

# insight

A Magazine for The International School of Macao Community

WINTER 2025



**Celebrating Diversity:  
Our Unique Voices at TIS**

**TISPA's Vision: Partnering  
for a Brighter Future**

**Tech Savvy Parents:  
Empowering Our  
Students Together**

THE INTERNATIONAL SCHOOL OF MACAO PRIVILEGES

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# Editors' Note

Welcome to this edition of Insight Magazine!

As we turn the pages of this latest issue, we reflect on all the experiences that make our school community so unique. This magazine is more than just a collection of articles and photos. It is a tribute to the creativity, talent, curiosity, and hard work of our students and teachers.



In this issue, we shine a light on our Elementary Student Leadership, Middle School Leadership, and Student Ambassadors, who shape the student experience by empowering their peers and serving as vital voices within our school.

We also recognize the essential role of parents in our community, highlighting workshops, presentations, and events that strengthen the connection between home and school. Additionally, our annual TIS University Fair was a huge success, showcasing how we create opportunities for our students, equipping them with choices as early as possible, as they plan for a future in higher education.

In the spirit of innovation, our Robotics competition was a thrilling display of creativity and teamwork, where students showcased their technological and collaborative skills. This event fostered healthy competition and international friendships with students from other schools in the GBA.

Finally, we are excited to introduce our new TISPA executive team, who share their vision for enhancing our school environment, as well as the array of engaging events they have already hosted.

We encourage you to take a moment to appreciate the dedication and passion displayed in these stories. Each piece celebrates the collaboration and spirit of inquiry that defines our School. We hope you enjoy exploring the many ways our students are learning and growing together, helping shape the future today!

*Ana, Edite & Jo*

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# Message From the Head of School



**Welcome to our first Insight issue** for the 2024/25 school year. This publication provides a snapshot of the fantastic learning experiences our students are engaging in this semester. Inside, you will find numerous photos and articles, showcasing how we are shaping the future, today!

Many of these articles provide insights into our experiential learning approach, highlighting the development of essential skills such as independence, collaboration, and innovation. Our students clearly show the courage to innovate and the passion to pursue excellence.

Additionally, this issue also features updates from teachers about learning activities that have been carried out at every grade level. These address student awareness of world issues and illustrate how young people can make a meaningful difference, clearly exhibiting how our students have the character to embrace challenges.

We hope that you enjoy the articles and photos in this edition of Insight. Thank you to all the staff who contributed to the production of this issue!

**Lorne Schmidt**  
*Head of School*



# Cultivating Independence Through Classroom Responsibilities



In the early years of education, fostering independence is a crucial aspect of a child's development. One effective way to nurture this independence is through assigning classroom responsibilities.

By entrusting students with tasks such as line leader, clean up helper, or assistant, we instill a sense of ownership and pride in their young minds. These responsibilities encourage students to take initiative, develop time management skills, and learn the importance of contributing to the community.

Moreover, assigning roles in the classroom promotes a sense of accountability among students. They begin to understand that their actions have an impact on the class as a whole, fostering a culture of respect and cooperation.

Through classroom responsibilities, students not only learn practical skills, but also develop essential social and emotional competencies. They learn to collaborate, communicate effectively, and problem-solve, laying a strong foundation for their future academic and personal success.

By instilling a sense of responsibility from an early age, we prepare students to become confident, capable individuals ready to take on the challenges of the future.



# Navigating Our Zones Of Regulation



**In Junior Kindergarten**, students explore and express their emotions through various interactive activities. They create large representations of different feelings, allowing them to visualize and discuss emotions in a fun way. Through role-playing, they identify and articulate their feelings while interacting with peers. By acting out various scenarios, they see how emotions can manifest, developing appropriate responses, which encourages empathy and strengthens social skills. Using the Zones of Regulation, students regularly check in on their emotions throughout the day. Each child places a photo of themselves in the zone that best reflects their current feelings—Blue, Green, Yellow, or Red. This visual representation encourages self-awareness and reflection on their emotions.

Teachers incorporate discussions about emotions into daily routines, creating safe spaces for children to share experiences and seek support, ultimately fostering their emotional growth and resilience. Additionally, students express their emotional states using different methods, such as placing popsicle sticks in colored buckets corresponding to a particular Zones of Regulation. Hands-on approaches like these reinforce their understanding of emotions and fosters a supportive environment where children feel comfortable sharing their feelings.

# I am Unique, I Belong: Celebrating Diversity and Identity at TIS



In Senior Kindergarten, the themes of “I Am Unique” and “I Belong” play a vital role in shaping young learners’ social awareness and self-identity. These foundational concepts encourage children to celebrate their individuality while fostering a sense of community.

Through engaging activities, students explore their unique traits, backgrounds, and family traditions. Celebrations like Thanksgiving, Halloween, and the Mid-Autumn Festival provide rich contexts for discussions about cultural diversity and personal experiences. By sharing stories and traditions, children learn to appreciate the differences that make each individual special.

Teachers support this exploration by creating a safe and inclusive environment where every voice is valued. Collaborative projects, such as cooking traditional foods or sharing cultural artifacts, empower students to express their identities and learn from one another.

As children engage with these themes, they develop essential social skills like empathy and respect, understanding the importance of belonging while celebrating their uniqueness. This nurturing environment empowers them to navigate social interactions with confidence and understanding, helping create a more inclusive and compassionate world.



# Exploring Family Traditions

Family traditions play a vital role in shaping our identities, fostering a sense of belonging, and connecting us to our cultural heritage. In our first Unit of Inquiry, “Where We Are in Place and Time,” students are diving into the fascinating world of family traditions. We are learning how important it is to respect traditions that are different from our own. Through this exploration, students are discovering how celebrations can include unique clothing, food, songs, and dances.

To help them understand better, students have been able to examine and interact with traditional clothing brought in by members of our TIS community. This hands-on experience is sparking their curiosity and appreciation for different cultures.

We are also listening to and exploring various books that bring diverse traditions to life, enhancing their understanding in dynamic ways. We invite families to share their own traditions at home, adding a personal touch to this exploration. This journey of discovery is proving to be both exciting and meaningful for our students as they learn to appreciate the richness of diverse traditions.



# Sounds of Creativity: Making Music with Cardboard!?

What if the cardboard guitar we all pretended to play as kids actually made sound? Even more so, what if we could play notes on it and make real music? Using circuits and the Makey Makey program, students in Grade 2 got to experience the real-life answers to those questions!

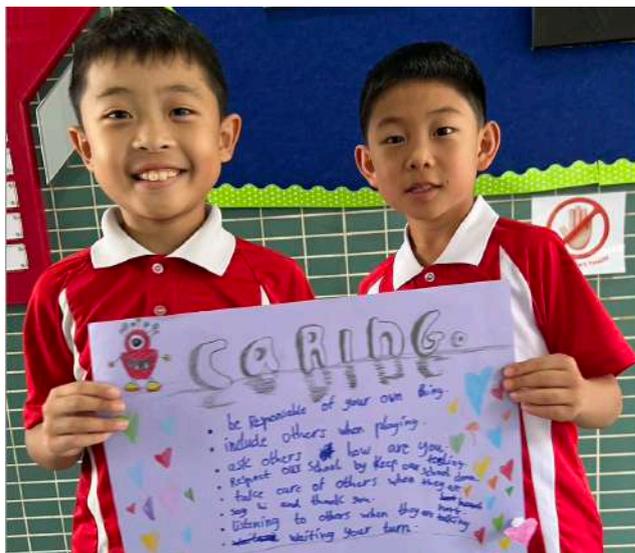
Throughout their Unit of Inquiry, students explored the behaviours, characteristics, and properties of sound. However, beyond just how sound works, they explored how sound can be used and made creatively to express their ideas and communicate with others. Enter the Makey Makey program. This program works by connecting objects to a Makey Makey board (a compact circuit board) using alligator clips. The circuit board is then attached to the computer, allowing the objects to mimic the input of certain keyboard buttons. When a circuit is made by touching a grounding clip and the object, it allows students to interact with Makey Makey's programs, such as a piano, guitar, and drum emulator, to make sound.

So what does that look like in real life? Well, a 5-person circuit banana piano, of course! Or a cardboard guitar that can actually be played by pressing metal buttons on the frets while holding the "strumming" button to create the circuit. If the material used was conductive, students could and did make music with it!

Alongside a mix of traditional instruments, the students in Grade 2 thoroughly enjoyed exploring the many possibilities of making sound, using circuits, and creating collaborative cacophony. This hands-on experience not only deepened their understanding of sound but also encouraged them to think creatively and express their ideas through music!



# Understanding The World Together



In our interconnected world, understanding diverse communities is essential for shaping children’s identities and fostering global mindedness. In our unit of inquiry “Understanding Other Communities Around the World,” we encouraged students to explore local and global connections that influence their sense of identity.

Our identities are shaped by various influences, including culture, family, community and the global community. This unit gave students the chance to appreciate their own cultural backgrounds, while recognizing the beauty of diversity. Through discussions and research projects, they discovered how their personal identities connect with and differ from those in communities around the globe. This exploration nurtured empathy and respect for different viewpoints and cultures—key traits for responsible global citizens.

Global mindedness goes beyond awareness; it requires action. Students learned to promote this mindset by creating videos, posters, or brochures to inform others about new communities, acting as tour guides for their countries of choice. These collaborative experiences will help them practice being open-minded and caring—two important IB learner profiles.

As parents, your support is vital in reinforcing these lessons at home. Encourage your children to share their insights about other communities and how these shape their identities. Together, we can cultivate a generation committed to understanding and caring for others, laying the foundation for a more compassionate world.

# Exploring Perspectives Through Photography



Grade 4 students explored the world through the lens of a camera, capturing images that reflected their beliefs and values, such as family, community, culture and individuality. This project linked to our unit of inquiry, “Who We Are,” encouraging students to reflect on their identities and how their perspectives shape their understanding of the world.

By engaging in hands-on photography, students learned how different angles and viewpoints can tell unique stories. This experience not only enhanced their technical skills but also encouraged them to think critically about how perspective influences our understanding of the world.

As students presented their work in a class gallery walk, they shared their thoughts and feelings about the images, fostering meaningful discussions about the diverse beliefs that shape our views, including respect, friendship, kindness, and empathy.

This project allowed students to share their ideas visually and consider how their perspectives can impact others. By viewing the world through different lenses, they developed greater appreciation for how photography can express beliefs and connect them with their peers.



# The Art Of Showcasing Learning

Recently, Grade 5 students completed a unit focused on the essential skills required to showcase learning. In today's educational landscape, fostering individual expression is vital for student development. Skills such as poster making, creating dioramas, and designing presentations empower students to showcase their unique identities and passions.

Poster-making encourages creativity and visual communication, allowing students to distill their thoughts into engaging imagery and concise text. Similarly, dioramas offer a tactile, three-dimensional approach to storytelling, inviting students to explore themes and concepts in a hands-on manner.



Designing and delivering presentations sharpens public speaking and organizational skills, which are crucial for articulating ideas confidently. These presentations not only promote a deep understanding of the content, but also enable students to connect with their audience, sharing personal insights and perspectives.

Beyond these specific tasks, showcasing work in various formats enhances self-esteem and encourages collaboration. When students present their projects, they learn to value diverse viewpoints and develop critical thinking skills. Ultimately, these skills help students articulate who they are, fostering a deeper understanding of their passions and preparing them for future challenges.



# Exploring Energy and Climate Change



Grade 6 students have started an exciting journey to learn how energy use affects climate change. With the central idea that “energy usage influences climate patterns and contributes to ongoing climate change,” our young explorers have been passionately engaged in their unit of inquiry.

Armed with curiosity and a thirst for knowledge, these students have been busy collecting data using tools such as surveys, meter readings, and even micro:bits, to understand how energy is used in our school community. Through teamwork and discussions, they have discovered valuable insights into the ways in which we consume energy, paving the way for impactful change.

To broaden their horizons, students have been learning from the Macao Environmental Protection Bureau, exploring a variety of programs designed to foster eco-conscious practices. Additionally, a visit to the CEM energy plant gave them a firsthand look into where our electricity supply comes from, sparking awareness and responsibility within each student.

But they didn’t stop at just learning! Students have taken proactive steps towards sustainability by crafting proposals aimed at reducing our carbon footprint and combating the effects of climate change. Their creative ideas and commitment to caring for the environment, serve as an inspiration for us all.

As we celebrate the efforts of our Grade 6 students in “Sharing the Planet” and being advocates for environmental change, we are reminded of how education can help us build a better future.



# Personal, Social and Physical Education

This year, the Elementary Physical Education team has been working closely with homeroom teachers to integrate the PYP framework into our PSPE\* classes. Whether it is through the Unit of Inquiry (UOI), the Approaches to Learning (ATL) or the Learner Profile, our goal is to show connections to what they are learning in class to our Physical Education classes. When students can see these connections, they realize that what they learn in class relates to the real world, creating authentic learning. As we encourage our students to be global citizens we hope parents will also try to encourage their children to see what connections are found outside of the classroom.

\*Personal, Social and Physical Education



## Fastest Class Challenges

One of the key initiatives this year is our Fastest Class Challenge. For five minutes, the students run around the MPR, and we calculate how many laps they do and the average number of laps per student per class. The results are then posted outside of MPR3. Our goal is to see improvements over time, with students encouraged to run more laps during each challenge, which will occur four times this year. We want to inspire children to push beyond their comfort zones and develop resilience, ultimately enhancing their cardiovascular endurance. Each student is encouraged to set an informal goal for themselves regarding their lap count and strive to beat it each time they are tested. At the end of the year, the classes with the best average number of laps will get a special P.E. class as a reward.



# Together, We Can!



**Elementary Student Leadership Team** is a group that empowers students to take on leadership roles, voice their opinions, and contribute positively to their school community. This team consists of students from Grade 4 to 6, who collaborate on projects, initiatives, and events that enhance the school experience for all.

## Goals of the Elementary Student Leadership Team

### **WE CAN promote school spirit.**

- Organize events and activities that foster a sense of community and school pride.
- Participate and create enthusiasm around school events.

### **WE CAN learn teamwork skills.**

- Facilitate team-building activities that require collaboration and cooperation.
- Enhance students' ability to work together, respect diverse opinions, and build trust among peers.

### **WE CAN create awareness of sustainability and responsible consumption.**

- Lead efforts to promote eco-friendly practices within the school.
- Educate peers about the importance of environmental stewardship.

## Why did you join the Elementary Student Leadership Team?

"I want to work with friends from different grades. I think it would be cool to see how they lead during group projects and learn from them. I also want to help make our school a better place for everyone. It would be great to come up with fun ideas and projects that can make our school more awesome!"

"I would like to help being a leader and do different projects at TIS. I would also like to join because I am new to TIS and I would like to make more friends."

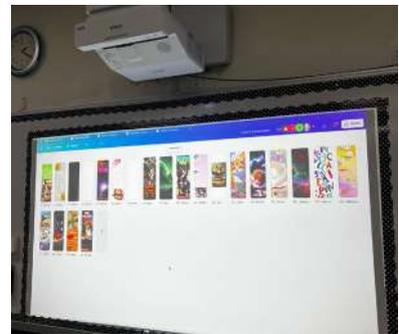
"I want to help people and have fun while doing something meaningful. Being part of the Leadership Team will also help me build confidence and learn new skills that I can use in the future."

# Day of AI

From September 23rd to 27th, TIS Elementary School celebrated our annual Day of AI! This week-long initiative invited students and teachers to dive into the world of Artificial Intelligence (AI), explore different educational tools, while fostering critical thinking about the role of AI in our daily lives.

Students learned about various types of AI, discussed the ethics surrounding it, and also investigated the environmental impact of using Generative AI. There were a variety of engaging activities, such as generating images from text prompts, playing “real vs. fake” games to identify AI-generated content, as well as crafting their own stories using AI tools. Grades 3 to 6 also reviewed our AI Agreements, providing feedback on how to improve them.

As technology and AI continue to develop at a rapid pace, participating in activities like the Day of AI helps even our youngest students prepare for the future. It equips them with essential skills and knowledge to navigate an increasingly digital world, encouraging them to think critically and ethically about technology. By understanding AI’s potential and challenges, our students are better positioned to become responsible digital citizens and innovative thinkers who will shape tomorrow’s society.



# Building A More Sustainable Future



The TIS Community Action (TISCA) program is an integral part of our educational philosophy, empowering students across all grade levels to address social and environmental issues. This year, we are focusing on United Nations Sustainable Development Goal #12: Responsible Consumption and Production.



In Elementary, we welcomed Barbara from the Macao's Environmental Protection Bureau, who discussed local environmental challenges and enhanced our students' understanding of sustainability. Grade 6 students also visited the local power station to learn where Macao's energy comes from, sparking important conversations about responsible resource use.



In Secondary, the Student Council, Middle School Leadership, and Student Ambassadors collaborated with the TIS Parents' Association (TISPA) to organize exciting workshops and talks. Among these, they hosted a session with Oxfam Hong Kong, on how to make soap from kitchen waste. Moreover, secondary students also organized a clothing market to exchange clothes, promoting sustainability while supporting charitable causes.

TISCA is about more than just service; it's about building a community that cares. Together, we can make a real difference in our world.



# Game On! House Teams Unite in Action-Packed Start

The House Team Committee has started off the academic year with a series of engaging activities designed to boost school spirit, build connections, and create a sense of community across all grade levels.

Kindergarten students were paired with their high school buddies as part of our Buddy mentorship program. These partnerships provide our youngest learners with role models while giving older students valuable leadership opportunities. Through a variety of games and activities, these new buddies began to form bonds that will grow throughout the year, creating a supportive network across age groups.

The Grade 1 and 2 students embarked on an exciting scavenger hunt around the playground. Their mission was to locate house team logos hidden in various locations. This activity not only familiarized students with their house teams, but also encouraged teamwork and problem-solving skills as they worked together to find as many logos for their team as possible. Congratulations to the Pandas who won this event finding 30 logos, plus the coveted golden ticket!

In Grade 3 to 6, a classic tug of war challenge brought out their competitive spirit. Teams faced off against each other, testing their strength and coordination while cheering on their housemates. This high-energy activity promoted physical fitness, teamwork, and good sportsmanship. Congratulations to the Grade 3 and 4 Phoenix team, as well as the Grade 5 and 6 Lions who were the final victors in their grade categories!

Middle school students participated in a unique “Who Dis?” challenge, where they tested their observational skills by identifying teachers’ baby photos. This entertaining activity led to much laughter and surprise, helping students connect with teachers in a whole new way. Congratulations to the Pandas who came out on top!

These diverse activities set a positive tone for the year ahead, reinforcing our school’s commitment to building a strong, inclusive community where students of all ages can thrive and feel connected.

Be sure to keep an eye out on the hallways’ screens to see updated house team point totals!



# Exploring Different Pursuits

Extra-curricular activities (ECAs) are a fun and important part of TIS, providing many opportunities for students to get involved in a variety of different activity offerings.

Through ECAs, students can uncover their hidden talents and interests while honing essential skills such as leadership, time management, and goal-setting. Participating in these activities also boosts self-confidence and fosters social connections, allowing students to build friendships with peers who share similar passions.

Our ECA program is split into 4 different categories allowing students the opportunity to explore a wider range of opportunities within:

Culinary & Wellness expertise

Arts, Crafts & STEAM

Sports & Dance

Language & Culture

In addition, our partnerships with local businesses enhance these opportunities by connecting students with the broader community. These collaborations inspire students and help them cultivate networks that can lead to meaningful community involvement in the future.

*“Our vision is to continue to enhance our ECA program through engaging more with the local community and activity specialists that will aid in overall student development. This year we are excited to expand our plant-based cooking classes, continue with our ever popular Taekwondo & in-line skating classes as well as introduce exciting classes like Toy-Maker Club (hosted by BirdieSTEM), Nail Art Design (hosted by Uplanet Art Studio) & Neurographic Art (hosted by Atelier 853), a new exciting and trending activity involving a method of art and art therapy through drawing lines and circles.”*

- Tarran Goodwin, ECA Program Manager.



# Building Strong Partnerships

On October 9, our school welcomed around 30 parents to the PYP Parent Orientation, fostering a deeper understanding of the IB Primary Years Programme (PYP). The session highlighted key elements of the PYP, such as inquiry-based learning, transdisciplinary learning, learner agency, and the Approaches to Learning (ATL).

The orientation encouraged collaboration, with parents actively participating in discussions about learning and reflecting on their initial understanding of the PYP. Notable takeaways included strategies for promoting learner agency at home, such as goal-setting, establishing shared routines, and encouraging independent decision-making. Parents also explored how to embody the learner profile attributes and the ATL in daily interactions, reinforcing positive behaviours and critical thinking skills.

Looking ahead, we invite parents to further enhance classroom learning by volunteering as resource persons, lending artefacts, and suggesting potential field trip locations or expert speakers. This collaborative approach will enrich students' learning experiences and connect classroom knowledge to real-world applications.

The event strengthened the partnership between parents and the school, creating a shared commitment to nurturing internationally-minded learners. With ongoing collaboration, we are excited to see our students grow into compassionate global citizens.

Thank you to all the parents who attended and contributed to this meaningful session. We look forward to continued engagement and shared success in supporting our students.



# Chinese Studies



TIS中文部始終致力於為學生打造一個優質的中文學習環境。在TIS，來自不同語言背景的學生們齊聚一堂，他們在日常交流中積極使用中文，營造了一個充滿活力的中文運用氛圍。在教學過程中，老師們採用探究式教學法，鼓勵學生進行深度探索，例如在小學階段就引入姓氏文化教學，中學階段進行中文神話故事的對比教學，使學生在學習過程中得以接觸并深入瞭解中華傳統文化，從而激發了他們學習中文的濃厚興趣。此外，中文部門還精心策劃了豐富多彩的文化活動，如中秋迎接會、中國新年的慶祝活動等，在這些充滿中國傳統文化氛圍的活動中，家長和學生們共同感受到了中文的獨特魅力。

The TIS Chinese Department is dedicated to creating a high-quality Chinese learning environment for all students. At TIS, students from diverse linguistic backgrounds come together to actively use Chinese in their daily interactions, fostering a vibrant atmosphere for the use of the language. During instruction, teachers employ inquiry-based methods that encourage students to delve deeper into their learning. For instance, surname culture is introduced at the elementary level, while comparative studies of Chinese myths are conducted at the secondary level. This approach allows students to engage with and gain a deeper understanding of traditional Chinese culture, thereby igniting their strong interest in learning Chinese. Additionally, the Chinese team meticulously organizes a variety of cultural activities, such as the annual Welcome Back gatherings for the Mid-Autumn Festival, and celebrations for the Chinese New Year. Through these events steeped in traditional Chinese culture, both parents and students experience the unique charm of the Chinese language.

# Empowering Parents Through Technology

At TIS, technology plays a vital role in bridging the gap between parents, teachers and students. Through tools such as Gibbon, Google Classroom, ManageBac, and ATL (Approaches to Learning) reports, we create a collaborative environment that helps parents gain more insight into their child's education, as well as strengthens students' academic and personal growth.



1) **Gibbon** offers real-time access to important student information, such as attendance, schedules, and grades. This empowers parents to take an active role in their child's education, enabling their timely support and proactive involvement, ensuring they stay well-informed.

2) **Google Classroom** serves as a virtual hub for assignments, resources, and teacher feedback. It allows parents to gain insight into their child's learning process, track task completion, and stay engaged with classroom activities.

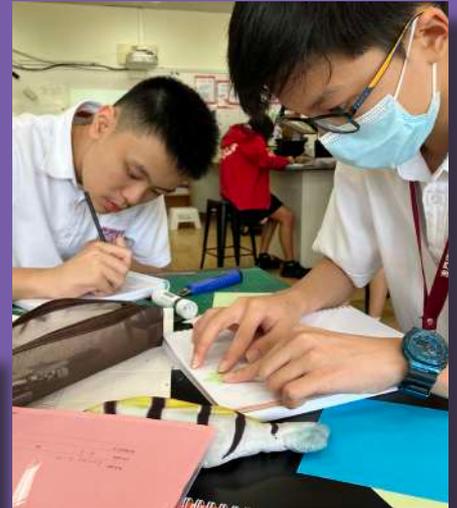
3) **ManageBac**, tailored for IB students, gives parents visibility into their child's curriculum, assessments, and skill-building within the IB framework. This support reassures parents about their child's progress within the challenging IB curriculum.

4) **ATL Reports**, generated based on the student's performance and behaviour, help parents understand crucial lifelong learning skills such as communication and self-management. This information promotes constructive, skill-focused discussions at home.

By utilising these tools, parents become vital partners in their child's educational journey, supporting a comprehensive and interconnected learning experience that benefits the growth and success of our students.



# Mastering The Art Of Creating



**At TIS, students begin their** formal art education in Grade 7 and 8, choosing from engaging classes, including an updated Introduction to Clay in Grade 9. While we explore different society's artworks and famous artists, our main focus is on learning about materials, techniques and processes through creation. We learn to draw, plan, strategize, adjust, recalibrate, and manage our schedules. It's messy and wonderful.

With the integration of digital tools, our Grade 7 students create laser-etched sketchbook covers from their own drawings. The process involves selecting their subject, transforming their artwork into a compatible digital file, and then translating it for the etcher. They also choose the final media, whether black or gray card or leather, adding a personal touch to their creations.

Grade 8 jumps into creating large-scale works inspired by a toy from home. Using paper and cardboard, students learn to construct facial features using planned cavities and covers. Starting from creating an eye form, students dive into measuring and designing. They practice cutting, joining, gluing and shaping cardboard structures. As they build, they look back at previous structures, evaluating their work to improve their techniques.

Through hand-building techniques such as pinch pots, coil construction, and slab building, Grade 9 students explore the tactile nature of clay, discovering how it can be shaped and transformed, learning how to manipulate it. Through the glazing process, the glossy color on ceramics, they experiment with colors and finishes, learning how glazing affects both the aesthetics and functionality of their pieces.

During Grade 9 Art class, we complete our study of the Elements & Principles of Design through an iterative process. Students develop their own fonts, tell a visual story, practice various media and make at least 15 artworks. Students grow by learning how to adapt to multiple challenges at once and learning to scale their smaller artworks into a larger piece.

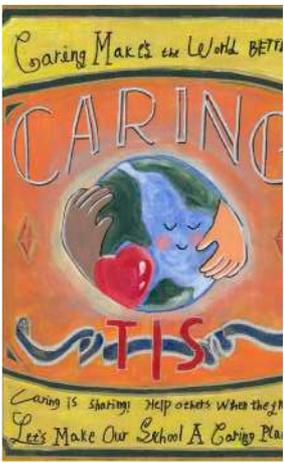
Middle school art provides students with a delightful introduction to the world of Art by helping them get their hands dirty and minds glowing.

# Caring Together at TIS

TIS has been on a journey of self-actualization, defining its identity through a clear vision and set of values. Our counselors strongly resonate with this mission. For example: our school vision emphasizes that in counseling, students courageously face the challenges of their lives, develop character through the process of overcoming these challenges, and often explore their passions along the way.

Another example, particularly relevant to counseling, is our student-centric approach. Counseling always begins with what students know about their lives, how they think and feel, and what they need. It may be cliché, but we really are here to listen!

This semester we wanted to celebrate a value that is especially dear to our hearts: caring. Having a caring school environment is profoundly important, and our robust counseling department is one way that the school shows its commitment to student well-being. To honour this value, we invited students to create posters that expressed and explored the theme of caring. We are proud to recognize Ginny Wu, Samson Fong, Hannah and Lydia Ling for their outstanding poster designs. You can see on this page their posters as well as some of the finalist works by Avery Chao, Emmy Wong, and Lonzo Choi. Thank you everyone who participated! Your contributions help foster a supportive community at TIS



# Volunteer: Where Action Speaks Louder than Words

The TIS Volunteer Team, supervised by Ms. Eva, Ms. Mariana, and Mr. Samuel, is run by nine passionate High School students who come together to form the executive team. Throughout this academic year, we successfully organised and provided support in several events, including the Mid-Autumn and Welcome Back Celebration, SKH UCare local community events, the Richmond Fellowship Flag Sale and our annual overnight training camp at the school.

Volunteering goes beyond simply lending a helping hand. It is a platform for developing soft skills, creating memories and spending valuable time together. By exploring new opportunities, we aim to facilitate personal growth by cultivating our leadership qualities, improving our communication skills, and gaining practical knowledge and experience in related fields.



As a team, we have created countless unforgettable memories. One notable achievement this year was organising our overnight volunteer training camp at school. This camp provided an opportunity to cultivate teamwork, enhance communication skills, and expand knowledge about local NGOs in a fun and interactive way. As a result, our students are better equipped to offer assistance. Participants in this camp also became eligible for the DSEDJ volunteer award program, and we are proud to announce that four members obtained the bronze award and one obtained the silver award this year! We look forward to celebrating even more achievements soon.

We extend a warm invitation to all passionate students who wish to join us. Stay updated with our upcoming events by following our Instagram at @tisvolunteer!

# Pathway to Global Education

On September 23, our Secondary Library became a lively hub for the School's annual University Fair, welcoming all local students. This event truly embodies our dedication to helping students explore diverse paths in higher education.

Students and parents gathered to explore higher education options, connecting with representatives from some of the world's leading universities, sharing valuable insights into their programs and campus life. Our students left not only with important information but also inspired and excited about the remarkable futures that lie ahead for them.

## Local institutions

We were thrilled to welcome local universities including:

- University of Hong Kong (QS 2025 #17)
- Chinese University of Hong Kong (QS 2025 #36).

Their presence highlighted the high-quality education available right at home.



## International Universities

Attendees also connected with top universities from abroad:

- UK: University of Leeds, University of Newcastle, Queen Mary University, and the University of Birmingham (all part of the prestigious Russell Group)
- New Zealand: University of Auckland (QS 2025 #65), known for its diverse programs and vibrant student life.

## Canadian Education:

Students interested in studying in Canada had the chance to meet representatives from:

- University of British Columbia (QS 2025 #38)
- University of Toronto (QS 2025 #25)

Both institutions are renowned for their rigorous academics and strong global reputations.

The fair was an invaluable opportunity for families to discuss pathways to prestigious universities, helping students envision their futures.



# Prepare to Send Your Child to Study Abroad?

## Your child's future is in your hands, keep options open for them

Nowadays, parents often ponder their child's future direction, contemplating whether education abroad is an option. A survey<sup>1</sup> revealed that 7.5% of the 4,450 high school graduates in Macau who participated in the survey have considered about studying abroad in countries outside of Macau, mainland China, Taiwan, and Hong Kong. Among them, Australia and the United Kingdom are the most popular destinations, accounting for 2.1% and 1.8% respectively.

But even if the decision to study overseas is made, how ready are you? Be ready for the gritty reality of expenses.

## Over 50% of parents underestimate the costs, 44% take out loans to pay for their children's education.

Persistent global inflation is placing pressure on parents. Compared to pre-pandemic levels, accommodation costs have risen by 9% in the UK, 8% in Canada, and 28% in Australia. Tuition increases also contribute to budget shortfalls, with substantial rises observed across various faculties and programs. For instance, from 2019 to 2020, top schools saw tuition spikes ranging from 28% to 76%. Annual tuition increases at prestigious universities like Oxford and Cambridge in the UK average 5-6%, while Ivy League universities in the US experienced jumps of around 10%.

A survey<sup>2</sup> published by Economist Impact revealed that over half of parents in mainland China and Hong Kong began preparations for their children's overseas education during their secondary school years. Commencing a savings strategy at such a late stage can amplify financial pressure. Hence, it's important to have a purpose-built plan in place to leverage long-term capital growth.

## Experts advise early planning and here's how



### Acquire saving solutions for children's overseas education

After graduating from universities abroad, many students choose to work either locally or in other countries. Among the 2,093 valid questionnaires collected from overseas Macau graduates, 8.6% indicated a lack of intention to return to Macau post-graduation, while 30.4% remained undecided regarding their return to Macau<sup>3</sup>. Therefore, ensuring sufficient foreign currency and financial resources is important when preparing for your children's overseas education and post-graduation careers.



### Know your destination and acquire non-academic skills early

Even after confirming the decision to study abroad, determining the destination early can be challenging, depending on your child's development and the current geopolitical landscape. Consequently, managing exchange rate fluctuations during the savings process will also present significant challenges. For their part,



children should start familiarising themselves with the lifestyle and culture of their intended destination as early as possible. Gaining cultural insights can help them transition to a new environment more smoothly and perform better in school.



### Stay informed and make use of school resources

Parents and students should stay informed about overseas study opportunities and challenges, adjusting their expectations accordingly. They should also take full advantage of resources provided by schools and organisations, both before departure and after arrival. This proactive approach will help ensure a smoother transition and a more rewarding educational experience abroad.



### Open up opportunities for your child's future

Smart parents should plan ahead for their children's education abroad. In today's rapidly changing society, financial security is key when making informed decisions in selecting insurance plans that best suit your needs. You can jumpstart your financial journey with the HSBC Eminent Goal Multi-Currency Insurance Plan. This long-term savings insurance plan tackles the challenges effectively in your way. It offers flexibility in policy management with 9 currencies, allowing you adapt to your changing financial goals, without any additional costs or market value adjustments. Apart from the potential long-term capital growth<sup>4</sup>, this plan also comes with life insurance throughout the policy term.



To learn more about how you can best prepare financially for your child's future, please contact HSBC Life Wealth Planning Specialist:



For details, please visit <https://www.hsbc.com.mo/EGIP/> or call our customer hotline at +853 2821 6133.

#### Note to Editor:

<sup>1</sup>DSEDJ (2023). 2022/2023 Macau High School Graduates Articulation Survey.

<sup>2</sup>Economist Impact (2023). Ready for anything: Preparing for overseas child education among mainland China and Hong Kong parents.

<sup>3</sup>DSEDJ (2022). Postgraduate Study and Employment Intentions of Macau Higher Education Graduates: A Statistical Report.

<sup>4</sup>HSBC Eminent Goal Multi-Currency Insurance Plan is a long-term participating life insurance plan with a savings element and non-guaranteed return underwritten by HSBC Life (International) Limited, Macau Branch.

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The information contained in this article is current as of November 2024.

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# New Narratives In High School Art

In Grade 10, students are exploring “dynamic still lives,” using a few odds and ends and charcoal to create pieces that tell compelling stories. This hands-on approach allows them to see everyday objects as symbols of deeper emotions.

Meanwhile, Grade 11 IB Diploma Programme students have begun their two-year journey, learning that art involves more than just getting paint on their hands. They are engaging in critical investigation, planning, and reflection, honing their artistic voice while deepening their understanding of the creative process.

As for our Grade 12 students, excitement is building for their upcoming IB Art Exhibition. While they are keeping their work under wraps, I couldn’t resist revealing this newcomer to the art room.

-Mark Jallard, Secondary Art Teacher



# Ambition, Advocacy and Action

By Franky Leong-Murphy, student

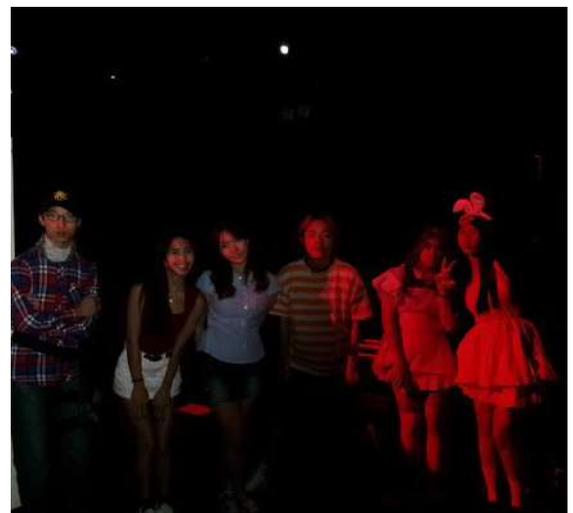
The High School Student Council (HSSC) is dedicated to advocating for student opinions, organising fun activities, and making positive changes both within TIS and the local and global communities.

We serve as a student voice within decision-making processes and ensure that school policies consider and are reflective of student opinions. We also facilitate and partake in the regular collection of student feedback, which we then bring to the places where it can become tangible change.

This year began with our traditional Welcome Back Candy-Giving event, making Secondary students' first day just that little bit sweeter! Soon after, we held our Halloween Haunted House Murder Mystery, bringing scares and sleuthing alike to the student population.

Also very important to our mission is supporting meaningful and charitable causes both local and globally. Our Movember Shaving-Auction was not only a huge fundraising success, but raised awareness surrounding men's health issues among staff and students.

We have many more exciting events planned for the rest of this year. Follow us on Instagram @tis.student.council to receive our latest updates and news!



# The Role Of Drama In Building Character(s)

“A character is who or what the story is about.” That’s how we define “character” in Drama class. When we take on the role of a character, we are building two types of characters. First, we delve deep into the history and backstory as written by the playwright. Second, we, as the actors, create our own profiles, focusing on the unique traits that make our portrayal authentic.

One essential trait we cultivate is resilience. In theatre, we face numerous challenges, from memorising lines to overcoming stage fright. Every rehearsal tests our ability to adapt, learn, and grow. When we stumble, it is our resilience that allows us to rise again, to refine our performance, and to connect with our fellow actors.

This journey fosters not only our character’s emotional depth but also our personal growth. By embracing vulnerability, we push through boundaries and explore new dimensions of ourselves. Ultimately, it is this dedication and resilience that enable us to perform well for the audience, bringing the world of the play to life in a compelling and relatable way.



# Engaging Minds and Bodies: Innovations in PE

By Pawel Barwicki



As the head of the Secondary Physical Education department, I've made it our mission to revitalize the program for Grades 11 and 12 this year. We are introducing fresh elements that aim to make physical education more dynamic and relevant for our students.

One key update is the integration of strength and conditioning elements into our warm-up routines. With equipment medicine balls, agility ladders, mini hurdles, and plyometric circuits, we're not just preparing students for activities; we're also helping students build strength, agility, and athleticism.

We are also incorporating more video analysis in our lessons. Students have the chance to record their performances and evaluate them. This approach promotes self-reflection and peer feedback, giving everyone a clear view of their strengths and areas for improvement, and encouraging a growth mindset.

These updates aim to actively engage our Grade 11 and 12 students. By focusing on strength, conditioning, and video analysis, we are not only improving their physical skills but also encouraging a deeper involvement in their own learning. I look forward to seeing how these initiatives inspire our students to reach new heights!

# Empowering Change

## Who are we? What do we do?

The TIS Middle School Leadership is a student-led program aimed at hosting various events for TIS Middle School. Our responsibilities include fundraising and donating, as well as representing TIS in support of various organizations within the Macao community.

Over the years, we have successfully raised funds for several organizations, including the Great Barrier Reef Foundation and the Cradle of Hope. Our fundraising efforts have involved hosting events, selling Candy Grams, organizing Dress Down Days, and participating in Community Day activities. The funds we raise are directed towards these organizations to help them achieve their objectives.

## What are our goals for this year?

This year, Middle School Leadership is excited to announce our collaboration with the Kianh Foundation in Vietnam to engage in international fundraising initiatives. We are committed to dedicating more resources than ever to support this important initiative.

In addition to this partnership, we aim to enhance our fundraising efforts for the Great Barrier Reef Foundation through the sale of Ocean Smoothies. Our goal is to create a meaningful impact not only within our school but also throughout the wider community.

Furthermore, we are actively promoting the IB Learner Profiles as part of our mission. Our media department will be creating informative posters to raise awareness and encourage our peers to embody these essential attributes. Together, we look forward to making a difference this year.

## Join us!

Be part of our community! Join any of our meetings, every Thursday in NW5540.



**TIS**

# Middle School Leadership

BY: MICHAEL WANG, UARAKA HONG

### Who are we? What do we do?

The TIS Middle School Leadership is a student-led program aimed at hosting various events for TIS Middle School. The team is also responsible for fundraising and donating. We also represent TIS in supporting different organisations within the Macao community.

Over the years, Middle School Leadership has raised funds for various organizations, including the Great Barrier Reef Foundation and the Cradle of Hope. We achieve this by hosting events and participating in activities such as selling Candy Grams, organizing Dress Down Days, and taking part in Community Day events. The money we raise is allocated to these organizations to support their goals.

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### Join us!

To join the our community, come to any of our meeting! We have meetings every Thursday in NW5540.

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# Integrating Language and Content for Student Success

Teaching language through content is an instructional approach that combines language learning with subject matter content. This method aims to enhance both language skills and content knowledge simultaneously, making learning more relevant and engaging for students.

This approach is essential for English as an Additional Language (EAL) students, as it fosters both language acquisition and academic success. It helps students navigate complex subject matter while simultaneously developing their English skills, creating a more holistic learning experience.

When language and content are taught together, students can engage with academic material in a more meaningful way. For instance, while studying a science unit on ecosystems, teachers can introduce subject specific vocabulary related to habitats and food chains, as well as the language structures needed to complete specific tasks. This allows students to practice language skills in context, which aids comprehension and enhances retention.

In our language support classes across the school, students are learning language through content which is related to their core classes. It allows them to see the practical application of language skills, making learning more relevant and engaging in an environment that nurtures language development.



# Macau Mecha Monster Mash

TIS proudly hosted the “Macau Mecha Monster Mash,” our robotics competition showcasing 178 students, forming 31 teams, from 5 international schools across the Greater Bay Area. The event was a true testament to the spirit of innovation and collaboration.

The competition demonstrated the talents and skills of these young robotics enthusiasts as they navigated through intricate challenges and tasks. By programming functional mobile catapults, the participants demonstrated a remarkable level of dedication and ingenuity throughout the event. We took home the grand prizes of Excellence in both elementary school and middle school, while our high school team emerged as tournament champions, overcoming strong competition from CISGZ.

Our students also excelled in the VEX VR online coding competition, achieving Rank 2 in elementary and rank 6 in high school. As reigning ACAMIS skills champions, we are seeing great progress on our coding skills.

A key highlight of our program is TIS’s induction as one of the first schools in China to join the prestigious International Robotics Honor Society. This recognition not only underscores the school’s commitment to fostering excellence in robotics education but also serves as a testament to the hard work and dedication of its students and staff. We are proud to have elected Rocky Leong as the first President of our Robotics Council, and Jasmine Chua as our first Vice President.

The affiliation with the International Robotics Honor Society (IRHS) at TIS is designed to achieve multiple objectives. Firstly, it aims to enhance the visibility of student involvement in robotics, not only within the school but also in our world wide community. Secondly, it seeks to inspire a greater number of students to pursue academic excellence in STEM subjects, fostering a culture of innovation and advancement in technology. IRHS focuses on nurturing student character development, promoting engagement in community service initiatives, and encouraging active participation in robotics programs.

Our season is just beginning, and our dream is just starting. “One Team, One Dream”



# Design, Create and Innovate!

At TIS, innovation is at the forefront of the educational experience, particularly through hands-on projects that blend mathematics, science, coding, design technology, and traditional craftsmanship. From Grade 7 to Grade 11, students engage in a variety of creative endeavors that not only enhance their technical skills but also foster critical thinking and collaboration. In Grade 7, students embark on an exciting journey of research, design, and creation as they develop bespoke mini robo golf courses. Utilizing advanced 3D modeling and laser cutting software, students first conceptualize their designs. This project allows them to apply mathematical principles to create accurate measurements and angles essential for a well-functioning golf course.



Moving into Grade 8, the focus shifts to architectural design. Students are tasked with creating their unique architectural prototypes, encouraging them to explore the principles of design, physics, and aesthetics. Through research and iterative design processes, they learn about structural integrity, materials science, and the importance of functionality in architecture. In Grade 9, students dive into geography and environmental science by creating topographical maps based on real and imagined mountain peaks. This project requires them to apply mathematical concepts such as contour lines and scaling, while also leveraging their knowledge of geology and ecology.

As they reach Grade 10 and 11, students take on a more complex challenge: designing and producing a range of trophies for the TIS Robotics Competition. This project combines elements of engineering, design technology, and creative thinking.

These innovation projects that span across disciplines help students develop essential skills that prepare them for future academic and career pursuits. As we continue to inspire the next generation of innovators, students are empowered to explore their passions and bring their ideas to life.



# The TIS Tigers Take The Field: A New Season Begins!

At TIS, our athletics program goes beyond physical fitness. It emphasizes physical literacy while simultaneously fostering teamwork, discipline, and resilience. We believe that participating in sports is essential for the holistic development of our students, as it also builds friendships and lasting connections. Join us in celebrating the achievements of our dedicated student-athletes (so far) this season:

## PRC (Pearl River Conference) Sport Tournaments

The Middle School Girls and Boys soccer teams were the first teams to kick off their competitive season, participating in the PRC exchange tournament. The girls finished 5th overall and the boys were crowned PRC Champions, right here at home.



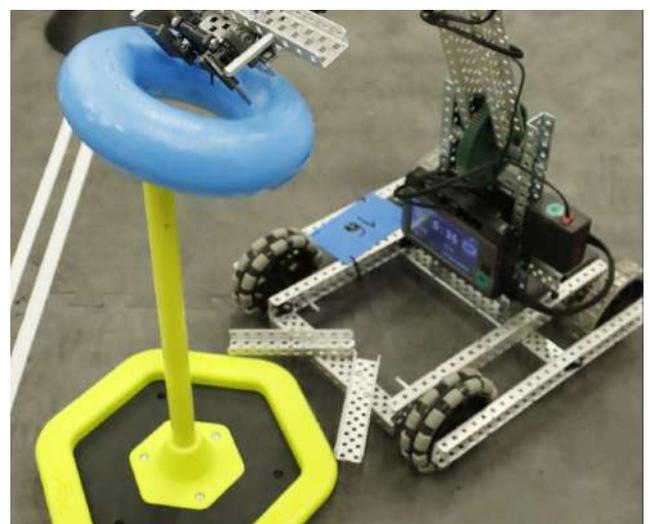
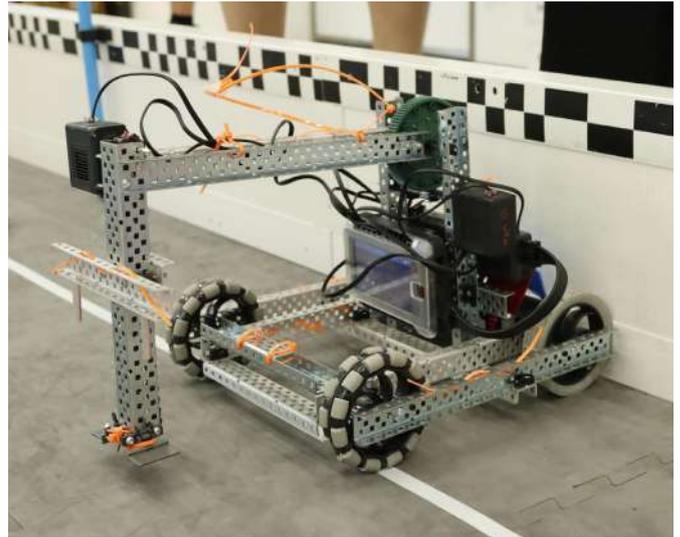
The High School Girls volleyball team competed in their PRC tournaments in Shenzhen, while the boys traveled to Guangzhou. The Girls team finished 4th overall and also received the Sportsmanship Award. Meanwhile, the Boys team secured a 5th place finish.



## Robotics

Our robotics team competed in an event in Shanghai, featuring 120 students across 20 mixed teams. Our very own Jasmine and Rocky secured 2nd place, while Tony and Otto claimed 3rd place.

TIS also hosted the 2nd TIS Robotics Competition, bringing 178 students from five international schools together. Our elementary and middle school teams won grand prizes, while our high school teams emerged as tournament champions!



## DSEDJ Competition

The High School Boys basketball team participated in their first DSEDJ Competition game of the season, emerging victorious with a score of 55-32.

As we continue to cheer on our TIS Tigers in their upcoming tournaments, we invite all students, parents, and supporters to come out and show your enthusiasm! Your cheers and encouragement make a world of difference for our young athletes, boosting their morale and inspiring them to perform their best.

Join us in supporting our Tigers as they give their all on the field and court!

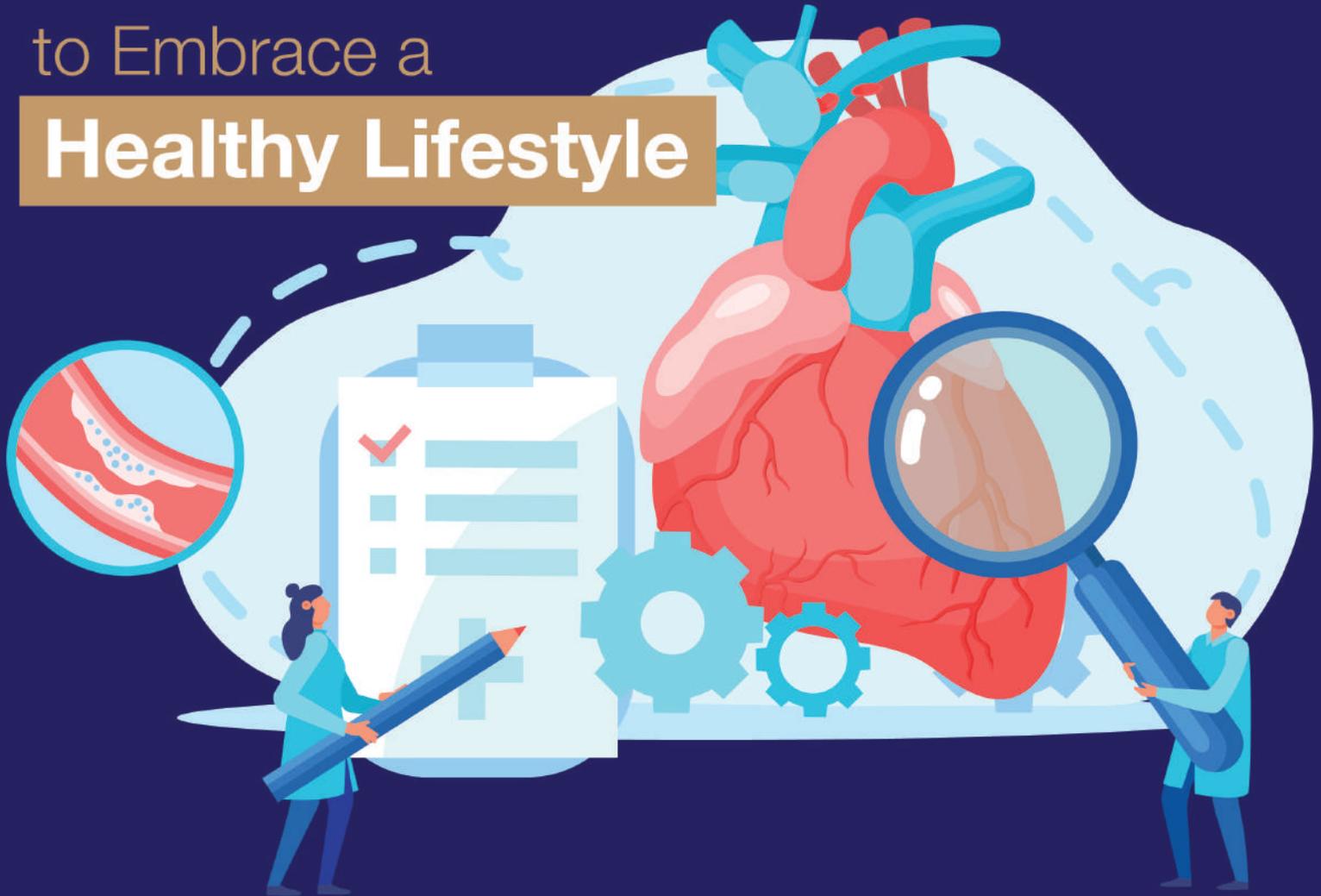


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# Creating a thriving school community: TISPA's vision and the role of parents

The **TIS Parents' Association (TISPA)** is excited to present its mission for the 2024/2025 school year, with a renewed focus on building a stronger sense of community at TIS and fostering open communication between parents and the school. Our ultimate goal is to ensure that every child receives the best possible support for their education within an inclusive, collaborative environment.

Led by our newly elected executive committee – President Vanessa Amaro, Vice President Mackey Leong, Treasurer Avery Tang, and Secretary Ivo Carneiro de Sousa – TISPA is committed to enhancing the dialogue between parents and the school administration. Backed by a dedicated team of 14 members, we are working diligently to ensure that our initiatives cater to the diverse needs of our school community.

Throughout the first term, TISPA has organized a variety of events and initiatives aimed at fostering a more connected school environment. Our monthly meetings with school representatives serve as valuable opportunities for parents to voice their thoughts, concerns, and suggestions, while receiving direct feedback from the administration. In addition to these formal meetings, our well-attended Parents Coffee Chats provide a more relaxed setting, where parents can network, make new friends, and share ideas in a friendly, informal atmosphere.



Alongside strengthening communication, TISPA has placed a priority on sustainability, with events such as our uniform, Halloween costume, book, and toy swap drives. These initiatives encourage responsible consumption and provide families the opportunity to exchange gently used items, promoting positive change both at school and at home.



Our fundraising efforts also play a crucial role in supporting family-friendly activities. Events like our popcorn sales, which feature cookies and fresh lemonade, help fund engaging events for families, such as our successful Halloween Party on October 31, our first TISPA Saturday Market on November 30. These events are designed to bring the school community together while raising funds to further our initiatives.

We're thrilled to see more parents joining our initiatives, but to sustain and grow these programs, we need even greater involvement. To keep everything running smoothly and fully achieve our vision, the continued support of our parent community is essential. Whether it's volunteering at an event, supporting our sustainability drives, or simply attending a meeting, every contribution, big or small, helps us make a meaningful impact and accomplish even more together.

Looking ahead, TISPA is committed to organizing even more community-building activities, including family picnics, raffles, arts and crafts workshops and sustainable family markets. These gatherings are designed to bring families closer together and further strengthen the bonds within our school community.

At the core of TISPA's mission is the belief that parents from all backgrounds should feel heard, valued, and connected. While we are working hand in hand with the school to create an environment where all children can thrive, we can't do it alone. We invite all parents to join us in these efforts and take part in the exciting events we have planned for the year.

Together, we can make a meaningful difference and provide the best possible support for our children's educational journey.



[tispa@tis.edu.mo](mailto:tispa@tis.edu.mo) @tispa





# Squash, Studies and Success!

## Gigi Yeung

*Engineering Student at Yale*

*Macao's Top Female Squash Player*

*Class of 2019*

Once they graduate, TIS alumni embark on exciting new adventures, pursuing their dreams across various fields and making their mark on the world. We recently caught up with Gigi Yeung, a standout squash player and Mechanical Engineering major at Yale, to discuss how her TIS experience has shaped her journey and aspirations, as she continues to represent Macao on the international stage.

### **Tell us about the experience of representing Macao at such a high-profile international competition.**

Representing Macao at any tournament is both an honour and a responsibility. Having competed in major events like the Asian Games and managing the intense academic and athletic life at Yale, I felt experienced and prepared for any kind of challenge. I knew I had nothing to lose. I have faced scepticism in the past, which made this tournament an opportunity to prove my abilities, and show that Macao players can also excel in squash. It was also a chance to inspire young squash players from Macao to believe in their potential and know that they, too, can achieve something.



### **As an engineering student at Yale, how do you manage your rigorous academic schedule alongside squash training and competition? What tips would you share with other student-athletes facing similar challenges?**

Balancing a rigorous academic schedule with squash has challenged my time management skills. As an engineering student, projects can be unpredictable, and travelling for matches often means missing classes. With no extensions for assignments or exams, I had to stay organised. My advice to other student-athletes is to create a strict schedule and stick to it. Prioritising tasks, avoiding procrastination, and starting assignments early are really important. I often had to sacrifice my free time, but by staying disciplined, I've managed to maintain both my academic performance and athletic commitments.

### **When did you first realise you had an aptitude and passion for engineering and design? How did those early experiences shape your academic and career aspirations?**

My passion for engineering and design began in the electronics and robotics class in Grade 10. I loved designing and building robots and electronics, often spending countless hours refining my creations. Although I also enjoyed art and design—my art teacher even suggested I had the talent to be an architect—my interest in smaller projects ultimately led me to pursue mechanical engineering in university.

***"TIS provided a supportive environment that allowed me to explore and try many things that I most likely couldn't if I attended another school."***

**What advice would you give TIS students aspiring to excel in academics and athletics?**

Dream big and set ambitious goals. Dedication, hard work and perseverance are key. If you're willing to commit fully to your goals and do whatever it takes, you might achieve things you never thought possible. Finding balance is also crucial for managing both your academic and athletic commitments.

**What are your main goals and dreams for your squash career in the next few years?**

I aim to break into the top 100 of the world rankings and win a medal at the 2026 Asian Games.

**How did your time at TIS influence you the person you are today and how are you involved in mentoring young squash players?**

TIS provided a supportive environment that allowed me to explore and try many things that I most likely couldn't if I attended another school. Always encouraged to follow my heart and try something new, I was able to find something that I truly enjoy and continue with it. I learned not to be afraid to take risks and try new things, even if they seemed impossible. This mindset gave me the courage to pursue seemingly impossible goals, which led me to an Ivy League university and becoming the first squash player from Macao to win a professional squash tournament. As a senior at Yale, I also help lead my teammates and mentor younger players in Macao, sharing my experiences to inspire them.



**What are your fondest memories from TIS and what makes you proud to be an alum?**

Definitely Experience Week, where I made new friends and explored new activities like kayaking, mountain biking, and archery while travelling to many different places and experiencing different cultures. I always had so much fun and made great memories on every Experience Week trip. I'm proud to be a TIS alum because our alumni are doing unique and meaningful things around the world. The TIS alumni community is really inspiring!

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