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JUN. 2019

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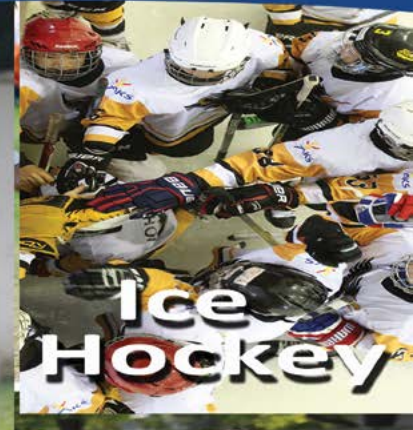
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Dear SCIS Community,

SCIS' 22nd school year is soon drawing to a close, and with it comes the completion of a demanding yet highly productive year for all. Throughout our community, faculty, parents, and students will take part in the various celebrations that accompany the end of our school year. Inevitably, there is a feeling of sadness that comes with the various farewells and send-offs, yet there is also a joyful celebration and acknowledgment for all that was accomplished.

Our students have continued to excel while personifying the Dragon spirit. They have sat for exams, competed in sports, participated in clubs, volunteered countless hours, and performed incredibly on stage and off. For some, they will walk alongside their classmates for one final time as SCIS students as they take part in our culminating graduation ceremonies. These ceremonies are commonly referred to as 'commencement' due to their representing the start of a new phase of life. This senior class will now join their fellow SCIS Alumni as they represent the best of SCIS while attending outstanding universities across the globe.

While I am likely not the first, I am pleased to join the many in congratulating our graduating class of 2019 and wishing them all the best in the future. I must follow that with a sincere statement of gratitude toward our community of parents for providing an incredible amount of energy, support, and patience throughout this and all previous school years. I also wish to share my appreciation

for the dedication, talent, energy and care that our incredible team of faculty, staff, and administrators bring to work each day. Finally, I want to acknowledge those that embody the mission, vision, and purpose of SCIS, our diverse, caring, bold, and positive students from Early Childhood through to High School we are so very glad to have you as part of our school.

One of the most difficult aspects of our incredible international lives is the inevitable farewells we face as friends, classmates, and colleagues move on. For those of you not returning after the summer, I wish you all the best, you are always welcome to visit us, and of course, thank you for giving us the opportunity to work with your children. For our departing faculty, I want to thank you for all you have brought to the lives of our students and all you have done to enhance our learning community. For those returning for next year, I look forward to welcoming you back after the summer. For schools, summer is a time of reflection, planning and building and we will be doing all three this summer. So, we look forward to sharing with you all the new plans, spaces, and people that will make 2019-2020 yet another great year to be a SCIS Dragon!

Sincerely,

**Daniel D. Eschtruth**  
Director of Schools  
Shanghai Community International School

# communitas

JUN 2019

Editor: Mikael Masson Perez

Art Director: Mun Yee Choo

Designer: Alles Zheng

Do you have a story to tell, a project to share, or art to be displayed? Let Communitas be a platform for your voice.

Communitas is about community and we rely on contributions from the SCIS community.

Should you have any commentary, observations, wish to submit articles, or inquire as to ways to collaborate, feel free to send all inquiries or correspondence to the Communitas editor via email at [mmasson@scis-china.org](mailto:mmasson@scis-china.org).

Communitas is published six times per year for the SCIS community, our friends, and the larger Shanghai community.

We are social! Feel free to visit us on the web at [www.scis-china.org](http://www.scis-china.org) and follow us!





# The **Importance** of Science Education

Science is an exciting discipline where there are often more questions than answers. This provides almost unlimited opportunities for engaging young people's curiosity in science classes. Science education is so much more than learning theories, formulas, and vocabulary. As teachers, one of our main goals is to get students to ask questions and then use critical thinking skills to learn more. Science is about observing phenomena and then trying to understand how and why things work. When students observe things, they begin to ask questions. This type of inquiry-based learning is essential to science education.

Our students are growing up in a world that is changing rapidly. It is difficult to teach students how to navigate problems that don't exist yet, so we must give them the skills and tools needed to be able to think, adapt and innovate. Science education provides students with opportunities to design experiments and test things that they wonder about. In the science lab, failing to get an expected or desired outcome is seen as a great learning opportunity. The goal of inquiry-based science education is not for students to get all the right answers,

but instead to use trial and error as a way of deepening their understanding and learning how to problem solve. Collaboration with their peers is key to their success and allows for many perspectives and ideas to contribute to finding answers. Discovery through collaboration is essential for scientific advancement and innovation, and students get a chance to practice those skills in their science classes.

The science curriculum here at SCIS promotes problem-solving and applying scientific knowledge to real-world scenarios. Students are not only learning about how things work but are learning to reflect on the impacts of using science to solve the world's problems. By considering the ethical, social and economic implications of how we use science and technology and the environmental implications of how we use the world's natural resources, students begin to question current methods and consider alternatives. This is becoming increasingly important as the world faces significant challenges.

The skills gained through science education are extremely valuable and



will help students to troubleshoot their way through an uncertain future. Regardless of the career path that our students take, their thinking and problem-solving skills developed through scientific inquiry are guaranteed to help them be successful adults.



By **LINDSAY RIELLY**,  
MYP Science and DP  
Biology Teacher at  
SCIS Hongqiao





# Better Student Reflections

Through

# Inquiry-Based Learning

Let's start with the obvious. Students can and should be reflective learners in any environment. Many would agree that the most important skill we can teach children is learning how to learn. That only comes when students reflect. But not all classrooms are equal when it comes to fostering reflection in students.

Inquiry-based classrooms have an advantage.

Let's first describe what we mean by an inquiry-based classroom. Inquiry-based learning is foundationally built on questions. These can be student-developed questions or teacher-developed. These questions – and the subsequent questions they produce – drive the unit of study.

When I was in school, we studied with traditional units. These units usually had titles like "Migration" or "China" and we would learn lots of information about our topic so that we could summarize it back to the teacher later on a test. Sometimes, I had a fun or innovative teacher who gave us a specific problem such as "Why do rural residents of Anhui province choose to migrate to Shanghai?" These kinds of questions are really the foundation of inquiry-based learning. \*

Inquiry-based learning can be summed up with the following bullets:

- It builds on students' individual knowledge and interests and emphasizes learning how to learn and how to find out.
- Learning within the classroom must be engaging, relevant, challenging, and significant. There are no time-filling worksheets.
- It views teachers as 'facilitators' and not 'distributors' of knowledge.
- It is constructed in a way that is differentiated or that is specific to the needs of each learner within the classroom.

Source: <https://www.whatisib.com/inquiry-based-learning.html>

The following chart provides more detail.

	Inquiry-Based	Traditional
<b>Principle Learning Theory</b>	Constructivism	Behaviorism
<b>Student Participation</b>	Active	Passive
<b>Student Role</b>	Problem Solver	Direction Follower
<b>Curriculum Goals</b>	Process Oriented	Product Oriented
<b>Teacher's Role</b>	Guide/Facilitator	Director/Transmitter

(from <http://www.brynmawr.edu/biology/franklin/InquiryBasedScience.html>)





When we transform traditional units of study into rich inquiry-based units, we provide an environment where high-level cognitive activities have greater potential to surface. Students create additional questions. Students develop their own understanding of issues by constructing their answer around the knowledge that they know. Within inquiry-based learning, we help students take the next step by giving them the tools to collaborate and assess their initial understanding – and build upon it.

For example:

- As you answer this question, what additional questions come to mind?
- What information might you need to learn in order to develop a deeper understanding of this issue?
- Because others are constructing their own answers to this question, what are you learning from their perspective?

When we look at the questions above, you begin to see a big difference between traditional learning environments (Ex. "Write an essay on China's migration.") and inquiry-based learning environments (Ex. Why do rural residents of Anhui Province choose to migrate to Shanghai?")

The traditional topic is a task that a student has to finish. The inquiry question is an engaging prompt that can be explored with ever-increasing complexity. Like an onion, students can learn, layer upon layer.

"We do let learn form experience.  
We learn from reflecting on experience."  
– John Dewey

Reflection can be a part of any classroom. But inquiry-based learning allows for a much deeper level of reflection.

In traditional classrooms, the following examples are typical student reflections.

- "I should have worked harder"
- "I should have focused more on Chapter 2." (Usually, this is because the assessment had more Chapter 2 questions than the student envisioned.)



- "I should have taken better notes along the way."

None of these reflections are bad. But they are limited because the tasks tend to be limited. Students are missing out on the chance to reflect on their understanding. When students are asked to more than summarize, they construct their own meaning. And, because each student will have his/her own construction, they each have a unique answer – and therefore can learn from one another.



In an inquiry-based classroom, students can still reflect on their process. But they can also reflect upon their understanding.

- "When I first answered this question, I only considered the economic advantages of why people move to Shanghai. I had not really thought about the impact on how it affects families who might be separated. It's more complex than I thought. I now have a few more questions I want to explore because I think I might need to change my opinion."
- "I should have considered different peoples' viewpoints (employers, government, families, and children) before I came to my conclusion."



- "I started to write my answer to this question too soon. I wish I had asked a few more people their opinions and read a few of my classmates' answers prior to forming my opinion."

These are the types of powerful reflections that are possible within an inquiry-based classroom. The types of reflections that skilled adults make in the real world every day. Moreover, these are the types of learning experiences that we are trying to develop at SCIS to better prepare our students for the future.

\* Later in her career, maybe that innovative teacher worked at an IB school where she learned more about conceptual learning; she then changed the question to: "Why do populations choose to migrate? And, how does this migration change the destination and origin?" Now, students can examine multiple examples and look for common trends.



By **DEREK LUEBBE**,  
Head of School at  
SCIS Pudong



# THE SCIS CLASS OF 2019

## UNIVERSITY ACCEPTANCES

The Shanghai Community International School graduating class of 2019 is set to attend some of the world's leading university programs this year.

With graduation now over, our latest graduates are now preparing to head off to university, as acceptance letters have come in from top universities in 13 countries around the world. Over 120 universities and colleges from the United States, Canada, the United Kingdom, Europe, Oceania, and Asia.

The admissions process is a combined effort among our college counselors, faculty advisors, parents, and of course students. With our motto of "Get in where you fit in" we work with students to find the best college or university to fit their personal and career interests.

### SCIS Hongqiao Class of 2019

"The SCIS Hongqiao Class of 2019 are risk-takers and adventure seekers tempered with empathy and wisdom. It has been amazing to see them grow and learn about themselves and the world, as they progressed through the IBDP program. They are saying farewell to Shanghai and moving to all corners of the world to establish themselves as global learners. We all have high hopes this class will continue to question, care and contribute to their future communities."

– Emily Blalock, Upper School College Counselor at SCIS Hongqiao.

### SCIS Pudong Class of 2019

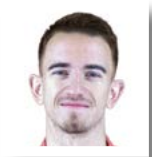
"The SCIS Pudong class of 2019 is a vibrant, creative and motivated group of young people who are eager to go out into the world and make a difference. Their passion, love of learning and ability to cross-cultural and language barriers with ease are as inspiring as they are transformative. We are proud of their accomplishments and are confident that each and every one of our graduates will make a positive and profound contribution to their future academic and professional communities, and to the world at large."

– Maja Kelly, Upper School College Counselor at SCIS Pudong.

This is a bittersweet moment as the sadness of leaving friends and family behind combines with the excitement for what's to come. But graduates can leave knowing that no matter where they end up around the world, the exceptionally strong bonds that they have developed over the years will transcend any borders.

Join us in wishing the best of luck to the graduating class of 2019 as they embark on the next exciting part of their lives.

### SCIS. Once A Dragon, Always A Dragon.



By MIKAEL MASSON PEREZ,  
Marketing & Communication Officer  
at SCIS (Pudong Class of '08)





# Once a Dragon, Always a Dragon



## ASIA

### China:

Les Roches Jin Jiang International Hotel  
Management College  
University of Nottingham Ningbo

### Hong Kong:

Chinese University of Hong Kong  
City University of Hong Kong  
Hong Kong Polytechnic University  
Hong Kong University of Science  
and Technology  
Savannah College of Art and Design  
Hong Kong  
The University of Hong Kong

### Korea:

Korea Advanced Institute of  
Science and Tech

## EUROPE

### England:

Central Saint Martins – UAL  
East Anglia University  
Goldsmith's, University of London  
King's College London  
Kingston University  
Leeds University  
Loughborough University  
Manchester University  
Nottingham University  
Queen Mary University  
Royal Holloway  
SOAS University of London  
Sussex University  
University College London  
University of Bath  
University of Birmingham  
University of Bristol  
University of Cambridge  
University of Essex  
University of Exeter  
University of Leeds  
University of Sheffield  
University of Sussex  
University of Warwick  
University of York

### France:

American College of Paris  
Sciences Po

### Holland:

Erasmus University  
Leiden University  
Rotterdam University of Applied Sciences  
Tilburg University  
University of Amsterdam  
Vrije University

### Ireland:

Queens Belfast

### Scotland:

Edinburgh University  
Glasgow Caledonian University  
Glasgow School of Art  
University of Dundee  
University of Edinburgh  
University of Glasgow  
University of St. Andrews

### Switzerland:

Ecole Hôtelière de Lausanne

## NORTH AMERICA

### Canada:

Concordia University  
Emily Car School of Design  
McGill University  
Ontario College of Art and Design  
Queen's University  
Redeemer University  
Simon Fraser University  
University of British Columbia  
University of Calgary  
University of Toronto  
University of Victoria  
Western University

### United States:

Academy of Art University  
Appalachian State University  
Belmont University  
Berklee College of Music  
Boston University  
Bridgewater State University  
Cal Poly Pomona  
Chapman University  
Cogswell Polytechnical College  
College for Creative Studies  
Fashion Institute of Design and Merchandising  
HULT International Business School  
Irvine Valley College  
Ithaca College

Loyola Marymount University  
Maryland Institute College of Art  
Michigan State University  
New England Conservatory of Music  
New York University  
North Eastern University  
Notre Dame de Namur University  
Ohio State University  
PACE University  
Palm Beach Atlantic University  
Penn State University  
Purdue University  
Rensselaer Polytechnic Institute  
SAIC - School of the Art Institution  
of Chicago  
San Diego State University  
San Francisco Art Institute  
Santa Barbara City College  
Savannah College of Art and Design  
School of Visual Arts  
Seattle Pacific University  
Seattle University  
SUNY – Albany  
Texas A & M University  
UC - San Diego  
UC Santa Cruz  
UNC - Chapel Hill  
UNC- Charlotte  
UNC- Greensboro  
University La Verne  
University of Colorado Denver  
University of Hawaii  
University of Maine  
University of Minnesota  
University of Nevada Las Vegas  
University of North Carolina Asheville  
University of Washington  
University of West Virginia  
Virginia Tech  
Washington State University  
Wilfred Laurier University

## REST OF THE WORLD

### Australia:

Macquarie University  
Monash University  
University of Melbourne  
University of New South Wales  
University of Sydney  
Victoria University

### New Zealand:

University of Auckland



# Our Caring Community

## Spark's Kindness to Save Lives!

They say that no act of kindness, however small, goes unnoticed. Well, it was these small deeds, combined with the dedication and selflessness of our school community, that meant we were able to raise over 310,000 RMB towards life-saving surgeries.

The collective efforts of everyone involved in this year's fundraisers mean that we will be able to fully sponsor ten and co-sponsor one heart surgeries for children served by Heart to Heart Shanghai.

As a non-profit and fully volunteered organization, Heart to Heart relies 100% on the kindness of others. Led by Karen Carrington, Executive Director at Heart to Heart Shanghai, the community organization provides support and financial assistance to Chinese children with Congenital Heart Defects (CHD) that require surgery. "It truly changes the lives of these children" Karen comments, "and then it changes the lives of their entire family!"





### Art from the Heart

Starting out the fundraising efforts this year was our SCIS ECE Campus, which held the 6th annual Charity Art Auction. Students worked together on creating fantastic artworks that were auctioned off during the charity event. One masterpiece sold for an astonishing 7,000 RMB alone!

The evening also consisted of a silent auction. Thanks to our generous sponsors, over 36 different packages were auctioned off. Prizes ranged from greats eats around town to fun and family-friendly activities.

At the end of the night, an outstanding 120,000 RMB was collected from proceeds of the auction, support from the SCIS board and donations from parents and friends!



### One Heart, One Love

Running for the second year in a row, the Heart to Heart fundraising week at SCIS Hongqiao Main Campus was a resounding success. Topping last year's 157,602 RMB raised, the SCIS community was able to raise over 191,221 RMB in donations towards Heart to heart Shanghai.



Students showed an impressive amount of agency and led many of their own fundraising activities. "The energy that the students are giving back providing to this fundraiser is just amazing, encouraging and inspiring!" comments Michael Barrs, Heart to Heart Fundraising Chairman & Teacher at SCIS.



Through active ownership, students were able to raise 60,000 RMB completely on their own accord.

The student council ran a market day, which brought in 15,000 RMB in donations.

Our upper school swim team organized a Swimathon. Student-athletes swam their hearts out in exchange for donations, raising nearly 12,000 RMB in a couple hours' work.



### Heart of Stars

For the second year running, our upper school Interact club, led by this year's

president Cindy Chen, organized a talent show and raised 33,000 RMB. The completely student-led fundraiser event, thoughtfully named Heart of Stars, saw talented individuals from international schools across Shanghai take to the stage to perform.

### One School

A little spark of kindness can put a colossal burst of sunshine into someone's day. For ten children with CHD, their days got a whole lot brighter thanks to the generosity and commitment of our caring community. Through the combined efforts of our students, parents, teachers, and friends, our school came together in a beautiful act of kindness and was able to raise a grand total of 311,221 RMB!

One school. One Heart. One Love.

We would like to thank the following generous community sponsors and donors:

### SCIS. Caring Learners.



By MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)

# Exploring the World's Diverse Heritage at Cultural Craft Fair

One of our favorite PAFA events of the year at the Early Childhood Campus (ECE) is the Cultural Craft Fair (CCF). Each country represented at SCIS has the opportunity to put their country on display for all of the kids at ECE and lower school to enjoy. Imagine getting to smell the lavender of Provence in France, hearing the music of India, tasting Australian fairy bread and seeing a Chinese dragon boat all in one building! The best part for the kids is that the ambassadors also come up with crafts from each of their cultures for the kids to make.

This year we had a wonderful mix of nine countries from around the world in our ECE classrooms: Greater China, Korea, Japan, South East Asia, the Netherlands, France, India, Italy, USA and special

guests this year, National Honor Society students. This event would not be possible without the help of the upper school students volunteering and the hard work and creativity of our SCIS country ambassadors and their teams. They spent countless hours finding fun, culturally relevant crafts, and then decorating the classrooms to make us feel like we're in their home country and working with all of our students to make the crafts at CCF.

"One of the events where we can proudly show our cultural heritage is the CCF. The Netherlands for the 4th time in a row was present with a Dutch Masters Workshop. For different age groups, children were able to use a brush and palette and channel their inner artist onto a canvas like a real Dutch Master. We had great examples of Dutch artists

such as Van Gogh, Vermeer, Mondriaan, and Miffy inspired paintings. Based on the originals the children made sunflowers and abstract linear artwork by themselves. They could even sketch out a girl with a pearl earring with the help of our Upper School volunteers." – Lily Pasaribu, CCF Dutch Ambassador and SCIS Parent

"CCF is one of my favorite events during the school year. Korea has participated in CCF every year and had various crafts which expressed the tradition and culture of Korea. This year we made a practical Ttakji decorated pencil case, a string spinning wheel toy and the children's favorite, Korean traditional hairbands. While the kids enjoyed paper crafting, decorating, playing games, they were able to show their artistic sense and imagination. It was so great to see the kids being proud of what they made. We couldn't have done it without the help of all the upper school student and parent volunteers! I'm already looking forward to another wonderful CCF next year!"

– Jean Chae, CCF Korean Ambassador and SCIS Parent



By HALEY VAN OS and MILIN IP PARSONS  
PAFA ECE Representatives and SCIS Parents

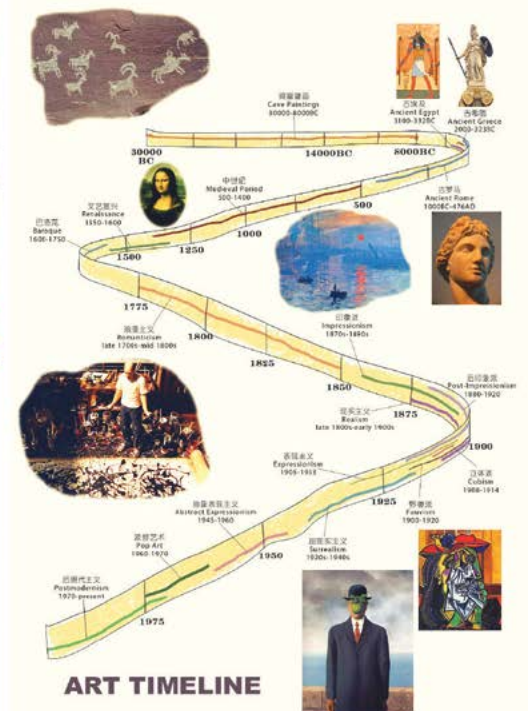




# COLORJAM

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# 2019 Job Shadow Program

The Job-Shadow Experience for Grade ten students ran from Monday – Wednesday, May 13-15, 2019. 65 students were placed within 42 Shanghai-based companies to learn about the corporate, creative and entrepreneurial life and the skills needed to succeed. We vetted many companies to find the most exciting and educational placement for our students. Students applied for specific companies and the committee matched the most qualified student to the appropriate experience based on applications and

teacher recommendation letters. Students spent 20 hours working, shadowing and learning from a mentor within a field of their interest. The outcome was 100% satisfaction from the industry mentors and students. We did not learn of any negative feedback from either side, but only encouraging words for future relationships. See some feedback from the industry mentors below:

"They are both wonderful students. Very diligent, patient, and always willing to learn

and listen attentively. They caught on with making products really fast and helped me with an excellent SWOT analysis on our last day which we discussed at the end of the day." – **Rex Ting, Puppy Cubby Café Entrepreneur**

"It has been a real pleasure being with Fransje. She is a remarkable student with an impressive mindset and maturity for her age. I am sure she has great things ahead of her in the field of psychology and helping people to live a fulfilling and healthy life."

– **Lorna, Luna Mindfulness Founder**

"Leon came with a strong desire to learn and outstanding photography skills. Though he is still at a very young age, he is technically thorough with the camera. I wish him all the best!" – **Lotte Han, Lohan Jewelry Founder**

"Noah did a fantastic job analyzing the game experience and translating that into a pitch for a new game. His presentation was solid. The Directive team would love to play his game!" – **Atli Mar Sueswsson, Directive Games CEO**

"Lucy has displayed a positive, proactive attitude to the task given to her. No matter the task, Lucy always devoted herself to the writing aspect and also has helped visit some of our clients including the Grand Hyatt." – **Stuart Lancaster, Chief Editor of Shanghai Family Magazine**





"We were extremely impressed with how Jorge handled himself for the short period he was with us and was able to complete all tasks provided to him efficiently with a high amount of detail and quality, as well as providing unique suggestions within a meeting environment." – **Ben Davis, F45 Personal Trainer**

However, the job-shadow experience was a win-win for both the students and the companies. Students gained knowledge within a particular profession and learned lessons about their own strengths and weaknesses. Mentors had a fresh and youthful perspective on their product, business, and competition. Here is a glimpse of what students learned:

"I liked working at Raffles Medical Center because I was able to decide which things I wanted to observe and learn about. I was given freedom and autonomy which allowed me to pursue my interests and helped me learn a lot more." – **Severi Varjonen**

"My best experience at Shanghai Renai Hospital was that I was able to shadow three intelligent doctors who specialized in different medical fields. The last day was very meaningful to me because the doctor gave me specific advice on becoming a doctor. Also, I was able to help a patient by translating from Korean to English. Even though it was very short, I

felt very proud of myself that I helped the doctor who I admire the most." – **Jiwoo Moon**

"One of the best parts about this experience was learning all the little details that go behind making a product. I realized that there is so much more planning and work than I would've ever imagined that goes into a single piece of Adidas clothing." – **Jenny Chan**

"I didn't expect to have this much fun shadowing Melissa Berg, the lower school counselor! One of the best parts about the experience was interacting with the children who came in to talk about an emotional challenge they were experiencing. The process of investigating the background of their behavior and getting down to what needed to be done made me feel so accomplished. I also loved doing research about children with anxiety, especially learning about the parts of the brain that activate an anxiety response." – **Sevi Ettinger**

"The stories and advice my supervisor gave me was also very meaningful and helpful in discovering my path." – **Carol Li**

"The best part about working at Lovepet was being able to stand by and watch the doctors perform life-saving surgery on dogs and cats." – **Michelle Wong**

"My best experience was conducting a field audit and presenting my findings to the team. Johnson and Johnson plans to implement some of my strategies to counter certain problems with customers." – **Sanjot Sahi**

"At BBDO, I learned how to brainstorm ideas to develop a possible pitch for a certain brand in order to create an advertisement." – **Eva Andrade**

"At Li and Fung, I learned about how two companies collaborate to design and manufacture a product." – **Pablo Gimeno Fernando**

In conclusion, we are so proud of the students and I know you are too! As parents, I encourage you to inquire of their best and worst experience, as well as their major "lesson learned" from the workplace. We look forward to building this program next year. Email [ebalock@scis-china.org](mailto:ebalock@scis-china.org) if you or your company would like to mentor a student in 2020.



By **EMILY BLALOCK**,  
College Counselor  
at SCIS Hongqiao





# Reflecting on an **Impressive** Sports Season

It's always great to celebrate! Taking time to celebrate together off the field or court, is one of the highlights of the sporting year. For the 3rd year in a row, we at SCIS Pudong, have celebrated with an end of the year Upper School Sports Banquet sponsored by our Parents and Friends Association (PAFA).

This event brings all of our athletes from Grade 6 to Grade 12 together for a night of good food, company, and a chance to hear from the various coaches about each team's shared experiences. Although many individual awards are given out over the course of the evening (Most Improved, Coach's Award, and Most Outstanding), we remind everyone that these awards are not possible without the team and all of its members. It is for that reason, that instead of calling individuals up to receive these awards, we invite the whole team up to be celebrated first. Once all team members are on stage and the coach shares a few words about the team, then the individual awards are given so that each individual can celebrate with and be congratulated

by their teammates. Here at SCIS Pudong, we have a strong belief in getting better every day, and we all believe that our teammates help us to accomplish this. If we are all pulling in the same direction, there is no limit to what we can achieve.

The mentality and approach of try to get better every day and come together as a team to work towards a common goal, allowed us to accomplish several things worth celebrating this 2018-19 school year. Some of these include hosting the inaugural ACAMIS Orange Division Volleyball Championship, the largest tournament ever hosted at SCIS-Pudong (16 teams); putting together our first ever ACAMIS Badminton team; the second consecutive year that an SCIS-Pudong student-athlete signs a commitment to an NCAA soccer program, which is something that no other school in Shanghai can lay claim to; the first ever Girls SISAC Volleyball regular season championship in addition to a Girls ACAMIS Volleyball Championship; watching the program grow from 22 to 27 teams in which 65% of our Upper School students play and compete on; and finally...because of the consistent performance of each of our ACAMIS Core Sports teams (Volleyball, Basketball, Soccer), earning our second consecutive ACAMIS Orange Division All-Sports Championship.

But as Mia Hamm once said, "Celebrate what you have accomplished, but raise the bar a little higher each time you succeed." We certainly plan on doing just that. Congrats to SCIS-Pudong, all of the teams, and each of its members. Let's continue working to get better in 2019-2020!



By **VICTOR CABAN**, K-12 Athletics and Activities Coordinator at SCIS Pudong





# Annette Chu and the Team Behind SCIS' First Ever TEDx Youth Talk.



In an unprecedented first at SCIS, a team of ambitious and forward-thinking students managed to organize a successful TEDx Youth talk.

On March 17th, our community was invited to hear from an exciting lineup of speakers including teachers, students, and an alumnus. Speaking on the theme of Love, Friendship, and Social Support, we were treated to an amazing array of speeches, as well as musical performances from our principal, Mr. Barclay, and an outstanding student pianist.

Getting there wasn't easy though. The process of a school being able to host such a progressive and dynamic event was a long one. But, after months of planning and hard work, the TEDx executive team of eight managed to pull off a fantastic event!

Upper school student, Annette Chu reflects on her experience leading the team behind TEDxYouth@SCIS.

### **What made you decide to kickstart this event?**

Back in October last year, I decided that I wanted to bring TEDx to SCIS, but I had no idea where to begin. We always watch Ted and Tedx videos in class, we discuss them, but we've never actually come close to one, or in my case, also never attended one. When the Creativity, Action Service (CAS) project was introduced in the Diploma Programme (DP), I thought: why not host one at our very own school?

### **How does one go about getting permission to host an independent TEDx event?**

You have to apply directly on their official website. The application required very detailed responses, I had to answer

questions based upon why I am an eligible TEDx licensee, write about my three favorite Ted videos, and propose three possible themes I am considering including detailed explanations. Truth be told, it felt more like a college application. The waiting period was probably the most nerve-racking part of the whole process. It was towards the end of November when I received the confirmation email from the TED team. I had been granted the TedxYouth@SCIS license.

### **Can you tell me about the decision to go with the theme of "Love, Friendship and Social Support" for the speeches?**

When I was filling out the license application, I had to propose three different possible themes for the event. One of the themes was Love, Friendship, and Social Support. I believed that it held the most potential for speakers to share, as it includes so many different components. Not too cliché, not too boring either. To ensure the best outcome of the theme, I also pitched the three themes to our TedxYouth@SCIS leadership team for them to vote upon. It was a unanimous vote!

### **How many people were involved in the planning and execution process?**

There were eight students involved in the executive team. I was the organizer, Simon Vogel was the Executive Producer, Cindy Chen was the Events Manager, Efe Okan was the Curator, Irene Savi was the Video and Productions Lead, Susan Sima was the Designer, and Oscar Huang was the Budgets Manager. We also had help from teachers and administrators. Mr. Meldrum was the co-organizer, Ms. Blalock the event supervisor and Mr. St-Pierre, Mr. Higginson, and Mrs. Choo all helped supervise different student roles.





Having said that, one of the most important reasons why we were able to pull this off, was the funding and support from PAFA and the school. They were supportive throughout the entire planning process, and the event really could not have happened without them.

### **Are you happy with the outcome of this event?**

I am very happy with the outcome. Of course, there will always be room to improve, and the next organizers can build upon this event. Despite that, the main lesson I learned was that although just from the hearing or reading the name TedxYouth@SCIS has a familiar TED name ring to it, it really was not as smooth sailing as one could imagine.

### **What were some obstacles along the way?**

I had taken into account that planning this large-scale event would take up a large portion of my time. However, as naïve as I was, I forgot to account for the number of summative assessments that would be assigned to me as a first-year DP student... However, with the help of the rest of the TEDx leadership team, we were all able to pull through and manage to show up at all of our meetings and finish our responsibilities.

### **Looking back, how does it feel to have been able to pull this off?**

Personally speaking, hosting a TEDxYouth event has brought me on a short but sweet journey. I have learned more about responsibility, patience, and persistence during a 4-month period than I have ever learned in my past of high school years. I would say that the biggest takeaway for me was teamwork. As much of a platitude statement as it is, you cannot organize a large-scale event without the help of others. Although I was not able to give a talk, I did learn from Love, Friendship, and Social Support too. I learned from my team, and for that, I am extremely thankful to have had them. With their help, they made my dream into a reality.

**Congratulations to you and your team for arranging every aspect of the day and running a successfully and professional event.**



Interview by MIKAEL  
MASSON PEREZ, Marketing  
& Communication Officer at  
SCIS (Pudong Class of '08)

# Winning 1<sup>st</sup> Place at McGill Management International Case Competition.

## Congrats on winning 1st place at the McGill Management International Case Competition, how are you feeling right now?

Thank you – it was an amazing experience! I'm feeling a mix of excitement, happiness, and relief. As I reflected during the long plane ride back to Singapore from Canada, I felt incredibly grateful for this opportunity. It was great meeting so many talented people and honing my problem-solving abilities on an international stage.

## What is the McGill Management International Case Competition all about?

The McGill Management International Case Competition (MMICC) is a world-class undergraduate competition with a focus on globalization, innovation, and multi-disciplinary thinking. Founded in 2001, the event has welcomed schools from over 20 countries to date. At

this competition, teams have 32 hours to work through a business scenario, identifying key priorities, weighing benefits and addressing risks before drafting a strategic plan which they must present to a corporate judging panel.

I was part of an unconventional 'wildcard' team called Team International. My team comprised of four undergraduates from different universities. We met for the first time at the competition and combined diverse perspectives to provide innovative solutions for the case client.

## Have you done anything similar during your time with us at SCIS that prepared you for this?

The closest activity I partook in SCIS was the CISS Model United Nations Conference. As the delegate for Kenya, I crafted strong arguments to craft a compelling resolution for the debate topic. I then delivered a speech to justify

my points, backed by strong evidence. My resolution was approved by majority vote. This experience developed my analytical and public speaking abilities – essential elements for case competitions.

Apart from MUN, class presentations throughout the course of the IB programme refined my presentation skills and allowed me to discover how to deliver convincingly.

## How has your time at SCIS prepared you for life at university?

The two most valuable takeaways that prepared me for NUS were:

- (1) Working with diverse teams. Through my various after-school activities and group projects in SCIS, I learned to work effectively with people from all walks of life. I saw the importance of embracing diversity and looking beyond cultural differences to spark innovative insights. This multi-cultural exposure served me well in navigating an international university like NUS.
- (2) Varsity swim team captaincy. Leading the high school swim team at SCIS was my first and fondest leadership role. I learned how to bring together disparate individuals and motivate my swimmers toward a common goal. It taught me the strength of a tight-knit community and allowed me to strive for impactful change. This experience provided me with the tools I needed to take on meaningful leadership positions in university.

## Last time we spoke you were deciding between attending universities in Singapore and the US, are you happy with your decision to attend NUS?

I've never looked back since! NUS has provided me with fulfilment on all frontiers important to me: self-





development, career exposure, and academic rigor. Firstly, on the self-development front, I constantly push myself to take on meaningful challenges. I have to autonomy to manage my time and allocate my focus across the many vibrant activities around campus. These ventures help me broaden my horizons. Secondly, I have had the opportunity to experience different career paths through internships and events enabled by NUS. As an undergraduate, I've interned in the Corporate Banking division at ABN AMRO Bank and the Finance department at Unilever. This corporate exposure has allowed me to learn so much about how different industries operate and deliver value for stakeholders. Thirdly, the technical nature of the NUS curriculum has challenged me to think more analytically and thoroughly. I am also constantly encouraged to think deeper and deliver powerful data-driven insights.

These factors have provided me with an incredibly enjoyable and educational university experience so far.

**During your time at SCIS you were heavily involved outside of school, have you kept that going now that you are in university?**

Definitely! I strongly believe that learning goes far beyond the textbook. In my first year at NUS, I took on the role of Vice Director of International Relations for our Students' Business Club. I was responsible for the integration of all incoming exchange students from universities all over the world. I also had



the unforgettable experience of leading a cultural exchange trip to Switzerland during the summer!

In my second year of NUS, I was the Varsity Swim Team Captain, where I led a talented squad to emerge as Champions at our national swim meet. I also became an Associate Consultant with Conjoint Consulting, where I provided pro-bono consulting for non-profits in South East Asia. Finally, I am a member of Case Consulting Group, where I represent NUS at international case competitions such as MMICC.

**What's next for you?**

This summer, I will be interning at Bain & Company as an Associate Consultant Intern. I'm incredibly grateful for the opportunity to gain insight into life in

consulting and develop invaluable skills with Bain. After the internship ends, I will be heading to Denmark for my exchange semester at Copenhagen Business School. I'm looking forward to an amazing experience there.

If you've made it to the end, thanks for hearing my story! Recalling my fond memories of SCIS was truly nostalgic – it's hard to believe 5 years have already passed since high school graduation. Time really flies and I'm excited at the many adventures to come!



*Interview by MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)*

# THE ALUMNI ASSOCIATION

**Alumni Mission:**

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. Its goal was, and continues to be, to link alumni with the School and with each other, and to support and maintain such forged relationships. It strives to provide ample avenues and opportunities to encourage alumni to participate actively in the SCIS community.

**Alumni Contact:**

Mikael Masson Perez  
[mmasson@scis-china.org](mailto:mmasson@scis-china.org)

**Alumni Requirements:**

1. Graduated from a SCIS Campus

OR

2. Went to school here for at least one year AND be over 18

**Social Media**



Facebook site:  
<https://www.facebook.com/alumniSCIS/>



LinkedIn site:  
<https://www.linkedin.com/groups/4757677>

# Harold du Bois de Vroylande

## Makes Waves by Qualifying for Belgium National Swim Championship

In an incredible athletic feat, SCIS swimmer, Harold du Bois de Vroylande has qualified to swim at a national championship in his home country of Belgium. Having recently taken part in a Long Course swimming meet outside of Shanghai, Harold swam two qualifying times that earned him a spot at the Long Course National Belgium Championship.

In his home country of Belgium, he is currently ranked third fastest in his age range for 50 meters Freestyle swimming 28'95s as well as fourth fastest for completing a 50 meters Butterfly in 31'58s. Harold joins fellow SCIS athletes Sophie and Cato Vliegeberg, Natalie Sorensen and Nina van Lankveld in swimming national qualifier times in recent years.



### Can you tell me a little bit about yourself?

Hi, my name is Harold and I'm from Belgium. That's where my parents are from, my mum comes from Brussels and my dad Antwerp, but I'm from Brussels.

### How long have you been at SCIS?

I came to SCIS at the beginning of third grade and I'm now in seventh grade, so five years. Next year will make it my sixth.

### Was China your first international experience?

No, when I was one my family was living in Nepal where we stayed for one year before moving to Beijing, China. I was in Beijing for six years before we moved here.

### How's your Chinese?

It's at a decent level I'd say.

### And how long have you been a part of the SCIS swimming program?

Ever since I joined SCIS I have been a part of the swimming program. I've been doing my better improvement with Coach Cheryl since fifth grade.

### What about swimming in general, when did you first get into it?

I think I started taking swimming lessons when I was three or four years old. Just to know how to not drown. And then, later on, it started to get more serious,

around the end of my fourth grade and the beginning of the fifth.

### You recently qualified to swim at a Nationally ranked championship back home. What was your reaction when you first heard of the news?

I was really shocked, to be honest. When I was younger, I never imagined that my swimming could be at a high level and now that it is, I'm very thankful to everybody who has helped me to get to where I am today. Thanks for my teammates for pushing me, thanks to my coaches for bringing me up to this level, and of course my parents for supporting me. But yes, I was just shocked and in disbelief but it's a cool place to be.

### Getting to that level wasn't easy I'm sure. How much work would you say that you put into this sport?

I put in a good amount of work to get to where I am. You can't do anything without effort. It's the thing that drives you and that you always will need in life to succeed.

### On a regular week, how often do you train?

So, because we're not in peak season I'm training every day. From Monday to Thursday I have practice in the afternoon and Fridays it's in the morning. But when we are in peak season, meaning when we have important competitions coming up, I'm



swimming seven times a week. Also, during that time, I do land training on Monday mornings.

### What is land training?

It's when we go to the gym to work out in Dryland. So, we do strength training that focuses on certain muscles that will then help improve our swimming.

### With all that time commitment, how do you manage to balance your school and personal life?

With my friends, we like to hang out, but after school normally we will find time with Keep It Together (KIT) Zone or just by ourselves. KIT Zone is a space for us to go and get help from teachers, on either Tuesdays or Thursdays, to get work done on and I sometimes go there when I need help. Other times we'll start doing a little bit of homework before training and then finish whatever we have left once we get back home in the evening.

### Is there anyone in particular that you'd like to thank for getting you to where you are today?

Of course, Coach Cheryl. Without her, I wouldn't be doing the sets that I'm doing and improving day by day. My friends have also been of huge help as we are always pushing each other to be the better person we know we can be. Lastly, if my parents weren't there waking up at five in the morning to help me get ready for training, I definitely wouldn't be where I am today!



### And what about SCIS?

Some teachers understand that it is tough to get everything done, but they're still pushing me to finish all my school work even though I'm doing all this extra work outside of school hours. Of course, the most important is my studies and swimming comes second, even if you love it.

### When the going gets tough, what motivates you to keep going?

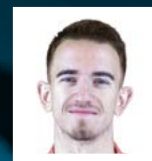
I really like when I achieve something. For example, whenever I get a good time or whenever I get any sort of medals then I would be very happy and try to go for another one of those. I also tell myself that I am extremely lucky. I get to come after school and swim but not a lot of other people do.

I get to do the thing I love. That really helps drive me.

### Based on your experiences so far, do you have any advice you'd like to share with other SCIS students?

Studies come first after that remember to always give 100% to everything that you start, and you'll feel satisfied with the results.

### Well done Harold and keep up the hard work!



Interview by MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)







# Starting the Day of With a Smile for Teacher Appreciation Breakfast

On the morning of Friday, May 17th, SCIS Pudong campus saw an early start and a hive of activity taking place as the set up for the teacher appreciation breakfast began. The smell of baked goods, eggs cooking, and coffee brewing certainly enticed the senses and had the teachers as they arrived following these delicious aromas. Our PAFA Board and Parents were in full swing making this a wonderful beginning to the day.

Besides a wonderful selection of foods, fruits, juices tea and coffee, a table was set with gifts for all the teachers to enjoy. These ranged from a wonderful tumbler adorned with our SCIS Dragon logo, carefully selected and handmade fruit teas, an 100% natural lip balm and many other hidden gems amongst the goodies.

Lastly, to ensure the day was made just a little brighter, educators also received fresh flowers. A small token of appreciation for all of the wonderful work they do for our students year-round.

A huge thanks goes out to all the fantastic SCIS Pudong parents who supported the Teacher Appreciation Breakfast. None of this would have been possible without their donations and time commitment. Also, our PAFA Board members deserve every accolade as they arranged every aspect of the day, for waking up super early to set up and for all the hands that helped put together the gifts.

This yearly show of appreciation is our way of thanking all of our teachers for the continuous commitment that they put in, day in and day out. We can never thank



our teachers enough for their dedication, energy, patience and care towards educating our children. But starting the day off with a smile can go a long way!

*By VANESSA THOMAS, SCIS Parent and  
PAFA President*





# PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board. SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community. PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike. We are always welcoming new members!

For more information about PAFA, please contact us at:

## HONGQIAO MAIN & ECE CAMPUSES

### President

Lisa Chu  
pafa-hq-pres@scis-china.org

### Upper School Rep (11-12)

Nina Han  
pafa-hq-usdp@scis-china.org

### Upper School Rep (9-10)

Lidel Freeman  
pafa-hq-myp2@scis-china.org

### Upper School Rep (6-8)

Renata Sommer  
pafa-hq-myp1@scis-china.org

### Lower School Reps

Carrie Zhou  
pafa-hq-ls@scis-china.org

Aimee Spahr  
pafa-hq-ls@scis-china.org

### ECE Reps

Milin Ip Parson  
pafa-hq-ece@scis-china.org

Haley Van OS  
pafa-hq-ece@scis-china.org

### Treasurer

Nitika Bedi  
pafa-hq-tres@scis-china.org

### Secretary

Lonna Grady  
pafa-hq-sec@scis-china.org

### Events Team

Carolyne Pang  
pafa-hq-events@scis-china.org

Bebe Khue Jacobs  
pafa-hq-events@scis-china.org

Jen Kim  
pafa-hq-events@scis-china.org

Coco Wang  
pafa-hq-events@scis-china.org

## PUDONG CAMPUS

### President

Vanessa Thomas  
pdpafa.president@scis-china.org

### Treasurer

Roshni Shah  
pdpafa.treasurer@scis-china.org

### Communications Coordinator

Bharti Singh  
pdpafa.secretary@scis-china.org

### Events Coordinator

Trish Castillo  
pdpafa.eventco@scis-china.org

### Food & Beverage/PAFA Supply Manager

Isabel Pinaud  
isabelpinaud@scis-parent.org

### International Family Food, Arts & Music Festival

Trish Castillo  
patriciacastillo@scis-parent.org

### Booster & Swim Team Chair

Gitte Thomassen  
gittethomassen@scis-parent.org

Preeti Shah  
preetishah@scis-parent.org

Christina Hui  
christinahui@scis-parent.org

### MaiTian

Therese Malmgren  
theresemalmgren@scis-parent.org

Chris Borio  
cristianeborio@scis-parent.org

### PAFA Post

Sandra Machan  
sandramachan@scis-parent.org



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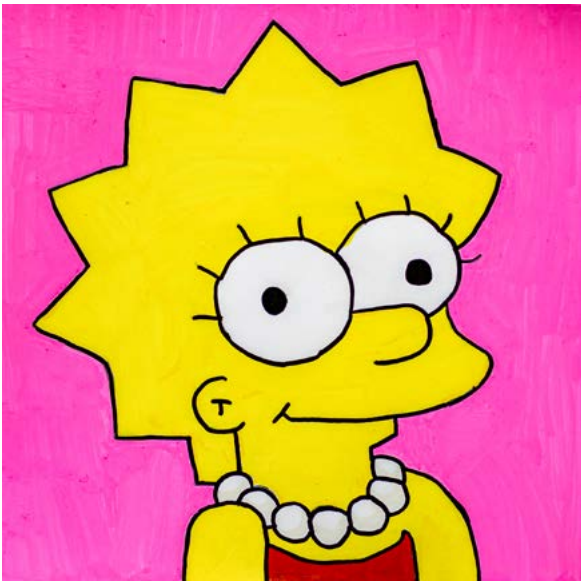
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Lisa Simpson – Sofia H. Sorensen Grade 3



Savana Sunset – Lily Crane Grade 5

# Lower School Arts



Plane in the Sunset – Clement Grade 5



Monscream – Joseph Lee Grade 5



The Red Moon – Fiona H Grade 5





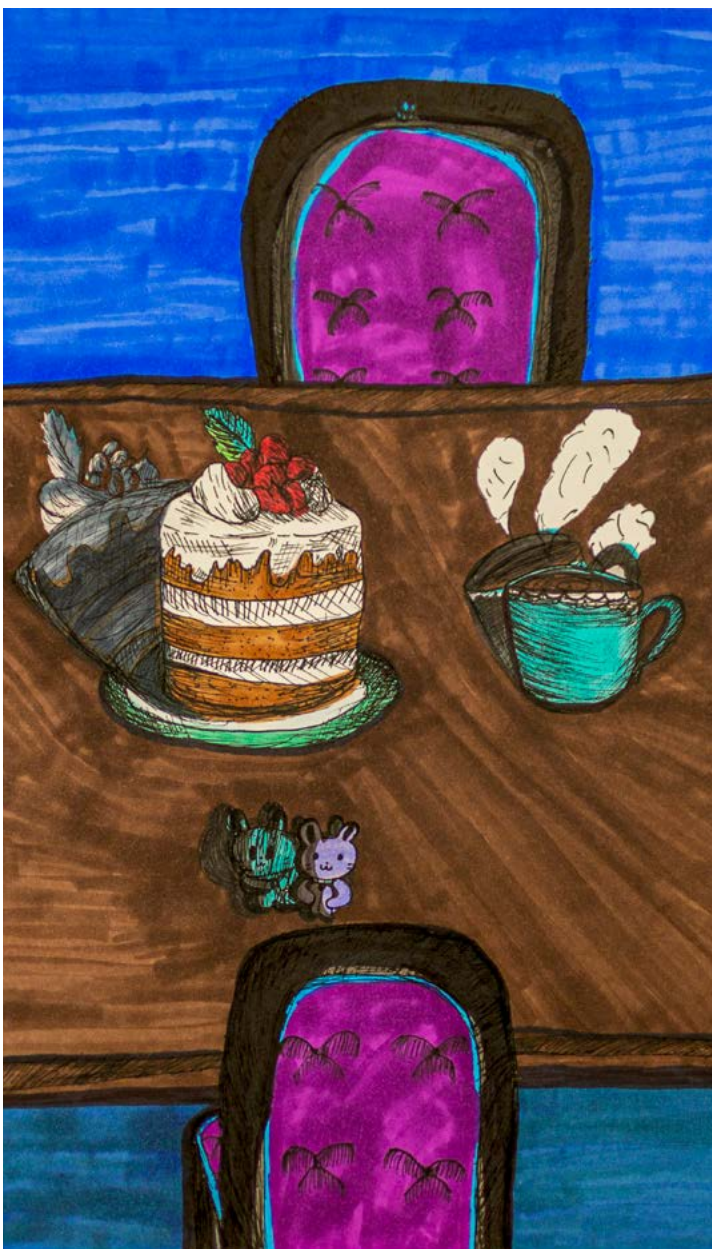
Gorillaz Demon Dayz –  
Eudoxie Grade 5



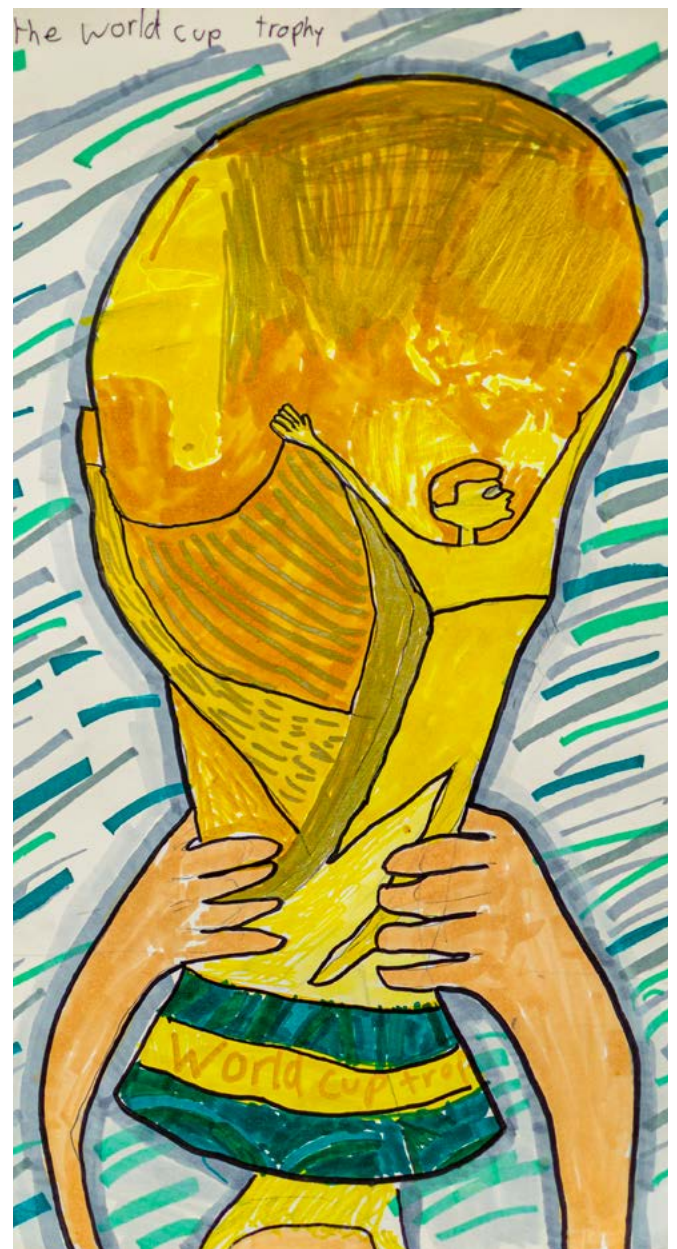
Shadow Bunny –  
Ray Kok Grade 5



Ponyo –  
Aya Grade 4



Sweet Cake and Coffee – Yunji Lee Grade 4



World Cup Trophy – Lucas Grade 4





Jeffery Leung Grade 9

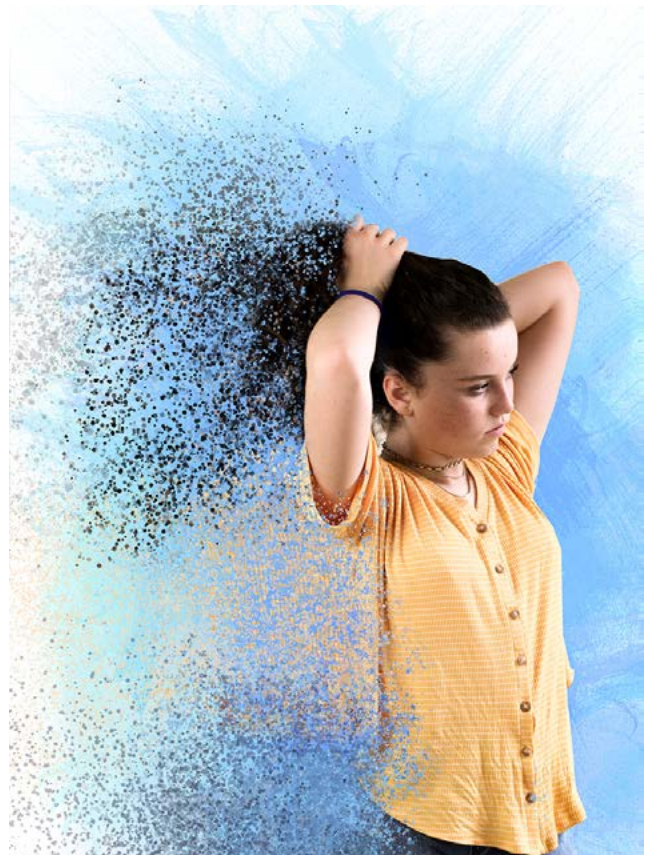


Jen Ha Grade 10

# Upper School Arts



Lina Hui Grade 9



Ying-Yu Kiki Lin Grade 9





Malu Nogueira Grade 9



Marta Jorda Grade 9

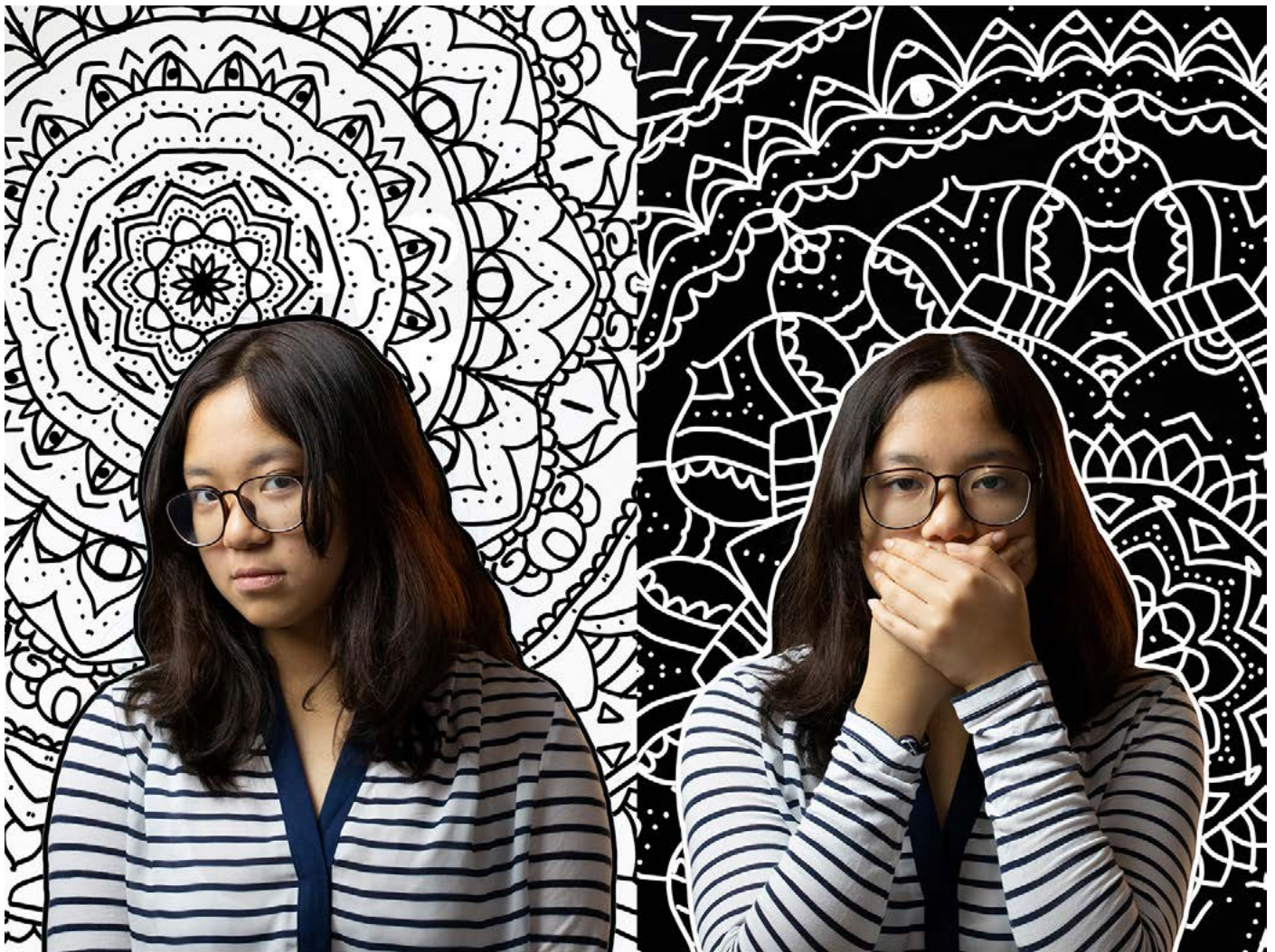


Mei Lee Luebbe Grade 9





Maxine Liang Grade 10



YasHosseini





Bina Stange Grade 12



Hiu Tung Ip Grade 12



Hugo Kvarnstroem Grade 12



Jou-Chen Chao Grade 12



Roxy Denigan Grade 12



Simran Kaul Grade 12



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