

DragonNews

Summer 2024



OPPORTUNITIES TO BUILD

- Congratulations Class of 2024!
- Grade 5 PYP Exhibition
- MYP Personal Project and Community Project
- International Day
- China Trips
- ACAMIS Spring Leadership Conference

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Inspiring keynote speakers and best-selling authors **Rosalind Wiseman** and **Michael McQueen** take the stage at HIS



Opportunities to Build



FROM THE SUPERINTENDENT

Dear HIS Community and Friends,

As we close out the 2023-24 school year, we take a moment to reflect on the incredible journey our school has taken over the past two decades. Since 2002, our HIS community has grown from a humble beginning of just 9 students to over 900 students from more than 50 nationalities. Next school year, we are on target to host more than 1000 students for 2024-25. This remarkable growth has not only transformed our school into one of the most diverse and vibrant international communities in the region but has also provided a platform for students to thrive and achieve their full potential. As we celebrate this milestone, we are reminded of the core values that have guided our school's mission from the very start: providing access to educational excellence and fostering a culture of inclusivity, care, and collaboration. At the heart of our mission lies the belief in the power of opportunities to build a brighter future for all. In this edition of DragonNews, we are exploring how HIS and its community provide 'Opportunities to Build'.

This theme, "Opportunities to Build," takes on a new significance as we look back on the recent ACAMIS Spring Leadership Conference, which was proudly hosted at HIS in April. The conference brought together over 500 international school leaders from around the region, and the theme resonated deeply with all of us. The conference explored four sub-themes: Futures, Leaders, Spaces, and Lives. These sub-themes served as a catalyst for discussions, workshops, and presentations that showcased innovative approaches to education, leadership, and community building. World renowned speakers Michael McQueen (<https://michaelsmcqueen.net/>) and Rosalind Wiseman (<https://rosalindwiseman.com/>) provided thought provoking keynotes for the event.

We were inspired by the stories of resilience, creativity, and collegiality that emerged from the conference, and we believe that these themes will continue to shape our own community's approach to education and growth. We have



also been honored recently to host gold medal swimmer and current world record holder in butterfly stroke, Andrii Govorov, who shared his remarkable journey with our students. Our own student-athletes have been bringing home their own individual records and team gold. We are also proud to share that our seniors have all been accepted to excellent universities, and the Class of 2024 has accumulated over 700,000 USD in scholarship funds, including a Division I golf scholarship at the University of Washington.

In this final edition of DragonNews for the 2023-24 school year, we will be sharing stories and reflections from the conference, as well as highlighting the many opportunities to pursue excellence that HIS offers to our students, parents, and faculty. We will explore how our school community is working together to build a brighter future for all, and how we are leveraging our diversity to create a more inclusive and caring environment.

Before we take a break for the summer, I want to congratulate all our graduating seniors of the

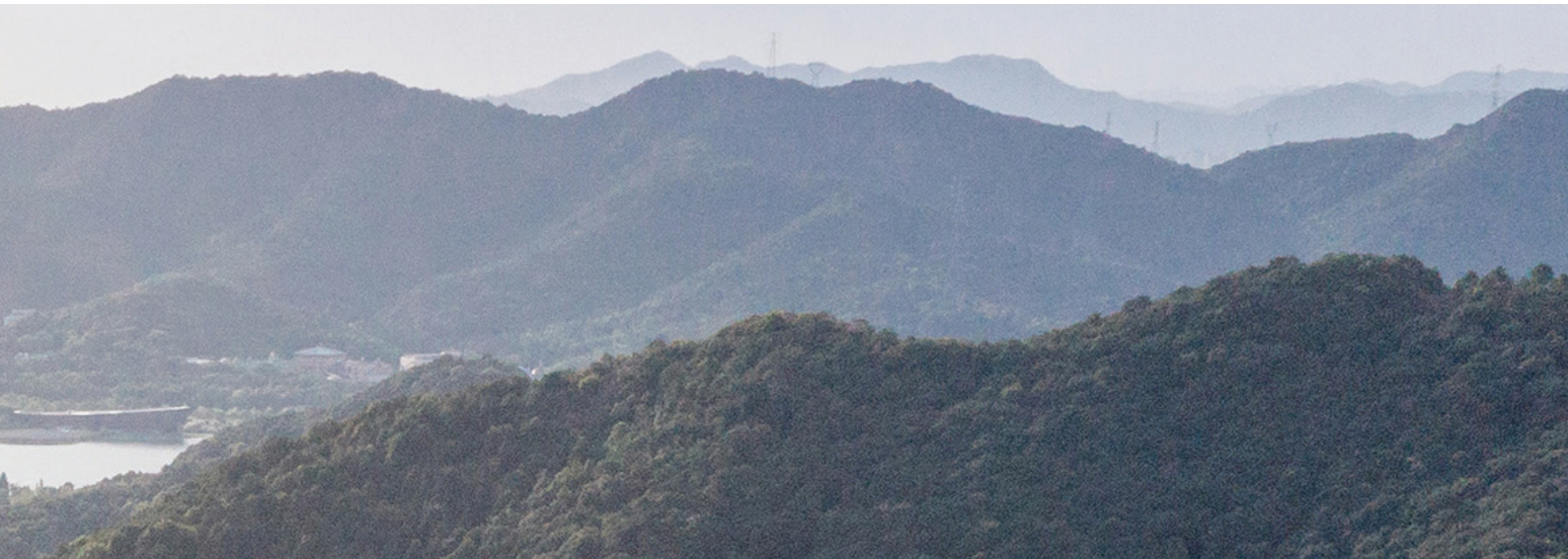
Class of 2024 with best wishes, great happiness, and success in your next chapter of life. And I want to thank all our dedicated teachers, parents, and students for many more wonderful memories. No doubt some of you will be leaving us at the end of this year. I wish you all the best and hope you will find your new home as equally warm and caring as at HIS. Remember: Once a Dragon, Always a Dragon! We look forward to welcoming our students back in the fall, meeting all the new families, and building on the momentum of this school year.

Thank you for being part of the HIS community, and we wish you a wonderful summer!

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Jeffrey R. Stubbs
Superintendent



Grade 5 PYPx 2024



MEGAN EVERETT | Lower School Grade 5 Teacher

The PYP Exhibition (PYPx) was a chance for grade 5 students to showcase all that they have learned over the course of their PYP experience, including their mastery thus far of the Learner Profiles and Approaches to Learning.

The entire Exhibition process is very involved for Grade 5 students and requires the joint support of teachers, mentors, and parents. Students began by exploring the topics that they were passionate about and narrowing these topics down to three choices. Following this, students were placed into mixed-class groups with their peers and the Grade 5 teachers took on “new” Grade 5 classes with 5-6 groups in each room.

Students then established key concepts and lines of inquiry that connected to the Sustainable Development Goals (SDG's). Each line of inquiry was created by writing and sorting 5 deep questions about their topic into categories. Following this, students formed their own central ideas, developing their own “units of inquiry” to explore their passions as groups.

Grade 5 PYPx groups also had the opportunity to go on field trips to local museums, businesses, farms, and other locations with parents and mentors. In addition, students received the opportunity to connect with experts to interview them about their topics – many of these experts were local, but some were international!

After completing the academic tasks for exhibition, PYPx groups focused on coming up with a plan of action that would create a lasting positive effect on the community. All the while, students were carefully crafting their spaces for the Exhibition. This was likely

the busiest period that these students have ever experienced in PYP. Much hard work was put into this culminating experience.

Grade 5 teachers would like to thank everyone who supported the students in this academic milestone within the IB program. We would also like to thank everyone who attended PYPx 2024 to celebrate the accomplishments of these up-and-coming middle schoolers. Congratulations to the Grade 5 students, you have beautifully and proudly proven yourselves as IB scholars.



“The PYP Exhibition (PYPx) was a chance for grade 5 students to showcase all that they have learned over the course of their PYP experience, including their mastery thus far of the Learner Profiles and Approaches to Learning.”



Student Led Conferences



LYNN PENDELTON | Lower School Principal



On March 19, we were excited to host our Student-Led Conferences. This significant event celebrates and showcases our student's learning and ongoing portfolio of artifacts. The purpose of student-led conferences is to:

- Help students assume responsibility for their learning by allowing them to lead a structured discussion with parents and family about their learning progress
- Highlight key features of the student's selected work in different curriculum areas
- Involve parents in their child's learning by demonstrating classroom learning engagements and setting future goals together.



It was wonderful to see parents and grandparents come together to share and as a family, celebrate each student's growth, learning, and personal goals. At HIS we encourage a 'growth mindset' that helps students understand that they can always change, grow, and improve. In the PYP, understanding what you are learning, talking about it, reflecting on the following processes, and setting goals are essential skills that support lifelong learners.



Benefit of Instant Activities

RACHEL FORD | Lower School Physical & Health Education
NICHOLA HOLLINGSWORTH | Upper School Physical & Health Education



An Instant Activity (IA) is an activity which helps to get "...classes off to a quick, dynamic, and fun start" (Markross, 1998). IAs can be activities from past lessons, free play with equipment which has and will be used, skill games in different fitness components which relate to the concept and are a way to encourage student engagement.

"I love it when we come and play right away, I always get changed quicker when I see we have a game at the start" -Avery, G6

Grade 3 is learning about net games. These activities including badminton and table tennis are extremely popular and students dash into the LS gym wide eyed, smiley faces, excited hands and fast feet. The last thing students want to do is sit down. Students are desperate to PLAY!

The use of IA means there is no need to slow this enthusiasm. A range of equipment for badminton, table tennis and volleyball are available for students and through setting clear routines and expectations, students know they can take equipment and practice object control or serving either independently or with a partner. This instant activity not only keeps students engaged and enthusiastic but also allows teachers to quickly assess student interests, partnerships, and skill levels.

Similarly, Grade 5 students, when introduced to invasion games, had access to sport-specific equipment like footballs, basketballs, and rugby balls. This hands-on practice of passing and creating game challenges not only captivated students but also provided teachers with valuable insights into student

preferences, collaborations, and skill development, fostering a dynamic and student-centered learning environment.

"I like being able to play straight away and have fun at the start of class. Afterwards I can listen to the teacher better" - Eric, G3.

Grade 6 has utilized IAs during our Fitness Units, by starting the lesson which the previous lessons fitness test, students know what to do and can quickly join in re-testing their vertical jump for muscular power or their 20m sprint for speed. They also used IAs when completing their Rhythmic Gymnastics Unit at the start of the year, where equipment that would be using that lesson is available and students have time to explore and free play with this to encourage creativity.

"I always chose the ribbon to play with at the start of the lesson because I love the colors" - Lucia, G6

Student choice increases motivation and activity, with IAs at the start of the lesson which encourage choice and creative thinking we allow the students to build their skills in the sports we are engaging in. At HIS we encourage the development of our students as inquirers, communicators, and caring- IAs help them develop these skills. They choose the equipment and how to use it, they communicate with others to create self-led games and share, and they show caring by including others. These IAs offer students the chance to build through their activities and interactions.



Book Week | Night of Tales



INGRID MAJOOS | Lower School Librarian

By reading one book every day to your child, you are exposing them to a plethora of new vocabulary, grammar elements and text features. Not to mention the expansion of curious minds, imagination and skills such as prediction and retelling. By establishing a reading environment at home and at school, it creates routines and stability that children require and thrive on. In addition, it is a great bonding moment where parents and teachers can share their favorite childhood books and in turn the adults can learn about the books and topics that interest children.

These are just a few points that highlight the importance of books and reading. This is why HIS ensures that its libraries are well stocked, reader engagement activities are readily available and events such as Book Week take priority on the school calendar. This is our second year of hosting the HIS Book Week and it has grown in strength and enthusiasm.

Book Week included many fun activities for the students, parents, and educators to take part in. Students could bring in books to add to the Book Donation and Swap Table in the library. If students saw a book they liked, they could take it home and keep it. It gave students agency to share their favorite books with each other. In library lessons for the week, we discussed different book awards and what they mean when students see the award labels on books. Classes then had the opportunity to give their chosen books a Golden Dragon Book Award! These books are on display now in the lower school library and students can check out the peer recommended books. Students could also take part in the Book Week Book Bingo activity. They had to read a range of different books to finish the activity.

In addition, all week we had Mystery Readers come into classrooms and surprise students with fantastic stories. Children were happy to see their parents come and read a story for their class and others had teachers who surprised them. We also had a very successful Book Character Dress Up Day halfway through the week. Many different book characters were on display and the teachers went above and beyond to spark happiness and excitement as they dressed up as book characters. The week ended on a magnificent high, with Night of Tales. The educators went far beyond expectations and put on amazing stories and shows for the HIS community to enjoy. We hope that all these events encourage everyone to keep on reading, to find new texts to enjoy and most importantly to share their love of reading and books with each other.

“Many different book characters were on display and the teachers went above and beyond to spark happiness and excitement as they dressed up as book characters.”



The High Seas | Setting Sail on a Musical Journey



FARINA LIM | Lower School Music Teacher

Ahoy there! The Lower School recently set sail on an epic musical adventure with "The High Seas". This musical extravaganza featured sailors, pirates, and sea creatures all working together despite their differences - a true reflection of the HIS community. Over 250 Grade 3, Grade 4, and Grade 5 students spent the past ten weeks rehearsing tirelessly to bring this production to life.

But they didn't sail alone on this journey. A team of dedicated teachers trained the students in singing, voice projection, stage positions, gestures, and acting. And on the day of the show, 'little mermaids' from the Junior Choir sang their hearts out, and a group of parent helpers were on deck to assist with costumes, hair and makeup, and supervision. The poster for the show was designed by our talented Grade 5 student, Nemo, while the set design was in the capable hands of a student parent, which was then brought to life by our hard-working staff. It was amazing to see how all these pieces came together to create a show that could rival even the biggest Broadway productions.

As the curtains drew to a close on this exciting chapter for our Lower School students, we want to recognize the important lessons that participating in theater can teach our young performers. Through their rehearsals, they learned teamwork, confidence, and creativity. They also developed their communication skills and learned the importance of paying attention to detail. These skills will serve them well in all aspects of their lives, not just on the stage.

We can't help but express our gratitude to everyone who was involved in making The High Seas a success. From the students who dedicated themselves to endless rehearsals to the parents

who generously lent their time and skills to bring the show to life - we couldn't have done it without you all. Despite the differences between sailors, pirates, and sea creatures, they all worked together towards a common goal. And that's what makes the HIS community so special - we come from different backgrounds and have different perspectives, but when we work together, anything is possible.

So here's a tip of the hat to all those who played a part in this incredible production. We're already looking forward to the next adventure on the high seas! Until then, let's bask in the success of this amazing musical showcase.





“Through their rehearsals, they learned teamwork, confidence, and creativity. They also developed their communication skills and learned the importance of paying attention to detail. These skills will serve them well in all aspects of their lives, not just on the stage.”



Game of Tiaras | An Epic Battle for the Throne



ELLIE CAVEN | Upper School Performing Arts Teacher

Game of Tiaras is a 40-minute one-act show that parodies Shakespeare, Western Fairytales, and Game of Thrones. This hilarious, tragic comedy focuses on a King who decides to split his empire between his three daughters, Cinderella, Belle, and the Snow Queen (who in no way resembles a copyrighted character).

Students from grades 6 to 11, across the entire upper school, have been involved both onstage and in behind-the-scenes work. Watching our hilarious and talented students bring these characters to life on stage has been an absolute joy.

We were thrilled to get to approach traditional fantasy and fairytale stories in a nontraditional setting. The show was a real laugh as parents and members of our community chuckled through the performance of three princesses fighting their way to the throne.

The impact of performing arts, including theatre, on students is significant. It allows them to create art and express themselves while fostering a sense of community with their peers. In performing arts classes, students have the space to explore their personal identities, promoting self-discovery and growth.

"The play was not only fun but also special to be a part of. Being able to come together and put it on was incredible."

- Teia, G8

"The best part about Game of Tiaras were the funny 'special effects', dramatic deaths, and lots of comedy. The costume designs were REALLY good, and everyone got a chance to act and have fun. This play helped us practice our projecting and the reactions to things happening even though when we're on the side."

- Daisy, G7

"A comedy of a tragedy!"

- Livia G7

"My favorite part of Game of Tiaras was that everyone was enjoying acting as a different person and having fun with different expressions for the tragedy. Our cast, crew, and the directors worked very hard to create an amazing show, which the audiences enjoyed."

- Elly G7

"Game of Tiaras was like no other production this school has put on. It was lighthearted and engaging for both the audience and performers like myself. I've joined many plays before, but this show stood out because of its simple yet lively lines and jokes throughout the whole thing. I especially loved watching other people perform because of their great talent and natural charisma on stage. I'm so glad the school picked this show, and I'm grateful for the directors and teachers for helping us make this show come to life. I hope future plays will also be this enjoyable."

- Irene, G10





Building Lives with Student Support



DR. AARON AYERS | Deputy Superintendent

Here at HIS we pride ourselves in providing the best and most well-rounded educational opportunities possible for our students. Our stated Mission at HIS is to provide international learners with opportunities to pursue academic and personal excellence within a caring community. Over the past three years, it has not only been an honor, but also a pleasure to work with so many truly amazing educators. Closest to my heart have been those on the Student Support Team.

The Student Support Team truly excel in all facets of Building Lives. Their mission, just like every other teacher's mission, is to ensure that every student receives the best experience and education we can provide. Our Student Support Team is dedicated to working with students and ensuring they find success and grow in their love for learning.

Truly, the Student Support Team's impact is felt in all facets of our school. Their determination, passion, and endurance in their work truly represents the holistic approach to education we at HIS believe in. One of the more critical roles of the Student Support Team is collaborating and working with our homeroom teachers too. This ensures that best practices based in science, data driven decisions, and cohesive efforts are central in supporting all students.

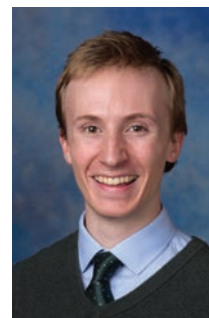
At the core of all HIS teachers is the concept of student support and what that actually means in practice. In the way that every member of our Student Support Team is a fully capable teacher; every teacher at HIS is an essential part of supporting students. These collaborative efforts and framework ensure that every student receives the necessary support to achieve their full potential, thus

fostering an inclusive culture of academic excellence within the HIS community.

Serving alongside the Student Support Team at HIS has created a sense of honor that is rare in the field of education. There are many schools that provide student support services, and there are many schools that do not. But one thing I can tell you is there is no student support team like the one here at HIS with the love, capacity, agency, and abilities to do what they do every day.



Natural Helpers



MATT HAMILTON | Upper School Learning Support

“A major goal for the program is that students involved may share their knowledge and skills gained with their peer groups and act more confidently in recognizing when they may intervene or support classmates in difficult situations.”

HIS Natural Helpers is a program in which middle schoolers who have exhibited remarkable empathetic qualities have been selected by their teachers and tasked with promoting and maintaining informal networks of student-led support groups. This program's goal is to cultivate “well-rounded, community contributors armed with the academic and personal skills to succeed in the adult world,” (HIS Vision and Mission).

The students meet in the second semester during FLEX time under the guidance of School Psychologist Dr. Bull-Beedows and Learning Support Specialist Mr. Hamilton. The group follows a program built by Dr. Bull-Beedows and Mr. Hamilton and informed by student feedback that covers topics such as academic stress, recognizing self-harm, healthy relationships, confidentiality, reporting, understanding their limitations as helpers, active listening, and numerous interactive topics and activities which include counseling

micro-skills and role-playing. Some of the Natural Helpers are even using the group as a framework for their Community Project.

The need for HIS Natural Helpers became apparent in several instances in which teachers saw the empathy and care of our students supporting their peers through moments of duress. Natural Helpers recognizes informal “helping networks” that exist between students at HIS. A major goal for the program is that students involved may share their knowledge and skills gained with their peer groups and act more confidently in recognizing when they may intervene or support classmates in difficult situations. Furthermore, the program aims to develop a framework for students to act as mentors and peers to guide each other through difficult situations, as demonstrated through Natural Helpers' participation in the Upper School and Lower School mentoring initiative.



The HIS Wellness Program and Social-Emotional Learning



DR. RYAN BULL-BEDDOWS | Upper School Counselor & School Psychologist
RUTH VIADER | Lower School Counselor

At HIS we embrace social-emotional learning (SEL) as a key pillar of student development. A balanced learning approach has been proven to enhance academic performance, foster positive attitudes and behaviors, improve relationships, reduce emotional distress, and promote a healthy self-image. The Counseling team has implemented the Wellness Program as a schoolwide initiative to support these goals.

Using the CASEL framework and ISCA Student Standards, we came up with eight topics within the HIS Wellness Program. Throughout the year, sessions are facilitated by educators including school counselors, classroom teachers, advisors, and homeroom teachers. This curriculum is seamlessly integrated into our overall educational framework and is taught to all students from Kindergarten through Grade 12. It is delivered through classroom instruction, interdisciplinary units, and engaging group activities.

Younger students are taught about concepts such as empathy, problem-solving, building healthy relationships, diversity and inclusion, and transitions. Students in the Upper School learn about a variety of topics targeted more for teenagers and young adults including mental health, consent, sex education, and safety. Grade 9, 10, and 11 students also have career and university counseling lessons spread out during the year.

As the School Counselors, our team takes great pride in implementing this comprehensive Wellness Program. We are firmly rooted in our commitment to student well-being and recognize the positive correlation between emotional support and academic performance. Our Wellbeing Program equips our students with life skills to thrive academically, emotionally, and socially during school years and beyond.

WHAT ARE THE EIGHT TOPICS OF THE WELLNESS PROGRAM?

EMOTIONAL EDUCATION

Understanding our emotions and learning how to manage them.

RELATIONSHIPS

Building conflict resolution and other skills needed to have healthy relationships.

CHARACTER EDUCATION

Teaches habits, actions and ideas that help people live and work together and be successful members of their communities.

ACADEMIC & CAREER

Prepares the students for their academic life (classroom, organization skills, goal setting, etc.) as well as their college and future career.

SELF-AWARENESS & IDENTITY

Developing a sense of self and exploring different aspects of their identity.

SOCIAL AWARENESS & GLOBAL PERSPECTIVES

Developing a sense of community, global understanding, and international mindedness. Covers topics such as boundaries, families & cultures, diversity, cultural competence, personal bias, and advocacy

PERSONAL SAFETY

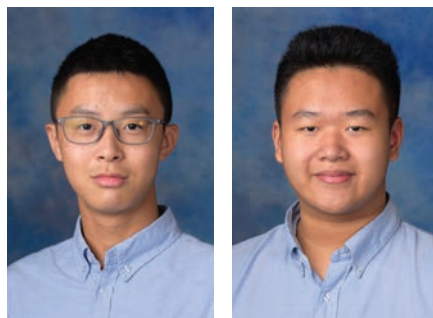
Covers different elements to keep themselves safe. Topics vary from simple personal safety knowledge and consent to alcohol, and drugs, and preparing for living independently.

TRANSITIONS/ END OF YEAR

Helping our students understand, prepare, and cope with transitions by looking at concepts such as the transition cycle or Third Culture Kid.

MUN Students Shine at DAISMUN, Earning Top Honors!

JACK MA | Grade 10 Student
DAVID YANG | Grade 9 Student



On March 14-17, HIS MUN students (we call ourselves Munsters) took center stage at Dalian American International School for the final conference of the school year, DAISMUN XIV. The theme for the conference was "Redefining the Impossible: Realizing the Changes". The whole delegation arrived in Dalian with a diverse team ranging from Grade 7 to Grade 12. We were accompanied by our esteemed directors, Ms. Chelsea Wood, Mr. Joel Bastedo, Mr. Fursey Gotuaco, and Ms. Carrie Sun, whom we all respect for their hard work.

At this conference, we had varied committees, from the United Nations Environment Programme, Security Council, International Court of Justice, and the US Congress. The committees were split into three different levels, i.e. beginner, regular, and advanced. This would ensure that the conference was suitable for delegates with different levels of experience. Topics were highly varied, ranging from eliminating hyperinflation to addressing post-natural disaster humanitarian needs. The US Congress senators addressed women's access to reproductive freedom and combating climate change and its effects.

Our preparation for DAISMUN undoubtedly yielded significant results. Upon our arrival at DAISMUN, our initial aim was to secure three awards. However, upon concluding the conference, we were honored to receive ten individual awards, surpassing all expectations. We won 10 out of the 17 awards (at least one from each committee) and the major prize, Best Delegation School!

As always during a MUN conference, people made new friends and reunited with familiar faces.

We improved our ability to find creative ways to address and resolve international issues. We were encouraged to think critically about the strengths and weaknesses of others' resolutions. Our delegates demonstrated excellent communication skills, critical thinking skills, professional English competency, socializing skills, and public speaking skills. Looking around, it was also one of those rare times that young people interacted with others face to face without the interference of internet technology, such as phones and computers. It was extremely beneficial for us to learn about current affairs and world issues we are currently facing through the MUN conference. We also learned how to be more diplomatic. All in all, it was a special experience and a victorious achievement for our HIS MUN team. Congratulations to all involved!



Creative Grade 10 Personal Projects

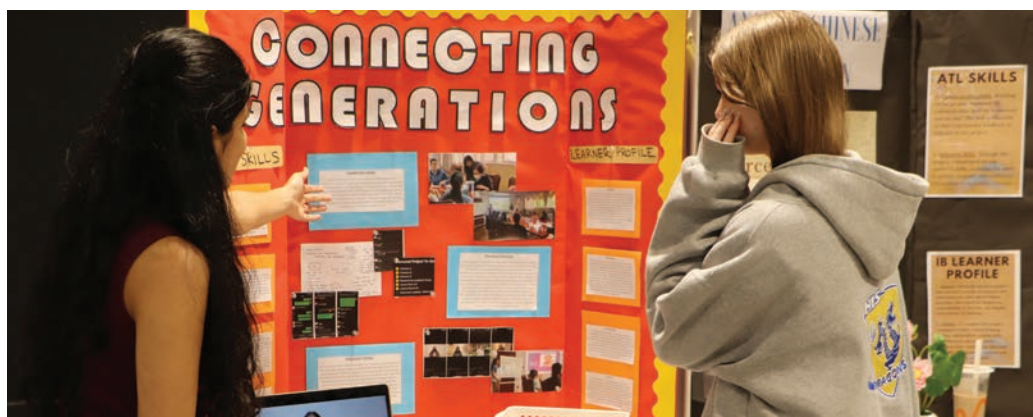


DR. JONATHAN KELLY | Upper School Design Technology Teacher

Within the IB, portfolio projects are an important way to showcase progress across the Lower, Middle, and High School. For example, the Grade 5 PYP Exhibition is a culmination of student learning from lower school years. As students continue within the IB Programme, there are continued projects such as Theory of Knowledge (TOK) and Extended Essay at the Diploma Programme level. This is an important part of university applications and increasingly so in many places such as Singapore, where the realization that learning needs to encapsulate process, rather than merely grade exam outcomes.

Recently Grade 10 students at Hangzhou International School, showcased their IB Personal Projects (externally assessed and written submission). Congratulations to all students for their creative efforts in inquiry and execution! It was wonderful to see the diversity of projects and the passion for students' personal interests pursued.





“Congratulations to all students for their creative efforts in inquiry and execution! It was wonderful to see the diversity of projects and the passion for students’ personal interests pursued.”



Bryophyte Oasis Project | From Personal Project to Award-Winning Initiative



CLAIRE SUN | Grade 10 Student

“Through researching, inquiring, and even hiking during my PP process, I improved my knowledge of environmental sustainability, realized the importance of maintaining the balance between the urban environment and nature, and became deeply passionate about contributing to environmental health.”

I still recall that night when my friends and I were on the phone discussing the topic for our IB MYP Personal Project (PP). At the time, I had not yet come up with my idea and was feeling uninspired. What is meant by a Personal Project? I'd never done anything “personal” in school.

So how did I come up with the moss idea? Since I was young, I have always been curious about those tiny plants in different parts of the city, and one night I came across a video of a vivarium that appealed to me. Among the vibrant tropical plants, each with its own vivid colors and intricate shapes, it was the tranquil moss, quietly blanketing the tank's floor; that caught my eye the most. And so, I typed in the word “Bryophyte” as my year-long research topic.

“MOSESSES? Don't you think it's a little too unique?” People would say, and I began to doubt myself. “How are you going to use mosses to benefit the community?” Then while doing my research, I wrote down my thoughts and ideas, which gradually developed into a realistic goal that could benefit

the community – the ultimate goal of my Personal Project.

Is it achievable to connect bryophytes with environmental sustainability to promote them to the community? Or, more precisely, educating people about the significance of bryophyte in the environment, its role in the nitrogen and carbon cycles, its capacity to act as a “carbon sink” to slow down global warming, its long-term sustainability, and its ability to adapt to harsh environments. With minimal care required to live in urban environments, could bryophytes be an ideal tool for balancing the carbon cycle and preventing the emission of greenhouse gases in the cities?

Moving towards this goal, I successfully created three products for my Personal Project: a booklet analyzing and introducing the mosses to audiences, three mini terrariums for people to place in living spaces for aesthetic purposes, and with the help of GIN club, Ms. Kushner, Ms. Rojas, and Ms. Summer, a scientific report analyzing different types of bryophyte's CO₂ absorption compared to common greenery plant. Through researching, inquiring, and even hiking during my PP process, I improved my knowledge of environmental sustainability, realized the importance of maintaining the balance between the urban environment and nature, and became deeply passionate about contributing to environmental health.

I am thrilled to share that the “Bryophyte Oasis Project,” now an upcoming one-year project, has just won the ACAMIS Jim Koerschen Award for Innovation! Ten students from the Robotics and GIN club are working together, with their incredible programming and design skills, on this collaborative

CONGRATULATIONS

Congratulations to **GIN and Robotics Club** who have been awarded the ACAMIS Jim Koerschen Award for Innovation in Schools! Together, they have been granted funding for their Bryophyte Oasis project, an outstanding science initiative.



ACAMIS AWARD WINNERS!

Congratulations to Grade 11 Student, **Saanvi Tyagi**, who has been honored with the ACAMIS Service Learning Award for the Give Back, Blood Drive Schools Partnership. This student-led initiative will now receive generous funding to expand the project to other international schools across China.



China Trips





Exploring the World Through Spanish | A Gateway to Global Connections



KELLYS DOMINGUEZ | Upper School Spanish Teacher

In today's interconnected world, the ability to speak multiple languages is an asset that opens doors to new opportunities and experiences. Among the multiple languages spoken around the globe, Spanish stands out as one of the most widely spoken and culturally rich languages.

With over 460 million native speakers across 20 countries, including Spain, Mexico, Argentina, Colombia, and many more. Each of these countries has its own unique traditions, and customs, contributing to the vast variety of the Hispanic culture. From the passionate flamenco dances of Spain to the colorful celebrations of Día de los Muertos in Mexico, learning Spanish allows students to immerse themselves in a rich and diverse culture.

Beyond its cultural significance, learning Spanish can also provide practical benefits in an increasingly globalized world. Spanish is a key language in international business, diplomacy, and tourism. Students can communicate with a broader range of people, build cross-cultural relationships, and navigate diverse environments with confidence and respect if they decide to accept the challenge and embark on the exciting adventure that is learning Spanish.

At HIS, the Upper School students have the opportunity to enroll in the Spanish program as early as grade six and continue this enriching experience throughout their whole MYP/DP journey. The importance of learning Spanish extends far beyond the classroom. It is a gateway to global connections, a bridge that brings people together across borders and cultures. As we strive to become informed global citizens, embracing the Spanish language can improve our lives in ways we never imagined. So, I invite you to explore the world through Spanish and unlock a world of possibilities waiting to be discovered.

*¡Vamos a aprender español!
(Let's learn Spanish!)*



Celebrating Cultural Diversity

International Day 2024

Every year, International Day is a highly anticipated event at HIS which celebrates the many different cultures that make our school so special. With over 900 students representing more than 50 nationalities, our school saw a vibrant tapestry of cultures coming together with excitement, and curiosity.

International mindedness is an integral part of daily learning at HIS. Throughout the year, students explore global issues and local contexts, developing the skills to become responsible, engaged citizens of the world. On this fantastic day of celebration, people passionately showcased their culture, and we were all eager to learn from one another.

The energy of the day was electric as the HIS community arrived in traditional dress, sports jerseys, and bright accessories to match their nation's colors, marching proudly for the Parade of Nations. Throughout the day, talented students, faculty, and parents took to the stage with spirited performances, many of which showcased the traditions of different countries. Guests were invited to take a special 'passport' around that encouraged them to travel to visit different countries, play games and activities at their booths, and of course, taste delicious food and delicacies from around the world!

Thank you to Ms. Andrea Stubbs, our Director of Admissions and Community Relations, for organizing, facilities and operations, faculty and staff volunteers, parents who coordinated their country booths, and our wonderful community for making International Day 2024 unforgettable!



International Day 2024



900+ students 50+ nationalities 1 shared vision





HIS Welcomes the USA Consulate at American Culture Fair!

In collaboration with the USA Consulate General Shanghai, HIS was proud to host The Zhejiang American Cultural Fair on Saturday, May 11. Attracting over 300 attendees, the Cultural Fair welcomed all members of the community (not just American passport holders!) for a day of invaluable consular services and lively entertainment.

Distinguished speakers, including the Acting Consul General, the Superintendent of HIS, and the Consular Section Chief, delivered inspiring opening remarks to set the tone for a great day ahead. Throughout the event, attendees had the opportunity to seek assistance on important services such as passport renewal, tax, and visas. There were also highly informative presentations on living and studying abroad in the USA, student, and business support.

Sports enthusiasts headed out to the field to enjoy American football, flag football, and baseball activities while inside, there was plenty of food and entertainment to enjoy. The energy was at an all-time high with a mix of sensational country bluegrass music, American pop covers, and student performances to delight guests. There was even a workshop hosted by one of the bands, 'Nomads', where guests could release their creativity to come up with their own bluegrass-inspired music.

The Zhejiang American Cultural Fair would not have been possible without the support and collaboration of the USA Consulate General Shanghai. Our thanks to our Director of Admissions and Community Relations, Ms. Andrea, for organizing, sponsors, vendors, performers, and the enthusiastic participation of the community for a wonderful day of celebration and cultural exchange!







How to Train a Dragon | Olympic Swimmer Inspires at HIS



NATALIO LIARES IV | Aquatics Coordinator

HIS recently hosted an exhilarating VIP event at 'The Wave', bringing in Olympic swimmer Andrii Govorov, the fastest butterfly swimmer in the world, to train our Dragons.

Hailing from Ukraine, Andrii boasts an illustrious career in professional swimming, having visited 56 countries. He is currently the World Record Holder in the 50m butterfly and shattered the previous long-standing world record with an incredible time of 22.27 seconds.

During his exclusive four-day visit to HIS, Andrii brought a wealth of experience and expertise to our community, coaching sessions for our school swim team, known as the Gold Dragon Swimmers. He trained side-by-side with students to strengthen their breathing, perform exercise drills, and coach swimming techniques, all the while boosting confidence and morale.

Outside of the pool, Andrii engaged in inspiring Q&A sessions with students and parents. He shared his personal journey and offered invaluable advice on what it takes to mentally and physically be at the top of your game and to achieve global success in a highly competitive world. Andrii shares, "A happy swimmer is a good swimmer. It's about keeping the mind just as healthy as the body. Most importantly, be consistent with your training. A little bit each day is better than going hard once a week."

This has been a fantastic experience for our Dragon Swimmers. Students of all ages have been involved, even our youngest 'Tadpoles' have had a lesson with Andrii! The energy at 'The Wave' was electric and our students enjoyed their time learning from a world-class athlete. Andrii has been kind, energetic and so generous with his time at HIS. Our students



have gained invaluable insights into achieving peak performance. Overall, Andrii's visit was a positive and enriching experience for all.

It is clear to see Andrii is passionate about developing the next generation of swimmers and inspiring young people. His dedication aligns with HIS commitment to providing a well-rounded educational experience that develops not only academic excellence but also personal growth and character development through co-curricular activities outside of the classroom.

And best of all... After Andrii's visit to HIS, our swimmers headed to their next competition in Shanghai and we came out on top, HISAC 3 Champions!! Congratulations to our Dragon swimmers for doing an excellent job at the HISAC 3 Swim Meet. Everyone set a new Personal Best time. Thanks to our coaches, parents, and teachers for their support!

Water Safety and Life-Saving Swim Lessons

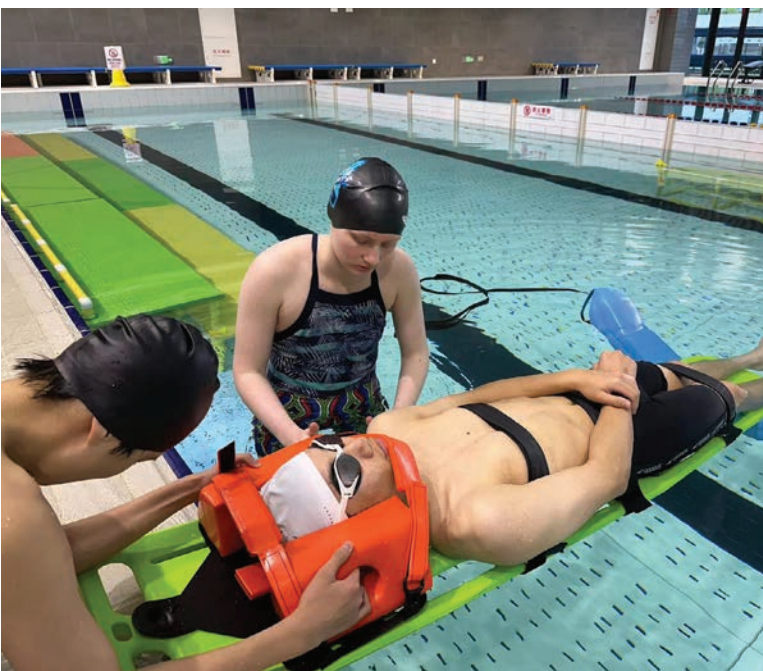


INTERNATIONAL WATER SAFETY DAY

Did you know that in China, drowning is the leading cause of accidental death in children aged 1-14 years?

The month of May was Water Safety Month! During May, the HIS Aquatics team focused on educating our students and the community about the significance of supervision, the use of life jackets, and the necessity of learning to swim. Water safety classes, first aid and CPR training, and awareness campaigns are just a few of the initiatives undertaken to spread knowledge and skills that could be lifesaving.

As we raise awareness of the need for ongoing public education on safer water practices, Hangzhou International School is committed to providing access to a safe, inclusive aquatic facility and life-saving swim lessons.



Making a Splash in PHE



NICHOLA HOLLINGSWORTH | Upper School Physical Health & Education Teacher

At HIS we believe in offering students different opportunities to challenge themselves and be Risk-Takers. Students in Upper School have been exploring different Aquatics activities to offer students a safe environment to develop their understanding of different water sports, building skills for the future.

"I liked snorkeling because I could see the things under the water and still get air" - Ivan, Grade 6

Water sports like these are a privilege to be able to provide students with different engaging aquatics activities where "...students learn not only lifelong leisure activities, but also about safety, risk, decision making, problem-solving, leadership, and communication skills while participating in physically demanding activities... (Schwab & Dustin, 2014)".

While students are often required to learn different skills at different levels which can be challenging, here at HIS we have tried to incorporate new and interesting sports and activities in the Physical Health and Education (PHE) curriculum, offering students the chance to experience different cultures and sports strategies that they might not otherwise have a chance to. We believe in encouraging lifelong activity by assisting students in discovering activities in which they might like to participate, as well as being knowledgeable in rules and techniques to join in different activities in the community when given the chance in the future.

"I like to swim, and I like ball sports, so I loved Waterpolo!" - Hamin, Grade 7

"Normally in swimming we just did different swim strokes, but stand-up paddle-boarding (SUP) was

something new and really fun" - Junwen, Grade 8

Upper School students enjoyed the chance to develop different skills and Grade 6 used their communication skills when learning different snorkeling signals and practicing retrieving objects from the pool floor. Grade 7 discovered the difficulty of sculling the water while trying to shoot the ball in water polo, developing their critical thinking skills to pass to teammates in good strategic positions.

"Participating in kayaking has helped us all with our communication skills to make sure we don't bump into each other" - Joey, Grade 9

"Being able to do lifeguarding helped us to learn a lot of new and different skills that we could use in the future, like problem-solving and overcoming challenges" - Raina, G10

Grade 8 developed their Risk-Taker skills when performing yoga on a standup paddleboard. While Grade 9 worked on their teamwork when team-rescuing during kayaking. When offering students activities like these we are giving them the chance to explore what could be a future passion. Grade 10s had the opportunity to become qualified Lifeguards through their program, learning rescue skills and First Aid/CPR. These lessons encourage developing their ability to work under pressure and their critical thinking skills.

At HIS we are proud to develop and re-develop our programs to assist students in learning and give them the best opportunities to succeed, we think the redevelopment of our US Aquatics curriculum is a prime example of our commitment to build.

2024 Dragon Athletics and Champions



FILIPÉ NOGUEIRA | Director of Athletics and Activities



2023-2024 has been an incredible year for our Athletics Program with successes on and off the courts and fields. It was a year of many firsts for our Dragon athletes which has left them motivated to achieve bigger and better next year.

In September 2023 we sent our first-ever athletics team abroad to compete, interact with like-minded students from abroad, and enjoy some new cultural experiences. Our Varsity Volleyball teams travelled to Jeju, South Korea to compete against schools from East Asia and came home as the Champions of the Girls Tournament. Later this year, HIS hosted our first-ever ACAMIS Volleyball Tournament in front of packed gymnasiums full of our fanatical students and cheer squad. Results on the court were again impressive with the Girls and Boys teams finishing 1st and 3rd respectively. Volleyball continued to be super popular in middle school with 4 teams taking to the courts in their CISSA event in Shanghai.



While our Volleyballers were busy on court, our Cross-Country team were working hard on the running trails surrounding the campus and after lead-up events in Suzhou and Hangzhou brought their season to a successful end at the ACAMIS Championships in Chengdu with some season-best performances and a 2nd in the U14 Division. Middle School Ultimate Frisbee is an expansion sport at HIS and with the introduction of ACAMIS Ultimate in 2025 we are expecting this sport, which is growing throughout China, to also see a swell of interest from our kids.



Heading indoors, our small but determined Table Tennis too out honors both in the Hangzhou HISAC event and then against the best international school students in China when they competed at ACAMIS in Beijing and did an outstanding job!! Young phenom Alice was the standout for our team. At 11, she made it to the top of the Championship game of the U19 Division and had an outstanding tournament to finish as Runner-Up and paired with our sole senior to finish in 3rd in doubles. Middle School Floor hockey also hit the hardwood and saw our boys and girls playing together in the mixed format which is so beneficial to our students as they find and solve new challenges in this format.



Basketball season started with a record number of students attending practices, enabling us to field D1 and D2 Varsity teams for both boys and girls for the first time and 6 middle school teams which shows the growing engagement of our students with the Dragon Athletics program and its all-inclusive philosophy to given equal opportunity to all, irrespective of age, size, height etc. If our students show a commitment to attend and improve, there will always be a place for them at practice. Our boys and girls Varsity Basketball teams tasted success at the SISAC tournaments in Suzhou and Shanghai and went into their ACAMIS full-of confidence but came up against some strong opposition from Hong Kong and Shanghai and didn't quite reach their lofty expectations this year but with many players returning next year, they will be pushing for the ultimate success in 2025 when they play their ACAMIS event in Xian.



Golf at HIS is a growing program still in its infancy but already supporting our student athletes to the elite level. This year HIS celebrated the first-ever graduate to receive an athletics scholarship to a US College NCAA Division I Athletics program when Athena Ni signed her letter of intent to join the University of Washington Huskies. We are looking forward to seeing some of our up-and-coming golfers continuing to develop into top-level players in the next few years.



There is never a shortage of students keen to take to the courts when Badminton season comes around and this year was no exception. As the season progressed and they fine-tuned their skills, the Varsity team met some high-standard opposition at their HISAC, SISAC and ACAMIS tournaments in Hangzhou, Shanghai, Suzhou, and Nanjing and had success mostly in the Middle School age group this year.

Our Football teams have been consistently strong for several years and this year was no exception. Middle school teams came back from CISSA and HISAC events with plenty of growth and development, and some silverware for our girls to recognize their outstanding play. At Varsity level the Girls tasted success at the ISNAC Tournament in Nanjing and missed out narrowly at both SISAC and ACAMIS Championships, finishing runner-up in both. Not to despair, this young team has loads of potential and will be pushing for success for many years. The Boys team capped their season of improvement with a much-deserved ACAMIS Championship, the first in HIS history for Boys Varsity Football. Congratulations boys!!!



Track and Field finished off our year for many students and our large contingent of 36 athletes competed in Shanghai and then at the ACAMIS Championships in Suzhou with outstanding results. 28 new HIS school records were set during the season, highlighted by some ACAMIS champions and our first-ever ACAMIS National Record, set by our UI9 Boys 4 X 100 relay team of Gaspard, Ronan, James, and Joey - 46.27 seconds.





A shout out must go to our HIS Parent Cheer Squad who were supporting our teams at home and away (and abroad)!! It is a special feeling to have supporters on the sidelines cheering for you and our teams are lucky to have such dedicated parents who will always guarantee that our teams have our Dragon Cheer coming loud and often from the sidelines. Thank you!!

HIS student athletes are incredibly fortunate to count on the coaching and support of our faculty member coaches who share their experience and knowledge with them through practices, games, tournaments, and trips throughout China and Asia. Over 40 faculty members are involved in coaching our teams and ensure that our athletes have great experiences and development on and off the court. Sportsmanship, perseverance, commitment, friendship, enjoyment, growth, and learning are just some of the values and characteristics we build in our student athletes and allow them to take with them beyond the athletics arena.



Congratulations to our 2024 Athletes of the Year

Athena Ni and Ronan McErlean epitomized the values of this award – excellent skills and knowledge of their sports, leadership skills and a commitment to improve themselves and their team. Athena is a Senior this year, MVP of our Golf Team, and Member of our ACAMIS Championship Volleyball team. Ronan, a Junior, is Captain and MVP of the ACAMIS Championship Football team, MVP of the Basketball team, and also a key member of the Volleyball and Track teams.



Dragon's Roar | HIS Swim Team Dominates in 2024



NATALIO LIARES IV | Aquatics Coordinator

***61 New School Records
5 New ACAMIS Records
2023 HISAC Swim Meet 1
Champions
2024 HISAC Swim Meet 3
Champions***

Let's take a look at the Swim Team's impressive accomplishments in 2024.

At the Shanghai Swim League 1 held on October 14, 2023, at DCPD, HIS came in at a commendable 7th place overall. A week later, we dominated the pool at HISAC Swim Meet 1 becoming the overall champions.

In November, our HIS Gold Dragons Swim team showcased their talent on an international stage at the 2023 Hangzhou International Junior Swimming Invitational (HISI) - SwimCloud, held at the Hangzhou Olympic Sports Center. Among 52 international schools/clubs, 12 provinces, and 1,300 swimmers, the HIS team came 3rd place overall.

The ACAMIS Senior Swimming Championships held at ISB in Beijing in December proved to be another triumph for the team, setting an impressive five ACAMIS records!

Our swim team went on to secure 10th and 9th place overall at the Shanghai Swim League 3 and 4, respectively, held in January and February. In March, the ACAMIS Junior Swimming Championships was held in Xi'an, where we came in at a commendable

5th place overall among 20 schools. Additionally, HIS student Carol was recognized as the Girls 9-10 MVP, while Jean was honored as the Boys 11-12 MVP.

Our swimmers were undoubtedly inspired after Olympic Swimmer Andrii Gorovov's visit and emerged as the overall champions at the HISAC Swim Meet 3 held at WCIS in March!

Finally in April, at the SSL Championships we secured 4th place overall among 23 schools, and HIS student Jean was crowned the Boys 11-12 Age Group Individual Champion.

Congratulations to all on a fantastic swim season!





CONGRATULATIONS TO OUR CLASS OF 2024!



We are happy to celebrate the following university acceptances



Class of 2024 | Graduate Insights



Madita von den Hoff
Class of 2024
*Recipient of the
HIS Renaissance Award*

"True success is not measured solely by personal achievements, but rather by the positive influence it has on others. When thinking of high school, we often tend to remember the stress and work we go through, and often fail to realize the little things that made up our high school life. The small choices we make every day which inspire us to become the people we want to be in the future. Every choice we made and will make, impacts more than just ourselves and as an HIS student, we have the privilege to understand this. HIS allows us to make choices through sports, clubs and academics, which embraces our creativity, compassion and curiosity and also allows us to pursue our passions fearlessly."



Rosa Linet Juarez Leynez
Class of 2024
*Recipient of the International School
Foundation's Award for International
Understanding*

"Moving to Hangzhou was certainly challenging, having to completely shift the culture I was used to. However, having a vibrant and diverse community like HIS, which has over 50 nationalities, helped me feel welcome. The community at HIS not only celebrates cultural differences but also actively promotes the values of open-mindedness and cultural awareness. I've had the opportunity to interact and become friends with people from all over the world. This has allowed me to firsthand experience the richness of various cultures. Through shared food, traditional clothing, songs, and personal stories, I gained a deep appreciation for the diversity that exists among my friends and the community. These interactions not only helped me understand and value their cultures but also provided me with the opportunity to share and embrace my own cultural heritage."



Iris Huang
Class of 2024
*Recipient of the HIS Award for
Academic Excellence*

As students, we sometimes think that grades define who we are. However, key effects of our time at school – our academic journey – tend to get lost among the scores we receive. Throughout our academic endeavors, we learn how to unlock our full potential not only as learners but also as individuals with character and passions. From my experiences across many different schools and especially at HIS, it has become clear that though our academic journeys make every student different, they also make every student capable of excellence. In my eyes, excellence is not expressed by a number; but rather a person's strive for success. There is excellence within everyone and – with dedication and time – we can achieve any goal we put our minds to, thus carving our own paths in life."

Jade Dragons *Class of 2024*

Jade Dragons are students who have been long-standing members of the HIS community for 8 or more years.

Sera Bajaj
Medina Fei
Manav Jashnani
Johnson Lin
Yu-Dong Phillip Zhu



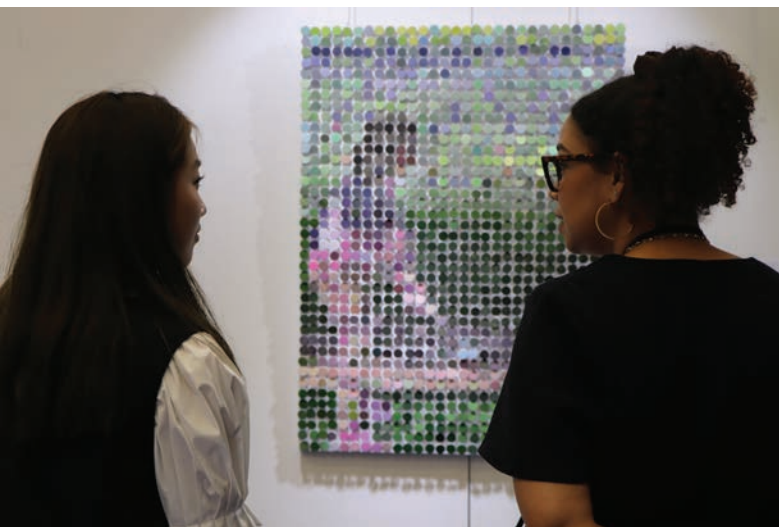
IBDP Visual Art Exhibition



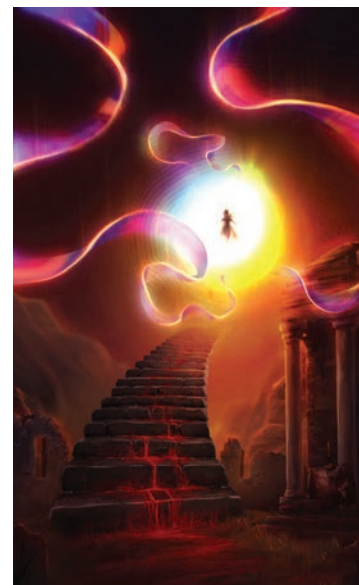
JANET MCGIFFORD | Upper School Visual Art Teacher



On April 1st, after two years of dedicated study in IB Visual Arts, our talented DP art students, Iris Huang and Athena Ni, unveiled their carefully curated collection of unique and diverse artworks to the HIS community. Iris and Athena delved deep into exploring concepts in both personal and cultural contexts, considering the ways that visual language can be employed to communicate their artistic intentions. Despite facing challenges and juggling their artmaking alongside other school responsibilities, they remained focused and resilient, striving towards their artistic aspirations while supporting each other. The exhibited artworks showcased a wide range of media and art forms including sculpture, painting, drawing, photography, and installation. Iris and Athena's eagerness to experiment with new mediums, embracing risks through contemporary art techniques and processes, was evident in their thoughtfully crafted pieces.

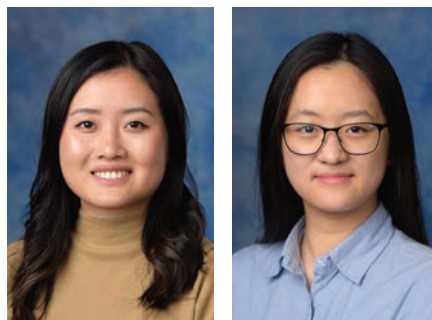


We extend our heartfelt congratulations to our art graduates on their remarkable achievements and wish them every success in their future endeavors!



Embracing a Future in Game Design

CHANTELLE NGUYEN | Marketing Manager
IRIS HUANG | Grade 12 Student



HIS senior student Iris Huang (Class of 2024) is one of the rising stars at this year's IBDP Visual Arts Exhibition. This fall Iris is excited to be heading to Laguna College of Art and Design in Laguna Beach, California, just miles away from the creative hub of Los Angeles, where she will be pursuing a Bachelor of Game and Entertainment Design. In a recent interview, Iris shared her aspirations and reflected on her journey at HIS.

"Growing up I loved Pokémon and Nintendo, but my love for games and design really started during COVID-19. I was inspired by watching people online stream games and enjoyed not just the graphics but also the imaginative storytelling side. This is when I decided to pursue my interest in game design. I'd love to focus on concept art and world-building for film and television."

Iris credits her time at HIS with providing ample time and space to pursue her artistic passion. Taking Visual Arts at a DP level offered her the freedom and creative energy to develop her skills. Beyond the classroom, Iris was part of the Dungeons and Dragons CCA and has also joined art communities online as a platform to hone her skills in collaborative fantasy groups. Reflecting on the skills she learned at school, Iris emphasizes the importance of time management in getting through her senior year. Her advice to fellow students? "Do not procrastinate when it comes to building your portfolios".

The vibrant international community at HIS has also been a pivotal influence on Iris's artistic development. Iris credits embracing diversity,

inclusion, and an international mindset as essential elements in shaping her creative voice and expanding her storytelling. "I've gone to 8 different schools around the world, and have lived in Sweden and the US, but what stands out to me the most about HIS is the diversity and international community. Being exposed to different cultures will enrich my storytelling abilities, and I know I have a unique perspective that will help develop original ideas and captivating narratives."

Iris is most proud of how she has embraced her goal to have a career in the Arts rather than a conventional career path. She applied to multiple Art schools in the US, which would offer her the best opportunities for personal and professional growth. Speaking about the underrepresentation of women in the games industry, Iris acknowledges the challenge but remains optimistic and encourages other creative students to pursue their dreams. "Sure, most top streamers are male, but there's an increasing number of girls who are leading the way too. I know there's the perception that gaming is a 'boy's thing' but these days there are less barriers for girls and so much more opportunity for people to profit from their passion."

With her unwavering determination and unique perspective, Iris is undoubtedly a rising star. As she continues to forge her path, she serves as an inspiration to other students and aspiring creatives, proving that with passion and talent, anything is possible.

STEM Students Receive Offers from Top Universities



MARK DONAGHER | Head of Guidance and University Counseling

At HIS, we prioritize the importance of a rigorous academic program that prepares students to be future-ready. Recognizing the ever-increasing significance of STEM (Science, Technology, Engineering, and Mathematics) in a rapidly evolving world, we empower our students to be creative, innovative, and high-level thinkers, all of which are essential skills for success in the modern workforce.

With our Class of 2024 set to graduate, we welcome the remarkable academic achievements so far with plenty of STEM offers coming through from top universities around the world.

Evelyn, a star student in STEM came through this year with six university offers from around the world to study Biological Sciences. Of the many esteemed institutions to offer her a place, four of them come from UC (University of California) schools. Evelyn has chosen to pursue a major in Human Biology and is thrilled to be heading to UC San Diego, a university known for its renowned academic reputation in STEM. Impressively, it is ranked 7th in the world for Biology and Biochemistry. "I greatly appreciate my biology teacher

Mrs. Kushner. Whether it was through hands-on experiments, interactive discussions, or presentations, her teaching has made the subject come alive. She often goes above and beyond to support me both academically as well as emotionally and stimulate my consistent interest in the subject."— Evelyn (Class of 2024).

Another talented Grade 12 student at HIS, Noah has received seven offers from distinguished universities including The University of Hong Kong, King's College London, The University of Edinburgh, and The University of Melbourne, to study Chemistry, Biotechnology, and Data Science. Noah explained that what attracted him to STEM subjects was logical thinking, finding step-by-step solutions, scientific theories, and the desire to know more about how everything around him works. Sharing his insights into Noah's drive and determination, Chemistry teacher Mr. Mazzeo explains, "One of Noah's habits that leads to his success is his preparation not just for our class sessions, but his preparation when we are working in the lab, or when he is studying for an exam. He has a good sense of what he needs to know and how he is going to achieve it."



Hong-Ye has also secured offers from seven reputable universities including The University of Hong Kong, The Hong Kong University of Science and Technology, and The University of Manchester to study Engineering, Physics, or Environmental Science. Of his love of science, Hong Ye's teacher Mr. Callahan expressed, "I can say without the shadow of a doubt Hong Ye is one of the most independent and passionate physics students with whom I have had the opportunity to work. He is well prepared to move onto the collegiate level, and it is clear to me that he has a very bright future in physics or environmental science."

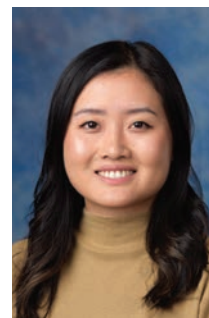
At HIS, we are committed to nurturing a supportive environment where students can flourish in STEM fields. These outstanding university acceptances not only highlight their academic prowess but also serve as a testament to their hard work and dedication. Of how HIS has set him up for success, Noah shares "Teachers at HIS are very supportive and have been a valuable resource. I have also gotten help from my college counselor. The whole school community is like a big family, it's warm and positive and there have been many opportunities to develop my interests, strengths, skills, and personal growth."

"Our goal is to align student's passions with opportunities for success. I'm proud to see so many students of this year's cohort pursue their love of science! It's a true testament to how dedicated, inspiring, and passionate our educators are in what they teach." - Upper School Vice Principal and DP Coordinator, Dr. Prieto.





HIS Hosts ACAMIS Spring Leadership Conference



CHANTELLE NGUYEN | Marketing Manager

Hangzhou International School recently had the privilege of hosting the 2024 ACAMIS Spring Leadership Conference. The event drew over 500 leaders from schools around China, Mongolia, Taiwan, Macau, and Hong Kong, making it the largest-ever turnout in this conference's history.

Under the theme, "Opportunities to Build" we brought in an exceptional lineup of over 85 peer presenters, panelists, and student presenters. A big thank you to everyone who generously shared their knowledge, insights, and expertise in these sessions. The feedback received has been sensational!

Our conference kicked off with a captivating presentation by keynote speaker, Michael McQueen. He discussed the rapid pace of change, innovation, and the exciting opportunities for schools to embrace AI. It was informative, eye-opening, and sparked many interesting conversations among attendees.

We were also privileged to have Rosalind Wiseman as our second keynote speaker. Rosalind spent two days in Hangzhou, leading a fantastic PD workshop for all HIS staff while also presenting at the ACAMIS Spring Leadership Conference, discussing ways to lead with courage and integrity, and bridging the generational divide.

As hosts, we were delighted to have this opportunity to showcase not only our beautiful campus and city of Hangzhou but also our exceptional students, many of whom joined us at the conference. Whether it was the Longyin Club and MUN student presenters, our theatre students on stage singing and dancing, or our brilliant band who truly energized the crowd... We even had student-led Tai Chi sessions in the afternoon! Our students shined as they stood side-by-side with presenters and attendees, shaking hands and networking.

During the conference, HIS had the honor of receiving two prestigious ACAMIS awards. The first was the Jim Koerschen Award for Innovation in Schools, which our GIN Club proudly won for their outstanding project in the field of science and were granted funding to support their project. Congratulations GIN Club for this well-deserved recognition! The second award was a Service Learning Grant won by our student, Saanvi, for her community work with the Blood Drive. Congratulations, Saanvi, on your remarkable achievement!

Organizing a conference of this size and scale is no small feat, and we are immensely proud of how everyone at HIS came together and represented our Golden Dragon spirit.



Empowering Leadership and Wellness at Longyin Club



JENNY WANG | Upper School Chinese Teacher

During the esteemed ACAMIS Leadership Conference, students from our Longyin Club seized the opportunity to demonstrate their exceptional leadership abilities and exchange experiences with school leaders. This occasion provided our students not only with a chance to showcase our club but also with an opportunity to show their leadership skills and inspire others.

In preparation for the event, members of the Longyin Club dedicated hours of hard work to ensure that their sessions were not only informative but also engaging. Leading up to the conference, they practiced their presentations diligently, seeking feedback from their peers and our respected school principal, Mr. Gotuaco, who even showed the students how to shake hands and how to use body language during the presentation. This iterative process allowed them to refine their speeches and elevate their overall performance.

During the conference, the student presenters from our club captivated the audience with an interesting story and delivered a comprehensive overview of the club, emphasizing its past achievements and the key elements contributing to the enhancement of their leadership skills. Additionally, they incorporated cultural artifacts like the calligraphy brush pen to interact with the audience effectively. These sessions served as a valuable platform for participants to gain insights into the Longyin Club's activities and its impact on fostering student leadership. Through dynamic presentations, they

effectively communicated the club's purpose and the strategies utilized to cultivate leadership traits among members. Following the presentations, the students distributed handmade Calligraphy scrolls as tokens of appreciation. Look at the smiles from the participants.

Beyond their roles as presenters, a member of the Longyin Club, Grade 7 student Chris went the extra mile by showcasing his Tai Chi talents after the leadership conference on Day 1. He demonstrated Tai Chi Eighteen Forms of Tai Chi Essence, highlighting how this ancient practice promotes wellness and relaxation. Chris's demonstration not only exposed participants to the beauty of traditional Chinese culture but also underscored the goals of our Longyin Club.

This event also offered a valuable opportunity for our school to broaden its horizons and establish connections within the educational sphere. By presenting at the ACAMIS Leadership Conference, our Longyin Club took a substantial stride towards forming a network of schools. Congratulations to the students of the Longyin Club for their remarkable accomplishments. Special thanks to all participating leaders and Mr. Gotuaco for his guidance and support. Their collaborative efforts have not only inspired and empowered current and future leaders but have also made a lasting impact on the ACAMIS Leadership Conference and our entire school community.



Tomorrow's Tech Leaders | The Padawans Program



DANIE DE BEER | Director of Technology

In a world driven by technology, preparing students with practical skills and hands-on experience has become essential. At Hangzhou International School, the Padawans Program stands as a beacon of innovation, shaping the future of technology education for students in Grades 8-12. Initiated five years ago, this program has been instrumental in training students in various aspects of technology, from repairing MacBooks to mastering audio and visual systems and sound control.

The Padawans Program goes beyond traditional classroom learning by offering real-world projects and mentorship opportunities. Students are immersed in a dynamic learning environment where they gain confidence, collaboration skills, and technical expertise. Through activities like website creation, programming, and photography, participants acquire valuable skills and develop a deep understanding of the digital landscape.

One of the key highlights of the Padawans Program is its inclusivity. It welcomes students with a passion for technology regardless of their prior experience. By providing a platform for students to explore their interests and hone their skills, the program nurtures a new generation of tech-savvy leaders.

Central to the success of the Padawans Program are the dedicated Technology Team at HIS (aka The Tech Shack) who guide students on their journey towards digital proficiency. Their commitment to fostering a supportive and engaging learning environment has been instrumental in the program's growth and impact.

As we look towards the future, the Padawans Program continues to evolve, adapting to the changing technological landscape and equipping students with the tools they need to succeed in the digital age. By empowering students to become proficient in technology and encouraging them to think creatively and critically, the program is shaping the next generation of innovators and problem-solvers.

The Padawans Program at HIS is not just a program; it is a testament to the school's commitment to providing students with the skills and knowledge they need to thrive in an increasingly digital world. Through its focus on practical learning, mentorship, and real-world projects, the program prepares students to lead the way in technology and innovation, impacting their educational journey and beyond.



From HIS to Medical School



NOGA LAHAV | Class of 2024

From a young age, I knew my calling was to become a doctor and help people. My passion for science and STEM subjects grew as I progressed through school and by Grade 10, when I arrived at HIS, I was seriously planning my career path. HIS was my first IB school, and this was a pivotal step as the IB Diploma Programme has tremendously helped me prepare for medical school, encouraging independent and higher-level thinking. My 4000-word Extended Essay in biology and human physiology provided a glimpse into the world of medical studies. The journey from HIS to medical school has been challenging but also very rewarding. Here are my insights for future students:

START PLANNING FROM YEAR 10.

Something I learned along the way is that the requirements for applying to medical school differ per region. My advice is to start university planning early. The UCAT entrance exam for universities in the UK is taken very early on (before Year 12) so factor this into your studies. Depending on the university you will have to sit multiple subject entrance exams, some even conduct face-to-face interviews.

CHOOSE THE RIGHT SUBJECTS.

In grades 11 and 12, I studied IBDP Chemistry HL and Biology HL. Keep in mind you will need to study all three science subjects for the medical school entrance exam, regardless of whether you take them at school as a subject.

UTILIZE YOUR TEACHERS AND UNIVERSITY COUNSELLORS FOR SUPPORT.

They are invaluable resources, and you are not alone! Since I didn't take Physics as a subject at school, I had to learn it from scratch and Mr. Callahan was extremely helpful. I asked all my science teachers for presentations and exam-style questions for physics, chemistry, and biology. The University Counsellors at school are also very knowledgeable about the application process and different pathways to universities. Mr. Donagher helped me by connecting me to contacts from different medical schools and universities for advice. I would also say to any future student pursuing medicine, apply for not just medicine, but also other STEM majors or pre-med programs to give yourself options.



SHOWCASE YOUR PERSONALITY IN FACE-TO-FACE INTERVIEWS

As well as the entrance exam, you may be asked to give a Personal Statement or to have a virtual face-to-face interview with a University Professor in STEM. In my experience, I was interviewed by a Biology Professor for around 30 minutes. During this time, they asked me about my motivations and reasons for why I wanted to become a doctor.

GET INVOLVED IN CCAS, VOLUNTEER, AND GIVE BACK TO THE COMMUNITY.

Whether it's playing an instrument, competing in sports, or acting in drama performances, in the application process it was clear to me that universities are looking for people who are involved with extracurricular activities to showcase well-roundedness and excellence outside of the classroom. At HIS, I played volleyball and competed in the ACAMIS tournament for Varsity Basketball. Outside of school, I love to sail, and I am a top 3 sailor in Israel. I have competed at an elite level in European championships and won national competitions. I was ranked in the Top 15 in Europe and the Top 30 in the world for sailing.

I also planned a CCA that involved cultural games for children in Grades 1 and 2. I spent my CAS hours volunteering at a surfing and sailing camp in Israel. These experiences have shaped who I am, and in my application, I was able to be specific about how volunteering has sparked a passion for working with children.

All in all, Grade 12 and finishing high school has been challenging but worth it. My hard work has paid off, and I am delighted to be heading to The University of Pécs Medical School in Hungary for my next steps to becoming a doctor. Thank you to HIS for the amazing journey, I look forward to our upcoming graduation!

STANDARD UNIVERSITY APPLICATION PROCESS TO MEDICAL SCHOOL

- ☑ Apply for Medical School
- ☑ Await review from the University
- ☑ Standardized testing
- ☑ Interview
- ☑ Review and Accept Offer
- ☑ Meet the Conditions required to attend the Medical Program



Grade 8 Community Project | Reducing Waste in Our Community



DIVAY AGARWAL | Grade 8 Student

The concept of using materials incepts the idea of wasting them. They both are interlinked in many ways, whether what you are using the materials for can be considered a waste, or the remaining pieces of the resource can be classified as waste; either way, waste is created when materials are used.

This concept of waste can be largely seen in schools where materials are used densely for almost any aspect, for example in kindergarten classes where paper is used for their crafts class, or in the 8th Grade cellular respiration summative lab where a lot of sugar was wasted as well as countless grams of yeast.

Multiple factors decide the range of GHG emissions a school emits, these factors include locations, number of students, number of faculty, types of heating systems, etc. (7887_Wagner pg.8). So, if we were to infer an average CO₂ emissions rate within the food sector for an approximate 1000-student school; it would return numbers ranging from 325 kg CO₂e to about 350 kg CO₂e per day. In contrast, our school releases an average of 388.125 CO₂e per day within the food sector (all of these numbers consider the approximation that 1 kg of food waste returns 2.5kg of CO₂ emissions).

Now something important to consider after realizing the sheer amount of CO₂ our student body releases should be that these numbers were given to us by the GIN club based on last year. To tackle this problem, we as a community project group sat down with Mr. Albert who briefly mentioned how the school's waste was ever so slightly increasing, again this increment could be a result of the growing student population, but it is hard to prove such demographics. Well, irrelative

to whether our school's waste is high, or whether our school's waste is increasing; the fact is that our school is wasting should already spark somewhat of a motivation for change. This not only puts a strain on our school's economic functionalities but also strains our school's reputation.

We should all consider the vast number of animals we consume and the even vaster number of animals we slaughter to "just throw away". One way our school's student population can help decrease the amount of food waste-related CO₂ is through promoting and practicing sustainable eating habits. By raising awareness about the environmental impact of wasted food and persuading students to only take as much food as they consume, schools will be able to decrease the amount of food waste. This eventually leads to the generation of CO₂ emissions as they collect within the landfills.

Further, composting exercises in schools will contribute to diverting organic materials from landfills and making nutrients from them to improve soil quality instead. Raising students' awareness of the correct sorting of food scraps into compost can give additional help to cut the quantity of CO₂ emissions (which is what we are doing). By inculcating this kind of environmentally conscious behavior into their students as early as possible, schools can raise a generation of people who mind about their impact on the ecosystem and want to move towards a more sustainable future.

Now, let's put aside our school for a moment. The environmental degradation linked to the food industry, including deforestation, eroding of soil, and emission of greenhouse gases is an obvious fact. However, the aim of lessening CO₂ emissions in

the food industry frequently fails to reach people, and this doesn't just include students. Perhaps this trend stems from the fact that customers do not have enough knowledge of the systems behind their food intake. For most people, it is not evident that food consumption is a substantial contributor to CO₂ emissions that's why they perceive limiting their consumption of meat or buying locally-made products as ineffective decisions.

Furthermore, the social and cultural values of cuisines which are usually attached to the food choices make it difficult for a person not to adopt the traditions. Overcoming these barriers to behavior change needs comprehensive educational programs, which must deal with the environmental consequences of existing food systems and provide practical approaches for more sustainable options.

At the same time, there is a need to unite the efforts of policymakers, industry leaders, and educators to form a paradigm shift to a more sustainable food system policy that pays special attention to CO₂ emissions. The way we can move forward from this is only by putting one foot after the other; one step at a time we can change. For we may live in the peaceful present, and the future beholds great disasters that the past now the present decided, either we change now or we never live tomorrow, it's up to us; to make the right decision.



PAFA News



We are closing the school year with successful events organized by the PAFA Liaisons and their teams, creating good memories and a stronger community together!

From a festive International Day to an end-of-the-year lunch, parents, faculty, and PAFA liaisons continued organizing and supporting different events for the whole community:

Parent Lunches, celebrating our cultural diversity, including the final one to wish each other a good summer!

PAFA Kitchen, learning to cook delicious dishes from around the world, with a perfect finale in their PAFA MasterChef activity!

PAFA Fitness, offering yoga, power walking, Indian dance, and kickboxing classes to keep everyone in good shape and great company!

HIS Community Choir

International Day Country Booths

Cheer Squad

PAFA play at the Night of Tales

2023-2024 PAFA LIAISONS





We would like to recognize the 2023-2024 parent liaisons, a volunteer body created with the aim of organizing school events that are inclusive of the community, sharing news and information from the parent community, and supporting school community activities. The following individuals have served as parent liaisons: Rajni Aggarwal, Renata Branham, Aman Chang, Jun Chen, Rubina Hiranandani, Anuja Jain, Maria Alejandra Jahn, May Li, Lulu Lu, Ji-Yeon Seo, Rita Sheng, Kristine Son, Katie Zhang, and Jing Rebecca Zhang who in a leadership role coordinate and facilitate events and communication.

We bid farewell to Renata Branham and Maria Alejandra Jahn, PAFA liaisons, as they embark on new adventures. We thank them for their service and support in coordinating different events. Good luck to you and your families!

All parents of HIS students, faculty, and administration are members of PAFA, and these activities wouldn't be possible without everyone's support.

If you would like to be part of the committees as an organizer, for example, Lunches, Fitness, Cheer Squad, PAFA Kitchen, to mention a few, or have a good idea of an activity that promotes a positive and supportive environment, contact pfaevents@hisdragons.org.cn or Andrea Stubbs andreastubbs@hisdragons.org.cn



PAFA Spotlight | Interview with Maggie, HIS parent, and Tea Specialist

TELL ME ABOUT BEING A 5TH GENERATION TEA SPECIALIST! HAVE YOU ALWAYS LIVED IN HANGZHOU?

Long Jing Tea (also called Dragon Well Tea) from Hangzhou has a rich history of over 1000 years! I am the Fifth Generation of ShiFeng Long Jing Tea and my daughter Charlotte will be the 6th generation. In 2014, I started my own business called YangTea. I am proud to be celebrating the company's 10th anniversary this year!

My family is from Hangzhou and Charlotte was born in Hong Kong. I lived there for 10 years during which time I pursued a Master's Degree at The University of Hong Kong. I returned to Hangzhou in 2019 just before the pandemic to be closer to my family. My daughter started Kindergarten at HIS at the old campus and is now in Grade 3.

WHY DID YOU CHOOSE HIS? WHAT VALUES DO YOU MOST WANT TO INSTILL IN YOUR CHILD?

We had visited many schools in Hangzhou before choosing HIS. It was very important for my daughter to attend an international school where she could have friends from diverse cultural backgrounds. Growing up I didn't see many international faces; I wish I could have come to HIS! I wanted my daughter to experience true diversity. This school has been a great place for my daughter; and she has been very happy here. I want her to have a balance between academics and enjoying life outside of the classroom. She enjoys school so much, which is very important to me as a parent.

WHAT DO YOU ENJOY MOST ABOUT PAFA AND BEING PART OF THE SCHOOL COMMUNITY?

HIS is like a big family and it's a great community. I feel so lucky to be part of PAFA, as parents we are all members of this family and I get to meet a lot of expat families from different cultures too. I admire Ms. Andrea's commitment to the school. Even though there are so many kids, she knows every student by name! It's these little details that make people feel special.

WHAT IS YOUR FAVORITE SCHOOL EVENT TO ATTEND AS A PARENT?

International Day is my favorite event! This year was the 4th time that I have been involved, and I set up a tea station to represent the China booth. It is very important for international students to learn about Chinese culture and every year the school allows me to showcase tea culture. I enjoy sharing tea knowledge and encouraging people to experience beautiful tea from Hangzhou.

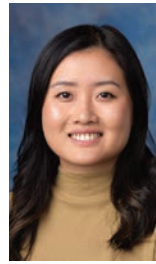
CAN YOU SHARE A MEMORABLE EXPERIENCE YOU'VE HAD WITH STUDENTS?

A few years ago, I had a group of ECE Kindergarten students come to my house to learn about tea. It was such a fun experience for everyone. I was surprised to see how focused they were when they were making the tea, even though they were so young! Later this year in June, when the tea season is ready, I will also host another group of HIS students. Together with Ms. Lily Zhou there will be an excursion with Grade 10 students to the tea museum, and they will come to my tea plantation, experience tea picking, see how tea is roasted, and experience a traditional tea ceremony. It is very meaningful for me to give back to HIS. We all are trying our best to give our kids good memories, and it's a joy for me to share the culture!



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The DragonNews Magazine is published each term and is catered to the HIS parents and the Hangzhou community. The HIS team works diligently to bring exciting and interesting content to our readers. We are always open to suggestions and greatly welcome submissions from members of our community to include in future issues.

Should you wish to submit an article or inquire as to ways to collaborate, please reach out to the DragonNews editor, Chantelle Nguyen at chantellenguyen@hisdragon.org.cn.

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The HIS Mission

is to provide international learners with opportunities to pursue academic and personal excellence within a caring community.

Once a Dragon, Always a Dragon!

HANGZHOU INTERNATIONAL SCHOOL

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