HONG KONG INTERNATIONAL SCHOOL



This catalogue is designed to:

— show your family that an excellent education in the American tradition is available at Hong Kong International School.

— give you the essence of the school and its community.

— answer the most commonly asked questions received by the admissions office.

As your family goes through the decision-making process of an overseas transfer, we welcome any inquiries that will assist you in choosing the school in Hong Kong that can best serve your children's needs.

— The Admissions Office

Hong Kong International School Character

In the early 1960's, a group of businessmen who worshipped together foresaw the growth of Hong Kong as a business center for Asia and recognized the need for a Christian school of high standard. Responding to their request, the Lutheran Church-Missouri Synod (U.S.A.) established the Hong Kong International School in 1966.

As a co-educational day school organized into three divisions (K-6, 7-8, 9-12), the school serves those in the international community of Hong Kong who desire an American college preparatory education. A Hong Kong-based Board of Managers, which is self-perpetuating, operates the school on behalf of the Lutheran Church (U.S.A.).

The student body of 1,400 is drawn from families in the business, the diplomatic corps, and the missionary and professional communities. These families are culturally diverse, achievement-oriented and highly mobile. While some 40 percent of the students stay at HKIS five years or more, many others remain only a year or two. With all instruction in English, the school normally admits students from American schools around the world. It considers other applicants on the basis of previous academic performance and competency in English.

Hong Kong International School lives with a paradox: its foundation is the Christian Gospel, yet it serves a community which is religiously plural. In response, HKIS expresses its Christian commitment formally, through such activities as religious instruction and chapel programs, as well as informally through relationships — choosing to expose students to the teachings and example of Christ while maintaining respect for students' personal beliefs.

The school is committed to the liberal arts as the best preparation for life and service in a rapidly changing world. Efforts focus on the whole person with emphasis on academic and character development. Thus, HKIS seeks to offer a challenging educational experience through which each student may develop intellect and imagination, independence and responsibility and an identity which combines faith and coherent values.

Hong Kong International School Goals

The goals for learning adopted officially by the Hong Kong International School Board of Managers are as follows:

— cultivate intellectual abilities in the arts, humanities and sciences.
— learn about the Christian faith as a way of life.
— develop attitudes and skills for effective participation in community.
— become sensitive to cultural, political and economic similarities and differences, and recognize the interdependence of the global community.
— develop skills and motivation to learn independently.
— learn how to meet the demands of a changing world.

In the classroom as in athletics, music, drama and other activities, the school encourages high achievement in an atmosphere of care for the individual and mutually respectful relationships among students, teachers and parents.

Why Choose HKIS?

Headmaster David Rittmann arrived in Hong Kong with his family in 1973. His initial assignment at HKIS was as assistant high school principal with responsibility for developing curriculum.

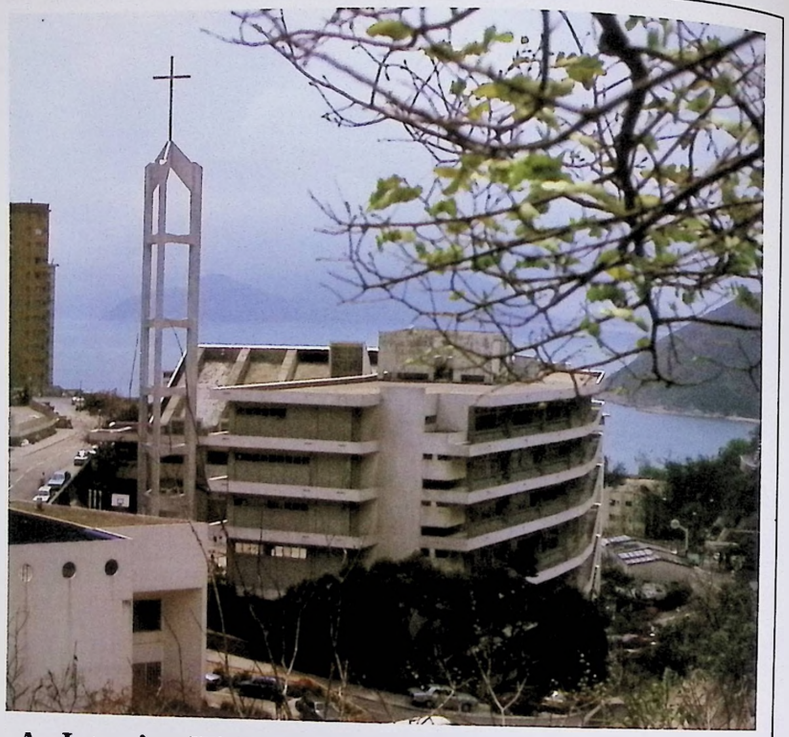
In 1976 he became high school principal and in 1977 was appointed headmaster.

Mr. Rittmann is a graduate of Concordia College (Illinois) where he majored in English and was certified as a minister of religious education within the Lutheran Church. He received an M.A. in language and communication from New York University.

Prior to receiving the appointment to HKIS, Mr. Rittmann served as English department head in several church schools and was active in youth ministry and editorial work in New York City and Chicago.

He and his wife, Doris, are veteran HKIS parents, with three children enrolled and one graduated.

In this interview the headmaster of HKIS talks about living overseas, American and international education, school discipline and drugs.



An Interview With The Headmaster

Question: What brought you to HKIS originally?

Answer: When I began in the teaching ministry, I had no idea I would end up in overseas service. My wife and I enjoy cities and have felt a special mission in working with people who live under the stresses of urban life. When the call to HKIS came, it seemed like a natural extension of our experiences in New York City and Chicago with the added excitement of international education.

Question: Looking back over 12 years, are you glad you have raised your children in Hong Kong?

Answer: Sometimes my wife and I wonder about this, but we feel the gains have far outweighed any disadvantages. I don't want to underplay some of the challenges. The crowds on Hong Kong streets take getting used to, and one sometimes begs for relief after five months of humid, tropical summer weather. Trying to raise children according to deeper spiritual values of service and self-sacrifice is difficult amidst the "wealthy" way of life a Westerner enjoys in Hong Kong. Professionally, one can feel isolated from Stateside colleagues, and, of course, we have lived outside the U.S. long enough for U.S. culture to seem strange in many ways.

These challenges have stimulated our growth as a family and as individuals. Our children are gaining a global perspective and have friends across many cultures and religions. As a world city, Hong Kong is dynamic and invigorating. The cultural scene, once a disaster, now provides a regular stream of movies, art exhibits, concerts and plays involving world-class talent in Eastern and Western idioms.

From a practical standpoint, Hong Kong is generally a safe place to raise children. In fact, when my daughter left for college a year ago, one of her biggest adjustments was learning the potential risks a young woman faces in an urban setting in the U.S.

Question: What happens to children who live overseas a long time? Are they different from their counterparts at home?

Answer: There are many differences. Children who live overseas long enough become identifiable as "third-culture kids". They are neither members of the host culture — in our case Hong Kong — nor do they "belong" to their home culture. They are members of a third culture who move about, think transnationally and have a good deal of individual sophistication and confidence. On re-entering their home country, they may feel somewhat alien in the company of peers who outwardly seem similar socially and educationally but have really had quite different experiences growing up. It may be difficult, for example, to talk comfortably about one's summer vacation experiences in Malaysia or Japan with someone whose Stateside summers have been spent at summer work and in travel closer to home.

Question: What are some of the adjustment problems families face with a move to Hong Kong?

Answer: As a rule, the person with the fewest adjustment problems is the father. He will normally be continuing work with the same corporation and be rapidly immersed and excited by his new responsibilities here. Mother is the key. Role changes may be substantial, from sacrificing her own career in the decision to move, to learning how to cope if the family hires a servant who takes over many home duties. She may either experience culture shock or see it all as a new chance for growth.



Depending on where a family comes from, they may miss open spaces, forests and fall and winter seasons. Children who have lived a long time in another community experience sadness at being pulled away from close friends. For a teenager who may have invested a year or two already in high school, having to start over in a new school seems formidable. Knowing some of the stress associated with an overseas move, we have a number of programs to help students adjust quickly and smoothly to the new school environment. Our sports and activities help here. Many are familiar, such as basketball and volleyball; others less so, such as rugby and field hockey.

Our overall approach is to be ready to serve not only children but also families because a child's success in school relates closely to adjustment to Hong Kong within the family.

Question: In Hong Kong many people know HKIS as "the American school," yet you call the school international?

Answer: Our curriculum and teaching approaches are designed to provide a smooth transfer from/to American-type schools at all levels and prepare for entry into American colleges and universities. We think the American approach is best for a world which is rapidly changing.

How should one prepare for jobs tomorrow which may not exist today? What should a school teach when there is more to know than the curriculum can contain? What personal qualities are required to succeed in the future?

We respond to such questions educationally by concentrating on key concepts and skills in each intellectual discipline and by emphasizing the application of learning. A teacher might say, "Here is a new problem. Can you solve it using the methods we have learned?" The focus, if you will, is *learning how to learn.* Along with intellectual growth, students need to develop cultural sensitivity, an ethical sense and other personal qualities. This concern for well-rounded development is characteristic of American education.

Certainly the school is international as well. While sixty percent of our students are American, the student body hails from some 40 countries in all. The curriculum takes into account the global orientation of Hong Kong and the fact the young people we are teaching will likely pursue careers which will carry them back overseas or require an international perspective.

In literature, history and the arts, plenty of attention is given to Asia. Sophomore English may read a Japanese novel while fifth graders practice Haiku. Seventh grade social studies feature a field experience comparing Macau, Hong Kong and Guangzhou. Chinese folk music is studied along with similar music from around the world.

When I observe a group of young children on the playground, there may be several nationalities intermingling comfortably. They are probably unaware of the remarkable differences in their backgrounds. They find nothing out of the ordinary to have friends with names such as Priya, Bill, Ho-jin and Lotta.

Question: Since HKIS is the only American school in Hong Kong, do parents really have a choice?

Answer: Yes, they do. We want parents to choose us for our quality and character as a school. Certainly within the Hong Kong context, we provide the best point of continuity for families accustomed to an American approach. Yet the other English-speaking schools in Hong Kong should be investigated, and parents with teenagers may consider boarding schools in the U.S.

Question: At the high school level, wouldn't a teenager be better off in an American boarding school?

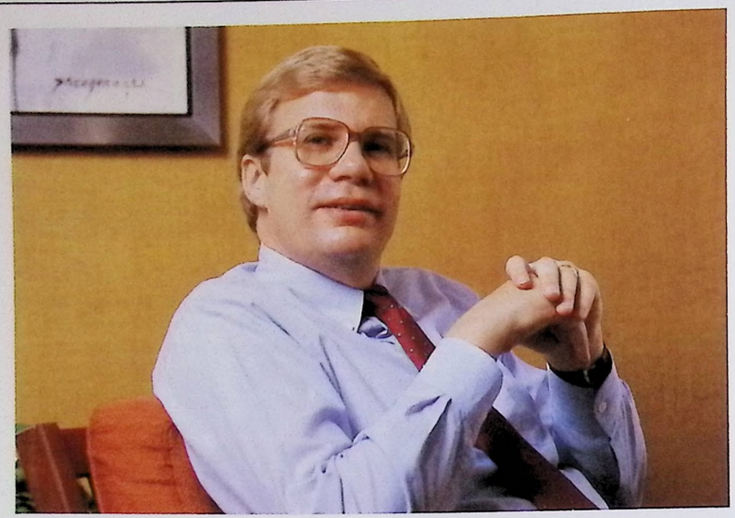
Answer: In some cases, yes. When families are under intense stress or anticipate a rapid series of moves, a child will gain from the continuity of a boarding school. If the family environment is wholesome, I prefer to see the child grow up at home.

Question: What does it mean for my child that HKIS is a Christian school?

Answer: Questions such as Who am I? Where did I come from? What is my future? are common among youngsters. Essentially, they are religious questions. While expressions of other faiths are studied and respected, how a Christian addresses these questions is emphasized.

We believe God created us and then sent His Son Jesus to redeem us from our sinful nature. In this knowledge we are free to become all God intended, and we live in the hope of eternal life.

We place much emphasis on "living in community" with the attendant values of serving, accepting and supporting the members of the community. Our Day of Giving, for example, involves children and young people in a wide variety of helping roles with the elderly, retarded children and refugees. Even our



approach to discipline is rooted in the notion that rules help the community live effectively and violations injure us all.

For all children, our Christian philosophy motivates us to strive to provide an education with special qualities. We seek teachers who express a sense of dedication in their work for we know they will extend themselves to care for each child. What we are talking about here is the relationship of faith and life — sense of self, ethical integrity and concern for others.

Question: Can you describe the drug situation at HKIS?

Answer: As in other communities around the world, young people in Hong Kong confront issues of drug and alcohol abuse. Our school is committed to an ongoing program of prevention through education, a healthy school climate and communication with parents. Nevertheless, we anticipate the need each year to work with some young people and their families regarding drug abuse. As necessary and in accord with our drug policy, school authorities will intervene strongly out of concern for the student community and the individual in question. I believe our efforts toward prevention have been effective, and parents have expressed to me their confidence in the way we work with drug abuse when it occurs.

Question: What about school discipline in general?

Answer: The climate of the school is best described as purposeful, energetic and caring. By and large our students are well-motivated, and student-teacher relationships are strong. There are few discipline problems because of effective teaching and clear rules inside the classroom and out. Students know what is expected. When violations occur, we work to change behavior rather than punish. Parents are involved quickly in any serious infraction or if a pattern of negative behavior begins to form.

By adjusting the balance of control and freedom to suit the maturity of the student at each grade level, I believe we have been effective in helping students learn to make good decisions and develop self-discipline — so important if students are to become independent learners and eventually be ready to face the enormous freedom that goes with college life.

Question: How do you rate HKIS academically?

Answer: Our curriculum compares to the best U.S. private schools with the result that ninety percent of our graduates go on to college. Students who have good academic records regularly are admitted to the most competitive colleges throughout America. From former school parents, we receive many letters of appreciation about the progress their children made at HKIS. They mention how far along their children are in various subjects and how HKIS nurtured a sense of self-esteem.

Academically, basic skills are just a starting point. We work on deepening intellectual processes and having students reflect on their learning and experiences. The curriculum encourages study in all major subject areas. The majority of our students take four years of science and math, for example, and nearly 75 percent of our students at the secondary level are involved in the study of a second or often third language.

Of course, good teachers are vital. We put a great deal of time and resources into obtaining the best possible teachers and keeping them up-to-date with their profession. I have firsthand knowledge of our teachers because I am directly involved in the recruitment and interview process for everyone we hire.

Question: Do you ever refuse admission to a U.S. citizen? Or is there any reason to believe my child will not be accepted into HKIS?

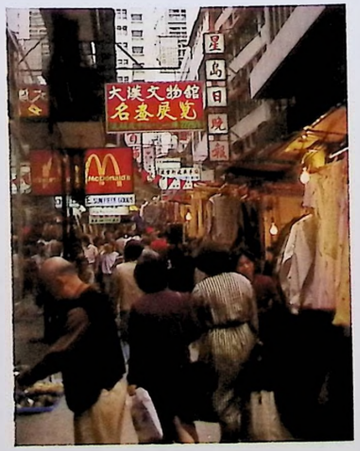
Answer: Although we operate with fairly open admissions, we do turn down many students each year. They fall into three categories: (1) high school students with a very weak academic record who would be unable to proceed satisfactorily through a four-year academic program of our strength, (2) children with a learning disability which requires special support and maintenance, and (3) children who are unable to study and be taught in English.

An Educating Environment

Situated in Repulse Bay on the south side of Hong Kong Island, both Hong Kong International School and its students take advantage of their position in the geographic center of Asia.

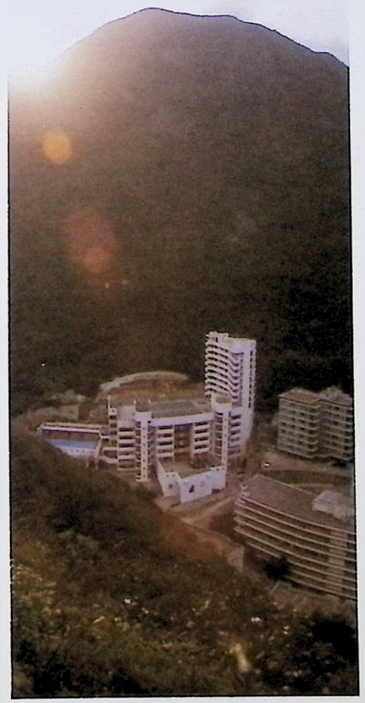
Chinese culture dominates Hong Kong, and it becomes an important dimension for students in and out of school. Both Westerners and Chinese wish each other "Kung Hei Fat Choy" during Chinese New Year, and on the evenings of the Mid-Autumn Moon Festival everyone carries colorful cellophane lanterns to mountain tops and beaches. In their school, students learn the background of these celebrations; in their neighborhoods, they experience them firsthand.

Hong Kong is both urban and rural, but most expatriates live in the city and work in high-rise office buildings which belie their oriental setting since the ultra-modern business district resembles any major metropolis throughout the world. Hong Kong is a world center for corporate multi-national headquarters in banking, insurance, high-technology sales and import/export world business.



"Living in Hong Kong is adventurous and something you will never forget."

Anders Holmkvist, grade 6
Student at HKIS 5 years



This same technologically-advanced city offers the allure of narrow streets crammed with shops selling everything from porcelain to snakes, from designer dresses to Chinese cabbage. It is this aspect of the city which tourists know so well.

However, there is another side: a Hong Kong of mountains and hiking trails, running paths and tropical vegetation, farms and villages. Sparsely populated outlying islands are a short boat ride away. While individuals enjoy outings to these areas, the school also takes advantage of them. There are week-long outdoor education camps attended by elementary and junior high classes. During the high school Interim, a week of activities and journeys outside the classroom, many students choose to explore Hong Kong's own environment.

Learning about Chinese culture is not limited to Hong Kong, however. Just up the road is the People's Republic of China and it is not uncommon for students to take one-day or overnight field trips to the PRC as part of a unit of study. Members of the school's athletic teams not only play local schools but also travel to tournaments in Taiwan or Japan. In this way, young people living in Hong Kong are exposed to more than the Chinese culture. Further, many nationalities and religions are represented in the community and the school. So while almost every child becomes adept with chopsticks, he or she also feels comfortable bringing home a classmate from India, Korea or Australia. And during the school's annual World's Fair, the most popular booths are the ones selling food from Japan, the Philippines, India, Korea, England, Australia, Canada, China, Pakistan, Thailand and the U.S.A.!

When families choose to move to another country, often one of their objectives is that the children will have exposure to different cultures. While Hong Kong is a cosmopolitan city, many expatriates feel a sense of community as well. Children attend school with the same friends who are on their Little League team or in their



"For eight years HKIS has been giving my children a good education. They actually go out on field trips in Hong Kong; no cramming education from books only."

Minoo Balani, mother
Born and raised in Hong Kong

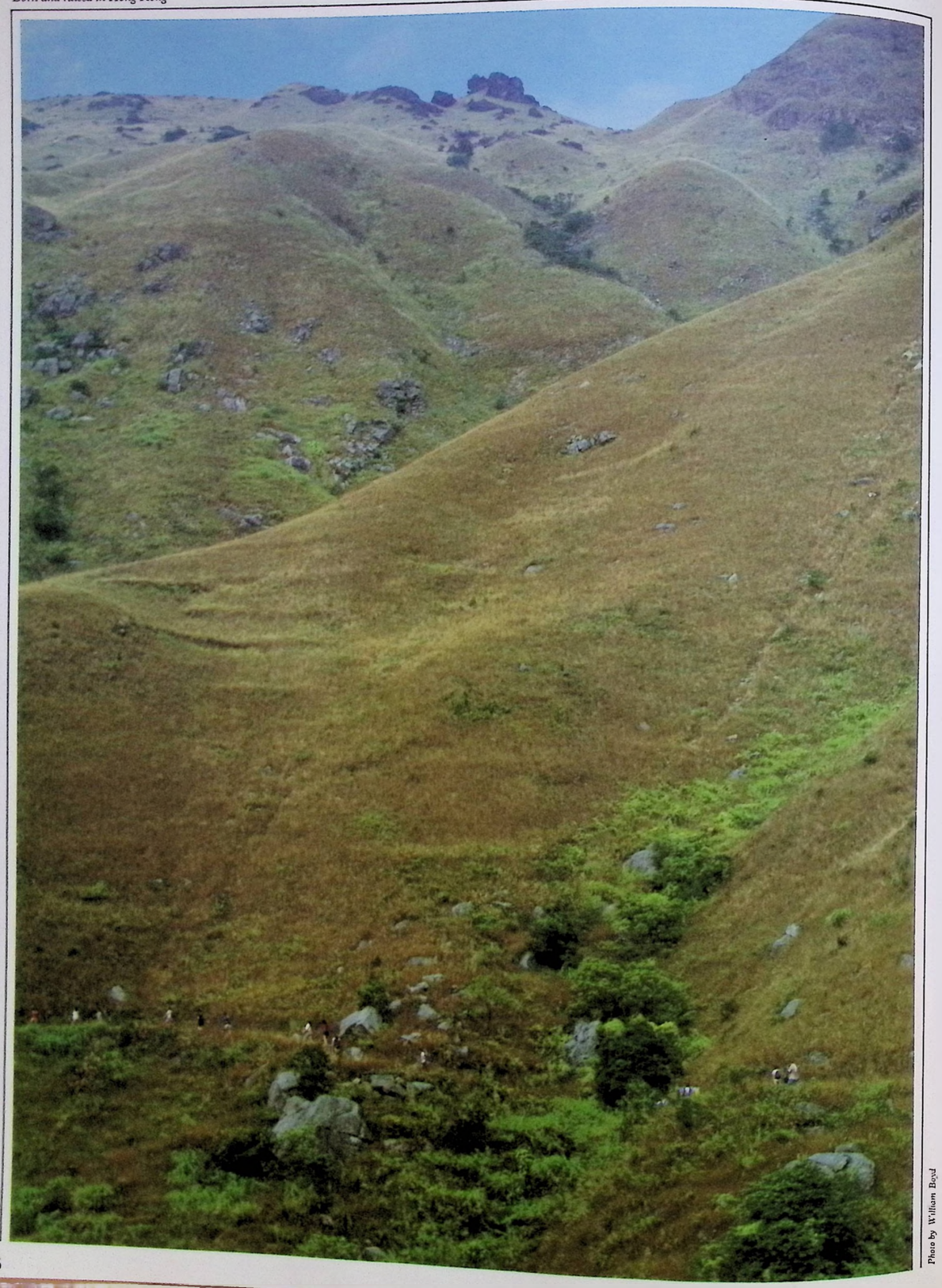


Photo by William Boyd

"Mothers' Club works very closely with teachers, students and PTA. As parents we are concerned with the total welfare of the children at HKIS whether in social or academic areas."

Libby Curnow, Mothers' Club President

gymnastics class. They take piano lessons from a neighbor and play in one of several school ensembles with other classmates. The P.T.A. and Mothers' Club invite parents to become involved in a variety of activities.

It is this same sense of community which helps new students feel comfortable. Most students at HKIS have come from somewhere else and know what it is like to feel temporarily strange and dislocated. They know it is important to help a new student feel welcome. The sense of community allows the school to become a center of activity for students.

Coming from culturally diverse, achievement-oriented families who desire an American college preparatory education, both students and parents have high expectations of the school. The school in turn aims to offer a challenging educational experience from the sports field and stage to the classroom, through which a student develops intellect and



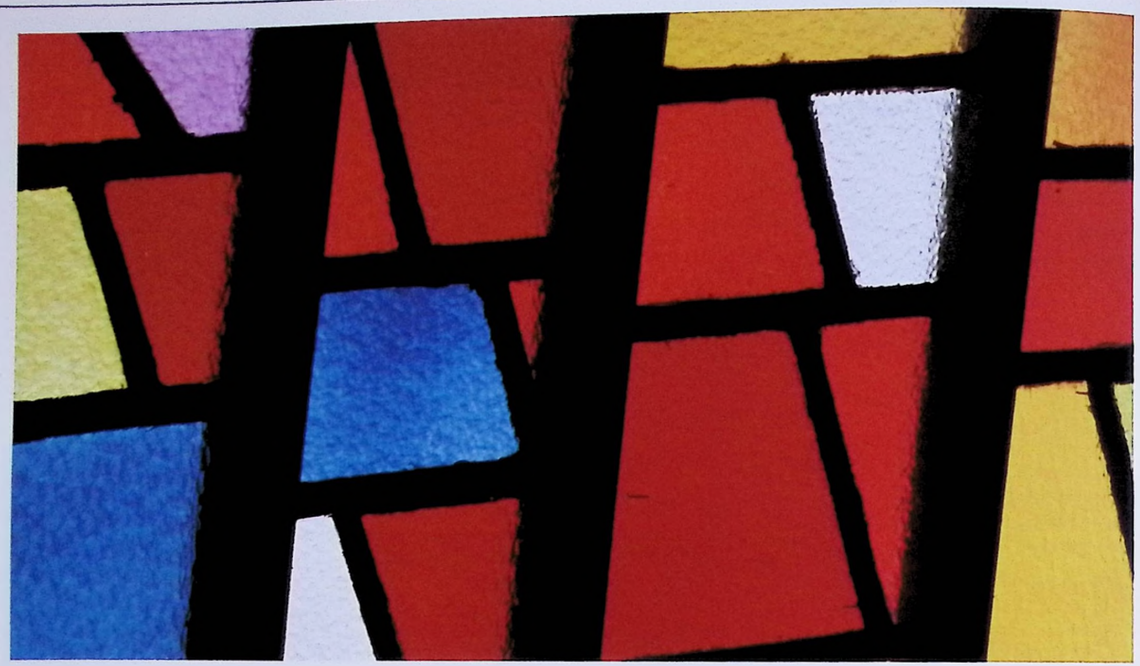


imagination, independence and responsibility and an identity based on faith and coherent values. There is an emphasis on both character development and academic excellence.

"Being a student at HKIS is much different from being a student in the States. Being a student here, you get to meet people from all different backgrounds, races and religions. It's really a neat experience because you're not exposed to that in the U.S."

Amy Costello, grade 9
HKIS student 4 years







"I would like to take another religion course before the year is over because I like it. Religion isn't just lectures. It's your interpretation and understanding the teacher is looking for. I learned not to put down others' religions, but to accept them."

David Decker, grade 9
HKIS student 7 years

The school's Christian foundation shapes the entire program from the approach to discipline to encouraging a sense of service and thanksgiving. Much emphasis is placed on learning the responsibilities and opportunities of living in a community. Courses outside religious studies wrestle with basic questions of life with the Christian Gospel being emphasized. In all, the school's Christian identity sets a tone of excellence.

To achieve this, the school hires highly trained faculty who are as demanding of themselves as of their students. Faculty are offered many opportunities for professional growth through workshops with visiting consultants and summer educational programs. Curriculum, based on American textbooks, is continually examined and updated when appropriate. And of course, advantage is taken of the Asian context of the school and of the multi-cultural richness of the student body.



"At this school teachers and students are not in two completely different categories. They make up a unit."

Sandra Marsh, grade 11
Student at HKIS 1 year

Information Section



Introduction:

The school is located on the south side of Hong Kong Island in Repulse Bay, a residential area with towering apartments and mountains and scenic valleys, beaches and bays.

The original building, constructed in 1967, was renovated in 1975 for exclusive use of the secondary program. The adjacent elementary building, with swimming pool and teacher apartment tower, was completed in 1975. Each building houses about 700 students and contains its own library, gym, office complex, lunch rooms, theatre and roof top playgrounds, as well as special rooms for music, art, computers and science. The school has limited access to sports fields, 10-15 minutes' drive from the school. Both buildings are air-conditioned.

The chapel of The Church of All Nations, a Lutheran congregation serving the broader community, is located adjacent to the same complex of buildings and is used by the school for worship and as a performing arts center.

Accreditation:

In addition to its affiliation with Lutheran education in America, Hong Kong International School is registered with the Hong Kong Education Department, is associated with the Office of Overseas Schools of the U.S. Department of State, is a member of the East Asia Regional Council of Overseas Schools (EARCOS) and belongs to the National Association of Independent Schools (U.S.A.). The school is accredited by the Western Association of Schools and Colleges (California).

Structure and Management:

The school follows a traditional, private form of governance. The Lutheran Church-Missouri Synod has delegated management of HKIS to a nine-member self-perpetuating Board of Managers. Board members are chosen from diverse backgrounds to ensure they represent the opinions of the constituency. Board members have been employees of Pfizer, Dow Chemical, the Hong Kong University, Citibank, ITT, Exxon, IBM, the American Chamber of Commerce in Hong Kong and American Consulate General.

HKIS is internally organized on a K-6 (elementary), 7-8 (junior high) and 9-12 (senior high) basis. Each division is administered by a principal, with assistant principals in elementary and senior high.

The school's headmaster and other key administrators form an administrative council and are responsible to the Board of Managers through the headmaster.

"HKIS has a very good college preparatory curriculum with enough subjects to interest everyone."

Amy Tennis, grade 11
HKIS student for 1 year

Contents:

Introduction 9

Academic Program 10

Curriculum:
Asian Studies
Computer Science
English
Fine Arts: Art, Music and Drama
Guidance
Independent Study
Life Skills
Mathematics
Modern Languages
Physical Education
Religious Studies
Science
Social Studies

Graduation Credits and Requirements 19

Support Services 21
Computer Centers
Human Services Team
Counselling
College Counselling
Health Services
Learning Center
Library

Special Programs 22
Advanced Placement
CREDEX
Day of Giving
Interim
Outdoor Education
Senior Option

Activities and Sports 24
Elementary
Junior High and Senior High
Interclass — Intramural
Interscholastic
Awards and Recognition

Additional Information and Policies 29
Bookstore
Calendar and School Hours
Dress Code
Drug Policy
Lunch Program
Parent Organizations
Parents Out of Colony
Rules and Regulations
School-Home Communications
Transportation

Faculty and Staff 31

Admissions 32
Visit and Interview
Admissions Office

Academic Program



Education at Hong Kong International School is similar to that of leading private schools in America. The school's curriculum is built around published programs in use throughout the United States. Textbooks are bought from U.S. publishers and American standardized tests are used. Progress reports and parent-teacher conferences assist in evaluating and counselling students.

Classes reflect an appreciation for the multi-cultural and international character of the student body by developing awareness, understanding and appreciation for those differences which make HKIS a special education experience.

Elementary (Grades K-6)

Recognizing that children come to HKIS from a wide variety of educational backgrounds, individualized approaches to teaching have been chosen which allow gaps to be identified in a student's learning and permit the child to move forward with a proper balance between challenge and success.

The program operates in "open space" facilities which provide a flexible learning environment designed to meet individual needs. Students in grades K-6 are organized into seven divisions (clusters) by grade level. All clusters accommodate approximately 100 students who are divided into four classroom groups, each with its own teacher. The four teachers are supported by two paraprofessionals. Together they form a unit responsible for planning and instruction at each grade level.

The classroom is further divided into learning areas by portable walls and cabinet units. Each cluster contains its own storage areas, washrooms, conference room, drinking fountain and sink counter for arts and craft work. The learning environments in the clusters are designed to accommodate varied student groupings, assignments and activities.

Kindergarten

Most children begin their school experience at age five. Children whose fifth birthday occurs on or before October 31, are accepted into HKIS in September of that year. Kindergarten provides an opportunity for children to associate with others, to begin basic understandings about language and numbers and to develop a positive self-image and a wholesome attitude about school.

Grades 1-6

The elementary program teaches all basic school subjects at times appropriate for each child's maturity level. The course of study parallels elementary school subjects that are taught in the United States — language arts, social studies, mathematics, science, religion and health. The elementary faculty includes specialists in art, music, computer, Chinese language and culture, physical education, library and counselling. The programs may include group work, individual contracts, tutoring and remedial instruction. Progress is monitored regularly through the use of checklists, teacher tests, interviews and other evaluation techniques.

Multi-Age Group (MAG)

In 1971-72, a multi-age group (MAG) program was begun to provide for the interaction of students in instructional and social groups across grade levels. Children enter the MAG program upon parental request or teacher recommendation. The group is organized into four homerooms — two homerooms of students in grades 1, 2 and 3, and two homerooms of students in grades 4, 5 and 6. The four teachers are supported by two paraprofessionals.

MAG offers an alternative to the traditional single grade classroom. MAG is not a special class for gifted students or those with learning difficulties. It is a cross section of students from throughout the school.

Junior High (Grades 7-8)

Junior high teachers are chosen specifically for their ability to respond to the widely varying social, physical, intellectual, emotional and spiritual development of early adolescent students. The junior high is organized on a homeroom concept. Each student has a homeroom teacher to whom he or she is directly responsible and from whom he or she can receive personal counselling. Homeroom teachers are responsible for teaching language arts, social studies and religious courses. Other subjects are taught by specialists on a departmentalized basis.

The junior high promotes a learning atmosphere which stimulates student interest and involvement. The homeroom relationship allows teachers to monitor each student's academic and social growth on a daily basis. Parents are encouraged to discuss academic and social growth with teachers during the school year.

Senior High School (Grades 9-12)

As the student grows through adolescence to young adulthood, he or she needs to take increasing responsibility for personal behavior by , exhibiting self-discipline and for learning by exerting an inner motivation for achievement in studies. HKIS faculty members help students reach these goals by creating an atmosphere of high expectations and by giving students personal attention through an individualized advisor/advisee program. Teaching extends beyond the classroom as students often seek out teachers in department offices.

The high school is organized around an eight-period rotating schedule with each class meeting four times per week. Four days each week have a 20-minute period to accommodate chapel, class meetings, assemblies, advisor/advisee meetings and clubs.

Academic Program Booklet

An academic booklet of curriculum detail, published yearly, is available upon enrollment at HKIS.

Asian Studies

A variety of courses are offered in Asian studies to provide students with exposure to and knowledge of Asian history, geography, politics, arts, languages and religions. In addition, at all grade levels, Asian topics and themes are included in social studies, the arts and literature.

Elementary

The elementary school employs a full-time Chinese culture teacher who incorporates this study into the weekly curriculum. Chinese brush painting, drama, music and crafts, the Cantonese and Mandarin languages and the study of Chinese customs and legends are included.



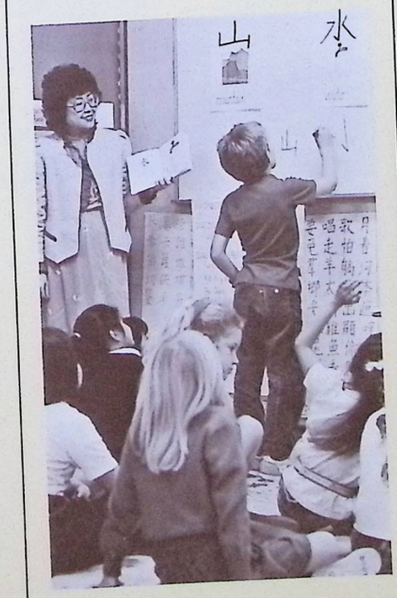
Junior High

Asian study in junior high is part of the geography curriculum in seventh grade. Mandarin is offered as a foreign language.

Senior High

Asian Literature
Cantonese
Mandarin
Asian Survey
Oriental Brush Painting
Asian Arts





"While HKIS is conceived as an American school, we are convinced that essential to its strength and its program is being and continuing to be a multi-cultural and multi-national school."

Earl Ness, Manager of Marketing
Educaton — IBM
Chairman HKIS Board of Managers

Computer Science

HKIS has a long-term commitment to integrating computers into the curriculum as fully as possible. The focus of the computer studies program at HKIS is to assist students in developing the skills and attitudes necessary to use computers as professional tools.

The computer studies department is offering computer courses from computer literacy, which has no prerequisite, to advanced placement computer science. The English department is using word processing to help improve student writing. Other departments are also finding uses for computers in their fields.

Elementary

Beginning in kindergarten, instruction in classes is assisted by computers. Basic language, beginning programming and computer-assisted instruction across the various subject areas are included as part of the regular curriculum.

Junior High

Junior high students use the computer in their classes and receive instruction in word processing and computer literacy.



Senior High

Computer Literacy
Programming in Basic
Advanced Programming
Computer Workshop and Special Projects
Advanced Placement Computer Science



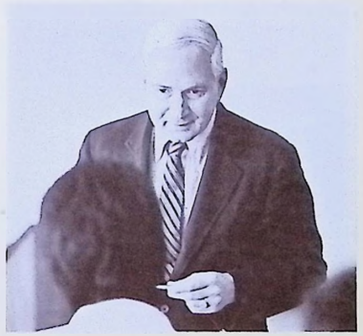
English

HKIS is committed to an effective language arts program built on oral language experience, extensive reading and many opportunities for writing. HKIS English teachers seek to teach students to read with increasing discrimination, sensibility and appreciation, and to think and write critically and creatively. The teaching of writing follows tenets developed in the U.S. National Writing Project. HKIS maintains two in-house teacher/ consultants trained in the Writing Project.

Elementary

Subjects included in elementary language arts curriculum are reading, listening, speaking, spelling, penmanship, composition skills and grammar.





Junior High

The language arts program in junior high includes literature, composition, grammar, vocabulary and spelling.

Senior High

English I and II
English Literature
English Writing
Expository Writing
American Literature
Creative Writing
Journalism
European Literature
Asian Literature
Advanced Placement English

Fine Arts: Art, Music and Drama

Art

The visual arts' primary objective is to provide a quality program that enables students to focus on art history and studio processes. The major concentration is in studio disciplines. Two survey courses give students access to cultures past, present and future. These help students understand themselves as individuals, as artists and as members of a complex and changing world.

Elementary and Junior High

Art for grades K-8 is an integral part of the students' weekly schedule. The emphasis is two-and-three-dimensional work using a variety of media.

Senior High

Visual World I and II
Asian Arts
Drawing and Painting
Ceramics
Graphic Design
Oriental Brush Painting I and II
Pottery
Drawing and Watercolor
Religious Expression in Art
Photography



Drama

The drama curriculum concentrates on teaching basic acting skills. Movement, improvisation and scene work encourage creativity and self-expression, while developing stage presence and acting techniques. The drama club presents a number of extracurricular productions each year which provide students with experience in all aspects of theatre production. Workshop and guest performances by theatre professionals in Hong Kong are sponsored by the drama club, as are group theatre bookings to a variety of Hong Kong productions.



Elementary

Drama is a regular part of language arts instruction and individual classes present productions for their parents and the community.

Junior High

Productions scheduled yearly by the junior high school usually include one musical.

Senior High

Drama Workshop I and II
In addition, three drama productions per year are presented.



Music

The objectives of the music curriculum include the development of essential skills, self-discipline and refinement of the student's talents and musician-ship. Teaching children to enrich their lives through musical expression develops a sense of accomplishment and fulfillment. Instrumental and choral programs are available for beginning and advanced students.



Elementary

Music for grades K-6 is a regular weekly offering. Activities include singing, recorder, note reading, rhythm activities, percussion and music appreciation.

Junior High

Offered on a weekly basis in junior high are the following: singing, music theory, music history, music of foreign countries and music appreciation. Students may also elect beginning or intermediate band.

Senior High

Introduction to Music
Beginning Band
Intermediate Band
Chamber Ensemble
Jazz Ensemble
Senior Choir
Select Vocal Ensembles
Beginning Guitar

Guidance

The primary goal in the classroom guidance courses is to help students become all that they have the potential to be. Guidance helps students see how they may become more effective human beings, to know who they are and have a good image of themselves.

Elementary

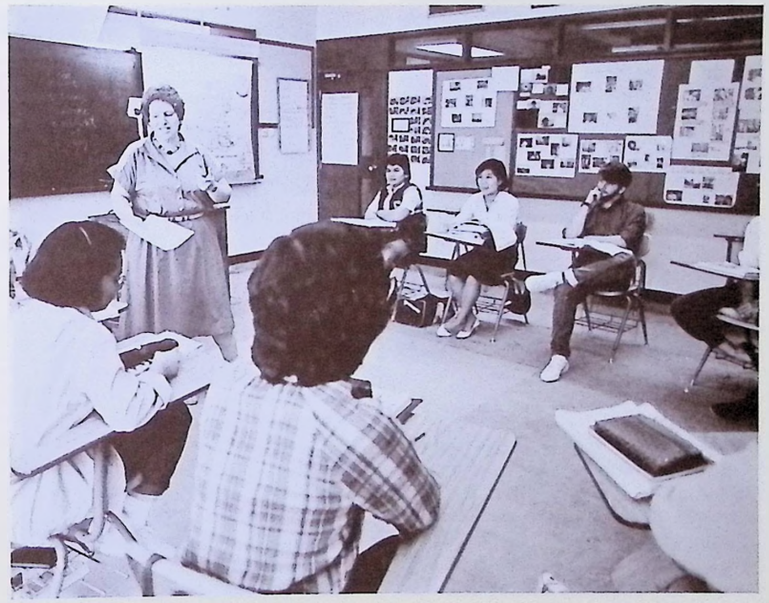
The elementary counsellor works with new student groups and with groups that concentrate on social skills — communication with friends and social problems to name a few. In the classroom some of the topics explored are decision-making, conflict resolution and problem solving.

Junior High

The junior high emphasis is communication. The counsellor meets with new students. Guidance instruction in the classroom is on communication skills, problem solving and decision-making.

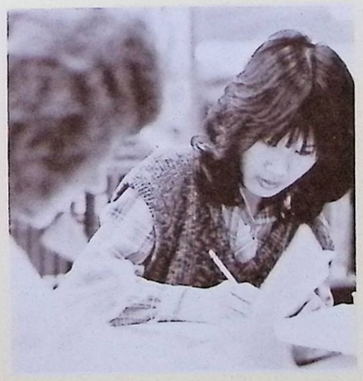
Senior High

Self Awareness
Decision Making
Peer Counselling
Career Exploration
Living Well
Student Leadership



Independent Study

Students in grades 10-12 may pursue a program of independent reading or research under the supervision of a teacher and with permission of individual departments. Independent study credit is not given for any course which is offered in the regular curriculum, nor is independent study an alternative for fulfilling specific graduation requirements.

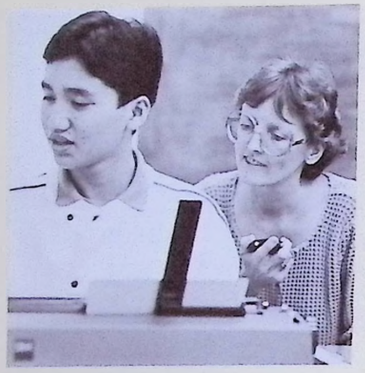


Senior High

Independent Reading
Independent Research

Life Skills

Commercially based subjects enable students to come into contact with real-life facts and figures and to appreciate the differences between school and the world in which they will live, buy products, rent and buy houses, purchase insurance and apply for jobs. Typing skills, in particular, can be used in school as well as in business. Notehand can be adapted to specific subjects essential for a college-bound student.



Junior High

Typing

Senior High

Computer Study
Notehand
Personal Finance
Typing I and II

Mathematics

Training in mathematics is just as appropriate for philosophers and statesmen as for technologists and scientists. Mathematics serves as a tool for study of the quantitative properties of the external world and for explanations of data. The topics of arithmetic, algebra and geometry are included in studies at HKIS.

Elementary

Elementary math is a systematic development of problem- solving skills involving sets, number sentences, geometry, the metric system, basic mathematical skills (arithmetic) and relating math to everyday life.

Junior High

Junior high classes, organized around ability levels, are general math, pre-algebra and algebra.

Senior High

Basic Algebra
Algebra I
Accelerated Algebra I
Matrix Algebra
Probability and Statistics
Geometry
Accelerated Geometry
Algebra II
Advanced Algebra with Trigonometry
Accelerated Advanced Algebra with Trigonometry
Math Analysis
Accelerated Math Analysis
Calculus
Advanced Placement Calculus

Modern Languages

Being members of an international school and community, HKIS exposes students to the broader perspectives of world cultures and educates them to be responsible citizens of an interdependent global community. To strengthen those experiences, HKIS encourages the learning of modern languages. The primary aim of its modern language program is to foster communication. Through a practical, performance-oriented approach, HKIS students have the opportunity to develop the four communication skills — listening, speaking, reading and writing.

Elementary

In the elementary school, Cantonese classes are offered after school to interested students.

During the 1985-86 school year, the Mandarin language was introduced in elementary grades 3 and 4. The implementation of Mandarin into the elementary curriculum is taking place over a three year period and will eventually include all primary grades — kindergarten — grade 6.

Junior High

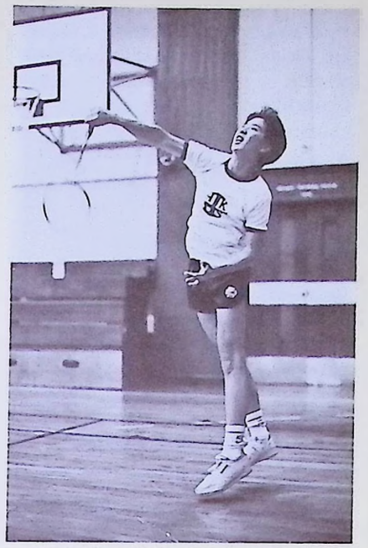
French, Mandarin, and Spanish are Level I courses spread over the two-year period of seventh and eighth grades. Seventh grade modern language is a prerequisite for eighth grade level.

Senior High

Cantonese
French I, II, III, IV and V
French VI — Advanced Placement French Literature
Mandarin I, II, III and IV
Advanced Mandarin
Spanish I, II, III, IV and V
Independent Study
Summer Study Abroad

Physical Education

The K-12 physical education curriculum provides for a wide range of activities. Emphasis is on physical fitness, aquatics and a balance of activities that ensure total development of the child. Each student in K-8 takes physical education throughout the school year. In the high school, one semester of P.E. is required per year of attendance at HKIS. An American-style program is followed with the diversity that an international setting allows.





Religious Studies

All students at HKIS take courses in religion during each year of their attendance. The religion curriculum (K-12) reflects the very nature of the school in having its foundation in the Christian Gospel yet serving a community which is religiously diverse. Students who attend HKIS come from a wide range of circumstances in their awareness and practice of religion. The religion curriculum attempts to build on the students' present awareness and expose and challenge them to a growing understanding of religious meaning and practice, both in a general sense and according to the teachings of Jesus Christ in particular.



Elementary

Religion classes are based on a Christian philosophy of life based on the teachings of the Bible and faith in Jesus Christ as Savior.

Junior High

This study involves relationship with God, relationship with self and relationship with others. Midway through the year, students are given a variety of courses from which they can make choices for the balance of the year. These courses, taught two days per week, include:

Study of Old and New Testament
Death and Dying
Peer Counselling
Christian Literature
God in Nature
Creation in Life
Great Battles of the Bible
The Hiding Place

Senior High

Old Testament Introduction
New Testament Survey
Religious Festivals
Who is Jesus?
Understanding the Bible
Religious Issues in World Cultures
North American Religions
What is Religion?
Religious Expression in Art
Religions of the West
Religions of the East
Existentialism
Questions of Origin
Religious Issues in American Culture
Christian Ethics

Science

The science program is laboratory and experience-oriented and is served by five well-equipped laboratory/lecture room combinations. Additional and regular support comes from the computer and audio-visual centers.

The popularity of science at HKIS is demonstrated by students' significantly higher-than-national test scores and by their advanced placement success rate of over 80 percent. Throughout their junior high and senior high school years, students will take between five and a half and seven years of science courses.



Elementary

Science in grades K-6 is centered on discovery, observation and experimentation which then can be generalized into scientific principles. An example is the topic "Oceans of the World". Fourth graders took trips to Ocean Park's aquarium and wave cove and to the beach where they collected samples of water. Then they returned to school to study their collections under microscopes.

A database management program gives each teacher access to needed and supplementary materials.

Junior High

Emphasis in the junior high is on experimentation in three major areas: life science, physical science and earth science. Special areas of study include topics like health, drugs, outdoor education and a science fair project.

Senior High

Biology
Human Sexuality
Hong Kong Countryside
Advanced Placement Biology
General Chemistry
Organic Chemistry
Advanced Placement Chemistry
Physics
Astronomy
Geology
Science and Hong Kong Industry
Horticulture
Nuclear Energy
Independent Study in Science
Science Seminar
Physical Science

Social Studies

A main goal of the social studies program is to understand the human experience as illuminated by history, economics, psychology, sociology and current affairs. Courses are taught with a college preparatory orientation.



Elementary

Included are anthropology, sociology, economics, geography, history and political science in the following curriculum titles: K-1, People Around Us (families and friends); grade 2, Neighborhoods; grade 3, Communities; grade 4, Our Regions and Cultures; grade 5, American History; grade 6, Our World: Egypt, Medieval Europe, Greek and Roman Civilization, Ancient and Four World Views.

Junior High

During the seventh grade, world geography is covered with an emphasis on multi-cultural development, history, anthropology, sociology and economics. The eighth grade focuses on American history.

Senior High

Ancient World History
Geography and World Affairs
Modern World History I and II
Discovering Hong Kong
Asian Survey
American History I and II
Current Problems in American Culture
Advanced Placement Modern European History
American Government and the Presidency
Advanced Placement American History
Twentieth Century Asia
Russian History/Literature
Introductory Sociology
Economics
Introductory Psychology

"Social studies and science I think are fun and interesting. You get to do experiments and projects."

Jennifer Martin, grade 6
Student at HKIS 7 years

Graduation Credits and Requirements:

Putting together a meaningful academic program requires careful thought and discussion among parents, students and teachers. Being able to elect courses is a mark of American education. This choice becomes an advantage when it follows a careful consideration of the individual student's objectives. Young people need an opportunity to explore and to try on ideas and lifestyles in a safe environment. Certain courses present new fields of inquiry. A course in Bible study, psychology, computer programming or ceramics can introduce new ways of seeing oneself or new career ideas.

We know from research that learning is enhanced when it takes place in a patterned way, over a period of time and through a number of viewpoints. A self-inventory might show a student that he or she needs to select a set of courses that will improve communication skills or needs to choose a sequence of courses in one field to gain some mastery of that discipline.

At HKIS, where over 90 percent of the students go on to college, most students graduate with three or four units of credit in several disciplines. The normal class load is six courses in an eight-period schedule. To graduate from Hong Kong International School, a student normally* attends high school four years and must earn a minimum of 18 Carnegie units of credit.

4 English

These must include English I in Grade 9 and English II in Grade 10. Grade 11 students will take one semester of Grammar and Writing or Expository Writing (placement determined by the English Department) and one semester of American Literature. Grade 12 students will choose one year from designated courses or one year of AP English. (Enrollment in advanced placement English by department interview and approval).

2 Social Studies

These must include one of the full-year required courses in Grade 9 if attending HKIS, one of the required semester courses in Grade 10 if attending HKIS and a full year of U.S. history for U.S. students (or those planning to attend U.S. universities). This is normally required in Grade 11.

2 Science

One must be the full-year biology course.

1 Mathematics

This course varies depending on initial placement.

1/2 Art

These are listed under the Fine Arts Department. Art is either Visual World I or Visual World II or an equivalent course for transfer students (to be determined by the department).

1/2 Music

Music may be Introduction to Music or any of the performing music courses that grant credit.

1/4 — 1 Religion

One quarter-length course is required each year in attendance at HKIS. At least one half of the credits must be from the Biblical Studies area.

1/4 Life Skills

In addition to the life skills electives, computer science also fulfills this requirement.

Electives

Sufficient to complete 18 credits.

Physical Education

A graduate must pass a semester course in P.E. for each year in attendance. Failures must be made up.

**Variation from the four-year requirement would result from a counselling process in which factors such as compelling reasons for a shortened high school career, intellectual development and social maturity of the student, uniqueness of the overseas setting and satisfactory alternative plans or program for the balance of the normal term would be explored. The school reserves the right to make the final decision.*

A student entering HKIS in grade 12 must attend the entire twelfth grade at HKIS to receive the HKIS diploma.

Schedule Samples

Most highly competitive entry universities suggest a full year of study each year in high school in English, science, math, social studies and modern language. In addition, competitive entry universities would recommend a sampling of the arts, music, computer science, religion and life skills. It is recommended that students check with the college counsellor early in their high school course for specific admission requirements for universities in which they are interested.

Examples of college-bound students schedules

Grade 9 — General Example:

1 English I
1 Algebra I
1 Mandarin I
1/4 Self Awareness
1/2 Beginning Band
1 Geography and World Affairs
1 Integrated Physical Science
1/4 Old Testament Introduction
1/2 Physical Education

Grade 10 — General Example:

1 English II
1 Algebra II with Trigonometry
1 French II
1/2 Visual World I
1/4 Basic Programming
1 Modern World History I and II
1 Biology
1/4 Who is Jesus?
1/4 Computer Literacy
1/2 Physical Education

Grade 11 — An example of a schedule for a student with a strong interest in the arts:

1/2 American Literature
1 American History
1 Chemistry
1/2 Oriental Brush Painting
1/2 Physical Education
1 Chamber Ensemble
1 Spanish III
1/4 Religions of the East

Grade 12 — An example of a schedule for a senior with strong interests in science:

1/2 European Literature
1 A.P. Calculus
1 French V
1/2 Economics
1/2 Physical Education
1 A.P. Chemistry
1/2 Advanced Computer Programming
1/4 Questions of Origins

Support Services

Computer Centers



The HKIS computer program has continued to expand since 1973 when the science department began offering computer programming by using a telephone hook-up to a local service bureau. In 1979, a Digital PDP-11 was installed in HKIS for use in the academic program. Computer Programming courses were offered by the science and math departments while many other departments joined in training and curricular development.

Now HKIS is served by its own PDP-11/44, a system which provides students and teachers in the secondary building with twenty-three terminals as well as graphic and letter quality printers.

The secondary program also utilizes thirty microcomputers in computer literacy and computer-aided learning programs. In the elementary program, over fifty microcomputers are being used to provide students from kindergarten through grade six with a thorough grounding in computer literacy skills and computer-aided learning experiences in subjects throughout the curriculum.

Human Services Team

Hong Kong International School's Human Services Team (HST) provides a coordinated effort to meet a wide range of special needs. The HST is made up of eight professionals of various specialities — learning center teachers, English as a Second Language (ESL) teachers, counsellors, educational psychologists, nurse, registrar and director of HKIS counselling.

The HST provides a number of services which include: counselling, learning disability diagnosis, minimal-level remediation and assistance for teachers and tutors of ESL students.

Please note: Parents with a learning disabled child are advised to consult carefully with the school before planning a move to Hong Kong. Professional services to support learning disabled children are minimal at the school and in the community.

Counselling

HKIS has a full-service counselling program for all thirteen grades — kindergarten through grade 12. Counselling staff, generally totaling five, are assisted by the teachers, principals, nurse and pastor.

Counselling services in the elementary school are divided into two areas. One counsellor works directly with students, parents and teachers and grades K-4 and Lower MAG, and a second counsellor, with grades 5-6 and Upper MAG. Parents are encouraged to contact teachers, principals and/or the counsellors as personal and family needs arise. HKIS counsellors are alert to special needs which may arise as a result of stress in a new environment, moving and culture differences. Psychological and educational assessment are provided for students on a limited basis by referral from teachers and principals.

The junior high school has a counsellor trained and devoted to the needs of adolescents. In addition, at least once a year, a workshop on adolescence is offered for parents of junior high students. Counselling is also offered to students, teachers and parents on a personal basis.



"A student has a share in the school; they have a say in the school policies. The teachers care about the students and in most cases vice versa. The school is just the right size to make good friends and to know practically everyone."

Sasha McClung, grade 12
HKIS student for 12 years

The high school counselling suite houses three full-time counsellors, including a college counsellor. Counselling programs include: personal, career, family, academic, problem-solving, social skills, crisis, diagnostic, advisor-advisee, peer counselling, personal development and professional development courses.

College Counselling

Each year over 90 percent of HKIS's seniors go on to four-year colleges and universities. In addition to personalized guidance from the college counsellor, each student has access to extensive reference materials maintained in the college counselling office. Through a variety of processes, students and parents are provided with information and services to assist in the decision-making process. These processes include: parent information nights, monthly newsletters, U.S. college professionals who schedule speaking tours through Asia, student group and individual sessions with admissions personnel from the States, annual college fair featuring over 70 university representatives, and the Guidance Information Service (GIS) — a computer database containing over 3,000 United States colleges and universities.

The colleges and universities HKIS students attend include:

American College of Switzerland
Amherst College, MA
Brandeis University, MA
Brown University, RI
Carnegie Mellon, PA
Chapman College, CA
Claremont McKenna College, CA
College of William and Mary, VA
Depauw University, IN
Drake University, IA
Franklin & Marshall College, PA
Georgetown University, D.C.
Hamilton College, NY
Hampshire College, MA
Hebrew University of Jerusalem
Kenyon College, OH
Menlo College, CA
Monterey Peninsula College, CA
Mount Holyoke College, MA
Northwestern University, IL
Oberlin College, OH
Occidental College, CA
Pennsylvania State University
Pitzer College, CA
Pomona College, CA
Quincy College, IL
Samford University, AL
Scripps College, CA
Skidmore College, NY
Smith College, MA
Stanford University, CA
Texas A & M University

Tufts University, MA
University of Calif. Berkeley
University of Calif. Davis
University of Colorado Boulder
University of Mass. Amherst
University of Oregon
University of Rochester, NY
University of Southern Calif.
University of Virginia
Union College, NY
Washington & Lee University, VA

Health Services

The health office, staffed by a registered nurse and supported by five volunteer registered nurses on a rotating schedule, is located on the first floor of the elementary building. It is open throughout the school day. The medical staff provides the following services:

— First aid and assistance to students who become ill while at school
— Authorization and arrangements for students to be sent home in case of illness
— Maintenance of student health records and assistance in the overall health program
— Supervision of student re-admission to school after a major illness or communicable disease
— Regular eye and ear testing is conducted in the elementary grades

Learning Center

In the elementary division, the Learning Center provides an area where individual instruction is possible on a one-to-one basis or in small group settings. Three resource teachers link their efforts with the classroom teachers to assist children with special learning needs. Specialized reading and math programs are provided for students who require extra assistance to achieve academically. Children who have English as a second language are given temporary, extra support through their learning center reading groups. The school's philosophy of meeting the needs of the "whole child" provides the foundation for all activities. The child's emotional, social and academic needs are closely monitored and supported as each child moves toward the goal of a successful integration into full-time classroom participation.

Library



One of the finest libraries in Hong Kong is at Hong Kong International School. Actually, there are two libraries — one in each building — with three professionally qualified librarians and a support staff of eight.

There are over 35,000 English-language titles, over 350 volumes in other languages; and microfilm and microfiche including *The New York Times* from 1854-1973. The libraries house over 1600 vertical files of current topics and subscribe to 270 current periodicals and eight newspapers. There are 7,400 non-print materials and the equipment for their use. A wide range of audio-visual equipment is available for listening and viewing and for creating original films and tapes. Instruction is given in this area as interest requires.

The libraries are updated and expanded yearly by 2,000 new volumes, meeting the standards of the American Library Association.



Advanced Placement and Advanced Placement Testing

HKIS offers Advanced Placement (AP) courses to students who demonstrate the ability and desire to work at a level comparable to the first year of college in a given subject. Most students qualified to study on the AP level are in their senior year; however, any qualified student can participate in the program upon approval of the high school principal. Advanced Placement subjects taught at HKIS include courses in:

American History
Studio Art
Biology
Chemistry
Computer Science
English Literature and Composition
European History
Calculus AB
Calculus BC
Spanish
French

In the modern language field, our fifth-year students in Spanish and French are eligible for the AP exam. Other AP courses may be offered on an independent-study basis with consent of the teacher. (See Curriculum: Independent Study). AP courses are added to the curriculum when student interest warrants it.

Students who elect to take AP courses receive high school credit if they satisfy requirements outlined by HKIS. Depending on results of exams administered at the completion of AP courses, students may also receive college credit for the same course.

CREDEX

CREDEX (Extra Credit) is a parallel system of recognition for time and effort spent in co-curricular service, experience and activity. One unit of CREDEX (1.0cx) is assigned for 200 hours of planned, scheduled, supervised and documented involvement. The supervisor must be an HKIS staff member or a person appointed and/or approved by the school. CREDEX is not included with units of academic credit for graduation. Last year, CREDEX was offered in the following:

Senior Options
Library Aide Service
Teacher Aide Service
Office Aide Service
Organized Athletics
Tutoring Service
Student Government
Interim Activities
Student Publications
Co-curriculum Drama

Day of Giving

The Day of Giving began in 1973 as a high school activity, expanding in later years to involve all grades (K-12) in a day of sharing with others in the Hong Kong community. It has since become a misnomer as, in fact, it has continued to grow and has become a year-long effort. The purpose of the Day of Giving is to actively engage our young people in caring contributions of self and material possessions to the world around them.

It is too easy for each of us, regardless of age, to exist in our own little world, serving basically ourselves and our needs. Day of Giving is a conscious and deliberate reaching out to people in our community to share our gifts of life with them. The opportunities for reaching out to others are virtually limitless in Hong Kong and annual projects have included:

— Work projects of painting and repair at the Kai Tak Vietnamese Refugee Center
— HKIS kindergarten children entertaining blind children of the same age
— Raising funds for Ethiopia and scholarships for the deaf
— Making quilts for the elderly
— Sponsoring an athletics day for retarded children
— Painting at the Po Leung Kuk New Territories camp
— Taking refugee children to Ocean Park
— Taking elderly residents out for Chinese Dim Sum lunch

Whether we respond to the needs of others out of humanitarian concern and empathy or out of our religious convictions, recognition of the interdependence of people in our world is a key result of the Day of Giving program.

In addition to the regular curriculum, "learning by experience" programs are offered to high school students during "Interim", junior high students during "Special Activities Week" (SAW), grades 4-6 and MAG during Outdoor Education Week (camp) and to elementary students in a variety of activities. Held each year, these short courses of study provide extensive learning opportunities outside the classroom and are varied by grade to maintain interest and learning.

Interim

Students in grades 9-12 may choose from a variety of Interim offerings. These include activities within Hong Kong as well as cultural travel outside the colony. During the last term, student travel outside the country included bicycle touring in China, trekking in Nepal, discovering the mysteries of Tibet, windsurfing in the Philippines and an orientation to France for students participating in the Summer Study Program in this country.

The major goal of the Interim program is to broaden students experience through participation in learning activities outside the normal curricular structure. Of incalculable value also, is the opportunity for students and faculty to get to know each other in an informal setting.

Outdoor Education

Learning activities within the junior high are all held locally. Eighth grade students spend their Outdoor Education Week in culture and nature study at Po Leung Kuk Camp in the New Territories. Seventh graders go outside the classroom during Special Activities Week for urban studies related to their social studies themes. Past SAW activities have included studies of Hong Kong, China and Macau's transportation, public housing and water treatment facilities,



school, home life and occupations.

Elementary students are involved in extensive activities in the Resident Outdoor School Program for students in grades 4, 6 and MAG. Grades 3 and 5 engage in "Learn Hong Kong" activities such as exploration of the islands, New Territories and Chinese villages. At the camping facility, grades 4, 6 and MAG spend their time in activities which involve science, oceanography, orienteering, creative writing, physical education, arts and crafts, religion, drama and other areas of the curriculum. The outdoor setting is a twenty-four hour involvement in social living in cottages.

All of the school's interdisciplinary experiential learning programs are specifically designed to help students gain a better understanding and appreciation of their environment.

Senior Option

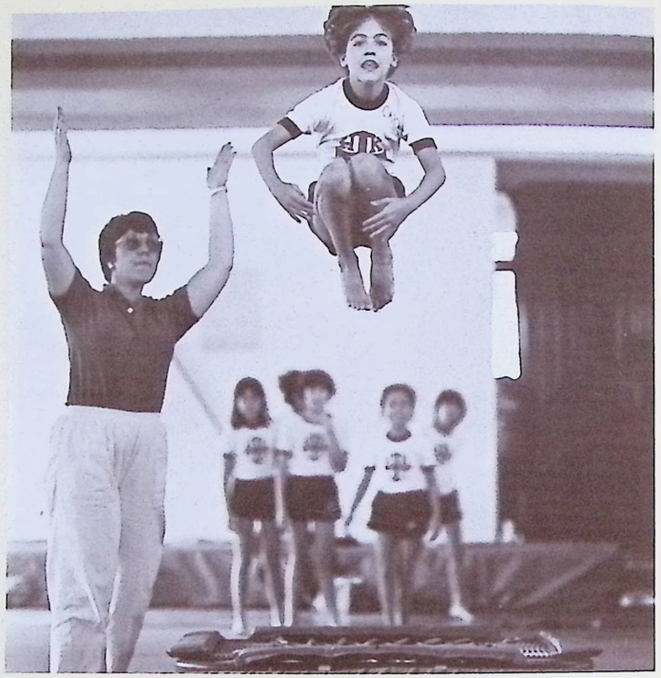
Seniors may choose to take a minimal class load (three or four classes a day) and use the remainder of each day for an alternative activity such as work or study at another school, or they may choose to take a full class load one semester. Recently, a student spent her final semester in Taiwan in intensive Mandarin training.

Students are responsible for developing their plans and must have their plans approved in advance by the principal. The prerequisite for undertaking a senior option is the ability to complete all academic requirements for graduation by the end of the senior year.

Extracurricular Activities

Significant teaching and learning happens in many ways and places, therefore, HKIS considers the non-class activities of the school as part of the curriculum, or the "other curriculum". The HKIS athletic department promotes, trains and equips, arranges events and coaches competitive interscholastic sports.







"Being a student at HKIS is fun. There are lots of activities and sports to join. The clusters are big and you can make lots of friends."

Charlotte Lee, grade 5
Student at HKIS 6 months

Elementary

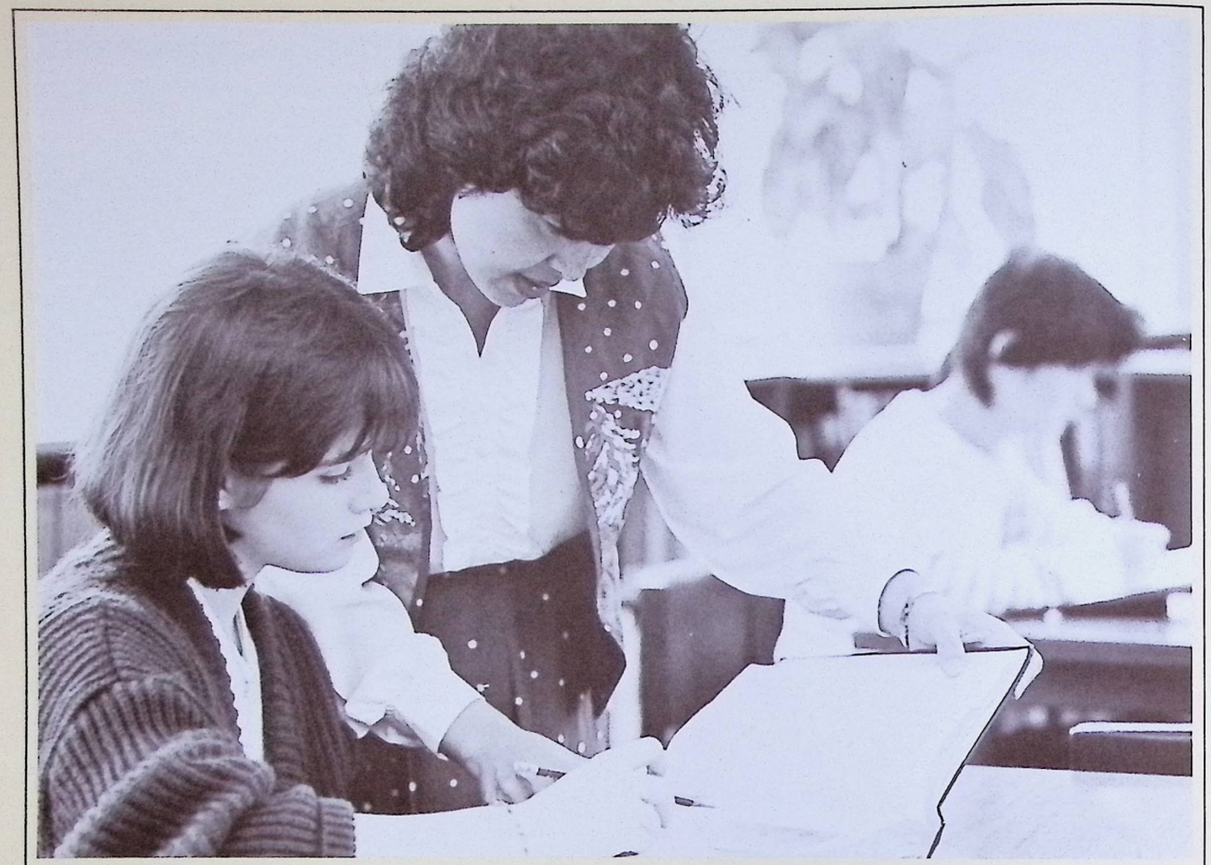
An extensive afterschool program, led by parents and teachers, is organized for students in the elementary building. Activities include senior singers, junior choir, handbell choir and recorder club, as well as classes in art — from origami to puppet making. Chess, aerobics, creative dance, science projects, computer clubs, mountain climbing, cooking and sewing are among other after-school activities held.



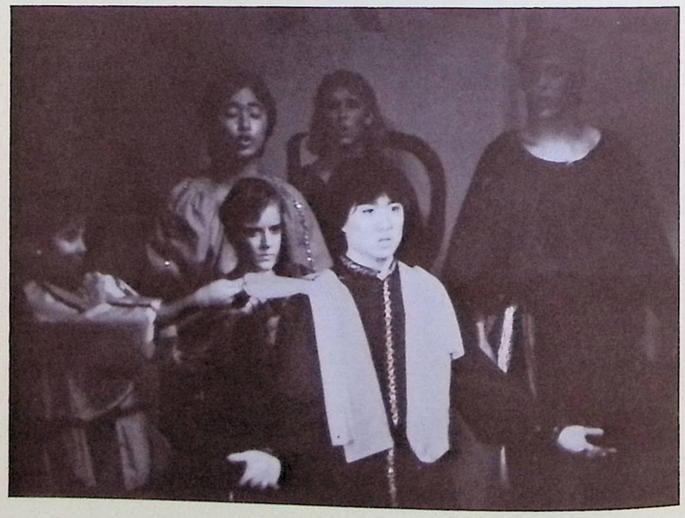
Scouts of America

School parents and other community members act as sponsors for the nearly 300 HKIS students active in the scouting program.









Junior High and Senior High

Art

The high school art room is available after school for students who wish to pursue projects beyond normal class hours. A fully-equipped photographic dark-room is available for those qualified to use it.

Cheerleading

HKIS has introduced this all-American activity to Hong Kong. While our cheerleaders do not have their counterparts in other Hong Kong schools, they do provide team spirit at school games.



Clubs

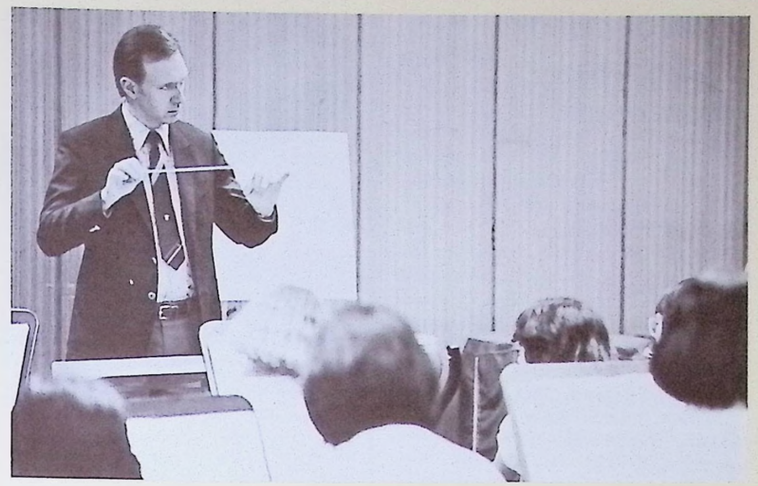
Other associations at HKIS which reflect student interest are: French, Spanish and Mandarin language clubs, Computer Club, Science Society, Junior Chamber of Investment, Pep Club, Service Club, Photography Club, Comic Book Club, Breakers' Club, Drama Club, Table Tennis Club, Strategic Games and the Debate Society.

Drama

Interested students have the opportunity to become involved in a number of dramatic and musical productions during the school year. The most recent productions include: "Pippin", "Stop the World — I Want to Get Off" and "The Effects of Gamma Rays on Man-In-The Moon Marigolds".

Music

The junior and senior high choirs, the beginning and intermediate bands, the jazz ensemble and the chamber ensemble provide outlets for the musically inclined. Their extensive agenda also includes public performances throughout Hong Kong, particularly at Christmas.



Publications

Student publications include the Orientale, the annual yearbook distributed to all HKIS students, and Junto, the secondary school newspaper.

Student Advisory Council

Junior high student representatives elected by their peers meet with the principal weekly. Student concerns are raised and student-originated projects such as class dances, special dress-up days and food selection in the cafeteria are arranged.

"I think one of the best things about HKIS is that they offer so many different things to become involved in besides school work, i.e., sports, band, clubs, etc. You're not going to sit at a desk all your life with pencil and paper. HKIS teaches you how to work with a group to get things done."

Rebecca Arndt, grade 8
Student at HKIS 1 year

Student Faculty Senate

The HKIS faculty and students use the Student Faculty Senate (SFS) as a vehicle to work together on matters of common interest. Through SFS, high school students address academic and student affairs issues. Faculty members support SFS in an advisory role. Student representatives are elected by their classmates.



Sports Interclass — Intramural

Elementary

HKIS Youth Sports, a collaboration between parents and faculty, offers a variety of sports activities to students in grades 5-8. Some of the current programs are mini-basketball, floor hockey, soccer, volleyball and gymnastics.

Junior High School

The Rice Bowl is a prize awarded yearly to the two junior high school homerooms that have earned the most points during the year through participation in various activities such as a quiz bowl, volleyball, whiffle ball, track and field, board games and swimming. The goal of the Rice Bowl program is to encourage team spirit and good sportsmanship within the homerooms and to provide an opportunity for team membership and friendship development to students new to HKIS.



Senior High

The Mok Cup is a series of interclass contests in grades 9-12. This program usually includes swimming, track and field, soccer, tennis, hiking, jogging, table tennis, volleyball, badminton and basketball. The Mok Cup trophy is awarded annually to the class that collects the most points in these competitions.



Sports — Interscholastic

Elementary

Swimming and track and field.

Junior High

Cross-country, field hockey, gymnastics, swimming, track and field, water polo and rugby (grade 8 only).

Senior High

Basketball, cheerleading, cross-country, field hockey, gymnastics, rugby, soccer, swimming, tennis, track, volleyball and water polo.

Athletes competing in Hong Kong School Sports Association (HKSSA) sponsored events must be registered with that organization. Depending on age, an athlete is classified as an A, B or C grade athlete.

On occasion, HKIS teams travel to other Asian countries for competition among international schools and act as host to these same schools when the schedule permits.

Other sport and recreational opportunities available in Hong Kong include: competitive gymnastics, horseback riding, water skiing and windsurfing, camping and hiking.

Awards and Recognition

HKIS recognizes consistency and quality of performance through numerous award programs. This recognition includes:

Elementary

An awards program in grades K-6 recognizes significant achievement by awarding badges or certificates for the following:

— Book Week — reading competition
— Perfect Attendance
— Physical Fitness P.E. award
— Safety Patrol Service
— Student Council Leadership.

Junior High

Students in grades 7-8 receive award pins for setting new athletic records, receiving the principal's commendation in three out of four marking quarters and performing other outstanding accomplishments which are recognized by the faculty.

Senior High

Honor Roll
Bausch and Lomb Science Award
Headmaster's Commendation
Gold Star Drama
National Honor Society
Senior Art Award
Senior Athletes
Chinese, French and Spanish Honorary Societies
Vita Scholae (Life of the School)
Thespian Society
Patrick Mulligan Award for Excellence in Asian Studies
Mother's Club Scholarship Award

Letters and pins are awarded to students for participation and achievement in interscholastic sports, cheerleading and performing musical groups. This program is organized and funded by the HKIS Parent-Teacher Association (PTA).

Additional Information and Policies

Bookstore

A bookstore on school premises stocks a variety of school supplies and limited clothing items for sale to students. The bookstore opens a week prior to the start of school and students may place orders in advance for pickup on registration day.

Calendar and School Hours

The school year is approximately 185 days from September to mid-June. Several British and local Chinese holidays are observed in addition to more extended holidays at American Thanksgiving, Christmas, New Year and Easter.

Regular school hours are 8:00 a.m. to 2:50 p.m. for grades 1-12, 8:00 to 11:15 a.m. for the morning kindergarten and 11:30 a.m. to 2:45 p.m. for the afternoon kindergarten classes.

Dress Code

In the elementary classes (K-6) a modified uniform of navy blue, red and white with an HKIS badge on left front of shirt is required. The junior and senior high schools depart from specified uniforms and abide by the guidelines of cleanliness, neatness, modesty and the avoidance of extremes. Students whose dress is considered inappropriate will be asked to have a parent bring a change of clothes to school or will be sent home to change.



Drug Policy

In support of the laws of Hong Kong and of the school's values, HKIS prohibits the use, possession, purchase or sale of illegal and dangerous drugs. Students who violate Hong Kong's drug abuse laws or who violate this school rule endanger their privilege of attending the school. This is especially true of a student who supplies drugs to others. The school believes the responsibility for overcoming a drug abuse problem lies with the young person and his or her parents. However, within the limits of time and personnel, the school will confidentially assist a family who seeks help regarding first time or recurring drug problems.

Lunch Program

McDonald's caters lunch for the elementary on Mondays, Wednesdays and Fridays. A packed lunch is required on alternate days. Fresh juice and milk are offered throughout the week. In the secondary building (junior high and senior high), a hot lunch program is available.

Parent Organizations

The HKIS Parent-Teacher Association (PTA) is active in fostering home-school communications and in sponsoring family programs. Parents are encouraged to participate in these activities and become active PTA members.

The Mothers' Club is an active fund-raising organisation to which all HKIS mothers automatically belong. Movie nights, a Halloween Fair and an International Fair are just a few of this energetic group's projects. Monies earned are used to purchase "extras" for the school and contribute to Hong Kong charities.

Parents Out of Hong Kong

If during the school year, both parents plan to leave Hong Kong while their child remains in attendance at HKIS, they must appoint a guardian and notify the school as far in advance as possible by completing the "Parents' Absence from Hong Kong" form.

Withdrawal and Early Leaving

If a student must be withdrawn from school prior to the end of the school year, a written request explaining the necessity of early departure is to be given to the principal at least three weeks before the planned date of departure. When a student withdraws during the year, the grades given and the amount of credit awarded for each course depend upon overall attendance and the degree to which the student has fulfilled course objectives.

Rules and Regulations

Consistent with the maturity levels of students and good discipline, the school has established explicit rules and regulations regarding dress, class attendance, classroom conduct, absence and tardiness. These rules are publicized annually in the parent and student handbooks.

School-Home Communications

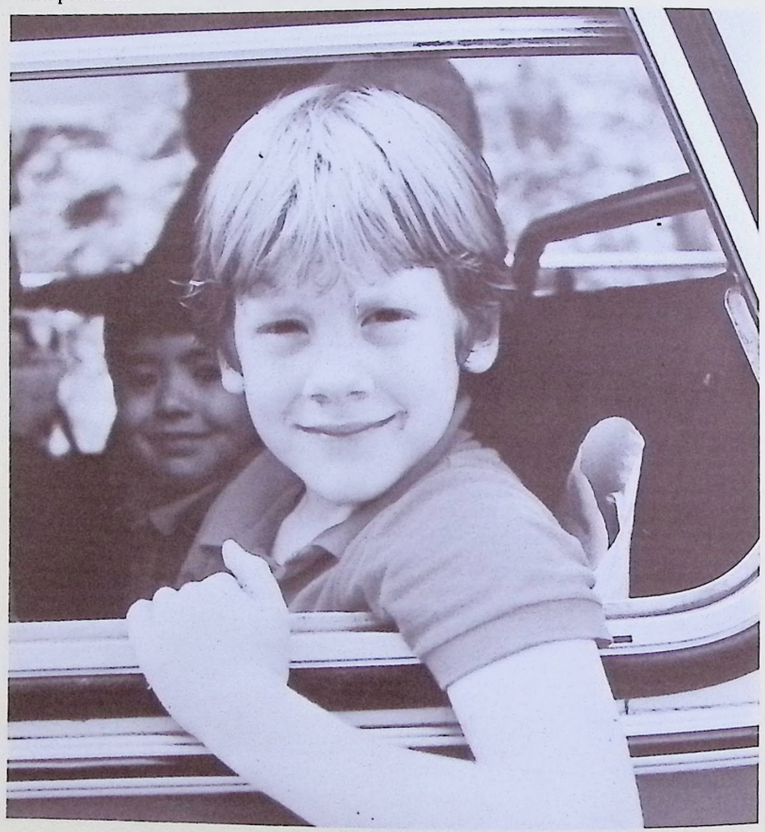


A child's school life is enriched by a family that is well-informed and active in school affairs. HKIS welcomes parent involvement and encourages close ties between parents and school. Therefore, in addition to the parent/teacher conferences and formal written reports, teachers and administrators communicate regularly with the home regarding pupil progress. Progress reports are mailed to the home throughout the year. Report cards are sent home at the end of each quarter. Mid-quarter reports provide an assessment of the student's progress and of any problem areas. Parent/teacher conferences are scheduled for parents twice a year. During the third quarter, conferences are scheduled as parents or teachers request them.

Every Monday, a newsletter is sent home with students in elementary and junior high school. High school parents receive a monthly newsletter. The newsletters keep parents informed of events, accomplishments and developments in the school. In addition, a general school newsletter, PULSE, is mailed to students' homes the first week of each month.

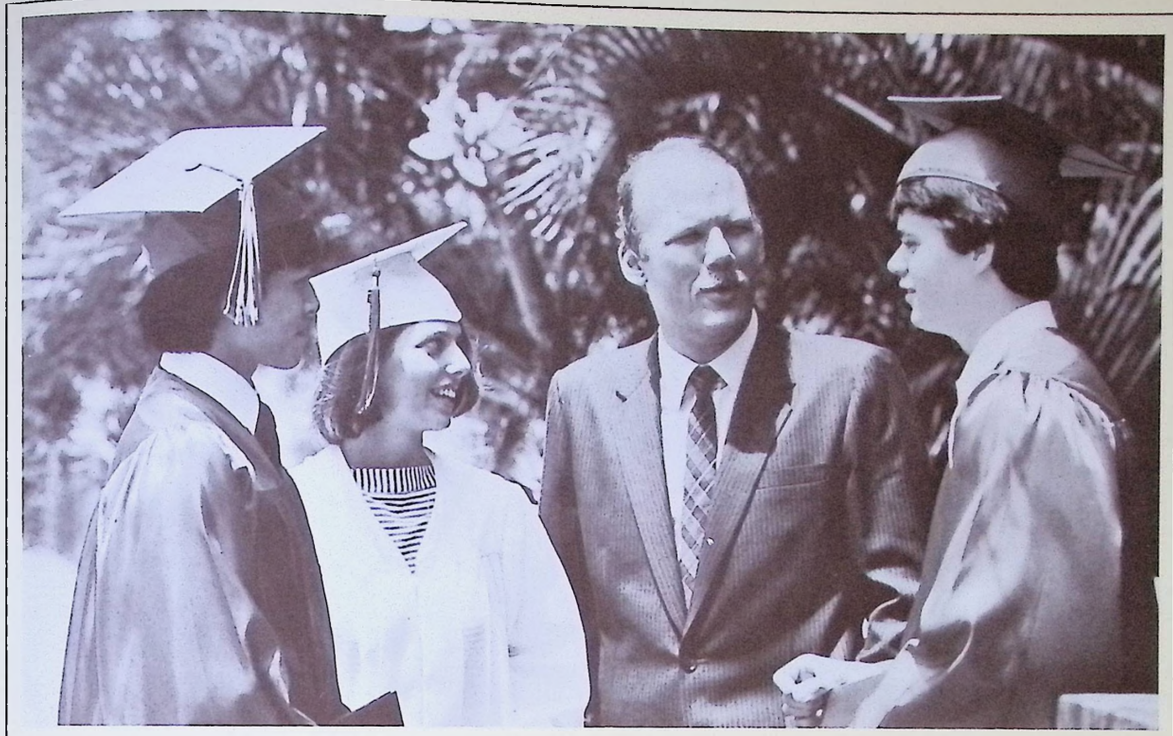
Transportation

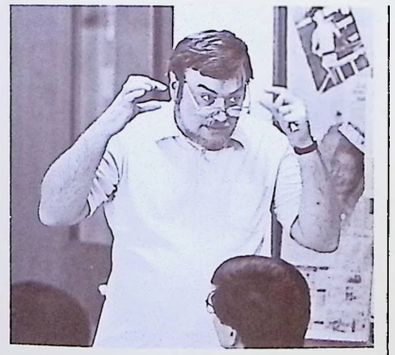
HKIS has arranged with Kwoon Chung Motors to provide transportation to and from school from all parts of Hong Kong Island and points on the Kowloon Peninsula, south of Lion Rock. The school bus operation is a private contract between parents and the bus company, made through the school upon registration. Through our bus coordinator, however, HKIS actively participates on behalf of parents to ensure the bus ride is safe and pleasant.





Faculty and Staff





Because of careful selection procedures and a stimulating teaching environment, HKIS is proud of its fine energetic faculty. Over half of the faculty is recruited directly from the U.S. while the balance is drawn from well-qualified teachers already living in Hong Kong. HKIS recruitment materials spell out the qualifications for faculty. Where possible the school hires teachers who are active members of a Christian church denomination, and who:

- have demonstrated excellence in teaching and the ability to set high standards and motivate student achievement.
- possess a reverence for life and love of children and young people.
- view the Church of Christ from a broad perspective, emphasizing oneness of all Christians regardless of denominational background.
- seek to share their faith with others.
- are sensitive to other cultures and beliefs.

The HKIS faculty and staff know the satisfaction of teaching and living in a community that extends far beyond the classroom. Faculty members come to HKIS with the understanding they will contribute to other areas of school life, such as coaching, drama and advisor to student groups.

Over 50 percent of the 125 HKIS faculty members have earned advanced degrees. Nationalities, in addition to an American majority, include Australian, British, Canadian, Chinese and Filipino. The average teaching experience of the faculty is 11.5 years. The faculty/student ratio is one faculty member to every 12 students.

HKIS actively encourages teachers in their efforts to stay abreast of their profession. Through participation in seminars and numerous other professional development opportunities available in the Far East and the United States, teachers continually engage in personal and professional growth. The desire to stay in touch with students' changing needs and to stretch young minds to meet and exceed educational demands continually challenges HKIS faculty members to expand their own abilities.



"Teaching at HKIS is both stimulating and challenging. Because we have international students and faculty, we are exposed to many educational concepts which encourage our personal and professional growth. The cluster organization in the elementary school fosters this constant exchange of ideas."

Michael Weber, grade 4 teacher joined HKIS faculty August, 1982

Admissions

Visit and Interview

The personal interview and the opportunity to see Hong Kong International School are important parts of the admissions procedure. Applicants should, as soon as possible, take the initiative in requesting an appointment in advance by calling the Admissions Office.

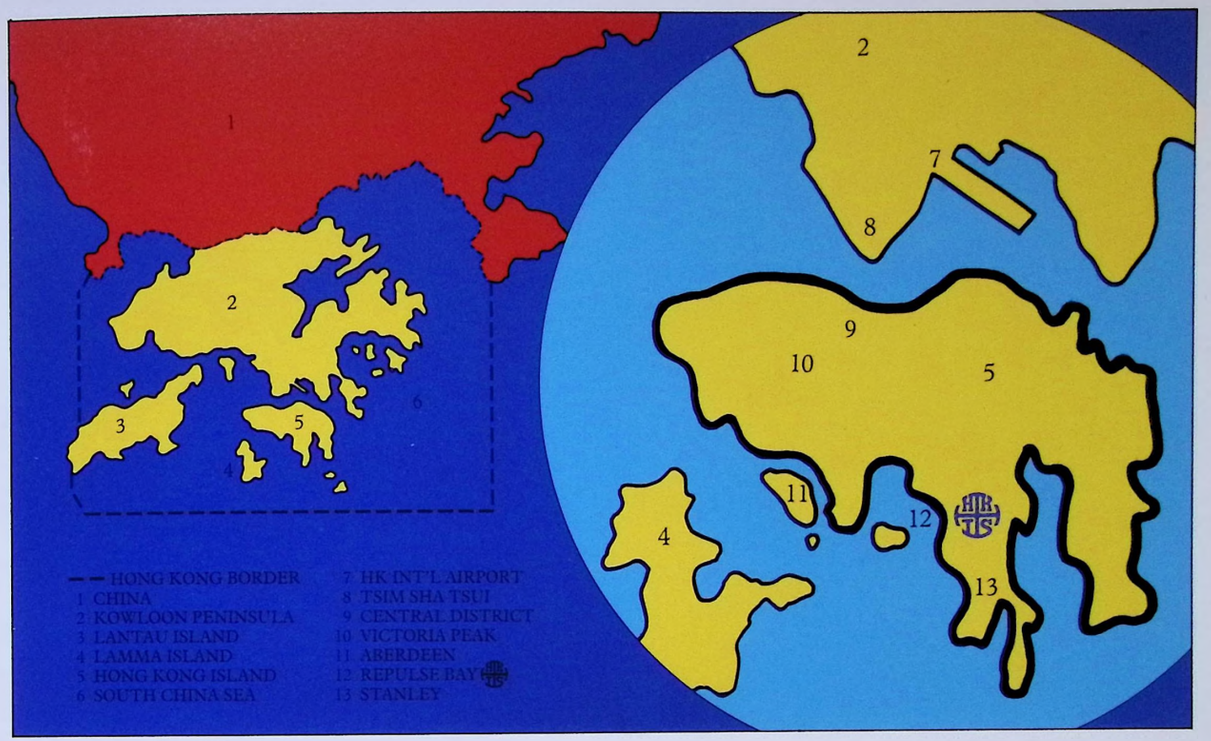
The Admissions Office

For further information about Hong Kong International School, please contact the admissions office.

Director of Admissions/Registrar:
Caroline Tuchardt

Executive Assistant to the Registrar:
Beatrice Chung

The Registrar
Hong Kong International School
6 South Bay Close
Repulse Bay, Hong Kong
Telephone: 5-8122305, Ext. 117
Cable: HKISCHOOL



Map design by Sandra Wang, HKIS, grade 12.

Design and Layout by Veronica Hui, J. Walter Thompson Co. Ltd. *Major photography by Neil Farrin Photography Ltd.*