



Stockholm International School

Annual Review

2016-2017





Annual Review 2016-2017

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Message from the Director

Dear SIS Community,

I am very excited to welcome you to another issue of the annual review, a publication that as succinctly as possible tries to capture the wealth of learning, extracurricular enrichment and fun that happens across SIS each year.

The 2016-2017 annual review will be the largest so far because, on many levels, 2016-2017 was strategically very significant for the future of SIS. You will hear more about it as you leaf through

the review. Our Head of Learning and accreditation coordinator will be presenting our multiple accreditation processes and results; our Principal will be talking about the full implementation of our staff development programme; and our Vice Principals will give a snapshot of the richness of the student and staff learning and cooperation in their respective school sections. The SIS Business Manager will give an overview of the school finances which allow

us to run our current programmes and plan for the future. And there will be many snapshots from the students' and parents' life at SIS.

I will, on the other hand, concentrate on one key development that has opened the door for a long term growth of SIS, both in size and in quality, that will enable the school to continue catering for an even more varied, rich, and innovative learning environment - essential for the education of



the 21st century global citizens.

This key development is related to securing the 'Tomtebodavägen campus' area near Karolinska Institute in Solna to which SIS should be moving in August 2020. To move an entire school to a new campus is a huge undertaking that requires long-term vision, strategic understanding of where international education is heading, good negotiation and school promotion skills, and above all, very sound financial planning.

Several years back, all SIS stakeholders expressed a wish that SIS remains close to the Stockholm city center. Staying close to all the attractions that the vicinity of a vibrant European capital offers and at the same time securing a campus area so necessary for the development and growth of SIS was not an easy task. However, after years of search conducted by the SIS Board of Trustees, in December 2016 SIS signed a pre-lease agreement with Akademiska Hus (AH), a major owner of the Swedish educational facilities, and the



work of designing a new campus started. SIS contracted Studio Stockholm architects who, together with all SIS stakeholders through workshops and questionnaires, determined the school's future need in terms of educational space. SIS also contracted a project leader from Ramböll who has been a liaison between SIS and AH and in the future should help SIS oversee that the relocation project is developing according to the agreed plan.

First, educational facilities that can cater to 800+ students will be built by 2020 but additional building ground will be secured for the case of further need. How the new SIS campus will look will be shown in the 2017 - 2018 annual review but now (just as a teaser) I can share

with you that we expect to have more than double the indoor space that we currently have and about 15,000 m² of outdoor learning and activity space.

I will also take this occasion to express a huge thank you to the SIS Board Chairman and SIS Board of Trustees who, in addition to their daily jobs, have volunteered and will continue volunteering so many hours to this financially demanding and strategically very important project.

As for you, dear readers, I hope you will find our annual review interesting, exciting and reassuring that your children are being Valued, Challenged and Prepared for whatever the future might bring for them. Of course, all of this would also not be possible without your support to your children, so thank you very much for all your contribution and cooperation!

Dr. Marta Medved Krajnovic
SIS Director



Senior Leadership Team

The Senior Leadership Team, headed by the director and member of the Board of Trustees, Dr. Marta Medved Krajnovic, work closely together to guide the school through day-to-day processes.



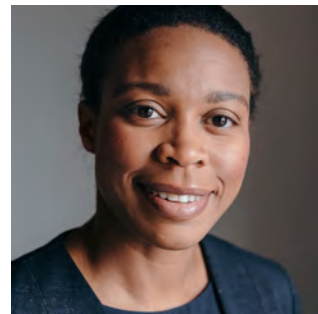
David Osler
Principal



Corina Rader
Dean of Students



Paul Boswell
Head of Learning



Ngozi Nwaejike
Business Manager

Board of Trustees

Stockholm International School Foundation is governed by a Board of Trustees, which oversees and provides strategic direction for the school. With a mix of long-serving and new members from various segments of the community (business, diplomatic, pedagogical, parental, etc.) the Board ensures institutional memory as well as fresh influences for growing and expanding in the future.



Lage Jonasson
Chairman



Kalle Bengtsson



Jennifer Ericsson



Arthur French



Annika Henningsson



Jahn Henry Lövaas



Fredrik Sand



Jan Ögren

Financials

SIS operates as a foundation and continues to maintain a good financial position. The tuition fees and government subsidies received are the main revenue streams and currently account for over 90% of SIS' income. In 2016-17, there was a 9.5% increase in income compared to the previous academic year as a result of increased student numbers. The total income varies from year to year depending on the number of students. During the 2016-17 academic year, SIS had an average of 654 students enrolled and a total revenue of 138 MSEK. In line with other international schools in the world, SIS has higher demands and a different cost structure than a local school. SIS has a significant turn-over of students each year and works hard to integrate new students to the school, ensuring at the same time that each student's cultural background is respected. 66% of SIS operational costs are attributable to staff salaries and professional development. Other costs include curriculum programme fees, accreditation licences, instructional material, annex facilities rental and school trips. Nutritious school lunches and organic fruit are

also provided to give the students the energy they need to fully enjoy the exciting life at SIS.

In recent years, significant amounts have been invested



in the facilities to ensure they are fit for purpose. Given the current global situation, SIS has also made additional investments in security to safeguard our students and staff. SIS will continue to invest in curricular and extracurricular programs so as to deliver first class education to the students. All expenditure is scrutinised and balanced against the effect the cost will have on the quality of the education.

SIS' assets are financed by a mixture of donated capital and income reserves. SIS owns its building at Johannesgatan, which represents a solid asset for

the school. SIS has no long term debt. For a number of years, SIS has maintained a surplus on the annual turnover. These funds are accumulated and serve as a safeguard against an unexpected drop in enrolment or other possible financial difficulties which can, due to global economic conditions, occur from time to time. Through these precautions, SIS has a sufficient financial capacity and is better prepared to meet challenges of various kinds.

SIS has a self-perpetuating Board of nine trustees. The trustees serve without remuneration normally for between 5 to 10 years, thus ensuring institutional memory and accumulated wisdom. Fiscal responsibility is a core obligation for the Board of Trustees. Another vital obligation of the Board of Trustees is to ensure effective organisation and governance of the school in order to comply with, or exceed the demands on SIS from legislative and accreditation authorities.

Ngozi Nwaejike
Business Manager



Vision and mission

The SIS vision is to be one of the leading international schools, operating according to the best educational standards and principles, providing Pre-School to Grade 12 students an academically, socially and personally stimulating and safe environment that will allow them to develop their individual potentials and prepare them for the challenges and responsibilities of global citizenship.



The SIS mission is to deliver an internationally recognised curriculum in a positive and thriving intercultural atmosphere that will develop students who feel:

valued, and who value others, irrespective of their age, gender, national, linguistic, cultural, social and religious background, or school success;

positively **challenged** in the area of academics, arts and sports, and in interpersonal and intercultural encounters within and outside school;

prepared to embrace these learning challenges in their current and future life, and accept responsibility for their own actions.

Stamp of Quality

SIS is an accredited school with four different agencies, Council of International Schools (CIS), Middle States Association (MSA), International Primary Curriculum (IPC), and the International Baccalaureate Middle Years Programme (MYP) and the IB Diploma Programme (DP) and two years ago we embarked on a synchronised accreditation of all of these programmes. Our stakeholders should feel

hugely proud of our status and the work they put into this demanding undertaking.

The Accreditation Process

It actually takes two years to prepare for this educational audit. There was a pre-visit, and pre-visit documentation, and once this was passed we began preparing for the actual visit. It formally began

with the Endicott Survey, which was distributed to all staff, parents and students. Then we began a massive self-evaluation for CIS/MSA, IPC, MYP and the DP, who each require their own reports to be filled in.

An example would be the CIS self-assessment tool: it is broken down into approximately 9 separate reports that cover all aspects of school life from Good



Governance, the Curriculum to School Trips, and Student Safety. In each report we judge ourselves against standards designed by CIS.

This self-evaluation offers the chance for improvements across the whole school. In this way, the CIS accreditation gives us a methodology that allows the whole community to be part of something and to see the links that are sometimes not obvious. It allows us to have a collective mindset to look at each standard, at each level of the school, to make those incremental improvements.

In May 2017, we had 13 guests from the five agencies come and do our educational audit. They reviewed every facet of the school: food preparation, lockdown procedures,



medical facilities, etc and of course, teaching and learning. The visiting team met representatives from every area of school life, including parents, students, the Board, and staff from every department at SIS.

The next one!

A two year accreditation with five agencies, it is fair to say, was tough! The positives of

having a synchronised visit is that we now have five years until we will be accredited again. The act of bringing everyone together with a sense of shared purpose is hugely rewarding, and immensely valuable. It raises our collective spirit with one mindset - to only get better, as one community, as one team.

All staff, parents, students, and the Board made a huge contribution to this successful outcome. Again we would like to thank all our stakeholders for the part they played. We look forward to the next one!

Paul Boswell
Head of Learning

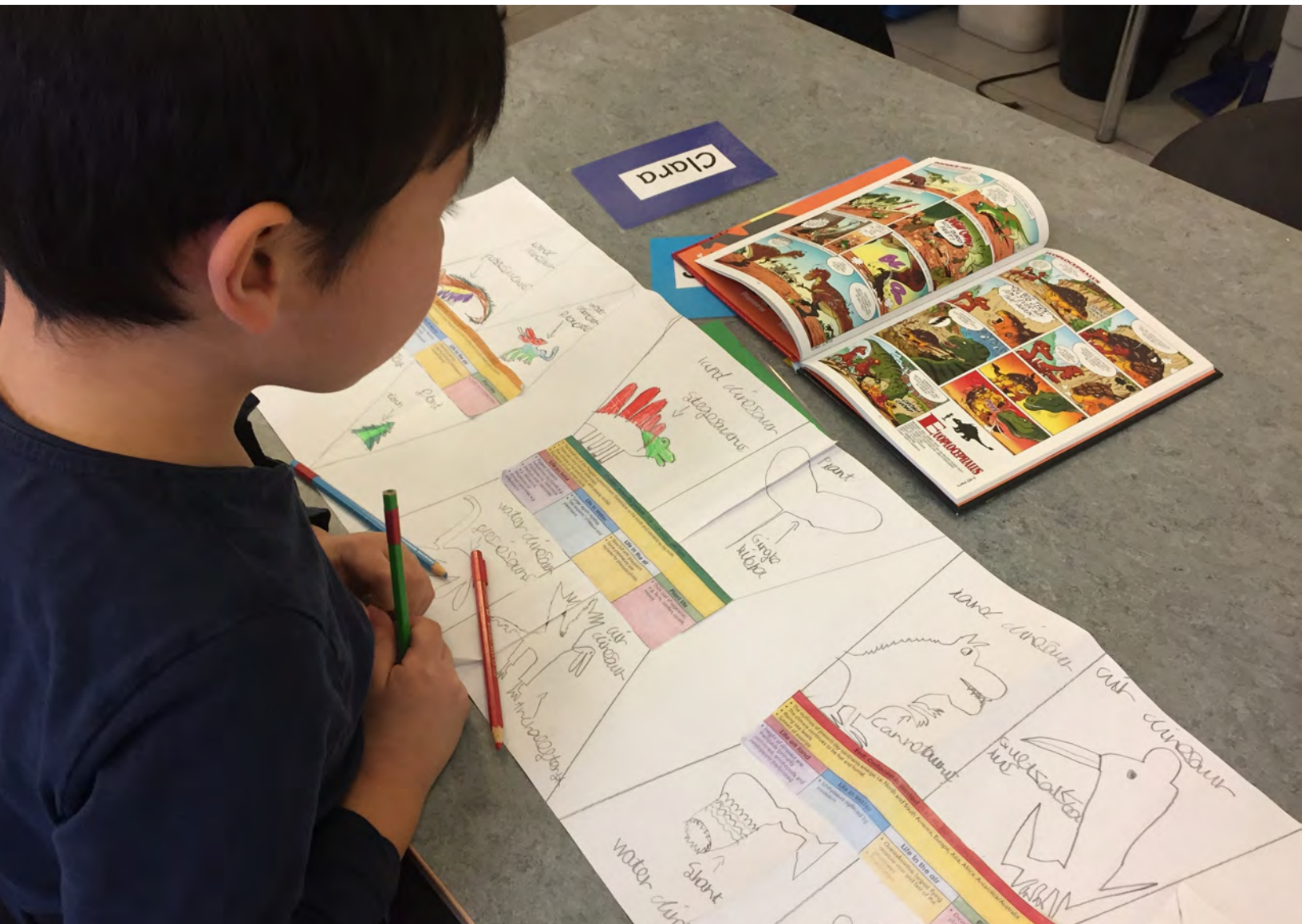


IPC (Kindergarten - grade 5)
EYP (preschool - prekindergarten)

The International Primary Curriculum (IPC), which includes the Early Years Program (EYP), is a comprehensive, thematic, creative curriculum for 3-11 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.



To learn more about the
International Primary
Curriculum visit
www.greatlearning.com/ipc



MYP (Grades 6-10)

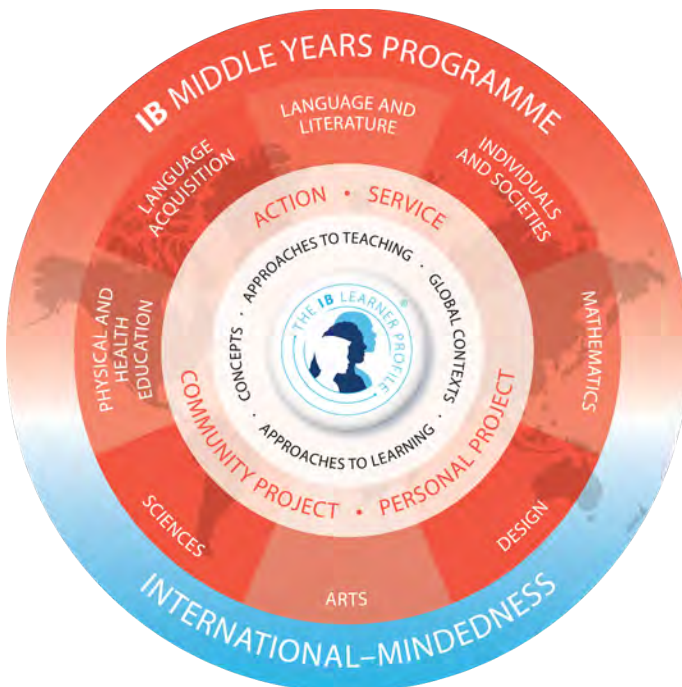


The MYP aims to develop active learners and internationally-minded young people who can empathize with others and pursue lives of purpose and meaning. Students are empowered to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative critical and reflective thinkers.

DP (Grades 11 & 12)



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



To learn more about the International Baccalaureate Programmes, visit www.ibo.org

Principal's Report

Valuing, challenging and preparing our students to embrace the responsibilities of global citizenship while inspiring them to become skillful lifelong learners continues to be the principal duty of our faculty and staff. In many ways the teachers at SIS led by example in this task during this past school year. Whether it be through IB online courses, attending workshops and conferences,

or the exchange of ideas in collaborative lesson planning, the dedicated approach taken by SIS faculty and staff towards their own professional development is something I witnessed daily and I am extremely grateful to play a leading role in its facilitation.

When reflecting upon the 2016/17 school year one event, our reaccreditation

and authorization process, dominates the picture. At its core, the self-study aspect of the reaccreditation process is, to put it in terms of a Learner Profile, reflective in nature.

Embracing this attribute demanded our teachers be both self-critical analysts and constructive problem solvers. Their efforts were rewarded not only with the accomplishment of being



reaccredited, but also with the consistent acknowledgement through feedback from parents, students and external evaluator reports that our school's most valued resource is our teaching staff.

With that understanding in mind and the goal of empowering our teachers to continually strengthen their own professional competencies, several elements of our school's Professional Development, Support and Evaluation (PDSE) program transitioned from last year's small pilot phase to full implementation throughout the school. The first of these elements was



the creation of annual individual professional growth goals by all the teaching staff.

In line with our whole-school focus on improving support for English as an Additional Language (EAL) learners in all classes and strengthening our integration of technology

into the learning environment, our teachers set specific personal goals to be achieved by the end of the school year.

Peer-to-peer classroom observations and feedback was the second element to transition to the whole school level. A practice designed to harness the wealth of professional expertise already existent in our faculty and enable the systematic sharing of that knowledge, peer observations took place both within subject areas and across curricular programmes.

David Osler
SIS Principal



We are Global Citizens



Our community directly reflects our commitment to global citizenship with students from all over the globe.

In September 2016, we had a student population of 656. We are:

- Angolan
- Australian
- Austrian
- Bangladeshi
- Belgian
- Brazilian
- British
- Canadian
- Chilean
- Chinese
- Colombian
- Croatian
- Czech
- Danish
- Dutch
- Ecuadorean
- Egyptian
- Estonian
- Finnish
- French
- German
- Hungarian
- Icelandic
- Indian
- Irish
- Israeli
- Italian
- Japanese
- Kenyan
- Korean
- Latvian
- Lithuanian
- Malaysian
- Moldovan
- Mongolian
- Motswana
- Mozambican
- Namibian
- Nigerien
- Norwegian
- Panamanian
- Peruvian
- Polish
- Romanian
- Russian
- Saudi Arabian
- Serbian
- Singaporean
- South African
- Spanish
- Swedish
- Swiss
- Taiwanese
- Thai
- Turkish
- Ugandan
- Ukrainian

A Celebration of Learning

The SIS Nobel Evening to celebrate learning and global citizenship has quickly become an anticipated tradition for our parents, staff, and stakeholders in the diplomatic, business and research communities. Held at the Nobel Museum in Gamla Stan during Stockholm's Nobel Week in early December, guests enjoy the museum and presentations over glasses of wine and canapés from the Nobel Dinner menu.

In 2016, Dr. Danica Kragic Jensfelt, Professor and Vice



Dean, School of Computer Science and Communication at the Royal Institute of Technology, KTH and Director of the Centre for Autonomous Systems gave a talk on "Man & Machine: A

Collaborative Future", revealing to us some of the amazing ways robots will help us change the world in the near future.

SIS student science experts ushered guests through the exhibit about experiments and the grade 9 drama students brought the laureates to life with the push of a button as "living statues."



Primary Report

To deliver an international primary curriculum in a positive and thriving intercultural atmosphere that will develop internationally minded students who feel valued, are positively challenged, and who are prepared to embrace the world around them: this is what we stand for as a Primary School and what

drives the teaching and learning for our 49 staff and over 250 learners.

The 2016/17 school year was one of systematic review of our structures, curriculum, and teaching and learning in the Primary School. We are proud to have received both accreditation (IPC) and reaccreditation (CIS), though

the true reward of undertaking such an honest self-review is recognising the amazing teaching and learning that takes place at SIS every day. As a team, we also followed through with some positive changes in key curriculum areas and immediately started seeing the positive impacts of this on student learning.



One notable improvement was the introduction of Classroom Monitor, an assessment and reporting system that has promoted improved and more consistent recording and use of student assessment data. This allows for better moderation of students' class work, reporting of learning to parents and students, and planning for future learning.

A new world-renowned Maths scheme was also introduced to better plan and focus learning goals, ensuring continuity from Preschool through to Grade 5 and on into the MYP. This scheme offers a variety of resources and options for differentiation.

The Sounds Write reading program is a phonic approach to teaching which begins with the sounds in the language and moves to the sounds of a written word. This was piloted in Kindergarten and will be used in Grade 1 and Pre Kindergarten in the future.

All curriculum areas have been fully aligned with the IPC, strengthening links between language, math and



specialist skills/learning outcomes and the IPC units. This has occurred from PreSchool through to Grade 5 with a focus on transition years.

The Primary School Student Council continued to be involved in making decisions that directly influence the student body and the newly formed IPC Leadership Team played a vital role in preparing for the accreditation and introducing other students to new curriculum initiatives.



Key annual events that are always highlights for students and staff continued this year: UN day parade and assembly hosted by grade 4; the Spring Hat Parade hosted by grade 3; Spirit Week; Celebrate Reading Week; Fit For Nepal; and the Book Fair. Thanks also to our PHE department for organising the Athletics Carnival, School Jog, Winter Sports and Orienteering days.

Some favourite Swedish and cultural traditions continued, such as the grade 5 Lucia day, Jul Tomte's visit and Halloween.

As we reflect on the challenges and successes of the 2016/17 school year, we also plan for and look forward to continuing to provide unique and enriching learning opportunities for all of our Primary School students.

Matthew Schulte
Primary Vice Principal

Always Learning!

The school day isn't just 8:30-15:30 for most of our students! Before and after school there are a wide variety of activities to try and fun to be had.

The After School Activities (ASA) program offers new options every term from popular old favorites like Cooking to new and more niche interests like Board Games or Book Club.

After School Care (ASC) is for our youngest students, preschool-grade 4, and offers outdoor play, crafts, dancing, reading and much more both before and after school hours.



Music to Our Ears

Stockholm International School is brimming with talent and musicality, evident in the many performances throughout the year. From the ORFF ensemble in the primary school to school

bands full of older students and even staff to the numerous choirs, there is an opportunity for everyone to express themselves. Private instrument and vocal lessons can also be arranged at school

and are offered to both parents and students. Walk through the hallways any given afternoon and you'll hear all kinds of wonderful music drifting around the building!



MYP Report

In 2016/2017 we continued to move forward in strengthening our Middle Years Programme in order to provide students an academically and socially stimulating and safe environment that will allow them to develop their individual skills for the challenges and responsibilities of global citizenship.

The combination of a systematic review of the MYP curriculum, teaching and learning, the development and implementation of MYP Next Chapter has strengthened our school in terms of professionalism and standards of excellence, which was strongly recognized during the reaccreditation.

As part of the development of teaching and learning strategies, MAP testing was used for measuring academic progress. MAP testing is designed to measure student achievement and promote growth over time in the context of reading, language usage and mathematics.

For further development of a standardized assessment



structure, E-assessment was introduced for the MYP program, starting in two subjects: science and mathematics.

Our advisory program is centered on building relationships and providing academic, social, and emotional support for students. The program also focuses on digital citizenship, providing a framework for online action and behaviour. Digital citizenship units are part of advisory classes where the Ed Tech Department assists with lesson plans and creating relevant projects.

The voices of our students are heard through the Student Council and the Student Ambassadors, in close cooperation with Dean of Student and Counsellors. The Student Council has been actively involved in helping to raise funds for a variety of school activities, including social events, community projects and assisted charity. Student Ambassadors play a very important role in the internal process of communication between students and teachers.



The school year was filled with many special events including musical concerts, art exhibits, sports events, career days, Pi-day, field trips and drama performances, and involved students, teachers and parents.

One of the yearly highlights is the school trip for all MYP students, a three-day trip to various places in Sweden with a focus on team-building and creating cohesion for grade level groups and teachers. Other intercultural events are the MUN trips, language trips and the successful and well known Nepal Project. We also had students from a French school visit us to explore the curriculum and atmosphere that our school has to offer. A two-day MUN conference, hosted by SIS, saw a significant group of

participants from other Scandinavian schools. In addition, there have been exciting theme weeks that are really valuable and joyful for our students: Health Week, Spirit week and Fit for Nepal week, where we have the fantastic opportunity to explore and learn from our diverse community.

The Sports Association continues to grow in student numbers and in terms of close cooperation with professional coaches. Our teams have successfully attended both local and international tournaments, such as Nordic Network Sports Tournament.

In my second year as the MYP Vice Principal, I am proud of our work with all the possibilities related to academic excellency for the students, as well as the international experience that we all can gain as members of the SIS community. I look forward to new endeavours of learning and the participation of all in this process!

Åsa Hellström
MYP School Vice Principal

Fast, Fit and Fantastically Fun

The SIS Sports Association (SA) really grew into its own this school year. Run by parent volunteers with support from the school and in collaboration with local gym KFUM, the SA consisted of Basketball, Football and Innebandy teams as well as a Cross Country Running team.

Teams played against other local schools throughout the seasons and had a strong

showing at the Nordic Network Sports Tournament in Oslo, competing against other Scandinavian international schools.

Keeping active is part of every day life at SIS. Students go outside every day, regardless of the weather, which is really saying something when your school is in Stockholm!

Our Physical Education staff organize activities throughout the year to encourage fitness and an appreciation of the outdoors. From skiing trips to the Alps to track and field events at Sports Day to the annual SIS World Cup soccer tournament, our students develop self control, self awareness and a fierce team spirit.





DP Report

The academic year 2016-17 was a mixture of hard work, professional and personal growth, and changes. Above all, it has been a year of learning for both faculty and students in the DP. The main focus this year has been, of course, the IB DP re-accreditation, which allowed the DP team to learn and develop further.

We endeavour to offer as comprehensive a curriculum as possible so that it meets the academic needs and challenges of each student. To this end, we have introduced three new subjects this year: Psychology, Environmental Systems and Societies and Film, satisfying the diversity of our growing cohort of students.

The aim of the Diploma Programme is to give students a balanced education, which prepares them for life after high school. The CAS (Creativity, Activity, Service) component of the core helps the students' personal growth. The 2017 graduating class received three highly commended awards and one award for excellent achievement in



CAS. The students who received these awards were involved in a variety of activities both in and out of school. Notable achievements were in the areas of sport - a student who had never swum or played football became actively involved in these activities.

Students volunteered at events such as the Stockholm Film Festival, Stockholm Tennis Open, Amnesty International parades and petition signings. Students established connections with the refugee community by helping at a Christmas party and finding a sponsor to buy Christmas gifts. Other events

organised by students included a drama production, a musical evening for the Rhino project and a concert to raise money for the Nepal project. Many of the students produced and acted in films with one group even entering the Stockholm Junior film festival. As part of CAS, our students ran the school newspaper, organised the SIS MUN conference and participated in the Nepal project through fundraising and trips.

On reflection, I believe that our dedication in the classroom, our collaborative efforts as a faculty to achieve excellence, and our positive approach to our work as educators is witnessed in our continued success each year. As we grow in numbers, we must also continue to grow as teachers who inspire in each student not only a thirst for knowledge and a determination to reach individual potential, but also a strong desire to be agents of effective change in the world after SIS.

Christine Öman
DP Vice Principal and
Curriculum Coordinator

Class of 2017

Alongside the development of the programme and the re-accreditation, we also had the important work of preparing our Grade 12 students for their examinations.

We were pleased with the results at the May 2017 examination session; all students were offered a place at university or college. Below is a list of the universities our 2017 graduates attend:

Oxford University
Cambridge University
Aston University
University of Keele
Notre Dame
University of Nottingham, Trent
University of Birmingham
IE Business School, Madrid
King's College London
Parsons Paris, The New School
Auburn University at Montgomery
Pratt Institute
Pitzer College
University of Lancaster

Sarah Lawrence College
University of Manchester
University of Warwick
University of McGill
Exeter College
Edinburgh University
University of Bogota
University of Wroclaw

IB Results:

Average points at SIS: 33

Average points worldwide: 30

Highest possible points: 45

Highest points awarded to an SIS student: 43

University of Cardiff
University of Northumbria
University of Vienna
Savannah College of Art and Design
Lund University
Stockholm University



Model United Nations

Model United Nations (MUN) is an academic simulation of the United Nations that aims to educate participants about civics, effective communication, globalization and multilateral diplomacy. Students take on the role of foreign diplomats and participate in simulated sessions of an intergovernmental organization (IGO).

Participants research a country, investigate international issues, debate, deliberate, consult, and then develop solutions to world problems.

In January 2017, the SIS Model United Nations hosted the first MUN Scandinavia conference. Students from all around northern Europe came to Stockholm to discuss

"The Future of Europe", looking at Europe's place in the world, what role it can play and how it interacts with major world powers.

SISMUN is a student-led organization, and though teachers are available for support, students are responsible for nearly every aspect of the activities.



The Nepal Project

The vision of the SIS Nepal project is to see a strong, healthy educational environment develop in the Shila Devi primary school in Nepal.

SIS strives that the Shila Devi school is supported with the material assistance to provide its students with a high-quality education and to improve basic needs and comfort so as to broaden the Nepali students' horizons in life. We wish for the SIS community's spirit of global citizenship to manifest itself in the Nepal Project.

Through the Nepal Group, students in Nepal develop a personal and meaningful connection with SIS. Through contact with the Nepalese students, SIS students further expand their



understanding of the world and develop their sense of international mindedness; through this long-term global citizenship project students gain an understanding of the concept of service and what their contribution can mean for a global issue.

The Nepal Project was first introduced in 2014 based on references from fellow International Schools in Europe. SIS worked together with Peter Dalglish, a well know UN humanitarian, and the Himalayan Voluntourism Organisation, to choose the Shila Devi school and develop the project. The project has been acclaimed by the ECIS, and is a reflection of the SIS vision of global citizenship and international mindedness.

Spring 2017 saw the fourth trip to the Shila Devi school by representatives of SIS, who once again touched the lives of the students there while simultaneously having their own world-view expanded and changed forever.



Parental Involvement

The Parent-Teacher Association at SIS is a special and cherished asset. Not only does the PTA act as a voice for parents, it's also an organization that provides invaluable support to both the school and its parent members.

Through a variety of exciting events, like Book Fairs, International Evenings, Fit For Nepal, Halloween and Spring parties, and much more, the PTA raises both funds and community spirit throughout grade levels.

Being a parent, especially a trailing spouse, in a foreign country can be trying, to say the least. The PTA works actively, through the Buddy Program and various clubs, to help new members of our community not only survive the transition, but thrive and enjoy their new home.



How are we doing?

Each year we conduct a survey with both our parents and students to find out if we are delivering on our mission and vision. Happily, we find that we just keep getting better! Let's hear what some of our parents and students had to say when asked about SIS:

"The community is fantastic! Hands down the best community we've seen at any of our 7 schools. Everyone is helpful and welcoming and the children immediately felt at home."

-Ellen Donnelly, SIS parent

"I think that you guys take care of us kids when we don't feel perfect and I think that you do really well at that."

-Grade 6 student



"I think that as a school we are very open-minded when it comes to countries, cultures, and background but I think we could focus more on things such as the LGBT and genderqueer communities. I think that it is important for us as a school to teach that it's okay and accept everyone."

-Grade 9 student

"I'm very pleased about the extra help my younger daughter gets, as she is struggling in some subjects. This has helped her a lot already. So happy the teacher realised her needs and has done something about it. Thank you!!"

-SIS parent

"I like school. Teachers are great. Lots of work though."

-Grade 8 student

"Engaged teachers! The culture of inclusiveness is one of the most positive aspects of SIS."

-Dan Rådman, SIS parent





Want information on admissions?

Get in touch!

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