



**H·I·S**  
HARARE INTERNATIONAL SCHOOL



# THE HOSHO

**Annual**  
**Report** — **2024/2025**





# OUR MISSION

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A Boldly Diverse Learning community that  
Inspires Curiosity  
Embraces Challenge  
Nurtures Personal Growth

# Table of Contents

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- 1 Message from the Director
- 2 Accreditation and Evaluation
- 3 The HIS Board and Director
- 4 Finances
- 5 CAPEX
- 6 Strategic Priorities
- 7 Inclusion
- 8 Teaching Faculty
- 9 Student Data
- 10 Student Learning
- 11 HIS Student Life
- 12 ISSEA and Activities Overview
- 13 Annual Parent Survey Highlights
- 14 Parent Teacher Organisation





## Message from The Director

*Welcome to the 2024-2025 edition of the Harare International School Annual Report - "The Hosho".*

Well done to the HIS Class of 2024/2025 for their final IB Diploma results and their amazing university placements. We are so proud of them for their impressive energy and dedication to their learning and their many contributions to the HIS community.



Very well done to our faculty and staff. This year we implemented a comprehensive Teacher Growth and Appraisal system called the Framework for Teaching (FFT). This system turns traditional teacher appraisal on its head by focusing on what students are learning, rather than what teachers are doing. In this way we will measure student growth as a result of research-based student engagement practices. Changing the way in which we appraise teachers is always challenging. It takes training and extra effort on behalf of the teachers. This faculty has embraced this new system and they have begun the journey from 'itishela' (a teacher) to 'umfundisi' (someone who causes learning to happen). This year we focused on learning the system and building trust and next year we will deepen our knowledge of what student learning looks like in the classroom.



# Message from The Director

The year kicked off with numerous changes underway. Whether it was the new upgrades in the PAC, a new caterer, Mtotwe, or the implementation of the Innovation Center, the school is abuzz with the possibilities of the year. Notably, most people noticed the new and smooth brick paving in high traffic areas!

In many ways this has been a year of consolidation and thoughtful response to upgrades required for HIS to grow: a new accounting system and student information system required careful expert analysis and careful implementation. These systems will allow our other systems to work together so that our students, teachers and parents can access accurate and connected systems. It's behind the scenes though when fully implemented, will bring improved reporting and enhance learning.

We bid farewell this year to our wonderful Elementary Principal Chantal Theron and the Elementary Vice Principal, Vinu Kanda. Mrs. Chantal will be missed for her positive energy and loving care of our students and Vinu will long be remembered for her impressive Primary Years Program expertise, curriculum development and thoughtful support of all of our students and teachers. A number of teachers will also be leaving for new adventures: Jessica Riley, Chad Gilton, Sarah Thomas, Nathanja Lanoo, Allan Elly, Nikola Cattermol, Learnmore Mukando and Bianca Stevenson. To all, you have made a lasting mark on the hearts and minds of our students. We will miss you and we wish you the best!

On the horizon will be the implementation of our new Strategic Plan and next year our Council of International Schools Self Study begins. The two will work together to create a careful study of our curriculum, student assessment practice and our student learner profile, among many other strategic directions. We will also seek to develop opportunities for innovation and improved meaningful engagement with our community.

Onward and Upward!

Dr. Gregory J. Moncada, Director



# STRATEGIC PRIORITIES

By seeking input from our community through surveys, focus groups and learning conversations, HIS has identified three significant Strategic Priorities that will drive where we invest our energies and resources over the foreseeable future. We are excited to invite ALL community members to embark on this journey.

## Leaders Linked, Locally & Globally

Where students embrace the challenges of making difference on the world, whether honouring our host country, Zimbabwe, or elsewhere in the world.

Eco-responsible  
Service  
Connect with Zimbabwe  
Social-Entrepreneurship

## Inclusion

Where, as a boldly diverse learning community, we are committed to offering a meaningful and inclusive learning experience for all students.

Differentiation & Extension

Self-Advocacy

Personalised explorations  
Resilience

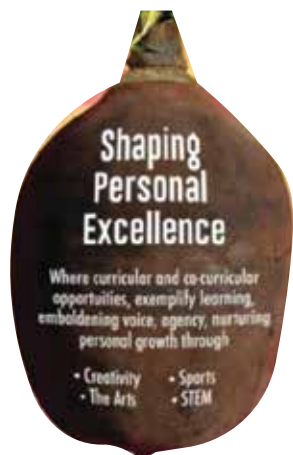
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# Accreditation and Evaluation

Harare International School is held to rigorous standards required by external accreditation. HIS the only school in Zimbabwe accredited by

- Council of International Schools (CIS) based in the Netherlands,
- Middle States Association (MSA), from the USA, and the International Baccalaureate accreditation process.



HIS is also a proud member of AISA, AAIE and ISSEA, organisations that have continued to support international schools to cope with the challenges faced by the pandemic. The collaboration and willingness to share experiences and solutions made all of us stronger during these exceptionally difficult times.



The 2025 - 2026 School Year will bring a renewed focus on our accreditation. As part of our five year renewal process, next year, HIS will take its first steps to renew its CIS, MSA and IB accreditation. The CIS protocol has changed substantially and offers quite a bit more flexibility based on our context, current areas of improvement, and most importantly, guidance from our strategic plan. The Strategic Plan points us to four Strategic Directions: Curriculum, Learner Profile, Opportunities for Innovation and Meaningful Community Engagement. These Strategic Directions align with the CIS Cornerstones of Guiding Principles, Learning and Well-being.





# The HIS Board and Director

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## Board Role & Members

The Harare International School's Board of Governors consists of 7-9 members plus the Director (non-voting). Five of these members are elected by the Association, two are appointed by the US Embassy, and up to two more may be appointed by the Board itself to provide needed skills or experience. The HIS Board of Governors has three primary responsibilities:

- Provide financial oversight and ensure that the school has the resources it needs to deliver a high quality education to all HIS students.
- Approve the long-term strategic direction of the school and set policies to support the strategic goals. The Board delegates the implementation of these policies to the Director who is responsible for the administrative operations of the school.
- To hire, support and evaluate the School's Director in order to fulfill these responsibilities, the Board has two standing committees, Finance and Governance, to develop policy and propose decisions for consideration by the Board.
- The Finance Committee ensures the financial health and sustainability of the school by engaging in long-term financial planning, reviewing fiscal management procedures and maintaining the funding and reserves necessary to achieve and sustain a quality educational program.
- The Governance Committee builds and sustains an effective board by ensuring board continuity, board education, good governance practices, and a strong pool of potential board candidates. It revises, as needed, the governing documents and strategic policies of the school and it oversees the annual performance evaluation of the school's Director.

Committee membership consists of at least two Board members, volunteer parents through application, faculty or staff members, the Board Chair, and the School Director. The Board may form additional committees or working groups as needed to support goals identified as priorities for the year.





# The HIS Board and Director

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*HIS is grateful for the service of the following board members during the 2024-25 SY:*



**Fadzai Muzorewa**

Board Chair/ Governance & Finance Committee



**Gregory Moncada**

School Director



**Derek Odoteye**

Treasurer, Finance Chair



**Sarah Pierce**

Governance Co-Chair



**Christine Reilly**

Secretary/ Governance Chair



**John Roche**

Strategic Planning Taskforce



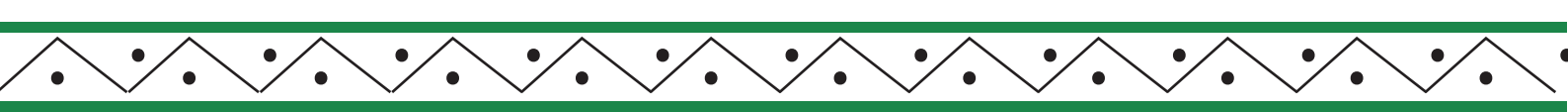
**Nadia Abbasi**

Governance Committee



**Caroline Mandivenyi**

Governance Committee

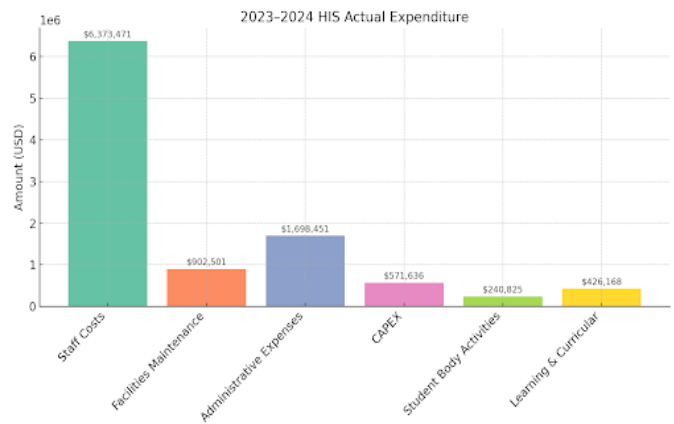
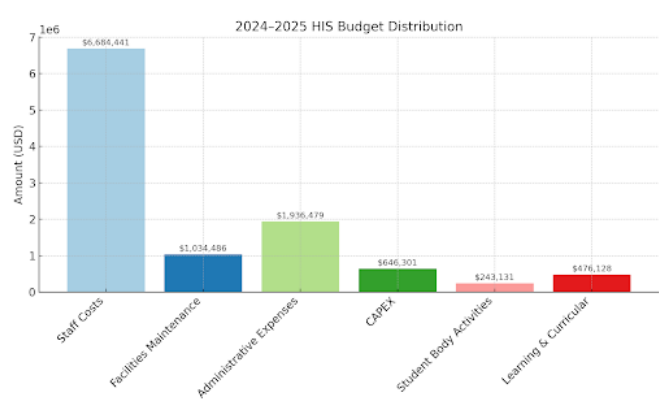




# FINANCE

HIS is a not-for-profit school that is owned by an Association. As such, fees are fully utilised to support and benefit the students and their learning in a positive and safe environment. Since HIS is self-funding, all learning initiatives and capital expenditure projects are paid for from fees.

Our community values transparency in the use of finances and our not-for-profit status. We are not part of a national or for-profit school group. With intentional, learning-driven, zero-based budgeting. The graphs below show the actual expenditure for SY 2023-2024 and the approved budget for 2024-2025.



As is the case for international schools, the largest investment for the school is staffing, most significantly, our teaching talent as seen in the graphs below:

**Annual Audit** - An external audit for the school year ended 2024 was conducted by Grant Thornton Chartered accountants. A clean opinion was issued – i.e in all material respects the financial statements fairly present the financial position and financial performance of the school.

**Financial Position** - The school has an overall strong financial position, depicted by a strong balance sheet, a good current ratio, no debt burden and no significant liabilities.

**Reserves** - The reserves threshold of 25% of operating expenditure has been maintained throughout the school year. This provides a buffer for the school in case of any unforeseen eventualities.

**CapEX** - In line with the school’s strategic priorities, USD600 000 was spent on capital projects. The bulk of this amount was utilized for the refurbishment of the school’s facilities.





## Social Emotional Learning Programme Improvements

We had an amazing week welcoming 18 new students to our elementary school in August, with an additional 14 joining us in the second semester! It's heartwarming to see these students transition smoothly, making new friends and actively participating in school life. While we sadly said goodbye to three families, we supported them through the RAFT program to ensure a smooth transition.

We conducted the Pupil Attitudes to Self and School (PASS) survey to prioritise our students' well-being. This self-evaluation tool gives us valuable insights into our students' attitudes that can impact their academic and social success. The survey helps us identify potential barriers to learning, such as:

- Confidence and resilience
- Motivation and concentration
- Feelings of disaffection or alienation

The data collected from the PASS survey has been shared with our dedicated teachers to guide targeted support and interventions, ensuring every student thrives in their learning environment.

### Social-Emotional Learning (SEL) Lessons

Throughout the year, our elementary students have been engaged in a variety of social-emotional learning (SEL) lessons, covering important topics such as:

- Friendship & Conflict Resolution
- Empathy & Resilience
- Confidence Building & Wellbeing
- Hygiene & Puberty Education (Grade 5)

### We utilize the following curricula:

- EC–Grade 1: Strong Kids Curriculum – Focused on emotional development and early SEL skills.
- Grades 2–5: The Zones of Regulation – A structured curriculum teaching self-regulation and emotional control.

### These programs align with the CASEL SEL framework, addressing five key competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making





# CAPITAL EXPENDITURE PROJECTS

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In alignment with our Mission Statement and Strategic Priorities, we undertake CAPEX investments to enhance our school facilities, ultimately supporting student learning and experiences. The CAPEX proposals undergo a rigorous process, taking over 18 months from initial approval to commencement and completion.

## Projects Overview:



### Outdoor Court Blinds

Installation of blinds to enhance usability and comfort.



### Outdoor Court New Flooring

Replacement of flooring to improve safety and performance.



### Main Pool Phase 1 Heating System

Implementation of a heating system for optimized pool conditions.



### New Storage Area for the Gymnasium

Creation of additional storage space to support athletic programs.



### New Pavers Around the Front of the School

Installation of pavers to improve accessibility and aesthetics.



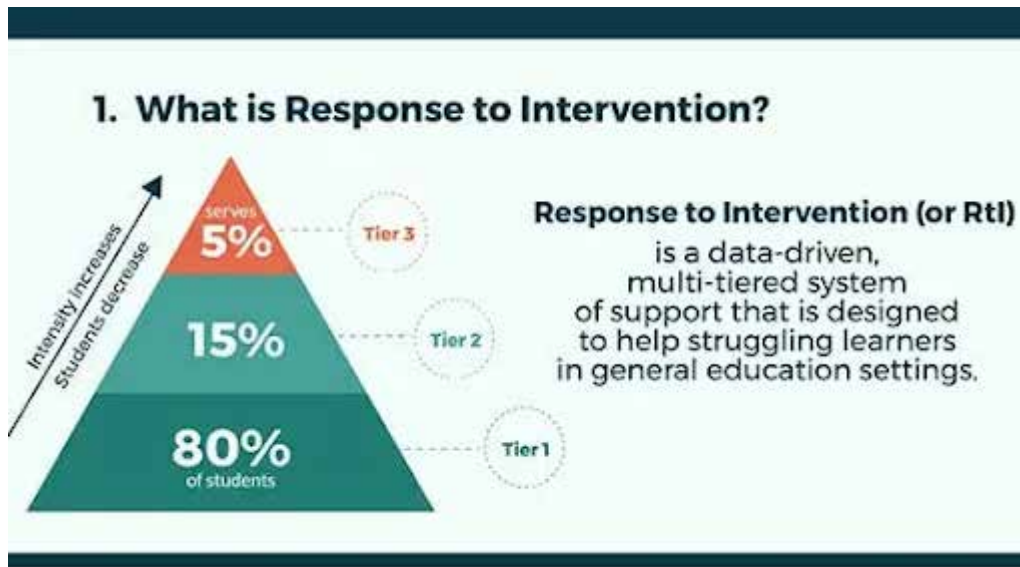
### Second Phase of Movement Lights for the PAC

Expansion of lighting systems to enhance performances in the Performing Arts Center (PAC).

*These projects reflect our commitment to providing an enriched learning environment for all students.*

# LEARNING SUPPORT PROGRAM

We kicked off our RTI programme, which is designed to provide targeted support to our students.



Additionally, we launched an Occupational Therapy pilot and training programme and the SENIA training and LSA initiative.



[Our Mission and Vision](#) | [Team](#) | [Donate](#)



## CELEBRATING SUCCESS: HARARE INTERNATIONAL SCHOOL STAFF ACHIEVE SENIA LEVEL ONE CERTIFICATION

We are thrilled to congratulate Harare International School on the remarkable achievement of having six of their staff members successfully complete the SENIA Level One Educator certification in 2024. This accomplishment, achieved under the dedicated guidance of Mandisa Ngwenya, exemplifies their commitment to professional development and excellence in inclusive education.

At SENIA Academy, we recognize the significant benefits that arise when educational teams engage collectively in our courses. By working through these programs together, they foster a unified language, mutual understanding, and cohesive objectives. Harare International School's dedication to this collaborative approach will undoubtedly enhance their ability to support all students effectively. Well done to everyone involved in this impressive milestone!

Our Student Support Handbook is now available and we've also developed an Admissions Rubric to streamline our processes. We're thrilled to report that many students are receiving the services they need to thrive!

After our Parent Conferences and the mid-year report, we will review our current RTI tiers. This is essential as we may move some students around to ensure they receive the best support. Input from our OT programme will be invaluable, especially for students identified as needing further interventions.

# TEACHING FACULTY



We pride ourselves in hiring excellent, well experienced teachers, internationally and locally. For the 2-23-24 school year, HIS had a total teaching faculty of 58, representing eleven nationalities, ranging from 28 to 63 years of age.

## Here is a breakdown of nationalities in our faculty:



Europe	6
USA and Canada	13
India	1
Kenya	1
South Africa	2
UK	2

*47% of our teachers have advanced degrees, 23% have more than 20 years' teaching experience and the average teaching experience for our school is 22 years.*

Our teaching community, like our student community, is very diverse and this is in line with our commitment to create an enriching learning environment through diversity. Our learners benefit from this diverse cross pollination of ideas, experience and expertise, making for a truly well - rounded learning experience. Indeed, the future of HIS is bright.



# STUDENT DATA

## Enrolled Student 2024-2025

Grade	Numbers
EC	29
Kindergarten	21
Grade 1	16
Grade 2	25
Grade 3	31
Grade 4	27
Grade 5	34
Grade 6	38
Grade 7	29
Grade 8	33
Grade 9	34
Grade 10	28
Grade 11	29
Grade 12	29
Total Enrolled	403
Total New	99

## Student Nationalities

Region	% of School
Zimbabwe	29.8%
Africa (excl. Zimbabwe)	10.4%
North America	23.6%
Asia	14.1%
Europe	12.4%
Oceania	1.7%
South America	0.2%

# Secondary School

## Message from Secondary Leadership Team

*Jeff Marquis - Secondary Principal*

*Kate Reeler - Secondary Vice Principal*

*Anne Payne - Secondary Counselor*

*Derek Gresko - DP Coordinator*

*Marie Whitehead - MYP Coordinator*



The Secondary School Annual Report is a compilation of some of key highlights and accomplishments across our boldly diverse learning community. The Report is modeled after previous year's Annual reports and includes summaries from various aspects of Student Learning. This report is produced collectively and collaboratively by various members of the Secondary Team.

The theme this year for the Secondary faculty is “Living Bridges.” As a team, we have challenged ourselves to find ways driven by our mission statement to be bridges that inspire curiosity, encourage and embrace challenge and who nurture personal growth for EACH secondary student in our care.





# Secondary School

This year the Living Bridges team have courageously and with ample amounts of humility embarked on a Teacher Growth and Appraisal (TG&A) protocol designed to enhance professional and pedagogical growth for each teacher, however the main focus for each teacher's growth is around impacting student learning. On behalf of the Secondary Leadership team, we would like to commend our teachers for modeling a diverse learning community; by being open to feedback through observation, collaboratively identifying areas for program improvement across all aspects of the secondary school, and for keeping student wellbeing and learning at the heart of their own professional development.

As such, the heart of this Annual Report from the Secondary School is focused on Student Learning and the whole array of opportunities secondary school students had to demonstrate their learning over the past school year.

*Sincerely and warmly,*

*Jeff Marquis ~ Secondary Principal on behalf of the Secondary 'Living Bridges' team*





# Student Learning



*The HIS Class of 2024 included a diverse group of 30 students, including 20 who were seeking the IB Diploma.*

	2017	2018	2019	2020**	2021*	2022*	2023	2024
Students in Graduating Class	32	26	29	25	26	19	31	24
IB Diploma Candidates	29	19	25	24	22	18	26	20
IB Diplomas Awarded	15	17	24	24	21	16	26	18
HIS Diploma Pass Rate	52%	89%	96%	100%	95%	89%	100%	90%
World Diploma Pass Rate	78%	78%	78%	85%	89%	86%	80%	73%
HIS Mean Total Points (DP Candidates)			31.4	32.8	32.2	30.8	31.4	31
World Mean Total Points (DP Candidates)			29.7	31.3	33.0	32.0	30.2	29.2
HIS Mean Total Points (DP Awarded)	26.4	28.7	31.6	32.8	32.6	32.3	31.4	31.3
World Mean Total Points (DP Awarded)		32.3	32.2	33.1	34.5	33.8	32.7	29.2
HIS Mean Grade (DP Candidates)	4.21	4.56	4.90	5.16	5.00	4.86	5.04	4.96
World Mean Grade (DP Candidates)			4.77	5.08	5.33	5.13	4.83	4.6
Students Scoring Above 34	5	2	6	10	7	3	5	6
% Students Scoring Above 34	17%	11%	24%	42%	32%	17%	19%	30%
Highest Score (max 45)	40	39	41	41	42	39	40 (x2)	40
Number of 7s	2	7	11	14	10	6	5	8
Core Points > 0 (DP Candidates)	14	16	21	22	19	16	19	17
% Core Points > 0	48%	84%	84%	92%	86%	89%	73%	85%
HIS Mean Core Points (max 3)	0.72	1.10	1.32	1.63	1.64	1.53	1.20	1.4
World Mean Core Points (max 3)	1.22	1.22	1.23	1.28	1.48	1.53	1.38	1.5
Due to the Covid-19 Pandemic: **In 2020 there were no external exams *In 2021 and 2022 the programme requirements were reduced								

The May 2024 cohort of 20 diploma candidates demonstrated strengths in character and achievement. It is a pleasure to note that the Class of 2025 continued to represent HIS with a high level of HIS mean points against world averages. It should also be noted that the proportion of HIS Diploma Candidates scoring above 34 was proportionally quite high. When taking these statistics into account, it is also important to note that HIS runs an Inclusive IB Diploma - all students are encouraged to pursue the Diploma.

# HIS Class of 2024

## University & College Applications, Offers and Acceptances

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The Class of 2024 were offered admission to universities in nineteen countries around the world, and in 26 US states. Countries represented, in order of preference were: Canada, US, Netherlands, UK, Australia, Ireland, Greece, Hungary, Italy, France, New Zealand, Germany, UAE, China, Hong Kong, Malaysia, India, Spain, and Sweden. This year, the most popular destination for our students to apply to, as well as to attend, was Canada, with eight students choosing to attend schools from the West Coast to the East Coast of Canada. Europe grows increasingly popular, with students exploring new destinations like Hungary, Ireland, and Greece.

Two students will be undertaking Mission and Service work for their church, in Mexico and Albania. One further student will be taking a gap year in Sweden, to travel, undertake research and work, as well as prepare for studies. The most common areas of study were Computer Science, Engineering (Electrical and Mechanical), and Business - Marketing and Management. That said, we also saw a wide range of interests, from Social Work, to Exercise Science and Physiotherapy, to Film Directing and Screenwriting. Our students' interests are as diverse as their backgrounds and stories and are a proud testament to the amazing community that we have built here at HIS!

We are extremely proud to report that HIS students performed exceedingly well in scholarship competitions worldwide. Five students in the cohort were offered a total of nine full-tuition scholarships amongst them; the total awarded in scholarship to the Class of 2024 amounted to 17.6 million USD over their four years of study. We were thrilled to have a student selected as one of eight worldwide winners of the highly prestigious, elite Belk Scholarship at Davidson College in North Carolina, as well as our second winner of the International Leader of Tomorrow Scholarship at the University of British Columbia.



# Grade 10 2024 - Personal Project Results

The Personal Project (PP) is a student-driven culminating project that occurs at the end of grade 10, the final year of the Middle Years Programme. It is designed to let students explore personal interests over an extended period and provides freedom to consolidate learning and Approaches to Learning (ATL) skills. HIS has offered the Personal Project since 2016, and all students in Grade 10 are expected to complete it. May 2024, the latest results are provided below, below the MYP certificate results.

## Grade 10 2024 - MYP Certificate Results

**May 2024 was the first year at HIS where students could opt to take the MYP certificate. The MYP certificate consists of 4 elements:**

- Personal Project
- E-portfolio in PHE, Visual Arts, Drama OR Music
- Speaking component of Language Acquisition (Criteria C)
- On screen assessments in Maths (standard or extended), Integrated Sciences, Integrated Humanities, Language and Literature, Language Acquisition (French or Spanish) and Interdisciplinary Studies.
- Service as Action

**In the May 2024 session, students were required to do their e-portfolio in PHE. Results and global averages can be found below.**

Subject	Number of candidates	Grade									Average Grade (School)	Average Grade (World-Wide)	Highest grade	Lowest grade
		7	6	5	4	3	2	1	P	N				
ENGLISH LANG AND LITERATURE MY	10	0	1	2	6	1	0	0	0	0	4.30	4.74	6	3
INTERDISCIPLINARY MY in ENGLISH	10	0	0	1	6	3	0	0	0	0	3.80	4.73	5	3
FRENCH LANG ACQUISITION CAPABLE MY	4	0	0	0	0	1	3	0	0	0	2.25	4.48	3	2
FRENCH LANG ACQUISITION PROFICIENT MY	4	0	0	2	1	1	0	0	0	0	4.25	4.78	5	3
SPANISH LANG ACQUISITION CAPABLE MY	1	0	0	1	0	0	0	0	0	0	5.00	5.16	5	5
SPANISH LANG ACQUISITION EMERGENT MY	1	0	0	0	1	0	0	0	0	0	4.00	4.86	4	4
INTEGRATED HUMANITIES MY in ENGLISH	10	1	2	2	1	1	3	0	0	0	4.20	4.93	7	2
INTEGRATED SCIENCES MY in ENGLISH	10	1	2	0	0	5	1	1	0	0	3.70	4.33	7	1
EXTENDED MATHEMATICS MY in ENGLISH	5	0	1	0	0	2	2	0	0	0	3.20	4.66	6	2
MATHEMATICS MY in ENGLISH	5	0	0	0	0	1	2	2	0	0	1.80	4.19	3	1
PHYSICAL AND HEALTH EDUCATION MY in ENGLISH	8	0	0	0	3	5	0	0	0	0	3.38	4.40	4	3
PERSONAL PROJECT MY in ENGLISH	26	2	6	6	6	6	0	0	0	0	4.69	4.02	7	3



# Student Life



## Wellbeing Program

As part of our school's cornerstone Wider Wednesday program, each of our MYP students begins their Wednesday with a Wellbeing lesson oriented around our four pillars: the UNESCO technical guidance on health and wellbeing, our AISA Child Protection curriculum, the International School Counseling curriculum, and the Common Sense Media Digital Wellbeing program. In addition, students use this time to prepare for major transitions: entering and leaving the HIS community well, transitions into major stages of our program (e.g. Grade 6 transition), and other important grade level business. A new addition this year was the introduction of lessons delivered by our student Peer Mentors, one of our Wider Wednesday students organisations tasked with supporting student mental health in our community.



## Student Assemblies and Community Time

This year we have worked further in ensuring we have regular community time, with students taking the lead by running assemblies. We have had some excellent gatherers with every grade from Grade 6 to 12 to leading out on the gathering. The focus has been to build community, shed a light on learning, on CAS and celebrate all the amazing achievements of our students. From "Dad Jokes" to classical piano, from "Family Feud" to a celebration of the Turaco Trail - our students were able to shed a light on the amazingly diverse learning community we have!



## Fair Trade Fair

As a culminating experience in their unit on Ethical Consumerism, Grade 8 students engaged local businesses and hosted the annual Fair Trade Fair in the month of December. This year, 17 small-scale vendors from the local business community volunteered to work with our students, allowing them to obtain practical experience in marketing and direct sales. The Fair Trade Fair highlighted the principles of the Fair Trade movement, which aims to advance social and economic equity, fair pay, safe working conditions and sustainable production.

Through the process of interviewing and planning with their business partners over a number of weeks, students developed an appreciation for basic principles of economics and business,



## ZIMUN

ZIMUN is a student-led conference that is falling under the globally recognized Model United Nations. ZIMUN has been organized and hosted by HIS for 10 years. This year's theme was "Fighting for our future: Equipping the youth to become global change makers for peace, justice, and equality." The HIS Model United Nations club was proud to host 190 delegates from 15 Zimbabwean schools in 7 student-run committee rooms. Following the scholarship provided by HIS PTO in 2024, the 2025 conference featured USAP School, who self-funded. Participating HIS Parent and external guest speakers provided expert breakout sessions, providing in-depth insight into topics. ZIMUN XI was a great success, thanks to a very organized and hard working Executive Team of 4 students and 2 teacher directors.



## Zim Full STEAM

In October 2024, we held our third Zim Full STEAM event. The theme for October's event was STEAM Pirates and there were three activities : 1) using mathematical equations, inequalities, and polygons to create dynamic animations of a sinking pirate ship using the online graphing calculator DESMOS, 2) using cryptography to decipher a 300-year old coded diary written by a Shona pirate to find additional clues, the treasure, and the truth, and 3) constructing sailboats using variously sized and shaped pre-printed parts and racing across the pool using leaf blowers.

Our March and May events consisted of two participating schools. For the October running, we reached six participating schools (Hellenic, St. John's College, St. John's Prep, Arundel, the French School, HIS, as well as some home-schooled students) with nearly 40 students



## Explore Zimbabwe Program

As usual all of our MYP students went out in September on their Explore Zimbabwe trips. These trips are two-fold in their purpose. It allows students to see and understand the country in which they live from a range of different perspectives. Additionally it is a chance for them to connect with their classmates and build stronger bonds between them all.

This year each trip had one of the IB Learner Profiles as their central theme. And students explore these aspects of themselves on their trips. Below is a little bit of information from this year's adventures!







### **Grade 6 - Hippo Pools**

The Grade 6 team went to Hippo Pools where they explored themselves as inquirers. Through some team building challenges and activities they asked questions of themselves and of each other.



### **Grade 7 - Far & Wide**

The 7th graders assumed the role of risk-takers as they went on the obstacle course and sky-line walk at Far and Wide in Nyanga.



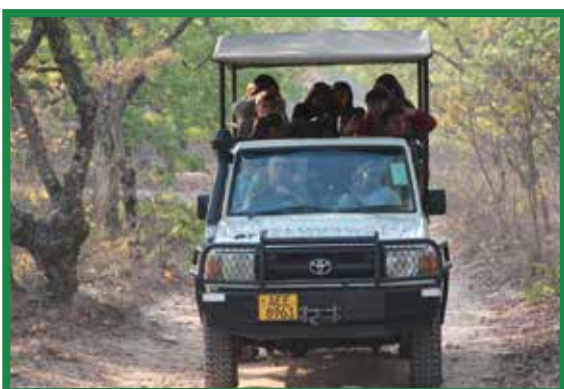
### **Grade 8 - Painted Dog Conservation**

The grade 8s had the exciting trip of flying up to Victoria Falls and seeing one of the wonders of the world. They then went by bus to Hwange where they stayed at the Painted Dog Conservancy and explored the importance of being principled members of a community. They learned about the painted dogs, a protected and endangered species, as well as wildlife poaching and protection more generally.



### **Grade 9 - Jabulani**

The grade 9 trip Jabulani has a strong focus on being balanced. By exploring and understanding the ecosystem and nature's interdependence they learned about how nature finds natural balance. Additionally they learned about poaching and conservation and how to ensure these are supported in balanced ways.



### **Grade 10 - Juru Village**

The grade 10s went out to Kadyamadare School where they continued a long-standing partnership of caring that exist between their community and ours. Students had the chance to go into host family's homes and learn about their way of life and a range of new skills that come with living as a subsistence farmer in Zimbabwe. This partnership will build further when they return again in their grade 11 year to check back in with their host families and the Juru community.





## Grade 11 - DP Retreat & Juru Village

In preparation for the rigors of their DP journey, while other students are on their Explore Zimbabwe trips, the Grade 11 students participate in a week-long retreat to dive into the IB Diploma programme. The 2024 version of the DP retreat included an introduction to the Creativity, Activity, and Service (CAS) programme, a deep dive into Strengths work, learning about careers and preparing CVs, and sharing words of wisdom with the Senior class.



The Grade 11 students go on their Explore Zimbabwe trip later in the year. This trip is linked to their learning in the Creativity, Activity, and Service (CAS) program, and allows them to revisit Juru village and Kadyamadare Primary School. This year, they undertook service work in cleaning and repainting classrooms, as well as teaching lessons in mathematics, reading and art to the students. It is a great opportunity for them to bond as group, as well as enjoy time playing games and getting to know the Kadyamadare students.



# Parent Learning/Engagement



In 2024/25 we welcomed our wonderful parent community to engage with us and to learn alongside us as we work in partnership towards serving our students. To this end we offered a wonderful array of parent engagement opportunities including not 1 but 4 new parent orientation sessions added to support our new families throughout the year.

We continued with our Parent Connect sessions on Thursday mornings highlighted by offerings such as:

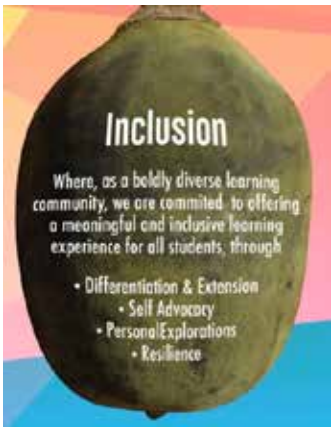
- Bullying Prevention
- Understanding MYP
- Understanding MAP Tests
- Child Protection
- DEIB Focus (Diversity, Dignity, Anti-Discrimination and Belonging)
- DP Course Selection
- University Counseling
- Decoding Secondary Grades
- Digital Wellbeing
- Transitions and Navigating Times of Uncertainty
- Innovation Center Tour
- Healthy Sleep Habits

We partnered with the PTO sharing updates at each PTO Open Meeting on the first Thursday of every month.

On behalf of the Secondary team, we want to thank our HIS Secondary families for engaging with us in so many ways beyond the Parent Connect sessions. We had multiple opportunities to open our doors each month and you were engaging alongside your children in so many ways. A sincere thank you and we want you to know that it makes a difference.



# Elementary School



In our ongoing commitment to Inclusion, we focused on Differentiation and Extension across the curriculum. Our "Unpacking Assessment in ES" initiative has been a fantastic journey! We explored what we assess, how we assess, and how we utilize the data to enhance learning experiences.

We are excited to announce the expansion of our Student Support Services! Six newly trained and certified Learning Support Assistants (LSAs) will join our team, providing additional support for every grade. These LSAs will help students with Additional Learning Needs (ALN) achieve their best outcomes and access our curriculum independently.

## Baobab OT programme



Additionally, we launched the Baobab OT programme, which aims to identify students' needs beyond academics and help improve their overall engagement in learning. We also conducted the PASS assessment twice this year to gauge our students' feelings of belonging at HIS.





Our Assessment Team has been working hard. They have participated in a six-week workshop to evaluate our current practices and develop a comprehensive Handbook/Guide for Assessment in the PYP at HIS.

We define High-Quality Learning as an active, collaborative and ongoing development of knowledge, skills, and attitudes in a positive, inclusive, and learner-centered environment. This inspires curiosity, creativity, and reflection, nurturing personal growth and leading to resilient, active global citizens.



We are committed to transparency and communication. We hold monthly meetings with parents and the Principal, provide weekly updates to the Director, and share our annual report. Don't forget to check out our Fabulous Fridays schedule (including House Spirit points; Respectful, Responsible and Reflective student votes, and the teacher nominated Host the Hog)

In Community Outreach, we supported the Almanac School through Book Week donations, Teacher Resources, Onsite teacher training and Seeds/Plants for a new food garden. We also collected pet food to support the RSPCA and warm winter clothing to donate to Juru. During a job-a-like, we hosted seven teachers from Juru School, and our staff shared strategies and resources to support their fellow Primary Teachers.





# Performance Arts

Performance Arts have taken off in the elementary school with weekly drama lessons, the third annual HIS Got Talent, our first musical, *The Jungle Book Kids*, participation in the international Young Voices Worldwide Singalong, and our first two choirs participating in this year's African Choir Eisteddfod.



## Looking ahead

We finalized the Teacher Growth and Appraisal (TG&A) for the 2024-2025 school year in May. All professional development initiatives this year align with our Strategic Priority of Inclusion. By the end of our OT programme training, all ES staff will be equipped with strategies to support students in various areas, including language, communication, sensory integration, behaviour management and social-emotional regulation.

Our teaching assistants will become qualified learning support teachers ready to develop individual intervention plans (IIPs) and create targeted interventions for all students, including those needing extensions. The Professional Learning Communities (PLC) have brought about significant changes, including a new math program, reading and writing workshop expertise, a new phonics program, and the start of our Positive Behaviour 4 Learning initiative, leading to more profound DEIB practices.

We are also excited to introduce new initiatives focusing on the Mathematics Workshop Model, AI and Technology integration for Sustainable Development Goals (SDGs), DEIB (Belonging), Science Standards curriculum alignment, and continued assessment and data-wise practices, concluding our Board Initiative of Response to Intervention in the Elementary School.







**PYP Programme Improvements** We've been busy enhancing our PYP Programme! To boost our conceptual teaching, we introduced new transdisciplinary theme (TD) descriptors. Our students showcased their incredible agency and inquiry skills during the PYP Exhibition and it was a joy to see their hard work come to life!

**Professional Development (PD):** Our teachers are committed to continuous improvement! They participated in the AISA Conference to refine their instructional practices. We also held Reader's and Writer's Workshop training to strengthen literacy skills. New staff received IB training to build our PYP capacity, while initiative groups focused on enhancing phonics, math, handwriting, behaviour, and assessment in the Elementary School.

**In-House Workshops** We hosted some fantastic workshops! Our Charlotte Danielson workshops focused on teaching frameworks and effective questioning techniques. We also explored new PYP TD themes to deepen student inquiry and implemented our Programme Development Plan documentation. Specialist teachers worked hard to integrate units with the Programme of Inquiry (POI) for a more cohesive learning experience.

**Assessment and Reporting** We used MAP and grade-level assessments to monitor our students' progress. We also issued three written reports and held three conferences: Listening, SPT, and SLC, ensuring everyone was on the same page regarding student growth.

**Initiative Groups & Parent Engagement:** We love collaborating with our parents, so we conducted workshops to foster collaboration on literacy, inquiry learning, assessment, and positive learning behaviours.





Strategic Objectives/Priorities: Inclusion (Extension and Differentiation) Next, our PLC (Initiative Groups) will complete their tasks and be assigned to new study groups focusing on Behavior and Belonging, data-wise assessment, and a Social Studies and Science Review. We're excited about the teacher-led topics that will emerge from these discussions!

### Counselling Services

Our counselling services continue to be a vital support system for students, parents, and teachers. We offer:

- **Student drop-in support**
- **Individual counseling sessions**
- **Parent guidance and consultation**
- **Teacher collaboration and classroom support**
- **Key Events & Awareness Campaigns**

We started the year with the grade 2-5 Student Council leadership retreat, where students spent a day with Coach Wazara learning essential leadership skills!

**Bullying Awareness Month** was a month-long initiative to educate students about the effects of bullying. Activities included:

- **Understanding the role of upstanders vs. bystanders**
- **School-wide pledges to stand against bullying**
- **"Unity Day" – Wearing orange to symbolize kindness and inclusion.**
- **We also celebrated Kindness Week alongside schools worldwide, focusing on fostering empathy, compassion, and positive relationships.**

### Parent Engagement

We've hosted Parent Connect Sessions on key topics, including:

**The Zones of Regulation** – Helping parents understand and reinforce emotional regulation strategies at home.

**Resilience & Grit in Young Learners** (upcoming session).

In collaboration with the high school, we facilitated sessions on:

**Bullying Awareness & Prevention**

**Digital Wellbeing:** Managing Your Child's Technology Use

Child Protection

**Family Support – Handling Uncertainty:** A Season of Change & Transition

These sessions strengthen the school-home partnership, equipping parents with tools to support their children's social and emotional development.

*We look forward to continued collaborations between home and school to foster a safe, supportive learning environment. Together, we can make a difference!*

Average Class Size

EC to Grade 5 - 14 students

Grade 6 - 10 - 16 students

Grade 11 - Grade 12 - 14 students



# HIS Athletics & Activities Department

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# HIS Athletics & Activities

## Department

### 1. Introduction

The 2024–2025 academic year was marked by strong student participation, vibrant activity offerings, and consistent growth in the breadth and depth of our sports and activities program. With enhanced co-curricular options, growing community involvement, and our most successful ISSEA performance to date, HIS continues to foster a well-rounded, inclusive culture.

### 2. Participation Overview

Category	2023–2024	2024–2025
Elementary Activities (Avg)	63	65
Secondary Activities (Avg)	38	47.3
Private Music Lessons (Avg)	113	144
Wider Wednesday Activities	66.5	76.5
% Students in CCAs	83.4%	79.4%

### 3. Fixtures, Events & Tournaments

Event Type	2023–2024	2024–2025
Elementary Tournaments Hosted	16	13
Elementary Tournaments Attended	13	12
Elementary Games Hosted	19	20
Elementary Games Attended	8	11
Secondary Tournaments Hosted	18	20
Secondary Tournaments Attended	37	36
Secondary Games Hosted	97	98
Secondary Games Attended	60	57
Elementary Inter-House Events	7	7
Secondary Inter-House Events	6	9







#### 4. Achievements & Program Growth

- Record number of CCAs: Avg. 256.67 per term in 2024–25
- Wider Wednesday expansion: Avg. 76.5 per semester
- Highest music activities yet: 166 in both T2 and T3
- Elementary participation consistently above 84%
- Nine secondary inter-house events, promoting house culture and whole-school participation

#### 5. ISSEA Results

Sport	2023–2024 Rank	2024–2025 Rank
Girls Volleyball	4th	5th
Boys Volleyball	1st	5th
Girls Basketball	1st	1st
Boys Basketball	4th	7th
Girls Soccer	7th	6th
Boys Soccer	8th	7th
Girls Track & Field	6th	3rd
Boys Track & Field	4th	4th
Girls Swimming	5th	7th
Boys Swimming	7th	6th
Girls Tennis	7th	–
Boys Tennis	7th	6th
Golf	-	6th
STEAM	3rd	3rd
Chess	3rd	2nd





## 6. ISSEA Championship Record

HIS has achieved an impressive total of 13 ISSEA championships. The last five years represent the most dominant period in the school’s ISSEA history, with 7 of the 13 titles earned between 2020 and 2025.

Year	Championship Title
2001–2002	Girls Volleyball
2002–2003	Girls Volleyball
2002–2003	Girls Basketball
2002–2003	Boys Basketball
2011–2012	Girls Basketball
2012–2013	Boys Volleyball
2020–2021	Boys Swimming
2021–2022	Girls Track & Field
2022–2023	Boys Volleyball
2022–2023	Boys Basketball
2023–2024	Boys Volleyball
2023–2024	Girls Basketball
2024–2025	Girls Basketball

## 7. Sports Facilities Development

- The 2024–2025 academic year also saw significant improvements to HIS athletic infrastructure:
- Gerflor Installation on the Covered Court: A high-performance Gerflor sports surface was installed, enhancing safety and quality indoor training.
  - New Heating System for the Competition Pool: Upgraded temperature regulation now supports the use of the pool during cold season. .







*“When the music changes, so does the dance” - African proverb*

If there is anything the PTO can be proud of, it is its ability to adapt to sudden changes in plans and to still execute with excellence. The evolution of the PTO executive team as strong leaders with a definitive agenda to bring together the HIS community, has been highlighted this year through the depth of communication the PTO has had with the school leadership and with the parent body in order to achieve mutual goals. The goals set out for this year are underway to be completed with some of them already having been accomplished in the first half of the year:

## **The Hog Shop**

This year the PTO Hog shop manager, Emma Adou showed great dedication and resourcefulness at sourcing local goods for The Hog Shop and cutting costs for the PTO as there were fewer goods that needed to be imported for sale. With not as many volunteers for the Hog shop this year, Emma has been the main face of the Hog Shop, showing a steadfast enthusiasm for the work that she does. The PTO executive team also worked hard on the restocking and redesigning of outerwear for the HIS community. These were made available very close to the beginning of the year for purchase. There are still plans to renovate The Hog Shop and provide kiosk style access for shoppers that allows more space for movement and stock in the interior. These plans should be completed during the June -August holidays.







## Sports

If there ever was a true supporter of all HIS sports, who bolsters up and cheerleads the students at all relevant events, is our passionate PTO Sports lead Maki Nakayama. Between travelling for team meets, and picking up options for support paraphernalia Maki has been an invaluable resource for the HIS community. This year we were finally able to get the HIS Team mascot to the school. The Mascot has already been seen supporting various events. The PTO still looks to further support our children through looking at options of providing trophies and shields for students who excel in their sports or academics.

## Finances

The PTO treasury is stewarded by the faithful Chiedza Muchemedzi. Volunteering to manage the treasury is not an easy task. However Chiedza has developed rapport with the school finance team in order to streamline processes for the different areas of the PTO that need funds while providing timely reporting and transparency for the HIS community. Chiedza took over from Sandra Odoteye who continues to support the PTO without portfolio, providing much needed support from previous years processes and giving insight to possibilities to help the PTO accounting. Sandra is also heading up various events like ice cream Fridays and movie night pizza, through leveraging her relationships with different vendors. Sandra is also working on organizing processes for the students grants programs as the PTO continues in its goal to expand sponsorship for student projects. This year the PTO has supported the students by providing schools that could not attend the ZIMUN conference with sponsorship to participate in conversations that are of import to the leaders of the future.





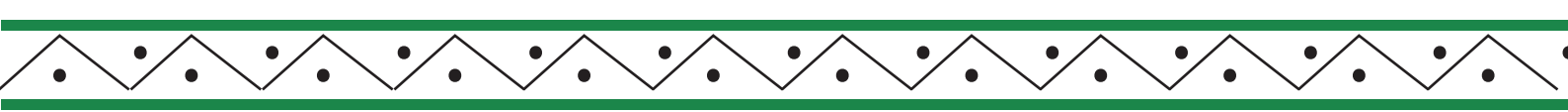
## Hospitality & Events

Our hospitality team headed by Whitney Niu was the welcoming force behind events like the New Parents breakfast. Whitney's contribution to the PTO comes through in her creative takes to problem solving. She has assisted the PTO when in crisis through providing her talents to create Valentines Day smash hearts for the raffle.

We are grateful to the parents that volunteered for the Valentines Day bake sale and raffle. The children enjoyed the goodies, and the winners celebrated their unique gifts.

The various events that have been completed thus far as scheduled were the Mural, the two tours of Harare at the beginning of the school year and the second at the beginning of the calendar year. These were both funded by the PTO and headed by various members of the executive team.

Our Women's Day Breakfast was another event that honored and recognized the different ways women Accelerate Action. As a community, women gathered for good times and a chat. Our host speaker Cathy Mbanga provided great insights on how we can Accelerate Action on our own and within our means.





# PTO

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## Grade Parent Representatives (Grade Reps)

We have welcomed the close engagement of the Grade Reps who represent the voices of the parents in their respective classes. The parents that volunteer to be Grade Rep input into solution finding has brought about much needed insight into the intimate concerns of various grades that needed to be escalated and communicated to the school leadership.

The grade reps this year have grown in being self-empowered and have initiated direct

conversations with the school leadership and we are looking forward to positive developments through these new conversations. The grade reps have been provided with a new mandate that requires more commitment along with engagement. This is the first year in which the PTO has worked with the grade reps to outline this mandate, and we are grateful for their willing voices that deliver much needed communications to and from their grades.

## PTO Admin

The 2024/2025 PTO Executive team is chaired by the resolute Matilda Magume, whose tireless work at keeping the PTO on track has been fundamental in the success of achieving the set out goals for the year. Managing relationships between teachers, parents, the school staff and leadership is not an easy task, but Matilda has managed to provide detailed reporting on the needs of each group to the respective parties. Such liaisons bring about cohesive community and the achievement of each goal in every sector of the PTO that she wholly oversees. Matilda's ease at leadership is unparalleled. And through her affable nature she has introduced many new and old parents to get involved in different aspects of the PTO and the events of the HIS community.

Complimented by the business knowledge and saintly patience of Muchero Mutizwa the PTO vice chair, this duo has managed to oversee complex events and professionally navigate the various personalities that make up our diverse HIS community. Muchero's hard work at leadership and support of both the team and the chair is detailed in the various systems she has set up and documented for clear processes to be realized in managing and setting up events over the years. Her background and foreground work are incredibly valuable to the HIS community.





# PTO

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The PTO Executive team is greatly assisted by the administration team led by Bunmi

Muyambo. From the beginning of the year the WhatsApp Grades were placed in order, we have a formal HIS Community Group. Outside of organizing the online parent forums, Bunmi is responsible for making sure that the minutes from all our Open PTYO meetings are distributed timeously and are a true reflection of the conversations that take place at these meeting. Another crucial role task she is responsible for is ensuring that every week the Weekly Bulletin includes updates from the PTO.

Thank You

We are incredibly grateful for the support the PTO has from the school Administration and leadership teams. We recognize the privileges we have as a PTO team to have staff who are willing to engage with us to make H.I.S the vibrant community that it is. The Leadership team has been ready to listen and to find solutions to issues that are raised. Our amazing volunteers are the lifeblood of the PTO. Even when we struggle to find volunteers for certain events or for covering shifts in the Hog shop, we are sure to have the same group of parents who always step up either to donate their time, their skillsets, or their money to prioritize the needs of our children. We are eternally grateful. We continue to encourage more parents to participate in the great work that helps to build our fantastic HIS community.

Notwithstanding the few hurdles we have overcome throughout the first part of this year, it has been a year filled with new firsts and event successes. To safeguard our

communications as a community, the PTO has created community guidelines for the various groups in which the PTO manages. We want to thank the effective efforts of the industrious PTO executive team who work zealously to make sure that there are events to bring the community together, food to snack on and sell, funds to sponsor our children, and availability to support the community building efforts set out by the school. We always welcome more help. Even so, so much has been accomplished already this year because we have worked well together with the available people. Well done H.I.S Community.





**H·I·S**  
HARARE INTERNATIONAL SCHOOL

A Boldly Diverse Learning community that  
Inspires Curiosity  
Embraces Challenge  
Nurtures Personal Growth

