



CARMEL SCHOOL PROSPECTUS



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"The seeds of knowledge are in learning; and in all your learning, strive for understanding"

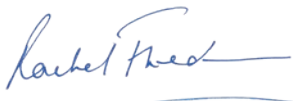
ראשית חכמה, קנה חכמה; ובכל-קנינה, קנה בינה משלי ד', ז'

PRINCIPAL'S MESSAGE

At Carmel, everything revolves around 'Excellence, Community, Tradition'. Family involvement is key and begins from the moment you visit our campuses. We believe the parent-school partnership underpins a child's ability to blossom and develop to his or her full potential. Carmel functions as one large family, providing support, care, help and direction—and we are delighted to invite you to learn more about our unique School here in Hong Kong.

As a high-performing international Jewish school, we develop the whole person within our strong moral and ethical framework. We are an accredited WASC and International Baccalaureate (IB) Continuum School offering the Primary Years (PYP), Middle Years (MYP) and Diploma (DP) Programmes, hand in hand with our equally high level philosophy and language programmes. Mandarin is also taught from age three and to a high level, with many students choosing it as an IB Diploma subject. We are proud of the way our students grow into a responsible and caring community of young people, ready for both the academic as well as the personal challenges of tertiary education at top universities worldwide.

I encourage you to visit one of our campuses to learn more about what we offer and I look forward to meeting you and your children.


Mrs. Rachel Friedmann
Principal



It is the unwavering commitment to our common ideals that enables Carmel School to be held in high regard both in the Jewish and the wider Hong Kong community.

OUR MISSION

Carmel School is a Jewish International School committed to academic excellence through fostering intellectual curiosity, self-directed learning and the individual development of each child.

Our personalised approach, with emphasis on growing caring, compassionate, global citizens, produces students who are independent thinkers and communicators and who will become leaders and contribute to the Jewish and wider world.

Carmel School is an inclusive institution which places emphasis on traditional Jewish philosophy, principles and ethics. Carmel School strives to embrace all students and cultivate an atmosphere of mutual respect and cooperation.

With a high teacher to student ratio environment, our high level faculty empower each student to realise his or her own potential and each student is respected for his or her individuality. Carmel School achieves the highest international educational standards as measured against other leading international schools in Hong Kong, with entry to top Universities around the world.



OUR HISTORY

Carmel School was established in 1991 by a handful of passionate parents, who believed that every Jewish child has the right to a Jewish education.

A unifying feature of Hong Kong's thriving Jewish community, the school has grown from an inaugural class of twelve pre-school pupils to a multi-campus institution with a current roll of over 350 students. The Hong Kong Jewish community has roots dating back to the early 1900s, and it has played an important role in the development of Hong Kong as an international city of commerce and business.

Since its establishment, Carmel School has earned recognition as a superb educational institution – rigorous, traditional and innovative – an institution dedicated to intellectual achievement, represented by a tight-knit, welcoming community who are supportive of students and profoundly committed to their growth and wellbeing.



Tradition. Community. Excellence.



1991 Carmel School is founded, opening its first campus in Sai Wan Ho



1994 With more than 70 students, Carmel School moves to a campus in Stanley Fort



1999 Carmel Elementary campus opens on Borrett Road, Mid Levels



2009 Elsa High School campus is opened in Shau Kei Wan, shared with Kellett School. Subsequently, the HK Education Bureau would grant Carmel School sole usage of the site



**2011
2012** School becomes IB DP & MYP accredited



2014 First graduate to be accepted to Oxford University
2015 First graduate to be accepted to Technion Israel Institute of Technology
Graduate scores Carmel School's first perfect IB DP score (45/45)



2017 Elsa High School campus opens multi-disciplinary MakerSpace



2018 Carmel School becomes IB PYP accredited, and is now an IB Continuum School



2018 Elsa High School campus opens dedicated Robotics Lab



2019 Carmel School is the first Hong Kong school to participate in FIRST Robotics Competition (FRC), travelling to Shanghai to compete



2021 Anneke Patria Dance Studio and Black Box Theatre opened at Elsa High School campus



2023 UPCYCLED Plastics Lab officially launches, the first of its kind in a HK school. The facility enables the creation of recycled plastic products manufactured by students.



2023 Senior Robotics Team makes it to FRC World Championship finals in Houston, Texas



HOLLY ROFÉ EARLY LEARNING CAMPUS

STEPPING-STONE TO THE IB

Our play-based learning environment encourages children to inquire and explore independently the learning materials, complementing the IB framework and forming a solid basis for future learning. Our small class settings and high teacher-student ratio ensure that the cognitive, personal and social needs of all children are catered to.

Our bespoke programme blends together key learning areas, focusing on the development of literacy and language through play and inquiry. The curriculum within the Early Learning programme is informed by the key educational approaches to early childhood education, where the learner is always at the centre. The underlying pedagogy is play and movement-driven and active engagement and shared learning experiences are at the forefront. Our Nursery programme is the first step in the IB PYP learning journey, after which the MYP and DP curriculum will be natural next steps.

The Carmel approach focuses on providing a numeracy and literacy-rich environment that is both challenging and fun. We encourage autonomous agency by allowing for a child’s voice and choices to be reflected within the classroom and through experiential learning.

Morning Programme Unaccompanied Ages 1-3: 8:45-11:45am Ages 3-5: 8:45-1:00pm	Through play and inquiry, children have daily opportunities to develop the critically important fine and gross motor skills, to be exposed to the building blocks for early language development (English, Hebrew and Chinese) and learn how to create positive social interactions through group interaction. Children gain a knowledge and understanding of the traditions, celebrations and milestones in the Hebrew and Chinese calendars. Jewish holidays are celebrated and children enjoy the warmth and spirituality so important to the community.
Afternoon Programme Unaccompanied Ages 1-3: 1:15-4:15pm	Play and learning - the two elements of our curriculum are inseparable: we believe that inquiry-driven, structured and inventive play allows our learners to develop their individual identity, awareness of others and understanding of the world around them. Our immersion-based Mandarin programme offers even our youngest children the opportunity to develop their mandarin language skills daily, resulting in language acquisition through fun, songs, stories, games and dance.



THE IB PROGRAMME

At Carmel we provide a seamless programme from Early Years to High School Graduation. Through our Pre School, Primary Years, Middle Years and Diploma Programmes, children experience a boutique learning environment tailor-designed to meet their needs.

Carmel School is an IB Continuum World School accredited to offer the **Primary Years Programme (PYP)** for Kindergarten to Grade 5, **Middle Years Programme (MYP)** for Grade 6 to 10 and the **IB Diploma Programme (DP)** for Grades 11 and 12.

Recognised worldwide, the International Baccalaureate (IB) promotes student-centred, inquiry driven and collaborative learning. The framework is driven by Approaches to Learning (ATL) skills including communication, social, self-management, thinking and research skills and uses criterion-referenced assessment.

The curriculum framework is based upon the fundamental concepts and objectives of the IB programme, which is a highly regarded, internationally recognised educational standard, providing access to the best in tertiary opportunities around the world and creating lifelong learners who aim to make a difference. The School has embraced these programmes because the learning attributes it espouses closely resemble the School's Jewish ethos and philosophy.



Tradition, Community, Excellence



Our robotics programme forms part of our STEAM programme, which aims to develop student interest in Science, Technology, Engineering, Arts and Mathematics.

THE PRIMARY YEARS PROGRAMME

Kindergarten - Grade 5

Carmel Elementary Campus, Borrett Road, Mid Levels

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner Profile to make a difference in their own lives, their communities, and beyond.

Experiential Learning

At Carmel, learning extends beyond the classroom walls. Our field trips and educational visits challenge students to develop their IB Learner Profile attributes while fostering stronger connections with their classmates and engaging in a variety of activities.

Our educational visits aim to stimulate personal growth and provide experiences that inspire responsibility, self-reliance, teamwork, and confidence. Through exciting outdoor activities like canyoning, raft-building, stand-up paddleboarding, and team survival challenges, students will develop interpersonal skills and participate in team-building exercises.



THE IB LEARNER PROFILE

IB programmes aim to develop internationally minded people who help to create a better world. IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

THE MIDDLE YEARS PROGRAMME

Grade 6 - Grade 10

Elsa High School Campus, Shau Kei Wan

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally.

The Middle Years Programme is a comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages 11-16.

Elements of the MYP:

- Develops the attributes of the learner profile
- Applies approaches to teaching and approaches to learning
- Offers age appropriate culminating experiences
- Has organized and aligned structure of subject groups or disciplines
- Develops international-mindedness as a primary aim and context for learning

The curriculum used has been developed to provide each student with the prerequisite skills and knowledge to allow them a seamless entry into the Diploma Programme.

Jewish Stream

The learning atmosphere is distinguished by mutual respect, lively interaction, and the encouragement of intellectual curiosity and independent thinking. Catering to all families within the community regardless of religious background or experience, programmes are delivered with sensitivity and creativity by carefully selected educators following a traditional Modern Orthodox approach.

Students learn to integrate Jewish values with the contemporary challenges of growing into adulthood. The curriculum includes Tefillah (prayer), Torah text studies from the Chumash through the Tanach, Mishnah and Talmud, Halacha, Minhagim (laws and customs), Jewish ethics, and the Hebrew language.

International Stream

A rigorous World Views course is provided for our international stream in order to extend knowledge and understanding of political and economic systems with a strong emphasis on historical and geographical perspectives. The programme emphasises real-world contexts, and aims to develop the compassionate, critical, and globally minded leaders of the 21st century.



KEY ELEMENTS OF THE MYP

Course Selection

Students have lessons across all of the eight subject groups in the MYP:

1. Language acquisition (Mandarin, with options in Hebrew, French and Spanish)
2. English Language and Literature
3. Individuals and Societies (including International Studies and Jewish Studies)
4. Integrated Sciences
5. Mathematics
6. Arts: Music, Art, Drama
7. Physical and Health Education
8. Design and STEAM

Personal Project

The Personal Project is a significant body of work produced over an extended period during MYP 5 (Grade 10). It is a product of students' own initiative and should reflect their experience of the MYP. The Personal Project holds a very important place in the programme, and serves as an excellent bridge to the self-directed learning attitude required for success at Diploma level.

Experiential Learning

Students from Grades 6-10 take part in Co-Curricular Activities (CCA) and Service and Action (SaA) throughout the year. Our CCA options include a range of sports, artistic pursuits, STEAM (design, robotics, and coding). Service and Action at Carmel School encourages students to be engaged in Local, International and Jewish Service opportunities through the curriculum.

Furthermore, all students take part in our Educational Visits to exciting destinations around the world. These visits serve as formative experiences for our students, and are often the most memorable events of the year. Students engage in service projects, physical activity, and cultural experiences on our annual visits - our destinations include Israel, Vietnam, China, Thailand, Nepal and Europe.

THE DIPLOMA PROGRAMME

Grade 11 - Grade 12

Elsa High School Campus, Shau Kei Wan

Our Grade 11 and 12 curriculum follows the International Baccalaureate Diploma Programme (IB DP). The IB Diploma encourages intellectual growth, academic rigour, and personal development through a holistic and balanced approach.

The DP opens doors to the best universities worldwide. Moreover, it helps develop lifelong learners who are prepared to make the difference to the communities they inhabit. Thus Old Testament Bible study, Jewish philosophy, and Advanced Modern Hebrew fit in perfectly with the IB philosophy.

Students will be able to select from a wide range of subjects on offer for the full Diploma, or individual courses in subjects of their choice. It is intended that all students will graduate with the Elsa High School Diploma, which is accredited by the Western Association of Schools and Colleges (WASC).



COMPLETING THE DIPLOMA PROGRAMME

To earn an IB Diploma, students are required to study six subjects (three at Higher Level, and three at Standard Level). In addition, students must successfully complete Creativity, Activity, Service (CAS), an Extended Essay, and the Theory of Knowledge (TOK) course. Diploma students must complete the following courses:

1. An English Literature or Language and Literature Course
2. An Additional Language
3. Either a Humanities or Social Science Course
4. An Experimental Science
5. Mathematics
6. An Arts subject, or another subject from the Sciences, Languages or Humanities

Grades and assessment

Standards of IB assessment are the same worldwide. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB diploma requires a minimum total score of 24, based on the principle that a grade 4 represents a passing level in each of the six subjects. Excellent performance in the six subjects results in a grade 7 for each, or a total score of 42 points. It is possible to earn additional points – a maximum of 3 – for superior work on the Extended Essay and Theory Of Knowledge.

Creativity, Activity, Service (CAS)

The International Baccalaureate, Diploma Programme – Creativity, Action, and Service (CAS) is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.

Extended Essay (EE)

Students must select, research, and write an in-depth, independent research work or Extended Essay (EE) of 4,000 words in one of the six subjects areas.

Theory of Knowledge (TOK)

Theory of Knowledge is a course in epistemology – The philosophical study of the nature, origin and limits of human knowledge. The subject explores the interdisciplinary nature of subject disciplines and encourages critical reflection and analysis.

EXPERIENTIAL LEARNING

Tradition, Community, Excellence

Students can expect a broad range of extra curricular activity offerings to choose from. Carmel School offers sports, music, theatre productions, debate clubs, community service organizations, and much more.

The Co Curricular Activities offered cater to the diverse backgrounds and cultures of our student body, providing unique opportunities and cross-cultural learning and collaboration.

Our Student Development Programme is a comprehensive programme of initiatives, extra curricular activities, guidance, and Creativity, Activity and Service designed to support and encourage the individual student's communal, social and personal growth. Complementing our academic programme, the Student Development Programme targets opportunities for students to step up and thereby become a well rounded individual.

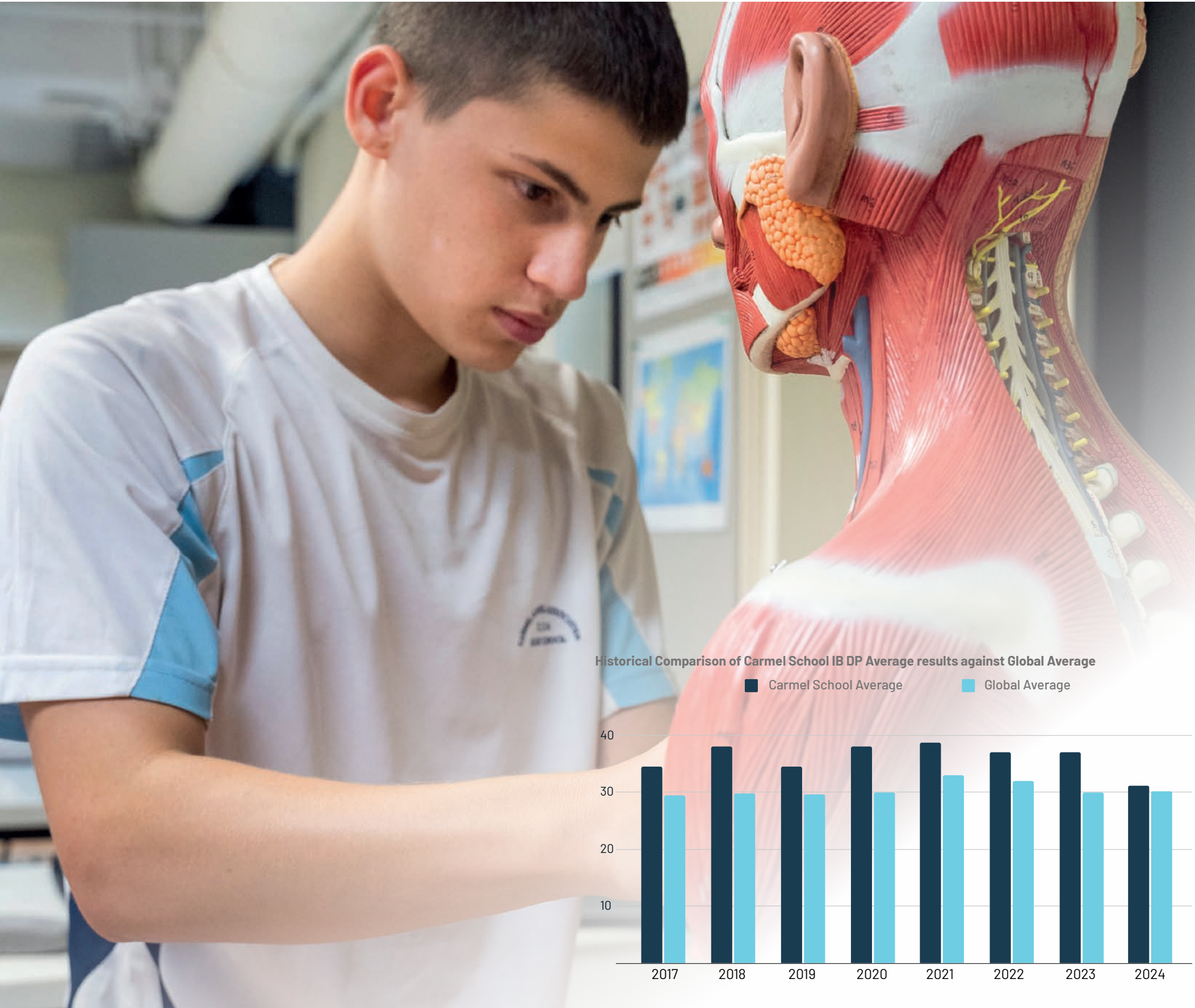


Co Curricular Activities provide opportunities for students to explore their interests outside of the classroom and develop new skills.

GRADUATE PATHWAYS

Our focus on academic excellence is reflected in our outstanding IB Diploma results. Our students consistently excel academically, achieving top marks in a range of subjects. Carmel School is proud to offer an education that prepares students not only for their future academic endeavours but also for success in life beyond the classroom.

Our Academic Mentoring Programme is designed to support our students through the demands of the IB DP, to maintain our individualised approach to teaching and learning, and to maximise the potential of each and every student. Students enrolled in the programme are assigned to a teacher mentor, who provides guidance on assignments and classwork, as well as study habits and organisational skills.



By promoting innovative learning through exploration, questioning, research, and design, we encourage active participation and engagement through relevant and hands-on learning experiences.

DESTINATIONS AND MATRICULATION

Our students attend and receive offers from top Universities and Tertiary Education Institutions from around the world.

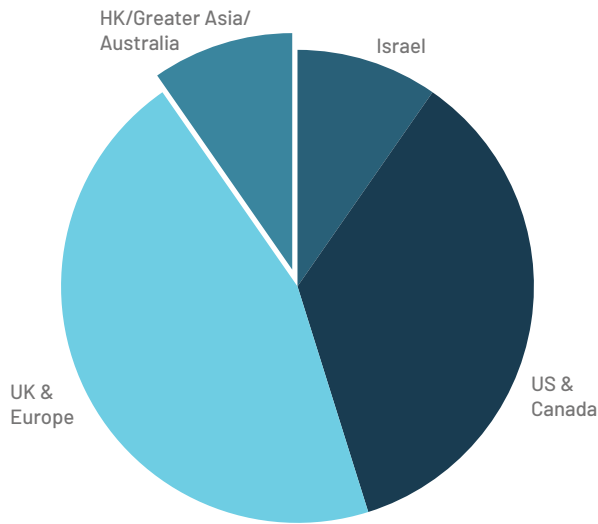
Accepted Offer
Received Offer

- Brandeis University
- Bournemouth University
- Boston University
- Cardiff University
- Chapman University
- Columbia University
- Columbia College Chicago
- Colorado College
- Colorado State University
- CUNY Baruch College
- CUNY Hunter College
- CUHK
- Duke University
- Durham University
- Drexel University
- Emory University
- Emerson College
- ESCP London/Paris/Italy
- Fordham University
- George Washington University
- HKCU
- HKU Space
- HKU
- HKUST
- Imperial College London
- King's College London
- Keele University
- La Salle College of Arts, SG
- Loughborough University
- McGill University, CA
- McMaster University, CA
- Michigan State University
- The New School, New York
- Nanyang Technological University, SG
- National University of Singapore
- Monash University
- Millikin University
- Northeastern University
- NYU - Tisch School of the Arts
- NYU - Steinhardt
- NYU - College of Arts and Sciences
- NYU - Stern Business School
- Northeastern University
- OCAD University, CA
- PACE University
- Pratt University - The Museum School

- Polytechnic University, HK
- Quest University, CA
- Queen Mary, University of London
- Queen's University, CA
- Reichman University (IDC), Israel
- Royal Holloway, University of London
- Siena College
- Skidmore College
- St. Lawrence University
- St. Mary's College of California
- Stockholm University
- Technion Israel Institute of Technology
- Trinity University
- UAL, Central Saint Martins
- UCLA
- UCL, University College London
- UMASS Amherst
- University of Brighton
- University of California Irvine
- University of Bath
- University of British Columbia, CA
- University of Birmingham
- University of Bristol
- University of Cambridge
- University of Colorado, Boulder
- University of Edinburgh
- University of Exeter
- University of Glasgow

- University of Hawaii
- University of Helsinki
- University of Hull
- University of Liverpool
- University of Leeds
- University of Nebraska
- University of Nottingham
- University of Manchester
- University of Melbourne
- University of Miami
- University of Oregon
- University of Oxford
- University of Rochester
- University of St. Andrews
- University of Southern California
- University of Sheffield
- University of Sydney
- University of Toronto, CA
- University of Vermont
- University of Victoria, CA
- University of Warwick
- University of York
- Western University, CA
- Wesleyan University
- Whittier College
- Yeshiva University

University Destinations



Tradition, Community, Excellence



OUR CAMPUSES

Our school has three campuses that offer a unique educational experience for students in preschool through high school.

Our Pre School campus is located in Mid Levels, within proximity of the Ohel Leah Synagogue. Our heritage listed Elementary campus, for Kindergarten to Grade 5 is on Borrett Road, Mid Levels, and our Elsa High School campus for students in Grades 6-12 is in Shau Kei Wan, on the east of Hong Kong Island.

Our campuses are equipped with modern facilities, including libraries, science labs, art studios, Makerspace, Robotics Lab, Black Box theatre, sports field, and more.

Holly Rofé Early Learning Campus

70 Robinson Road, Mid-Levels
Tel: +852 2249 7600
jccadmin@carmel.edu.hk

Carmel Elementary Campus

10 Borrett Road, Mid-Levels
Tel: +852 2964 1600
brcadmin@carmel.edu.hk

Elsa High School Campus

460 Shau Kei Wan Road, Shau Kei Wan
Tel: +852 3665 5388
elsahighadmin@carmel.edu.hk



Holly Rofé Early Learning Campus

Carmel Elementary Campus

Elsa High School Campus

HOLLY ROFÉ EARLY LEARNING CAMPUS

Tradition, Community, Excellence

Situated on Robinson Road in Mid Levels, the facilities at the Holly Rofé Early Learning campus include:

- Indoor multi-sport facility
- Indoor climbing wall
- Indoor heated pool
- Indoor jungle gym and climbing frames
- Outdoor jungle gym and playground
- Multiplay area

Our open-plan spaces allow the children to explore and experiment while feeling secure. Through "play corners" and "learning centres", children are encouraged to collaborate and to try activities.

Our outdoor play areas allow the children to adventure and develop their gross motor skills while connecting with the outside. Children have the opportunity to run, ride and climb using the outdoor equipment, and on rainy days, they enjoy use of the indoor play area and indoor gymnasium.



CARMEL ELEMENTARY CAMPUS

Tradition, Community, Excellence

Housed in a Hong Kong heritage building located on Borrett Road in Mid Levels, the facilities at Carmel Elementary School include:

- Outdoor playground and jungle gym
- Community garden
- Indoor play area
- Library
- Dedicated music facilities
- The Patricia Creative Centre - a specialist art and engineering facility
- Multi-purpose sport hall
- ICT, Coding and Programming zone
- Dedicated Learning Enhancement room

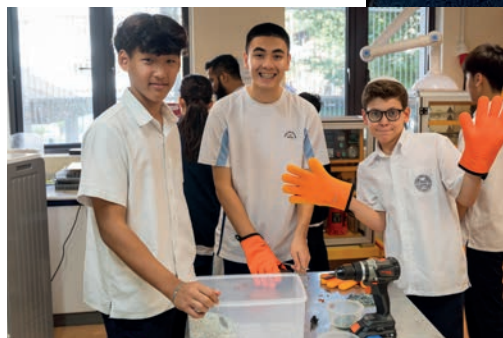


ELSA HIGH SCHOOL CAMPUS

Tradition, Community, Excellence

Located in Shau Kei Wan, the facilities at the Elsa High School campus include:

- Specialist Classrooms
- Makerspace Design Lab
- Upcycled Plastics Recycling Lab
- Anneke Patria Dance Studio and Black Box Theatre
- Robotics Lab
- Science Laboratories
- SMART Multipurpose Room
- Hebrew Library and conference room
- 500-seat multi-purpose auditorium
- All-weather astro-turf pitch
- Fitness room





www.carmel.edu.hk

Excellence
Community
Tradition

Holly Rofé Early Learning Centre

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Elsa High School Campus

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