More and more parents are questioning the relevance of mainstream education because of its over-emphasis on homework and examination results, to the neglect of personal development.

With increasing globalization, many parents are converted to the philosophy of holistic education. They want their children to be able to find their identity, meaning and purpose in life, and so they place emphasis on such issues as cultivating relationship with the community, building connections with the natural world, and embracing universal values such as human compassion and world peace.

There is now a growing emphasis on such character traits as creative thinking, innovative mind and entrepreneurship, so a major goal of holistic education is to help students achieve self-actualization. In other words, the teaching role is concerned with the development of a host of personal potentials in the intellectual, emotional, social, physical, artistic, creative and spiritual realms.

The teaching and learning process is one of engagement as it seeks to stimulate critical and reflective thinking skills, and nurture personal and collective responsibility. To become a whole person, students learn self-respect and self-esteem, hone their social skills, develop resilience and appreciate aesthetics, and all within the context of a multicultural environment.

To ensure that your children’s development meet your expectations, and that they can learn and grow in a conducive environment that also fits their character, it’s important that what the school believes in and practices dovetail with your philosophy and perspective.

Matching your expectations with the right school

Features Editor
EDITOR'S MESSAGE

Matching your expectations with the right school

Yew Chung International School
An Evolving Curriculum: YCIS Empowers Students to Lead in Learning Communities

What to look for when choosing a kindergarten for your child?

Interview

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Christian Alliance P.C. Lau Memorial International School
Nurturing, developing and shaping children into Christ-like servant leaders

A caring school that is moving ahead with confidence

Korean International School – International Section
A caring school that is moving ahead with confidence

Box Hill (HK) International Kindergarten and Pre-school
Cultivating confident global citizens with the passion to learn

PATHWAYS TO INDIVIDUAL EXCELLENCE

Our daughters joined HKA in 2018. It was their first experience living outside their home country and the Irish school system. During the last four years, we have seen the girls flourish in both their academic and personal lives. HKA has been wholly committed to tailoring their individual pathways and has opened their minds to so many opportunities and experiences.

Liesel and Brad Lander, HKA parents

Designed to meet the needs of every learner, Hong Kong Academy’s academic programmes challenge students to explore new perspectives, build a strong sense of purpose as global citizens and contribute to their communities. Every HKA graduate earns the credit-based HKA Diploma and portfolio-based Global Citizen Diploma certificate. The majority also earn the International Baccalaureate Diploma, enter their first-choice universities and successfully secure employment in a wide variety of professions all over the world. Book a Personalised Tour or Virtual Consultation today to learn how your child could benefit from our exceptional international education.
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The new model of ‘Learning Communities’ is an integral part of Yew Chung International School’s (YCIS) educational philosophy. It is a shift away from traditional pedagogies that promote hierarchical relationships between teachers and students. For Murray Forrest, Western Co-Principal of YCIS Primary, visualising the school as a community can empower and inspire students to move the curriculum in exciting and unexpected directions. “It’s a fairly revolutionary step. You are essentially putting the curriculum in the hands of the students,” he says.

Citing a current Year Five project on refugees and displacement, Forrest explains, “Many years ago, the same project was on the theme of exploration, mostly about the journeys made by Renaissance explorers from the West. Over time, students became more interested in the movement of peoples and teachers responded to their changing interests by moving the curriculum towards more current issues.” Since then, the project is now informed by the United Nations’ Sustainable Development Goals and prepares students to be more globally competent and compassionate actors in their community. The Year Fives have had the opportunity to learn about the situation of refugees locally and globally, contact charities and fundraise for them together in groups.

As the school curriculum encourages Project-Based Learning, students are guided by teachers to marshal knowledge from different fields to explore an overarching question for several weeks. STEM is not taught in discrete lessons but is incorporated into each and every lesson. “For their fundraising projects, the Year Fives had to conduct research on migration, design their own websites and create eye-grabbing posters to attract funding. Similarly, the Year Fours, who have been involved in a project themed around chocolates, had to design and engineer their own chocolate mould. The project ended with a physical product.”

Under the new model of Learning Communities, the flexibility to move around the school is crucial. The Primary campus’ newly renovated Flexible Learning Spaces are open-plan and equipped with an eclectic range of movable furniture to encourage students to move around and learn from their peers, teachers and even those who are in other classes. “In the model of Learning Communities, you have the opportunity to collaborate with who you know is going to help you best,” Forrest explains. “Our model of Learning Communities emphasises enjoyment and curiosity. Children are willing to learn when the curriculum is student-driven. The teachers are there to support students on their individual learning paths according to their own pace.”

Forrest believes that it is ultimately the pedagogy and philosophy that is liberating for students.

Students are encouraged to take ownership of their own learning by approaching and collaborating with different students and teachers.
What to look for when choosing a kindergarten for your child?

Written by Clayton Mullins, Western Co-Principal, Yew Chung International School (YCIS) Early Childhood Education

Yearly across Hong Kong, thousands of families are faced with the significant task of finding the best kindergarten for their child. The Center on the Developing Child, Harvard University, is a strong advocate for and researcher of early childhood development. Their neuroscience research reveals that a child’s brain is 90% developed by the age of three. Further research shows the impact of daily experiences and relationships on shaping a child’s brain. Leading institutes across continents continue to confirm that the first six years, the kindergarten years, are a significant time in laying the foundation for lifelong learning and success.

I have found that parents in Hong Kong intuitively know that the early years are essential and that they place a great deal of their time and energy in seeking out the best for their child. I applaud Hong Kong families for their extraordinarily high and correctly so, regard for education.

There are so many kindergartens, so where does a parent begin?

What curriculum does the kindergarten use?

If you walk into a classroom and see twenty-five pictures that all look alike, pasted to the wall, this would indicate what we call a teacher-directed curriculum. While children would most probably be learning core skills, they may be missing out on creative reflection and individual application. A child-centred curriculum would have the teachers observing, reflecting and partnering with children in developing the curriculum themes around current interests originating from children. The result is a highly engaging programme. If you ask the teacher what they will be learning for the year, and the teacher replies, “Seasons until October, Food to CNY and Dinosaurs to Easter”, you would know that the class will follow a thematic approach. Teachers decide on the core themes before the school year starts without input into children’s current interests. We know that children learn best when they are interested!

How does the school partner with parents?

A lot can be said about the quality of a school’s programme when enquiring about their communication and collaboration with families. When seeking a kindergarten for your child, I would encourage you to ask how often teachers communicate with families and what they communicate. Do teachers only phone when there is a problem, or are teachers contacting families regularly with photos and stories from the classroom, keeping parents up to date with their child’s learning journey? Does the school make use of apps such as Seesaw to keep ongoing and current connections? Do teachers make detailed portfolios on each child, or is a generic observation report only shared?

What does the school environment tell you about early childhood values?

Kindergartens that have aligned with best early childhood practices stand out with their well-resourced and stimulating environments. Classroom spaces have a variety of learning areas, and children have ownership of these spaces. These spaces are continually adapting based on children’s interests. Even as an adult, you feel a sense of excitement upon entering these spaces, as you can imagine the diverse learning opportunities in which your child will engage.

What do teachers say about your child?

Something that is so often overlooked when selecting a kindergarten is the behavioural management approach of the school. As parents, we spend so much time investing in our young children. Are we choosing schools that align with our values, ensuring consistency in the message being received by our children, whether at home or school? Is fear and punishment used to motivate a child, or are teachers professionally trained in using early childhood skills to support children in understanding their emotions, developing problem-solving skills and communicating with those around them?

How do children learn both English and Chinese?

If you ask the teacher what they will be learning for the year, and the teacher replies, “Seasons until October, Food to CNY and Dinosaurs to Easter”, you would know that the class will follow a thematic approach. Teachers decide on the core themes before the school year starts without input into children’s current interests. We know that children learn best when they are interested!

Secure relationships with teachers lead to confident collaborators and communicators. A co-teacher model allows teachers to learn more about the play-based and child-centred learning approach of Yew Chung International School (YCIS) Early Childhood Education, please contact:

2338 7106
admissions@ycf.com
www.ycis-hk.com

References

https://developingchild.harvard.edu/
HKA is one of only eight fully-authorised three programme IB World Schools in Hong Kong. We spoke to Head of School, Stephen Dare about what that means and how an HKA education is unique.

Why does HKA choose to be an IB World School?

Our mission and vision are very much aligned on a philosophical level. HKA provides a rigorous international education which is tailored to the individual needs of our students at every grade level and nurtures global citizenship in every child. With its emphasis on intercultural understanding, inquiry and meaningful action, the IB programmes really support our approach.

What makes you different from other IB World Schools in Hong Kong and how does this benefit your students?

All HKA students are encouraged to pursue their pathways to individual excellence and to apply what they learn in both academic and real-world ways. In Primary School, the integration of specialist subjects into units of inquiry allows students to understand the many ways that their learning connects and intersects across a range of areas and how their voice and ideas can make a difference. In Grades 6-10, our schedule provides students with regular learning blocks during which they develop self-initiated projects and focus on problem-based learning. Starting in Grade 9, all students complete the Global Citizen Diploma (GCD) certificate, curating a portfolio that highlights the individual combination of competencies that shape what they contribute to the world. It is built over four years, so students are developing their portfolios as they also develop their post-secondary plans. To graduate from HKA, students must complete the HKA Diploma, which is a credit-based high school credential as well as the GCD certificate. The majority of our students also opt to take the IB Diploma or IB courses, therefore the majority graduate with three qualifications.

Can you tell us what the IB is?

The International Baccalaureate (IB) Organisation was founded in 1968 with a mission to create a better world through education. There are now approximately 2 million students studying IB programmes each year worldwide, and this summer over 170,000 students sat their IB Diploma exams.

Please explain what a fully-authorised three programme IB World School is.

HKA is fully-authorised by the IB to offer the Primary Years (PYP), Middle Years (MYP) and Diploma (DP) Programmes. To put this into context, there are 69 schools in Hong Kong which offer at least one IB programme, however only eight are fully- authorised to offer these programmes across their primary and secondary schools.

Why does HKA choose to be an IB World School?

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HKA students achieved a 100% IB DP pass rate this summer. In addition, all HKA graduates earn an HKA Diploma and the Global Citizen Diploma (GCD) certificate. If you would like to find out more about the school, you can book a personalised tour or virtual consultation with the admissions team at admissions@hkacademy.edu.hk
CONCEPTUALIZATION
CAPCL learners are guided by their teachers to develop conceptual thinking and thorough planning strategies.

FORESIGHT
CAPCL learners evaluate the lessons from the past, the realities of the present, and the likely consequences of a decision for the future.

STEWARDSHIP
CAPCL learners make good use of their resources and time to serve others.

GROWTH MINDSET
CAPCL teachers model and instill a growth mindset in students.

BUILDING COMMUNITY
Individuals find their sense of belonging and identity, and they give and receive support from one another within the CAPCL community.

Dr Hui points out that the holistic education provided by CAPCL comprises 4Hs – Heart, Habits, Head and Hands. It is grounded in what she describes as ‘heart-work’.

“The humility nurtured in students gives them a healthy self-image, making room to learn from criticism, mistakes and confrontations, as well as the courage to take risks in overcoming uncertainty,” she observes. “We also support them to develop godly habits, and offer opportunities for them to apply what they’ve learned into services to one another within the school community and in our neighbourhood.”

At CAPCL, there is equal attention devoted to a student’s IQ, EQ and MQ, according to Dr Hui. “Academically, we develop their IQ (Intelligence Quotient) to become smart learners; socially, we develop their EQ (Emotional Quotient) for person-to-person interaction; and spiritually, we develop their MQ (Moral Quotient) for choosing and sticking to what is right.”

Dr Hui underscores the fact that CAPCL is a caring, safe, respectful and welcoming community where everyone appreciates differences, celebrates diversity, and uses their gift to serve one another.

“Judging by the feedback received, the community certainly appears to approve of what we’re doing,” she concludes. “Figures speak volumes: since reopening our new campus in Kowloon City in 2020, we had 150 students last year; and this year, the number has risen to 220.”

Amplifying on the school mission, Dr Hui explains that, in addition to imparting knowledge to learners and equipping them with skills, CAPCL also emphasize their character development. “We aim to develop our students into Christ-like servant leaders who set examples in speech and behaviour, in faith, love and purity,” she adds.

As an educational researcher, Dr Hui believes that servant leadership cultivates gift and a growth mindset in learners, and supports wellness development of youngsters. They typically display the following ten characteristics:

LISTENING
Listening is an attitude and commitment towards understanding self and others. The Chinese character “listening” shows that active listening requires us to listen with our ears, eyes, and heart.

EMPATHY
The development of empathy stretches one to step outside of self, to focus on others and their context. It broadens CAPCL learners’ perspectives.

HEALING
A servant leader extends helpful hands to those who are in need.

MINDFULNESS
CAPCL learners are encouraged to develop habits of quietness and reflection, as well as evaluate situations from complementary and contradictory perspectives.

PERSUASION
CAPCL learners convince, instead of coerce, others to reach a consensus within teams. They are assertive but not aggressive in their interactions with others.
Established in 1994, Korean International School (KIS) is a non-profit, non-denominational and co-educational organization that provides quality education to children of all nationalities, aged from 4 to 18, with a through-train approach in two separate streams – the International Section and the Korean Section.

“Based on our core values of honesty, integrity, courage, participation and collaboration, we are an international community of learners who respect the diversity of experiences and perspectives of one another,” says Christopher Chadwick, Principal of the International Section at KIS.

KIS offers a number of curricula, including the British National Curriculum for ages 4-18, the International Primary Curriculum (IPC), the Cambridge Curriculum, and ASDAN (Springboard Secondary Programme).

“Students benefit from the UK curriculum because it is strong, stable and academically driven, while IPC is thematic, fun and innovative,” Chadwick observes. “On the other hand, ASDAN is an evidence-based curriculum that promotes the development of life and practical work skills.”

Guided by well-trained and experienced educators, students learn in a caring environment with support in language, career guidance and counselling when necessary. They thrive in the comprehensive range of facilities that include library, ICT suite, STEM room, 3 Science laboratories, 2 Art studios, Multimedia lab, Drama Studio, swimming pool, tennis court, basketball court, football pitch, gymnasium, and multi-purpose sports area.

KIS believes that school year is the crucial period for children to build a solid foundation in lifelong health and wellness, an aspect of education that is often overlooked in the Hong Kong system. “In this respect, KIS is seeking to be at the forefront of the revolution,” explains Chadwick. “We go beyond the physical notion of health to encompass what’s appropriate for students to learn about holistic well-being, with initiatives stretching to such themes as yoga, mindfulness, dancing, cooking, nutrition, and more.”

To cope with the pandemic, KIS strictly abides by the guidelines of the Education Bureau and the Centre for Health Protection. It has established staggered and extra channels for arrivals and dismissals, social distancing both on and off campus, and confinement rooms. “We want KIS to be a happy and healthy school,” Chadwick emphasises.

There are also school-wide wellbeing events and safeguarding training for the school community which includes not just students, but also parents and staff members. External clinical psychologists, for example, are invited to provide workshops for parents on topics such as parental burnout.

During these trying times, KIS has strengthened its communication with parents through various virtual platforms and electronic means such as the online ‘Meet the teachers night’, whereby they are updated on how the school is moving forward and overcoming difficulties.

“We are earnestly looking forward to post-Covid days when we can re-convene a host of co-curricular activities spanning sports, science, music, creative arts, traditional and modern dances, Asian and Western languages, and a whole lot more,” says Chadwick. “That’s how we nurture the whole person in our students.”

“Our record shows that universities around the world are pleased with the quality of KIS graduates who have successfully moved on to leading educational institutions in Hong Kong, Korea, Japan, the UK, the US, and elsewhere,” Chadwick notes.

Looking ahead, Chadwick says KIS will be strengthening its curriculum with new courses, and applying for whole-school accreditation. At the same time as it develops its current campus with renovation of facilities for the future, the school will also be searching for a new campus to meet its expansion needs.

“Our objective is to establish KIS as a beacon school in Hong Kong that others would look on as an example,” Chadwick concludes.
Cultivating confident global citizens with the passion to learn

Underscoring quality education in the children’s best interest, Box Hill (HK) International Kindergarten and Pre-school cultivates confident and multilingual lifelong learners for a globalised world.

Originating from Australia, Box Hill established its first Hong Kong campus in 2004 with the aim of providing a delightful early childhood education to young children ages 0 to 6. Over the years, the school has expanded to four campuses located in Ma On Shan, Fo Tan, Tseung Kwan O, and Kwai Chung respectively.

In line with its mission of cultivating confident global citizens with multilingual ability and a passion for learning, the school has embraced the British National Curriculum Early Years Foundation Stage framework (EYFS), coupled with its own special features.

A well-balanced British curriculum

In implementing the framework, the school ensures children achieve a holistic development in seven learning areas: communication and language; personal, social, emotional and physical developments; literacy development; mathematical development; expressive arts and design; understanding of the world; and Box Hill also provides a strong foundation in Chinese Language learning.

“...This well-balanced approach is especially important for the result-oriented Hong Kong society, as it helps children develop both soft and hard skills, enhancing their all-round growth," says Brandy Wu, principal of the Tseung Kwan O campus.

Quality language learning environment

Box Hill understands that language proficiency is key for children to survive and shine in a globalised world. Therefore, the school uses English as the medium of learning and communication, with Cantonese and Mandarin as a supplement.

“Everyone at our school speaks English at all times, except during the Cantonese and Mandarin lessons," says Brandy. On the other hand, the school also adopts a progressive learning approach in offering Chinese learning based on the learners' abilities and needs.

With both their boys studying at Box Hill, the two principals take pride in the school’s Chinese learning. Through a series of theme-related activities, children will learn the languages naturally during their time spent in school, even if there is no Chinese support at home. "'My son learns a lot at school and is keen to go to school every day,' shares Mandy. “He would even ask me what certain things are called in Chinese at home.”

Carefully designed to meet the needs of children’s future pathways, Box Hill’s curriculum paves the way for any type of school. Brandy points out that students who opt for an International school will graduate at K3, while those preparing for a local primary school will stay until K3.

“Given this arrangement, we would increase the Chinese learning time for K3 students to equip them with adequate Cantonese and Mandarin skills for a local school system," she explains. “This gives parents two years to consider the pathway for their children so that they can make the best decision based on children’s interest, needs and ability," adds Mandy.

Distinct ‘BoxHillian Qualities’

In line with motto, ‘confidence for a brighter future’, the school has identified seven key characteristics that benefit children’s lifelong learning, which are known as ‘BoxHillian Qualities’.

Each quality is represented by an animal character, such as the confident lion which refers to belief in oneself and the curious monkey that stands for wondering and discovering.

“We will use different activities to cultivate these characteristics in children, such as storytelling and a reward system," notes Mandy.

Not only useful for character education, these activities also help develop children’s interests and foster lifelong learning.

“Through our quality education, we hope our children can have the curiosity to explore their surroundings, instead of waiting for people to spoon-feed them," adds Brandy.

New Tseung Kwan O campus

Boasting two floors with eight classrooms, Box Hill’s Tseung Kwan O new campus sits in Mount Verdant, giving students a premier learning environment. Aside from AM and PM classes, the Tseung Kwan O campus also offers a whole-day class from 9:00 am to 4:15 pm (extended hours are also available, please check with the school’s arrangement).

Featuring a wide array of facilities, the spacious campus comprises reading corners, a BoxHillian Qualities wall, and a lego wall with STEM elements where children can unleash their creativity.

“At Box Hill, we make a point of organizing frequent joint activities with other schools,” shares Brandy. “And parents are welcome to visit the school and participate in school events.”

Applications for admission are now open and can be made online or in person.

Subject to EDB’s approval

| Box Hill (HK) International Kindergarten and Pre-school (4 campuses) |
| Ma On Shan, Fo Tan, Tseung Kwan O, Kwai Chung |
| Website / Facebook: boxhill.edu.hk |
| Whatsapp: +852 4621 1899 |
| Email: hello@boxhill.edu.hk |
Well-leading

What do you need to create a place where students want to be leaders?

What do wellbeing and leadership have in common? At Hong Kong International School, we can’t have one without the other.

At HKIS’s High School, student choice and voice are central to student life. This means that both inside and out of the classroom, students have agency over how they learn, what activities they want to participate in, and how to shape those activities. The objective is to give students the chance to do what they love, while challenging them to grow and developing their own high school experience.

For years, HKIS has done this. One way High School students have been able to propose and start student clubs is through a club incubation program, where students propose a club, run activities, and see if other students want to help keep it going through the years. This has led to a clubs program with over 120 clubs!

This had a knock-on effect: With more opportunities for leadership available for students, the High School principals began a leadership training program so students could learn to be better leaders, and with more students being better leaders, the strength of the overall programs improved, and led to a richer student experience. This impacted leaders across sports, service programs, academic clubs, performing arts, and student government — different types of students were able to become effective leaders. When students saw that there were different ways of being a leader in the High School, they began to say, “I can be a leader, too.”

It was in this context that Associate Principal for Student Life, Lauren Fine, began to notice that there was still something missing: Students needed to look outward, rather than inward. “It was one thing if a club was bringing students together, but how could we educators encourage the students to look at the different roles of a club and also look beyond just their club and interests, to the HKIS community and wider community as a whole?” asked Ms. Fine.

Ms. Fine reflects that the sort of environment that allows for innovation among students which impacts culture doesn’t happen overnight. “We wanted to create a culture where it is safe to try things out and fail. If you don’t model that, it’s harder for the students to know that it’s ok for an initiative not to work out. That’s where students learn the best, and learn resilience: When things don’t work out and they have to problem solve and reflect on the experience.”

The combination of the right students taking on appropriate responsibilities, with coaching from educators built the strength of the community. One group of students wanted to make this visible, and so created the “Sincerely, HKIS” bulletin board, where they could leave kind and encouraging messages to students, to let them know that they were part of the community and appreciated.

Ms. Fine is still seeing the impact of the strengthening student culture in unexpected ways. She is inviting students from different types of student groups, not only student government, to discuss school issues. With these diverse perspectives in the room, a more collaborative and accepting school culture began to emerge — not just for those students who won a student election, but others whose strengths lay in different areas. “These students all come to this gathering, this team, all with the same lens of wanting to build a strong, positive, collaborative, safe, inclusive environment for kids. It’s like magic, all of a sudden.”

Join HKIS’s High School Virtual Open House on November 25, 2021. To register, visit www.hkis.edu.hk/HighSchoolOpenHouse
Holistic American Education

American School Hong Kong (ASHK) provides a KG to Grade 12, non-profit, college preparatory program. With a rigorous American and international curriculum, the inquiry and concept-based approach to teaching and learning promote the development of 21st-century skills for the students. Students from KG to Grade 10 at ASHK study the American curriculum centered around the US Common Core. From Grade 11 to 12, they will move to the International Baccalaureate (IB) Diploma Programme.

Dedicated to the vision of empowering students to achieve their fullest potential, ASHK has recently completed the Secondary School Expansion on the 5th floor. Every inch of the space has been updated, featuring lots of natural light, new classrooms, a Secondary School Library, a Senior Student Lounge, and a multi-purpose Music Room. The new space supports independent learning, inspires collaboration, and sparks innovations. Students can enjoy the benefits of world-class international education in an enhanced learning environment.

At ASHK, students experience a culture of creativity and innovation through the STEAM program. Students are guided through the Engineering Design Process (Ask, Imagine, Plan, Create, and Improve) to encourage innovation and creativity. Students learn how to ask critical questions, research the problem, develop possible solutions, build prototypes, test and evaluate their designs, and then redesign as need. The STEAM program equips students with the necessary skills to succeed in a global economy, such as critical thinking, problem-solving, and collaboration skills.

While intellectual development is of paramount importance, significant emphasis is placed on the social, physical, emotional, and creative domains to provide a holistic experience for the development of the whole child.

Fully accredited by the Western Association of Schools and Colleges, the Middle States Association of Schools and Colleges, and the International Baccalaureate Organization, American School Hong Kong is owned and operated by Esol Education, the world’s largest operator of international American schools, which serves more than 10,000 students worldwide. Graduates from Esol schools are now attending leading universities worldwide, including Stanford University, Massachusetts Institute of Technology (MIT), Yale University, Columbia University, University of Toronto, and the London School of Economics.

A rolling admissions scheme is currently in place at ASHK, allowing for new student applications any time throughout the academic year. The scholarship program also provides students with an equal opportunity to enjoy this amazing educational experience, with financial assistance available.

American School Hong Kong

6 Ma Chung Road, Tai Po, New Territories, Hong Kong
Tel: 3911 4111
Email: admissions@ashk.edu.hk
Website: www.ashk.edu.hk

American School Hong Kong (ASHK) provides service opportunities and field trips for students to broaden their horizons, allowing them to become internationally-minded global citizens.

Register for a Campus Tour & Information Session, and learn more about our IB DP Programme and new Secondary School facilities!
Carmel School Fosters Independence and Resilience from the Start

Carmel School is an IB Continuum School (PYP, MYP and DP) with high levels of academic success and student wellbeing. Our School is based on the strong foundation of our Jewish ethos and philosophy, together with the unique opportunities and the breadth and depth provided by the International Baccalaureate (IB) Programmes.

From our unaccompanied one year olds on Robinson Road, to our curious PYP inquirers at the Carmel Elementary Borrett Road campus and on to accomplished MYP and DP learners at the Elsa High School Shau Kei Wan campus, Carmel School students acquire cutting edge 21st century skills and experiences within a rigorous academic framework.

Our ethos develops well rounded, happy students who give back to the community whilst focusing on self-development and maximising potential through the learning process. Small class sizes are matched with personalised learning delivered by passionate, highly qualified faculty. With a focus on independent learning, developing responsibility and resilience, Carmel students are communicators and collaborators encouraged to push boundaries, innovate, support others, and commit to lifelong learning.

Our pastoral care scheme and community setting are backed by an active PTA with strong community links, all of which provide our students with the support and confidence to achieve their dreams.

Carmel School's academic results are consistently excellent with a consistent track record of offers from top Universities worldwide including Oxford University, University of Cambridge, NYU, Durham University, McGill University, HKU, HKUST, Monash University, The Technion and more.

We are proud to celebrate our 30th year in operation and invite you to meet our students, faculty, and tour our facility. To schedule a visit please contact us.
Christian Alliance International School (CAIS) provides a through-train Christian-based education for children aged 5 to 17. It is led by New Zealander Richard Vanderpyl, who heads a diverse faculty to guide and empower students to reach their potential and make a positive impact on society at home and internationally.

CAIS is accredited to provide the Alberta (Canada) Curriculum and offers Advanced Placement® courses. It is also an IB World School, offering the International Baccalaureate Diploma Programme (IBDP). These programs allow CAIS students optimal scope to pursue academics while exploring other life skills and interests outside conventional boundaries.

CAIS facilitates connections to other leading schools, universities, and other organizations in Hong Kong and abroad, widening students’ worldwide community network. The school continues to nurture positive global perspective through service initiatives locally and overseas.

These programs of study and other school activities develop CAIS students’ competencies and accord top priority in training them to be more than knowledgeable, but to be critical thinkers, inquirers who challenge assumptions, and to be great communicators. CAIS students are equipped with an entrepreneurial spirit tempered by the school’s core values – love, wisdom, integrity, service, and community.

Growing the next generation of innovators and changemakers

The CAIS advantage – an all-encompassing student-led learning experience through globally-recognized programs of study

CAIS mission statement: “to cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.”

What you need to know

Alberta Curriculum (Primary and Secondary)
- Recognized as one of the best learning systems in the world.
- CAIS students attain outstanding results in the annual Provincial Achievement Tests.
- CAIS graduates continue to secure admission to leading universities and colleges around the world.

Advanced Placement Courses (Grade 11 & 12)
- Additional credits for university entrance.
- Some credits may be accepted for partial exemption on certain university course modules.

International Baccalaureate Diploma Programme (Grade 11 & 12)
- IBDP provides another pathway for CAIS students.
- CAIS shares the world-renown International Baccalaureate’s overall aim to create a better and more peaceful world through the understanding and respect of different nationalities and cultures.

Regional Interest: Chinese Studies
- An in-depth oral (Putonghua) and written Chinese program (simplified and traditional scripts).
- Support is available across all levels, from beginners to native speakers.

Prime location
- Centrally located, 5 minutes from the business hub of Lai Chi Kok, and only 15 minutes away from key residential areas.
- Phase IA – the Amenities Building is set to open its doors, with state-of-the-art facilities for sports, performing arts, and much more.
- Phase IB – the CAIS Aquatic Centre is under construction.

Campus expansion
- Phase IIA – the Amenities Building is set to open its doors, with state-of-the-art facilities for sports, performing arts, and much more.

Regional Interest: Chinese Studies
- An in-depth oral (Putonghua) and written Chinese program (simplified and traditional scripts).
- Support is available across all levels, from beginners to native speakers.

Prime location
- Centrally located, 5 minutes from the business hub of Lai Chi Kok, and only 15 minutes away from key residential areas.
- Phase IA – the Amenities Building is set to open its doors, with state-of-the-art facilities for sports, performing arts, and much more.
- Phase IB – the CAIS Aquatic Centre is under construction.

Growing the next generation of innovators and changemakers

The CAIS advantage – an all-encompassing student-led learning experience through globally-recognized programs of study

CAIS mission statement: “to cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.”
Canadian Curriculum and Teachers

DSC is authorized to award the Ontario Secondary School Diploma (OSSD), equivalent to the diploma issued in Ontario, Canada, in Hong Kong. As an Canadian (Ontario) registered school, DSC has more than 90 percent of the teachers are qualified Canadian teachers.

With an average of 9-plus years of teaching experience at DSC, all the teachers are equipped with the skills and knowledge to provide students with a real Canadian learning experience. Students can learn in an authentic English environment, and experience first-hand the Canadian life and school culture.

Excellent University Pathways Across the World

Canadian (Ontario) curriculum is an internationally recognized curriculum, the Ontario Secondary School Diploma allows students to directly apply for all Canadian universities and they can also choose to enter any other universities around the world.

Some of the popular destinations among their community are University of Toronto and University of British Columbia in Canada, London School of Economics in the UK; as well as world-renowned universities in Asia such as University of Tokyo, Waseda University, University of Hong Kong, Hong Kong University of Science and Technology, and Tsinghua University.

Focus on students’ interests and goals

In 2021, DSC launched a new program, OSSD+ Signature Program, this bespoke program offers a great opportunity to maximize the high school experience and allows students to focus on a specialized academic discipline together with valuable real-world experience through work placement. These experiences and academic credits are very beneficial for students when they prepare their application for the program of their choice in different universities.

Another strength of the Canadian education curriculum is that it is similar to that of the university system. In each semester, students need only to focus on four subjects, and there is no need to spend a year studying multiple subjects at the same time – which means students can effectively allocate time in their study to choose the subject areas that they are interested in.

In addition, the guidance team at DSC is committed to supporting the students in choosing and applying for the universities and programs of their choice, this personalised guardianship starts as early as grade 7 to begin developing their individual pathway around identified aptitudes, interests, and future plans.

Through-Train Program and International Community

DSC currently accommodates students from over 45 nationalities. The multicultural environment is perfect for students to learn and use English on a daily basis, and it also allows them to learn about different cultures and cultivate them to become a lifelong learner for a bright and prosperous future. With all grades (4 – 18 years) studying on the same campus, DSC offers a truly international environment for all the students to strive for excellence.

DSC International School
5-7 Tai Fung Ave, Taikoo Shing, Hong Kong
Website: www.dsc.edu.hk
Email: admissions@dsc.edu.hk
Tel: 3658 0400

Pathways to the TOP 50 Universities worldwide
International School with students from over 45 nationalities
International Languages Putonghua, Japanese and French

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Dream! Succeed! Celebrate!
Quality Canadian curriculum with excellent global pathways to the top universities

With a long history of being the first Canadian International School in Hong Kong, Delia School of Canada has announced its 35th Anniversary with a new school name – DSC International School (DSC). The new school name represents the truly international community and global pathways of their students.
Cultivating critical thinkers with the passion to learn

The Independent Schools Foundation Academy (The ISF Academy) is a not-for-profit private independent primary and secondary school providing a unique inquiry-based Chinese and English bilingual immersion education. We are a Chinese school with a global perspective.

We believe that learning is the active construction of knowledge best experienced through meaningful activities that foster exploration and creativity. An ISF education emphasizes probing discussions, passionate debates and critical thinking. ISF students are cheerful high achievers who exude a joy of learning that drives their development as culturally agile and confident communicators who possess the social, creative and analytical thinking skills necessary to succeed and thrive in a complex world.

We are a strong proponent of learning by doing. Our hallmark Experiential Learning Program features unfamiliar settings and novel challenges that build character and confidence. An ISF learner is at home building dormitories in Laos, researching ancient texts in Cambridge or exploring the rich history of the Silk Road.

We are an accredited International Baccalaureate (IB) World School. The last three years has seen 156 students taking the IB Diploma exams and achieving an average score of 39 out of a possible 45, enabling our graduates to receive offers from leading universities all around the world.

University Offers in the Last Three Years include (by alphabetical order):

Canada: McGill University, The University of British Columbia, University of Toronto
Hong Kong: Hong Kong University of Science and Technology, The Chinese University of Hong Kong, The University of Hong Kong
U.K.: Durham University, Imperial College London, London School of Economics and Political Science, University of Cambridge, University of Oxford, University of St Andrews
U.S.A.: Brown University, Cornell University, Dartmouth College, Harvard College, Parsons New School of Design, Princeton University, Stanford University, University of California (Berkeley), University of California (Los Angeles), University of Pennsylvania

The Admissions Office
2202 2028
admissions@isf.edu.hk
1 Kong Sin Wan Road, Pokfulam, Hong Kong
academy.isf.edu.hk

Personalized University Counseling
Our systematic and personalized university guidance and careers program spans from Grade 9 to 12 and allows our students to make informed decisions about their DP subject choices and subsequent university applications.

Bilingual Diploma and Bilingual Theory of Knowledge

From our very first graduating class, we have had a 100% IB Diploma success rate with at least two thirds of our students each year being awarded the coveted Bilingual IB Diploma. Students also receive Theory of Knowledge instruction in both English and Chinese and may choose either language for their written paper.

Exclusive Leadership and Experiential Learning Programs

Our Virtue and House structures in primary and secondary respectively, together with our Experiential Learning Programs, nurture our students’ development as excellent communicators and leaders that empower them to serve as responsible global stewards of tomorrow.

Scholarships and Financial Aid Available
Thinking beyond traditional education to transform learning

You want the best for your child. So do we. Nord Anglia International School Hong Kong (NAIS HK) educates your child for the future, enhancing learning through collaborations with the world’s best organisations. Our individual approach to each child enables them to achieve outstanding academic results whilst developing the skills and mind-set to thrive in an ever-changing world.

NAIS HK offers an all-through education for students aged 3-18, with specialist teachers in Music, Art, Drama, PE and Mandarin from the very start of a child’s educational journey with us. Our sole focus is on the success of each and every child. We want them to be the best they can be and we encourage them to “Be Ambitious”, reflecting our school’s philosophy. This means we support each student to progress further than they thought possible, achieving more academically, personally and socially – all of which are equally important.

At the heart of the school’s success and excellent reputation, is the very high quality of teaching and learning delivered by our exceptional staff. Our teachers create an atmosphere of curiosity, passion and enjoyment for learning in all students. We are proud to attract the best specialist teachers who are committed to nurturing and inspiring every child they care for. We support them to do this through world-class professional development, amplified by the sharing of international best practice. Nord Anglia Education (NAE) offers our staff the opportunity to study for a fully-funded Master’s degree from King’s College London, underscoring our commitment to the career progression of each teacher. Teachers here teach children, not classes, so the focus is always on the child as an individual. We bring a new approach to the interdisciplinary subjects of STEAM (science, technology, engineering, arts, and mathematics), putting your child at the forefront of developing skills for the 21st century.

With over 40 nationalities represented in our own school, everyone learns to respect others regardless of differences in opinion, religion, race or ethnicity. All major festivals are celebrated and our annual International Day event is a culmination of the recognition that rich diversity is a strength. At NAIS Hong Kong, every day is an ‘international day’ as our pupils are part of the greater Nord Anglia Education family, with 76 schools in 31 countries, linked by our Global Campus. This allows students to co-operate with each other on projects and learning across the world, making them internationally-minded, effective global citizens of the future.

At NAIS Hong Kong, we offer the IGCSEs and IB Diploma Programme. This curricula provides the greatest success for the largest number of students. With our individualised approach to each child’s learning, outstanding teachers and collaborations, and unique opportunities inside and outside the classroom, we promise to nurture your child to love learning and help them to achieve more than they ever thought possible.

We would love to welcome your family to become a valued member of our vibrant and growing global community. Join Nord Anglia International School Hong Kong today and give your child the very best education.

Thinking beyond traditional education to transform learning

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15 years of IB excellence and wellbeing at RCHK

Renaissance College (RCHK) is thrilled to be celebrating 15 years of bringing world-class IB education to families in Hong Kong! RCHK is where students come to develop their unique passions, talents and interests whilst being challenged by the rigorous IB curriculum. We are a proud member of the prestigious English Schools Foundation (ESF); the largest local provider of English medium international education.

College-wide, wellbeing is at the heart of RCHK. This October, our Secondary students have been participating in a Mental Health Awareness Month, doing various activities to help raise awareness about the importance of personal wellbeing, such as “Beyond Exchange”; where students are encouraged to anonymously submit a card with an uplifting message inside, and in return be able to pick a card out for themselves written by another student.

We are thrilled to safely bring back the World of Work (WOW) Programme for our Year 11 students after a year break. For two weeks, our students are offered work placements alongside professionals all across Hong Kong in a variety of fields to gain hands-on insight into the challenges and opportunities of work. This is also a unique chance for professionals within our College community to get involved directly with RCHK curriculum and help pave our students’ future career paths.

Next academic year, a new Food Science and Technology Programme will be introduced to our DP curriculum. An emphasis on appropriate and sustainable food production and processing is practiced in this course. Students gain a deeper understanding of technological innovations within the food industry and will look into the wide needs of individuals and the even broader needs of the community. As for career pathways, Food Science prepares our students for further study at university.

The Career-related Programme (CP) at RCHK takes a specialized approach within an IB educational framework and philosophy that can be customized to suit students’ needs, personal interests and strengths. CP allows students to specialise in a career-related pathway that is suited to their enthusiasm and ability. Furthermore, our all-through environment allows our Secondary students specialised leadership opportunities to work and play together with our Primary students. This is further supported by our College-wide House System that allows students of all ages to interact and fosters a sense of identity and belonging.

We offer Scholarships to able and high-achieving Secondary students, and the Financial Aid is also available. Contact us at admissions@rchk.edu.hk to learn more!

Renaissance College Hong Kong
Curriculum: IB: PYP, MYP, DP, CP
5 Hang Ming Street, Ma On Shan, New Territories
Tel: 3556 3556
Email: admissions@rchk.edu.hk
Website: www.rchk.edu.hk

Scan the QR code to learn more about our programmes and see what RCHK can do for your child!
Building Strong Language Foundations at an Early Age

Woodland Pre-Schools have been developing young minds since 1978. With over 40 years of international pre-school experience and a proven track record in helping your child secure a place at a primary school of their choice, our programme will give your child the best start in their developmental journey.

Our new Mandarin curriculum is grounded in measurable learning outcomes and aligns to the Early Years Foundation Stages & English National Curriculum. The teaching approach encompasses our Woodland belief of ‘respecting the image of the child’ and our play-based inquiry approach to teaching and learning. This is done through small group instruction, also known as Mandarin Workshops, where our experienced teachers adapt an activity to suit different learning needs and assist every child to reach the next step on their learning journey.

Aligned with the Woodland Journey, children are immersed in both English and Mandarin environments from as early as 6 months. We believe that one of the best ways children learn is from authentic experiences. For example, when a child is role-playing and ordering food at our ‘Woodland Cafe’, this is an authentic way for the child to engage in the language as well as learning to communicate with others.

Whenever a child is attempting to use the language, it is important that we praise them on their effort and willingness to use the language. This encouragement may seem little to us, but to a child it is meaningful and helps develop their confidence in acquiring languages.

At Woodland, we believe that all children are competent learners; with our teachers acknowledging, and expertly creating opportunities for children to demonstrate their competencies; differentiation is based on each child’s learning needs and what their next learning goals are.

Creating a warm nurturing environment by respecting the image of the child, Woodland Pre-Schools inspire and foster a lifelong love of learning in their children. New children enrolling now are entitled to admissions promotions. Enquire now!
Wycombe Abbey School Hong Kong offers a British Prep School education for Year 1 to Year 8 with a high-quality holistic education based on the British National Curriculum of England and Wales, complemented by an extensive Chinese syllabus drawn from the Chinese National Curriculum and an award winning extra-curricular activities (ECA) programme with 50+ activities to choose from. Our enriched curriculum prepares all children for entry to the best secondary schools around the world.

The school’s Secondary School Guidance Programme launched earlier this year and has successfully helped students receive offers and prepare transition to some of the top senior schools in the UK. This year, two Wycombe Abbey School Hong Kong students received confirmed offers of places to Wycombe Abbey School in the UK. In addition, students at the school have also received offers of places to schools such as Rugby School, Roedean School, Cheltenham Ladies’ College and City of London School for Girls.

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. We provide pupils with an immersive academic environment and encourage critical thinking.

School tours are available Monday through Friday, both in-person and virtual. Applications for Year 1 to Year 8 are now open for 2021-2022 (immediate entry) and 2022-2023 Academic Year. Limited spaces available.

To apply or book a school tour, please visit https://wycombeabbey.openapply.com/

Wycombe Abbey School Hong Kong
17 Tin Wan Street, Aberdeen, Hong Kong
Tel: 2129 7100
Email: admissions@was.edu.hk
Website: www.was.edu.hk

Full Day, Co-Educational, British National Curriculum of England and Wales
Future-ready Chinese syllabus, preparing children for the world of tomorrow
Award-winning ECA programme with 50+ activities to choose from
Proven success in placing students at their top choice senior schools in the UK
**Stamford American School Hong Kong**  
250 Fuk Ping Road, Hong Kong  
Tel: 2500 6688  
Email: admissions@stamford.edu.hk  
Website: www.stamford.edu.hk  
Year Founded: 1990  
Curriculum: American

**The International Montessori School**  
25 Hong Kong Street, Mid-Levels  
Tel: 2803 1885  
Email: admissions@woodschools.com  
Website: www.woodschools.com  
Year Founded: 2016  
Curriculum: IBPYP, Cambridge CIE Secondary 1 & 2, IBDP

**The Woodland Pre-School**  
23 Belcher Street, Mid-Levels  
Tel: 2549 1211  
Email: think_kg@think.edu.hk  
Website: www.think.edu.hk  
Year Founded: 1986  
Curriculum: International

**Think International Academy**  
12 Wing Lee Road, Cheung Sha Wan  
Tel: 2537 1111  
Email: think_kg@test.edu.hk  
Website: www.test.edu.hk  
Year Founded: 2013  
Curriculum: British

**Think International Kindergarten**  
51 Lok Chuk Road, Hong Kong Tong  
Tel: 2537 1111  
Email: think_kg@test.edu.hk  
Website: www.test.edu.hk  
Year Founded: 2010  
Curriculum: IBPYP, TCRWP

**United Christian Music Kindergarten**  
2803 1885  
Tel: 2549 1211  
Email: think_kg@test.edu.hk  
Website: www.test.edu.hk  
Year Founded: 2010  
Curriculum: IBPYP, TCRWP
<table>
<thead>
<tr>
<th>Educational Centre</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Yew Chung International School (YCIS)</td>
<td>Secondary Section: 3 To Fuk Road, Tseung Kwan O Primary Section: 3 campsites, 2 Kai Tong, Kowloon Tong, 16 Pum Street, Sai Ying Pun</td>
</tr>
<tr>
<td>YMCA of Hong Kong</td>
<td>Email: <a href="mailto:admissions@ymcahk.org.hk">admissions@ymcahk.org.hk</a> Website: <a href="http://www.ymcahk.org.hk">www.ymcahk.org.hk</a> Year founded: 1903</td>
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<td>York International Kindergarten</td>
<td>G/F, 1/F, 7-9 Kwai Fung Road, Tai Po, Sai Kung, Hong Kong</td>
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<tr>
<td>ACE Academy</td>
<td>Secondary Section: 1/F, One Han Ku Avenue, Causeway Bay, Hong Kong</td>
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<tr>
<td>York Montessori International Pre-School (Yuen Long)</td>
<td>Email: <a href="mailto:admin@york.edu.hk">admin@york.edu.hk</a> Website: <a href="http://www.york.edu.hk">www.york.edu.hk</a> Year founded: 2010</td>
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<tr>
<td>York International Pre-School</td>
<td>Tel: 2925 0503 Website: <a href="http://www.info@aceacademy.com">www.info@aceacademy.com</a> Year founded: 1979</td>
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<tr>
<td>York Montessori International Pre-School (Yuen Long)</td>
<td>Tel: 2137 5667 Email: <a href="mailto:tkg@ace-advisors.com">tkg@ace-advisors.com</a> Website: <a href="http://www.ace-advisors.com">www.ace-advisors.com</a> Year founded: 2012</td>
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<td>York International Kindergarten</td>
<td>Tel: 2810 7006 Email: <a href="mailto:admissions@york.edu.hk">admissions@york.edu.hk</a> Website: <a href="http://www.york.edu.hk">www.york.edu.hk</a> Year founded: 2003</td>
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<td>York Montessori International Pre-School (Yuen Long)</td>
<td>Tel: 2124 3382 Email: <a href="mailto:info@alibbird.com">info@alibbird.com</a> Website: <a href="http://www.alibbird.com">www.alibbird.com</a> Year founded: 2010</td>
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<td>York International Kindergarten</td>
<td>Tel: 2506 0188 Email: <a href="mailto:support@alibbird.com">support@alibbird.com</a> Website: <a href="http://www.alibbird.com">www.alibbird.com</a> Year founded: 2010</td>
</tr>
<tr>
<td>York Montessori International Pre-School (Yuen Long)</td>
<td>Tel: 2810 7006 Email: <a href="mailto:admirals@york.edu.hk">admirals@york.edu.hk</a> Website: <a href="http://www.york.edu.hk">www.york.edu.hk</a> Year founded: 2003</td>
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<td>Zenith International Pre-School (Kowloon Tong)</td>
<td>Tel: 3169 0136 Email: <a href="mailto:adm@york.edu.hk">adm@york.edu.hk</a> Website: <a href="http://www.york.edu.hk">www.york.edu.hk</a> Year founded: 2010</td>
</tr>
<tr>
<td>City Kids Preschool &amp; Playgroup</td>
<td>Tel: 2512 4446 Email: <a href="mailto:info@city-kids.com.hk">info@city-kids.com.hk</a> Website: <a href="http://www.city-kids.com.hk">www.city-kids.com.hk</a> Year founded: 1984</td>
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<tr>
<td>Tinkering Education Centre</td>
<td>Tel: 2878 7905 Email: <a href="mailto:info@tinkering.com">info@tinkering.com</a> Website: <a href="http://www.tinkering.com">www.tinkering.com</a> Year founded: Tinkering 2013 Baby Steps 2001-2002</td>
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<tr>
<td>Baby Steps</td>
<td>Tel: 2593 9653 Website: wwwBABEC.com.hk Year founded: 2003</td>
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<tr>
<td>Bright English Education Centre L/P Shop 1/F, Plaza Pacific Square, Tung Chung No. 1, Tung Chung, Central, HK Entrance 2, 17-19 Carne Road, Central</td>
<td>Tel: 2583 9823 Email: <a href="mailto:support@brightenglish.com">support@brightenglish.com</a> Website: <a href="http://www.brightenglish.com">www.brightenglish.com</a> Year founded: 2003</td>
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<tr>
<td>Bright English Education Centre</td>
<td>Tel: 2124 3382 Email: <a href="mailto:info@alibbird.com">info@alibbird.com</a> Website: <a href="http://www.alibbird.com">www.alibbird.com</a> Year founded: 2010</td>
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<tr>
<td>Baby Steps</td>
<td>Tel: 2878 7905 Email: <a href="mailto:info@tinkering.com">info@tinkering.com</a> Website: <a href="http://www.tinkering.com">www.tinkering.com</a> Year founded: Tinkering 2013 Baby Steps 2001-2002</td>
</tr>
</tbody>
</table>

Education Centres/Others
SCHOOL ADMISSION
Open For Registration

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www.kis.edu.hk
admissions@kis.edu.hk
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