ABOUT ISLAND SCHOOL

Island School is an international co-educational comprehensive high school, with outstanding performance, that is part of the English Schools Foundation (ESF). The ESF makes a vital contribution to Hong Kong by providing high quality education through the medium of English. ESF runs 21 schools throughout Hong Kong (seven of which are secondary schools), with Island School being a founding school in 1967. Island School has a roll of approximately 1,200 students and over 40 nationalities. As a result, our outlook stresses humanitarian and environmental ideals as well as academic excellence. Our staff of 90 teachers and 40 ancillary staff are recruited mostly from the UK, but are also of Chinese, Japanese, Australian, New Zealand and North American origin. Island School is an IB World School accredited by CIS/WASC. There are 166 students in the graduating class of 2016 and a similar number in the class of 2017.

As a comprehensive entry school, there are no academic barriers for entry apart from the ability to benefit from an education in the medium of English. The school also has a learning support centre (LSC) for students with moderate learning difficulties.

ISLAND SCHOOL PHILOSOPHY OF LEARNING

In 2010, Island School adopted a philosophy of learning, which underpins Island School pedagogy, curriculum structure, guidance and well-being provision, and community interactions. We pay particular attention to the following:

We believe that learning is best when it is varied and achieves a range of outcomes. We all help shape our learning as we grow. We look to define who we are and what we want to achieve. We learn to make choices, to try to excel in what we love to learn. We hope to find our passion. We thrive on a balance of working as individuals and collaboratively. We acknowledge that not all learning is visible, measurable or immediate. We look for authentic learning experiences to help develop our awareness, our skills and to help to acquire conceptual knowledge and enhance our character. We look for the connections in our learning, to transfer our skills and understandings. We learn to thrive in conditions of complexity, uncertainty and opportunity. We learn to appreciate the implications of our actions and viewpoints and to take responsibility for them. Learning at Island School has no borders; it takes place everywhere.

ISLAND SCHOOL CODE

The Island School Code, developed by students in collaboration with teachers, enhances every student’s experience at school. It encourages students to: respect the diversity of the school community, be positive role models, take action to support those in need, show respect for others and the environment, be positive about learning and respecting the rights of others, to learn in their own way and to take responsibility for their own actions. The school lives by this code and, together with the school’s philosophy of learning, it is central to our structures and operation.

The Academic Programme

SENIOR YEARS PROGRAMMES

International Baccalaureate Diploma

Students must take the required component parts of the Diploma, namely six subjects (First Language, Additional Language, Humanities, Natural Science, Mathematics and Arts subject), and a ‘core’ constituting a co-curricular programme based around service, i.e. “CAS” (Creativity, Activity and Service), a Theory of Knowledge course, and an Extended Essay (self-directed academic research project).

The Diploma is scored out of 45 total points. Each subject is scored 1-7 (7 is high), and the Core (Theory of Knowledge, Creativity Activity and Service, Extended Essay) is awarded up to 3 marks. A score of 24 points is considered a pass. The school has a very high rate of accuracy in predicting IB results. The majority of students choose the IB Diploma.

International Baccalaureate Certificate Pathway

Students can elect to take IB Certificates and will typically take four or five certificates. This is a college preparatory track. Students are also required to complete Creativity, Activity and Service requirements.

The Applied Learning Pathway

Students following this pathway take accredited EdExcel Qualifications (BTEC) Level 3 Nationals (QCF) Diploma or Subsidiary Diplomas. Courses are graded Distinction*, Distinction, Merit or Pass. These courses have a vocational context and equivalency to UK A Levels. It is a college preparatory track pathway, incorporating widely accepted university entrance qualifications.

Students elect to take a combination of either three 6-credit Level 3 Subsidiary Diploma Courses or one 12-credit Level 3 Diploma course with an additional single Subsidiary Diploma. Students choose from Business, Hospitality, Sport, Performing Arts, or Interactive Media (Television & Film) and Art and Design (Fashion & Textiles) for Subsidiary Diplomas.

Business is the only 12-credit Diploma course available. Students could also elect to take an EdExcel AS level Extended Project or to add IB certificate courses. Students are required to complete Creativity, Activity and Service requirements.

2015 IS RESULTS

57% achieved one or more D* grades
7 students achieved over 40 UCAS Tariff points
2 students achieved a D*, D*, D*
The Island School middle years curriculum (Years 9, 10 and 11 – US Grades 8, 9 and 10 equivalent) is called the Island Futures Programme. The respective parts of the curriculum are entitled Entrance, Elements, Explorations and Escape (see www.island.edu.hk under Learning at IS (Curriculum)) and are designed to:

- Develop students’ skills and knowledge and prepare them for the challenges within the IB Diploma and Applied Learning Pathway;
- Support students to be confident independent learners, collaborators and critical thinkers;
- Give students experiences and opportunities to discover their passions;
- Allow students to specialise within a broad all round education;
- Give students the opportunity to serve others and develop compassion; and
- Prepare students for life beyond school.

Entrance

In Year 10 and 11 ENTRANCE, students are required to take GCSE or IGCSE classes in Maths, English Language, World Literature and Global Perspectives (a humanities and social sciences subject), comprising a total of four core courses. In addition, students are allowed to choose up to four additional GCSE or IGCSE courses from a range of 21 courses. As such, the maximum number of GCSEs or IGCSEs a student is permitted to take is eight (8). Students may choose to take a key course as an Elements course.

Elements

Designed by teachers around their particular passions and fields of expertise, ELEMENTS courses aim to ignite in students a similar passion and an intrinsic motivation to learn. The wide range of courses, taught in semesters, allows students to learn in a collaborative and transdisciplinary way and to go well beyond the dictates and confines of an examination syllabus.

Students choose from a wide variety of these courses and build up a programme of elements over the three years. They are encouraged to take a range of courses to discover their passions.

Courses stress the mastery of the five branches of our skills framework: communication, collaboration, creativity, conscience and capacity to learn. These skills are mapped against the IB framework of Approaches to Learning. In some cases, the courses in Elements may extend beyond the GCSE curriculum. Courses undertaken in Year 10 and 11 are reflected on students’ transcripts with a “C” for completion or “NC” for not completed and comments on attainment and development.

Entrance and Elements courses are listed overleaf. Due to the variety of courses available in Escape these are not listed.

Explorations and Escape

The EXPLORATIONS course develops students’ understanding of world issues and their capacity to be self-aware, to think critically and to serve others. These are developed through themed units, with the IGCSE course Global Perspectives forming a core component of this course. The course is distinctive in both its content and the way in which students learn, drawing together Creativity Activity Service skills, Personal Health and Well-being studies, Critical Thinking skill development and Digital Literacy.

In the Digital Literacy component, students learn a variety of ICT skills throughout the course and demonstrate these in their responses to the questions posed in the various Explorations units. For students who can show adequate use of a wide enough variety of skills, they will be eligible for the IE Award, which is a Diploma in Applied ICT accredited by ASDAN in the UK.

ESCAPE courses allow students, for half of the school year, to follow a programme that is school-based and combines theory and practical elements, enabling students to learn about the science and practice of managing their own fitness. For the other half of the year, students elect either offsite or onsite activities, including expeditions in some cases, to further pursue their fitness and skills acquisition goals.

ASSESSMENT AT ISLAND SCHOOL

Assessment at Island School is about evidence, reflection and discussion. Students provide the evidence to justify a grade or to demonstrate their progress. They reflect on their learning through a logged discussion with the teacher, which results in a grade or a plan for the next stage. All assessment is designed to support students knowing where they currently are and where they need to go next. At the end of Year 11 (US Grade 10) all students give a Viva Voce presentation and defence of their learning.

Courses at Island School are either developed by outside bodies, such as the International Baccalaureate Organisation, or designed by our teachers. Every course is assessed but not all courses are graded. Ungraded courses allow for a wider range of outcomes and are often more challenging and deeper than our graded ones. Graded courses have a 1-7 grading scale (7 is high). Final achieved IGCSE grades are included on Year 12 and 13 transcripts. Predicted grades for Senior Pathway externally assessed courses are included in transcripts as the school's grades for Term 1 and subsequent terms in Year 13. Final transcripts reflect the externally achieved grades.
**Humanities and Social Sciences**

**YEAR 10 & 11**

- Business and Economics: Business Studies, Economics, Behavioural Economics
- History: History, Social History, Primary Source History, History and Theory of Film
- Geography: Geography, Sustainable Environments and Urban Planning
- Philosophy: Philosophy and Religious Studies, Philosophy and Cinema
- Sociology and societies: Global Perspectives, Societies and Social Thinking, Society and Popular Culture, Social Psychology, Psychology and Media

**YEAR 12 & 13**

- Business and Economics: IB HL Business and Management, IB HL and SL Economics, BTEC Business (Diploma and Subsidiary Diploma), BTEC Hospitality (Subsidiary Diploma)
- History: IB HL and SL History
- Geography: IB HL and SL Geography
- Philosophy: IB HL and SL Philosophy
- Sociology and Societies: IB HL and SL Psychology

**Science, Mathematics, Engineering, Computing and Sports Science**

**YEAR 10 & 11**

- Science: Biology, Biology 2 (Extension), Biology 3 (Advanced), Marine Biology and Ecology, Chemistry, Chemistry 2 (Extension), Chemistry 3 (Advanced), Physics, Physics 2 (Extension), Physics 3 (Advanced), Scientific History and Methods
- Mathematics: Mathematics, Further Mathematics, Applied Mathematics, Mathematics with Coding and Number Theory, Practical Mathematics
- Sports, Sports Science: Outdoor Education, Physical Education

**YEAR 12 & 13**

- Mathematics: IB HL and SL Mathematics, IB SL Mathematical Studies

**Language Arts**

**YEAR 10 & 11**

- Modern Foreign Languages: courses in Japanese, French, Spanish, Chinese, Independent Language Learning, Cantonese
- English Language and Literature studies: English Language and English as an Additional Language, World Literature, Literature studies, Linguistics, Creative Writing, Debating

**YEAR 12 & 13**

- English: IB HL and SL English Literature, IB HL and SL English Language and Literature, IB SL English Literature and Performance, HL English Language B

**Creative Technologies, Visual Arts, Theatre and Musical Arts**

**YEAR 10 & 11**

- Visual Arts: Art and Politics, Visual Arts, Visual Communications, Photography and Photo Journalism, Art and Politics
- Theatre and Musical Arts: Dance and Choreography, Contemporary Music, Drama, Film-making, Music, Musical Theatre, Production Design: Sound and Light, Production Design: Theatre, Production Design: Music, Theatre Studies

**YEAR 12 & 13**

- Visual Arts: IB HL and SL Visual Arts, BTEC Art and Design (Subsidiary Diploma), BTEC Interactive Media (Subsidiary Diploma)
- Theatre & Musical Arts: IB HL and SL Theatre, IB HL and SL Film, IB HL and SL Music, BTEC Performing Arts (Subsidiary Diploma)

**NOTE:**

Courses in **BOLD Type** are externally assessed courses. In the Futures Curriculum, these are GCSE and IGCSE courses (unless otherwise stated). In Senior Years, these are IB and BTEC courses.

Courses with **Bold Type** and **Underline** show courses that are offered as both a GCSE or IGCSE and as an Elements option e.g. **Spanish**.
House System

Island School has six houses. The House System allows continuity of pastoral care and guidance from entry in Year 7 to leaving in Year 13. The result is a deep understanding of each student’s strengths and needs, and close relationships with students and their parents. Students are encouraged to engage in the school community with activities such as House charities and inter-house competitions. Students are offered opportunities to develop leadership through the House System by taking on roles and responsibilities such as Sports Captains, Prefects and Mentors.

Quest Week

Quest Week is a valued part of the school curriculum. Each year for one week, school is suspended so that all senior students have the opportunity to take part in an activity either in Hong Kong or overseas to further their development socially, emotionally or intellectually. Examples of Quest Week activities are Film & Video in Hong Kong, Trekking in Nepal and assisting in a Chinese orphanage. Our younger students attend camps that emphasise physical challenge and social development.

Extra-Curricular

Island School has a strong extracurricular programme that offers students leadership opportunities and encourages them to engage in the school community. The school has a wide range of sporting, creative and intellectual activities and student involvement is usually very high. Many students extend their engagement into the wider Hong Kong community through representation at inter-school or representative level. As part of the Creativity, Activity and Service (CAS) requirement, senior students are expected to record their involvement in these activities.

Student Matriculation

Each graduating Island School student cohort applies to between 10 and 15 countries (destinations) which is reflective of both the students’ passports as well as their international outlook.

Students have an application limit of eight applications worldwide. Each university on multi-university application systems such as UCAS, the University of California Application and the Ontario Universities Application Centre will count as one of the 8 (e.g. 5 on the UCAS application counts as 5 of 8). This means that students carefully consider each application and apply after considering fit for that student and the programme of study.

All university entrance testing, such as the SAT, ACT, UKCAT, BMAT and LNAT, is completed in students’ own time with no school input and in addition to the curriculum pathway chosen.

Approximately 98% of each graduating class go on to university.

Final destinations for the 166 students who graduated in the 2015 cohort included universities in the top 100 in the world (according to various rankings), as well as many institutions known for their excellence in programmes offered. A list of universities that have made offers of admission to Island School students can be found in the Island School Annual Report (http://issuu.com/islandschoolhk/docs/island_school_annual_report_web/1)

For all students, we celebrate student admissions and their majors or degree programmes as a progression that will support them in their future career endeavours beyond Island School and in which their particular talents will be recognised and developed.

Published: January 2016

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ISLAND SCHOOL

ABOUT ISLAND SCHOOL

Island School is an international co-educational comprehensive high school that is part of the English Schools Foundation (ESF). The ESF makes a vital contribution to Hong Kong by providing high quality and cost effective education through the medium of English. ESF runs 21 schools throughout Hong Kong (seven of which are Secondary schools), with Island School being a founding school in 1967. Island School has a roll of approximately 1,200 students and over 40 nationalities. As a result, our outlook stresses humanitarian, co-curricular and extracurricular ideals as well as academic excellence. There are no academic barriers for entry apart from the ability to benefit from an education in the medium of English. Our staff of 90 teachers and 40 ancillary staff are recruited mostly from the UK, but are also of Chinese, Japanese, Australian, New Zealand and North American origin. Island School is an IB World School accredited by CIS/WASC. There are 166 students in the graduating class of 2016.

The Island School Code, developed by students in collaboration with teachers, enhances every student’s experience at school. It encourages students to respect the diversity of the school community, to be positive role models, take action to support those in need, show respect for others and the environment, be positive about learning and respecting the rights of others, to learn in their own way and to take responsibility for their own actions.

THE ACADEMIC PROGRAM

Island School offers students two pathways, the International Baccalaureate (IB) and Applied Learning pathways, in the final two years of school (Years 12 and 13). The majority of students choose the IB Diploma. All university entrance testing, such as the SAT or LSAT, is completed in students’ own time with no school input and in addition to the curriculum pathway chosen. Students carefully consider their higher education applications and adhere to the Island School policy of applying to eight institutions worldwide. Approximately 98% of each graduating class go on to university.

(1) INTERNATIONAL BACCALAUREATE PATHWAY (IB)

International Baccalaureate Diploma

Students must take the required component parts of the Diploma, namely 6 subjects (First Language, Additional Language, Humanities, Natural Science, Mathematics and Arts subject) and a ‘core’ constituting a co-curricular programme based around service, i.e. “CAS” (Creativity, Action & Service), a Theory of Knowledge course, and an Extended Essay (self-directed academic research project).

The Diploma is scored out of 45 total points. Each subject is scored 1-7 (7 is high), and The Core (Theory of Knowledge, Creativity Action & Service, Extended Essay) is awarded up to 3 marks. A score of 24 points is considered a pass. The school has a very high rate of accuracy in predicting IB results.

International Baccalaureate Certificate Pathway

Students can elect to take IB Certificates and will typically take four or five certificates. This is a college preparatory pathway. Students are also required to complete creativity, action and service throughout Years 12 and 13.

(2) APPLIED LEARNING PATHWAY

Students following this pathway take accredited EdExcel Qualifications (BTEC) Level 3 Nationals (QCF) Diploma or Subsidiary Diplomas. These courses have a vocational context that has equivalency to UK A Levels. It is a college preparatory track pathway, incorporating widely accepted university entrance qualifications.

Students could elect to take a combination of either three 6-credit or 3 Subsidiary Diploma Courses or one 12-credit Level 3 Diploma course with an additional single Subsidiary Diploma. Students choose from Business, Travel and Tourism, Sport, Performing Arts, or Interactive Media (Television & Film) for Subsidiary Diplomas. Business is the only double Diploma course available. Students could also elect to take an EdExcel AS level Extended Project or to add IB certificate courses. Students are required to complete creativity, action and service requirements.

(3) YEARS 10-11 (CLASS OF 2016)

All students graduating in the 2016 cohort followed a two-year course preparing them for the British GCSE and IGCSE (International GCSE) examinations. This includes compulsory examinations courses in Maths, English, Science and ICT. Students could also take four subjects, each occupying 10% of curriculum time plus homework assignments.

Choices for these ‘options’ subjects are balanced across the areas of Languages, Humanities, Technology and Creative subjects. The remainder of curriculum time is given to Personal, Health and Social Education (PSHE) and Physical Education courses, which do not culminate in examinations.

Middle Years Programme (applicable for students graduating in 2017 onwards)

In 2013 Island School introduced a four-part system of education for the middle years called the Island Futures Programme. This is comprised of entrance qualifications, exploratory learning and experiential learning. Information on each of these parts (entitled Entrance, Elements, Explorations, and Escape) can be found on the Island School website at: http://isfcurriculum.wordpress.com. Please request a copy of the School Profile 2015-16 for students graduating in 2017 and beyond.
AUSTRALIA/NEW ZEALAND
Blue Mountains Hotel Management School (3), International College of Hotel Management, University of Technology Sydney

CANADA
Fraser International College, McGill University (7), McMaster University (3), Queen’s University, Queen’s University, Kingston, Ontario (7), Ryerson Polytechnic University, Sheridan College, Simon Fraser University (9), University of Alberta (2), University of British Columbia (24), University of Calgary (3), University of Toronto, Sault College, University of Western Ontario (9), Wilfred Laurier University (2), York University, Canada (5)

CHINA
University of Nottingham Ningbo

GERMANY
Bard College Berlin

HONG KONG
Central College (2), City University of Hong Kong, Hong Kong Baptist University, The Chinese University of Hong Kong (10), The Hong Kong Polytechnic University (5), University of Hong Kong (15), HKUST (10)

IRELAND
Royal College of Surgeons Ireland

JAPAN
Osaka University, Sophia University

Netherlands
Hotel School of the Hague (3), University of London

UK
Anglia Ruskin University, Architectural Association School of Architecture, Bath Spa University (formerly Bath Spa University) (2), Birmingham City University, Birmingham City College of Food, Tourism & Creative Industries, Bournemouth University, Buckinghamshire New University, Cranfield University (3), City University London (5), Coventry University (2), De Montfort University, Durham University (12), Edge Hill, Exeter College, Falmouth University (3), Goldsmiths College University of London (14), Hull, Imperial College London (University of London) (2), Keele University, King’s College London (University of London) (10), Lancaster University, Leeds College of Art, Design, Leeds Metropolitan University (2), Leeds Trinity & All Saints, Leicester College, Leicester College, London School of Economics and Political Science (4), Loughborough University (2), Medway School of Pharmacy, Napier University, Edinburgh, Newcastle College, Newcastle University, Northumbria University (2), Nottingham Trent University (3), Oxford Brookes University (6), Oxford University, Queen Mary, University of London (6), Queen’s University Belfast (4), Regent’s University London (2), Roehampton University, Royal Holloway University of London, School of Oriental and African Studies University, Sheffield Hallam University (3), SOAS University of London (3), South Gloucestershire and Stroud College, Southampton Solent University (formerly Southampton), The Arts Institute at Bournemouth, The Manchester Metropolitan University, The University of Birmingham, The University of Edinburgh (12), The University of Essex, The University of Exeter (2), The University of Gloucestershire, The University of Hull, The University of Kent (7), The University of Liverpool (2), South Korea
Songkyunkwan University

SWITZERLAND
Culinary Arts Academy Switzerland, Glion Institute, Ecole Hoteliere de Lausanne, Les Roches International School of Hotel Management (3), Swiss Hotel Management School

THAILAND
Stanford University

USA
Babson College, Bard College, Boston University (5), Chapman University, City of New York - Baruch College, Clark University, Colorado College (2), Cornell, Culinary Institute of America, Dickinson College, Eckerd College (2), Endicott College, Florida Institute of Technology, Fordham, Georgia Institute of Technology, Hawaii - Manoa, Hawaii Pacific University, Johnstone and Wales, Kent College, Kenyon College (2), Lehigh University, Maryland Institute College of Art, Michigan - Ann Arbor, New York - NYU (10), Northeastern University (8), Notre Dame, Parsons School for Design - New York, Pratt Institute New York, Rochester, Sarah Lawrence, School of the Arts Institute of Chicago, Southern California Institute of Architecture (2), Springfield College, St. John’s University, St. Olaf College, State of New York - Geneseo, Sapporo University, Syracuse University New York, The University of Pennsylvania, University of California - Berkeley, University of California - Davis, University of California - Los Angeles (UCLA) (4), University of California - San Diego (3), University of California - Santa Barbara, University of Illinois at Urbana-Champaign, University of Miami (2), University of San Francisco (5), University of Southern California (USC), University of Virginia, University of Washington, Washington University in St. Louis, Wesleyan, Wheaton College

CLASS OF 2015 BY FINAL DESTINATION

ISLAND SCHOOL ENRICHMENT

QUEST WEEK
Quest Week is a valued part of the school curriculum. Each year for one week, school is suspended so that all senior students have the opportunity to take part in an activity either in Hong Kong or overseas to further their development socially, emotionally or intellectually. Examples of Quest Week activities are Film & Video in Hong Kong, Trekking in Kathmandu and assisting in a Chinese orphanage. Our younger students attend camps that emphasize physical challenge and social development.

EXTRA-CURRICULAR
Island School has a strong extracurricular program that offers students leadership opportunities and encourages them to engage in the school community. The school has a wide range of sporting, creative and intellectual activities and student involvement is usually very high. Many students extend their engagement into the wider Hong Kong community through representation at interschool or representative level. As part of the IB CAS requirement, senior students are expected to record their involvement in these activities.

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Print Date: 16 September 2015