



International
School Moshi

FACTS AND FIGURES

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WELCOME

There are not too many schools like International School Moshi. We are two campuses. Each campus lies at the foothills of two of the biggest mountains on the continent. We are a boarding and day school. We offer a truly international education in the form of the International Baccalaureate (IB).

Every year, our students earn scholarships to universities around the world. Our students and teachers come from all corners of the world and represent over forty nations. We have a vibrant Outdoor Pursuit Programme, a world-renowned Visiting Schools Programme, and we were the first IB school on the continent.

We are proud of our historical legacy. International School Moshi (ISM) became the first International Baccalaureate (IB) school in Africa when it started offering the IB Diploma in 1973. ISM was also instrumental in the creation and development of what the world now knows as the IB Middle Years Programme in the early 1980s, a programme which builds on the philosophy of the IB Diploma Programme. We are a three-programme IB school meaning that we teach the Primary Years Programme (from 3 to 11 years of age), Middle Years Programme (11-16) and Diploma Programme (16-19).

Rigour, reflection and relevance lie at the heart of what a world-class education entails. The International Baccalaureate programmes educate the whole person and aim to develop inquiring, knowledgeable and caring young people. We encourage students to become active, compassionate and lifelong learners with the aim of ensuring they are successful in this modern and changing world.

Our students are ideally placed to move comfortably to a range of other schools and renowned universities around the world because they are self-disciplined, resourceful and creative. Students interact and debate in a multicultural setting, providing them with skills that will serve them far beyond university.

We welcome your child to our school and look forward to seeing her or him join us for a unique world class education.

Karibuni

Keiron White Head of Moshi

Éanna O'Boyle Head of Arusha

OUR SCHOOL

The campuses

ISM is a school on two campuses, one in Moshi at the foot of Kilimanjaro and one in Arusha at the foot of Mount Meru. Both are on 20-hectare sites with beautiful grounds that include sports fields, swimming pools, outdoor hard courts and covered sports facilities.

Moshi Campus offers an IB education to both day students and boarders aged from three to nineteen. The Arusha Campus caters for day students aged from three to sixteen in the primary and middle years.

Governance

The Governing Board of ISM is composed of ten voting members. The Shareholders appoint eight of these members and two are elected from the parent association. In addition to the voting members, the director, the two heads of campus, the finance manager, two teacher representatives, and two students are regular ex-officio members of the Governing Board.

GUIDING STATEMENTS

Philosophy

Learning is a lifelong process nurtured through an education that is inspirational in nature, holistic in perspective, global in context and responsible in practice.

Beliefs

We believe that the following statements define and promote personal excellence in all facets of education, the pursuit of which is the expectation for all.

- Learning takes place in a safe, collaborative and caring environment
- An education that is inspirational in nature emphasises inquiry, relevance, creativity, and reflection.
- Holistic learning encompasses the development of social, emotional, cognitive and physical dispositions.

- Holistic learning explores the links between different subjects and connects experiences within and outside the classroom.
- Education in a global context promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
- Being responsible involves having attitudes and undertaking actions that are socially and ethically sound.
- Being responsible entails prudent use of resources, and mindful application of knowledge.

Mission

International School Moshi provides a world-class education through a challenging international curriculum in a dynamic environment. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

Vision

International School Moshi will be globally recognized as the finest international school in East Africa, enabling our students to be successful people.

Goals

This will be accomplished by:

- Providing the finest student-centred educational programmes through the International Baccalaureate (PYP, MYP, DP).
- Offering internationally recognized qualifications enabling entry to the finest universities in the world.
- Recruiting and retaining the finest staff who are highly qualified, experienced, dynamic, and caring.
- Extending and developing networks with local, regional and international partnerships.
- Supporting educational, cultural and personal development through engagement with our communities.
- Making full use of the opportunities offered by the unique location and environment.
- Building an effective and efficient organization able to continually develop and improve our educational, financial and operational performance.

OUR CURRICULUM

“An unwavering gold standard. The independence of the International Baccalaureate ensures its grades are never inflated.”

The Daily Telegraph

The International Baccalaureate Programmes

Over the last 45 years the IB has earned a reputation for providing quality education, high standards, consistent and rigorous assessment, and leadership in international education. The IB's three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. At present there are 1.1 million IB students at 3,665 schools in 146 countries studying the PYP, MYP and Diploma programmes.

ISM Grade Levels versus year levels in various countries

Age	ISM	USA, Canada, S. Korea, Vietnam	UK (England & Wales)	Tanzania ¹	Australia	New Zealand	Netherlands	France	India/ Germany	Singapore
3-5	EC	Preschool	Reception (KS1)	Nursery	Kindergarten		Groep 1	MS	Kindergarten	Preschool
5-6	P1	Kindergarten	Year 1 (KS1)	Standard 1	Prep	Year 1	Groep 2	GS	Kindergarten	Preschool
6-7	P2	Grade 1	Year 2 (KS1)	Standard 2	Year 1	Year 2	Groep 3	CP	Grade 1	Primary 1
7-8	P3	Grade 2	Year 3 (KS2)	Standard 3	Year 2	Year 3	Groep 4	CE1	Grade 2	Primary 2
8-9	P4	Grade 3	Year 4 (KS2)	Standard 4	Year 3	Year 4	Groep 5	CE2	Grade 3	Primary 3
9-10	P5	Grade 4	Year 5 (KS2)	Standard 5	Year 4	Year 5	Groep 6	CM1	Grade 4	Primary 4
10-11	P6	Grade 5	Year 6 (KS2)	Standard 6	Year 5	Year 6	Groep 7	CM2	Grade 5 ²	Primary 5
11-12	M1	Grade 6	Year 7 (KS3)	Standard 7	Year 6	Year 7	Groep 8	Sixième	Grade 6	Primary 6
12-13	M2	Grade 7	Year 8 (KS3)	Form 1	Year 7	Year 8	Brugklas ³	Cinquième	Grade 7	Secondary 1
13-14	M3	Grade 8	Year 9 (KS3)	Form 2	Year 8	Year 9	VMBO/HAVO/VWO	Quatrième	Grade 8	Secondary 2
14-15	M4	Grade 9	Year 10 (KS4) (IGCSE1)	Form 3	Year 9	Year 10	VMBO/HAVO/VWO	Troisième	Grade 9	Secondary 3
15-16	M5	Grade 10	Year 11 (KS4) (IGCSE2)	Form 4	Year 10	Year 11	VMBO/HAVO/VWO	Seconde	Grade 10	Secondary 4 ⁴
16-17	D1	Grade 11	Year 12 (KS5) (A1)	Form 5	Year 11	Year 12	HAVO/VWO	Première	Grade 11	JC1
17-18	D2	Grade 12	Year 13 (KS5) (A2)	Form 6	Year 12	Year 13	VWO	Terminale	Grade 12	JC2

1 Tanzania: Entry to school is officially at age 7. Standard 1 is equivalent in curriculum to ISM's P1, but students are usually a year or more older.

2 Germany: In grade 5, students enter a tracked process. Able students enter gymnasium and attend to grade 12, on a track for university.

There is also a vocational/technical “middle” track from grades 5-10, and a “basic” track from grades 5-9 (which can also add an extra grade).

3 Netherlands: After primary school (groep 1-8), students enter a tracked process. Able students enter VWO to age 18, middle-ability students enter HAVO to age 17, and basic ability students enter VMBO to age 16.

4 Singapore: Students may leave school after Secondary 4. University-bound students enter JC (Junior College) grades.

OUR FIGURES

Figures

In August 2013 the school had:

	Moshi	Arusha
Boarders	150	N/A
Day students	160	200
Boys	160	100
Girls	150	100
Nationalities	32	35

Our Results

- In the last 5 years, 26% of ISM's IB students have scored 35 IB points or more, equal to 501+ UCAS* points. An A Level student would need more than four grade A's at A Level to attain this.
- An average ISM student (31 IB points) is given 413 UCAS points for university entrance in the UK. An A Level student with three grade A's only gets 360 UCAS points.
- A Grade 7 (top grade) in IB Diploma higher level is rated by UCAS as superior to a grade A in A Level. But Diploma students usually take 6 subjects. A level students only take 3 or 4.
- 94% of our students go on to university or further education.
- 89% of our students achieved success at IB Diploma in the last 3 years.

* The UCAS Tariff is the system for allocating points to qualifications used for entry to universities in the UK

PYP and MYP student performance measured

The Australian Council for Educational Research, a leading educational research organization, recently released the findings of an IB-commissioned study examining the performance of IB students and non-IB students on the International Schools Assessment (ISA).

The results indicate that

- Primary Years Programme (PYP) and Middle Years Programme (MYP) students performed as well as or better than their non-IB peers across all four ISA assessment domains (math literacy, reading, narrative writing, and expository writing) in a majority of grade levels, with particularly strong differences in grade ten (15-16 years of age) math and expository writing.
- In addition, IB students' ISA scores in grades nine (14-15 years of age) and ten compare favorably to Programme for International Student Assessment (PISA) benchmarks in math and reading.
- The study also reviewed MYP moderation results from IB schools participating in the ISA and found that the MYP moderation results align strongly with ISA assessment areas and measure common skills. This finding provides evidence for the validity of the MYP moderation process.

The ISA is designed specifically for students in international schools worldwide and assesses student performance in Grades 3 to 10 (2-16 years of age). The math and reading components of the assessment are based on the reading and mathematical literacy frameworks of the OECD's (Organisation for International Co-operation and Development) PISA. A full summary of the results can be found on the IB website. For further information about this study, contact the IB Research Department at ibru@ibo.org

UNIVERSITY AND BEYOND

“The IB standards demonstrate a very high degree of alignment with the Knowledge and Skills for University Success (KSUS) standards in all subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses.”

David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon, USA

IB Diploma and Universities

Recognized as the leader in international education, the International Baccalaureate (IB) Diploma Programme cultivates the knowledge, skills and attitudes that enable students to excel in university.

Why do universities value IB students?

The IB Diploma is widely recognized by universities as an ideal qualification. Below are some facts and figures about ISM scores in the IB Diploma and some comparisons between the IB Diploma and A Levels.

IB students are prepared for academic success.

- IB students are more likely than others to enroll in and graduate from selective higher education institutions.*
- Based on their experiences, IB students possess a broader range of skills that enhance their ability to adapt and contribute to university life.
- IB students demonstrate a level of emotional and intellectual maturity for managing the demands of challenging coursework and make meaningful contributions.
- They have extensive experience doing independent research and presenting what they have learned through presentations, papers and other projects.
- They think critically and draw on diverse perspectives that reflect an international outlook.
- Participation in the IB Diploma Programme shows that students have excelled in multiple and diverse academic challenges and is a strong predictor for success in university.*

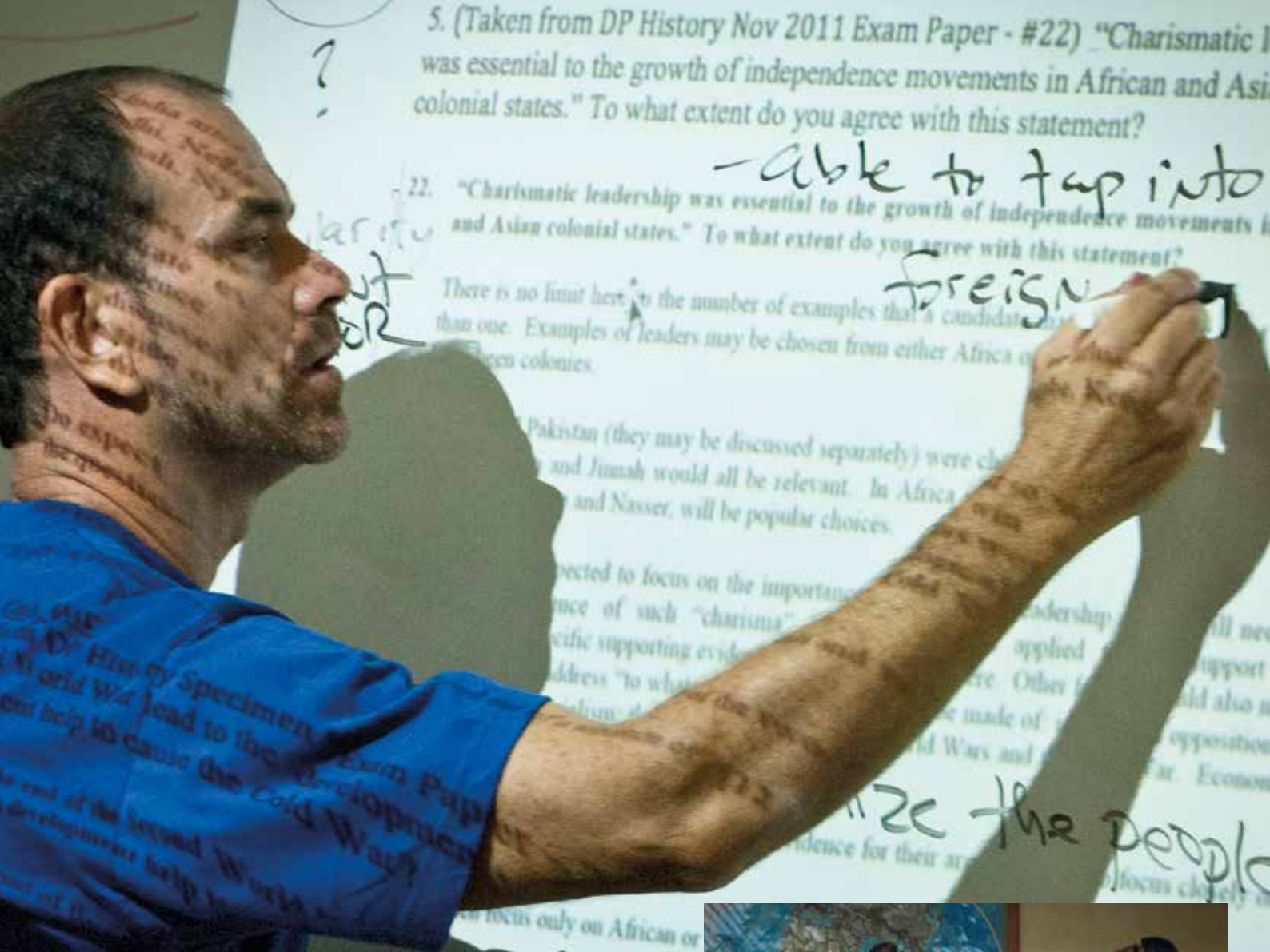
*IB analysis of data obtained from the National Student Clearinghouse (NSC) for students who took examinations in May 2000 and May 2001 and Integrated Postsecondary Education Data System (IPEDS) of National Center for Education Statistics. Research reports available at www.ibo.org/research/programmevalidation.

Universities and IB Figures

- IB Diploma students are more than twice as likely to enter the UK's top 20 universities than A Level students.
- IB Diploma students are over 30% more likely to obtain a first class degree in the UK than A Level students.
- IB Diploma students are more likely to obtain an upper second class degree in the UK than A Level students.
- The median salary of IB Diploma graduates is about \$2500 higher than that of A Level or equivalent graduates.
- 57% of UK universities believed that IB diploma students had an advantage in admission over A Level students.
- The majority of UK universities rate the IB higher than A Level in areas of critical thinking, communication, self management, and motivation.
- 96% of UK university respondents appreciated broad curricula and liked this aspect of the IB Diploma.

IB Diploma vs. A Levels vs Advanced Placement

IB Diploma	A Levels - UK	Advanced Placement (AP) - USA/Canada
An IB Dip student who receives a 7 (highest mark in IB) is rated highly by UCAS	An A Level student who achieves a grade A is rated lower by comparison	An AP student who achieves the highest grade is rated lower by comparison
An IB student who scores 31 points in the diploma program is awarded 413 UCAS points	An A level student with three grades of "A" is awarded 360 UCAS points	An AP student with three grades of "5" (highest grade) is awarded 360 UCAS points
An IB student who scores 35 points in the diploma program is awarded 501+ UCAS points	An A Level Student would need 4 grade A's to attain the same rating	Four grade 5s (highest grade) would give only 480 UCAS points.
IB Dip students are required to take a minimum of 6 subjects	A Level Students usually take 3 to 4 subjects	AP students usually take between 2 to 5 courses.



"The IB does put you significantly ahead in the global race for the best universities."

Financial Times UK



THE INTERNATIONAL BACCALAUREATE DIPLOMA

Ages 16 – 19

A Diploma student participates in

- Six subjects
- An extended essay
- A Theory of Knowledge course
- 'Creativity, Action and Service' (CAS) activities.

The six subjects

Three subjects are taken at higher level and three at standard level continuously over the two years of the programme. Subjects must be chosen from EACH of groups 1 to 5 below, and the sixth subject may be Visual Arts, or a second choice from Groups 3 or 4.

Group 1 First Language	English Literature [HL], English Language & Literature [SL], Swahili Literature (HL or SL)
Group 2 Second Language	English Language Acquisition [HL or SL], French Language Acquisition [HL or SL] Swahili Language Acquisition [HL or SL], Swahili for beginners [SL], Spanish for beginners [SL online], Mandarin for beginners [HL or SL online]
Group 3 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], Psychology [HL or SL online]
Group 4 Experimental Sciences	Biology [HL or SL] or Environmental Systems & Societies [SL] or Physics [HL or SL], Chemistry [HL or SL]
Group 5 Mathematics	Mathematics [HL or SL] or Mathematical Studies [SL]
Group 6	Visual Arts [HL or SL], Music [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. Subjects on offer may vary slightly depending on 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 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 extended Essay

The 4000-word research-based Extended Essay focuses on a particular aspect of one of the subjects. A supervisor leads each student, over a number of months, through a process of thorough research and persuasive writing. The skills developed in writing the extended essay prove extremely useful for students when they engage in academic research at university.

The Theory of knowledge

The Theory of Knowledge (ToK) course is composed almost entirely of questions. The most central of these questions is 'How do we know' which ToK applies to many different, yet interrelated, topics. Students explore how different subject areas like natural science, social science, mathematics, history, art and ethics interpret knowledge and how each seek knowledge.

Creativity action and service

Throughout the diploma years students are required to participate regularly in creative, active and service projects. There is a wide variety of projects from which to choose and further details are available in the CAS section.

To study for a full IB Diploma at ISM, a student should have shown previous competence in a majority of the six subjects to be studied, 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.

Alternatives to The full IB diploma

Given the challenging nature of the full IB Diploma, some students may choose a modified programme of 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 a certificate in place of the full diploma. These students do not usually study Theory of Knowledge or write an Extended Essay. Many such students excel because their course load is tailored to their capabilities. Good subject Scores will enable entry into many US universities and a number of colleges and universities in other countries.

Beyond the diploma

Advice and support is provided by the school's university and college advisor. In addition ISM provides support for students taking ACT, SAT, TOEFL or other tests required for university entrance.

In recent years our students have averaged a 89% success rate in the IB diploma examinations. After completing the Diploma programme, the vast majority of our graduates go on to universities or colleges in Canada, UK, USA and elsewhere.

THE MIDDLE YEARS

Ages 11 – 16

“The MYP articulates a much needed bridge between what is typically learned in schools and the most pressing questions that concern our societies. Attentive to adolescents’ development, the programme emphasizes rigorous learning in the disciplines and interdisciplinary synergy, inviting students to tackle relevant issues – from climate change to globalization – thus preparing them for the work of the next generation.”

Veronica Boix-Mansilla Harvard Graduate School of Education, USA, 2008

Subjects* offered

The Middle Years Programme (MYP) provides a broad and balanced choice of subjects in every year of the 5-year programme from M1 (11 years of age) to M5 (15 years). The table below summarises subject choices for students throughout the five years of the programme.

Subject Group	M1-M3	M4-M5
First Language	English	English
Second Language	Swahili A or B French B	Swahili A French B (students choose one from the above)
Arts	Visual Arts Drama Music	Visual Arts Drama Music (students choose two from the above)
Humanities	Humanities (including Geography & History)	Humanities (including Geography & History)
Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education
Sciences	Integrated Sciences	Biology Chemistry Physics
Technology	Technology (including Information and Design)	Technology (including Information and Design)
Life Skills	Life Skills	Life Skills

Thus, a typical M1-M3 student would study English, Swahili A (advanced level) or B (standard level), French B, Visual Arts, Drama, Music, Humanities, Mathematics, Physical Education, Technology, Integrated Sciences and Life Skills.

As an example, a M4-M5 student might choose to study English, French B, Visual Arts, Music, Humanities, Mathematics, Physical Education, Technology, Biology, Chemistry, Physics and Life Skills.

The Personal Project

Students complete the Personal Project in the final year of the programme. In this year-long inquiry, each student follows their passion to create a ‘product’. Teachers act as personal supervisors to guide each student through the process of articulating a goal, developing methods to reach this goal, creating the product, and then analysing the project in a 3500-word report.

Community & Service

Students are also required to complete a variety of Community and Service projects throughout the five years of the programme. These include projects within the ISM community as well as projects where students interact with people from other institutions such as schools, orphanages and health centres.

* the choice of MYP subjects and time tabling can vary between the Arusha and Moshi campuses. Please contact the relevant Head of Campus for more information.



The MYP Certificate

The IB MYP Certificate, accepted by schools and colleges worldwide, is awarded to those students who achieve successful scores in their subjects and in their Personal Project, as well as demonstrating ongoing commitment to Community & Service.

Like the Diploma Programme, the standards of assessment are the same worldwide and these are applied rigorously by our teachers as well as by external IB examiners.

Admission to our M1 to M5 programme is open to students aged between 11 and 16 years. 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.

Other Activities

All students are expected to participate in Creative and Community activities on a regular basis. They may opt for one or more from the many activities on offer during each semester. 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 also expected to participate actively in sports activities. 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 over weekends. These offer experiences in trekking and camping in our extraordinary surroundings and include mountain trips on Kilimanjaro and Mount Meru.

ACER Standardized Assessments

Each academic-year ISM implements the ACER International Standardized Assessments in M1 and M3. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development. Parents receive an individual report detailing their child's performance in the areas of Reading, Writing and Mathematics.

THE PRIMARY YEARS

Ages 3 – 11

The Primary Handbook Curriculum at ISM offers a rich, challenging and stimulating programme for all students. As a result, our students demonstrate an enthusiasm for learning and they value learning as a lifelong process. In 2002, ISM adopted the Primary Years Programme (PYP) of the internationally renowned International Baccalaureate (IB) and we were formally authorized in 2007. The PYP was developed by a group of International School teachers and administrators with the aim of providing a common international curriculum worldwide. It synthesises the best research and practice from a range of national systems with the wealth of knowledge and experience in international schools. The result has been to create a curriculum at ISM which is relevant and which places special focus on questioning, inquiry, experimentation and critical thinking.

ISM documents the curriculum content for all subjects in the Primary Handbook. These are available to parents on request.

Subjects

Students study traditional disciplines of learning such as English and other languages, Mathematics, Technology, Social Studies, Science, Technology, Physical Education, and various Arts forms. The content that students learn is similar to that which other systems offer. What makes the PYP distinct is that students are expected to learn how to inquire in and between these subject areas so that understanding occurs at a deep and relevant level.

Languages

Students are required to learn another language in addition to English, the language of instruction of the school. Swahili is studied from P1 (5 years of age) and French is studied from P3 (7 years). Like the MYP and Diploma, PYP students develop the skills to find and apply information in meaningful ways.

Programme of Inquiry

Central to the Primary Years Programme is the Programme of Inquiry (POI). The Programme of Inquiry includes six Units of Inquiry to be taught each academic year to Primary years 1 to 6 and four units of inquiry to be taught to Early Childhood. ISM continually revises and evaluates the Programme of Inquiry offered to ensure optimum coverage and experiences for its students.

Skills

The Primary Years Programme is described as a transdisciplinary curriculum, which simply means that the skills the children acquire can be transferred into all their learning. The transdisciplinary skills we aim to develop through all areas of the curriculum are:

Social skills

Accepting responsibility
Respecting others
Co-operating
Resolving conflict
Group decision-making
Adopting a variety of group roles

Self-management skills

Gross motor skills
Fine motor skills
Spatial awareness
Organization
Time management
Safety
Healthy lifestyle
Codes of behaviour
Making informed choices

Research skills

Formulating questions
Observing
Planning
Collecting data
Recording data
Organizing data
Interpreting data
Presenting research findings

Thinking skills

Acquisition of language
Comprehension
Application
Analysis
Synthesis
Evaluation
Points of view
Analysis, thinking & learning

Communication skills

Listening
Speaking
Reading
Writing
Non-verbal

Planning and Assessment

In the Primary Years Programme, assessment is of paramount importance and needs to be seen as an ongoing 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, mid year reports and year end reports.

PYP students show what they know in many ways. It could be through writing, oral presentations, performances and collaborative projects to name but a few.

- At ISM Primary School we believe that planning and assessment are integral to successful teaching. Planning identifies the learning objectives and assessment reveals student's current knowledge and also how far students have acquired new learning. This in turn determines future planning. Teachers use a variety of assessment strategies and tools to ensure they have a detailed understanding of each student's attainment levels. We believe in the importance of including students in the assessment process through goal setting, reflecting, learning journals and student-led conferences.
- Teachers' own records may be formal or informal. Sometimes they are brief observations and at other times more detailed assessments are written. These records are then used to inform children, in our reports to parents, as information for focusing on the needs of individual children, and for improving our curriculum and teaching in general.

ACER Standardized Assessments

Each academic year ISM implements the ACER International Standardized Assessments in P4, P5 and P6. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development. Parents receive an individual report detailing their child's performance in the areas of Reading, Writing and Mathematics.



The PYP exhibition

In the final year of the PYP, all students participate in a culminating activity called the 'Exhibition'. Students choose a real-life issue, carry out action-based research and present their project to the wider community in one of the major school events of the year in May. The Exhibition truly marks a rite-of-passage for students as they celebrate the transition from PYP to MYP.

The exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives.
- For students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP.
- To provide an authentic process for assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to middle school education.

BOARDING

MOSHI CAMPUS ONLY

Why board?

Because there is so much to do and so much to explore, you can't always fit it into a normal day. Moshi is an ideal place for a young person to be educated in a safe, structured and secure environment. Add to this the fact that our passionate staff guide, encourage and support your child on their way to becoming successful adults. What more could you as a parent ask or wish for?

The Boarding Houses

Secondary Boarding Houses are organized by gender and age groups. Students live in study bedrooms that are usually designed for two people. The primary boarding houses are set up as extended family units and cater for students from the age of 7 years (primary 3) to 11 years (primary 6). The students sleep in bedrooms situated off a large shared common room. The main common room has a TV, video and a DVD player, ample seating area for relaxing or reading, as well as desks and chairs for homework or study. We provide a home away from home at the Moshi campus for our 150 boarders. In each boarding house, students are cared for by a Boarding Parent who lives in or next to the Boarding House. The Boarding Parent ensures that the students have a safe and well-structured social and learning environment. The Boarding Parent or Assistant is on duty and available to the students at all times.

The School day

The school day is full with academic classes and an extensive programme of afternoon activities. Evening study takes place in boarding houses with a Boarding Parent supervising and giving help where needed. The school computer centre is open until 9:15pm each weekday evening. At weekends the boarding staff organize a range of activities including many different sports, trips, movies, dances, quizzes and games. There are also opportunities for boarders to relax in other ways and talk to friends. At ISM we understand the importance of food in the lives of young people. There are three main mealtimes when all boarders and staff join together to enjoy a meal. A great



variety of dishes are offered including vegetarian options. In addition to the main meals, two snacks are served each day. If students wish to, they may cook their meals 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 is a visit home or to family friends.

Only the M5 and Diploma students are allowed off-campus privileges. With parent permission, they can spend time in small groups off campus although this privilege is monitored carefully by the Boarding Parents. We will ask parents to complete a 'Parental Consent Form', providing guidance to Boarding Parents on whether to allow students to attend birthday parties or other off-campus events.

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/career choice, as an essential component of what we teach for. We are strongly aware of the needs of young people to access objective information, seek good advice and share concerns.

Personal development counselling is the particular responsibility of the Class Tutor while for boarders they have the additional support of the Boarding parent. University and college counselling is provided by a teacher with this specific role.

Special Educational Needs

International School Moshi welcomes students of many different learning abilities and, in so doing, provides a climate of warmth and support in which students' self-confidence and self-esteem can grow. A specialist teacher concentrates on the development of students with special educational needs (SEN).

A student may be referred for Special Educational Needs support by any teacher or parent and an assessment with the SEN teacher 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. 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. Other new students and those who have been at the school for a while may also need their understanding and use of the English language improved.

In both the primary and secondary school there are specialist 'English as a Second Language' (ESL) teachers available. It is important to add however that it is also the responsibility of each teacher, as well as the ESL specialist, to teach students with limited English proficiency. Initially a student beginning with English may spend significant lesson time learning individually or in a small group with the ESL teacher. As students makes progress, they 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. This may include in-class support on a regular basis.





SPORTS AND OUTDOOR PURSUITS

Sports

On both campuses there are swimming pools (25m), tennis courts, football and rugby pitches, covered areas, basketball and netball courts. On the Moshi Campus, there is an indoor gymnasium and weight-training facilities.

The sports programme is rich and varied and offers activities such as football, rugby, volleyball, basketball, athletics, swimming and other aquatic sports, cross-country, netball, gymnastics, softball, and cricket to name but a few.

All students are encouraged on a 'Sports for All' basis with emphasis on personal improvement, physical development and enjoyment. In recent years we have seen the emergence of inter-schools competitions, both locally and on an international level. Many of our students have excelled in this environment and have achieved great personal successes within our school sports programme.

Outdoor Pursuits

Outdoor Pursuits is organized jointly across the two campuses and forms part of an extensive extra-curricular programme. 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 about bush-craft, 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 mountain craft, 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. Secondary students of all ages are encouraged to participate in the popular programme. Although students are not encouraged to rush through the different levels in the programme, which range from level 1 (easy) to level 5 (very challenging), many students who stay with us during the Secondary years complete the five levels.



CREATIVITY, ACTION, SERVICE (CAS)

“We find that IB students adapt more easily to university style of learning and become independent learners from an earlier stage compared to those from other backgrounds. IB students cope more easily with the wide range of subjects that each student is required to study from year 1. They are less focused on achieved marks, and value the education that we provide.”

Dr Lorraine Craig, admissions tutor, Imperial College

We are proud of our extensive programme of Creative, Active and Service activities that play a significant role in the education of our students in the secondary school.

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 recent activities in the CAS programme include basketry, carpentry, carrying out small building programmes with the local community, chess, choir, coaching sports to younger children, cooking, crochet & knitting, current affairs, creating a school garden, Model United Nations (MUN), student newsletter, teaching students in other schools (and being taught by them as well) and visiting local children's homes .

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.



Isn't it time you joined us?





**International
School Moshi**



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