





A WARM WELCOME

FROM OUR SCHOOL DIRECTOR

We are pleased to welcome you to American School Hong Kong (ASHK). Thank you for your interest in our school. We are delighted to have this opportunity to establish our vision and to build an exemplary KG2 - grade 12 international school in Hong Kong, steered by Esol Education's 40-year heritage of establishing leading international schools worldwide. Our mantra is focused on high expectations - expectations of ourselves and high expectations for the students who enter our school community. The combination of a welcoming and safe environment, skilled and inspirational teachers, and supportive parents makes for great learning and a rich, rewarding atmosphere. We are committed to building a learning community where care and respect for one another is of paramount importance. We are committed to providing a balanced and holistic program with equal emphasis on the intellectual, social, creative, and physical domains. Working with the many fine children and young adults who come through the doors of a school on a daily basis is an honor and privilege and with it comes great responsibility and joy. We are eager to embrace this challenge at ASHK and to welcome to our community the next group of future graduates who share our passion to build a great school! We look forward to hearing from you and to welcoming you to American School Hong Kong.

John Jalsevac
School Director

“ We are committed to providing a balanced and holistic program with equal emphasis on the intellectual, social, creative, and physical domains. ”







A BRIGHT MESSAGE

FROM OUR SCHOOL PRINCIPAL

Welcome to ASHK! A hidden gem in the lush Tai Po community, our school provides a wonderful environment for each child to grow and build strong academic roots. When asked what makes our school unique, I have no difficulty sharing details about our family-friendly environment (which can be felt the minute you walk through our gates), our highly-talented, caring, and professional staff, as well as our solid academic programs that provide the framework for all teaching and learning. With an American approach to education, we understand that the process of learning is difficult to measure and truly appreciate when viewing the end product. As part of exploration, innovation, and creation at ASHK, students are asked to try new ideas, create prototypes, think critically, and problem solve. They may struggle and, at times, fail at their first attempt. We understand that failure provides an amazing, lasting, learning opportunity - especially when it is done in a safe and caring environment guided by skilled teachers! We believe that the magic of the learning experience is found during this journey!

Key teaching approaches and curriculum components of our overall program include:

- a holistic approach to teaching and learning that supports each child's unique needs in all areas - social, emotional, physical, and academic
- a comprehensive literacy curriculum with benchmark assessments designed to measure each child's needs and to match these needs with the materials and targeted guided instruction for growth in each area (we know that effective communication skills are key - both now and in the future)
- a multi-faceted STEAM approach to learning that inspires students to inquire, explore, discover, innovate, create, experiment, and connect and apply understandings to real-world experiences
- a conceptual approach to mathematics that emphasizes contextual connections beyond computational procedures and processes

While it is hard to predict the careers of the future, we have no doubt that development of 21st century skills (i.e. collaboration, communication, critical thinking, problem solving) as part of the overall learning experiences at ASHK will provide a solid foundation for our students to be able (and willing) to achieve anything! We love what we do and it shows! If you have not yet discovered this hidden gem in Tai Po, I encourage you to come and pay us a visit! My door is always open and I am eager to help you discover how we can meet and support your child's unique needs!

With much appreciation and celebration,
Joanne Mallary
School Principal





ACHIEVING EXCELLENCE

THROUGH EXCEPTIONAL TEACHING

ASHK Vision

To be widely recognized as a welcoming global community where creativity and innovation equip students with the knowledge, skills, and attitudes necessary to achieve their fullest potential.

ASHK Mission

To provide a challenging American and international education program that empowers students to be independent critical thinkers and responsible global citizens who excel in their future studies and careers.

ASHK Learner Profiles

The attributes that form the ASHK Learner Profile are visibly displayed throughout the school and embedded into our entire program. When all members of our school community strive to live by the spirit of the Learner Profile, chances are good that every experience will be a positive and fulfilling one. Therefore, all ASHK students are encouraged to become:

Knowledgeable - **Independent** - **Creative** - **Internationally-minded** - **Principled**
Confident - **Reflective** - **Balanced** - **Caring**

Accreditation

American School Hong Kong (ASHK) is designed as a co-educational through-train day school for students from KG2 (age 5) to grade 12. English is the language of instruction and communication at the school. ASHK has been granted accreditation status by the Middle States Association of Colleges and Schools (MSA), a leading American body that accredits seven other Esol Education schools, and by the Western Association of Schools and Colleges (WASC). In addition, ASHK plans to offer the International Baccalaureate Diploma Programme (IBDP) to eligible students entering grades 11 and 12.

Esol Education

American School Hong Kong is owned and operated by Esol Education, the world's largest operator of international American schools. Esol Education currently operates 10 high quality international schools across three continents with more than 10,000 students registered. Graduates from Esol schools are now attending leading universities worldwide, including Stanford University, Massachusetts Institute of Technology (MIT), Yale University, Columbia University, University of Toronto, and the London School of Economics.





360° LEARNING AND DEVELOPMENT

A WELL-ROUNDED APPROACH

Curriculum Overview

ASHK provides a rigorous American and international education program. Our inquiry and concept-based approach to teaching and learning promotes the development of critical thinking. Concept-based learning is about big transferable ideas that transcend time, place, and situation. Concepts are a way to organise and make sense of learning. Content focuses primarily on facts while concepts focus on making sense of those facts and the world around us. Through this approach, students are empowered to become independent, self-actualized, critical thinking, problem solvers.

In the Elementary School (KG2 - grade 5), and Secondary School (grades 6 - 10), the US Common Core (Math and English), Next Generation Science Standards (NGSS), and American Education Reaches Out (AERO) Social Studies Standards, along with other best-practice international frameworks, provide the foundation for learning. The standards provide benchmarks and success criteria for each grade level and are designed to build upon the most advanced current thinking about preparing students for success in college and with their careers. The standards are the learning goals for what students should know, be able to do, and communicate at each grade level. They are designed to help students acquire the knowledge, skills, and attitudes necessary to reach their full potential.

The first three years of the Secondary School program (grades 6 - 8) provide a transitional bridge between the more child-centered, self-contained classroom of the Elementary School and the curriculum based departmental focus which begins in grade 9. Healthy relationships are of paramount importance when working with 11-14 year olds where the widest range of differences in terms of physical, social, and intellectual growth is typically found. An understanding of adolescent development during this critical phase underpins the program in place for these students. In response, the school has introduced a Teacher Advisor Program (TAP) along with a Personal, Social, and Emotional (PSE) curriculum framework, and is committed to the development of strong character and life skills in our students. We have also introduced leadership development programs and activities such as Model United Nations, Week Without Walls, and National History Day, which are all designed to promote responsible global citizenship.

Enrolment in the International Baccalaureate (IB) Diploma Programme is the preferred option for grade 11 and 12 High School students. The IB programme is a university preparatory program characterized by its intellectual rigor, liberal arts tradition, and international flavor. The curriculum promotes critical and analytical thinking. The IB Diploma is recognized as an excellent credential or “gold standard passport” for admission into top tier colleges or universities worldwide.

Digital Technology

The use of technology provides many opportunities for students to delve deeper into their learning. With teachers guiding and extending the educational process, students begin to engage in collaborative work and establish their own digital footprint as part of a 1:1 technology program at ASHK. MacBooks, iPads, mobile devices, and classroom management software are connected through an intelligent infrastructure that provides seamless, wireless connectivity throughout the school. The school recognizes that, when digital environments are used effectively, they can build character, enrich discovery, guide learning, and encourage positive behavior.





STEAM AT ASHK

A HOLISTIC LEARNING ENVIRONMENT

Holistic Development

At ASHK, we are focused on developing well-rounded individuals. Intellectual development is of paramount importance but significant emphasis is placed on the social, physical, emotional, and creative domains. One of the ways the school supports students with holistic development is by offering a wide assortment of Extra Curricular Activities (ECAs), outside of the classroom, that serve to meet their interests and needs.

STEAM Focus

Research tells us that skills have become as important as knowledge in terms of what prospective employers are looking for in college graduates. Higher-order, critical thinking skills such as evaluation, application, analysis, and creativity are the hallmarks of the successful, highly innovative 21st century organization. Within these companies, teams are formed to work together in a collaborative and interdisciplinary mode to create and build their product or service. Forward thinking schools have also begun to shift their thinking to better prepare students to adapt to the rapidly changing world we live in and to the professional world they will eventually work in. Many of these schools have introduced an innovative approach to learning called STEAM.

STEAM is an integrative approach to learning that leverages inquiry and design to guide development of 21st century skills. At ASHK, our STEAM curriculum provides activities that foster true innovation that comes with combining the mind of a scientist with that of an artist or designer. STEAM programs require students to be active and engaged. The approach is very hands-on in nature. Students will be called upon to gather supplies, develop hypotheses, construct models, and test designs.

Through STEAM, students develop ownership and responsibility for their education as they face many time management and decision-making challenges. Students will become very effective at teamwork, flexible-thinking, creative problem-solving, and will understand the importance of collaboration. At American School Hong Kong, we are dedicated to maximizing the creative and innovative capacity of our students to help them become what our Mission Statement speaks to: “independent critical thinkers, and responsible global citizens who excel in their future studies and careers.”





OUTSIDE THE CLASSROOM

AN APPRECIATION FOR LIFE

Leadership and Clubs

ASHK promotes social responsibility from an early age by introducing community-based projects that develop students' sense of responsibility and concern for others. ASHK enables students to build a cohesive worldview, empowering them to make the right choices, developing their imagination and creativity, and supporting their development as internationally minded, global citizens.

Through participation in community based projects and clubs, students are provided with opportunities to develop and refine their leadership skills. Many clubs have an executive membership responsible for developing the club's mission and related activities. Students are challenged to set agendas, identify goals, strengthen their organizational skills, establish strong communication skills, execute plans and learn more about the value of flexibility and adaptability. Through these experiences, they grow to appreciate the importance of teamwork.

As the school matures, a broad range of clubs offered at ASHK will continue to grow. They meet on a regular basis either at lunch-time, after-school, or as part of weekend activities. All have a teacher assigned to the club as a supervisor. Clubs that are being offered, or planned include the following: Student Council, Model United Nations (MUN), UNICEF, School Yearbook, Battle of the Books, Brownies, Environment Club, and Habitat for Humanity.

Fine and Performing Arts

From visual arts, to choir, band, dance and drama, students at ASHK have numerous opportunities to channel their creative instincts and to immerse themselves in a program that suits their talents and interests.

As part of the regular program for students at all grade levels, specialist teachers in music and visual arts engage students in creative outlets. Students also have opportunities to join an after-school or lunchtime art club or choir. Middle School brass and woodwind ensembles have become an integral part of the school's musical life and theatre productions will be introduced. Our mission is to encourage maximum participation in the creative realm and to provide enjoyable experiences for students.

Physical Education (PE) and Athletics

The PE curriculum helps students develop an understanding of what they need in order to make a commitment to healthy active living. Participation in our after school 'learn-to-play' and competitive sports program is an extension of the PE program and seen as an integral and enjoyable part of a child's development and of the overall ASHK curriculum plan. Through participation in sports, students learn to appreciate the close relationship that exists between a healthy body and healthy mind.

The youngest students in the school are introduced to sports as part of a balanced PE program. They are also invited to participate in intramurals (i.e. basketball, soccer, dodgeball) and in after-school 'learn-to-play' programs.

We are full members of the International Schools Sports Federation of Hong Kong (ISSFHK) and, beginning with 10-year-old students, have entered teams in some of the competitions offered by the league such as cross-country, soccer, track and field, badminton, basketball, volleyball, tennis, swimming, and rugby.



CHINESE LANGUAGE

ABILITY-BASED LEARNING STREAMS

We believe that meaningful and early exposure to more than one language provides our students with advanced cognitive development. The Chinese program at ASHK is a comprehensive acquisition and development program. We offer daily Chinese (Mandarin) lessons for all children. Our aim is to provide opportunities for students to develop their listening, speaking, reading, and writing skills to an optimal level based on their linguistic and cultural backgrounds. ASHK has established separate levels (foundation, standard, higher and advanced) to accommodate the varied experiences students have had with the language. The levels are different in the nature of the expected outcomes for the children and the structure enables children to learn at an appropriate pace. Movement between levels is carefully considered and handled sensitively by the teaching staff in the interests of all children. Movement between levels, if appropriate, is arranged at the end of each term.

Different Levels for Different Learning Needs

CFL - Chinese Foundation Level (Beginning/Emergent Communicators)

This pathway is designed for children who have limited to moderate experience in learning Chinese. The learning in this pathway focuses on communication, and aims to enable the children to develop their skills of listening and speaking. Reading and writing are introduced and developed gradually. Simplified characters are used in this pathway.

CSL - Chinese Standard Level (Capable Communicators)

This pathway is designed for children who have a good foundation of Chinese and for those who have or want to pursue opportunities to use Chinese in daily life. Speaking and listening remain the focus in the early years but as the children move into upper primary and middle school reading and writing grow to be of equal importance. Simplified characters are used in this pathway.

CHL - Chinese Higher Level (Near Native Communicators)

This pathway is designed for children who have a strong foundation of Chinese and for Cantonese speakers who are solid with their reading and writing skills but needed some practise of listening and speaking in Mandarin. Traditional characters will be used in this pathway.

CAL - Chinese Advanced Level (Proficient/Native Communicators)

This pathway is designed for competent speakers of Chinese. The children's competence in listening, speaking, reading and writing enable them to exchange their opinions and information on various topics of Chinese in and outside class. The language standards of this pathway follows the Hong Kong Chinese Language Curriculum Guidelines. Traditional characters will be used in this pathway.

As part of the IB Diploma Programme, all students will be expected to take both, English and a second language, through to graduation.





WORKING TOGETHER

COLLABORATIVE GOALS

Parents As Partners

We recognize the crucial role that parents play as primary caregivers. Our faculty are committed to honoring parents as significant partners in the educational process. Teachers act in loco parentis - as a good person would in the absence of the parent. It is crucial, therefore, for school and family to work closely together, informing, supporting, and communicating. A strong home-school partnership is essential for students to reach their full potential. ASHK promotes regular communication between parents and teachers and includes opportunities for parent volunteers to support the educational program. The American School Parents' Association (ASPA) has played an active role in the school since it was established.

“ ASHK is committed to honoring parents as significant partners in the educational process, while ASHK teachers will act in loco parentis. ”

Campus and Facilities

In 2015, ASHK was granted an existing school campus by the Education Bureau and immediately launched a major renovation plan to transform the large facility into a modern, international school campus of the highest standards. The spacious, seven-story building is located in an attractive environment set amidst green hills in the Tai Po district of Hong Kong. The classrooms and specialty areas have all been renovated to provide open, bright and technologically-connected learning spaces.

ASHK offers modern classrooms with the latest teaching technology, laboratories, gymnasium, soccer field, music room, art studios, children's playground, black-box theatre, and cafeteria.

School bus transportation for students is available from all parts of Hong Kong including Hong Kong Island, Kowloon, and the New Territories.



ADMISSIONS

JOIN US TODAY!

ASHK has a rolling admissions scheme and **accepts applications all year round**. Enrolled students do not need to reapply for higher grades and, on completion of Grade 12, will receive a US High School Diploma and an IB Diploma if all requirements are met.

NUMBER OF STUDENTS PER CLASS			
Kindergarten	Grade 1	Grade 2	Grade 3 - Grade 12
18 students (1 teacher + 1 Ed. Asst.)	21 students (1 teacher + 1 Ed. Asst.)	23 students (1 teacher + 1 Ed. Asst.)	24 students

All students, regardless of race, religion, or nationality are eligible for admissions to ASHK. The school will consider students identified as needing special educational support, if the respective services are available. EAL (English as an Additional language) support will be provided, if needed, for those whose first language is not English.

Scholarships are also available for students who meet the criteria for eligibility.

How To Apply

Please visit our website to submit an **online application form**, with the supporting documents. Applications may be submitted up to two years in advance of the anticipated enrolment period, with interviews conducted in the months prior to enrolment.

Interviews and Assessments

All applicants are required to meet with the Director of Admissions for an interview and assessment, to measure academic standing and proficiency in English, and to determine appropriate grade placements.

Assessment for entry into kindergarten, Grade 1 and Grade 2 are designed to confirm developmental readiness for school and mastery of foundational academic skills that allow for progress into more complex learning.

Students entering Grade 3 and higher will take the Measure for Academic Proficiency (MAP) test with focus on literacy and numeracy, and will provide a writing sample/essay.

To learn more about ASHK or to register your interest for your child, please feel free to contact our Admissions Office directly:

Email: admissions@ashk.edu.hk

Phone: +852 3919 4111

Website: www.ashk.edu.hk

OUR ROLLING ADMISSIONS SCHEME
ALLOWS FOR NEW STUDENT
APPLICATIONS ANY TIME
THROUGHOUT THE ACADEMIC YEAR!



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