QUALITY SCHOOL GUIDE

Tomorrow's world citizens
A sound foundation
Empowering students

FREE WITH THE STANDARD NO RESALE VALUE
Getting it right, finally!

When I studied History in secondary school in the colonial era, we came to an abrupt end with the conclusion of the first World War; what happened after 1918 was a complete blank. Some of the void for me was filled by watching movies produced in Hollywood - from a skewed angle!

I am happy to note from the Chief Executive’s latest 2018 Policy Address that steps are well in hand to refine the primary and secondary school curricula. Chinese History, in particular, has been made an independent compulsory subject at the junior secondary level, with a view to enabling all secondary students to learn Chinese History in a systematic manner, and develop a more comprehensive understanding of our country’s history and cultural heritage.

I can’t stress enough the importance of knowing one’s roots, establishing one’s identity, and be proud of them. I defy any legislator that dares malign it as ‘brainwashing’.

The Policy Address also covers a whole range of subjects that are designed to create a stable and caring teaching and learning environment, including school curricula, student support, relieving pressure on students, promotion of reading, as well as strengthening moral and civic education.

There is a clear emphasis on life-wide learning through organizing more out-of-classroom experiential learning activities to broaden students’ horizons and foster their whole-person development.

Instead of piecemeal changes, the government has finally taken a holistic approach, and matched their strategies with adequate funding which will exceed the $3.4 billion additional recurrent provision. So it is now up to our school administrators and teachers to take up the challenge, and make optimum use of the resources available. In this important task, they will, no doubt, be urged on by our parents who play a key role in the home-school co-operation.

Education is a worthwhile investment for the future of Hong Kong to remain competitive and keep abreast of the times. The government, led by Chief Executive Carrie Lam, deserves a pat on the back for getting this important priority right.
Editor's Message

Play is Essential for living and learning

A sound foundation for learning English

Easing the stress for your child’s education


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A unique blend of Christian and music education

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Empowering students to pursue their pathways

Students learn best with strong academics foundation coupled with remarkable peak moments

Making the right choice for your family

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PLAY IS ESSENTIAL FOR LIVING AND LEARNING

Find out how YCIS defines it

The big debate in early childhood education today is the "push down" of academics, robbing children of play. Many professionals are concerned about what this means for young children, and for the future of society as children grow up without the vital learning self-initiated play provides them.

In Hong Kong, there can be a tendency to over-fill young children's schedules with formal, planned lessons to provide children with more learning. However, professionals, such as Peter Gray, suggest we must do the opposite. Supporting and encouraging children's inborn drive to play and explore gives them the most valuable skills in living and learning. In Give Childhood Back to Children, Gray states, "If we want our offspring to have happy, productive and moral lives, we must allow more time for play, not less."

At YCIS, through play, character development is supported, validated and encouraged. Individual children are valued for their strengths and differences. Too often as adults we forget about the importance of the formation of personality within a child and how it needs to be gently nurtured. When adults provide time for play, they show children that they respect and trust in their natural and authentic desire to learn and question their world. Within play, children have the opportunity to develop positive and secure dispositions, allowing stable character formation and unique personality traits. They gain strong self-identity, which carries on with them throughout life. Children may be "small" but by no means should they ever be made to feel insignificant.

Social and emotional skills are also embedded in play. Social skills, with their cues and rules, are explored and experimented with as they engage with peers and explore cooperation. They investigate their relationships and emotions, giving them time and exposure to develop understanding of social behaviours and norms, as well as insight into their own emotional responses. In imaginary play, they are free to experiment with familiar and unfamiliar characters' roles. They gain empathy as they explore others' perspectives. They grow a strong sense of self and belonging as they role play, experimenting with all the knowledge they are gaining socially in their daily lives. They are able to experiment with the unknown, learning to control and understand their impulses and fears.

Nuturing Problem-solving in Play

Play is defined as voluntary, self-motivated, and engaging. All forms of learning, including physical, social, emotional and cognitive development, are rooted in play. The fundamentals of learning are formed, as children are able to follow their curiosities with natural problems and new ideas unfolding in front of them. Through play children learn crucial lessons, such as the cycle of practice, fail, try again; building in them persistence and resilience. Play provides children with opportunities to build their confidence and creativity as they become risk takers and problem solvers. In this ever-changing world, these skills cannot be learned by memorized answer, but are truly fostered through allowing children to test and try new experiences and ideas. They are consistently strengthening their cognitive thinking as they actively take part in their learning. These are valued skills and even today's workplaces are not seeing enough self-initiation, critical analyzing or creativity.

Emotional Learning Embedded in Play

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Children Thrive in Play-based Classrooms

In YCIS early childhood education programmes, all these skills are highly valued through their play-based curriculum. The curriculum is led by the children's interests, explorations and discoveries. Throughout the classroom, children are researchers engaged in different types of experience, from individual children investigations to small group explorations. Teachers are actively engaged with children, as well as closely observing the various learning on-going of all students. Teachers then creatively extend that learning with further investigations, relevant conversations, and thoughtful settings to deepen children's play. Teachers respect children's view, feelings and knowledge. The uninterrupted play is relished by the learners, as they enthusiastically throw themselves into every moment of the school day.

To benefit more children with its quality and unique early childhood education approach, an extended YCIS ECCE campus in Tseung Kwan O, is being planned and will be completed for the academic year 2019-20."
The Education Bureau has been, since 1998, implementing its Strategy on Information Technology, transforming school education from teacher-based to learner-based.

The bureau has recently signed a memorandum of understanding to extend its partnership with Microsoft for the fourth Partners in Learning Program, first launched in 2004. Under the program, students and teachers in Hong Kong can continue using Office 365 and the cloud computing office productivity suite for free.

Secretary of Education Kelvin Yeung Yun-hung, who attended the signing ceremony, said: “In line with EDB’s Strategy on IT in Education to nurture our students as self-directed learners, it is important for our teachers to be able to make good use of IT to unleash students’ potential through effective pedagogies. “The signing of the fourth MoU on (Partners in Learning) Program signifies a new chapter of efforts to further promote information technology in education in Hong Kong, especially on enhancing the professional capacity of teachers and digital literacy of students.”

Other than tools, training to teachers is provided both offline – through the bureau’s professional development program – and online, while a community between teachers, called Microsoft Innovative Educator, was founded to exchange their best teaching practices.

There will be a new interactive learning platform, free of charge, introduced to provide structured curriculum, in particular digital skilset by Microsoft to students. It’s expected to launch later this year.

Utlizing electronic books or encouraging students to bring their own laptop to class might be among the first steps to embrace information technology in local schools. The Education University of Hang Kang Jockey Club Primary School is quickening its strides to teach students how to use micro:bit, a tiny flat programmable device.

Moses Chun, a primary five student, has created his own crocodile toy with a micro:bit through Microsoft Makecode’s JavaScript Block editor, an online coding platform ideal for novices.

“If the sensor detected a person standing within 30 centimeters at the front, it starts to move backward,” said Chun, who has a lot of fun learning programming during his IT lessons.

His teacher Lam Kam-yuen, who is responsible for coordinating e-learning and teaches IT, said the online platform only requires students to drag and drop for programming.

The script can then be downloaded to micro:bit with the USB interface. So users can skip the step of writing programming language like JavaScript, as is done in the conventional way.

The school now offers IT lessons twice a week with half the time spent on teaching programming. Lam said the students start to get in touch with micro:bit at primary four -- considered a suitable grade for students to receive more hands-on experiences.

“In the past, the separation (between coming up with an idea and execution) may be obvious,” Lam said. “Programming is programming. It is not applicable and useful when students think of a program, but fail to express it. However, micro:bit now gives them hands on experiences to build with.

“The sense of accomplishment is much stronger, along with more confidence. They can share with others after finishing their own creations.”

Principal Shirley Duthie Chuang said the learning mode is different now as the fast-changing technology is increasingly integrating with our daily lives.

“I believe that generic skills influence the future,” she said. “We should handle the skills that can take students to go further, and information technology (digital skills) is one of them.”

The school has been establishing an “electronic schoolbags” class, meaning students use their own tablets in lessons and store learning material electronically.

Though the school hasn’t systematically measured the outcome and improvement students acquire after embracing e-learning, Chuang has found those students take a stronger initiative in learning.

Instead of waiting for teachers to spoon-feed the answer, they would immediately search online on their own after receiving the given information.
A SOUND FOUNDATION FOR LEARNING ENGLISH

PHONICS PROVIDES a solid foundation for children’s ability to learn English so it’s understandable why local parents are pushing their kids to go for phonics classes at a very early stage.

The newly-established educational institution, D Mind Education, recently brought its phonics program Read Write, developed by Ruth Miskin, an adviser to the British government, to Hong Kong.

The program follows the synthetic phonics approach, which teaches students to pronounce words by combining different sounds, together with reading and writing.

D Mind’s English-learning program based on Miskin’s concept teaches children a few sounds at every turn, and they’re expected to read the storybooks covering vocabularies with the sounds they have just learned.

D Mind chief content officer Ben Mak said most children learn phonics as a separate dimension when learning English. He said many parents have encountered the same problem in that their kids forget about phonics after taking other component courses like grammar and comprehension.

“Phonics itself is not an ultimate goal of learning English. What we want to teach is to let children get the hang of using English, and phonics is a good approach to do so,” Mak said.

“But only if you combine it with reading and writing can children truly learn English.”

The education group conducted a survey in June, distributing questionnaires online through parenting platform Baby Kingdom to 500 parents who have young children up to six years old.

More than 90 percent of parents agree phonics is an important process in learning English, while nearly 70 percent believe learning phonics helps kids spell and pronounce words.

The saying that children should start learning phonics at a young age is indeed explainable by phonological awareness, said Paul Sze Man-man, a professional consultant in the department of curriculum and instruction at the Chinese University of Hong Kong.

Phonological awareness develops the ability and sensibility to distinguish between different sound structures of words, like identifying the difference between “food” and “foot.”

But this ability is found to regress the older the children are when they start learning.

Sze said synthetic phonics is a comparatively new approach to teaching phonics in recent years.

For children of a younger age, it is a more direct teaching method.

“How we taught phonics in the old days is called the deductive approach,” he said. “It means that when children get into primary five or six, and they have already build up a certain level of words in their vocabulary, we start guiding them to figure out the regular patterns in between those words.”

“One limitation to the deductive approach is that it only works for students of higher levels who have already learned quite a bit of vocabulary.”

A common mistake Sze found is that some people confuse learning phonics with the international phonetic alphabet – two completely different concepts. Learning international phonetic alphabets requires the learning of a series of special symbols used to tell how to pronounce the words.

Those symbols are not often used in daily lives, but appear in dictionaries.

Sze said the method is not direct enough, and difficult for children of a younger age.

But if they want to learn the international phonetic alphabet, he suggests parents wait until their kids grow older before starting.
Victoria Shanghai Academy (VSA) is the first through-train IB world school in Hong Kong to offer International Baccalaureate PYP, MYP and DP programmes. VSA’s bilingual educational model is underpinned by the IB continuum of programmes ensuring that its graduates not only have a strong sense of Chinese heritage but also equipped with 21st century learning skills and international perspectives.

The main features of the IB programmes at VSA include the integration of the best of international and local bilingual education to develop active learners and well-rounded individuals, the development of fluency in both Chinese and English language and the embracing of an international perspective and celebration of Chinese culture.

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The IB PYP at VSA is a transdisciplinary programme delivered by two teachers (Western and Chinese) in each homeroom, in order to maximize students’ daily learning and use of both English and Putonghua within the classroom.

The IB MYP at VSA emphasizes the use of concept-based inquiry learning approach that supports students’ personal and intellectual growth. To equip students as strong bilingual learners (English and Putonghua), MYP students are allowed up to 40% of curriculum time to focus on their language development.

The IB DP at VSA is an academically challenging and balanced two-year programme that provides breadth and depth of studies to prepare students for further education. Every year, VSA IB DP graduates achieve impressive results and receive offers from prestigious universities around the world. In 2018, the average score is above 36.3 with two perfect scorers of 45 points and two near-perfect 44 points.

Victoria Shanghai Academy
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Tel: +852 3402-1000
Email: enquiries@vsa.edu.hk
Website: www.vsa.edu.hk
Parents all strive to provide the best for their children, especially the best education so children will succeed in future. That is why some parents are eager to have their children transferred from one school to another, in search of better programs and teaching faculty. Stamford American School Hong Kong (Stamford) eases parents’ burden by offering a through-train international education delivered through top-notch faculty and rigorous American curriculum. The personalized admissions process ensures that parents can find the right school for their children more efficiently and smoothly.

Future-focused Through-train School

Through-train schools are gaining popularity, as children are guaranteed a smooth transition from primary to high school graduation. Stamford provides a rigorous American curriculum with strong emphasis on innovation for students from as early as 5 years old (Pre-Primary Class) through to 18 years old (Grade 12). Parents who choose Stamford can rest assured that they do not need to switch schools after entry or reapply at different stages, and their child will graduate with a world of choices as they will be awarded American High School Diploma.

The child can also be awarded the International Baccalaureate Diploma as Stamford has applied for International Baccalaureate Diploma Programme candidacy and will seek authorization for the school’s first graduating cohort. Further to the certification, the strong innovation component embedded in the curriculum prepares students for workplaces of the future.

Top-notch Teaching Faculty & Personalized Learning

Children have different interests and talents, and they learn at a different pace. Stamford’s approach to personalized learning is unique as it is data-driven, supported by MAP® assessment taken twice a year. MAP® assessment makes sure students are learning at the right pace and acquiring skills necessary for their age. It allows teachers to see where students are in the core subject such as math, literacy and science, and thus project students’ growth and plan how to better support each child.

Teachers at Stamford are not only experienced in teaching but are using the right programs and tools to teach. More than 75% of the teachers hold a Master’s degree, and they all have experience delivering innovation-focused programs and personalized learning. Parents do not need to worry about finding extra tutoring courses outside campus as Stamford caters to individual students’ learning strengths and needs.

Individualized & Streamlined Admissions Process

Making the right choice for your child’s education is not easy, and Stamford Admissions Team offers individualized admissions process to address individual concerns, where each family will receive personalized advice and insight on the kind of education that best suit your child.

Whether parents are interested in the bilingual program, dedicated language support, or even the co-curricular programs, the Admissions Team will be able to provide the much-needed information and advice. Admissions assessment is carried out in a non-selective manner and set to be age appropriate for your child, so this would be low-stress and streamlined to ensure that the child will be able to access the curriculum.

If Stamford sounds like something that is right for your family, contact the Admissions Team today or visit the school to learn how a Stamford education will shape your child’s future.

Stamford American School

Campus: 25 Man Fuk Road, Ho Man Tin, Kowloon, Hong Kong
Tel: 2500 8688
Email: admissions@sais.edu.hk
Website: www.sais.edu.hk

Applications open for 2019/20 – Pre-primary to Grade 9
For more info:  www.sais.edu.hk

*Stamford American School has applied for International Baccalaureate Diploma Programme candidacy and will seek authorization for the school’s first graduating cohort.
EMPOWERING STUDENTS TO PURSUE THEIR PATHWAYS

Hong Kong Academy (HKA) is an independent, international, non-profit IB World School offering the PYP, MYP and IB Diploma programmes for students from pre-kindergarten through Grade 12. With an inquiry-based, concept-driven curriculum, HKA provides a well-rounded, learner-directed programme that incorporates research-based best teaching practices from around the world.

HKA believes that school is an exciting endeavour where rigorous engagement is fun. Students of every age are active inquirers who fully embrace learning in all its forms. With small class sizes and low student-to-teacher ratios, teachers get to know students as individuals and help them discover their own joy as lifelong learners.

At HKA, we believe that children are creative thinkers, adept problem-solvers, and responsible global citizens who take action motivated by their interests, strengths and ongoing reflection. HKA challenges students to stretch beyond their comfort zones and apply their knowledge in ways that they find both personally and globally relevant, empowering learners to pursue their pathways to individual excellence. Teachers and parents also engage actively in HKA’s dynamic learning community.

Teachers take part in weekly professional development on campus, and experts frequently pay visits to the campus to share their knowledge with faculty, students and parents. Parents are also integral to the school as volunteers, contributing more than 11,000 hours of their time in 2017-18 to support the school in various ways, whether in the classroom, the library, the theatre, or on the court with young athletes.

HKA’s offerings now include a new Playgroup for 2-3 year olds and accompanying adults. For this dynamic, hands-on, shared learning experience, our creative Early Childhood educators have adapted the IB framework to take young minds seriously and support children as makers of their own meaning.

HKA’s Playgroup includes Mandarin as a mirror language and activities led by specialist teachers. Participants also have access to HKA campus resources such as the outstanding library and phenomenal outdoor Playscapes. And knowing that grown-ups are learners too, the Playgroup includes twice monthly learning opportunities for parents and carers, led by HKA faculty and other experts.

In addition to being an IB World School, HKA is accredited by The Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS). HKA also offers the Global Citizen Diploma (GCD), a high school credential that allows students to qualitatively describe their whole learning in the context of becoming a global citizen and making a contribution to the world.

HKA is an IB World School offering an exceptional self-directed education for all students ages 3-18. We invite you to take a personal tour of our campus located in the beautiful seaside village of Sai Kung. Contact our Admissions Team at admissions@hkacademy.edu.hk to learn more and to arrange a visit!

Visit hkacademy.edu.hk/events to register online for one of our community events on campus.

Do What You Love

“Music might be a riskier industry to be involved in, but at the same time, if it’s something you love doing, it shouldn’t matter.”

Dylan Halbroth,
HKA Alumnus
Class of 2018
At Renaissance, we foster an inclusive sense of community where students, teachers and staff learn and develop together. In addition to being challenged academically, students are also encouraged to think critically about how they can make an impact in the greater community. With the IB curriculum, they achieve personal success whilst also emerging as strong global citizens.
Founded in 1986, the American International School (AIS) has served the local and international communities of Hong Kong for 32 years. The distinctive red-brick campus on Waterloo Road, Kowloon Tong, is home to 885 students from early childhood through elementary, middle, and high school.

Over the years, AIS has built a strong reputation for the rigor of its academic program and successfully preparing its graduates to enter the finest universities in the United States and worldwide (visit http://www.ais.edu.hk/graduation-beyond/ for details.) Fully accredited by the Western Association of Schools and Colleges (WASC), AIS is an accredited center for College Board’s SAT Exams. AIS offers a robust US Advanced Placement program to help prepare students for the demands of university education.

As a compulsory part of the AIS High School curriculum, the Outdoor Education and Leadership Program (OELP) aims to build a deeper understanding of our environment, the responsibilities we share as global citizens, and adds significant value to a student’s college application through a dedicated community service hours program. This is important as many colleges and universities are seeking students with a strong academic background combined with evidence of a well-rounded education. Since 2005, AIS has partnered with leading non-governmental organizations (NGOs) from around the world in implementing community service projects through this program.

Through each carefully-designed program, students face challenges, work together in teams to problem-solve, overcome fears, and learn more about living in a global community. The students focus on a service project such as helping to construct homes for the underprivileged, or exploring a specific global issue surrounding animal or environmental conservation. Each overseas program enables students to experience a different culture, make connections with the locals that they work closely with, and often live among the local villagers. The feedback from the school’s survey reassures that students are not only having fun and developing friendships, but are also maturing in their roles as citizens of the world.

Research shows, “students learn best when the learning is punctuated by truly memorable peak moments.” (What schools can do to help students engage more in learning by Chip & Dan Heath, an article published online in Education Week, January 10, 2018). In many ways, this is what occurs during the OELP program, as students engage in activities that connect to the real world and make a difference. These experiences challenge them personally and positively impact their attitudes and behaviors. The experiences have a lasting impact on students which often remain a highlight for them throughout their time at high school, and beyond.
The CAIS academic culture is rigorous, enthusiastic and distinctively Christian. We offer Advanced Placement® courses complement the world class Alberta Curriculum.

For 2019-2020 admissions, applicants should observe the following deadlines to ensure their priority in admissions assessment:

Grade 2 to Grade 12: December 15, 2018

If you have any questions, please contact us:

- Tel: 3699 3899
- Email: info@caisbv.edu.hk
- Website: www.caisbv.edu.hk

Christian Alliance International School

For over 25 years, Christian Alliance International School (CAIS) has focused on its explicit mission: To cultivate learners with knowledge, skills, integrity and discernment; growing in love for God; and service to humanity. Embedded in this mission are three core values: (1) to love God wholeheartedly; (2) to learn diligently; and (3) to serve selflessly. This has been the school’s distinctive mark as it continues to expand into its new campus.

The philosophy of Christian education begins with the fundamental belief that every learner is special, unique and valuable. Therefore, CAIS encourages learners to develop their God-given talents and establish the relationship with God, in order to produce quality academic work while maintaining high standards of conduct.

CAIS believes that Christian education is life-transforming and it prepares learners for a purposeful and fulfilling life. It goes beyond dispensing information and imparting knowledge; Christian education highlights the importance of wisdom, which allows learners to see their situation in a broader context, and assign proper weight to things. When students are confronted with an issue, they have mental heuristics informed through biblical imperatives that enable them to arrive at sound judgments.

A unique distinction of Christian education is that parents have the ultimate responsibilities to educate their children (Deuteronomy 6:7). Hence, the school partners with parents in nurturing, developing and shaping godly character and spiritual values of the young learners. Values that are taught at CAIS will be further reinforced at home, so that learners will be equipped with appropriate socialization skills to function in society.

As a community, not only do CAIS learners explore the Christian way of understanding, but also the Christian way of living. Characterized by the love of Christ, CAIS is a caring, safe, respectful and welcoming community, where members understand differences, celebrate diversity and use their gifts to serve one another. The school is, in essence, a Christ-centered, learner-focused, and others-oriented learning community.

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When I was looking for a school for my elder child, Isabelle, I was inundated with choices. Hong Kong, if nothing, has a whole plethora of international schools for parents to choose. I wanted a school that has a diverse student population, is welcoming of a multicultural expat family, and offers a creative and nurturing educational environment for my child to blossom and grow.

Luckily, I have a friend whose child had enrolled in Nord Anglia International School Hong Kong (NAIS), and she told me about the school with experienced teachers, quality curriculum and the happy and confident students. When I visited the campus and talked to the staff and faculty, I left assured that NAIS is the school for my daughter. To date, both my daughters, Isabelle and Victoria, are learning and growing with NAIS.

NAIS offers an excellent curriculum, combined with proven teaching methods that has been praised and approved by many parents and experienced educators. I love the school’s modern teaching method which allows my children to learn more with less homework. The school is teaching relevant skills and providing up to date knowledge to prepare the students for the modern world. Languages, Mathematics and Art are not the usual boring compartmentalised subjects. Instead they are made relevant when intertwined with STEAM topics.

NAIS has a group of highly-qualified teachers and staff who are absolutely heart-warming. They bring out the best in my children – stimulating their minds and increasing their confidence. My elder daughter, Isabelle, is very interested in the arts. She is given plenty of guidance and opportunities to experience and to engage in this subject so that she can discover her own potential. She has been inspired by many artists, authors, and musicians’ workshops organised by the school. My second daughter, Victoria, has improved academically, thanks to her patient teachers and a positive learning environment.

Beyond the classrooms, my children get to enjoy an extensive choice of after-school activities and forge closer friendships with their school mates.

NAIS is not just a school. It is a family. The school’s international environment and inclusive culture makes it the best fit for my multicultural family. My children benefit from its diverse community and enjoy learning about world cultures through events in “Global Campus” and the annual International Day. My children always enjoy these special events because they have the chance to introduce their home country and also to experience other cultures.

Parents are not excluded in their children’s educational journey. We are encouraged to volunteer and participate in school activities, so as to better understand the school’s ethos and learning environment. These activities also allow us to forge closer bonds with the faculty and staff, as well as the other NAIS families. For me, volunteering my time during International Day, library reading sessions and community outreach programmes are definitely memorable and are treasured time spent with the NAIS community.

For any parent asking me whether I have made the right choice in choosing Nord Anglia International School for my children, my reply would be a resounding, “Yes!”

NAIS offers an all-round through-train education for students aged 3-18, with specialist teachers in Music, Drama, PE and Mandarin from the very start of a child’s educational journey. With a choice of three fantastic campuses across Hong Kong, your child will love coming to school and learning with us.

Applications are now being accepted for 2019 entry. Don’t miss out! Contact the admissions team or attend one of our campus tours to find out more.
United Christian Music Kindergarten (UCM) offers a holistic education in Hong Kong that is a unique blend of Christian values and music. It is committed to realizing its vision: “Let children be the masterpiece that God created them to be.” Believing that each child is wonderfully made by God, UCM considers each child to be unique and should be entirely accepted and embraced. Though grounded in Christian faith and values, UCM welcomes learners from all backgrounds and religions and embraces all diversity.

UCM has a strong, systematic and professional Music Curriculum. Young learners learn how to appreciate music via four approaches: Eurythmics (Musical Sense), Choral Singing, Music Appreciation and Composition, and Instrumental Learning. UCM learners can practice at least one musical instrument in their early childhood.

Motivation for continuous learning
With a state-of-the-art and curiosity-capturing environment that combines both challenges and inspiration, UCM offers a rich learning experience that is both inspirational and achievable. They also employ Montessori teaching materials in a learning studio to educate young learners through stimulating all five senses. It inspires love, confidence, joy, courage and commitment, and enables wisdom through this experience. Academically, UCM is an international kindergarten with a professional and systematic Music Curriculum, International Early Years Curriculum (IEYC) and Biblical Foundation for Early Years Chinese curriculum in an environment that captures young learner’s natural curiosity.

UCM learners get to know about the world from many different perspectives, and through a range of advanced technologies including coding design by robotic arms, Virtual Reality (VR), and Augmented Reality (AR), they can gain a practical framework of how the world God created works. The advanced STEAM program, pioneering at the Kindergarten level, is carefully crafted and designed to prepare their learners to face future challenges and technological change and innovation.

With the holistic approach to education, UCM provides a clear pathway to any local or international or musical school. Their graduates are full of love, joy and confidence and able to think independently to face any challenges that the future may hold.

In addition to blessing UCM learners with quality education, UCM is also a parent-children school, which means that UCM not only shares methodologies of parenting, but also enables parents to instill Christian values in their children through parenting. It gathers parents together, and by sharing their joys and tears of parenting, UCM parents can be mutually encouraged and blessed.

Growth is a process. As the UCM team strives to embrace every little learner’s uniqueness, parents will surely discover their child growing up with love, gentleness and a willingness to share in the world.

United Christian Music Kindergarten
Address: Capri Entire 1/F, 33 Tong Yin St, Tsuen Kwan O
Tel: 3841 4567
Email: info@ucmkg.org
Website: ucmkg.org

Come and experience our UCM amazing journey
School Information Session and Campus Tour (First come, first served. REGISTER NOW)
Date and Time:
Nov 24th 2018 (Sat)
Jan 26th 2019 (Sat)
2:30 - 4:00pm*

Morning with UCM
Nov 2nd and 9th, Dec 7th 2018 (Fri) 9:30 - 11:00 am

UCM Christmas Concert
Dec 20th 2018 (Thu)
* with Children’s Corner

For further inquiry, feel free to contact us through:
Tel: 3841 4567
WhatsApp: 9265 8523
Email: info@ucmkg.org
Address: Entire 1/F, Capri, 33 Tong Yin St, Tsuen Kwan O
Online Registration: http://bit.ly/ucm_info_session
UCM Website: www.ucmkg.org

Let children be the Masterpiece that God created them to be.

* United Christian Music Kindergarten is applying to the Education Bureau for school registration. It is envisaged that the school registration will be completed around the fourth quarter of 2018.
Box Hill is an international kindergarten originating from Australia. In 2004, they established their first school in Hong Kong and since then, the school has strived to provide quality and unique kindergarten and pre-school education for children aged 2-6. They currently have four branches located in Ma On Shan, Fo Tan, Tseung Kwan O, and Kwai Chung.

Box Hill focuses in raising each child’s confidence and self-esteem, as well as nurturing children to build their interest towards learning. They pledge to create a joyful and family-like atmosphere for children and families. Together with the latest interior design, their modern, nurturing environment can stimulate children’s imagination which is good for learning.

As the school encourages life-long learning and they believe that it is important for everyone to progress and develop, all Box Hill teachers are qualified and well-experienced who are genuinely able to support different learning styles and paces of children. They uphold the uniqueness of each child and teachers professionally customize the learning content and pace according to the interest and ability of each child. Their 1:9 teacher-child ratio also allows teachers to spend time with children to give them timely support and guidance. To further their commitment to providing students with the highest quality of education, the school provides regular professional development training for all their teachers.

‘Joyful learning’ and ‘play is children’s work’ underpins the play-based curriculum of Box Hill. With a view to cultivate children’s interest in learning, all learning content is organised in different variety of play. The daily free-play time also encourages children to learn from active explorations and hence help develop a wide range of skills for their future learning.

Box Hill follows the Early Years Foundation Stage (EYFS) curriculum from the United Kingdom, which emphasizes a holistic and individualised learning for each child. Being in a metropolitan like Hong Kong, their one-of-a-kind language curriculum allows children to acquire multi-lingual fluency through immersing in full and authentic English learning environment.

To further enhance children’s language learning foundation, they offer the ‘Letters and Sounds’ Phonics Programme from UK which helps children develop the essential phonological awareness and solid phonics skills, hence gradually facilitating them to become confident readers and writers.

Besides having English as the main medium of instructions, the school has a progressive Chinese curriculum (Cantonese and Mandarin) which help children acquire the essential skills for interfacing to local primary schools. As an award winner of the Outstanding Individual Brand 2018 (Education) from the Asia Branding and Franchising Association, Box Hill is determined to maintain the high quality of education for young children and families. They will be providing full-day class at Kwai Chung Branch and also extending a wider variety of services to children under 2 years old (subjected to EDB approval).

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ESF - Inspiring the Global Leaders of Tomorrow

The English Schools Foundation is the largest provider of English-medium international education in Hong Kong. For over 50 years, we have been nurturing talent, supporting learners and their families – and preparing young men and women to be the global leaders of tomorrow.

Former students of ESF’s 22 schools can be found in every part of the world. Our size – and our proud history means that our alumni have been shaping the world in which we live for decades.

Our outstanding results are a testament to our outstanding teaching staff – but that is not the whole story. At the heart of our success is our approach to teaching – which starts with our International Baccalaureate Primary Years Programme (PYP).

ESF schools have been following the International Baccalaureate programme for almost 20 years now. In that time, we have evolved teaching from a ‘teacher teaches, pupil listens’ model, to one where every student is an active participant in their own learning.

Walk into any one of our schools and you will see our learners confidently showing the skills that they will need to be a success in the future. They don’t just listen, they question. They don’t just receive information – they analyse it and consider what it means for our world now – and in the future.

Simply put, we want every student to be the very best they can be. Our award-winning sports programme regularly brings top-level coaches and athletes to our schools – and our Language and Learning syllabus brings art and culture to life.

We live in a globally connected world. At ESF we make sure our student enjoy learning – and get ready to take the lead in whatever field they choose to enter.

You can find out more about ESF and how we are inspiring the global leaders of tomorrow by visiting our website www.esf.edu.hk or by following us on social media.

ESF - Inspiring the Global Leaders of Tomorrow

Our Schools

Primary Schools
- Beacon Hill School
- Bradbury School
- Clearwater Bay School
- Glenealy School
- Kennedy School
- Kowloon Junior School
- Peak School
- Quarry Bay School
- Sha Tin Junior School

Secondary Schools
- Abacus
- Hillside
- Tsing Yi
- Tung Chung
- Wu Kai Sha
- Island School
- King George V School
- Sha Tin College
- South Island School
- West Island School

Applications for Years 1 to 12 open throughout the year

English Schools Foundation
25/F, 1063 King’s Road, Quarry Bay, Hong Kong
Tel: +852 2574 2351
Fax: +852 2818 5690
Email: info@esfcentre.edu.hk
Website: www.esf.edu.hk
Preparedness is the key to success and that rings true whether you’re preparing to go to university or running a marathon. Fortunately for the former, you can access resources – such as educational consultancy firm and learning center, The Edge – to help you achieve your academic career goals. “Plan early, especially if you’re planning on going into majors like Medicine, Accounting or Law,” advises Admissions Consulting Partner, Antonia Chui. “At The Edge, we recommend planning ahead by two years for those targeting UK universities, and as much as four years ahead for those who want to study in the US.”

Even though Hong Kong’s education system is known for being rigorous, Chui warns that the local HKDSE is still relatively new and may not be seen to be as competitive as internationally recognized accolades, such as the International Baccalaureate or the British A Levels. Thus, students who wish to go overseas for university are advised to pad their admission applications with the more widely-recognized international examinations.

“Students are making an effort to be immersed in your chosen field of study,” Chui explains. “If you’ve picked a ‘serious’ major, UK universities are going to want to see that you’re interested in and are making an effort to be immersed in your chosen field of study.”

For schools who are looking to get into top schools like Oxbridge, though, there are some extra hurdles they will have to cover. “There are pre-interview tests and post-interview tests and they’re specific exams that are score-dependent, so candidates really need to prep for them,” Chui stresses.

The Edge provides interview coaching services, as well as essay preparation and mock exam papers to help their students be fully prepared for such gruelling admissions procedures.

While choosing majors is, of course, a vital personal choice, students should also think about what kind of academic future they’d like to pursue at university. Founder and CEO, Duc Luu, offers this insight: “What all universities are looking for is students who have the ability to graduate. But what I advise students to think about is whether your aim in getting into university is whether you’d like to further your own education, or if your aim is to gain experience in skills such as entrepreneurship or organizing events.”

He says that if it is about gaining life skills, then perhaps your academic career can be less GPA-oriented, and more geared towards finding the right clubs and networks to tap into in order to gain the experiences you need.

Chui adds, “You can also do internships related to the field you want to get into, these don’t even have to be working internships, they can be something simple like job shadowing, just to show the university that you are interested in and are making an effort to be immersed in your chosen field of study.”

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CONSULTANTS EMPHASIZE THE IMPORTANCE OF PREPAREDNESS TO GAIN ENTRY TO TOP UNIVERSITIES

“Ms. Antonia Chui, Admissions Consulting Partner”
Tips for International School Admissions

Trying to find the best international school in Hong Kong for your child? Having a headache wrapping your head around the different application processes, deadlines, and requirements? Here are five tips to keep in mind from the experts at Aegis Advisors.

1) Find the right fit
Not all international schools are the same. Different schools offer different curriculums, and which curriculum you choose will likely determine the trajectory of your child’s academic future. Not all programs are the same, and matriculation rates to boarding schools and universities in the US, UK, Canada, Australia, etc. vary greatly depending on which program you choose, especially in high school. That said, it’s not all about rankings – fit is just as important. Spend time to understand the differences between curriculums and schools, as well as how they fit with your educational plans, including future university plans.

2) Foundations, foundations, foundations
No matter which school your child attends, having a strong foundation is critical – especially in core subjects like English and math. In other words, grades matter, and all decent schools will expect solid grades. That said, grading can be highly subjective across individual schools, which is why it’s important to track your child’s progress with external examinations such as MAP, SCAT, ISEE, SSAT, etc. that standardize your child’s academic achievement against other students around the world.

3) Stress-free interviews
Interviews matter at most schools, but different schools have different interview processes. While being overly rehearsed will backfire, it’s still important to be prepared. Keep in mind that schools often are looking to admit not just the student, but their family as well, so make sure that you are just as prepared.

4) Recommendation letters
Recommendation letters are often mandatory from teachers and counsellors. They’re essential in helping schools understand your child’s character and competence. Work closely with your child’s teachers, pay close attention to comments given, and tackle weak areas as early as possible, not just right before applications. Positive endorsement from your child’s previous teachers will be critical to a school’s admissions decision.

5) Consider support from an expert
While not everyone will seek support in the admissions process, a little extra help never hurts. In our experience, many kids are often unprepared for entrance exams, and many parents typically fail to plan early or recognize the complexities of the application process. Many families seek external guidance, so get the support you need as soon as possible. You don’t have to go through the process alone.

About Aegis Advisors
Aegis Advisors is an educational firm with an 11-year track record of working with families in Hong Kong to provide support and guidance through the entire educational lifespan. From US and UK boarding schools and university experts to IGCSE, IB, AP and A-Level specialists, their team of committed advisors, experienced tutors and dedicated coaches work in tandem with clients to realize their educational goals.

Aegis Advisors
Address: 16/F, Vulcan House, 21-23 Leighton Road, Causeway Bay
Tel: 8175 5687
Website: www.aegis-advisors.com

Find us on
ABC Pathways International Kindergarten
Tai Koo Campus
G/F, Block D&S Kornhill Garden, 1124 King’s Road, Quarry Bay
Tel: 2110 1211
Email: enquiry.mk@ABCpathways.edu.hk
Website: abcpathways.edu.hk
Year founded: 2014
Curriculum: International

Whampoa Campus
Shop No. 25, G/F, Site 11, Whampoa Garden, Hung Hom
Tel: 2766 3882
Email: admin-wp@ABCpathways.edu.hk
Website: abcpathways.edu.hk
Year founded: 1995
Curriculum: Australian National Curriculum, IBDP

Alison’s Letterland International Kindergarten
Flat C, 2/F, Marco Polo Mansions, 10 Cleveland Street, Causeway Bay, Hong Kong
Tel: 2504 1978
Email: admin@ais.edu.hk
Website: www.international-playgroup-kindergarten.com
Year founded: 1996
Curriculum: Early Years Foundation Stage

Anfield International Kindergarten
5 Cumberland Road, Kowloon Tong, Kowloon
Tel: 2794 3668
Email: admin-f@anfield.edu.hk
Website: anfield.edu.hk
Year founded: 2014
Curriculum: International

Anfield School
No. 1, Lung Pak Street, Tai Wai, Shatin, N.T.
Tel: 2692 8823
Email: office@anfield.edu.hk
Website: www.anfield.com.hk
Year founded: 2014
Curriculum: Other

Antonia International Kindergarten
Shop Nos. 31 - 33, 78 - 80 & 84 - 87, LG/F, Tsuen Wan Garden Phase I, 15 - 23 Castle Peak Road, Tsuen Wan, New Territories
Tel: 2612 0984
Email: admin@antonia-kindergarten.com
Website: www.antonia-kindergarten.com
Year founded: 2014
Curriculum: Early Years Foundation Stage

Aristle International Kindergarten
Causeway Bay Campus
Unit 302, 3/F., One Hysan Avenue, Causeway Bay, Hong Kong.
Tel: 2801 7920
Email: info@aristle-gifted.com
Website: www.aristle-gifted.com
Year founded: 2010
Curriculum: International

Aristle International Kindergarten and Nursery
Shop 1, G/F. & Shop 2, 1/F., Emerald Twenty-Eight, 22 & 26 Tai Po Road, Tai Po, Kowloon.
Tel: 2323 2982
Email: info@aik.edu.hk
Website: www.aik.edu.hk
Year founded: 2010
Curriculum: International

Australian International School
Ao-Ngan Road, Kowloon Tong
Tel: 2304 6078
Email: info@aishk.edu.hk
Website: www.aishk.edu.hk
Year founded: 1995
Curriculum: Australian National Curriculum, IBDP

Avendale International Kindergarten
The Parkside Campus
101-103, The Parkside Mall, 18 Tong Chon Street, Tsuen Kwan O
Harmony Garden Campus
Kindergarten, Harmony Garden, 9 Sai Sai Wan Road, Sai Sai Wan
Sai Wan Campus
1-2 Floor, 554-560 Queen’s Road West, Sai Wan
Tel: 2866 6720
Email: enquiry@avendale.school
Website: www.avendale.school
Year founded: 2018
Curriculum: Reggio Emilia inspired emergent curriculum

Bambino English Playschool
Causeway Tower, 4/F., Flat F, 16-22 Causeway Road, Causeway Bay, Hong Kong.
Tel: 2576 5269
Email: kg@netvigator.com
Year founded: 1978

Blooming Buds Preschool
Unit 7, 1/F., Island Crest, 8 First Street, Sai Ying Pun, Hong Kong.
Tel: 2887 9921
Email: enquiry@bloomingbuds.com.hk
Website: www.bloomingbuds.com.hk
Year founded: 2012
Curriculum: Reggio Emilia Approach and the Creative Curriculum
Box Hill (HK) International Kindergarten & Pre-school
Ma On Shan Campus
G/F, Tower 10, Phase 1, Vista Paradiso, No. 2 Hang Ming Street, Ma On Shan
Tel: 2706 6032
Email: mos@boxhill.com.hk
Fo Tan Campus
No. 327, Podium of Jubilee Square, Fo Tan
Tel: 2688 2161
Email: fotan@boxhill.com.hk
Tsing Kwan On Campus
Shop K01, Level 2, Metro Town, Tseung Kwan O, N.T.
Tel: 2623 0023
Email: tko@boxhill.com.hk.

Kwai Chau Campus
No. 21, G/F, Commercial Complex of Wonderland Villas, 9 Wah King Hill Road, Kwai Chau, N.T.
Tel: 2511 1383
Website: www.boxhill.com.hk
Year founded: 2004
Curriculum: Early Years Foundation Stage

Brightland International Kindergarten
Shop 1, Wing A, Block A, Tung Nga Court, 2 Hiu Wan Road, Tai Po
Tel: 2651 3311
Email: info@brightland.hk
Website: brighterland.hk
Year founded: 2016

British Council International Pre-School
1/F, British Council, 3 Supreme Court Road, Admiralty
Tel: 2913 5290
Email: preschool@britishcouncil.org.hk
Website: www.britishcouncil.org.hk
Year founded: 2016
Curriculum: Other

California School
3/F, Front Block, Lung Ming Building, 550 Nathan Road, You Ma Tai
Tel: 2388 9844 / 9822 7549
Email: info@californiashool.hk
Website: www.californiaschool.hk
Year founded: 1992
Curriculum: IC, GCSE, A-Levels

Canadian International School of Hong Kong
36 Nam Long Shan Road, Aberdeen
Tel: 2525 7098
Email: schoolinfo@cichs.edu.hk
Website: www.cichs.edu.hk
Year founded: 1987
Curriculum: IB & OSSD

Concordia International School
68 Begonia Road, Yau Yat Chuen
Tel: 2790 9600
Email: office@concordiaint.edu.hk
Website: www.concordiaint.edu.hk
Year founded: 1990
Curriculum: North American

Carmel School
10 Bonnett Road, Mid-Levels
Tel: 2964 1600
Email: brcadmin@carmel.edu.hk
Website: www.carmel.edu.hk
Year founded: 1991

Chinese Academy
77 Candies Hill Road, Causeway Bay, Hong Kong
Tel: 2499 8000
Email: enquiry@capcs.edu.hk
Website: www.capcs.edu.hk
Year founded: 2017
Curriculum: Primary: Bilingual Immersion in English & Chinese; Putonghua; Secondary: IB MYP & DP

Chinese International School
1 Hau Yuen Path, Braemar Hill, North Point
Tel: 2510 7228
Email: cis_info@cics.edu.hk
Website: www.cis.edu.hk
Year founded: 1983
Curriculum: Primary: balanced and integrated dual language curriculum in both English and Chinese; Secondary: IB MYP & IB DP

David Exodus Kindergarten
Upper Ground Podium, Block 4, Julmount Garden, Tai Wa, Sha Tin, N.T.
Tel: 2699 0190
Email: davidexodus@discoverymind.edu.hk
Year founded: 2019
Curriculum: Own

Deborah Educational Institute
Deborah International Pre-school: Play-school (Tsuen Wan Qian) Kindergarten Tower, Bauhinia Garden, 11 Tong Chuen Street, Tsuen Wan Qian
Tel: 3403 4393
Curriculum: International

Delia School of Canada
5-7, Tai Fu Avenue, Taikoo Shing
Tel: 2790 9600
Email: admission@delia.edu.hk
Website: www.delia.edu.hk
Year founded: 1997
Curriculum: International Curriculum / Alberta Curriculum, Canada

Diocesan Boys School Primary Division & Diocesan Boys School
131 Argyle Street, Mongkok, Kowloon.
Tel: 2711 5191
Email: dbbsmd@dbis.edu.hk
Website: www.dbbs.edu.hk
Year founded: 1869
Curriculum: HKDSE, IB MYP, IB DP

Diocesan Girls' School
1 Jordan Road, Kowloon.
Tel: 2377 9100
Email: info@dgs.edu.hk
Year founded: 1860
Curriculum: HKDSE, A-Level

Discovery Bay International School
Discovery Bay, Lantau Island
Tel: 2987 7331 (Primary / Secondary)
Curriculum: HKDSE, IB MYP, IB DP

ELCHK Lutheran Academy
25 Lam Hau Tsuen Road, Yuen Long, N.T.
Tel: 8208 2092
Email: info@elchk.edu.hk
Website: www.lucac.edu.hk
Year founded: 2010
Curriculum: Montessori

ESF Discovery College
3/F, Shop 101, 92 Siena Avenue, Discovery Bay, Lantau Island, Hong Kong
Tel: 2987 1201
Email: enquiry@discoverymind.edu.hk
Website: www.discoverymind.edu.hk
Central Campus
3/F, Mandarin Building, 34-43 Bonham Strand, Central, Hong Kong.
Tel: 2850 8006
Email: enquiry@dms.edu.hk
Website: www.dms.edu.hk
Year founded: 2010
Curriculum: Montessori

ESF Beacon Hill School
33 Edouard Road, Kowloon Tong
Tel: 2336 5221
Email: bhs@bsf.hk
Website: www.beaconhill.hk
Year founded: 1967
School Type: ESF
Curriculum: IB Primary Years Programme

ESF Bradford School
16C, Valentine Road, Happy Valley
Tel: 2574 8249
Email: enquiries@bradford.edu.hk
Website: www.bradford.edu.hk
Year founded: 1992
School Type: ESF
Curriculum: IB Primary Years Programme

ESF Clearwater Bay School
DD 229, Lot 235, Clearwater Bay Road, Clearwater Bay
Tel: 2358 3221
Email: info@cbes.hk
Website: www.cbw.edu.hk
Year founded: 1980
School Type: ESF
Curriculum: IB Primary Years Programme

ESF Discovery College
38 Siena Avenue, Discovery Bay, Lantau Island
Tel: 2967 1000
Email: office@dc.fdc.edu.hk
Website: www.discovery.edu.hk
Year founded: 2007
School Type: Private
Curriculum: IB Primary Years Programme, IB Middle Years Programme, IB Diploma

ESF Abacus International Kindergarten
1A Mang Kung Uk Road, Clearwater Bay
Tel: 2719 5712
Email: kinder@abacus.edu.hk
Website: www.abacus.edu.hk
Year founded: 2002
School Type: Private
Curriculum: IB Primary Years Programme.
Babies and Toddlers (Tsim Sha Tsui) Campus
Shop 3, G/F, The Austin Place, 38 King Chung Street, Kowloon
Tel: 2812 6081
Website: gipsyinfo-kln@gipsy.edu.hk
Email: schoolservice@kinderu.org
Year founded: 2002
Curriculum: International Baccalaureate®

Parkview International Pre-school
Hong Kong Island Campus
Tower 1B, Parkview, 89 Tai Tam Reservoir Road, Hong Kong
Tel: 2812 6232
Website: gipsyinfo-pk@gipsy.edu.hk
Year founded: 1999
Curriculum: International Baccalaureate®

Rightmind International Nursery & Kindergarten
Shum Wan Campus
G/F, Broadcourt Court, No. 11 Shun Wan Road, Hong Kong
Tel: 2815 1018

South Horizons Campus
UG/F, Tower 26, South Horizons, Phase 4, Ap Lei Chau
Tel: 2877 0152
Email: parentservice@kinderu.org
Website: www.southhorizons.org
Year founded: 1980
Curriculum: International Baccalaureate®

Rosedale Primary School
UG & 27-37 Watescle Place, 38 Wing Shun Street Tsuen Wan
Tel: 3406 7300
Website: www.roosedale.edu.hk
Email: info@roosedale.edu.hk
Year founded: 2004
Curriculum: IPC

Safi Kid International Kindergarten
Happy Valley Campus
16 Min Fat Street, Happy Valley, Hong Kong
Tel: 2177 0001
Website: www.happyvalleysafikiddasia.com

Pok Fu Lam Campus
1111 Choi Fu Landmark, Chi Fu Fa Yuen, Pok Fu Lam
Tel: 2177 0001
Website: www.safikiddasia.com
Year founded: 2005
Curriculum: Difer

Sai Kung International Pre-school
159 Che Kong Tuk Road, Sai Kung
Tel: 2791 7134
Website: www.skisam.edu.hk
Year founded: 1999
Curriculum: Early Years Foundation Stage

Sai Kung Montessori
Unit 19, 787 Tan Cheung, Po Tung Road, Sai Kung
Tel: 5369 8567
Website: info@skisam.com
Year founded: 2016
Curriculum: Montessori

Small World Christian Kindergarten
YMCA of Hong Kong Christian School
5 Kwong Lee Road, Shum Shui Po, Kowloon
Tel: 2361 1583
Email: info@swc.edu.hk
Website: www.swc.edu.hk
Year founded: 1986
Curriculum: Own

Stamford American School Hong Kong
25 Man Pak Road, Ho Man Tin
Tel: 2500 8688
Website: admissions@stamford.edu.hk
Website: www.stamford.edu.hk
Year founded: 2017
Curriculum: Inquiry-based American Curriculum with IBDP and Common Core Plus Standards

Sunshine House International Pre-school
Chi Fu Campus
Chi Fu, Tsz, 1 Chi Fu, Tsz, Chi Fu Fa Yuen, 1 Chi Fu Fa Yuen, Pok Fu Lam
Tel: 2551 3789
Email: chief@sunshinehouse.com.hk
<table>
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<th>School</th>
<th>City</th>
<th>Year founded</th>
<th>Curriculum</th>
<th>Website</th>
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<tr>
<td>The ISF Academy</td>
<td>Kowloon</td>
<td>1978</td>
<td>Montessori</td>
<td><a href="http://www.ths.edu.hk">www.ths.edu.hk</a></td>
<td><a href="mailto:info@ths.edu.hk">info@ths.edu.hk</a></td>
<td>2566 7196</td>
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<tr>
<td>Kowloon West – Greenwood G punches Green Academy</td>
<td>Kowloon</td>
<td>2004</td>
<td>IBPYP, TCRWP</td>
<td><a href="http://www.victoria.edu.hk">www.victoria.edu.hk</a></td>
<td><a href="mailto:shvkoffc@victoria.edu">shvkoffc@victoria.edu</a> horg</td>
<td>2004 9066</td>
</tr>
<tr>
<td>Victoria Education Organisation</td>
<td>Kowloon</td>
<td>2016</td>
<td>GCSE/IGCSEs, IB Diploma, Applied Learning Programme (BTEC qualifications)</td>
<td><a href="http://www.victoria.edu.hk">www.victoria.edu.hk</a></td>
<td><a href="mailto:bgvkoffc@victoria.edu">bgvkoffc@victoria.edu</a> horg</td>
<td>2016 9066</td>
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<td>United Christian Music Kindergarten</td>
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<td>2003 9066</td>
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<td>School Name</td>
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<td>2520 1315</td>
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<td>Foundation Global Education</td>
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<td>Kaplan Language Training (HK) Ltd</td>
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<td><a href="http://www.kipmcgrath.com.hk">www.kipmcgrath.com.hk</a></td>
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<td>Kip McGrath Education Centres</td>
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