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ringing up children is like building a house; it is important that we lay a solid foundation for their progressive developments. Kindergartens prepare children for a seamless transition from home to school, but, perhaps more importantly, they form the all-important base from which children embark on their lifelong education journey.

Parents look for a place that can stimulate children’s interest in learning, and cultivates in them positive values and correct learning attitudes. On a broader perspective, it also nurtures children to attain all-round development in the domains of ethics, intellect, physique and social skills, and to develop good habits to prepare them for life.

In choosing the optimal kindergarten for their children, parents will have to take into account a host of factors, including, but not limited to, the history, reputation, and management quality of the school; its education philosophy and curriculum; the qualifications, experience and attitude of teachers; the learning environment in terms of facilities, teaching aids and peer groups; as well as word-of-mouth endorsements from senior parents.

We hope this guidebook will be of assistance to you in making an informed decision on your children’s education.
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Starting off on a lifelong education journey

2021/22 Kindergarten admission arrangements

Top Schools
Diminishing diversity – the changing faces of Hong Kong International Schools

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Monitoring children’s screen time

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Is my child ready for kindergarten?

MACART International Kindergarten
Cultivating and supporting language development and early reading and writing skills through a holistic approach

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Yew Chung International School's Early Childhood Education is expanding from Kowloon Tong to Tseung Kwan O

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It is important for children to receive a quality preschool education as it lays the foundation for their future development. For the 2021/22 academic year, government has continued to implement the Free Quality Kindergarten Education Scheme to give children a better start in life.

First introduced in 2017-18, the Free Quality Kindergarten Education Scheme (Scheme) was launched to replace the Pre-primary Education Voucher Scheme (PEVS) introduced since 2007. With an aim to offer affordable and good quality kindergarten education, the Education Bureau (EDB) has provided additional subsidy for eligible kindergartens (KGs) offering whole-day (WD) and long WD services, to enhance the accessibility of pupils to different types of services that best suit their needs.

To maintain the flexibility and diversity of the KG sector and free choice for parents, the KG student admission remains a school-based matter. Additionally, it facilitates the smooth operation of the admission process of KGs and helps parents secure a KG place for their children in a timely manner.

Application procedures

Under the Scheme, each child will be issued a registration document for admission to a K1 class in the 2021/22 school year. All Scheme-KGs can only admit children with a valid registration document so as to prevent applicants from hoarding a number of places at any one time that might affect their peers.

Parents are required to apply to EDB for a ‘Registration Certificate’ (RC) for KG admission between September and November 2020. Details on application have been uploaded onto the EDB’s website in September this year.

Upon receipt of applications with the required information and documents provided, the EDB will generally take around six to eight weeks to complete processing the application and issue RC by post to applicants who are eligible for subsidy under the Scheme. Pupils ineligible for allowance will be given a ‘Kindergarten Admission Pass’ (AP) for registration with a Scheme-KG. Yet, parents are required to pay the full school fees (i.e. before deduction of subsidy under the Scheme) as shown on the Fees Certificate of the KG admitting the child.

KGs will notify parents of the results of their K1 admission before 18 December 2020. Parents need to confirm acceptance of a K1 place by submitting the RC/AP and paying registration fee before 18 December 2020. KGs may fill vacancies by admitting children on the waiting list or those who have not yet secured a place. If a child is offered a place after the Centralized Registration Dates, the parents have to complete the registration procedure on the date set by individual KGs, by submitting the RC/AP to the KG concerned.

Applicants apply to the EDB for the Registration Certificate for KG admission (RC) from September to November 2020.

Upon receipt of the applications with all necessary information and documents provided, the EDB will generally take six to eight weeks to complete processing of the applications and issue the RC/KG Admission Pass (AP) to applicants by post.

KGs process 2021/22 K1 admission applications

If application is successful

Applicants register with one KG during the Centralised Registration Dates (i.e. 7 to 9 January 2021) by submitting the RC/AP and paying registration fee.

If application is not successful

Applicants refer to the K1 vacancy information released by the EDB after the Centralised Registration Dates (i.e. from late January 2021).

Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2021/22 School Year

If parents cannot present the RC/AP to the KG their child has been admitted to during the Centralised Registration Dates, the KG concerned may not be able to complete registration for their child. Hence, parents are required to submit application to the EDB within the designated period.

If an applicant is admitted after the Centralised Registration Dates, he/she is still required to submit the RC/AP for registration. If an applicant wishes to change school after registering with a KG, he/she is required to get back the RC/AP from the KG with which he/she has registered. Upon getting back the RC/AP from a KG, the KG concerned will no longer reserve the place for the applicant. Normally, the registration fee paid to the KG with which the applicant has registered will not be refunded.
None of us could have predicted how “unusual” a year 2020 would turn out to be. One of the apparent side effects of this year’s unusual events is that more places are available in Hong Kong’s international schools. Why? People say they have heard more expats have left Hong Kong and therefore more places are available.

We do not agree.

Who are the Expats?
In reality, the number of expats in Hong Kong is very small. And the number of expats able to afford high international school fees is tiny.

According to the 2016 census, about 690,000 foreigners and non-Hong Kong Chinese live in the Special Administrative Region, accounting for about 9.5% of the population. However, the data is very very skewed and unhelpful for the purpose of ascertaining the availability of spaces in international schools. This number accounts for all domestic helpers as well as low income ethnic minorities. It also does not account for all the HK Chinese and Mainland Chinese with additional passports.

Expats are not Important
Our international schools are NOT populated by expats. Of almost 38,000 children in international school, most are Chinese children with additional passports, or increasingly Chinese children without additional passports. And, with the growing number of private schools with no preference for international or local children, the diversity is diminishing. Furthermore, the true international schools with mandated quotas to accept a certain number of children with foreign passports, are not all able to meet this quota - sometimes as high as 85 - 90% - and are discussing with the Education Bureau to have it lowered.

Demographics are changing
The low numbers of expats, coupled with increasing demand from local parents is not new. Local Chinese families began considering international schools in 2003 when SARS indirectly created a lot of vacancies by fleeing expats (when we had far fewer international schools). Another catalyst was the introduction of Moral and national education (MNE) in local schools in 2012. And, in 2020, we have another new wave of interest from families keen to leave local schools for various reasons.

On the other hand, the expats that remain in Hong Kong - and a steady flow of those that continue to come in and out - are increasingly unable to afford the high fees of the top international schools. We have seen the steep rise in numbers of parents working in middle management or start ups with no help packages. For many of these families, employers - unfortunately - do not cover school fees and so they choose free local schools.

This year, school closures and job losses/pay cuts have led some parents to withdraw their children from international and private schools when they preferred not to, or simply could not afford to, pay fees. Now that the schools are open again, many are choosing local school or homeschooling.

So, it does mean that schools do have places for good fit students, regardless of their passport. If you would like professional assistance to find the very best international or private school for your child, please do book a complimentary Preliminary Admissions Consult with one of our Consultants (in English or Chinese). Get in touch! hello@topschools.com.hk or call us on 3565 5866.
Monitoring children’s screen time

In this era of digitalization, children are inevitably exposed to more screens than ever before, including television, smart phone and tablet. Whether they are using it for educational purpose or just passing the time, parents should limit and regulate their screen time activities.

Earl y childhood is an essential period of physical and cognitive development. To grow up healthy, children under five must spend more time on physical activities and active play instead of sitting watching on screens, according to a guidance issued by the World Health Organization (WHO).

Under current Covid-19 social distancing conditions, children are deprived of opportunities for outdoor activities, so parents are relying more heavily on digital babysitters and device-led playtime to entertain and educate them.

According to surveys conducted by the Department of Health Hong Kong, parents have already started to allow their toddlers (under one year old) to be in contact with electronic screen products, in the belief that ‘the earlier their children use electronic screen products, the better prepared they would be for future learning.’

While these colorful and interesting electronic screen products can easily capture children’s heart and attention, your little ones are less likely to apply the things they have learnt from electronic devices directly to real life, and their learning is less effective without parents’ face-to-face guidance.

Therefore, parents should spend screen time together with their children, such as watching educational programs or playing interactive and creative games, to facilitate their learning. They should also avoid ‘bad screen time,’ such as turning on television all day or letting children watch parents’ favorite dramas with them, as these excessive screen time activities may cause a negative impact on children’s development, including overweight, developing unhealthy eating habit, affecting motor skills and language development.

In order to help regulate children’s screen time activities, the Family Health Service (FHS) of the Department of Health has introduced a 3Cs model for parents.

**Child:**
- Choose electronic screen activities according to children’s age, abilities and preference
- Review children’s performance to decide whether the screen activities are appropriate or not

**Context:**
- Parent is the most important context when children use screen products! Children can learn better if adults are involved with additional explanations, questions and application of the content in daily life.

**Content:**
- Appropriate content: attracts and engages children, involves interactive and meaningful elements that keep children in minds-on mode, and encourages real-life social interaction
- Inappropriate content: contains too many distracting and non-essential contents (e.g. sudden pop-up images or graphics), keeps children in ‘auto-pilot’ mode with meaningless actions, and too abstract for them to understand

Recommendations on using electronic screen products

**INTERNATIONAL STREAM**
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Mount Kelly International Preschool and Nursery School
The Austine Place G/F & 1/F, 38 Kwun Chung Street, Jordan, Kowloon, Hong Kong

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Mount Kelly School Hong Kong EDB Registration Number: 609781
Mount Kelly International Preschool EDB Registration Number: 608092
Mount Kelly International Nursery School Registration Number: CCC/948
How to prepare your children for a kindergarten interview at home

A child’s first big interview in life is to enter kindergarten, often seen as a gateway to the best primary schools and stretching to as far as a successful life thereafter. Many parents have taken great pains to prepare their children for the test by arranging different activities and workshops for them, but Covid-19 has rudely ruined their plans and put them under a lot of stress, writes Sue Ng.

Starting kindergarten is a milestone for toddlers and their parents, but to get into their dream school, the child must first make the grade in the competitive selection.

Dr. Lau Yi-Hung Eva, Associate Head of Department of Early Childhood Education at The Education University of Hong Kong, points out that the all-important interview has become ultra-worrisome in view of the need for social distancing in the current epidemic.

“As things stand at the moment, preschoolers have been confined at home and deprived of opportunities to meet people. As a result, they may find it doubly difficult to adapt to an interview,” says Dr. Lau. “Parents are worried their children may not have developed the necessary social skills and their performance will suffer in the upcoming interview.”

According to Dr. Lau, kindergartens are, in general, looking at whether the child is ready for school, meaning whether they have the ability to adapt to school life and learning. She has prepared a handy checklist for parents in this regard.

Kindergarten readiness checklist

1. **Basic skills/concepts**
   - There are two aspects here: Firstly, there are basic concepts which include rote counting and recognizing colors, shapes and letters, etc. Then there are basic life skills, like manners, character, dressing, and putting things back in place.

2. **Confidence**
   - Confidence is an important character trait that kindergartens always look for, such as whether the child is talkative or confident to express themselves with good language skills, and whether they have a positive mind and learning motivation.

3. **Social skills**
   - Schools will observe the child’s interaction with their peers during the interview. Those willing to share things with others, and actively approaching or initiating some interactions with their peers, and being comfortable in a new environment, may score more points.

4. **Attention and self-regulation**
   - Self-regulation refers to the child’s ability to manage their emotions and behaviors. The school may look at how they would behave when they wish to get a toy, and whether they are able to control their temper.

5. **Problem-solving skills**
   - The school will observe how a child reacts to a challenge, for example when they fail to open a box, will they try to solve it by themselves or just immediately turn to their parents? High persistence is key to problem-solving skills.

“Confidence is an important character trait that kindergartens always look for, such as whether the child is talkative or confident to express themselves with good language skills, and whether they have a positive mind and learning motivation.”

In fact, these five skills are interrelated,” says Dr. Lau. “If the child does well in one, other skills would come to them naturally.”

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**Sue Ng**

“Parents are worried their children may not have developed the necessary social skills and their performance will suffer in the upcoming interview.”

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**Dr. Lau Yi-Hung Eva**

Associate Head of Department of Early Childhood Education at The Education University of Hong Kong
Practising social skills

Among these five skills, Dr. Lau says parents may find social skills the most challenging one to nurture as children lack socialising opportunities under current circumstances. But she points out there are still many ways whereby parents can remedy the situation.

She suggests parents can encourage their child to draw a picture or scribble, and then send it by post to their relatives or friends’ children. “Children can reinforce their social contact with others through the process of giving and receiving something real to keep.”

In place of face-to-face contact, Dr. Lau suggests parents can let their children phone up their peers or family members. “It is more beneficial for kids to maintain social contact via phone calls,” she explains. “As they are not able to rely on facial expression or body language to describe their thoughts and feelings, they must make the most with words instead, which can improve their conversation skills and power of expression.”

Interview D-day tips

No matter how well parents think they have planned and prepared with their kids, some unpredictable things can still occur during the interview as the little ones might feel nervous or uncomfortable with the interview settings. In order to help them shine in the interview, Dr. Lau has a number of tips for parents.

✓ Inform your kids early about the interview

Explain to your kids what the interview is about in advance. But don’t over-emphasise the importance of the interview or put pressure on their performance.

✓ Sleep well and eat well

Make sure your kids are in a good physical condition so that they can be energetic during the interview.

✓ Motivate your children

Set some achievable goals with your children about the interview and tell them you will reward them with a sticker or something they like when they achieve those goals during the interview. Most importantly, praise your child after every interview to reinforce the good performance.

✓ Plan a celebration after the interview

Tell your kids there will be a celebration after the interview, such as going to a picnic or bringing them to their favorite restaurant, so that they will look forward to the interview.
What is an Emergent Curriculum?

Written by Rachel Blois, Yew Chung International School (YCIS) Educator

“Emergent Curriculum begins with an openness to what children are doing, thinking, and saying” (Stacey, 2009). At Yew Chung International School (YCIS), each child is treated as a unique individual, with innate talents and gifts that should be nurtured to the fullest potential. In Early Childhood Education, YCIS educators spend a long time discovering how to carefully curate a supportive, warm and holistic environment for each child.

Why is an Emergent Curriculum important?

In each YCIS classroom, there is a unique group of learners, each with their own interests, passions and curiosities. One child might be fascinated by insects, big and small. Another might want to sit and paint for some time each day. While another builds imaginatively with construction toys. An Emergent Curriculum allows children to choose their own activities and resources. This child-centred approach allows children to explore, develop and grow at their own pace.

At YCIS, teachers observe the child and notice what he or she is doing in the environment. This is a complex process as the teachers have to go beyond the obvious to observe the underlying meaning behind their play. Before responding, the teachers will reflect on what they have seen as a teaching team and engage in a reflective discussion on how they can extend the learning playing out within their own classrooms. Teachers will also talk to parents about their observations of what their child has been engaging with at home. At YCIS, parent perspectives are always welcomed as it helps to give the teachers a deeper insight into the learning that is happening.

From there, the teachers respond in a way that provides opportunities to support and extend the learning. This could be a conversation with the children to find out more; adding new resources to scaffold the children’s development or creating a provocation to explore something new.

What do teachers do in class?

Each class has Co-Teachers who are able to support children by speaking English, Cantonese or Mandarin. The first priority in the class is to make every child feel safe and welcome. Relationships play a critical role within our teaching and learning (Lee, Carr & Green, 2001). YCIS teachers spend extended amounts of time observing children as they play, engaging in dialogue with them and supporting them as their relationships develop. As the teachers get to know the students and their families, they learn more about what interests the children and create learning experiences specifically for each child.

How do I know my child is learning?

A common question the teachers might be asked is “How will my child learn the alphabet if he’s only playing with trains?” YCIS teachers seek to observe a range of learning areas within children’s play, including social and emotional development, problem-solving, resilience and confidence. The development of these skills is essential in becoming a competent learner, and they start in the early years!

YCIS teachers will take observations, guided by the seven learning areas within the Early Years Foundation Stages (EYFS). This helps them ensure each child is developing holistically, and identify areas where a child might need extra support. The teachers are creative in how they observe as children have so many ways of exploring, creating and developing their knowledge. These observations may take place as they play with their friends, or in conversations with teachers. YCIS believes that each child learns at their own pace and the teachers work to provide holistic learning opportunities which cover all the learning areas within a child’s current interest and play.

YCIS teachers want to involve the parents, as much as possible in this process. As a parent, you are your child’s first teacher. You know your child the best, what makes your child excited, what frustrates your child and what their interests are at home. At YCIS, teachers will share the child’s progress as they make regular weekly contact with the parents as well as through Portfolios, Learning Journeys, Parent Teacher Conferences and Reports. YCIS values a strong Home-School Partnership and the relationships the teachers build with families.

Tips

How can I support my child at home using an emergent approach to learning?

YCIS teachers’ advice is to start slow! There are so many ways to develop your child’s emergent play at home, so take some time to figure out what might work for your family. Rather than buying specific toy sets or models, you can buy or collect ‘open-ended’ materials. Open-ended toys and resources are objects which may have many uses and are not bound to one form of play.

For example, plastic food items, such as fruits and vegetables, have one function – to be pretend fruits and vegetables. However, a resource such as pom-poms could be used for role-play, dramatic play, sensory play or creative play. They stimulate your child’s imagination and creativity. There are lots of open-ended materials that you can find within your home as well as in nature.

Children have daily opportunities to explore with sensory and messy play, allowing them to develop a deeper understanding of the world around them while exploring with their senses.

Children explore various loose parts and classroom resources to extend and solidify their learning.

Our Co-Teachers engage with children’s interests as a way to strengthen their relationships with them.

References


Yew Chung International School

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Website: www.ycis-hk.com
Learning health and wellness from a young age

The holistic health and wellness initiative at Korean International School Hong Kong helps children develop skills that they can later leverage in their adult years.

A holistic approach
A through-train school offering two separate streams – the International Section and the Korean Section – KIS accommodates students from Reception to Year 13, and the emphasis on holistic wellness is demonstrated throughout the progression.

The school is teaching all students how to get the most of their PE lessons, by using creative, non-contact games like rock paper scissors, jumping jacks and equipment like hula hoops to enforce compliant with social-distancing rules.

Lin points to the special setups and procedures in the Physical Education (PE) lessons to ensure hygiene and the well-being of children and staff. “There is a limited amount of equipment accessible only by staff, and they are thoroughly sanitised before use. There’s no physical contact and everyone has to keep their masks on during the classes.”

In addition to training up the body, belly breathing is taught to prepare children as they return to their classrooms after the PE lessons, says Ni Si Nixon, a PE Teacher at KIS. The school addresses the need for upper secondary students to exercise by providing workout sessions that focus on a wider concept of health, like guided meditation that directs the focus on different senses so that children become more aware of themselves and their surroundings.

Chadwick expresses the hope of establishing KIS as a school in Hong Kong that others look on as an example. “It’s important to help everyone as much as possible in this testing time. For our children, we aim to be a lighthouse that leads their way out of the fog, so that they can embark on a bright and sunny future.”
Holistic approach to early childhood education

Adopting the English National Early Years Foundation Stage (EYFS) curriculum, Mount Kelly International Preschool provides a range of experiences and opportunities for children to broaden their knowledge and skills.

“We want to see students excel in their lives and make progress in their learning journey,” says Hanady Fawzy, Deputy Head of Mount Kelly International Preschool. “We are dedicated to nurturing confident children with high aspirations, who are equipped with the skills and tools to thrive in any part of the world.”

Mount Kelly Hong Kong, inheriting over 140 years of education experience from Mount Kelly UK, is an all-through school that provides a seamless education path for students aged from 6 months to 16 years old, including Babies and Toddlers (playgroup), International Preschool and Nursery, Primary and Secondary school.

Well-rounded development

As a British school, Mount Kelly International Preschool follows the British National Early Years Foundation Stage (EYFS) curriculum as a base for supporting the holistic development of children, who are mostly taught through structured lessons, games and play.

“The EYFS curriculum is one of the strongest curricula in the world. It sets the standards that all early years providers must meet to ensure children learn and develop well, and are kept healthy and safe,” says Fawzy.

By specifying seven key learning areas, the curriculum imparts preschool learners with a broad range of knowledge and skills that builds a solid foundation for future progress through school and life. These include communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; and expressive arts and design.

Fawzy points out that, at Mount Kelly, learning goes beyond the classroom, and the campus is brimming with learning opportunities. “In the changing room, children learn about independence, self-management and self-awareness. They explore the joy of learning and reading in the library. Whereas in the play area, they learn to bond with their peers, which fosters the development of social skills.”

To lay the foundation of academic excellence, Mount Kelly International Preschool offers two streams: the Bilingual Stream and International Stream. In the Bilingual Stream, lessons are equally split between English and Chinese, where two teachers – a Mandarin and an international teacher – handle the same classroom. For the International Stream, lessons are instructed in English by an international teacher, with Chinese lessons conducted twice a week.

A progressive educational journey

As a through-train school, Mount Kelly offers a superb British education from infancy to graduation, enabling children to reap a range of diverse benefits. “Once they adapt to the system, environment and values of our school, they remain constant year after year,” Fawzy observes. “This results in a more rounded and structured learning process.”

A major advantage also manifests in the camaraderie children develop with their peers and teachers through the years. “Students get to make friends for life that will share their experiences from the first day of school, all the way to high school graduation,” says Fawzy, who notes that a tricky transition often occurs when students have to move from one curriculum to another when they change schools.

“The benefits also extend to the stability and support of the teaching staff, and the confidence it brings to children. As the teachers know each individual learner, they’re able to adjust their teaching approach, ensuring a seamless transition from pre-school to primary and beyond,” she adds.

Looking ahead, Fawzy notes that the school is currently working on integrating the new EYFS statutory framework. “We are developing the outdoor learning programme in the hope that, as the restriction of Covid-19 eases, children will be able to spend more time learning outside the classrooms.”

“‘We are also strengthening the connections with international schools in and beyond Hong Kong to learn from others’ experience. On top of that, we are looking to organize more family events for parents to get involved with their child’s education,’” says Fawzy. “The aim is to raise the overall education standard in Mount Kelly Hong Kong, and it is at the heart of everything we do.”

Mount Kelly International Preschool and Nursery School

33 Kwun Chung Street, Kowloon, Hong Kong
Tel: 2157 9557
Website: www.mountkellypreschool.edu.hk
Big Decisions for Our Little Ones

‘Being ready’ for kindergarten is not about a set of skills you need to make sure your child has before they start kindergarten. It is about preparing your child for this next transition and it is useful to think about the conditions you want present in your child’s life to ensure kindergarten is a positive and enriching experience for them.

Language Skills

Being able to express oneself and being understood is very enabling. To develop your child’s language skills, you can support them by:

• Modelling simple sentences and phrases your child can imitate and use.
• Encouraging them to express their needs verbally, using these modelled phrases.
• Engaging in ‘real’ conversations with your child, where you take turns to talk and listen to one another.

Social Skills

Developing and maintaining meaningful relationships with others is a vital skill that we all need throughout life. We can help to prepare our children by:

• Playing simple games that require turn taking and sharing
• Visiting parks or play areas where they will share the space with other children, supporting them in their play and modelling turn taking and consideration
• Talking about feelings and emotions and looking at pictures of what the feelings may look like in others.
• Praising them when they recognise the feelings and needs of others.

Independence Skills

Here are some practical self-help skills that you can develop with your child. Consider these to see how they are getting along:

• Can they go to the bathroom by themselves?
• Can they cope without your company for part of the day?
• Can they complete the basic aspects of dressing themselves – even if the shoes are on the wrong feet or jacket is on backwards?
• Can they ask for help if they need it?

Remember, a kindergarten’s role is to care and teach your child, in partnership with the you. So, even if your child cannot do the above perfectly, a good kindergarten will understand their role to continue to develop these self-help skills with your child.

Is My Child Ready for Kindergarten?

Written by Ruth Hanson, Head of NAIS Early Years Campus, Tai Tam

Is My Child Emotionally Ready for Kindergarten?

Emotional development is important to consider as your child approaches kindergarten. Consider the following questions and talk them through with your child’s teacher before they start kindergarten:

• How does your child deal with frustrations?
• Can they comfortably spend time apart from you?
• How do they like to be comforted?
• How do they approach new people and new tasks?

The Importance of Time and Relationships

When the big day finally arrives, do not rush the settling period. Allow your child time to get to know their teachers and carers and time to become familiar with the environment and the new routines that will be structuring their day.

If your child is not used to being separated from you, gradually increase the separation time, making those periods manageable for your child – they will soon come to realise that you always return. When your child sees you trusting the adults in the setting, smiling, laughing and chatting, they will often follow suit.

When settling a new child, I would always ask the parents questions, like the ones above, to help me understand and know their child. All of this information would help me respond individually to their child, helping them to feel safe and secure in their new kindergarten.

At Nord Anglia we know that children develop best when they feel safe and secure. Our pre-schools create a caring, inspiring and happy environment, where we build strong partnerships with the family in order to support every young child’s holistic development.
Language development and emergent reading and writing are a huge part of the MAGART international curriculum and learning at MAGART, and they follow developmentally appropriate practices which are personalized to meet the needs and level of each of the children.

“We are very proud of our excellent language programme. Our children are completely immersed in a natural and safe bilingual (English and Mandarin) environment, it is incredible how quickly they gain vocabulary, fluency and confidence in language” says Khardine Rendall, Director of School Development.

Children are emerged in a print-rich environment full of opportunity even from playgroup (1-2 years old), building strong pre-reading and writing skills from an early age. The EYFS curriculum is embedded with a strong letters and sounds and phonics programme, and children learn about the history of traditional Chinese characters through stories and poetry, and have opportunity to join competitions and performances.

Rendall emphasizes “the key to success is developmentally appropriate practices and nurturing a love of literacy. We must cater to each child’s individual stage and provide an enriched and engaging environment and rich opportunities which inspire, support and challenge language development and emergent reading and writing.”

How does MAGART achieve this?

Physical Development and Motor Skills – it is essential that children have strong gross and fine motor skills, coordination and flexibility to set the foundations for early-writing. MAGART has a strong emphasis on developing these areas.

Mark-Making – there are specific stages of reading and writing development. Children must be able to manipulate tools (pencils/crayons/paintbrushes) and explore forming different marks, shapes and strokes (e.g. circles and lines) before they can begin to form letters.

Books and Reading – There are designated reading areas, small libraries and books in all of the classrooms at MAGART. Children are read to everyday, exploring stories and characters and gaining comprehension, knowledge and a love of reading.

Phonics – MAGART has a comprehensive phonics programme, based on Letters and Sounds and supplemented with Jolly Phonics songs and characters to engage children and ensure a comprehensive phonics foundation.

Language & Vocabulary – at MAGART teachers use mature language and real vocabulary with children, introducing new and diverse vocabulary and respecting children as the capable learners that they are.

Khardine Rendall, Director of School Development and Liam Murphy, Director of Learning & Development look forward to sharing more about MAGART’s passion for early literacy development and top tips for supporting development at home during the Standard Fair seminar on 31st October 2020.
A delightful start to learning

Box Hill International Kindergarten & Preschool, originally based in Melbourne, Australia, recently celebrated their 15th anniversary.

As the first step in lifelong learning, kindergarten is key to preparing children to develop a love and interest towards learning from an early age. Box Hill achieves this with a child-centered curriculum based on the UK Early Year Foundation Stage framework, alongside a well-planned Chinese curriculum. Chinese in Box Hill is inclusive of Mandarin and Cantonese learning, preparing students to be promoted to either an international primary school after K2, or a local stream primary school after K3.

With an emphasis on character development, Box Hill helps children build a sound foundation, giving them “Confidence for a Brighter Future.” Box Hill’s deep-rooted BoxHillian Qualities are organised into seven character traits represented by different animals, enabling students to recognise and remember the qualities in a fun way. Box Hill aims to have their students graduate as confident, responsible, kind, respectful, wise, curious, and creative children. While these qualities are integrated into the daily school routine, each trait is also periodically highlighted to allow for greater understanding. Box Hill believes that children learn best through experiences. Students are taught BoxHillian Qualities through hands-on activities like assemblies, stories, role plays, discussions, Show-and-Tells, songs, and home extended activities.

The school received positive feedback from parents, educators and lecturers from different institutions. The Education University of Hong Kong recently placed their student teachers at Box Hill for practicum. During their observations, they found that the teachers at Box Hill displayed excellent classroom management and practices, giving student teachers great practice for the future. Box Hill was then invited to join a university project to record classes in action and interview the teachers regarding their experiences of teaching and learning. Box Hill is honoured to have the quality of our education and care for our students recognised in this way.

Would you like to experience a day in the life of a BoxHillian? Box Hill offers numerous opportunities to children and their parents through playgroups, school tours and our Meet Our Principal programme. For more information, please contact the school.

Box Hill (HK) International Kindergarten & Preschool

4 campuses: Ma On Shan, Fo Tan, Tsing Kwan O, Kwai Chung
Class arrangement: PN - K3 (Half Day, Whole Day Class available at certain campuses)
Website / Facebook: boxhill.edu.hk
Whatsapp: +852 4621 1899

Box Hill (HK) International Kindergarten & Preschool

Box Hill (HK) International Kindergarten & Preschool

Box Hill (HK) International Kindergarten & Preschool
Christian Alliance International School (CAIS) has become an IB World School and is accredited to offer the International Baccalaureate (IB) Diploma Programme (DP). Details of the implementation of the IBDP will be announced in due course.

CAIS provides a through-train education for children aged 5-17. It is also accredited to provide the diploma of Alberta Education, Canada and offers Advanced Placement® courses.

Helmed by Richard Vanderpyl, CAIS sits just a stone’s throw away from the business district in Lai Chi Kok. Vanderpyl is championing the vision of the school with a diverse faculty, empowering students to make a positive impact on society for the benefit of others through Christian education.

### Quick Facts

**Chinese Studies**
CAIS also offers an in-depth oral (Mandarin) and written Chinese programme (simplified and traditional scripts), providing support across all levels from native speakers to beginners.

**Global connectivity**
CAIS has an extraordinary network – the perfect bridge connecting students to other leading schools in Hong Kong and overseas.

**Nurturing a global perspective**
We equip students to positively impacting the world through a series of local and international community engagement initiatives.

**Unique location**
Centrally located in Hong Kong, only 15-17 minutes away from key residential areas.

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**The Alberta advantages**

The Alberta curriculum is globally recognized as one of the best learning systems in the world, with students consistently placing in the top tier of international rankings.

CAIS students not only attain outstanding results in the annual Provincial Achievement Tests, those graduated with the globally recognized Alberta Diploma have also continued to secure admission to leading universities and colleges around the globe.

While nurturing students’ competencies, it accords top priority to training them to become critical thinkers, and equipping them with an entrepreneurial spirit to make the world a better place for all.

**Campus expansion**

With its new campus building set to open doors to serve more aspiring students, CAIS is determined to fit in and stand out in the international school scene in Hong Kong, as reflected in its mission statement “to cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.”

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**CAIS has a strong sense of community that isn’t only focused on religion but also focuses on developing students’ character.**

Aqmar Zaman
CAIS Alumnus | Class of 2020

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Explore Christian Alliance International School, a vibrant global school in Hong Kong that strives to prepare its students to be the best for Hong Kong and the world!

Be part of CAIS community that sharpens the mind, shapes the heart and strengthens serving hands for the glory of God and be of benefit to others.

CAIS has recently become an IB World School, and is accredited to provide the International diploma of Alberta Education, Canada and offers Advanced Placement® courses.

Details of the implementation of the IB Diploma programme will be announced in due course.

**Application Deadline**

For 2021-2022 admissions, local applicants should observe the following deadlines to ensure their priority in testing:

Preparatory and Grade 1: October 31, 2020
Grade 2 to Grade 12: December 18, 2020
As advocates of the Reggio Emilia Approach, we establish a culture of respect, and children learn to share their ideas, reflections and daily experiences through collaboration. In this way, they can negotiate, learn to problem-solve, communicate, develop critical thinking skills, all of which help prepare children for the future. Play is sophisticated – it involves talking, listening, exploring, making choices and connections, measuring, counting, storytelling, taking turns, singing, making friends, testing theories, reading, laughing, and learning all the time.

Our educators encourage children to be active learners and engaged in every stage of their learning. We believe children are capable of constructing their own learning, and we help develop the project according to their interests. To be confident, children need to be comfortable about sharing their own knowledge, as well as having the ability to think for themselves. In a project about turtles, children did their own research about turtles, designed their own prototypes, visited the Hong Kong Park to see them in nature, then went shopping for a bigger new turtle tank! This was all a child-led process, and there are no limits to what the children create.

We want children to be creative, as that’s how we can continue to innovate, sharing new ideas and thinking out of the box are aspects which are increasingly important in the workplace of the future. Children have a natural curiosity to learn and find out more – we have pets around the school, and use earthworms to teach children not only about recycling, but about caring for nature, and the environment.

Children only have one childhood; there is no second chance. At this early childhood stage, social and emotional skills are more important. Academics will come later, and if children learn in a happy setting, the learning naturally follows. A love for learning and joy in coming to school sets the foundation for future positive outcomes. To learn to read, children must first enjoy listening to stories and understanding them, hearing the words and rhythm of language before they learn the actual letters and sounds. At Fairchild, we allow children to develop at their own pace, using our thoughtfully designed learning environment, where we bring the outdoors in and pique children’s natural curiosity.

Fairchild Kindergarten
G/F & 1/F Kong Chian Tower, Block 1,
351 Des Voeux Road West, Sai Ying Pun, Hong Kong
Tel: 2803 2638

Fairchild Junior Academy
22/F, Park Commercial Centre,
180 Tung Lo Wan Road, Tin Hau, Hong Kong
Tel: 2898 1611

At Fairchild, the process of inquiry-based learning through play, is inspired by the Reggio Emilia approach which recognises and values each child’s potential. Fairchild brings ‘the outdoors in’ in an urban setting, providing great learning opportunities in natural environments that promote a child’s innate instinct to play, inquire and learn. Contact us at info@fairchild.edu.hk (Sai Ying Pun) / info@fairchildacademy.com (Tin Hau) to book a school tour now.
The German International Stream of GSIS: An education for life

GSIS is a through-train school. Once your child joins us in the German International Stream, they can attend in this stream until graduation, with no need to reapply.

The German Swiss International School (GSIS) runs two parallel streams from Kindergarten to Secondary School, following the German and British school systems to prepare students for the German International Abitur and the IB Diploma.

GSIS is renowned for being a place of academic excellence which provides an outstanding student experience and ensures that all students are given the opportunity to maximise their full potential while developing independent thinking and enquiring minds. Students in both streams are encouraged and equipped to pursue their intellectual curiosities independently within a supportive and stimulating environment, encouraging them to grow into independent individuals who can achieve whatever they set their minds to through diligence and hard work.

In the German International Stream, their students also achieved excellent German International Abitur results that are well above the German average and these students are looking forward to continuing their education at universities around the world, including Munich and the Sorbonne in Paris. Mr Ulrich Weghoff, Principal said “GSIS’s education is broad-ranging and holistic. Our students are hardworking, enthusiastic and determined learners, no matter which stream they study in.” When asked what the benefits of studying in the German International Stream are, he replied “As university education in Germany is free, one question I’m often asked is whether students need to speak German for admission into the German International Stream. The answer is that German language skills are not always necessary, especially with our Kindergarten offering a bi-lingual programme, as well as a Fast Track Programme for those students entering K06 (Y07). Some parents ask why a family who has no connection to Germany, through language or family history, choose to introduce the German language to their children and study in this stream. There are numerous opportunities with bilingual students gaining advantages for their future in an environment where each child can learn and grow at their own pace, with an emphasis on independent and critical thinking.” In addition to the bilingual learning environment, the GSIS Fast Track Programme offers a unique opportunity to experience the world class Abitur Curriculum which creates a pathway leading to higher education which many non-German speaking families aspire to provide for their children.

Every day is an adventure and a time for discovery in our Kindergarten. We bring out the best in every child and most importantly, make learning fun!

We are a through-train school. Once your child joins us, they can attend in the German International Stream until graduation, with no need to re-apply.

We make sure that each child has a really positive first experience of education, building a foundation for a life-long love of learning.

Join GSIS’s German International Stream Kindergarten today and give your child the opportunity to explore a multi-cultural education. Applications now open.

Every day is an adventure and a time for discovery in our Kindergarten. We bring out the best in every child and most importantly, make learning fun!

German Swiss International School
Main Campus
11 Guildford Road, The Peak
Tel: 2849 6216
Pak Fu Lam Campus (Kindergarten & Lower Primary)
163 Pak Fu Lam Road, Pak Fu Lam, Hong Kong
Tel: 2849 6217
Email: info@gsis.edu.hk
Website: www.gsis.edu.hk

DEUTSCH-SCHWEIZERISCHE INTERNATIONALE SCHULE
GERMAN SWISS INTERNATIONAL SCHOOL
德瑞國際學校
Cultivating the potential in every child

At Hong Kong Academy, we value how children learn as well as what they learn. Our Early Childhood team is committed to creating a joyful and authentic learning environment which cultivates the potential in every student.

We encourage students to approach every experience with curiosity and as an opportunity to develop their interests, practice their skills and build their confidence. Our purpose built, natural light-filled classrooms and many flexible outdoor green spaces are interactive, safe and fun. Whether they are working with numbers, enjoying a read-aloud or playing in the mud kitchen, our early childhood learners are encouraged to ask questions, experiment and explore. Located close to the Sai Kung shoreline and within easy walking distance of Sai Kung town, our youngest learners also benefit from regular outdoor explorations where they connect with the natural world and become more independent.

Our integrated approach to wellbeing provides children with tools and strategies to help them know who they are, nurture self-directedness and develop empathy for others. And because we know that strong partnerships between home and school are beneficial to student wellbeing, HK Academy promotes a culture of thinking, trust and collaboration by hosting regular parent education events, social gatherings and community clubs throughout the year where everyone’s voice is valued.

As an authorised International Baccalaureate World School we deliver the Primary Years Programme (PYP) from Pre-Kindergarten to Grade 5 as well as offering a PYP aligned playgroup for 2-3 years olds. We understand that every child is unique, and our small class sizes and exceptionally low student to teacher ratio ensure that we can provide the differentiated learning opportunities every child needs to flourish. Specialist teachers work with our young learners right from the start, guiding and encouraging them as they develop language, sporting, technical, artistic and musical talents. Students are also immersed in Mandarin language, with qualified native Mandarin speaking co-teachers mirroring and enriching every lesson in Playgroup and Pre-Kindergarten. Mandarin continues as a stand alone subject from Kindergarten to Grade 5 with enhancement brought into the classroom through the Mandarin co-teacher and reading programmes.

This year, HKA is celebrating our 20th anniversary and 10th graduating class. As a school of over 40 nationalities, we are proud of how our alumni are shaping meaningful lives for themselves and contributing to their communities around the world. Hong Kong Academy welcomes new student applications throughout the year and enrollment is open for 2021-22 with early childhood spaces available. We invite you to contact our admissions team to learn more about our exceptional programmes and arrange your visit.

ENROLMENT OPEN
Spaces available in all grade levels
Email: admissions@hkacademy.edu.hk
Tel: +852 2655 1111
Website: hkacademy.edu.hk

Being part of the HKA family has enabled us to become involved in our children’s education - from watching our daughter’s imagination take off during Playgroup to taking part in many of our son’s classroom activities. We are delighted to be part of a school that has inspired our children and given them such a passion for learning. It is hard to describe the pride we feel at our son coming home from school to read a book to us, or our daughter playing happily while singing a Mandarin song to herself.

Juliette & Will Burgess
HKA parents
Fostering a love of learning in the early years

Kornhill International Nursery’s cognitive-based programme allows young children to learn through active exploration and interacting with peers coming from a mixture of cultures.

With over 30 years of experience in early childhood education, Kornhill International Nursery is based on the needs of Hong Kong families and the changing scope of early childhood education. Founded and run by educators since 1986, the school values each child as an individual and promotes individuality.

Kornhill International Nursery is located in a quiet residential area in Kornhill, Quarry Bay, away from the hustle and bustle of the city. With large indoor and outdoor areas, there is ample room to run and play that is not usually offered in Hong Kong. Swimming and water play programs are organised during the summer months and the campus is equipped with areas for planting and growing vegetables and fruit. The wide-ranging facilities provide real-life learning experiences to enhance the curriculum. This includes several outings throughout the school year with parents to promote quality family time. The school also works with other organizations to provide learning support for children who may require it within our school.

At Kornhill International Nursery, children can learn from others coming from different cultural backgrounds and form lasting relationships with their peers. With a Japanese section, the school provides the unique opportunity of a bilingual Japanese and English program, as well as English, Cantonese and Mandarin programs.

Kornhill International Nursery’s cognitive-based programme allows young children to learn through active exploration and interacting with peers coming from a mixture of cultures.

Personal relationships, along with character building, is the core foundation of Kornhill’s program, and it believes that shaping children’s morals and self-awareness is an integral part of their upbringing. Working together with the community, it provides support to parents through webinars and workshops that give practical methods to teach their children at home, using a wide range of topics.

Students can begin their time with Kornhill through playgroups with parents starting at 14 months. Playgroup students then have the priority for entering the Nursery class, followed by direct entry into the kindergarten.

Parents are encouraged to visit the school to meet with dedicated educators and see if it is the right fit for you and your family.

Kornhill International Nursery

Ground Floor, 16 Hong Shing Street, Kornhill, Quarry Bay
Tel: 2884 4186
Email: admin@kornhill-edu.com
Website: www.kornhill-edu.com

English, Cantonese and Japanese streams to suit different families with opportunities to join bi-lingual programs. We value a multi-cultural environment to encourage global citizenship.
The best of Canadian education for a global future

Maple Bear Canadian International Kindergarten brings the best of Canadian education to students around the world by offering high-quality early childhood education to prepare young learners to succeed in life.

With over 513 Maple Bear schools in 20 countries around the world, we operate in conformity by offering an international experience to every local school, while still providing educational experiences personalized to each community’s unique needs. Maple Bear Hong Kong campus is located in Tseung Kwan O.

The Maple Bear Kindergarten Curriculum is designed by our own team of Canadian expert educators, the Maple Bear Faculty. Faculty members continually update the preschool material to reflect the latest in research and Canadian educational practices. Every year the Maple Bear Global Schools team of educators also go out in the field to Maple Bear locations around the world as trainers to help teachers deliver the program, and as Quality Assurance evaluators to ensure that schools are meeting standards.

Alongside the English immersion program developed by the Canadian faculty members, Maple Bear Kindergarten Hong Kong students’ learning experiences are enriched by a locally developed Chinese curriculum. Students begin learning both English and Chinese using a student-focused immersion learning system based on Canadian educational pedagogy and best practices. Students study all academic subjects in both English and Chinese to ensure a bilingual immersive learning experience.

Apart from its kindergarten program, Maple Bear Hong Kong provides organizes extra curricular activities for children between 18 months to 6 years old, for toddlers between 12 to 24 months, we organise Bear Care infant care and English playgroup classes. These English enrichment classes are modelled upon current Canadian early childhood practices. The fun-filled program is designed to educate the child in a wholesome manner: physically, cognitively, intellectually, emotionally, and socially. Bear Care provides a secure and stimulating environment where risk-taking is encouraged, and where children perceive themselves as capable and competent learners.
How smart are your children?

The answer depends on the person teaching them every day. Over the past two decades, Rightmind International Nursery and Kindergarten has proven that children aged six and below are super learners who will absorb everything we teach them as long as it’s being taught in a fun and happy way.

Rightmind is a school rich in Chinese classical wisdom with the focus on promoting early literacy to give your children the foundation of love for reading from their early years. With the teaching of Putonghua, English, French and Spanish, we are expanding your children’s ability to communicate with the world and experiencing different cultures.

Rightmind Kindergarten takes pride in putting together the best to teach your children to become the best. We spare no effort to gather a team of teachers who have the heart and ability to nurture your little ones.

The education of morals and virtues should come before anything else. The first six years are of paramount importance when it comes to formation of character. Our staff learns together with your children and teaches them by example. Through Dizigui Rightmind Kindergarten has been delivering the best virtues for your children for more than ten years.

Trust stems from communication and understanding. Talk to our founders, heads of school, teachers and even the school janitors, they are all part of the team that witnessed how great your children can be, if taught at the Right Time, with the Right Methods with the Rightmind.

Our mission statement guides our efforts. Our goal is to educate your children to become “angels in the life of another” by the time they graduate from Rightmind Kindergarten at the age of six years old. We do not want to wait and lose the opportunity to teach your children during the important first years. We have been doing it right for more than ten years; we are experts in what we do, when we do it, and how we do it. Join our Rightmind Family and give your children the best foundation for their development and education.

Rightmind International Nursery and Kindergarten

Shum Wan Campus
G/F, Broadview Court, 11 Shum Wan Road, Hong Kong
Tel: 2795 1018
South Horizons Campus
UG/F, Block 26-28, South Horizons, Ap Lei Chau, Hong Kong
Tel: 2875 0452
Email: admissions@was.edu.hk
Website: www.rmkg.edu.hk

Rightmind International Nursery & Kindergarten

Shum Wan ți ă
G/F, Broadview Court, 11 Shum Wan Road, Hong Kong
Tel: 2795 1018

South Horizons ți ă
UG/F, Tower 26-28, South Horizons, Phase 4, Ap Lei Chau, Hong Kong
Tel: (852) 2875 0452
Shrewsbury International School Hong Kong educates children between the ages of 3 and 11 in a purpose-built campus just 30 minutes from Central in Tseung Kwan O. The school draws directly upon the proud heritage of its British sister school, which was founded by Royal Charter in 1552. Offering an enhanced thematic programme of study founded upon the rigorous standards underpinning the English National Curriculum, specialist study is led by teachers holding specific qualification and experience.

An Auditorium and Recital Hall supplement provision for the Performing Arts and Physical Education benefits from an equally impressive arrangement. Weekly swimming classes take place in an Aquatics Centre - athletics, gymnastics and dance all have their own ambitiously equipped, designated spaces. Daily Chinese language classes are offered at three different levels to ensure that all children are given the opportunity to engage at their own pace.

The school library is located in the heart of the campus. It offers an open view of the mountainside and plays an important part in the development of a connected and collectively ambitious community. Shrewsbury students are kind, respectful and committed - they are happy and love to learn.

The uniquely personalised service available is perhaps best illustrated by a Secondary School Selection programme, led by a designated School Partnership Coordinator. Designed to recognise and celebrate the strengths of every child, successful graduation is carefully guided to ensure that every child thrives both within and beyond their primary years.

A commitment to the provision of outstanding experiences and opportunities for every child is deeply engrained at Shrewsbury.

Shrewsbury International School Hong Kong nurtures creativity, confidence and a life-long love of learning for children aged between 3 and 11. Offering a programme of study connected to the English National curriculum, we offer outstanding opportunities through primary education and beyond.

ENROLMENT OPEN FOR 2021/22

Limited places available for immediate entry

2480 1500  admissions@shrewsbury.edu.hk  www.shrewsbury.edu.hk

Exceptional People • Outstanding Opportunities • Academic Excellence
Wycombe Abbey School Hong Kong offers a vibrant, all-round educational experience to primary-aged pupils in Hong Kong.

Wycombe Abbey School Hong Kong opened its doors in September 2019. This exciting co-educational school offers a quintessentially British independent education for primary aged children. The school provides a provenly successful holistic education which is complemented by an exceptional Chinese language syllabus. This dynamic combination prepares our pupils to excel in the finest secondary schools around the world.

Our teaching methods, experience and heritage enable us to offer an education for each individual pupil that balances academic rigour with an integrated focus on mental and physical well-being. Providing our pupils with an immersive academic environment that encourages critical thinking, we work in the belief that well-balanced and confident pupils go on to enjoy successful careers in adult life.

We emphasise our commitment to a broad education by offering 14 Primary Subjects and further learning outside of conventional classroom settings - Drama, Music, Art, Science, Physical Education, iSTEAM and a wide range of carefully selected extracurricular enrichment activities to widen our pupils’ curiosity and interests.

Wycombe Abbey School Hong Kong is an English medium school. Our teachers are all UK trained or similar. The English curriculum starts with a phonetic approach followed by creative writing. Oral skills are practiced and supported by an active speech and drama curriculum. The school understands the importance of becoming bilingual with seven lessons each of English and Chinese per week, respectively. In Putonghua pupils are taught primarily to read and write in simplified characters, with exposure to traditional characters through lessons in calligraphy, voluntary supplementary reading lessons and extra-curricular activities. There are curriculum streams for both Native and Non-Native speaking groups and differentiation within classes to provide an immersive environment promoting Chinese culture.

A Boarding School Guidance Programme is offered as part of the standard provisions for all pupils. Parents will be guided through the entire process of finding the most suitable secondary opportunities for their children around the world.

Our stunning school building in Tin Wan, Aberdeen is equipped with state-of-the-art facilities to provide an outstanding school experience with dedicated facilities and specialised classrooms for different classes.

At Wycombe Abbey School Hong Kong we offer our pupils an enriched, British based education, complemented by an outstanding Chinese programme.

Our enriched curriculum prepares our children for entry to the best secondary schools in Hong Kong and around the world.

Our proven teaching methods enable each individual child to achieve their academic potential via an immersive learning environment that educates the whole child.

Apply Now for the 2021-2022 Academic Year
Primary Year 1 to Year 6

BURSARIES AVAILABLE
Please enquire
Since 2004, the Institute of Chinese Language Education of Peking University has developed GAPSK (General Aptitude Putonghua Shuiping Kaoshi) and YLPSK (Tests of Chinese for Young Learners) to provide comprehensive Chinese Mandarin proficiency assessment for different levels of students.

Integrating the professional knowledge in Chinese Mandarin with Artificial intelligence (AI), GAPSK A.Inspire has three different levels: beginner, intermediate, and advanced, catering for children between the ages of two to seven. In addition, GAPSK 5A upgraded teaching method allows students to learn Mandarin through an array of ways, including interactive AI APP, enlightenment and training tools and one-to-one tutoring.

Parent testimonial

"I am very glad that my children can enter to La Salle Primary School and Po Leung Kuk Choi Kai Yau School. GAPSK A.Inspire strengthens their foundation for learning Chinese Mandarin which covered the inadequate teaching in kindergarten."

– Cheung, full-time mother

"Students often face difficulties in learning Chinese Mandarin when transitioning from kindergarten to primary school. As a result, they may have a sense of failure when falling behind with the study. Thanks to GAPSK A.Inspire, my daughter’s language proficiency had improved a lot and successfully passed the admission interview of her dream school."

– Suki Choi Suk-Man, Hong Kong actress and mother of three
International Schools

Discovery Milton Kindergarten/International Play Centre
Discovery Milton Campus
401, Marina Community Centre, G/F, Peninsula Village, Discovery Bay
Tel: 2877 0088
Email: discovery_milton@discoverymilton.edu.hk
Tung Chung Campus
G/F, Sea Wave Crescent, No. 8 Waterfront Road, Tung Chung
Tel: 2877 0170
Email: discovery_tungchung@discoverymilton.edu.hk

International Schools

Year founded: 2020
School Type: Private
Curriculum: IB Primary Years Programme

Year founded: 1980
ESF
School Type: Private
Curriculum: IB Primary Years Programme
Year founded: 2012
ESF Kowloon Junior School
25 Ting Chung Road, Kowloon
Tel: 2700 8700
Email: office@kjks.edu.hk
Website: www.esf.edu.hk
Year founded: 1985
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 1985
ESF
School Type: Private
Curriculum: IB Primary Years Programme
Year founded: 2012
ESF Peak School
20 Plunketts Road, The Peak
Tel: 2561 7211
Email: office@peakschool.net
Website: www.peakschool.net
Year founded: 2006
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
ESF
School Type: Private
Curriculum: IB Primary Years Programme

Year founded: 2013
ESF
School Type: Private
Curriculum: IB Primary Years Programme

Year founded: 2014
School Type: ESF
Curriculum: GCSE/GCSE, IBDP, Applied Learning Programme (BTEC qualifications)

Year founded: 2017
Garden House Pre-school and Playgroup
G/F, Silverstrand Shopping Centre, 7 Silverstrand Beach Road, Silverstrand, New Territories
Tel: 2258 1177
Email: info@gsis.edu.hk
Website: www.gsisc.edu.hk
Year founded: 2006
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2014
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2014
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2010
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2014
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2011
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2011
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2010
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2016
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2014
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2009
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2013
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2013
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2014
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2009
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2010
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2014
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2010
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2011
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2004
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2013
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2015
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2015
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2012
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2013
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2012
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2013
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2009
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2006
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2002
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2013
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2006
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2011
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2012
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2006
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2012
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2009
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2002
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2000
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2009
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2015
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2010
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2009
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2007
School Type: ESF
Curriculum: IB Primary Years Programme

Year founded: 2013
School Type: ESF
Curriculum: IB Primary Years Programme

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School Type: ESF
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Curriculum: IB Primary Years Programme

Year founded: 2008
School Type: ESF
Curriculum: IB Primary Years Programme
Educational Centres / Others

Ace Academy
1305 Universal Trade Centre, 3 Arbuthnot Road, Central
Tel: 2522 5522
Email: info@aceacademy.com
Website: www.aceacademy.com

Aegis Advisors
14/F, William House, 21-23 Leighton Road, Causeway Bay, Hong Kong
Tel: 2817 5667
Email: inquiries@aegis-advisors.com
Website: aegis-advisors.com

Art Academy of Music (AAM)
2402-03, 24/F, Lee Garden Commercial Building, 81 Queen's Road East, Admiralty
Tel: 2822 2022
Email: aam@aritamusic.hk
Website: www.aritamusic.hk
Curriculum: Classical singing, musical theatre, piano, musicianship training, music theory
Year Founded: 1994
Year groups: Ages 3-15, and above

Arts Mathematica Education Centre
Shop 834A, Level 7, Fortune Metropolis, 6 Metropolis Drive, Hunghom
Tel: 2320 9928
Email: inquiries@artsmathematica.com
Website: www.artsmathematica.com

Baby Steps
25/F, 2911-2912 Universal Trade Centre
Tel: 2887 2255
Email: enquires@babysteps.com.hk
Website: www.babysteps.com.hk

Bebegarten Education Centre
Unit 205-206, Level 5, Hong Kong Cyberport, 39 Science Park Road, Cyberport
Tel: 2972 2555
Email: info@bebegarten.com
Website: www.bebegarten.com

Belegrad Education Centre
28/F, 2911-2912 Universal Trade Centre
Tel: 2522 4466
Email: info@belegrad.com
Website: www.belegrad.com

Central Prep Education Center
Primary Section
5/F, 111 Leighton Road, Causeway Bay, Hong Kong
Tel: 2893 6067
Secondary Section
2/F, One Hysan Avenue, Causeway Bay, Hong Kong
Tel: 2822 1008
Email: info@centralprep.com
Website: www.centralprep.com

Chile Kids Preschool & Playgroup
2/F, East Wing, 12 Burrows Street, Wanchai
Tel: 2893 6067
Email: chilekids@chilekids.com
Website: www.chilekids.com

City Kids Preschool & Playgroup
2/F, East Wing, 12 Burrows Street, Wanchai
Tel: 2893 6067
Email: ckip@citykidshk.org
Website: www.citykidshk.org
Year Founded: 2006
Curriculum: Early Years Foundation Stage

De la mano Spanish
Tel: 9117 7000
Email: info@delamanospanish.com
Website: www.delamanospanish.com

Eye Level Hong Kong
Unit 602, Island Place Tower, 510 King's Road, North Point, HK
Tel: 2204 0158
Email: hongkong@eyelevel.com
Website: www.eyelevel.com

First Code Academy
5/F, See Tuck Building, 16-20 Beecham Street, Sheung Wan
Tel: 2773 2192
Email: hello@firstcodeacademy.com
Website: www.firstcodeacademy.com
Year Founded: 2011
Year groups: Tinker: Age 6-8; Explorer: Age 9-11; Creator: Age 12-14; App Entrepreneur: 12+

Foundation Global Education
13/F, Chinnachem Hollywood Centre, 1 Hollywood Road, Central, Hong Kong
Tel: 1017 8810
Email: info@foundationglobal.com
Website: www.foundationglobal.com

Goethe-Institut Hong Kong
14/F, Arts Centre, 2 Harbour Road, Wan Chai, Hong Kong
Tel: 2892 1088
Email: info@hongkong.goethe.org
Website: goethe.de

Groots Education Centre
Shop No. 13, 17/F, 29 Tung Yee Street, Taikoo Shing
Tel: 2390 9228
Email: contact@grootseducation.com

Kip McGrath Education Centre
Shop B, 6/F, Gateway Mansion, 121 Caine Road, Mid-levels, HK
Tel: 2390 6188
Email: enquiries@kipmcgrath.com
Website: www.kipmcgrath.com

Kip McGrath Education Centre
Shop B, 6/F, Gateway Mansion, 121 Caine Road, Mid-levels, HK
Tel: 2390 6188
Email: enquiries@kipmcgrath.com
Website: www.kipmcgrath.com

Le Club des cinq French Learning Centre
1/F, Chow Tai Fook Centre, 100 Wood Street, Causeway Bay
Tel: 2893 6067
Email: contact@gc5.hk
Website: www.gc5.hk

Lee Educational Consulting
2/F, 2-8/F, Fibreglass Centre, 108 York Street, Mong Kok, Kowloon, Hong Kong
Tel: 2893 6067
Email: info@leeeducation.com
Website: www.leeeducation.com

Monkey Tree English Learning Center
(Head Office)
Room 2001, 28/F, Fibreglass Centre, 108 York Street, Mong Kok, Kowloon, Hong Kong
Tel: 2893 6772
Email: enquiries@monkeytree.hk
Website: www.monkeytree.com.hk

Minimandarins Learning Centre
Causeway Bay Centre
7/F, Capital Commercial Building, 21 Leighton Road, Causeway Bay
Tel: 2300 1218
Email: info@minimandarins.com
Website: www.minimandarins.com
Year Founded: 2014

NTK Academic Group
Main Campus
3/F, 7/F & 17/F, Lee Garden Five, 10 Hyun Avenue, Causeway Bay
Tel: 2517 7944
Email: enquiries@ntk.edu.hk
Kowloon Campus
2/F, The Avenue, 18 Hau Wah Wing Road, Kowloon City
Tel: 2118 9000
Email: enquiries@ntk.edu.hk
Website: www.ntk.edu.hk
Year Founded: 1996
Curriculum: SAT, AP, TOEFL, IELTS

Spanish World Leading Languages Group
101/7, Lido Pl Building, 5-8 Paterson Street, Central, Hong Kong
Tel: 2526 9007
Email: hkspanishworldgroup.com
Website: www.spanishworld.hk

The Edge Learning Centre
Causeway Bay
2/F, Jardine Building, 101 Leighton Road, Causeway Bay
Tel: 2822 2550
Email: info@theedge.hk
Website: www.theedge.hk

YPKS & GAPS
Room 1001, 16/F, Chinese Taipei Centre, No. 196A Nathan Road, Mong Kok, Kowloon, Hong Kong
Tel: 2311 8000
Email: info@ypks.org
Website: www.ypks.org
Website: www.gapsk.org

YPKS & GAPS
Room 1001, 16/F, Chinese Taipei Centre, No. 196A Nathan Road, Mong Kok, Kowloon, Hong Kong
Tel: 2311 8000
Email: info@ypks.org
Website: www.ypks.org
Website: www.gapsk.org

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2018-20 Primary Placement

- ISF Academy
- ESF Quarry Bay School
- Hong Kong International School
- St. Johannes College (Primary Section)
- Tak Sun School
- Kowloon Tong Government Primary School
- Pui Kiu College (Primary Section)
- St. Hilary's Primary School
- and more ...

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Whampoa
Shop G3A, Site 7, Whampoa Garden, 9 Tak On Street, Whampoa (Whampoa MTR Exit D2)
T: 2786 9314  9879 1509
E: info.wp@magartedu.com

Tai Koo
Shop B, UC/F, Park Vale, No. 1060 King’s Road, Tai Koo (Tai Koo MTR Exit B)
T: 2786 9189  6717 3175
E: info.tk@magartedu.com

Fanling
G/F, Phase 1, Fanling Centre, New Territories (Fanling Station Exit A)
T: 2677 8109  9445 8322
E: info.fl@magartedu.com