



International
School Moshi



OUR PROSPECTUS

“There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less.” Kurt Hahn

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WELCOME!

Through these pages we hope to offer you a glimpse of our school. It's a special place and we invite you to step out of your imagination and visit us to experience first hand a world-class education in an exceptional environment.

At International School Moshi our primary focus is to encourage and cultivate students' desires to learn through questions and to think critically about the answers they find. Personal excellence is the goal for each student as they are inspired to achieve at the highest level in ways best suited to each individual.

We are a school with two campuses; one based in Moshi at the base of Kilimanjaro and the other in Arusha at the base of Mount Meru. Many of our students will summit either one or both of these spectacular mountains by the time they come to leave our school. The mountains inspire awe and wonder as well as serving as a reminder of the heights great education can lead a child to reach.

And so much of what we offer as a school is echoed through the image and concept of scaling great heights. Our journey to become a United World College is a rigorous process that will lead to us becoming the second UWC on the African continent; and in so doing we subscribe to delivering a challenging and transformative educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future. Through our innovative internationally recognized curriculum, children and young adults learn to think deeply and act wisely. And they do so in an outstanding

school environment where there is an abundance of beautiful and indigenous wildlife.

To see this fully we invite you to come and visit our school, walk round our beautiful campuses, and talk to our students and staff. A visit will give you a valuable and more complete insight into our positive and productive learning environment. Quiz us on our standards and witness for yourself the special bond that exists between students and staff that is at the very heart of ISM. Alternatively stroll through our website where you can also experience life at the school.

We will want to know all about your child, his or her likes and dislikes, strengths and needs. Time and time again our parents remark about how enthusiastic their children are to go to school, and graduates are keen to tell us how the encouragement and academic guidance they received at ISM has prepared them for life and work in the 21st century. We believe that this is the result of the powerful combination of the programmes we offer, excellent teachers and the strong ethical thread that informs our teaching practice and which binds our community together.

We look forward to seeing you and your family.

Karibuni
ISM Board of Directors

INTERNATIONALISM

As the first International Baccalaureate school in Africa, ISM has a rich heritage of International Education.

With over 40 nations represented across our two campuses we offer an international curriculum to a community of children from diverse backgrounds and cultures taught by experienced professionals from all over the world.

At ISM we know learning about other cultures requires a deep understanding of one's own as well as those of others. Our cultural and natural settings are exceptional; providing students with opportunities to immerse themselves into their surroundings is an essential component of our programmes.

Our world has changed dramatically over the last 20 years and by all forecasts the next 20 years will bring even more dramatic changes as we become more and

more like one global village. Being able to communicate, interact and work successfully with people from all over the world will be a daily fact-of-life for our children in the future.

We combine this with an international curriculum that is rigorous in content and assessment, and which enables easy transfer to schools back in your native country and to universities worldwide. The curriculum embraces the changing nature of knowledge and how people lead lives.

We are proud to say that our school is a passport for your child's successful future in an increasingly globalised world.



“We believe that learning about other cultures does not simply come from a book — it requires interacting with people from a rich diversity of backgrounds. That is what a real International school is all about”

Head of Secondary

PROFESSIONALISM

We know the single most important factor that determines the quality of education a child receives is the quality of her or his teachers throughout their school experience.

On today's fast moving education highway, it is imperative that as an educational institution we ensure that our professional staff is of the highest calibre. Recruiting highly qualified and experienced teachers is a top priority and we travel to several continents to help ensure that we get the very best.

Choosing who works at ISM is perhaps our most challenging and ultimately our most rewarding task. We believe that the best teachers know their subject areas, are skilled in teaching it, inspire children to excel, and who ultimately are passionate about making a difference in the lives of young people.

Yet, it is not enough to recruit great teachers. We understand that we have to keep them great in changing times and that's why our teachers are continually kept informed of best practice. We also have a culture of empowering our teachers to share their areas of expertise with others within the school and some even are asked to do so elsewhere in and out of Tanzania. Many of our teachers are selected to provide IB training in other schools and others act as IB examiners.

We are well aware that in the best schools, it is not just students that learn. Teachers, and indeed all in the school community, learn too. In other words, we see ourselves as a learning community!

“We are a community of learners bound together by the pursuit of excellence and the development of principled minds”



ACADEMICISM

The IB Diploma 16–19

The IB Diploma's international recognition as a trustworthy and rigorous qualification means that IB students are highly valued by universities and further education institutions all over the world.

At ISM, we know that effective learning engages the whole person, rather than merely the abstract inside of someone's head. Communicating, empathizing, reflecting, and doing are what we expect from children and young adults. We know that all young people want to make a difference and the IB Diploma, combined with our dynamic teaching methods, challenges them to do so.

In 1973, we became the first school on the continent to be authorized to teach the IB Diploma Programme. For the elite universities worldwide, the IB Diploma is the most highly regarded high school qualification that exists. The IB Diploma doesn't just encompass subjects; it's a philosophy of learning that emphasises critical thinking, creativity, multiple perspectives, and research skills, as well as action through service in the community.

A Diploma student participates in

- Six subjects
- An extended essay
- A Theory of Knowledge course
- 'Creativity, Activity and Service' (CAS) activities.

Three of the six subjects are taken at higher level and three at standard level. Students study mathematics,

at least one subject from the sciences, one from humanities and two languages including English. For their sixth subject, students either take one from the Arts, or an additional one from the sciences or humanities.

The 4000-word research-based Extended Essay focuses on a particular aspect of one of their subjects, and a tutor and mentor leads each student, over a number of months, through a process of thorough research and persuasive writing. The skills developed in writing the extended essay prove extremely useful for students when they engage in academic research at university.

The Theory of Knowledge (ToK) course is composed almost entirely of questions. The most central of these questions is 'How do we know' which ToK applies to many different, yet interrelated, topics. Students explore how different subject areas like natural science, social science, mathematics, history, art and ethics interpret knowledge and how each seek knowledge.

CAS serves as a wonderful and balanced complement to intellectually challenging courses for students. It takes seriously the importance of a balanced and fulfilling life by requiring students to participate in creative activities, sports and community service projects.

Diploma Coordinator



THE MIDDLE YEARS 11-16

During the middle years, adolescents find a sense of belonging in the ever-changing and increasingly interrelated world around them.

It was at International School Moshi in 1980 in a meeting of African heads of school that a former director of ISM initiated and helped develop what the world would later recognize as the Middle Years Programme (MYP). Today, MYP students develop a deep understanding of themselves as learners, all in the context of meaningful student-initiated inquiries and actions. As a learner, being an individual and a team member are two sides of the one coin.

MYP students are exceptional in that they develop a set of skills and attributes setting them apart from their peers, equipping them for a fulfilling and stimulating route through secondary education on their way to university. It emphasizes intellectual challenge, connections between subjects and to the real world, and self-awareness as a learner. In other words, MYP is about rigour, relevance and reflection.

The MYP provides a broad and balanced choice of subjects in every year of the 5-year programme: Language A (English), Language B (French and Swahili), Humanities (Geography, History), Sciences (biology,

chemistry and physics), Mathematics, Arts (Visual Arts, Drama and Music), Physical Education, and Technology (Information and Design).

In addition, students complete the Personal Project in the final year of the programme. In this year-long inquiry, each student follows their passion to create a 'product'. Teachers act as personal supervisors to guide each student through the process of articulating a goal, developing methods to reach this goal, creating the product, and then analyzing the project in a 3500-word report. Students are also required to complete a variety of Community and Service projects.

The IB MYP Certificate, accepted by schools and colleges worldwide, is awarded to those students who achieve successful scores in their subjects, in their Personal Project and in their Community & Service.

Like the Diploma Programme, the standards of assessment are the same worldwide and these are applied rigorously by our teachers as well as by external IB examiners.

“Candidates who wish to be stretched should, in my view, take the MYP. The rigour and work ethic it encourages will assist them strongly if they wish to progress to a degree that will require them to really engage with their subject discipline.”

Mike Nicholson, Director of Admissions at Oxford University, 2009



THE PRIMARY YEARS 3-11

Primary and Early Childhood places special focus on questioning, inquiry, experimentation and critical thinking.

We know that children have a fascination for the world around them and we take advantage of this innate curiosity to develop deep understanding of significant ideas. Through structured and purposeful inquiry, we ensure that learning is relevant, engaging and challenging. The central purpose of the Primary Years Programme (PYP) is on the development of the whole child as an inquirer.

The primary years are the key to establishing the confidence and the skills in your child as they face the challenges of their future. Dynamic and 'authentic' learning requires high calibre teaching, teaching which is inspirational and nurtures caring interactions.

Students study traditional disciplines of learning such as English and other languages, Mathematics, Science, Technology, Social Studies, Physical Education, and various Arts forms. What makes the PYP distinct is that

these subjects are not taught in isolation but through teaching approaches which highlight how subjects are interconnected.

So what will children do as they become accomplished inquirers? Among other activities, our students will be:

- Exploring, wondering, imagining and questioning
- Making and testing theories
- Collecting data and reporting what they find out
- Taking and defending a particular viewpoint
- Experimenting and playing with possibilities
- Solving problems in a variety of ways
- Performing on stage

In the final year of the PYP, all students participate in a culminating activity called the 'Exhibition'. This entails choosing a real-life issue, carrying out action-based research and presenting their project to the wider.

“Education is the kindling of a flame,
not the filling of a vessel.” Socrates



BOARDING

We provide a home away from home at the Moshi campus so our more than 140 boarders live in a safe and structured environment where there's time to learn, grow and make new friends.

The Moshi campus lies at the base of Kilimanjaro on a beautiful 50-acre site and accommodates boarding as well as day students. Our rich and diverse history informs the spirit of the boarding community which revolves around the pursuit of excellence, the cultivation of caring relationships, the creation of a sense of belonging and the promotion of effective leadership.

The ethos of the boarding programme is encapsulated through Community, Respect, Environment, Communication, and Responsibility. These help guide students' choices in all aspects of their life at ISM. Additionally, boarding parents live either in or adjacent to the boarding houses and this ensures a high standard of care for all boarding students 24 hours a day.

Leadership is taught through a network that revolves around four principle bodies: Boarding Council, Food Council, Activities Council and a council which organizes regular 'Town Hall' and 'Boarding House' meetings. These meetings provide each student with

an opportunity to play a larger role in the life of the boarding community.

Days are full and vibrant from sunrise through to the end of day, and in addition to attending classes include a variety of activities ranging from playing competitive sport, collaborating in community activities to immersing oneself in independent study sessions in quiet and peaceful surroundings. Our boarding parents provide stability and support during a time of intense emotional and cognitive development and so help students to feel part of the community and to be responsible with their academic studies. In addition, we have an on-campus bank that helps students safely and effectively manage their pocket money.

Our campus really has a very special atmosphere. Maybe that's why 94% of our IB students succeed at diploma level and go on to universities and further education all over the world; and have lasting memories of how they succeeded.

"I love boarding because it means I can experience living with my friends and I find this motivates me to do better at school which is really cool. The structure of the environment we live in also helps me concentrate on my work more." Student



ACTIVISM

Commitment, trust, leadership and teamwork are the backbone of our sports and outdoor pursuits programmes.

We are so incredibly privileged to have a school situated so close to some of the most spectacular mountains, wildlife, cultures, and wilderness areas available on earth. We feel it is essential that our students go out and experience these places and cultures; so essential that we've built such excursions into our curriculum.

Why wouldn't we visit the Hadzaba, one of the last remaining hunter-gatherer societies on the planet? Why wouldn't we investigate East Africa's coastal history and landforms while visiting the Tanzanian coast? Why wouldn't we study how weather and agriculture interact on the fertile slopes of Kilimanjaro? Outside the formal curriculum, there are other avenues to experience our rich surroundings.

Time and time again we witness students forming lasting bonds and having life-changing experiences during Outdoor Pursuit (OP) trips as they camp and ascend the heights of Kilimanjaro and Meru. The OP treks are divided into 6 levels based on altitude and difficulty, and success at a level allows students to progress to the next.

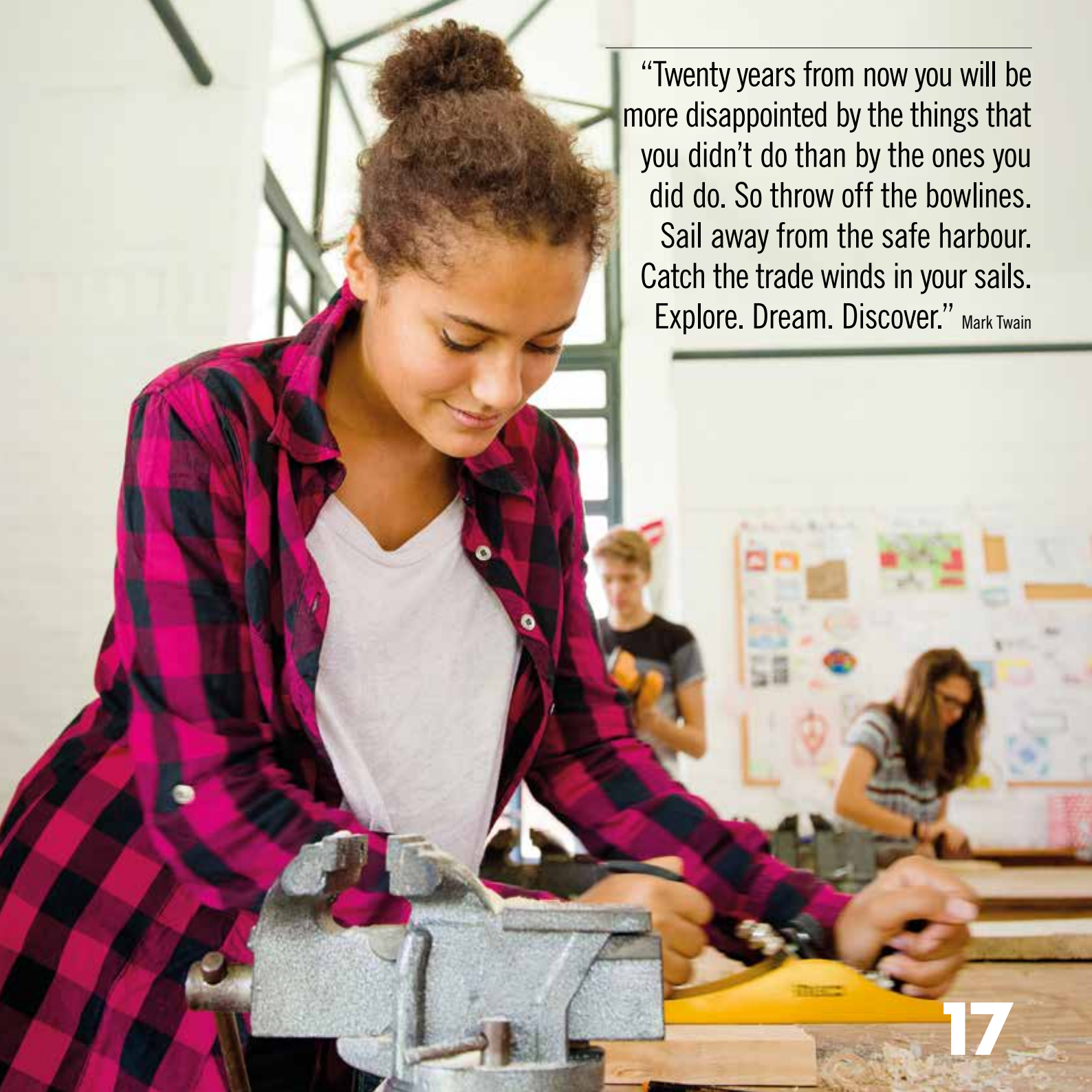
Given our surroundings, it's no coincidence that we have a thriving Visiting Schools Programme (VSP) that hosts International schools from all over the world, and whose students interact with people and places in northern Tanzania.

The Physical Education curriculum takes a games-centred approach that not only develops specific sports skills but also increases motivation for healthy living. It also develops the skills of teamwork, setting personal bests and achieving them, as well as tactical and strategic thinking.

We feel that participation in sports, at both informal and competitive levels, can be an important ingredient of every child's life. 'House' activities and sports events help ensure children of all ages find a way to improve self-esteem and have fun through physical exercise. Some of our students go further and excel in inter-school sports competitions, many of which we host on our campuses. As you can imagine, such events are wonderful community and family occasions to celebrate sporting participation and success.

Co-curricular activities also come under this umbrella. After classes finish, students can try out new sports, creative activities, and community projects. For Secondary students, these co-curricular activities (CCAs) are compulsory and extend their learning out of the classroom.

There are multiple other opportunities for young people to participate in sports and the outdoors, and we know for many students, their memories of ISM are just as much about their physically active lives as with their learning in the classroom.



“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream. Discover.” Mark Twain

IDEALISM

For young people, there seems to be an unending list of things to learn about. They're right. Yet, success in school takes many forms. For some, they reach extraordinary heights in their academic learning. For others, it's their outstanding involvement in the ISM and local communities that mark their success. Some become sports stars, others noted artists and performers, some become medical professionals and some excel in debate and public speaking. All the more important then that we provide multiple and varied opportunities for young people to learn a diverse range of skills and to enable them to excel.

Combine this balanced approach to learning with our unique location; connect the energetic dedication of staff, and the dynamic energy of our parent community; merge a caring, supportive environment and our high academic standards. It all together makes for quite an experience.

No wonder we think life at ISM is ideal.



“Isn’t it time you joined us?”



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FACTS AND FIGURES

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Further information, photos and documents are available on the internet from www.ismoshiarusha.org

2017

WELCOME

There are not too many schools like International School Moshi. We are two campuses. Each campus lies in the foothills of two of the biggest mountains on the continent. We are a boarding and day school. We offer a truly international education in the form of the International Baccalaureate (IB). We are a United World College candidate school.

Every year, our students earn scholarships to universities around the world. Our students and teachers come from all corners of the world and represent over forty nations. We have a vibrant Outdoor Pursuit Programme, a world-renowned Visiting Schools Programme, and we were the first IB school on the continent.

We are proud of our historical legacy. International School Moshi (ISM) became the first International Baccalaureate (IB) school in Africa when it started offering the IB Diploma in 1973. ISM was also instrumental in the creation and development of what the world now knows as the IB Middle Years Programme in the early 1980s, a programme which builds on the philosophy of the IB Diploma Programme. We are a three-programme IB school meaning that we teach the Primary Years Programme (from 3 to 11 years of age), Middle Years Programme (11-16) and Diploma Programme (16-19).

This is why we are a candidate United World College school. This journey will lead us to become only the second UWC on the African continent, and confirm our goal of delivering a challenging and transformative educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future.

Our students are ideally placed to move comfortably to a range of other schools and renowned universities around the world because they are self-disciplined, resourceful and creative. Students interact and debate in a multicultural setting, providing them with skills that will serve them far beyond university.

We welcome your child to our school and look forward to seeing her or him join us for a unique world class education.

Karibuni

Bob Cofer Head of Moshi

Phil Bowen Head of Arusha

OUR SCHOOL

The campuses

ISM is a school on two campuses, one in Moshi at the foot of Kilimanjaro and one in Arusha at the foot of Mount Meru. Both are on 20-hectare sites with beautiful grounds that include sports fields, swimming pools, outdoor hard courts and covered sports facilities. Both the Moshi Campus and Arusha Campus cater for students aged 3-19 years through the three International Baccalaureate programmes - Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). Moshi Campus offers this IB education to both day and boarding students, while Arusha Campus is for day students only.

Governance

The Governing Board of ISM is composed of ten voting members. The Shareholders appoint eight of these members and two are elected from the parent association. In addition to the voting members, the director, the two heads of campus, the finance manager, two teacher representatives, and two students are regular ex-officio members of the Governing Board.

GUIDING STATEMENTS

Philosophy

Learning is a lifelong process nurtured through an education that is inspirational in nature, holistic in perspective, global in context and responsible in practice.

Beliefs

We believe that the following statements define and promote personal excellence in all facets of education, the pursuit of which is the expectation for all.

- Learning takes place in a safe, collaborative and caring environment
- An education that is inspirational in nature emphasises inquiry, relevance, creativity, and reflection.
- Holistic learning encompasses the development of social, emotional, cognitive and physical dispositions.

- Holistic learning explores the links between different subjects and connects experiences within and outside the classroom.
- Education in a global context promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
- Being responsible involves having attitudes and undertaking actions that are socially and ethically sound.
- Being responsible entails prudent use of resources, and mindful application of knowledge.

Mission

International School Moshi provides a world-class education through a challenging international curriculum in a dynamic environment. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

Vision

International School Moshi will be globally recognized as the finest international school in East Africa, enabling our students to be successful people.

Goals

This will be accomplished by:

- Providing the finest student-centred educational programmes through the International Baccalaureate (PYP, MYP, DP).
- Offering internationally recognized qualifications enabling entry to the finest universities in the world.
- Recruiting and retaining the finest staff who are highly qualified, experienced, dynamic, and caring.
- Extending and developing networks with local, regional and international partnerships.
- Supporting educational, cultural and personal development through engagement with our communities.
- Making full use of the opportunities offered by the unique location and environment.
- Building an effective and efficient organization able to continually develop and improve our educational, financial and operational performance.

OUR CURRICULUM

“An unwavering gold standard. The independence of the International Baccalaureate ensures its grades are never inflated.”

The Daily Telegraph

The International Baccalaureate Programmes

Over the last 45 years the IB has earned a reputation for providing quality education, high standards, consistent and rigorous assessment, and leadership in international education. The IB's three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. At present there are 1.7 million IB students at 4,975 schools in 152 countries studying the PYP, MYP and Diploma programmes.

ISM Grade Levels versus year levels in various countries

Age	ISM	USA, Canada, S. Korea, Vietnam	UK (England & Wales)	Tanzania ¹	Australia	New Zealand	Netherlands	France	India/ Germany	Singapore
3-5	EC	Preschool	Reception (KS1)	Nursery	Kindergarten		Groep 1	MS	Kindergarten	Preschool
5-6	P1	Kindergarten	Year 1 (KS1)	Standard 1	Prep	Year 1	Groep 2	GS	Kindergarten	Preschool
6-7	P2	Grade 1	Year 2 (KS1)	Standard 2	Year 1	Year 2	Groep 3	CP	Grade 1	Primary 1
7-8	P3	Grade 2	Year 3 (KS2)	Standard 3	Year 2	Year 3	Groep 4	CE1	Grade 2	Primary 2
8-9	P4	Grade 3	Year 4 (KS2)	Standard 4	Year 3	Year 4	Groep 5	CE2	Grade 3	Primary 3
9-10	P5	Grade 4	Year 5 (KS2)	Standard 5	Year 4	Year 5	Groep 6	CM1	Grade 4	Primary 4
10-11	P6	Grade 5	Year 6 (KS2)	Standard 6	Year 5	Year 6	Groep 7	CM2	Grade 5 ²	Primary 5
11-12	M1	Grade 6	Year 7 (KS3)	Standard 7	Year 6	Year 7	Groep 8	Sixième	Grade 6	Primary 6
12-13	M2	Grade 7	Year 8 (KS3)	Form 1	Year 7	Year 8	Brugklas ³	Cinquième	Grade 7	Secondary 1
13-14	M3	Grade 8	Year 9 (KS3)	Form 2	Year 8	Year 9	VMBO/HAVO/VWO	Quatrième	Grade 8	Secondary 2
14-15	M4	Grade 9	Year 10 (KS4) (IGCSE1)	Form 3	Year 9	Year 10	VMBO/HAVO/VWO	Troisième	Grade 9	Secondary 3
15-16	M5	Grade 10	Year 11 (KS4) (IGCSE2)	Form 4	Year 10	Year 11	VMBO/HAVO/VWO	Seconde	Grade 10	Secondary 4 ⁴
16-17	D1	Grade 11	Year 12 (KS5) (A1)	Form 5	Year 11	Year 12	HAVO/VWO	Première	Grade 11	JC1
17-18	D2	Grade 12	Year 13 (KS5) (A2)	Form 6	Year 12	Year 13	VWO	Terminale	Grade 12	JC2

¹ Tanzania: Entry to school is officially at age 7. Standard 1 is equivalent in curriculum to ISM's P1, but students are usually a year or more older.

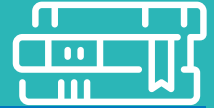
² Germany: In grade 5, students enter a tracked process. Able students enter gymnasium and attend to grade 12, on a track for university.

There is also a vocational/technical “middle” track from grades 5-10, and a “basic” track from grades 5-9 (which can also add an extra grade).

³ Netherlands: After primary school (groep 1-8), students enter a tracked process. Able students enter VWO to age 18, middle-ability students enter HAVO to age 17, and basic ability students enter VMBO to age 16.

⁴ Singapore: Students may leave school after Secondary 4. University-bound students enter JC (Junior College) grades.

FACTS & FIGURES



THE IB DIPLOMA



1.7 million students
152 Countries where the IB Diploma is offered
4,795 Schools

OUR IB DIPLOMA RESULTS 2006 - 2017

410 Number of diploma candidates
351 Successful candidates (**86%**)
226 Scored 30 points + (good) (**55%**)
89 Scored 35 points + (excellent) (**22%**)



ISM



University admissions officials say the **DP is the best qualification** for developing students' non-academic skills and preparing them for further education

DP alumni reported the diploma helped them **develop critical thinking, analytical and writing skills and a broader world view.**



94% of our students go on to university or further education.

UWC SCHOOLS & COLLEGES

The United World College movement around the world (of which we are a candidate)



60,000 + students have studied at UWC schools & colleges
180 + countries
150 country national committees
17 UWC schools & colleges

10 ISM

students awarded **FULL** scholarships in the last 6 years



25

have attended some of the top ranking universities in the world over the last 6 years: Harvard, Yale, Stanford, Duke, Cornell, Amherst, Pennsylvania, Middlebury, McGill & Colgate.

\$2.1 MILLION

\$2.1 million of university scholarship money for the class of 2017

\$10 MILLION

of university scholarships for ISM students in the last 6 years

UNIVERSITY AND BEYOND

“The IB standards demonstrate a very high degree of alignment with the Knowledge and Skills for University Success (KSUS) standards in all subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses.”

David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon, USA

Recognized as the leader in international education, the International Baccalaureate (IB) Diploma Programme cultivates the knowledge, skills and attitudes that enable students to excel in university.

We are very proud to be able to say that in the last 5 years, ISM graduates have attended the following colleges and universities:

USA:

Arizona
Arizona State
Bates College
Brown
Colorado College
Connecticut
Cornell
Denison
Drexel
Duke
East Carolina
Emerson
Emory
George Washington
Harvard
Idaho
Illinois Inst.Tech.
Knox
Lynn University
Middlebury
Minnesota
Minnesota State
New Mexico
Northwestern

Oregon

Pennsylvania U
Reed College
Savannah State
Southern Alabama
Stanford
Vassar College
Washington
Webster
Wooster
Yale

CANADA:

Alberta
British Columbia
Carleton University
Concordia
Memorial
Ottawa
Queens
Simon Fraser
Toronto
Trent University
Waterloo
York

OTHERS:

Amsterdam
Bosnia American U
Cape Town
Erasmus University
Groningen
Hong Kong UST
Jacobs U, Bremen
Maastricht
Manipal, India
Monash University
Otago
Sydney U of Tech
Tumaini, Tanzania
Western Australia

BRITAIN:

Aston
Bath
Cardiff
Central Lancashire
Chelsea College of Art & Design
Edinburgh
Exeter
Heriot-Watt

Hertfordshire
Huddersfield
Imperial College
Keele
Kent
Kingston
Lancaster
Leeds Metropolitan
Leicester
Loughborough
LSE
Manchester Met.
Nottingham
Oxford Brookes
Plymouth
SOAS
Staffordshire
Sussex

“The IB does put you significantly ahead in the global race for the best universities.” Financial Times UK



THE INTERNATIONAL BACCALAUREATE

Ages 16 – 19

A Diploma student participates in

- Six subjects
- An extended essay
- A Theory of Knowledge course
- Creativity, Activity and Service (CAS) activities.

The six subjects

Full diploma students take three subjects at higher level [HL] and three at standard level [SL] continuously over the two years of the programme. One subject must be chosen from EACH of groups 1 to 5 below, and the sixth subject may be Visual Arts, or a second choice from Groups 1, 2, 3 or 4. Please find below recently offered subjects. Some subjects are offered as online courses.

Group 1 First Language	English A Literature, English A Language & Literature, Swahili A Literature, Dutch A Literature, Other language A Literature (We support all mother tongue languages through the IB's school supported, self-taught programme)
Group 2 Second Language	English B, French B, Swahili B, Swahili, Spanish, Mandarin or French for beginners
Group 3 Individuals & Societies	History, Geography, Information Technology in a Global Society, Economics, Psychology, Global Politics, Business & Management
Group 4 Sciences	Biology, Environmental Systems & Societies, Physics, Chemistry
Group 5 Mathematics	Mathematics Mathematical Studies
Group 6 Electives	Visual Arts Or any other subject from groups 1, 2, 3 or 4.
Additional Components	Life Skills, Theory of Knowledge, Extended Essay, Creativity Activity & Service.

The Extended Essay

The 4000-word research-based Extended Essay focuses on a particular aspect of one of the subjects. A supervisor leads each student, over a number of months, through a process of thorough research and persuasive writing. The skills developed in writing the extended essay prove extremely useful for students when they engage in academic research at university.

The Theory of Knowledge

The Theory of Knowledge (ToK) course is composed almost entirely of questions. The most central of these questions is 'How do we know' which ToK applies to many different, yet interrelated, topics. Students explore how different subject areas like natural science, social science, mathematics, history, art and ethics interpret knowledge and how each seek knowledge.

Creativity, Activity and Service

Throughout the diploma years students are required to participate regularly in creative, active and service projects. There is a wide variety of projects from which to choose and further details are available in the CAS section.

Programme prerequisites

To study for a full IB Diploma at ISM, a student should have shown previous competence in a majority of the six subjects to be studied, respect for their colleagues and the ethos of his/her school as reflected in past reports, and the maturity to take responsibility for future study.

Alternatives to The full IB diploma

Given the challenging nature of the full IB Diploma, some students may choose a modified programme of up to five or six subjects, with a majority at Standard level, from within the timetable structure. They will do the full coursework and examinations in these subjects and receive IB completion certificates for each subject course they have successfully completed. These students do not usually study Theory of Knowledge or write an Extended Essay. Many such students excel because their course load is tailored to their capabilities. Good subject scores will enable entry into many US universities and a number of colleges and universities in other countries.

Beyond the diploma

Advice and support is provided by the school's university and college advisor. In addition ISM provides support for students taking ACT, SAT, TOEFL or other tests required for university entrance. In recent years our students have averaged a 85% success rate in the IB diploma examinations. After completing the Diploma programme, the vast majority of our graduates go on to universities or colleges in Canada, UK, USA and elsewhere.

THE IB MIDDLE YEARS PROGRAMME

Ages 11 – 16

“The MYP articulates a much needed bridge between what is typically learned in schools and the most pressing questions that concern our societies. Attentive to adolescents’ development, the programme emphasizes rigorous learning in the disciplines and interdisciplinary synergy, inviting students to tackle relevant issues – from climate change to globalization – thus preparing them for the work of the next generation.”

Veronica Boix-Mansilla Harvard Graduate School of Education, USA, 2008

SUBJECT GROUP	M1-M3	M4-M5
Language and Literature	English	English/Swahili
Language Acquisition	English/French/ Swahili (phases 1-6)	English/French/Swahili (phases 1-6)
Arts	Visual Arts/Drama/Music	Visual Arts/Drama/Music
Individuals and Societies	Integrated Humanities (including Geography and History)	Integrated Humanities (including Geography and History)
Mathematics	Mathematics	Mathematics
Physical and Health Education	PHE	PHE
Sciences	Integrated Sciences	Biology/Chemistry/Physics
Design	Design	Design
Life Skills	Life Skills	Life Skills

* The choice of MYP subjects and timetabling can vary between the Arusha and Moshi campuses. Please contact the relevant Head of Campus for more information.

Subjects* offered

The Middle Years Programme (MYP) provides a broad and balanced choice of subjects in every year of the 5-year programme from M1 (11 years of age) to M5 (15 years). The table on the left summarizes subject choices for students throughout the five years of the programme.

The Personal Project

Students complete the Personal Project in the final year of the programme. In this student-centered long-term inquiry, each student develops an area of personal interest to produce a personal and creative product. Teachers act as personal supervisors to guide each student through the process of articulating a goal, developing methods to reach this goal, creating the product, and then analyzing the project in written/electronic/oral or visual report.

Service and Action

Students are also required to complete a variety of Service and Action activities throughout the five years of the programme. These include projects within the ISM community as well as projects where students interact with people from other institutions such as schools, orphanages and health centres.



The MYP Certificate

The IB MYP Certificate, accepted by schools and colleges worldwide, is awarded to those students who achieve successful scores in their subjects and in their Personal Project, as well as demonstrating ongoing commitment to Community & Service.

Like the Diploma Programme, the standards of assessment are the same worldwide and these are applied rigorously by our teachers as well as by external IB examiners.

Admission to our M1 to M5 programme is open to students aged between 11 and 16 years. Applicants are asked to attach previous school reports as these may be used to determine placement upon entry. An interview and tests in English and Mathematics may also be required.

The IB through eAssessment provides formal recognition of achievement for M5 students. Please see the summary of the eAssessment model:

ACER Standardized Assessments

Each academic-year ISM implements the ACER International Standardized Assessments in M1 and M3. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development. Parents receive an individual report detailing their child's performance in the areas of Reading, Writing and Mathematics.

Onscreen examination subjects	Course work ePortfolio	MYP personal project
Mathematics	Language acquisition	
Individuals and societies	Physical and health education	
Language and literature	Design	
Interdisciplinary	Arts	
Sciences		
<i>individually, externally marked</i>	<i>internally marked, externally moderated (dynamic sampling)</i>	<i>internally marked, externally moderated (dynamic sampling)</i>
Optional eAssessment		

THE PRIMARY YEARS

Ages 3 – 11

The Primary Curriculum at ISM offers a rich, challenging and stimulating programme for all students. As a result, our students demonstrate an enthusiasm for learning and they value learning as a lifelong process. In 2002, ISM adopted the Primary Years Programme (PYP) of the internationally renowned International Baccalaureate (IB) and we were formally authorized in 2007.

The PYP was developed by a group of International School teachers and administrators with the aim of providing a common international curriculum worldwide. It synthesises the best research and practice from a range of national systems with the wealth of knowledge and experience in international schools. The result has allowed us to create a curriculum at ISM which is relevant to our context and which places special focus on questioning, inquiry, experimentation and critical thinking.

ISM documents the curriculum content for all subjects in the Primary Handbook. These are available to parents on request.

Subjects

Students study traditional disciplines of learning such as English and other languages, Mathematics, Technology, Social Studies, Science, Technology, Physical Education, and various Arts forms. The content that students learn is similar to that which other systems offer. However what makes the PYP distinct is that we place emphasis on students making connections and transferring learning across disciplines through inquiry between the subject areas so that understanding occurs at a deep and relevant level.

Languages

Students are required to learn another language in addition to English, the language of instruction of the school. Swahili is studied from P1 (5 years of age) and French is studied from P3 (7 years). Like the MYP and Diploma, PYP students develop the skills to find and apply information in meaningful ways.

Programme of Inquiry

Central to the Primary Years Programme is the Programme of Inquiry (POI); a framework of inquiry based units that forge the subjects together into a coherent learning sequence for the year. ISM continually revises and evaluates the Programme of Inquiry offered to ensure learning experiences are significant, challenging, relevant and engaging.

Skills

The transdisciplinary nature of our curriculum requires students to learn and develop transferrable skills in addition to the traditional subject based skills. These skills (as listed below) are seen as vital for life long learning and are taught and assessed through all our units of study.

Social skills

Accepting responsibility
Respecting others
Co-operating
Resolving conflict
Group decision-making
Adopting a variety of group roles

Self-management skills

Gross motor skills
Fine motor skills
Spatial awareness
Organization
Time management
Safety
Healthy lifestyle
Codes of behaviour
Making informed choices

Research skills

Formulating questions
Observing
Planning
Collecting data
Recording data
Organizing data
Interpreting data
Presenting research findings

Thinking skills

Acquisition of language
Comprehension
Application
Analysis
Synthesis
Evaluation
Points of view
Analysis, thinking & learning

Communication skills

Listening
Speaking
Reading
Writing
Non-verbal

Planning and Assessment

In the Primary Years Programme, assessment is integral to all teaching, planning and learning. We believe assessment is an on-going process that informs both the teacher and the learner of progress and what is needed to continuously improve. Assessment therefore consists of three closely related areas:

- Assessing: what the children have learned, how they have learned and what they need to do to improve.
- Recording: making note of our findings through a variety of strategies.
- Reporting: making assessment transparent through student led conferences, parent/teacher consultations, mid year reports and year end reports.

Through the transdisciplinary nature of the PYP, our students show what they know in many ways. It could be through writing, oral presentations, performances, IT programmes, design, art and collaborative projects to name but a few. We believe in the importance of including students in the assessment process through goal setting, reflecting, learning journals and student-led conferences.

At ISM Primary School we believe that planning and assessment are integral to successful teaching. Planning takes place between teams of teachers on a consistent basis and is informed by the written curriculum and the learning objectives that are to be assessed. Through collaboration and planning teachers endeavour to create high quality sequences of learning that are differentiated to meet all learners needs and designed to spark curiosity and engagement in the learner.

ACER Standardized Assessments

Each academic year ISM implements the ACER International Standardized Assessments in P4, P5 and P6. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development. Parents receive an individual report detailing their child's performance in the areas of Reading, Writing and Mathematics.



The PYP exhibition

In the final year of the PYP, all students participate in a culminating unit of inquiry called the 'Exhibition'. Students choose a real-life issue, carry out action-based research and present their project to the wider community in one of the major school events of the year in May. The Exhibition truly marks a rite-of-passage for students as they celebrate the transition from PYP to MYP.

The exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives.
- For students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP.
- To provide an authentic process for assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to middle school education.

BOARDING

MOSHI CAMPUS ONLY

Why board?

Because there is so much to do and so much to explore, you can't always fit it into a normal day. Moshi is an ideal place for a young person to be educated in a safe, structured and secure environment. Add to this the fact that our passionate staff guide, encourage and support your child on their way to becoming successful adults. What more could you as a parent ask or wish for?

The Boarding Houses

Secondary Boarding Houses are organized by gender and age groups. Students live in study bedrooms that are usually designed for two people. The primary boarding houses are set up as extended family units and cater for students from the age of 7 years (primary 3) to 11 years (primary 6). The students sleep in bedrooms situated off a large shared common room. The main common room has a TV and a DVD player, ample seating area for relaxing or reading, as well as desks and chairs for homework or study. We provide a home away from home at the Moshi campus for our 150 boarders. In each boarding house, students are cared for by a Boarding Parent who lives in or next to the Boarding House. The Boarding Parent ensures that the students have a safe and well-structured social and learning environment. The Boarding Parent or Assistant is on duty and available to the students at all times.

The School day

The school day is full with academic classes and an extensive programme of afternoon activities. Evening study takes place in boarding houses with a Boarding Parent supervising and giving help where needed. The school computer centre is open until 9:15pm each weekday evening. At weekends the boarding staff organize a range of activities including many different sports, trips, movies, dances, quizzes and games. There are also opportunities for boarders to relax in other ways and talk to friends. At ISM we understand the importance of food in the lives of young people. There are three main mealtimes when all boarders and staff join together to enjoy a meal. A great



variety of dishes are offered including vegetarian options. In addition to the main meals, two snacks are served each day. If students wish to, they may cook their meals at weekends as each boarding house is provided with cooking facilities and a fridge.

Visits and Leave

Outside formal study time, students are encouraged to receive visits from friends and relatives. Parents are particularly welcome and we would like to extend an open invitation to any parent who would like to visit the school, tour the campus, discuss their child's needs, meet the students or enjoy a meal. Weekends away from school are encouraged, whether this is a visit home or to family friends.

Only the M5 and Diploma students are allowed off-campus privileges. With parent permission, they can spend time in small groups off campus although this privilege is monitored carefully by the Boarding Parents. We will ask parents to complete a 'Parental Consent Form', providing guidance to Boarding Parents on whether to allow students to attend birthday parties or other off-campus events.

EDUCATIONAL SUPPORT

Counselling and Pastoral Care

One benefit of our relatively small size and supportive atmosphere is the level of care available for each of our students. We regard counselling, both in the areas of personal development and in academic/career choice, as an essential component of our programme. We are strongly aware of the needs of young people to access objective information, seek good advice and share concerns. Personal development counselling is the particular responsibility of the Class Tutor while for boarders they have the additional support of the Boarding parent. We also have a counsellor on staff who can guide and support students with particular social and emotional needs. University and college counselling is provided by a professional university guidance counselor who visits the school regularly.

Special Educational Needs

International School Moshi welcomes students of many different learning abilities and, in so doing, provides a climate of warmth and support in which students' self-confidence and self-esteem can grow. A specialist teacher concentrates on the development of students with special educational needs (SEN). A student may be referred for Special Educational Needs support by any teacher or parent and an assessment with the SEN teacher will be made to consider the most appropriate help

that can be given. This may involve withdrawal from the main class group for part of the day in order to receive particular assistance in one or more areas. Alternatively in-class support can be provided which may also involve an individualised programme. Parents are seen as partners with the school in the drawing up and carrying out of each student's individual education plan. Our Special Educational Needs unit also has links with educational psychologists in Arusha, Nairobi and elsewhere.

English as an Additional Language

A new student entering our school may need an intensive course in English. Other new students and those who have been at the school for a while may also need their understanding and use of the English language improved. In both the primary and secondary school there are specialist 'English as an Additional Language' (EAL) teachers available. It is important to add however that it is also the responsibility of each teacher, as well as the EAL specialist, to teach students with limited English proficiency. Initially a student beginning with English may spend significant lesson time learning individually or in a small group with the EAL teacher. As students makes progress, they gradually rejoin regular classes, although the EAL teacher will continue to advise both the student and his or her teachers in order to ensure that he or she is achieving as much as possible. This may include in-class support on a regular basis.





SPORTS AND OUTDOOR PURSUITS

Sports

On both campuses there are swimming pools (25m), tennis courts, football and rugby pitches, basketball and netball courts. On the Moshi Campus, there is an indoor gymnasium and a fitness room with both cardio machines and weights. The sports programme is rich and varied and offers activities such as football, rugby, volleyball, basketball, athletics, swimming and other aquatic sports, cross-country, netball, softball, flag football, and cricket to name but a few.

All students are encouraged on a 'Sports for all' basis with emphasis on personal improvement, physical development and enjoyment. ISM and ISMAC are part of the Northern Tanzania Athletics Association (NTAA) with 4 other schools in the Kilimanjaro Region. Competitive sports tournaments are offered in 3 different seasons, for Primary and Secondary teams. There are a number of age groups that compete in the NTAA. These are U9, U11, U13, U15 and U19. A variety of sports are made available including swimming, athletics, football, basketball, netball, hockey, rounders, cricket, tennis and ultimate frisbee. In the primary program, students compete in rounders, field hockey, football, netball, flag rugby, and fun swim galas. On both campuses, the varsity swim teams compete in many swim meets across Eastern Africa.

Outdoor Pursuits

Outdoor Pursuits is organized jointly across the two campuses and forms part of an extensive extra-curricular programme. Outdoor Pursuits is a well-established programme of graded mountaineering expeditions to Mount Kilimanjaro, Mount Meru, Pare Mountains, Usambara Mountains, Ngorogoro Highlands, Mount Hanang and elsewhere in Tanzania. These trips provide training for students in hiking, camp craft skills (setting up tents, packing backpacks, cooking), teamwork and in leadership skills. The Outdoor Pursuits department is well equipped with a wide range of camping and mountaineering equipment, and clothing that is updated and replaced as necessary. Students are encouraged to purchase their own personal gear, but can borrow ISM equipment if necessary. All of the M1's begin with a program called Campcraft, where they learn outdoor and camping skills. From there, students begin at Level 1. Although

students are not encouraged to rush through the different levels in the programme, which range from Level 1 (easy) to Level 5 (very challenging), many students who stay with us during the Secondary years complete all five levels. Usually the minimum amount of time it takes a student to complete the levels is 2 years. The ISM Outdoor Pursuits staff are qualified in Wilderness First Aid, and also complete the levels, in order to ensure a high level of safety on each trip.



CREATIVITY, ACTIVITY AND SERVICE (CAS)

“We find that IB students adapt more easily to university style of learning and become independent learners from an earlier stage compared to those from other backgrounds. IB students cope more easily with the wide range of subjects that each student is required to study from year 1. They are less focused on achieved marks, and value the education that we provide.”

Dr Lorraine Craig, admissions tutor, Imperial College

We are proud of our extensive programme of Creativity, Activity and Service that plays a significant role in the development of our students in the secondary school. Through the CAS programme of non-academic activities we encourage students to:

- Explore new areas of creativity, & further an existing interest.
- Join projects that take them out of school and into the community.
- Learn to recognise and respond to the needs of people they work with.
- Evaluate their own strengths and weaknesses in different situations.
- Take initiative in planning and performing the activities that they choose.
- Address issues of global significance.
- Consider the ethical implications of their actions.

Examples of recent activities in the CAS programme include arts and crafts, carpentry, community building projects, chess, choir, coaching younger children, innovation and design, learning about personal safety and how to support safety among peers, Roots n Shoots, teaching swimming, cooking, gardening, current affairs, Model United Nations, Outdoor Pursuits, Inter-School Sports, newsletters and yearbooks and tutoring and engaging with children in various local institutions. When students engage with community, we aim to develop programmes where we learn from each other and support experiences where the benefits are reciprocal.

Each activity is supervised by a responsible community member or,

if appropriate, by a Diploma student. Diploma and MYP students are required to choose school facilitated CAS activities each semester that strike a balance between the CAS strands- Creativity, Activity & Service. In addition to this, students in M4, M5 and the DP are required to undertake self-initiated CAS projects that involve planning and collaboration. CAS develops and rounds out the individual. It provides a refreshing change from coursework and offers students the opportunity to get involved in experiences they feel passionate about.



Isn't it time you joined us?

The world renowned Duke of Edinburgh Award is offered to students aged 14 years and above on the Arusha Campus.





**International
School Moshi**



www.ismoshiarusha.org
info@ismoshiarusha.org





**International
School Moshi**

OUR CALENDAR 2018/19

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CALENDAR 2018/19

International School Moshi operates a school year similar to that of Europe or North America beginning in August and continuing until June.

The school year is divided into four quarters, with breaks in October (2 weeks), Dec/Jan (3 weeks) and March (2 weeks). Although the usual time for admission of new students is in August at the beginning of the school year, it is possible to admit students at other times if space permits.

Parents are especially requested to ensure that their children do not miss valuable time by late returns or early departures from school.

The same dates are used for both Moshi and Arusha campuses.

KEY



Classes start
Classes end



Teacher In-service Day (no classes)



Non-teaching day (holiday)



National holiday



National Islamic Holiday (provisional)

August 2018						
Su	M	Tu	W	Th	F	Sa
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March 2019						
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October 2018						
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April 2019						
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December 2018						
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June 2019						
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January 2019						
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July 2019						
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**International
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OUR CALENDAR 2019/20

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International
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CALENDAR 2019/20

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The same dates are used for both Moshi and Arusha campuses.

Note: *Boarders should return the day before classes begin.*

August 2019						
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September 2019						
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March 2020						
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October 2019						
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April 2020						
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November 2019						
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May 2020						
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December 2019						
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June 2020						
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January 2020						
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July 2020						
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KEY



Classes start
Classes end



Teacher In-service Day (no classes)



Non-teaching day (holiday)



National holiday



National Islamic Holiday (provisional)



International
School Moshi

FEES SCHEDULE 2019/20

TUITION & BOARDING FEES

ISM charges tuition fees annually to cover the full costs of tuition, exercise books, loan of text books and participation in all aspects of the sports and CAS programmes. We usually charge separately for items such as individual music lessons, or as a contribution to the Outdoor Pursuits programme. Boarding fees include the full costs of boarding care, accommodation, laundry, food, and medical services provided by the school nurse or school doctor.

You may pay tuition and boarding fees **either** in four separate equal quarterly instalments by the dates specified below, **or** in one single payment. **If the single payment is received in full before 1st July 2019, a 5% discount will be awarded.**

	FULL YEAR Day Student	FULL YEAR Boarder	QUARTERLY Day Student	QUARTERLY Boarder
Early Childhood	\$ 7 200	-	\$ 1 800	-
P1-P6	\$11 850	\$17 950	\$ 2 963	\$ 4 488
M1-M5	\$15 850	\$22 650	\$ 3 963	\$ 5 663
D1-D2	\$17 900	\$26 500	\$ 4 475	\$ 6 625

DUE DATES	To be received by:
1 st Quarter	1 July 2019
2 nd Quarter	1 October 2019
3 rd Quarter	1 December 2019
4 th Quarter	1 March 2020

It is also possible to arrange to pay fees in monthly instalments. Please arrange to meet the Head of Campus if you wish to discuss this plan.

We offer a 5% discount for the second oldest child in a family enrolled in the school, 10% for the third, and 20% for subsequent children in a family on all tuition and boarding fees for children in P1 or above.

If we do not receive payment by the due dates, we shall have to impose a surcharge of 10%.

Details of capital development fees, examination fees, and methods of payment are given overleaf.

All figures given in this sheet are in US Dollars. Tanzanian citizens may pay fees in TSh at the current rate given on the school website at <https://www.ismoshi.org/admissions/fees/>

FOR NEW STUDENTS ONLY

When a student first joins ISM, we charge a **Capital Development Fee** as a contribution to the School's past and future capital development.

- For the first / second / third / subsequent child in a family \$ 1300 / \$ 1000 / \$ 500/ nil (per year for two years)

We also charge a **Deposit** upon first entry to the School. This deposit will be refunded after the student finally leaves ISM.

- For **each** child in a family \$ 1000

Parents of children in Early Childhood may defer payment of the Capital Development Fee and Deposit until their child joins P1.

EXAMINATION FEE

Students in the examination years will pay an **Examination Fee**:

- Students in M5 (for MYP Assessment) \$ 750
- Students in D2 (for Diploma exams) \$ 1100

Remission of Fees

In cases of financial hardship, parents may apply for a remission of tuition fees. Application forms and details are available from the school office on either campus

Payments

Fees must be paid in convertible foreign currency or in Tanzanian Shillings. The rate used for conversion from TSh to US\$ will be based on mean commercial rates and will be published by the school each month. All payments should be made to International School Moshi Ltd.

Advice of payment must be delivered to the school either in person or by email to accounts@ed.ismoshi.com

Cheques drawn on US banks are accepted, as are TSh or US\$ cheques drawn on banks in Tanzania. Bank charges will be charged for cheques drawn on other banks. Foreign currency cheques should not be posted to the school, but may be delivered in person. Bank transfers can be made to the following accounts. Please note that most banks will charge bank charges which need to be paid by the payer. The school will credit the net amount actually received in our bank account less any bank charges and, if payment is received in a currency other than US\$, the exchange rate used for conversion will be the mean commercial rate used by the school in the month that the funds are received

Bank Account outside Tanzania

US Dollars: International School Moshi. Account number 15274713, Citibank, 8516 Leesburg Pike, Vienna, VA 22182, USA. ABA number: 254070116. SWIFT code: CITIUS33

Bank Accounts in Tanzania

International School Moshi Ltd. Exim Bank, Moshi Branch, PO Box 3001, Moshi, Tanzania (SWIFT Code: EXTNTZTZ)

US Dollars: Account number 0070015384

Tanzanian Shillings: Account number 0070015383.

Fees can be paid in person through any branch of Exim Bank in Tanzania.

Please email accounts@ed.ismoshi.com a copy of the paying-in slip.

M-Pesa LIPA Facility in Tanzania

Tanzanian Shillings: Account/LIPA number 5656408

Dial *150*00# | 4:Pay by M-Pesa | 1:Enter LIPA number

Responsibility for Payment

Parents whose children's fees are paid by agencies or companies are reminded that the contractual agreement regarding fees is with parents in the first instance and that parents are therefore responsible for ensuring that fees are paid by the due dates.

Notice of Withdrawal

Parents are also responsible for providing 30 school days' (excluding weekends and school holidays) written notice of withdrawal of a child from tuition or boarding, in lieu of which they are liable to pay \$1000.

The school reserves the right to alter fees should there be a significant change in circumstances. Fees are not refundable in the event of temporary withdrawal by parents, or of suspension or expulsion of the student by the school.

Difficulties with Payment

The school understands that families occasionally have difficulties with fee payments and will try to assist in such circumstances. If you anticipate any problems with payments of fees, please arrange to meet with the Head of Campus as early as possible so that alternative payment plans can be discussed.

www.ismoshiarusha.org • info@ismoshiarusha.org
International School Moshi

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Email: moshi@ismoshiarusha.org

Arusha Campus

PO Box 2691, Arusha, Tanzania • Tel: +255 784 490133

Email: arusha@ismoshiarusha.org



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+255 27 2505030
Mobile: +255 0754-740706

Fax: +255 27 2505031
arusha@ismoshiarusha.org
www.ismoshiarusha.org

Please attach a recent
photograph

STUDENT'S NAME (Underline the name to be used in school)			
FAMILY		FIRST	OTHER
Nationality:		Date of birth (day/month/year)	Sex (M / F)
Expected Starting Date		To enter Class / Grade	Day/Boarding
Mother Tongue		Religion	Passport Number
PREVIOUS SCHOOLING (most recent first):			
Classes / Grades to	Years to	Name & Address of school	Language used
Classes / Grades to	Years to	Name & Address of school	Language used
Classes / Grades to	Years to	Name & Address of school	Language used
Classes / Grades to	Years to	Name & Address of school	Language used
Knowledge of English (Fluent/Fair/None)		List any brothers or sisters in ISM	
Probable length of stay in ISM			
If you were introduced to ISM by a friend or colleague, please give their name and contact details here:			

ADDRESSES		
Residential Address in Tanzania or East Africa	Business Address	
Telephone: Fax: E-mail:	Telephone: Fax: E-mail:	
Permanent address in home country	Emergency contact (in Moshi/Arusha if possible)	
Telephone: Fax: E-mail:	Telephone: Fax: E-mail:	
PARENTS		
Are both parents living?	Status (Together / Separated / Divorced)	Child lives with father / mother / both ?
FATHER		MOTHER
	Full Name	
	Nationality	
	Passport Number	
	Mother Tongue	
	Type of employment	
	Position	
	Name of employer	
Has your child ever had special educational needs or been tested by an educational psychologist? (Please give details & supporting documents as appropriate)		
Is your child in good health? (Give medical details as appropriate)		
Parents will be invoiced for fees. If you would also like copies of invoices to be sent elsewhere, please give the name, address and email address:		

CONDITIONS FOR ENROLMENT AND WITHDRAWAL

- 1. When the parent or guardian who has registered a child for entry into school is offered a place, he/she shall immediately inform the Head of Campus whether or not he/she will accept the place. The capital development fee and refundable deposit (if appropriate) should be paid within one month of the date of the offer letter in order to retain the place. The capital development fee is not refundable.
- 2. Once a place has been offered and accepted, the parent or guardian who completed the application form shall be liable to pay the fees by the dates and in the manner required by the school. All fees must be paid in the currency specified by the school.
- 3. A child in the school shall be presumed to be continuing in the school until such time as notice of withdrawal has been given in respect of him/her. Such notice of withdrawal must be given in writing and delivered to the Head of Campus personally or by registered post.
- 4. Unless such notice of withdrawal is given at least 30 school days (excluding weekends and school holidays) before the child is withdrawn from school, the parent or guardian shall be required to pay an additional fee of ½ a quarter's tuition (and boarding where applicable) in lieu of notice.
- 5. Fees are not refundable in cases of absence through illness, vacation or leave, suspension or expulsion.

AGREEMENT

I understand that the insurance of my child against accident, loss of property or refund of fees in case of illness is my own responsibility. I hereby absolve International School Moshi Ltd of all responsibility for accident, illness or loss of personal property sustained by my child during the school year. I give permission for the Head of Campus to seek medical advice and accept medical or surgical treatment for my child in the event of illness or accident. I understand that in an emergency I will be notified as soon as possible.

I undertake to abide by the conditions for enrolment and withdrawal set out above and I accept the school's regulations and requirements. I understand that the school fees must be paid in the currency and manner prescribed by the school. I agree to pay school fees in advance each quarter on or before the date specified for payment.

I certify that the information supplied on this form is correct in every detail.

Parent's / Guardian's Signature:	Date:
Signed on behalf of International School Moshi Ltd.	Date:

Why have you chosen to apply for your child to join ISM? (please tick one or more)

- ☐ The IB Curriculum
- ☐ The location in Moshi/Arusha
- ☐ The Boarding programme
- ☐ The reputation
- ☐ Other (please state):

How did you hear about ISM? (please tick one or more)

- ☐ Friends or family
- ☐ Website
- ☐ Newspaper/magazine
- ☐ Advertising posters
- ☐ Other (please state):

This application form must be accompanied by

- 1. a copy of the child's birth certificate,
- 2. a copy of his/her most recent school report (where applicable),
- 3. a recent passport-sized photograph.

