

# DragonNews

🍁 Fall 2024



## COMMUNITY ISSUE

- Meet the new Jade Dragons!
- Alumni interview: Dev Datwani
- A look back at Book Week 2024
- Getting ready for West Lake MUN
- How we can all succeed at math



# Community Issue

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# From the Superintendent

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Dear HIS Community and Friends,

Welcome to the first edition of our DragonNews magazine for the 2024-25 school year. This past August, we welcomed back nearly 1000 students from over 50 nationalities, celebrating our 23rd year in Hangzhou. This school year has started fantastically, highlighted by our well-attended annual 'Welcome Back' barbeque, where we joyfully reunited with our HIS community. For over twenty years, HIS has been a beacon of warmth, welcoming new and returning students, parents, and teachers. We cherish the diverse traditions they bring, the rich heritage of China, and the values of our school. Each year at HIS builds on the foundations laid before, making every year special.

Our greatest treasure is the people within our school walls—the heart and strength of our community. Through thoughtful program design, beautiful campus aesthetics, supportive families,

and dedicated staff, we foster strong bonds and celebrate the diversity and unique contributions of each member. It is a concerted team effort to plan, set course, work together with a common vision, evaluate, reassess and redirect to complete a course in each student's learning journey. In this edition of DragonNews, our theme will be 'Setting Sail' and we aim to feature the smiling faces of our students, parents, and staff as we embark on our third year at our new campus.

We take pride in our commitment to excellence and the growth of our programs. However, our greatest achievement is our dedication to a nurturing and caring environment, providing individualized attention to students and parents. Our approach is simple: WE CARE! We love the children who walk into our classrooms, and no other school in the region offers this level of personalized attention within such a rigorous



learning environment, yielding outstanding results and success. Over the summer, HIS celebrated outstanding IB results and acceptances into top universities worldwide. Even as the school year began, we bid farewell and best wishes to our youngest alumni as they embarked on their university journeys. They are setting sail as captains of their own ships now. We celebrate these successful transitions each year, from new first graders moving from the ECE to Main campus, to former fifth graders now in middle school uniforms, and our newest high schoolers and Senior Class of 2025.

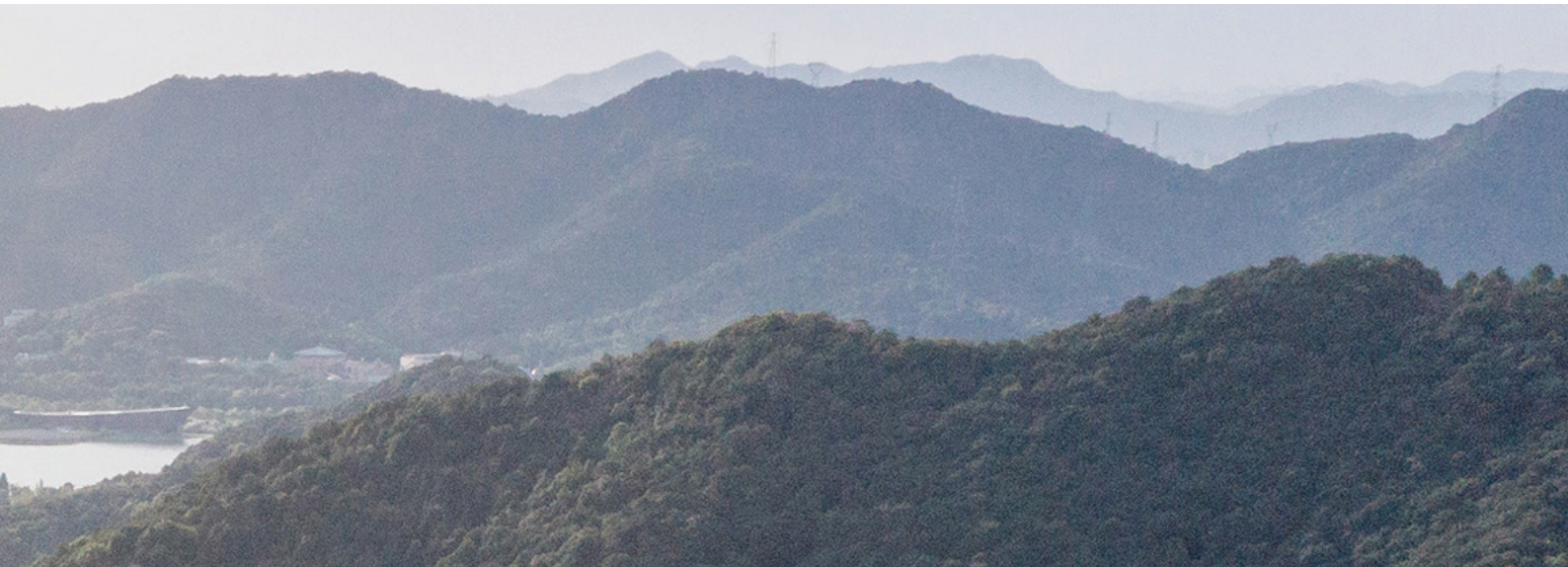
As part of our vision for learning, the HIS community supports students in achieving academic, athletic, and creative excellence as lifelong learners. I extend my heartfelt thanks to our motivated students, committed parents, and professional faculty for their dedication to our shared vision.

I look forward to another school year filled with opportunities and the continued building on the strong foundations of those before us.

As always, GooooOOO Dragons!!!



Jeffrey R. Stubbs  
Superintendent



# IMPORTANT CONTACTS

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Superintendent



**Andrea Stubbs**  
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Director of Athletics  
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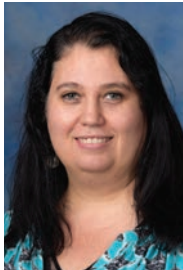
**Danie de Beer**  
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Lower School  
Principal



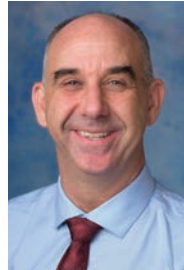
**Rene Smal**  
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Vice-Principal and  
ECE Coordinator



**Jessica Johnson**  
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Vice-Principal and  
PYP Coordinator



**Cynthia Wissman**  
Upper School  
Principal



**Liam O'Shea**  
Upper School  
Vice-Principal and  
MYP Coordinator



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Vice-Principal and  
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Director of Finance

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**Carolina Perdomo**  
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**Emma John**  
Early Years



**Nina Grizzle**  
Early Years



**Simay Bastedo**  
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**Melanie Hart**  
Pre-Kindergarten



**Maria Dutari**  
Pre-Kindergarten



**Veronica Simova**  
Pre-Kindergarten



**Kiomi Yeoman**  
Kindergarten



**Savannah Reed**  
Kindergarten



**Avital Kaplan**  
Kindergarten



**Max Pellant**  
Kindergarten



**Alice van der Westhuizen**  
Kindergarten



**Axel Soos**  
Grade 1



**Jason Shapiro**  
Grade 1



**Shannon McLaughlin**  
Grade 1



**Sheena Rubet**  
Grade 1



**David Hatton**  
Grade 2



**Ciarra Judson**  
Grade 2



**Vanessa Kearns**  
Grade 2



**Matthew Ruiz**  
Grade 2



**Sean McSheffrey**  
Grade 2



**Melissa van Niekerk**  
Grade 3



**Heather Plotz**  
Grade 3



**Enda Meade**  
Grade 3



**Martin Brader**  
Grade 3



**Jessie Xue**  
Grade 4



**Colin Gonzalez**  
Grade 4



**David Young**  
Grade 4



**Joel Bastedo**  
Grade 4



**Patrick Wells**  
Grade 5



**Maria Gimeno**  
Grade 5



**Megan Everett**  
Grade 5



**Tim Kearns**  
Grade 5

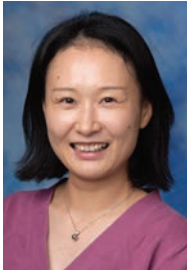


**Mitch Cooper**  
Grade 5



**Sunny Sun**  
Mandarin Co-Teacher

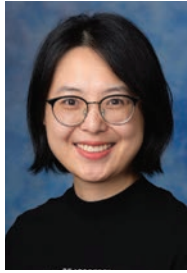




**Joyce Chen**  
Mandarin Co-Teacher



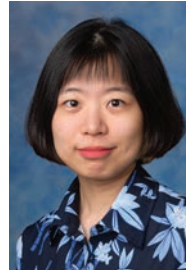
**Avery Zhang**  
Mandarin Co-Teacher



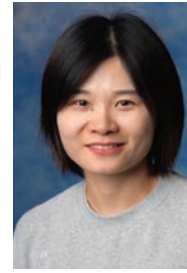
**Audrey Yu**  
Mandarin Co-Teacher



**Caelyn Chen**  
Mandarin Co-Teacher



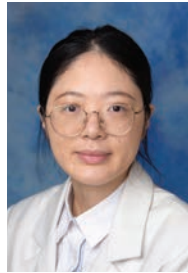
**Zoey Yu**  
Mandarin Co-Teacher



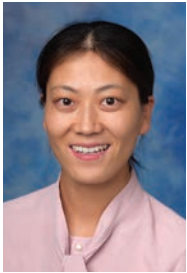
**Julie Zhu**  
Mandarin Co-Teacher



**Maggie Xie**  
Mandarin Co-Teacher



**Jasmine Huang**  
Mandarin Co-Teacher



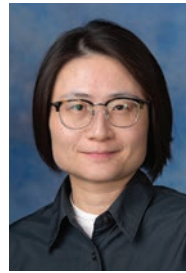
**Yanni Liu**  
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**Kay Xu**  
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**Andra Hanca**  
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**Reabetswe Maarohanye**  
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**Paulo Miguel**  
Grade 5 Learning Support and EAL



**Ruth Viader**  
Counselor



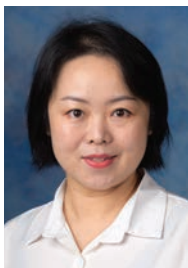
**Mary Powers**  
Counselor



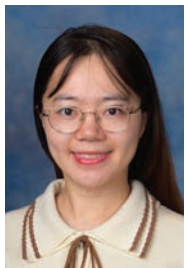
**Chelsea Wood**  
Speech Therapy and EAL



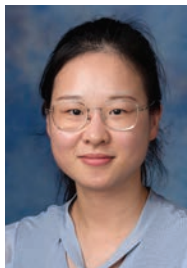
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**Lily Zhou**  
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**Andrea Shen**  
Mandarin



**Lucia Wu**  
Mandarin



**May Peng**  
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**Bella Mao**  
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**Farina Lim**  
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**Ingrid Majoos**  
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**Ria Marais**  
Librarian



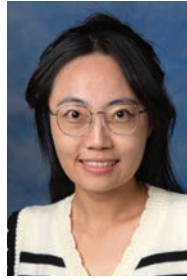
**Ellené Venter**  
Classroom Teacher



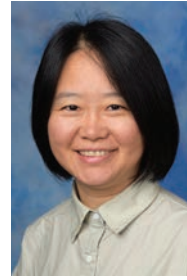
**Alpha Shen**  
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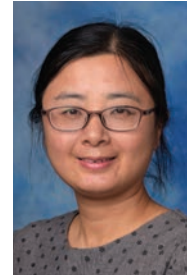
**Anna Wang**  
Teaching and Learning Assistant



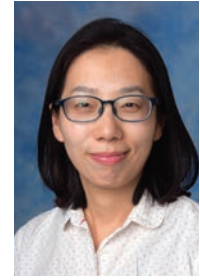
**Jenny Xie**  
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**Emma Zhong**  
Teaching and Learning Assistant



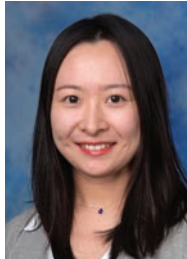
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**Tracy Sun**  
Teaching and Learning Assistant



**Nicole Wang**  
Teaching and Learning Assistant



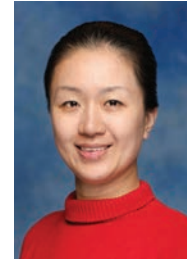
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Teaching and Learning Assistant



**Jeanne He**  
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**Ivy Zhang**  
ECE Co-Librarian



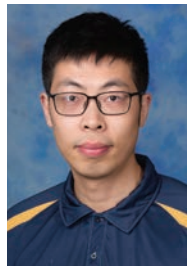
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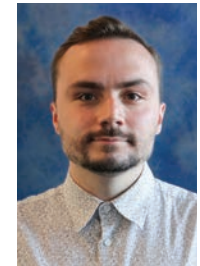
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**Donal Sha**  
Aquatics



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**Lewis Braithwaite**  
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**Ryan Bull-Beddows**  
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**Mark Donagher**  
Head of Guidance and University Counseling



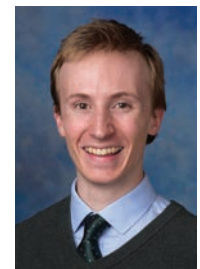
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**Anna Galuszka**  
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**Zach Gerhard**  
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**Matthew Hamilton**  
Learning Support and English A



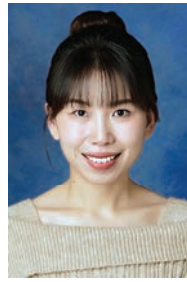
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**Zachary Ober**  
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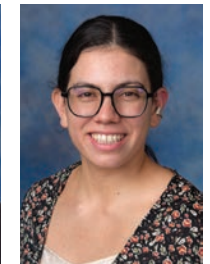
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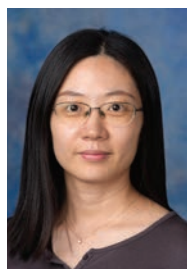
**Marcela Rojas**  
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**Shaun Russell**  
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**Akira Sugata**  
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**Lina Wang**  
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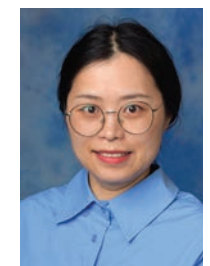
**Karlene Wong**  
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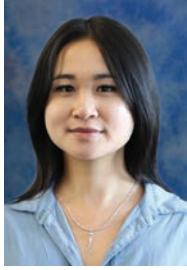
**Chelsea Wood**  
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**Jody Wood**  
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and EAL



**Gillian Wu**  
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**Adeline Xie**  
Mathematics and  
Science



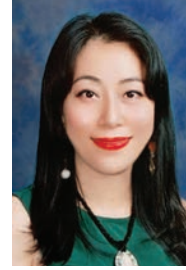
**Claire Ying**  
Mandarin



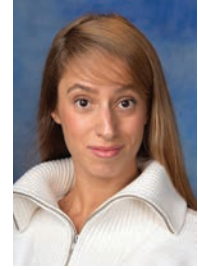
**Iris Zhang**  
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**Sam Zhang**  
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**Vivian Zhang**  
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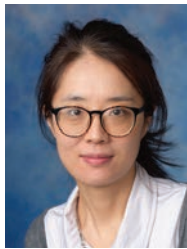


**Gabriella Zimanyi**  
Dance

# OFFICE STAFF



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Secretary to the  
Superintendent



**Kerri Liang**  
Admissions Secretary



**Lily Fan**  
ECE Secretary



**Sue Shu**  
Lower School  
Secretary



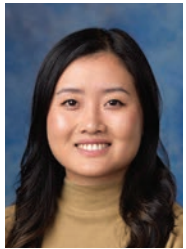
**Vivian Wang**  
Upper School  
Secretary



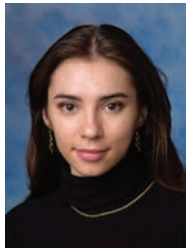
**Elsie Zhang**  
Admissions Assistant



**Tracy Zhu**  
Transportation



**Chantelle Nguyen**  
Marketing Manager



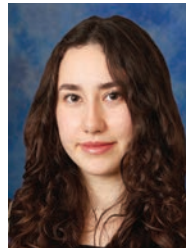
**Shaian Gutierrez**  
Marketing and Design  
Specialist



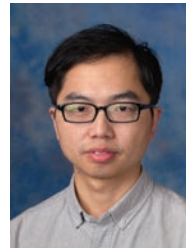
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Manager



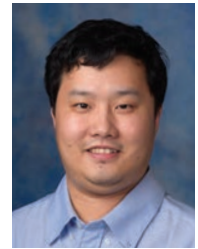
**Gabby He**  
PR and Marketing  
Officer



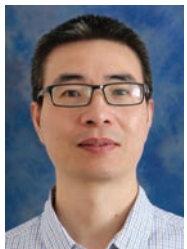
**Natalia Stubbs**  
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**Jacob Zhang**  
Technology Specialist



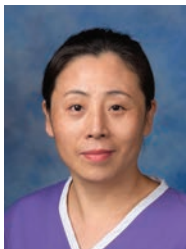
**Fred Ling**  
Technology Assistant



**Scott Li**  
Technology Systems  
Engineer



**James Wang**  
Technology Assistant



**Ping Li**  
School Nurse



**Jennifer Pan**  
School Nurse



**Mandy Lai**  
School Nurse

# WELCOME TO THE 2024-25 SCHOOL YEAR



## Back to School Nights

Back to School evenings were a wonderful annual event where we strengthen our connection between home and school. Hundreds of excited HIS parents arrived to learn more about what lies ahead this year, and met with the dedicated and experienced teachers supporting their children. Our faculty also shared learning expectations and provided an overview of their curriculums.

## Orientation Day

After an enjoyable summer break, we welcomed more than 200 new students and their families to HIS at our Orientation event. The welcoming teachers and students alike made them feel right at home. Families also explored our Lower School Gym to discover our exceptional athletics and aquatics programs, and had the opportunity to connect with some of our valued community partners.





## First Day of School

Excited students entered the main building and ECE center, eager to catch up with their friends after a long summer away from our campus. As they headed to meet their advisors and teachers, the unique HIS Dragons community spirit was on full display in the corridors, with plenty of smiles, laughter, and vibrant energy.





# Welcome Back BBQ

It was also great to see so many people out at the school for the Welcome Back BBQ. It was a joy to see so many parents and students together to enjoy the food, drinks, activities, and live music.





# Meet Our Alumni

**DEV DATWANI** | Class of 2020

**D**ev Datwani is an HIS Alumni who joined us in Pre-Kindergarten in August 2005 and graduated as Class Historian in June 2020. During his 14 years at HIS as a Jade Dragon, he saw the school grow around him, took part in exciting opportunities, and graduated with an IB Diploma. Dev was a top student at HIS and well-respected by his peers, teachers, and classmates. Excelling both academically and athletically, Dev proved himself as a talented athlete and a strong student, achieving success both on the court and in the classroom. His journey at HIS serves as one of the many examples of the amazing individuals our community creates.

**YOU ATTENDED HIS FOR 14 YEARS, CAN YOU TELL US MORE ABOUT YOUR JOURNEY HERE?**

The simplest way to put my journey at HIS into words is by saying that I know I made lifelong connections with all the teachers and friends I met, even those who only stayed at the school for a year

or two. Although the end of the year was always hard because I knew there were faces I might not see again, it always came with a certain joy – knowing that I had made so many memories with all my friends who were leaving, and that I would be making new memories with the new friends I was about to make in the coming school year.

*“Don’t forget to live in the present and make memories with your friends and teachers. Do not live in fear of the future”*

**WHAT WERE SOME OF YOUR FAVORITE MEMORIES OF YOUR TIME AT HIS?**

It’s hard to choose because there are so many! However, if I had to pick, it would have to be the ACAMIS sports tournaments with all my teammates and





coaches. I remember every single bus ride, flight, and memory we created on and off the court. Of course, winning the ACAMIS basketball trophy two years in a row just made it even better.

### **WHAT KIND OF CO-CURRICULAR ACTIVITIES (CCAS) DID YOU JOIN AT HIS? HOW DO YOU THINK THESE HELPED YOU ACHIEVE SUCCESS?**

I played volleyball, basketball, and badminton during my high school years and was also given the opportunity to be the General Officer of the Student Council in my senior year. All these activities not only made my university application stand out, but also helped me grow on a personal level.

My time management skills improved as I learned how to juggle different activities alongside school, and I also learned how to work efficiently as part of a team. I also realized that having hobbies – in my case, sports – and pursuing those hobbies are just as important as obtaining a school diploma or university degree.

### **WHAT ARE YOU DOING NOW? WHAT UNIVERSITY AND PROGRAMS ARE YOU INVOLVED IN?**

I am currently studying at RMIT (Royal Melbourne Institute of Technology) in Melbourne, Australia. I recently switched my course and am now pursuing a double degree in Bachelor of Aviation & Business Management. I was fortunate to have completed the IB Diploma, and my university program involves a significant amount of report writing. I believe that the IB program at HIS prepared me not only for university, but also for the time management skills necessary for success.

### **HOW HAS BEING PART OF THE HIS COMMUNITY INFLUENCED YOUR LIFE?**

Having spent 14 years at HIS, a significant part of who I am today stems from that

community. I believe that the diversity I encountered at HIS has taught me to embrace differences rather than avoid them. This has had a huge impact on the connections I have formed during my university experience as well.

### **WHAT ADVICE WOULD YOU GIVE CURRENT STUDENTS AT HIS TO MAKE THE MOST OF THE OPPORTUNITIES AVAILABLE TO THEM?**

My advice to current HIS students is not to take your present time for granted. Yes, it might be stressful as you want to get into your choice of university and courses. While these aims are important, don't forget to live in the present and make memories with your friends and teachers. Do not live in fear of the future.

### **WHAT ARE THE THINGS YOU MISS THE MOST ABOUT HIS?**

My teachers, my friends, and the whole HIS community. HIS really made my favorite day of the week a Monday! I was fortunate enough to have a great set of classmates and teachers who made me love coming to school.

### **HAVE YOU KEPT IN TOUCH WITH YOUR CLASSMATES FROM YOUR TIME HERE?**

Yes, I am in touch with most of my classmates and teachers as well. My high school friend Rayden is also in Melbourne with me, we live and study in the same accommodation. Like I said, HIS has really helped me create lifelong connections.

### **HAVE YOU SEEN THE NEW CAMPUS?**

Yes and it's amazing! I do miss the old campus as that's where all my memories were created, but memories aren't created by the place but by the people around you.



# MEET THE NEW 2024-2025 JADE DRAGONS



Jade Dragons are longstanding community members who are entering their 8th year or more at HIS. Double Jade Dragon Legends are those who are entering their 16th year or more at HIS or will be completing all available grade levels since joining.

Please join us in congratulating this year's  
**Jade Dragons.**

We are so proud of you!

# GRADE 12



**Sharon Chen**  
*HIS Dragon since Grade 5*

**Pui Hok (Sophia) Shen**  
*HIS Dragon since Grade 5*

**Zhi-Yuan (Martina) Xu**  
*HIS Dragon since Grade 5*

# GRADE 11



**Caele Caitlin Mooney**  
*HIS Dragon since Grade 4*

# GRADE 9



**Lin (Anderson) Lai**  
*HIS Dragon since Grade 2*

# GRADE 8



**Netanya Chaurasia**  
*HIS Dragon since Grade 1*



**Alex James Hardy**  
*HIS Dragon since Grade 1*



**Jiyu Kim**  
*HIS Dragon since Grade 1*



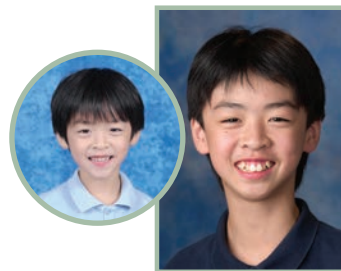
**Mingeon Kim**  
*HIS Dragon since Grade 1*



**Hugo Jesus Williams Marciaga**  
*HIS Dragon since Grade 1*



**Yi-Ran Xu**  
*HIS Dragon since Grade 1*



**Evan Yang**  
*HIS Dragon since Grade 1*

## GRADE 7



**Da-Di Jin**

*HIS Dragon since Kindergarten*



**Pei-Yan (Mable) Lu**

*HIS Dragon since Kindergarten*



**Galina Zhou**

*HIS Dragon since Kindergarten*

## GRADE 6



**William Ian George Lohaus**

*HIS Dragon since Pre-K*



**Yu-Shin Wang**

*HIS Dragon since Pre-K*



**Nathan Yulzari**

*HIS Dragon since Pre-K*

## GRADE 5



**Sydney Bian**

*HIS Dragon since Early Years 2*



**Jayden Chen**

*HIS Dragon since Early Years 2*



**Layton Yi-Qiu Lao**

*HIS Dragon since Early Years 2*



**Lucas Rui-Yi Liu**

*HIS Dragon since Early Years 2*



**Pak-Yin Byron Lo**

*HIS Dragon since Early Years 2*



**Zi-Xiong Ma**

*HIS Dragon since Early Years 2*



**Luke Petring**

*HIS Dragon since Early Years 2*



**Ada Wang**

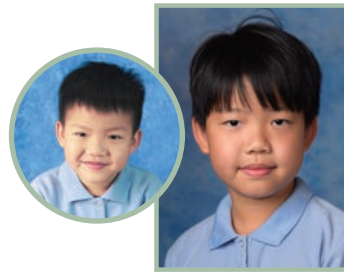
*HIS Dragon since Early Years 2*



**Chloe Wang**  
*HIS Dragon since Early Years 2*



**Wei (Abby) Wen**  
*HIS Dragon since Early Years 2*



**Shu-Ze (Alex) Wu**  
*HIS Dragon since Early Years 2*

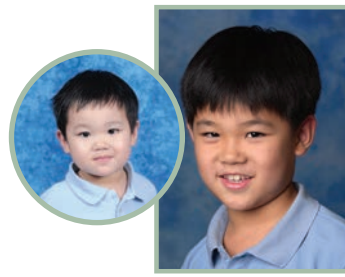


**Ying Ran (Eran) Yang**  
*HIS Dragon since Early Years 2*

## GRADE 4



**Guan-Qing Ding**  
*HIS Dragon since Early Years 1*



**Bo-Wen Xiao**  
*HIS Dragon since Early Years 1*



**Eric Xu**  
*HIS Dragon since Early Years 1*



**Philip Ragnar Zhao  
Karlsson**  
*HIS Dragon since Early Years 1*



Once a Dragon,  
Always a Dragon!



# Fostering Independence in Pre-Kindergarten

VERONICA SIMOVA | Pre-Kindergarten Teacher

In today's rapidly changing world, teaching children to be adaptable and self-sufficient is essential. At Hangzhou International School (HIS), we believe that nurturing independence in pre-kindergarten is vital for laying the groundwork for future success and confidence.

## ESTABLISHING ROUTINES TO PROMOTE INDEPENDENCE

Pre-Kindergarten (Pre-K) classrooms are ideal for establishing routines that promote independence. Routines are a series of regular actions that create stability and build confidence. Key routines in our classrooms here at HIS include:

### MORNING ARRIVAL

Children put away their backpacks, take out their snack boxes, and choose their first activity, setting a structured start to their day.

### CLEANUP TIME

Students return toys to their places and wipe down tables, reinforcing responsibility and a clean environment.

### SNACK TIME

Children wash their hands, sit at the snack table, and handle their snacks independently, fostering self-sufficiency.

We recently introduced a routine for managing nap time bedding. Initially, only 3 out of 12 students could do this independently. With regular practice and teacher support, 10 out of 12 students mastered this task within 4 weeks, demonstrating the effectiveness of routines.

## ASSIGNING RESPONSIBILITIES AND ENCOURAGING INQUIRY

As mentioned, we nurture independence in Pre-K students by assigning simple classroom responsibilities, such as cleaning up toys, setting up snack areas, and helping with basic tasks. These roles help them develop a sense of duty and contribute to the classroom environment.

Additionally, our inquiry-based approach encourages them to choose activities based on their interests, such as selecting storybooks or exploring different art materials. This freedom to explore and make choices enhances their decision-making skills and builds their confidence as they take an active role in their learning.

## RECOGNIZING STUDENT EFFORT AND PROGRESS

Recognizing children's efforts rather than just their achievements is very important at HIS. Celebrating progress reinforces the value of perseverance and motivates them to continue developing their independence.

## SUPPORTING INDEPENDENCE AT HOME

Sometimes it's easier to do things for your child because it's faster and less messy, but by reinforcing these lessons at home, establishing consistent routines, and sharing responsibilities with children, parents can foster independence and boost their children's self-esteem.

Regular practices such as getting dressed, cleaning up, and organizing personal

belongings help build self-reliance. Allowing children to make choices, like picking clothes or snacks, promotes decision-making and enhances their independence.

## THE IMPACT OF EARLY INDEPENDENCE ON FUTURE SUCCESS

Fostering independence in Pre-K students lays a crucial foundation for their future success. As they develop self-reliance and problem-solving skills at a young age, they are better prepared for academic challenges, with enhanced abilities to manage tasks and make decisions. This independence also supports their social development by encouraging effective communication, collaboration, and responsibility.

Looking ahead, these early experiences with autonomy pave the way for future career readiness, as students learn to navigate complex situations, set goals, and take initiative. Ultimately, the skills cultivated through early independence contribute significantly to lifelong learning and success.



# The Importance of Nurturing Young Minds

KIOMI YEOMAN | Kindergarten Teacher



**W**hat does it mean to nurture a mind? According to the Oxford dictionary, to nurture means to: “care for and encourage the growth or development of”.

This means that we, as parents and teachers, are caring for and encouraging the growth and development of the young minds in our care.



As parents (I have two children at HIS myself), we play a crucial role in supporting our child's development and nurturing their young minds. How do we do this?

1. Encourage a love for learning: As a parent, you can support this by creating a positive and supportive learning environment at home, always encouraging curiosity.
2. Emphasize critical thinking and inquiry: Encourage your child to ask questions, explore different perspectives, and think creatively about the world around them.
3. Promote a balanced lifestyle: Try to encourage physical activity, creative expression, and social interaction. As a parent, you can support this by encouraging your child to participate in extracurricular activities, pursue their interests, and invite friends over to play.
4. Foster international-mindedness: Encourage your child to learn about different cultures, languages, and perspectives, and to develop empathy and a sense of global citizenship.
5. Support social and emotional development: Help your child build strong relationships, develop self-awareness and resilience, and manage their emotions effectively. HIS has developed a wonderful wellness programme to help our students identify their emotions and manage them. Ask your child all about what they have learned with Ms Ruth.

By nurturing your child's young mind, you are helping them develop the skills, attitudes, and values they need to thrive in an increasingly complex and interconnected world. Remember that education is a partnership between school and home, and your involvement and support are essential in helping your child reach their full potential.

As teachers and parents, let's strive to make a difference every day.



***“Children are the world's most valuable resource and its best hope for the future.”  
– John F. Kennedy***



# How We Can All Succeed at Math

AXEL SOOS | Grade 1 Teacher



Many of us remember feeling anxious about math as a child, or being told at one point that, "You're just not a math person." I clearly remember being told by a teacher that I should avoid the subject completely in the future, and now I'm teaching it.

As the new school year gets underway at HIS, a critical step is establishing shared values in both the classroom and at home that build a positive and productive mindset around math.

Dr. Jo Boaler, professor at Stanford University and a leader in modern mathematics education, suggests a series of norms that lead to a positive culture around math. Some of them include:

- Everyone can learn math to high levels: Through struggle and perseverance, anyone can succeed

at math. There is no such thing as a math person.

- Math is about thinking slowly and deeply: Some of the best mathematicians in the world work very slowly. Encourage taking time to come up with meaningful ideas and don't reward the fastest answer.
- Mistakes are critical to learning: Research into growth mindset shows us that mistakes literally make your brain grow! No mistakes mean no chances are being taken and no learning is occurring.
- Math is about communication, not just answers: It's amazing to be able to solve complex mathematical problems, but it's equally important to be able to explain your thinking. Can you represent the problem using pictures or explain a different way to solve it?

By building our classrooms around these ideas, teachers at HIS take the fear out of math and establish it as the fun and beautiful subject that it is!

It brings me endless joy hearing students tell me that the best part of their day is math or having a parent share that their child is discussing math at home for the first time.

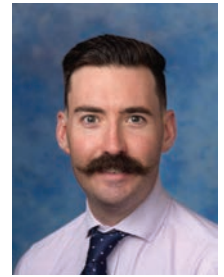
Parents can support their child's journey by reinforcing these ideas to build shared values around mathematical learning. Let's work together to make math anxiety a thing of the past!





# Why Teachers are also Lifelong Learners

**MITCH COOPER** | Grade 5 Teacher  
Certified TEMC Tutor



One of the many things that makes Hangzhou International School (HIS) such an appealing place for expatriate and local staff to work, are the professional development opportunities on offer. Teachers are afforded the opportunity to build their personal skillset through university courses, peer-led workshops, attending conferences, joining webinars and much more.

In addition to individually driven development, the school also has wider strategic goals to build the collective efficacy of all staff and therefore provide a better education for our students. One of the many professional development opportunities that staff have access to, which I teach alongside Lower School Librarian Ingrid Majoos, is 'Teaching in English in Multilingual Classrooms (TEMC)'.

The TEMC course is a comprehensive and innovative program that supports teachers looking for a pedagogical approach that puts language and literacy at the heart of teaching and learning. It aims to improve learning outcomes for all students, regardless of their level of English, whilst simultaneously addressing diverse learning needs in holistic, sustainable and manageable ways.

The aims of the TEMC course are met through some of the following ways:

- Developing teachers' awareness of the linguistic diversity and experiences of their students

- Showing that language is central to the construction of knowledge and learning
- Highlighting the importance of students building repertoires of language, through foregrounding learning about language
- Ensuring teachers provide their students with a rich set of resources (linguistic and visual) within all curriculum areas and grade levels to ensure sustainable teaching practices
- Providing teachers with the opportunity to critically reflect on their teaching, enabling them to trial suggested strategies within their learning spaces

At HIS, veteran teachers have sat alongside those just beginning their careers, to build their understanding and further develop their pedagogies.

Altogether 20 teachers embarked on the most recent course that took several months to complete across the 2023 to

2024 school year. Our most recent cohort included teachers from Early Childhood Education all the way through to Middle School, and included members of the Physical Education and Arts departments, and even our Student Support Team. The diversity of the group allowed for brilliant vertical and horizontal collaboration, that otherwise would rarely happen in a busy school environment. Teachers loved experimenting with the pedagogical strategies introduced within the course, and it was clear from some of the work samples that the students did too!

Congratulations to all of the outstanding teachers at HIS that dedicated many hours of their time to complete the TEMC course. It was a massive commitment, and the students and wider community appreciate your dedication to building the collective capacity of our learners. I appreciate the opportunity to teach the course here at HIS and thank my co-tutor Ingrid for supporting me to do so.





# Instilling a Passion for Physical Activity

**RACHEL FORD** | Lower School Physical and Health Education Teacher  
**KIRA BOWE** | Aquatics Coordinator Assistant & ECE Teacher

**A**s we set sail towards a successful year, our primary focus in Personal, Social and Physical Education (PSPE) is on balancing collaborative activities with individual challenges.

This approach fosters personal growth, teamwork, and the development of essential life skills that will encourage students to lead a healthy, active lifestyle for years to come.

or engaging in relay races, students have learned the significance of each member's role in achieving a common goal. This collaborative spirit is essential for success in PSPE and personal development as students learn to appreciate their peers' strengths and contributions.

*“At first, we were all shouting and trying our own ideas and that was a mess. After we had a team discussion, our plan worked much better because we listened to each other and found the best way to solve the problem”*  
 – Alex, Grade 5



## EXPLORING ‘WHO WE ARE’

To kick off our PSPE program at HIS, we have delved into the theme ‘Who We Are’. This theme serves as the foundation for building strong class routines and fostering a sense of community within our classrooms.

Through collaborative adventure activities, students have faced various physical challenges requiring teamwork, skill, and creativity. Whether overcoming obstacles





### BALANCING TEAMWORK AND INDIVIDUAL GROWTH

While teamwork is a vital component of our program, at HIS we also recognize the importance of individual pursuits. Our students have worked diligently to enhance their physical resilience through various activities, including climbing wall experiences and swimming lessons. The climbing wall challenges students to be courageous whilst developing problem-solving skills and building physical strength. As students scale new heights, they gain confidence in their abilities and learn the value of perseverance.

*“I couldn’t climb very far to start but then I tried again and again, and I got better”*  
– Emo, Grade 3

In the swimming pool, students are not only improving their swimming techniques but also focusing on water safety and fitness. Our swimming program is designed to instill a love for the water while teaching essential skills that will benefit them for a lifetime. Through structured lessons, students are encouraged to push their own limits, develop their stamina, and cultivate a sense of accomplishment as they master new strokes.

*“I can try my best”*  
– Zi-Xiong, Grade 5

### ENCOURAGING LIFELONG HEALTHY HABITS

As we embark on this journey together, our goal is to instill a passion for physical activity that will encourage students to lead healthy, active lifestyles throughout their lives.

### NEW CCA: ARTISTIC SWIMMING WITH MS KIRA

Do you want to extend your swimming abilities and impress your friends and family with cool swimming tricks? Expression, challenge, and fun are all part of artistic swimming! Formerly called ‘synchronized swimming’, artistic swimming is a chance for those with previous swimming experience to perform a routine in the water to music. We will be practicing basic artistic swimming skills, figures, dance, and creative ways to move our body in the water. This CCA is open to those from grade 4 and above, and everyone is welcome! No previous artistic swimming experience is required, only a strong swimming foundation. Come join artistic swimming with Ms. Kira, a previous artistic swimmer and trainer, and enjoy dancing in the water!?



# Looking at Life Through an Economics Lens

**AKIRA SUGATA** | Social Studies Teacher

Why can't everything in the world be free? What must we give up if we choose to spend all the time we have with our friends? What is the next best decision to make when you realize you've forgotten to do your homework?

In Upper School Social Studies, our new units encompass the importance of transitioning students from the MYP program to the IB DP, and these are some of the difficult questions that the Grade 9s have been grappling with this semester as we dove into learning about the world of microeconomics.

Economics, especially in the traditional sense, is a demanding subject and a difficult one to wrap your head around.

Economists deal with models that simplify the complicated world into just a few variables. We make many different assumptions, develop theories, and most of all, deal with the most irrational and uncontrollable variable to study: humans.

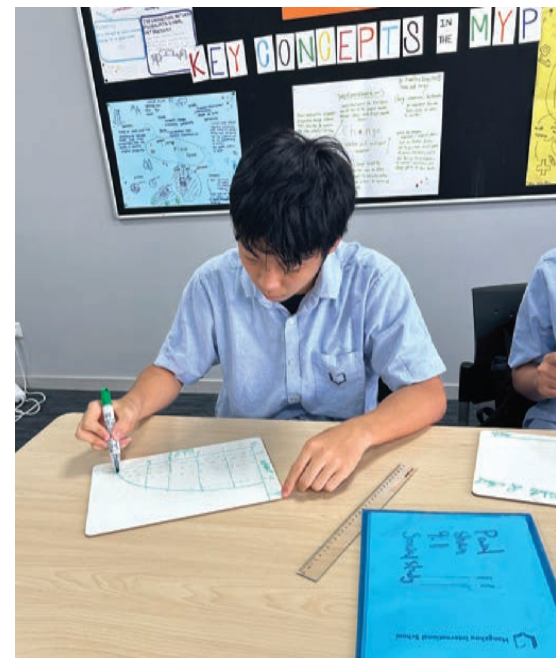
In this Microeconomics unit, we aim to apply the concepts, theories, and models learned in class to real-world examples. If you were to walk into the classroom, you would see students drawing economic graphs onto whiteboards, practicing problems to check for their understanding, and hearing a buzz of noise in the air from the many discussions.

As we analyze news articles and watch videos of current events as a class, we

hope to hone in on their note-taking as well as their discussion abilities – and help them develop their analysis and critical thinking skills.

So, while Grade 9s may have started the semester by wondering why we can't fulfill all our unlimited desires, at the end of the unit they should be able to analyze: how a flood can impact the different production possibilities of a country, or whether or not they as consumers can agree on a price with producers of a good or service and meet at equilibrium – all viewed through an economic lens.

As a department, we are focused on the importance of vertical alignment and making sure that we are preparing students with the skills and the content knowledge needed, so that they can successfully set sail to take on the different challenges that await them in the future.



# How We Support Every Student's Learning Journey

**MATT HAMILTON, DEE BULL-BEDDOWS  
& SURESH DASS**  
Upper School Student Support Team



Recently, a parent asked me about a word that they hear a lot but don't quite understand. The word is 'differentiation,' and it certainly gets used a lot at HIS.

Differentiated instruction is an effective approach we use at HIS to reach students in the way that works best for them. This method is not just a set of strategies, it's a mindset that focuses on adapting the curriculum to meet the diverse needs of all students, ensuring that every child can grow, learn, and succeed.



Differentiated instruction allows us as teachers to modify four elements of the classroom based on students' readiness, interests, and learning profiles: content, process, products, and the learning environment:

- Content refers to the information each student needs to learn and how they access that information. Teachers offer varied resources and materials

- to cater to different learning levels.
- Process involves the activities students engage in to understand and master the content. This can include hands-on projects, discussions, or guided practice, tailored to how each student learns best.
- Products are the culminating projects or assessments (formative and summative) that allow students to demonstrate what they have learned. These assignments are designed to challenge students to apply their knowledge in a meaningful way.
- Finally, the learning environment encompasses the classroom's atmosphere and dynamics. A supportive and flexible environment encourages collaboration and risk-taking.

Effective differentiation is the opposite of a one-size-fits-all approach. It avoids simply giving some students more work than others or creating many lesson plans for each individual. Instead, it focuses on meeting students where they are in their own learning journey.

Teachers play a crucial role in differentiation. We must understand our students' strengths, weaknesses, cultures, and interests, as well as our unit of studies' essential concepts and statements of inquiry. By developing effective, research-based strategies, teachers can implement ongoing, formative assessments to continually monitor student progress and adapt instruction accordingly.

At HIS, our teachers use six key strategies to differentiate instruction effectively:

- Flexible Grouping: Students work in varied groupings to promote collaboration and peer learning
- Choice: Offering students different options in tasks and projects fosters motivation and engagement
- Ongoing, Formative Assessment: Continuous assessments help teachers identify each child's needs and strengths.
- Scaffolding: Breaking learning into manageable parts ensures students receive the support they require.
- Independent Work: Tailored independent tasks empower students to work at their own pace.
- Pre-Assessment: Understanding what students already know allows teachers to prevent redundancy and focus on new learning.

Asking 'what is differentiation' is certainly a challenging question. But by embracing differentiated instruction, teachers are creating an inclusive and enriching learning environment that supports every student's educational journey, ensuring that each child not only meets, but exceeds their potential.





# Why MUN Can be a Life Changing Experience

**CHELSEA WOOD** | Speech Therapy and EAL  
MUN Coordinator

**M**odel United Nations at HIS has flourished over the past year. This has much to do with the dedicated and talented student team who have worked closely with faculty directors. I am incredibly proud of every student who has been involved in MUN in every way since I joined.

According to the United Nations themselves, 'Model United Nations – also known as Model UN or MUN – is a popular extra-curricular activity in which students roleplay delegates to the United Nations, simulate UN committees, and learn about diplomacy, international relations, current world issues, and the UN itself. It is estimated that hundreds of thousands of students worldwide participate every year in Model UN conferences at all educational levels in schools and universities. Many of today's leaders in law, government, business, humanities and the arts participated in such simulations as students.

'Over the past seven decades, Model UN conferences have helped students develop public speaking, writing, and research skills. They often provide students with their first entry point into international affairs and concepts including peace and security, human rights, development, and rule of law issues. By learning about the UN as an institution, its role in world affairs, and the diplomacy involved in UN decisions, students also learn the importance of seeing matters from someone else's perspective. Indeed, many students have described their participation in Model UN

as a life-changing experience, one that influenced their world view, impacted the choice of a future career and/or enabled them to build an international network of friends and contacts that continue to be part of their life.'

I would like to give a shout out to our 2024 MUN Secretariat, the student leaders of MUN at HIS, and speak a bit more about their role in the group. Our 2024 MUN Secretariat is:

**Elaine L. (G11)**  
**Secretary General**  
**Oliver Z. (G10)**  
**Deputy Secretary General**  
**Preston R. (G10)**  
**Deputy Secretary General**  
**Joshua C. (G10)**  
**Prisha J. (G10)**  
**Amber L. (G9)**  
**Anna Z.K. (G9)**  
**Naomi X. (G9)**  
**Divay A. (G9)**

## WHAT IS A SECRETARIAT?

A MUN Secretariat is a group of individuals who are responsible for the planning and organization of an MUN conference. At HIS we have one Secretary General role, who is the lead student, then we have two Deputy Secretary Generals who share the work equally.

## WHAT IS THE ROLE OF THE SECRETARIAT AT HIS?

The Secretariat at HIS has two important roles. The first is working with the faculty directors in the successful running of the



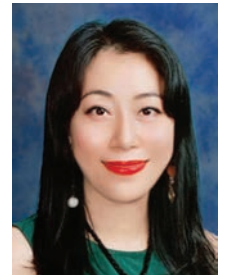
MUN program overall. The second is the planning of our celebrated annual West Lake MUN conference. Our long-term goal at HIS is for our MUN program to be mostly student led. This requires a team of students with a unique passion and commitment to MUN, who are also able to pass over the baton to the next generation.

The 2024 Secretariat has already made phenomenal and impressive success since it formed in January this year. West Lake XVIII takes place from 8 to 10 November 2024, where we look forward to welcoming almost 200 students from 13 schools across China.

It continues to be a privilege to work with such a dedicated and passionate group of students. Thank you, 2024 Secretariat, for your continuous and impressive efforts.

# Navigating Chinese Language and Culture

**VIVIAN ZHANG** | Schoolwide Mandarin Coordinator



At Hangzhou International School (HIS), we are dedicated to fostering a diverse and inclusive learning environment through our robust Chinese programme, which caters to K-12 international learners.

Our approach is thoughtfully tailored to address individual readiness, learning styles, and profiles, ensuring that both foreign and native Chinese language learners can thrive in their educational journeys. Our program is rooted in the belief that language is not merely a subject to be studied but a vital tool for communication and self-expression.

By integrating the full International Baccalaureate (IB) curriculum – from the Primary Years Programme (PYP) to the Middle Years Programme (MYP) and the Diploma Programme (DP) – we create a seamless educational experience that prepares students for global citizenship. Joyful learning experiences are central to

our classrooms, where engagement and excitement play crucial roles in language acquisition. Our dedicated educators employ a variety of interactive teaching methods, including group discussions, role-playing, and creative cultural projects.

These methods not only enhance language proficiency but also foster critical thinking and creativity, ensuring that students use language in meaningful and practical ways. This approach transforms language learning into an enjoyable adventure, encouraging students to actively participate and connect with their learning experience.

As part of our Chinese programme, students delve into the rich tapestry of Chinese culture, history, and traditions. This exploration is essential for helping them understand and appreciate cultural diversity. By addressing global issues through the lens of language and culture, students cultivate empathy, allowing them to develop a broader perspective on the world.

This aligns perfectly with our HIS theme for this issue, 'Preparing to Set Sail', as we empower students to navigate complex societal challenges with confidence and an open mind, preparing them for future endeavors.

Character development is at the heart of our academic philosophy. We emphasize the importance of values such as respect, integrity, and responsibility, which are crucial for effective communication in any language.

Through collaborative projects and community service initiatives, students learn to express their unique viewpoints while working towards common goals. This not only strengthens their language skills but also equips them with the tools necessary to contribute positively to their communities.

Ultimately, the Chinese programme at HIS is more than just language learning; it is a transformative journey of personal growth and cultural exploration. As our students prepare to set sail into the world, they do so armed with the language skills, cultural insights, and character traits needed to navigate the complexities of global citizenship.

We invite you to join us in celebrating the transformative power of education as we prepare our students for a brighter future, ready to make meaningful contributions to society and embrace the diverse world around them.





# How We're Building a Community of Readers

INGRID MAJOOS | Lower School Librarian

A celebration of all things literary, Book Week is a cherished event in schools and communities worldwide, and this year's celebration at Hangzhou International School (HIS) was spectacular: From imaginative classroom door decorations to a vibrant book fair, the entire week was packed with activities that highlighted the joy of reading and the importance of books in all our lives.

One of the most visually striking elements of the week were the classroom door decorations, where we asked students and teachers to collaborate and transform ordinary doors into portals of literary magic. Each door across the Lower School was adorned with themes from popular books, creative interpretations of classic stories, and colorful depictions of beloved characters.

Probably the highlight of the week though was the Read-a-Thon Day. Students, staff and parents were encouraged to immerse themselves in the world of books, dedicating a whole day to reading. We created a unique 'living room' space at the foot of the stairs, that was filled with readers for ten straight hours. This event not only fostered a love for literature but also allowed students the time to just sit and read. The location also inspired others to pick up a new book.

Adding to the week's festivities were guest readers from the parent and teacher community, who took time out of their busy schedules to read aloud to classes, sharing their favorite stories and engaging students with animated readings. This interaction provided a personal connection to literature, showing students that reading can







often be a shared and communal experience. The Book Character Dress-Up Parade in the Lower School Gym was another standout event. Students and teachers alike dressed as their favorite book characters, from classic heroes and heroines to modern-day figures. The parade showcased a delightful array of costumes and was a celebration of creativity and imagination, and was livestreamed to more than 300 parents!

Meanwhile the three-day Book Fair was a bustling hub of activity, offering a diverse selection of English books for purchase, from young children to adults. It was not just a chance to buy new reading material but also an opportunity for families to support ongoing literacy and education.

Additionally, the HIS community sent in photos of themselves 'Caught Reading' in unique or humorous situations. This activity encouraged a broader engagement with reading outside the classroom, showcasing how books can be an integral part of everyday life. There were also some great entries for the 'Book Face' competition, where everyone from the community was able to showcase their imaginative side and bring a book cover a life through a carefully aligned photo.

Finally, we were pleased to have three authors visit us for Book Week. On the Monday we welcomed former chef and noted food writer Christopher St Cavish, a resident of Shanghai for 20 years, who introduced his recently published memoir 'Foreign Plate' and talked about the

importance of connecting people through stories. Then at the end of the week we had author visits from Angela Lin and Zhen-Lei Chang, whose workshops on their book 'My Shanghai' revealed a story of determination, inspiration and love that lead them to write a picture book about Shanghai. The authors captivated the students' imagination, helped them to make connections to places they knew and showed them the intricate process behind publishing.

Altogether Book Week was a resounding success, celebrating the magic of reading through creativity, community involvement, and shared experiences. It reinforced the idea that books are not just educational tools but gateways to endless adventures and learning opportunities.





# Practical Tips for Safe Internet Surfing

**DANIE DE BEER** | Director of Technology

**C**omputers now come in various devices including laptops, tablets, music players, cellphones, and desktop computers. Each of these gadgets can also communicate and exchange data with other computers, as well as, frequently, with banks to carry out financial transactions. Because there is a chance that unauthorized people could exploit any of these computers, users should always use difficult to remember passwords to secure them. Essential defense against identity theft and financial fraud is provided by a strong password.

## USE OF STRONG, SECURE PASSWORDS IS ESSENTIAL

Password guessing is one of the most popular techniques used by hackers to gain access to computers. Passwords that are easy to guess and often used make it possible for hackers to take over and access a computer system.

Unauthorized access poses a serious risk to everyone who uses a computer or other high-tech gadgets, including tablets and smartphones. Victims of these break-ins may suffer from the loss of important information, experience identity theft, or have money or bank account information taken.

## THE IMPORTANCE OF A SUPER USER

A person can demonstrate their authorization to access a digital device by using passwords. Multiple users, each with their own password, may be on a single device. Passwords function similarly to a lock-and-key system, to which a person needs the correct key to gain entry. The distinction is that various keys are used by different people for the same door.

A management-level user, often known as a "superuser," is present on several computing devices, including desktop and laptop computers. Among other things, this person can control other users and change the software on the device. The "root" or "administrator" account is another name for this superuser account.

Knowing this is crucial because, although hackers may attempt to crack any password, they will typically attempt to guess the superuser password first because it provides them with the most amount of power over a computer.

## IMPORTANT PASSWORD SECURITY POINTS

Users need to be aware of several important password security principles to lessen the chance that a hacker will figure out their password and access their device. Above all, passwords ought to be lengthy and intricate. Hackers must expend more work and time trying to figure out long and complicated passwords.

Passwords must be at least ten characters long and include both upper- and lower-

case letters, digits, and symbols such as commas, percent signs, and parentheses. It is advisable for users to avoid writing down their passwords, as this can facilitate password theft and unauthorized usage. Additionally, avoid using the same password on many devices. This is because hackers who compromise one system will attempt to get access to other systems by using the same password.

## SMART DEVICES SAFETY

A PIN or pass code is also required on mobile devices. Like a computer password, this one could have at least four characters or digits and should be hard to guess. Device pass codes must be configured to expire quickly as well. The code will then need to be input again after timing out. The timeout should ideally last no longer than twenty minutes, while shorter intervals between timeouts work best.

## VALUE OF AN ESSENTIAL PASSWORD

Fear of forgetting passwords is a common worry among people who create difficult passwords, especially if there are multiple ones to remember. It makes sense that



someone would want to consider ideas that are simple to commit to memory. Making a sentence or phrase difficult for others to understand is one method to do that.

For example, use the first letter of each word in the sentence to accomplish this, changing certain words with numerals or symbols. The word 'number' might be substituted with the # sign, and the phrase "for" with the number 4. A password like "Save the number for later in the year" may read St#4LITY when used this way.

### **PASSWORD PROTECTION ACTIONS**

Although they are unquestionably necessary for security, passwords are not the sole way to protect one's computers and other devices. Not only should users create strong passwords, but they should also learn how to use and save them safely. This entails never disclosing it and storing the written copy in a safe place if you can't remember it. Also Keep your computer and mobile device security software and firmware up to date and update your security software regularly. Passwords and other security measures

are essential for avoiding unwanted access to one's computer and mobile devices. Hackers and other online criminals are always coming up with new ways to get on these devices to steal or use the information they contain.

On the other hand, using passwords carelessly can be just as harmful as leaving your computer unattended. People should therefore take care when creating and safeguarding their passwords.



# Participation and Inclusivity are the Name of the Game at HIS

**FILIPÉ NOGUEIRA** | Director of Athletics and Activities



As an IB Continuum school, HIS believes in the importance of students balancing the time and effort they put into academic success, with some time also dedicated to sports and other co-curricular pursuits that will help them gain better physical health and wellbeing.

This begins for Elementary School students from KG to Grade 4, who have many active and sports related CCA alternatives to begin their journey as healthy and active children, which will carry through to their time in Upper School.

In Grades 5 to 12 they can then participate in 21 different sports seasons across the course of the year. All of these are fully inclusive, meaning we have no cuts and every student who wants to join in will have that opportunity.

All ability levels are welcome and many of our teams bring together boys and girls on mixed-gender teams, as well as students from various grade levels practicing and playing together. This practice fosters stronger connections among our students, irrespective of age,

gender, or culture. On and off the court or field, our students are always 'winning' when they play sports at HIS, and these wins extend far beyond just medals and trophies.

As part of our whole school approach to sports, last year saw the HIS Parent Cheer Squad become a reality, with our amazing 'Gold Dragon' parents bringing fantastic energy and support for our teams wherever and whatever we played. We encourage all interested parents to get involved – please contact our Director of Admissions and Community Relations Ms Andrea Stubbs to learn more about joining the Cheer Squad ([andrestubbs@hisdragons.org.cn](mailto:andrestubbs@hisdragons.org.cn)).

Like our passionate Cheer Squad, we can all look forward to another fantastic year of Athletics at HIS. Local, national, and international tournaments will continue to feature on our student athlete calendars, with a couple of highlights for the entire HIS community to enjoy right here on our campus later in the year when we host 2 showpiece events: the ACAMIS Senior Swim Championships on December 6-7, and the ACAMIS Football Tournament on March 20-22.

Whether or not you're participating or have a child taking part, events like these are a great opportunity to showcase our incredible school community spirit. Let's go Dragons!

# How We're Inspiring a Lifelong Love for Swimming

**NATALIO LIARES IV** | Aquatics Coordinator



With more than 260 dedicated swim team members, the HIS Gold Dragons swim program is off to a strong start again this year. It's incredible how the team has grown since the opening of our new 25-meter, six lane indoor pool 'The Wave' just two years ago.

This year, we have introduced several new programs designed to cater to a wide range of interests and skill levels. Our 'Learn to Swim' program provides essential swimming skills to younger children, while the introduction of artistic swimming by our new Aquatics Assistant Ms Kira has added a creative and graceful dimension to our offerings, attracting students who enjoy the unique blend of swimming and gymnastics.

On top of that we have launched a 'Swim Lesson Instructor Course' for students over 15 years-old, aimed at training the next generation of swim coaches. This program enhances the skills of the instructor candidates and ensures that our learners continue to benefit from high-quality swim education. The water polo provided through our afterschool CCA program has also opened new interest for team sports enthusiasts.

You may not realise it, but Hangzhou International School is an International Lifeguard Training Program (ILTP) Training Center and is authorized to deliver Lifeguard courses and other internationally renowned Ellis & Associates Health and Safety programs.

One of the highlights has been the successful implementation of the student lifeguarding program. This initiative has provided rigorous training for both students and staff, ensuring that our lifeguards are equipped with the latest skills and knowledge to keep our swimmers safe.

Safety in and out of the water remains our top priority, and we are proud to announce that over 50 staff members and students have been certified in CPR/AED and First-Aid through our staff training program in the past year. This certification enhances the safety of our school facilities and empowers our staff to respond effectively in emergencies.

Looking ahead, we are thrilled to continue expanding our programs for students and staff alike and continue to reach new milestones. The HIS Aquatics program is more than just a series of activities; it is a vibrant community where individuals come together to learn, grow, and thrive.

As we prepare to set sail this school year, our focus remains on fostering a sense of community, promoting aquatic safety and enjoyment, and learning valuable life skills. Our programs are designed to be inclusive, ensuring that everyone, regardless of age or skill level, can participate and benefit. We believe that by offering a diverse range of aquatic activities, we can inspire a lifelong love for water sports and water safety.



# HIS COMMON SCHOOL ACRONYMS

At HIS, you will notice that administrators, students, teachers, and parents frequently use acronyms in our publications, news, announcements, and conversations. To ease your transition into our school, we have provided a list of the most common acronyms used. We hope this will help you become familiar with them.

<b>EY</b>	EARLY YEARS
<b>LS</b>	LOWER SCHOOL MIDDLE SCHOOL
<b>MS</b>	MIDDLE SCHOOL
<b>HS</b>	HIGH SCHOOL
<b>US</b>	UPPER SCHOOL
<b>ECE</b>	EARLY CHILDHOOD EDUCATION
<b>HL</b>	HIGHER LEVEL
<b>SL</b>	STANDARD LEVEL
<b>CAS</b>	CREATIVITY ACTIVITY SERVICE
<b>IB</b>	INTERNATIONAL BACCALAUREATE
<b>MYP</b>	MIDDLE YEARS PROGRAMME (GRADE 6-10)
<b>PYP</b>	PRIMARY YEARS PROGRAMME (EY-GRADE 5)
<b>DP</b>	DIPLOMA PROGRAMME (GRADE 11&12)
<b>ESOL</b>	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
<b>PHE</b>	PHYSICAL HEALTH & EDUCATION
<b>MCT</b>	MANDARIN CO-TEACHER
<b>GLL</b>	GRADE LEVEL LEADER
<b>SSS/ SST</b>	STUDENT SUPPORT SERVICES/ STUDENT SUPPORT TEAM
<b>STEAM</b>	SCIENCE TECHNOLOGY ENGINEERING ART MATH
<b>DT</b>	DESIGN TECHNOLOGY
<b>CCA</b>	CO-CURRICULAR ACTIVITIES
<b>TOK</b>	THEORY OF KNOWLEDGE
<b>TLA</b>	TEACHING LEARNING ASSISTANT
<b>EE</b>	EXTENDED ESSAY
<b>IA</b>	INTERNAL ASSESSMENT
<b>PAFA</b>	PARENTS AND FRIENDS ASSOCIATION
<b>ACAMIS</b>	ASSOCIATION OF CHINA AND MONGOLIA INTERNATIONAL SCHOOLS
<b>CISSA</b>	CHINA INTERNATIONAL SCHOOLS SPORTS ASSOCIATION
<b>SISAC</b>	SHANGHAI INTERNATIONAL SCHOOLS ASSOCIATION CONFERENCE
<b>HISA</b>	HANGZHOU INTERNATIONAL SCHOOLS ASSOCIATION
<b>HISAC</b>	HANGZHOU INTERNATIONAL SCHOOLS ASSOCIATION CONFERENCE
<b>EARCOS</b>	EASTASIA REGIONAL COUNCIL OF SCHOOLS
<b>SEASAC</b>	SOUTH EASTASIA STUDENT ACTIVITIES COMMITTEE
<b>MUN</b>	MODEL UNITED NATIONS
<b>GIN</b>	GLOBAL ISSUES NETWORK
<b>GLT</b>	GENERAL LEARNING TARGETS
<b>NWEA</b>	NORTHWEST EVALUATION ASSOCIATION



# Hangzhou International School

## 杭州国际学校

### SEMESTER ONE

JULY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

### SEMESTER TWO

JANUARY				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

# School Calendar

## 2024-2025

### IMPORTANT DATES:

#### SEMESTER ONE

- JULY** 31 New Faculty Inservice (no school for students)
- AUGUST** 1-2 New Faculty Inservice (no school for students)  
5-12 All Faculty Inservice (no school for students)  
13 New Family Orientation Day & Open House  
14 First Day of Semester One
- SEPTEMBER** 16 Professional Inservice (no school for students)  
17 Mid-Autumn Festival (no school)  
30 National Day Holiday (no school)
- OCTOBER** 1-4 National Day Holiday (no school)  
11 Mid-Semester Progress Reports  
15 Parent-Student-Teacher Conferences  
25 Professional Inservice (no school for students)
- NOVEMBER** 29 Professional Inservice (no school for students)
- DECEMBER** 20 End of Semester One & Semester Reports

#### SEMESTER TWO

- JANUARY** 12 Professional Inservice (no school for students) & New Family Orientation Day  
13 First Day of Semester Two  
27-31 Chinese New Year Holiday
- FEBRUARY** 24 Professional Inservice (no school for students)
- MARCH** 14 Professional Inservice (no school for students)  
25 Student-Led Conferences  
28 Mid-Semester Progress Reports  
31 Spring Break & Qingming "Tomb Sweeping" Festival Holiday (no school)
- APRIL** 1-4 Spring Break & Qingming "Tomb Sweeping" Festival Holiday (no school)  
7 Professional Inservice (no school for students)
- MAY** 1 Labor Day Holiday (no school)  
2 Professional Inservice (no school for students)
- JUNE** 2 Duanwu "Dragon Boat" Festival Holiday (no school)  
19 End of Semester Two & Semester Reports  
20 Professional Inservice (no school for students)

- New Family Orientation Day
- Beginning/End of Semester
- New Staff Inservice (no school for students)

- Legal Holidays (no school)
- School Holiday (no school)
- Professional Inservice (no school for students)

- Conferences
- Saturday/Make Up Day (if needed)

# UNIVERSITY ACCEPTANCES 2007-2024

## KEY

TOP 100

RUSSELL GROUP

IVY LEAGUE

## UNITED KINGDOM

Aberystwyth University  
Birkbeck, University of London  
Birmingham City University  
Brunel University London  
Buckinghamshire New University  
**Cardiff University**  
**Durham University**  
Falmouth University  
Goldsmiths, University of London  
Heriot-Watt University  
**Imperial College London**  
Keele University  
**King's College London**  
Lancaster University

London Metropolitan University  
Loughborough University  
Manchester Metropolitan University  
**Newcastle University**  
Nottingham Trent University  
Oxford Brookes University  
Queen Margaret University  
**Queen Mary University of London**  
Royal Holloway University of London  
**The London School of Economics and Political Science**  
**The University of Edinburgh**

**The University of Manchester**  
The University of Warwick  
University of the Arts London  
**University College London**  
University of Bath  
University of Bedfordshire  
**University of Birmingham**  
**University of Bristol**  
University of Dundee  
University of East Anglia  
University of East London  
University of Essex  
**University of Glasgow**  
University of Kent  
**University of Leeds**  
University of Leicester  
**University of Liverpool**

**University of Nottingham**  
University of Portsmouth  
University of Reading  
University of Roehampton London  
**University of Sheffield**  
**University of Southampton**  
University of South Wales  
University of Surrey  
University of Sussex  
University of the Arts London  
University of West London  
**University of York**

## ASIA

### CHINA

City University of Hong Kong  
China Medical University-Shenyang  
East China Normal University  
Hong Kong Baptist University  
Istituto Marangoni, Shanghai  
Lingnan University  
Les Roches Jin Jiang International Hotel Management College  
Macau University of Science and Technology  
New York University, Shanghai  
**Peking University**

**Shanghai Jiao Tong University**  
SCAD Hong Kong  
**The Chinese University of Hong Kong**  
The Education University of Hong Kong  
**The Hong Kong Polytechnic University**  
**The Hong Kong University of Science and Technology**  
**The University of Hong Kong**  
University of Nottingham Ningbo China  
**Tsinghua University**

Wenzhou- Kean University  
Xi'an Jiao Tong University  
**Zhejiang University**

### JAPAN

Akamonkai Japanese Language School  
International Christian University  
Ritsumeikan University

### PHILIPPINES

Ateneo de Manila University

### SINGAPORE

**Nanyang Technological University**  
**National University of Singapore**

### SOUTH KOREA

Chung-Ang University  
Hanyang University  
**Korea University**  
Kyung Hee University  
Pusan National University  
**Seoul National University**  
Sungkyunkwan University  
**Yonsei University**

## CANADA

King's University College  
Lakehead University  
Laurentian University  
**McGill University**  
McMaster University  
Memorial University of Newfoundland  
Nipissing University  
Queen's University  
Simon Fraser University  
The University of British Columbia

Toronto Metropolitan University  
**University of Alberta**  
University of Northern British Columbia  
University of Ottawa  
**University of Toronto**  
University of Waterloo  
University of Windsor  
Western University  
York University

## AUSTRALIA

**Australian National University**  
Deakin University  
Griffith University  
**Monash University**  
RMIT University  
**University of New South Wales**  
**University of Technology Sydney**

**The University of Melbourne**  
**The University of Queensland**  
**The University of Sydney**  
**The University of Western Australia**



# UNITED STATES OF AMERICA

Academy of Art University  
 Arizona State University  
 Babson College  
 Baylor University  
 Berklee College of Music  
 Biola University  
 Boston College  
 Boston University  
 Buffalo State University  
 California College of the Arts

**Carnegie Mellon University**

Case Western Reserve University  
 Central Washington University

**Cornell University**

Cornish College of the Arts  
 DePaul University  
 Drew University  
 Drexel University  
 Emerson College  
 Emory University  
 Eugene Lang College of Liberal Arts  
 Flagler College  
 Fisher College  
 Florida Institute of Technology  
 Florida Southern College  
 Fordham University  
 Georgetown University  
 Gonzaga University  
 Hawaii Pacific University  
 Hofstra University  
 Houghton University  
 HULT International Business School

Indiana University Bloomington  
 Kapi'olani Community College  
 Laguna College of Art & Design  
 Loyola University Chicago  
 Maryland Institute College of Art  
 Menlo College  
 Miami University  
 Michigan State University  
 New Jersey Institute of Technology

**New York University**

Northeastern University  
 North Bennet Street School  
 Oregon State University – Cascades  
 Otis College of Art and Design  
 Pace University  
 Parsons School of Design  
 Pepperdine University  
 Penn State Behrend  
 Pitzer College  
 Pratt Institute  
 Portland State University

**Purdue University**

Ringling College of Art and Design  
 Rochester Institute of Technology  
 Rutgers University  
 Saint Louis University  
 San Diego State University  
 Santa Clara University  
 Savannah College of Art and Design

School of the Art Institute of Chicago  
 School of Visual Arts  
 Seattle Central College  
 Seattle Pacific University  
 Seton Hall University  
 Spelman College  
 St. Mary's University  
 St. Olaf College  
 Stony Brook University  
 Syracuse University  
 Texas A&M University  
 Texas Tech University  
 The Evergreen State University  
 The Ohio State University  
 The Pennsylvania State University  
 The University of Arizona  
 The University of Iowa  
 The University of North Carolina at Chapel Hill  
 The University of Tulsa  
 Tulane University  
 University of California, Irvine  
 University of California, Davis

**University of California, Los Angeles**

University of California, Riverside  
 University of California, Santa Barbara

**University of California, San Diego**

University of Cincinnati  
 University of Colorado Boulder  
 University of Connecticut  
 University of Delaware

University of Georgia  
 University of Illinois Chicago

**University of Illinois Urbana-Champaign**

University of La Verne  
 University of Maryland  
 University of Massachusetts Amherst

**University of Michigan**

University of Minnesota  
 University of Nebraska  
 University of North Texas  
 University of Notre Dame  
 University of Oregon  
 University of Oregon-Cascade

**University of Pennsylvania**

University of Portland  
 University of Rochester  
 University of San Francisco  
 University of South Carolina  
 University of Southern California

**University of Washington**

University of Wisconsin- Madison  
 University of Wisconsin-Milwaukee  
 Vanderbilt University  
 Washington State University  
 Western Washington University  
 Westmont College  
 William and Mary  
 Wheaton College  
 Whittier College

## EUROPE

**AUSTRIA** 

Wirtschaftsuniversität Wien

**CZECHIA** 

Charles University Faculty of Medicine Hradec Kralove

**DENMARK** 

Aarhus University  
 Copenhagen Business School  
 University of Southern Denmark

**FRANCE** 

Les Institut Universitaire de Technologie  
 Toulouse Business School

**GERMANY** 

Berlin School of Business and Innovation  
 CODE University of Applied Sciences  
 Technische Universität Dresden  
**Technische Universität München**

**GREECE** 

Mediterranean College  
 The American College of Greece

**HUNGARY** 

University of Pécs

**ITALY** 

Bocconi University  
 LUISS University

Nuova Accademia di Belle Arti **NETHERLANDS** 

Avans University of Applied Sciences  
 Design Academy Eindhoven  
 Erasmus University Rotterdam  
 Fontys University of Applied Sciences  
 HAN University of Applied Sciences  
 Hanzehogeschool Academie Minerva  
 Leiden University College The Hague  
 NHL Stenden University of Applied Sciences  
 Saxion University of Applied Sciences  
 Tilburg University

**University of Amsterdam**

University of Groningen  
 Universiteit Utrecht

**RUSSIA** 

Higher School of Economics

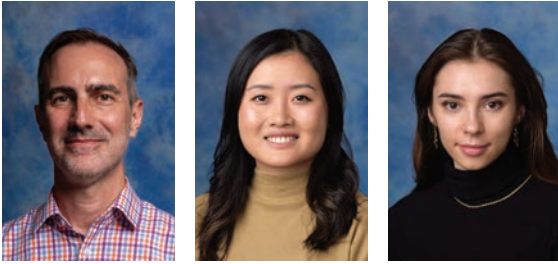
**SPAIN** 

ESIC University  
 EU Business School  
 Saint Louis University Madrid  
 Universidad CEU San Pablo  
 Universidad Europea

**SWITZERLAND** 

Culinary Arts Academy  
 International University in Geneva  
 University of Geneva

REACH OUT TO US



**SIMON OSTHEIMER** | Communications Manager  
**CHANTELLE NGUYEN** | Marketing Manager  
**SHAIAN GUTIÉRREZ** | Marketing & Design Specialist

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](mailto:chantellenguyen@hisdragon.org.cn).

Designer: **Shaian Gutiérrez**

Editor: **Simon Ostheimer** and **Chantelle Nguyen**

Thank you to all of this issue's contributors. Articles and photographs are provided by the HIS administration, faculty, students, and parents.

WE ARE SOCIAL

To stay up to date, follow us on WeChat, LinkedIn, Instagram, and YouTube:



WeChat



LinkedIn



WeChat Channel



Facebook



Instagram



YouTube



Website



Weibo



*“As the first HIS student athlete to join a US College NCAA Division 1 Golf Team, I hope to inspire students to undertake challenges and chase their dreams”*

## **Athena Ni**

Class of 2024,  
Athlete of the Year

Graduated from HIS with  
High School Diploma and  
IB Diploma (IBDP)

World-ranked amateur golfer  
Top 3 in Zhejiang Province

Attending University of  
Washington

NCAA Division 1  
Golf Women's Team

**I am  
HIS**



# Hangzhou International School

HIS is an award-winning international IB World School situated in the beautiful city of Hangzhou that offers both a rigorous and well-rounded learning experience beyond the classroom. We serve over 950 children of foreign nationals in Early Years through Grade 12 and represent more than 50 nationalities in our diverse community.



**Once a Dragon, Always a Dragon!**



**Hangzhou International School**

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For further inquiries, please contact the Admissions Department

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Founded in 2002, Hangzhou International School was the first international school in Hangzhou and remains the only non-profit, WASC accredited, IB World School in Zhejiang province.