75BOFI 30152568151403

Bank Accounts in Tanzania

Standard Chartered Bank, Moshi Branch, Rindi Lane, PO Box 3082, Moshi, Tanzania

- **US Dollars:** Account number 87-400-702047-00.
- **£ Sterling:** Account number 28-400-700086-00
- **Tanzanian Shillings:** Account number 01-400-700085-00

Fees can be paid in person through any branch of Standard Chartered Bank in Tanzania. Please fax or email a copy of the paying-in slip to us directly.

Responsibility for Payment

Parents whose children's fees are paid by agencies or companies are reminded that the contractual agreement regarding fees is with parents in the first instance and that parents are therefore responsible for ensuring that fees are paid by the due dates.

Notice of Withdrawal

Parents are also responsible for providing 30 school days' (excluding weekends and school holidays) written notice of withdrawal of a child from tuition or boarding, in lieu of which they are liable to pay ½ term's fees.

The school reserves the right to alter fees should there be a significant change in circumstances. Fees are not refundable in the event of temporary withdrawal by parents, or of suspension or expulsion of the student by the school.

Difficulties with Payment

The school understands that families occasionally have difficulties with fee payments and will try to assist in such circumstances. If you anticipate any problems with payments of fees, please arrange to meet with the Head of Campus as early as possible so that alternative payment plans could be discussed.



International School Moshi Calendar 09/10

August 2009						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

September 2009						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 2009						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

International School Moshi operates a school year similar to that of Europe or North America beginning in August and continuing until June.

The school year is divided into four quarters, with breaks in October (1½ weeks), Dec/Jan (3 weeks) and Mar/Apr (2 weeks). Although the usual time for admission of new students is in August at the beginning of the school year, it is usually possible to admit students at other times if space permits.

Parents are especially requested to ensure that their children do not miss valuable time by late returns or early departures from school.

The same dates are used for both Moshi and Arusha campuses

April 2010						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November 2009						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2010						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2009						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Note: Boarders should return the day before classes begin.

Key

- x Classes start
- x Classes end
- x Teacher In-service Day
- x Non-teaching day (holiday)
- x National holiday
- x National Islamic Holiday (provisional)

June 2010						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 2010						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 2010						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Application for Admission



INTERNATIONAL SCHOOL MOSHI
P.O.Box 733, Moshi, Kilimanjaro, Tanzania
Tel: +255-27-2755004, 2755005, 2751850 Fax: +255-27-2752877
E-mail: admissions@ismoshi.org
Web site: <http://www.ismoshi.org>

Please attach a recent
photograph

Arusha Campus
 P.O.Box 2691, Arusha, Tanzania
 Tel: +255-27-2505029, 2505030 Fax: +255-27-2505031
 Mobile: 0754-740706 E-mail: ismac@ismac.ac.tz

Student's Name (Underline the name to be used in school)		
FAMILY	FIRST	OTHER
Nationality:	Date of birth (day/month/year)	Sex (M / F)
Expected Starting Date	To enter Class / Grade	Day/Boarding
Mother Tongue	Religion	Passport Number

PREVIOUS SCHOOLING (most recent first):

Classes / Grades to	Years to	Name & Address of school	Language used
Classes / Grades to	Years to	Name & Address of school	Language used
Classes / Grades to	Years to	Name & Address of school	Language used
Classes / Grades to	Years to	Name & Address of school	Language used
Classes / Grades to	Years to	Name & Address of school	Language used
Knowledge of English (Fluent/Fair/None)		List any brothers or sisters in ISM	
Probable length of stay in ISM			

If you were introduced to ISM by a friend or colleague, please give their name and contact details here:

ADDRESSES

Residential Address in Tanzania or East Africa Telephone: Fax: E-mail:	Business Address Telephone: Fax: E-mail:
Permanent address in home country Telephone: Fax: E-mail:	Emergency contact (in Moshi/Arusha if possible) Telephone: Fax: E-mail:

PARENTS

Are both parents living?	Status (Together / Separated / Divorced)	Child lives with father / mother / both ?
FATHER		MOTHER
	Full Name	
	Nationality	
	Passport Number	
	Mother Tongue	
	Type of employment	
	Position	
	Name of employer	
Has your child ever had special educational needs? (Please give details & supporting documents as appropriate)		
Is your child in good health? (Give medical details as appropriate)		
Parents will be invoiced for fees. If you would also like copies of invoices to be sent elsewhere, please give the name and address:		

Conditions for Enrolment and Withdrawal

1. When the parent or guardian who has registered a child for entry into school is offered a place, he/she shall immediately inform the Head of Campus whether or not he/she will accept the place. The capital development fee and refundable deposit (if appropriate) should be paid within one month of the date of the offer letter in order to retain the place. The capital development fee is not refundable.
2. Once a place has been offered and accepted, the parent or guardian who completed the application form shall be liable to pay the fees by the dates and in the manner required by the school. All fees must be paid in the currency specified by the school.
3. A child in the school shall be presumed to be continuing in the school until such time as notice of withdrawal has been given in respect of him/her. Such notice of withdrawal must be given in writing and delivered to the Head of Campus personally or by registered post.
4. Unless such notice of withdrawal is given at least 30 school days (excluding weekends and school holidays) before the child is withdrawn from school, the parent or guardian shall be required to pay an additional fee of ½ term's tuition (and boarding where applicable) in lieu of notice.
5. Fees are not refundable in cases of absence through illness, vacation or leave, suspension or expulsion.

Agreement

I understand that the insurance of my child against accident, loss of property or refund of fees in case of illness is my own responsibility. I hereby absolve International School Moshi Ltd of all responsibility for accident, illness or loss of personal property sustained by my child during the school year.

I give permission for the Head of Campus to seek medical advice and accept medical or surgical treatment for my child in the event of illness or accident. I understand that in an emergency I will be notified as soon as possible.

I undertake to abide by the conditions for enrolment and withdrawal set out above and I accept the school's regulations and requirements. I understand that the school fees must be paid in the currency and manner prescribed by the school. I agree to pay school fees in advance each term on or before the date specified for payment.

I certify that the information supplied on this form is correct in every detail.

Parent's / Guardian's Signature:	Date:
Signed on behalf of International School Moshi Ltd.	Date:

This application form must be accompanied by

1. a copy of the child's birth certificate,
2. a copy of his/her most recent school report (where applicable),
3. a recent passport-sized photograph.