

# Annual Review 2018/2019



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# Director's report

It's a pleasure to report on the 2018/19 academic year, a year of listening, learning and responding, which has led to carefully thought through evolutions that have helped to raise our wonderful school to new heights.

This has been my first year as Director and my first year in Sweden. International school communities are used to navigating cultural diversity as they move across borders. I am no exception, so in order to get to know and understand my team, the leadership of the school, and to systematically appreciate a new cultural and institutional context, I began by implementing an Entry Plan.

This enabled me to meet with every single member of staff and discuss a wide range of issues, including new changes, ideas, expectations and their passions for the school. The whole exercise had a very positive impact which gave me the opportunity to gain insight and react to trends that were emerging throughout the school. I also established a "Lunch with the Director" for parents to get their impressions and ideas for strengthening and improving the school.

Through feedback I received from the entry plan, and together with the Senior Leadership Team, we designed and implemented a new streamlined leadership framework. We now have a clearer structure of internal relationships and lines of authority with the introduction of Primary, Middle and Upper School Principles working alongside the Curricular Coordinators and the Head of Learning. This has been extremely beneficial in clearly defining relationships within the school which leads to better learning.

Besides clarifying the structure, I also created new positions which means our



"Envisioning new changes, ideas and passions for the school"

school can deliver a wider spectrum of educational and extra-curricular benefits. I expanded the Counselling Team by creating an additional position in order to strengthen the career counselling and social and emotional support available to our students and staff. I also employed a teacher in a 50% sports and athletics position in the Sports Association (rising to 80% in the coming year).

In line with other modern international educational institutions, I introduced a Communications Policy which grew out of consultation with teachers, SLT, the board and unions. The new policy included everything from email signatures to internal and external

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communication practices and improving and updating our SIS WEB. Development of communication is naturally an ongoing project but 2018/19 stands out as a good start!

In parallel to improving communications, we delivered a report based on the recommendations of the Council for International Schools who visited in 2017. The CIS visit every five years and are primarily concerned with looking at teaching and learning practices, as well as all aspects of governance, infrastructure, child protection and global citizenship. One of their recommendations was that the school required an organised and clear strategic plan, which I continued to develop throughout the year. Our report to the CIS showed the school had progressed in all the areas included in their recommendations.

The creation of the Advancement Office was another important milestone in 2018/19. International schools are vital for modern cities which cater for, amongst others, academia, business and diplomatic populations. The Advancement Office facilitates enriching student experience, philanthropy and establishing SIS as a major player in the Stockholm region and internationally.

As is well known in our community, the plans for a move to Tomtebodavägen did not come to fruition. There were however, many valuable lessons learned from the process that we will take with us as we investigate options and possibilities into the future.

There is always more to do in every institution, but I feel that 2018/19 was very successful in consolidating and adding to the strengths of SIS and I am extremely excited about the coming year where more progress will be made in developing and widening our academic prowess and our schools standing.

I very much look forward to working with all of you throughout the coming year and I am very grateful for the hard work and passion shown during 2018/19 by our Board of Trustees, leadership, staff, parents and students. Thank you.

María (Marisa) Isabel León  
*Director of SIS*



"2018/19 was very successful in consolidating and adding to the strengths of SIS"



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# View from the Board

Chairman of the Board of Trustees Lage Jonason gives insights into the role of the Board and his impressions of 2018/19.



"There were some excellent changes to the school last year"

*From the point of view of the Board, how do you feel the past academic year went for SIS?*

– There were some excellent changes to the school last year that we as the Board are satisfied with. It was Marisa León's first year and we are very pleased with her Directorship. We want a Director to run the school and she is doing an excellent job, I hope she stays for the long haul to continue making her improvements and of course for the continued stability of the school.

*How do you see the role of the Board?*

– The Board is there to guarantee the long term interest of the school and to support the Director. When a Director comes to the Board it could be for 3 reasons, (i) to inform us and share knowledge, (ii) to get our input on a decision, which the Director will then make themselves, or (iii) when the Board is required to make a decision that's not appropriate for the Director to make. For that relationship to work well we need trust on both sides and that is something we have.

*Do you feel the Board is fulfilling its role?*

– I think a Board should offer good judgement and support, have a wide knowledge of what's happening at the school and build relationships, I think we have been achieving these things, in fact it's been getting better every year. When I first joined the Board 16 years ago I had 2 personal goals, firstly to improve the flow of governance by creating a foundation

and a self-perpetuating board, and secondly, to change the facilities. The first has been achieved, the second is ongoing.

*Are you referring to Tomtebodan?*

– Misfortunes in life are a good time to take a closer look at yourself, and issues at our school are no exception. Facilities are always an issue in every school. We as a Board and the school leadership have discussed lessons learned from the Tomtebodan experience and I'm looking forward to taking those into the future.

*From your point of view what are the most interesting developments from last year?*

– I think that the internal reorganisation Marisa has done within the school has been positive for students. Also, the new advancement office and the ongoing creation of an alumni community are all positive moves for the school, plus of course the academic results from last year were good. I think that the school is in safe hands both educationally and financially which are both vital for the ongoing robustness of the school.

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# Governance

## Senior Leadership Team and Educational Leadership Team

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The SLT, headed by the Director, form a close working unit that guides the school through day-to-day process and business. The ELT collaborate and focus on bringing teaching and learning to the highest levels throughout the whole school.

Top row from left: Emma Jones, Advancement Director; Harriet Martins, Head of Learning; Bradley Lister, MYP Coordinator, MAP Coordinator MYP Mathematics teacher; Jarno Ampuja, DP Coordinator, DP Mathematics teacher; Michael Moore, Middle School Principal.

Bottom row from left: Noola Boyaci, IPC Coordinator, IPC EAL Extension Teacher; María (Marisa) Isabel León, Director; Christine Öman, Upper School Principal; Gunjit Kaur Sethi, Dean of Students; David Osler, Primary School Principal; Annica Wård, Business Manager.



## Board of Trustees

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The Stockholm International School Foundation is governed by a Board of Trustees, which oversee and provides strategic direction for the school. The Board is self-perpetuating with Trustees serving without remuneration normally for between 5 to 10 years, ensuring institutional memory and accumulated wisdom.

Top row from left: Lage Jonason (Chairman of the Board), Dr Marta Medved Krajnovic, Mr Kalle Bengtson and Mrs Jennifer Ericson.

Bottom row from left: Mr Jan Ögren, Mr Jahn Henry Lövaas, Amb Ines Coppoolse, Mr Fredrik Sand, Mr Arthur French and Ms. Annika Henningsson.



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# SIS vision and mission

"Ready for the  
challenges and  
responsibilities of  
global citizenship"

At Stockholm International School our vision is clear. We aim to be one of the world's leading international schools from pre-school right through to grade 12.

We encourage our students to develop their individual potentials and we prepare them for the challenges and responsibilities of global citizenship. To encourage holistic student development we provide the best educational standards and principles within academically, socially and personally stimulating and safe environment where we foster a love of learning.

It is our mission to secure and spread our vision. We deliver our curriculum in a positive and thriving intercultural atmosphere where our students are valued, challenged and prepared. Being valued and valuing others is the bedrock of strong and constructive relationships that transcend all imposed categories. Being positively challenged in learning and in interpersonal and intercultural encounters offers our students personal and quintessential growth. Being prepared to experience life at its fullest, to embrace lifelong learning challenges and accept responsibility for being yourself and for your actions engenders complete and dignified citizens.



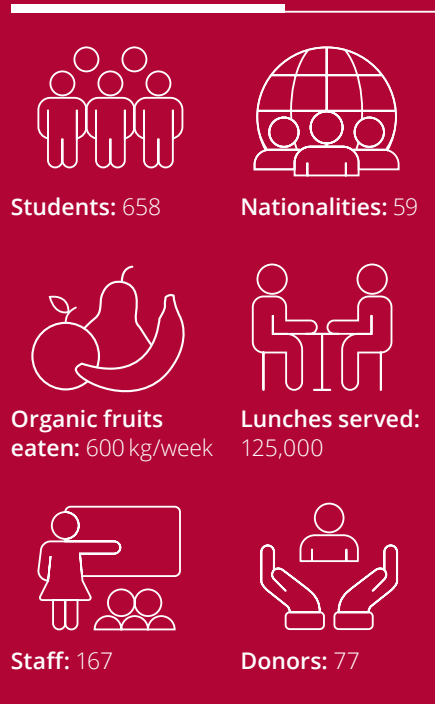
Valued  
Challenged  
Prepared

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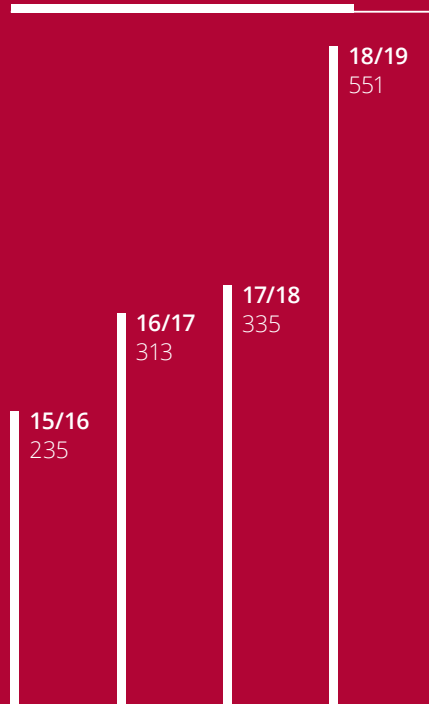
# Financials

As Stockholm International School is a foundation, all surplus is re-invested into the school. We own our building on Johannesgatan, which is a solid asset for the school. We've maintained a sustainable surplus over the last few years and ongoing into the future in order to deal with unforeseen occurrences and circumstances that may arise. We also have no long term debt so we feel well prepared to meet any upcoming challenges.

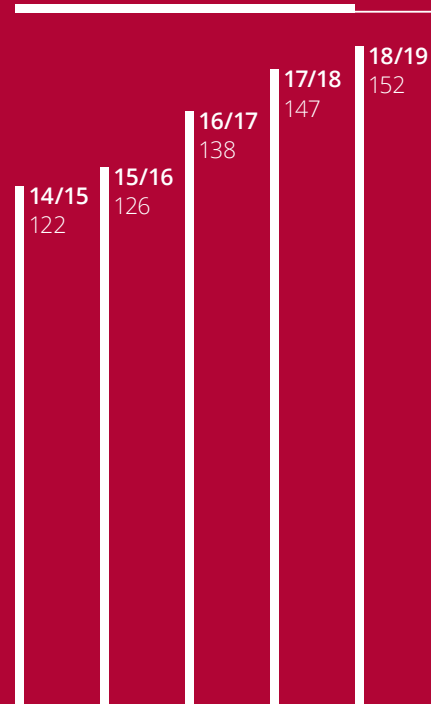
## Facts and figures



## Applications received



## Total revenue (MSEK)



## Summary of income

Tuition fees: 49%

Government subsidies: 44%

Other income: 7%

## Summary of expenses

Personal: 71%

General expenses: 15%

Educational programmes: 12%

Depreciation: 2%

## Surplus for reinvestment

7.9 MSEK



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# Celebrating learning

Learning is a lifelong process, but how one learns changes through time. During 2018/19, SIS leadership initiated inventive ways to celebrate and highlight learning, and to bring parents and guardians closer to our student's authentic learning experience.

"A festival  
of student  
centered  
learning"





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Within each grade level we held a Festival of Learning. At the end of every unit there is reflection on what has been learnt, which is usually classroom centred. The Festival of Learning showcased learning across the whole of the Primary school for an exciting afternoon. Students introduced their parents and guardians to the classroom in a very student centred exercise.

Students also took the opportunity in 2018/19 to restructure the usual Parent-Teacher-Student Conferences. Our grade 2 students successfully designed a model for a student led conference with multiple families attending concurrently. Students walked parents and guardians through the learning materials and their experiences, quite independent of any teacher input.

This trend for student centred interactions and sharing learning is something that will continue into the future.

2018/19 saw the soft launch of our Student IDs (it went so well a hard launch happened in 2019/20) , so now every student in the school has a unique ID that follows them through their entire school life at SIS. This really helps to streamline everything from MAP testing to e-assessment to online portfolio reports and more. It's a welcome improvement.

The Kindergarten changed to following the Milepost 1 programme, which is the first of 3 Milepost levels, and is a carefully tailored age-specific learning programme and part of the IPC programme.

In fact SeeSaw (a platform for sharing student's learning with parents) was also rolled out during the year in order to help parents to engage with and more deeply understand Primary learning strategies. SeeSaw offers a window into how students are learning today and is a direct way of engaging parents in the learning process. The more information parents and guardians get, the more they understand today's learning process. This is important because education and learning has evolved enormously since parents and guardians went to school.

To create a platform for peer on peer teaching we held an SIS Mini-Conference

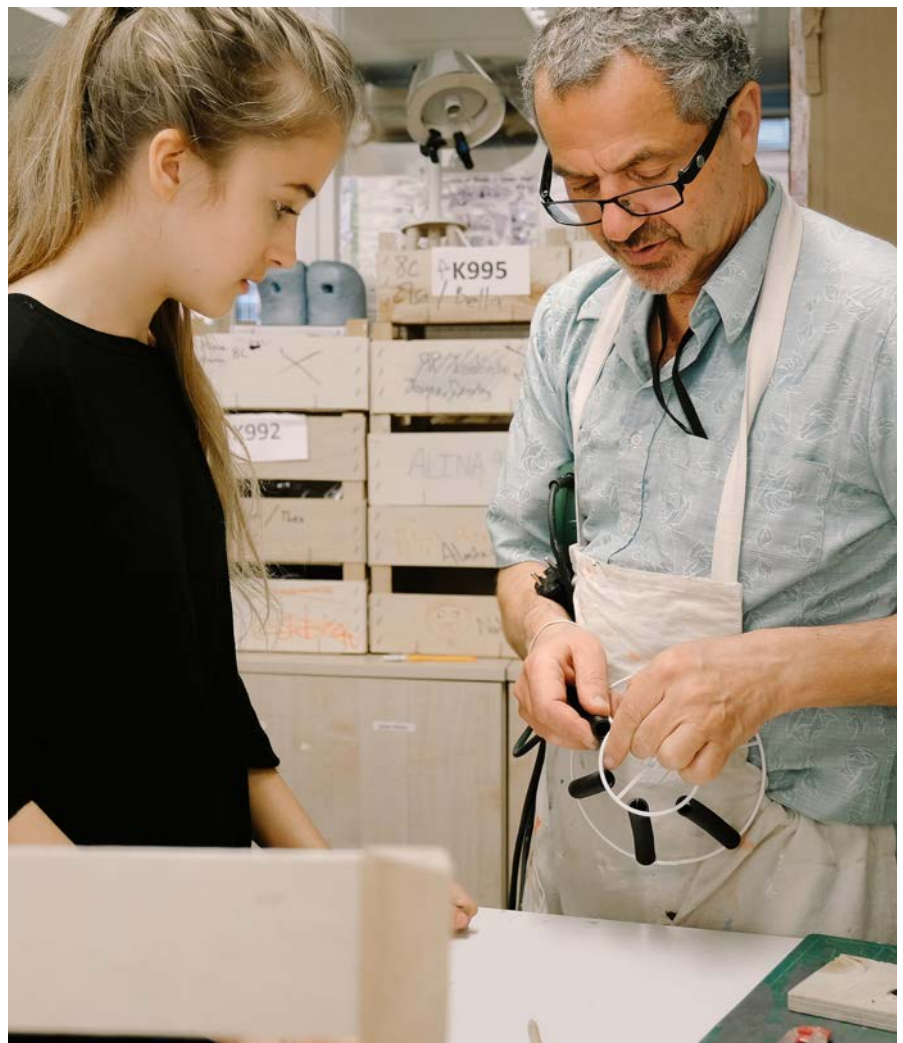
where faculty members presented on an area of skill or interest to other members of staff. This was very well received with some fascinating and instructive topics including streamlining student report writing, mindfulness and positive thinking, early reading support and interactive note booking to name a few. The conference will be held again next year.

We were visited by Beth Skelton, an educational consultant from the US, who delivered seminars on Strategies for Making Thinking Visible, Cooperative Learning Strategies and Differentiation for English Language Learners including English Language for Maths.

In support of using technology in the classroom, and equipping teachers for the ever-changing tech environment in

schools, teachers took their SIS IT Driving Licence in 2018/19, which qualified them in five areas: Apple teacher, Google educator, Digital Citizenship, ManageBac and Technology Integration Matrix Tools (TIM tools). Being on top of the evolution of technology use in the classroom is essential in providing our students with the agile education needed going into the future.

We also initiated a vital new training delivered by the CIS (Council of international schools) where every member of SIS staff received Child Protection Training. This included policies and practises to identify, prevent and respond to social and personal problems that students may have. We take student wellbeing as seriously as we take student education so we were very pleased with the outcomes.



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# Embracing learning and meeting challenges

In many ways 2018/19 was a standout year for the students and staff of the Diploma Programme. SIS strives to create an educational and social environment where our students are valued, challenged and prepared. 2018/19 was a year where students and staff revealed just how deeply they have been inspired by these principles.

"In addition to deftly negotiating unforeseen challenges, our students managed to excel in their academic studies!"



The DP years are a period of great change for students at the best of times, during which they are expected to embrace learning, accept responsibility and be innovative in creating solutions to oncoming challenges.

At the beginning, and during the term, a number of unforeseen events occurred. Our students and staff rose to every challenge and managed every situation admirably.

During 2019, our CAS (Creativity, Activity, Service) projects undertaken by the DP students have been exemplary, with projects such as the Refugee Club, where students taught Swedish to newly arrived refugees, Breakfast Club where students got up at 05:00 in order to deliver much needed breakfasts to the homeless, and

Roots and Shoots, where students took responsibility and shared knowledge about environmental concerns.

Students also benefited from the changes to our internal school structure, devised during 2018/19. This means that year 10 students have become part of the Upper school and share some of the some teachers, meaning they are better prepared of the transition to the DP. The DP also appointed a new programme coordinator.

Hyper Island, who design transformative learning experiences that enable personal and institutional growth, delivered a workshop on Neuro-Leadership which focused on helping student's deal with stress, performance and anxiety around leadership issues. An

excellent accompaniment to the year's theme of wellbeing.

In addition to deftly negotiating various challenges, our students managed to excel in their academic studies. 2018/19 was the year that 53 students (the largest DP year group ever at SIS), achieved the honour of being the highest percentage of students over 40 plus points ever! Many have got in touch to say they are loving their university studies and felt well prepared by SIS to manage their new environments, which illustrates the specialness of our students and school.

All in all, we are very proud of the reaction of our staff and students who revealed their true nature. Whenever they were expected to rise to the occasion they did so wholeheartedly!

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# SIS Class of 2019

## IB Exam scores

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SIS average IB  
exam score: 33



World average IB  
exam score: 29.63



Courses where SIS students scored  
higher than world average: 33 out of 34



## Graduates

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Number of  
graduates: 53

We are the  
largest SIS  
graduate class  
ever

## Further studies

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We were very pleased with the results of our graduating class of 2019. Here are the universities our students are attending.

University of Aberdeen  
Amsterdam University  
Amsterdam U Applied Sciences  
University of Birmingham, UK  
University of California, Berkeley  
University of Bristol  
Brown University  
University of Cardiff  
Carleton University  
University of Chicago  
Delft University of Technology  
University of Durham  
University of Edinburgh  
University of Essex  
University of Exeter  
George Washington University  
University of Glasgow  
University of Groningen  
University of Guelph  
KTH Royal Institute of Technology  
King's College, London  
University of Lancaster  
University of Leeds  
University of Leicester

University of Manchester  
McMaster University  
Northeastern University  
University of Nottingham  
Queen Mary University of London  
University of Sheffield  
University of Southampton  
Stanford University  
St Andrews University  
St George's University of London  
University of Sussex  
University of Surrey  
University Campus of Football Business,  
Manchester  
University Campus of Football Business,  
Wembley  
University College London  
UCLA  
University of Toronto  
University of Waterloo  
Warwick University  
William & Mary University  
Yale University

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# School curriculum

Here at SIS, we aim to provide a comprehensive, creative curriculum which celebrates the variety of cultures, backgrounds and ethnicities present here.

Our EAL Department (English as an Additional Language) ensure that the learning opportunities of all students are met, through carefully supporting students who are new to English within the curriculum. Technology is integrated throughout the curriculum with a carefully designed programme of study from our EdTech department. Technology Integrators and Library Media Specialists support teachers and students in developing research and recording skills. Innovative solutions are designed to embed the latest technological advancements into the classroom. Advisors, School Counsellors, School Nurses and teachers work with students to develop their health and wellbeing through pastoral support and academic advice.

Students at SIS are encouraged to pursue extra-curricular activities to support their development. Sports, languages, charity work and arts and just some of the options available.

## International Baccalaureate (IB)

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The International Baccalaureate (IB) is studied from Grade 6-12 at SIS. It 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 include the Middle Years Programme (MYP) and the Diploma Programme (DP). These 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.

## Early Years

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The Early Years includes EY3 and EY4 where a specifically tailored curriculum has been developed by Stockholm International School to ensure appropriate learning opportunities for all students. The Curriculum is based on learning strands and objectives from 'Development Matters' which is used in the United Kingdom and IPC principals are woven throughout to ensure consistency and a smooth transition into the IPC when a child enters Kindergarten. The learning strands support healthy development by supporting children in learning skills, acquiring new knowledge and demonstrating understanding of concepts. Children in Early Years learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



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## International Primary Curriculum (IPC)

The International Primary Curriculum (IPC), is a comprehensive, thematic, creative curriculum for 5-11-year-olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning. Learning is planned across the Primary in units which allows cross-curricular links to be made within specialist subjects as well as learning which includes shared projects across different year groups.

## Middle Years Programme (MYP)

The Middle Years Programme (MYP) is a challenging framework which aims to develop active learners and internationally-minded young people who can empathize with others and pursue lives of purpose and meaning. The MYP encourages students to make practical connections between their studies and the real world. 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.

## Diploma Programme (DP)

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The Diploma Programme (DP) aims to develop students to have excellent breadth and depth of knowledge - students who flourish physically, intellectually, emotionally and ethically. Students are given the opportunity to reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

## SIS IB accreditation

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# One family's journey into the SIS community

The Mol De Bruins are new on the international merry-go-round, having spent one and a half years in Paris, where their daughters attended the British system, before arriving in Stockholm in July 2018. At first they considered continuing with the British system, but after visiting SIS their decision was easy. Ellis Mol talks us through her family's experience of joining the SIS community.

**Emma:** "Moving is always hard but the SIS community really made me feel welcome."

– The first impressions were wonderful, the building had a homely feeling and the welcome was warm and informative.

– SIS was our two daughter's first experience of the IB. At first it was a little tough to adapt, having been so used to a more traditional schooling. At SIS they were expected to develop new learning skills in comparison to what they were used to before. And I must say I have seen an enormous improvement over the year, in presenting themselves and feeling confident and how they cope with finding information or writing essays. They have done a great job. A lot of personal growth.

– For us parents it was really easy to settle in at SIS. The picnic at the beginning of the year was a great start where we and the girls could meet people before the term started. We met so many new people, through the PTA and I've been to all the meetings since, it's a wonderful community.

Ellis Mol helped to set up the around 18 different country groups on Class List .

– The international community helps a lot with all aspects of life, socialising and getting used to the new environment, SIS

has made the transition to Sweden easier than it might have been.

– I also think that Director Marisa Leon and Advancement Director Emma Jones really try to connect everybody in the SIS community which helps enormously. I must say I think the new Director is taking the school in the right direction, and I hope it continues in the same way, big improvements and big steps, she's really practical.

**Julia:** "When I first came I was a bit nervous, but then I felt more comfortable because I got to know everyone better. The school is really academic and I like that because I learn so much."





# The SIS PTA

The PTA at an international school is a special community but the SIS PTA is very special indeed. The commitment to the school is naturally second to none, with the PTA taking a strong interest as a voice of families, but also supporting them as they arrive in Stockholm, often for the first time. This can be difficult, but the SIS PTA makes the cultural transition a whole lot easier!

The PTA is the driving force behind so many extracurricular activities that bring the school together and bolster school spirit and community.

The PTA organises disco's, parties, picnics, festivals, book fairs, a new Gala held for the first time during 2018/19 and the ever popular Halloween Night, to name a few of the events. Of course we mustn't forget the PTA Choir which hits all the right notes socially and musically. Then there's the clubs and the online communities and online information. Class List took off last year in a big way amongst our community and is used as a forum for all kinds of information sharing and exchange.

"I joined the PTA and I've been to all the meetings since, it's a wonderful community."



## Commitment



**98 %** of parents would recommend SIS to other parents according to the 2018 Parent Survey

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# Student life and experiences

## Erasmus+

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At SIS we help our students to develop into well rounded individuals with a wealth of experience and knowledge to take with them into the wider world. And unsurprisingly it's from the wider world that some of these lessons and experiences come.

Projects like Erasmus+ are the perfect vehicle for personal and academic growth and 2018/19 was no exception. The latest Erasmus + Project which began in 2018 is called TOOLerance, a look at tolerance using digital tools, which correlates nicely with the values we hold at SIS.

Our students headed out to Lodz in Poland in November 2018, followed by Porto in Portugal, Lippetal in Germany, Amasya in Turkey (Rome and finally Stockholm will happen in 2020.) Each country organises its own special theme.

Generally SIS students are already highly proficient in English language skills but we saw lots of other benefits from the project too. One of the beauties of Erasmus is finding places that are truly off the beaten track, but which really offer an experience of the culture. Staying with families and attending schools is a real eye-opening experience to new values and lifestyles.

Our students led the way in breaking down the language, culture and shyness barriers! They introduce themselves and step out of their comfort zone easily. We are so proud of their kindness and curiosity in action.





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## Around the world

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Being involved in the Nepal Project also gave our students the opportunity to develop in so many ways last year. And it was a great opportunity to build our network of friends around the world.

We attended the Himalayan Summit, along with other European schools, and learnt a great deal about how to best support Nepalese schools and communities. Our Dean of Students Gunjit Kaur Sethi and our students met with environmentalist Manoj Gautam who also has connections to Jane Goodall's Roots and Shoots Project. This was a great opportunity to meet with Nepalese R&S groups and form connections across the wider community. The Dispatch has had some great articles about the CAS projects in the CAS Corner series if you want to find out more.

The construction at the Shila Devi School in Nepal was also completed with four new buildings. Each building is unique with one made of stone with a hanging net where children can play. Another is entirely composed of donated bricks. We are thrilled that the buildings have been completed.

The SIS Model United Nations (an academic simulation of the UN) continued debating and conferencing during 2018/19 with the theme of "Challenges to Globalisation" leading to "Threats to Democracy." SISMUN hosted the 7th annual conference inviting schools across Scandinavia. The MUN is a perfect example of SIS philosophy in action with students managing their own engagement with civic, globalisation, and multilateral diplomacy.

The vision of the SIS Nepal project is to see a strong, healthy educational environment develop in the Shila Devi primary school in Nepal. Through contact with Nepalese students, SIS students can further expand their understanding of the world and develop their sense of international mindedness and what their contribution can mean for a global issue.





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## A broad experience

Of course our students didn't have to leave the school premises to develop and enjoy school life through brilliant activities last year.

In keeping with our wish to encourage School Spirit the MYP brought back the tradition of the Easter Egg Hunt, where the MYP organised everything, from the financials to filling and hiding the eggs, so the primary students could enjoy searching through the churchyard for goodies.

Swedish, French, Spanish and English language skills were on show at the grade 6,7 and 8 Language Fair (part of the culture unit) where not only language skills but great snacks from various countries were enjoyed by all.

Spoken languages weren't the only ones on display. Grade 10 students attended The Scandinavian Educational Technology Transformation (SETT) conference where they demonstrated their knowledge and understanding of Apple Swift programming language.

Student councils went from strength to strength with the IPC, the MYP and the DP all arranging exciting events throughout the year such as the Winter Formal Ball (the Snowflake Ball) and Spring Formal Ball along of course with great support from the PTA.

The IB DP held their 2018 Visual Arts Exhibition at Princess Hall on Djurgården, which was the third part of the Visual Arts examination and exhibited some amazing works of art. The exhibition was greatly supported as usual.



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MYP Enrichment classes, an excellent way of developing students through exploring undeveloped talents, unusual creative outlets, and blossoming interests. Students chose everything from robotics, rugby and rock bands to tap dancing and up-cycling. All of which culminated in an excellent Enrichment Showcase at the end of the year.

SIS continued studying and promoting the arts, partially through funding from Skapande Skola, part of the national agency Kulturrådet. Students visited various theatres to experience professional productions, such as Kungliga Operan, where the student's have had a tradition of seeing the annual, 'Nötknapparen' (The Nutcracker), opera's such as 'Dracula' as well as smaller productions at Teater Pero and Pantomime Teatern to name a few.

Inviting professional artists to lead workshops in music, visual arts, dance or drama, usually connected to a theatre visit, has been a great success and appreciated by the students. Grade 10 students get opportunities to work with mime artists, voice coaches as they prepare for their spring production every year which is now a much anticipated event by the student body and once again, partly funded by Skapande Skola so we can work with a professional theatre for performance. We hope to continue our cooperation with Skapande Skola in years to come.

Grade 10 Drama Group put on a fantastic production of Brothers Grimm featuring classics such as Rumpelstiltskin, Hans and Gretel, Snow White and the Seven Dwarfs. The actors, scriptwriters, and managed to blend modern day Pop Culture with Grimms' fairy tales, to the enormous appreciation of audiences.



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Career Day for grades 8 - 11 welcomed speakers from a wide variety of professions to reflect the wide range of opportunities for our students. We had freelance cinematographers to special needs teachers, from diplomats to particle physicists and from coders to creative professionals.

At the Nobel Event grade 9 students performed as living statues of previous Nobel laureates, and answered questions put to them about their characters and their lives.

Leonardo wasn't the only one to try and apply nature's solution to human problems, our students at SIS did the same in their Biomimicry studies for the Interdisciplinary Unit between Design, Science and Individuals and Societies.

2018/19 saw the soft launch of our Student ID's (it went so well it will be launches school-wide in 2019/20), so now every student in the school has a unique ID that follows them through their entire school life at SIS. This really helps to streamline everything from MAP testing to e-assessment to online portfolio reports and more. It's a welcome improvement.

We also trialled the new E-assessment, launched by the IB in Maths and Science. This is helpful for improving both formative and summative assessments. It's also an excellent preparatory tool for helping students to move up from MYP to DP, readying them for the different learning environments and exam techniques they'll experience.





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The Sports Association (SA) is a non-profit organisation affiliated with Stockholm International School, composed of SIS students, parents and faculty, offering before and after school sporting clubs to the students of SIS.

During 2018/19 the SA offered soccer, basketball, cross country and innebandy (floor ball) to Grades 6 and above. The teams played matches against local schools, and participated in a number of International Tournaments throughout the year, including the main sporting tournament of the school year, the Nordic Network Sports Tournament.

In May SIS sent several sports teams to compete at the Nordic Network competition including football, basketball, floor hockey and cross country. The senior girl's football, in combination with Oslo international school, came first in their section. The SIS senior boys basketball team came first in their category. Plus SIS received the award for best attitude at the tournament.

The PE department also organised the school jog held during Health Week for early years to grade 10. Several sites around Stockholm hosted activities including fitness testing, running activities, and even climbing Hammarbybacken. In the spring MYP students were involved in nordic and global activities such as ice skating, taekwondo, team sports, and indoor climbing whilst Primary school athletics day was also held at Östermalm IP.



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# Time, Talent and Treasure – advancing SIS

SIS is a welcoming, vibrant and collaborative school that offers a challenging and enriched education to students from all around the world. With advancement we can continue to grow and get better and better.

Community  
building in an  
evolving education  
landscape

During 2018, SIS established an Advancement office headed by Advancement Director Emma Jones. This forward-looking move was initiated in order to boost both the school and the Stockholm region.

Today, international schools find themselves competing in an evolving education landscape so it's vital that SIS remain the premier choice for the globally mobile diplomatic, corporate and academic communities that we serve. The sharp increase in our applications paints a clear picture. SIS needs to develop in order to meet the increasing demand from and best serve the families that make up our community.

Advancement represents an important shift in the school's approach where SIS will become more outward facing, using our knowledge and resources to bring benefits to and strengthen the region, which in turn attracts the individuals and organisations for whom it's vital that Stockholm and Sweden remain competitive. A high quality, international education being an essential element in a family's decision to relocate.

Advancement oversees all marketing, communications, admission, public relations, alumni engagement and fundraising. Besides the obvious, this means that advancement is a relationship facilitator, increasing contact points between the school, its environment and various members of



the community. Advancement is about community building, sharing time through volunteering, utilising talent and sharing professional knowledge (through, for example, guest lectures and alumni engagement) and it's about generating financial support to mutually benefit our students, the school and our wider community.

During 2018/19 SIS started laying the foundations for launching the school's first annual fund, the SIS Spirit Fund. This new initiative will help to encourage a culture of giving and enable everyone to support the school according to their own ability. Each year the annual fund will support investments in academic excellence and student experience. In parallel the school's new advancement office will also develop its major gifts fundraising programme, seeking support from corporations and individuals.

There is great potential for SIS in developing advancement activities and the more outward-facing outlook will no doubt open up opportunities to forge strong connections and secure philanthropic support.

Advancement and a culture of philanthropy offers us access to resources, cutting-edge education, the opportunity to take advantage of the latest technology, to provide the newest and most advanced teaching methods through professional growth and to recruit and retain the best and brightest faculty and staff for the students.

If you want to find out how you can donate or volunteer, or be more involved please get in touch with Emma Jones at [e.jones@intsch.se](mailto:e.jones@intsch.se)

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# Supporting success

Stockholm International School wishes to thank the following donors and volunteers for their generous contributions during the academic year of 2018/19, which help us provide ongoing academic excellence and extraordinary student experiences. We are so grateful to members of our community who have generously supported us with their time, expertise and financial donations. We are made more outstanding by each and every one of you.

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*Photos: Beth Elzer, Jon Buscall, Axatafoto, Parents of SIS*  
*Published by Stockholm International School*  
*Designed by Daniel Lindmark*