



Stockholm  
International  
School

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# ANNUAL REVIEW

2022 – 2023



*Educating the world in Stockholm*

*Maria Isabel León  
Director*



## Director's report

### A year of change

The academic year has a particular cyclical rhythm to it, so it's easy to think that an upcoming year will just be 'more of the same'. However, in 2022-23, it was clear from the outset that this would be a unique year for SIS.

It was very definitely a year focused on the future. We had three priorities; to gain reaccreditation from the Council of International Schools, to become a Candidate School to teach the International Baccalaureate Primary Years Programme (IB PYP), and to plan and prepare for the move of a large section of our School to the new campus at Norra Latin.

Taking stock at the end of June we could tick reaccreditation and Candidate School status off the list, and we were poised to put our action plan into practice for the Norra Latin move. Any single one of these would place a heavy burden on our staff and community, but to undertake all three in such a short period of time is evidence of the commitment, expertise, and resilience of all our staff, from faculty through support and administrative staff, to our Board of Trustees, and to our SIS Parent Community who so readily engage with our objectives.

You can read more about the details of these three important projects elsewhere in this Annual Review, but I want to make a personal observation. In the middle of all of this, I regrettably had to step away from my duties for some weeks due to an unforeseen illness. At one and the same time I felt both frustration at not being able to be as hands-on as I had intended to be, and a deep sense of pride and gratitude as I saw our Board, our Deputy Director, David Osler, senior personnel on the leadership teams, and all our staff, step in with flexibility, open-mindedness, imagination, and hard work, to see that it was 'business as usual' at SIS.

Of course, it shouldn't really come as a surprise. In every classroom and office at the School hangs our value statements. In part they read:

*Valued – At SIS we value each other....*

*Challenged – we support each other to embrace change. ...*

*Balanced – we see the whole person. We recognise the importance of physical, intellectual, and emotional well-being...*

*Prepared – we need to have the discipline to plan, to adapt, to practise, to learn and to reflect on our actions.*

Never were those words more relevant than in 2022-23.

*Jahn Henry Lovaas  
Chair of the  
Board of Trustees*



## The view from the Board

All things change. One of the jobs of the SIS Board of Trustees is to make sure that, when it happens, it is managed change – and ideally change that has been planned for. However, the unexpected happens, and the 2022-'23 academic year brought planned and unplanned changes to our doors.

One example was my own elevation to the position of Chair of the Board of Trustees. While this was not entirely anticipated, it is part of the strategic planning at SIS that our cohort of volunteer Trustees renew from time to time. Trustees typically serve for a number of years, and periodically new members are elected to the Board bringing in fresh thinking and new experience. This approach provides for a continuing institutional memory and continuity of policy.

When Lage Jonason stepped down as Chair I was privileged to take on the Chair role at the invitation of the Board with their support and cooperation, to ensure stability, progress, and above all, excellence in everything we do at SIS.

Shortly into my tenure circumstances arose that were very definitely in the category of unanticipated change. Our Director, Marisa León, had to take leave due to illness, leaving a big gap in the day-to-day management of the School. Substituting for the energy, positivity, and experience that Marisa brings to the role was a big ask, but SIS is fortunate to have many talented, committed, and adaptable members of staff prepared to step up to the plate, to make sure that our students have the best possible support and the best possible experience in all circumstances. While it would be wholly wrong to say Marisa was not missed, it is true to say that SIS adapted its operations in response to the challenge, and life for our students carried on seamlessly.

The significant, planned change was, of course, adopting Norra Latin as our new campus site. That change was planned, replanned, re-examined, revised, renewed, and refurbished – and finally, as the year drew to a close – realised. As you read this, Norra Latin is an impressive part of our School, and the elegant, inspirational surroundings show little to betray the degree of stripping back, rebuilding, modifying, and restoring that took place between January and June of 2023.

Norra Latin is secured as our second campus site for the next 25 years, and will stand as a long-term statement of the vision and dedication of the current generation of School leaders on the Board and the Leadership Teams. Truly '22-'23 will prove to have been a pivotal year in the history of SIS.



# Governance




Two leadership teams manage the operational aspects of the School’s curriculum management, development, and administration.

The Senior Leadership Team (SLT), headed by the Director, forms a close working unit that formulates strategy and guides the school through day-to-day processes.

The Educational Leadership Team (ELT), also led by the Director, collaborates and focuses on bringing teaching and learning to the highest levels throughout the school.

A number of key roles sit on both teams and, when necessary because of leave or other commitments, substitutes are appointed to those roles.

Membership of the teams during 2022/23 is shown below.

 Annica Wård Business Manager	 María Isabel León Director	 David Osler Primary School Principal and Deputy Director	 Michael Moore Middle School Principal	 Christine Öman Upper School Principal	 Jarno Ampuja DP Coordinator
 Emma Jones Advancement Director	 Saima Asif PYP Coordinator	 Gunjit Sethi Dean of Students (returned Jan '23)	 Harriet Martins* Head of Learning (returned Dec '22)	 Bradley Lister Head of Learning* (until May '23)	 Sandra Loureiro Head of Technology
 SERVED IN ROLE(S) ALL YEAR		 Jonathan Harper Dean of Students (until Dec '22)		<i>*Shared Head of Learning post during the Spring term</i>	 Rebecca Gonzalez MYP Coordinator
 SERVED IN ROLE(S) PART OF THE YEAR	<b>SENIOR LEADERSHIP TEAM</b>		<b>EDUCATIONAL LEADERSHIP TEAM</b>		

## BOARD OF TRUSTEES 2022/23

As a not-for-profit Foundation, the School is governed by a Board of Trustees. The Board oversees the management of the School and provides strategic direction. The Board is self-perpetuating and serves without remuneration.



Lage Jonason  
Chair (until Dec '22)



Jahn Henry Lövaas  
Chair (from Jan '23)



Arthur French



Judith Gough



Vidar Helgesen



Anna-Maria Malm



Philip McCrea



Fredrik Sand



Hans Skeppner

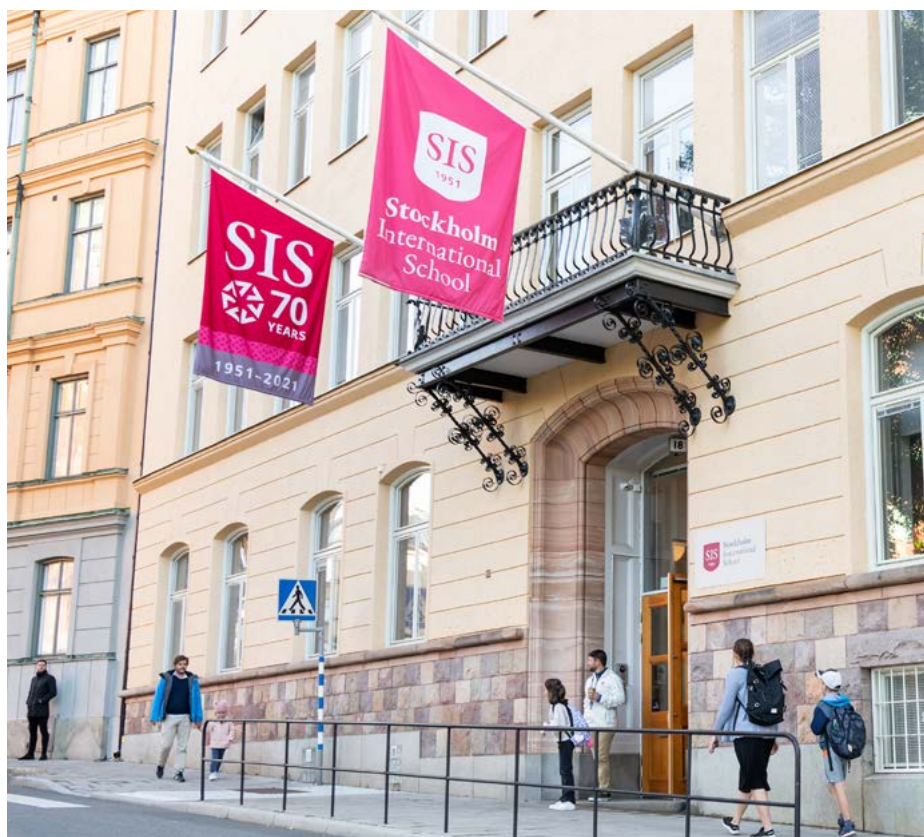


Annika Vikult

# Financials

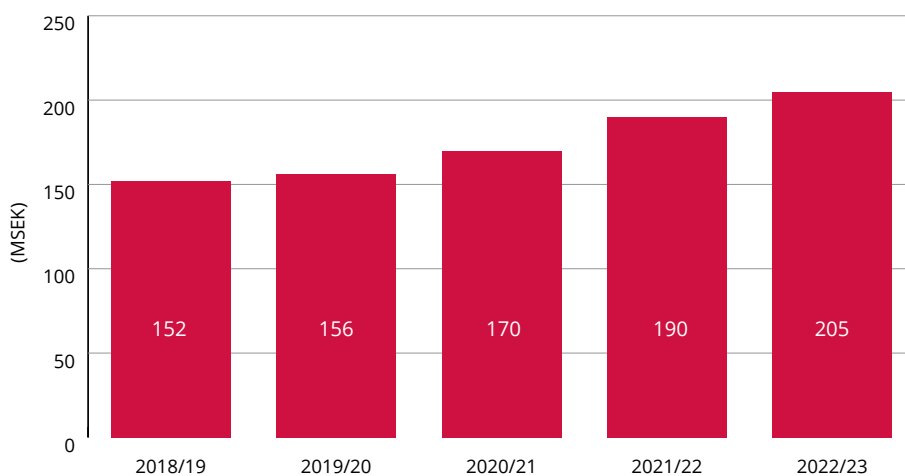
Rigorous financial discipline is central to the sustainability and future development of the School. Growing into the new campus at Norra Latin will take some time and therefore the board has approved that the next few years will show a planned deficit, returning to surplus by 2026/2027, dependant on the rate of growth in student numbers and other factors.

SIS owns the building on Johannesgatan, which is a solid asset, and is well positioned to meet future challenges as a result of prudent financial planning in recent years.



## REVENUE

Year-on-year revenue continued to grow during 2022/23. Coupled with careful management of expenses, the year showed a sizable surplus. In keeping with our Foundation status, this surplus will be reinvested in the School's educational mission and contribute to the significant financial demands of integrating the Norra Latin campus.

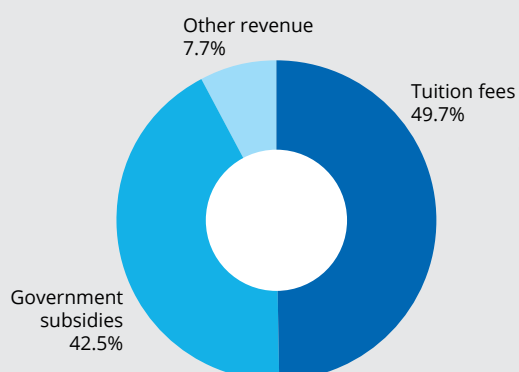


**2022/23 OPERATIONAL SURPLUS REINVESTED 8.3m SEK**

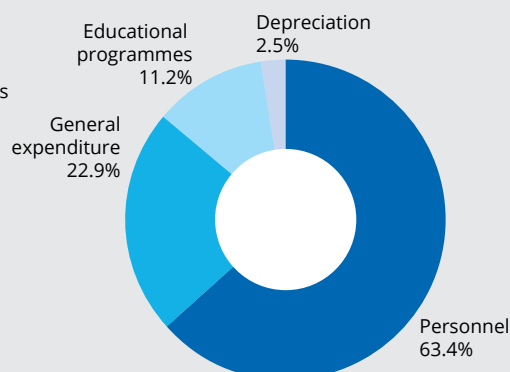
## REVENUE AND EXPENDITURE

The 2022/23 year produced an operational surplus of 8.3m SEK. All surplus is reinvested in the School.

Summary of Revenue



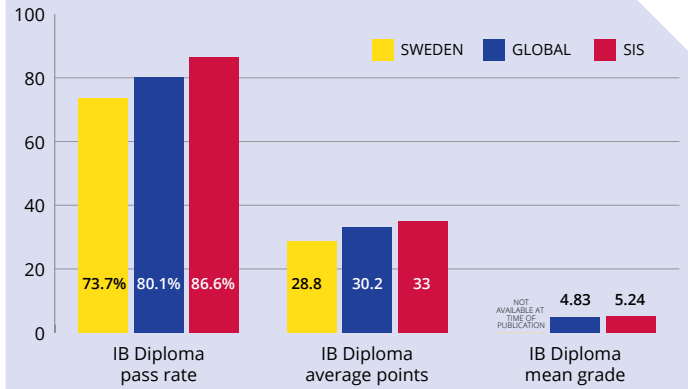
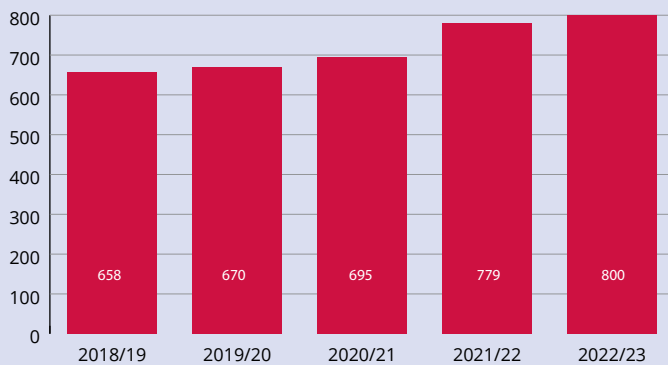
Summary of Expenditure



# Our students

## ENROLMENT

The number of enrolled students in the school increased once again compared to the previous year. The growth is a reflection of the level of demand for international schooling in the Stockholm region, and was a driver of the School's search for additional campus facilities. The acquisition of Norra Latin will allow the School to continue to flourish as a vital part of Stockholm's international infrastructure.



## IB RESULTS

Once again SIS's results in the IB Diploma Programme exceeded global averages by a significant margin across pass rates, average points, and mean grades. (Sweden's mean grade outcome not available at time of publication.)

## NATIONALITIES

In 2022-23 no fewer than 65 nationalities were represented within our student body, a profound indicator of our internationality.

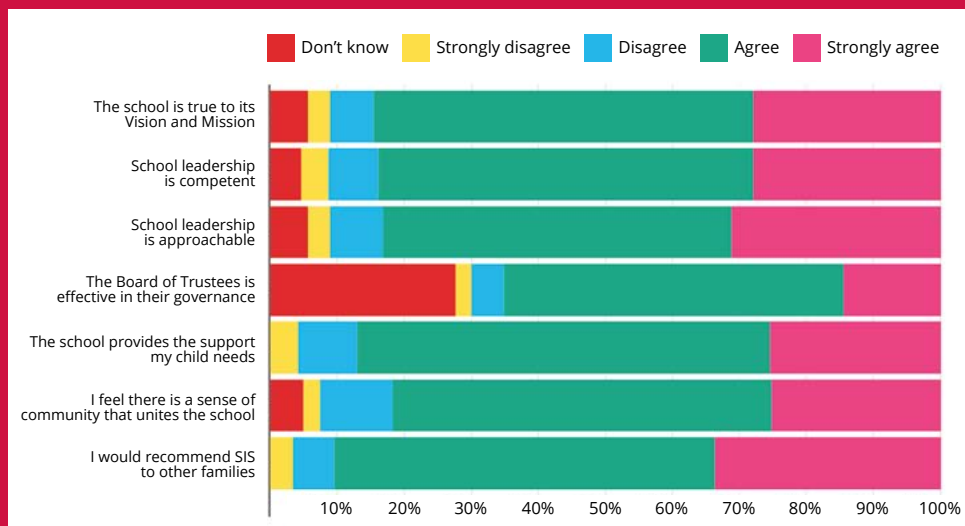


# Our community

## LISTENING TO OUR FAMILIES

Every year the School conducts a survey of parents and guardians to gauge their perceptions of the School, and how they view its strengths and weaknesses. This structured, quantifiable approach allows us to understand the levels of satisfaction in our community, and to identify areas for improvement.

Respondents: 304



Some comments from the survey

“A welcoming international community. A fantastic education .... Qualified teachers with a passion for teaching.”

“Ability to integrate students from many different cultures and often going through significant change in their lives....”

“...teacher, assistant and student Counsellor are excellent and very attentive to my son’s needs. Thanks!”



## Fun and enjoyment with the SPC

for some time, making it easier for parents and students alike to make new friends and contacts, and a highlight of this was the ‘Buddy Boat’ – a convivial group trip on the Stockholm waterways, where parents could mingle and admire the views.



Our SIS Parent Community (SPC) is the backbone of many activities in the School that bring parents together and help the School build a friendly, supportive environment. They know from experience that moving to a new country is not just about professional and career plans, but is an emotional and cultural journey too. Throughout the year, and particularly at the beginning, the SPC was instrumental in welcoming new families to the school. The Buddy Programme has been running

Throughout the year the SPC worked to introduce members to Swedish traditions

and help them understand them better: Lucia, Curling, Mushroom Picking, Cinnamon Bun Day, to cite a few.

And as you would expect, the SPC did its bit to create fun and enjoyable experiences for our students. Spooky Halloween activities are always popular, especially with the younger SIS members, and the End of Year Dances organised by the SPC give our students of all ages an event to look forward to.







## SIS Parent Community

### International Day

With 65 different nationalities represented among our families in 2022-23, it's little wonder that International Day is firmly established as a highlight of the SIS year. The Johannesgatan building was awash with colour to please your eyes, spicy aromas to entice your sense of smell, and tasty treats to tickle your tastebuds. With music, a parade of international dress, and a joyous celebration of our cultural diversity, it made for a marvellous community event for everyone who attended.



### Food feedback



SIS is always listening to the thoughts and opinions of our families and keen to work closely with them when any issues arise about their experience in the School. One such issue arose early in the 2022-23 year around the quality of food provision in Klein's – the local eatery catering Middle School lunches.

A number of staff and parents visited the establishment on a 'mystery shopper' basis to find out first hand what the food was like. The general consensus emerged that Klein's was actually fulfilling its brief, though naturally not all tastes would be satisfied every day, and some offerings were less popular than others.

The episode was a fine example of how feedback can help the School maintain its standards and identify any problems that might arise as early as possible.





# Student life

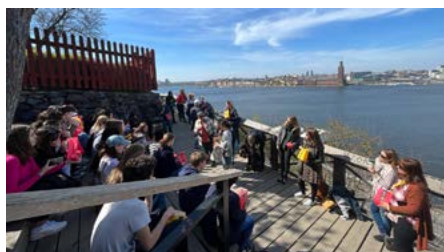


Our whole SIS community got behind hosting the Erasmus+ programme. SIS students have benefited from the hospitality of host families on their trips abroad in recent years, including Germany, Greece, and Italy. In May '23 it was the turn of SIS to play host. After an earnest campaign by our Erasmus+ coordinators, Anneli Thompson and Andrew Ioannou, student families and staff members opened up their homes to welcome students from those countries plus the Netherlands and Romania.

It didn't stop there; the SPC worked hard through the week providing Fika for the visitors, and our kitchen team stepped up to prepare packed lunches to sustain them on trips out. Teachers added their enthusiasm and expertise to educational aspects of the week, with SIS parents also contributing as guest speakers.

Each mobility – the name given to Erasmus+ visits abroad – has a theme

at its core based on the UN's Strategic Development Goals (SDGs). Playing host in '23, the theme of the SIS-hosted mobility was based around SDG 12 – Ensure sustainable consumption and production patterns. Sustainability has of course many champions in SIS, so guest speakers from the fashion, electrical goods, and motor industries were greeted with enthusiasm and interest.



The SIS Erasmus+ Team were proud and willing hosts to our overseas visitors, sharing the highlights of Stockholm such as Skansen and the Vasa museum, and their pride in their city and their School.

The cultural exchange, learning, and social aspects of Erasmus+ make for a truly enriching educational and social experience for our students.



Earlier in the year, SIS Erasmus+ Team embarked on a 'mobility' to Rome. This was a positively liberating trip as Rome and Erasmus+ participants from countries across Europe were emerging from the shadow of Covid19. In Rome, the theme was 'Good health and well-being'. Cue a week of yoga in the park, studying the cuisine of each other's countries, healthy hiking, and learning about sustainable farming and Roman history. Truly a diverse and energising curriculum for the week!



## SIS students take a bow

Three SIS students made their debuts on the professional stage in 2022 after successfully auditioning for roles. The students were all participants in the Scandinavian International Theatre School (SITS) which runs in association with SIS. The performance, at the Stockholm Playhouse Theatre, was not costumed or performed on full-blown sets, but the play reading was a fully-rehearsed presentation and an integral part of the theatre's programming of new work. The three SIS students joined the fourth young person required for the show – also a SITS student!



## Building blocks



Lego was the favourite childhood toy of so many. Over the years, the kits of simple cuboid plastic with occasional special pieces gave way to entire themed kits often tied in to movie franchises. Today, Lego is also producing products that can provide significant educational resources for students of all ages.

One of these applications is building robots, then programming them to undertake specific tasks. Our enthusiastic technology team introduced this to our learning commons some years ago, with the support of a grant from the SIS Spirit Fund, and it has captured the imagination of our students.

In 2022 therefore, SIS joined the Scandinavian Lego League Challenge, and made its debut in the First Lego League Challenge. The challenge required students to build and programme a robot to carry out defined tasks in a set timeframe within the confines of a playing surface. The tasks were structured to reward strategy as well as speed, and required design, programming, strategising, and teamwork skills. The SIS Team feature students across grades 5-9 all working together.



At this first attempt, SIS took second place in the Project Innovation category – an impressive debut performance, and a catalyst for ongoing enthusiasm and participation in this popular after school activity.

## Outstanding numbers



SIS has been participating in The Educational Collaborative for International Schools (ECIS) for the last fourteen years. Its Maths Quest special interest group aims to nurture enthusiasm for mathematics and to provide opportunities for Grade 5 students to meet other students from other international schools in a healthy spirit of competition. In 2022-'23, four keen SIS students represented the School.

Our Math Questers trained for about two months under the supervision of Ms. Tess Guyo, SIS Maths Quest Leader. Our school was Ranked 7 out of the 25 competing schools., and one of our team was in the top 18 individuals out of 100 students. It is important to note that our students were competing with mostly Grade 6 students, so their performance was all the more commendable!

## Furry friends



For some years our Edtech department has been hosting Tech Fest – a celebration of technology, communication, collaboration, and creative critical thinking. This year was all about *Techception: The layers of tech and the ways that we interact with technology and how our perception of information changed*. We were visited by Furhat, a social robot who interacted with the students. This is also where we first met Misty 2. Our very own robot! Furhat and Misty were just two highlights of a week that got the whole school working with and thinking about technology in our lives.



# Doing more for our students

Like most International Schools, SIS operates an Annual Fund – the SIS Spirit Fund – as a vehicle for philanthropic giving from our community and beyond. The fund reached its third birthday in 2022, and continued to provide grant support to initiatives brought forward by the community.

Marisa León, Director of SIS, explained the purpose of the Annual Fund in her message to attendees of the SIS Spring Gala. In technical terms she explained it provided opportunities and facilities that lay outside the operational budget of the School. Then, recognising the gala spirit in the room she put it in more colourful terms: *It's the olive in your martini, the truffles on your steak, or the chocolate sprinkles on your dessert.*

## Singing for Nepal – a siren call to bidders at the SIS Gala

Amid the elegant gowns, sharp suits, cocktails, and cava at the 2023 SIS Spring Gala, it was a humble but painstakingly hand-made 'singing bowl' that stole the show. The bowl, brought back from Nepal by our Nepal Project coordinator Brad Roets, was the undoubted star of the live auction held at the event. As Brad demonstrated how a strike on the bowl produced an exquisite, loud, and sustained note, you could feel the desire to take ownership of it grow in the room.



As Brad Roets explained its provenance and how such bowls are hand-crafted in a process using intense heat and a metal worker's experience and skill, the bidding progressed. The bowl was eventually 'knocked down' for the magnificent sum of 17 000 SEK.

The Nepal Project has been supported by the SIS Spirit Fund for a number of years and this continued in 2022-23. In February 2023, ten students and two staff members were able to once again visit the Shila Devi Primary School which is the focus of our project efforts. On the trip, the students got to see a different culture of teaching and learning, as well as introducing their hosts to our methods.

The SIS students prepared their own lesson plans under the guidance of the teachers, and ran classes covering art, language, and mathematics amongst other topics.

Experiences like these develop our students as individuals, as team players, and as global citizens, and the SIS Spirit Fund plays an important part in encouraging that.



**SIS  
SPIRIT  
FUND**

## A philanthropic feast

The SIS Spring Gala on 27 May proved to be not only an enjoyable occasion but raised a sizeable sum for the SIS Spirit Fund. The total figure raised – 366 226 SEK – surpassed the amount raised at our inaugural Gala in 2022 where we celebrated our 70th anniversary.

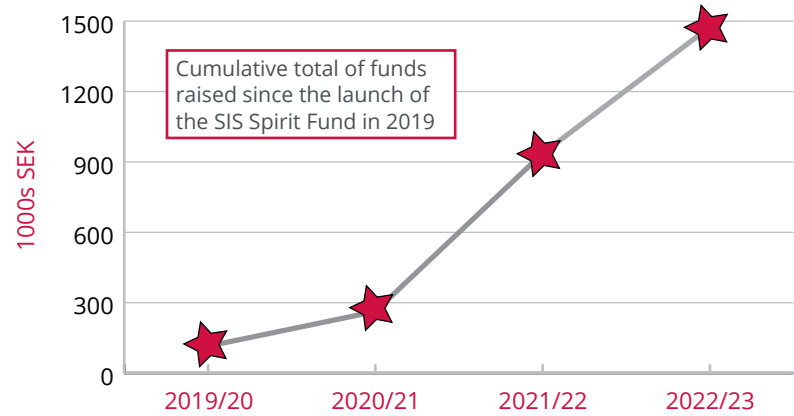
A little playful diplomatic rivalry caught the audience's imagination too. Following a successful bid of 10 000 SEK securing afternoon tea with the British Ambassador, a spontaneous offer from the US Ambassador to enjoy coffee and donuts at the US embassy quickly achieved 21 000 SEK. Long live the 'special relationship'!





# SIS SPIRIT FUND

Since its launch in 2019, the SIS Spirit Fund has raised almost 1 500 000 SEK to support projects within the School and deliver a better experience for our students and community.



## Down Mexico way

A grant from the SIS Spirit Fund helped enable a remarkable learning opportunity for 10th Grade students. A group from SIS were able to become part of a project in Mexico within a UNESCO world mixed heritage site for nature and culture. The SIS Spirit Fund covered the costs of enrolling the students in the project, while the students' families paid for all travel and living expenses.

The group got to be directly involved in meaningful research with scientists, collecting data and experiencing first-hand the fieldwork involved. During the two week trip they worked in the rainforest and then a marine site, and alongside the science they had the opportunity to discover Mayan culture too.

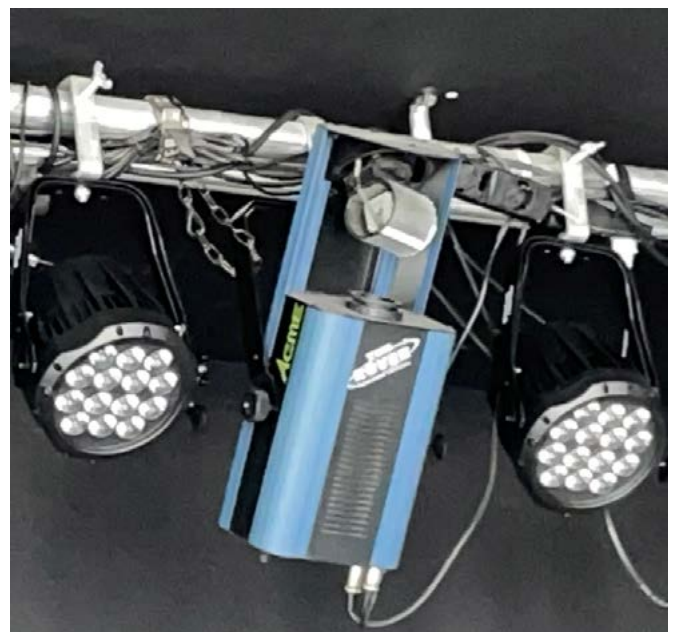


The trip was an opportunity to engage in a way uncommon for students of their age, allowing them to better understand what they might want to work with when they are older, and giving them an chance to feel they are making a difference.

The students also had lectures on forest ecology and biodiversity, but the field work stood out. One student on the trip remarked: *Visiting the sites and conducting research in the forest was a once in a lifetime experience that I will never forget.*

## Lights, sound – action!

As soon as term finished in June, the auditorium at Johannesgatan saw work begin to upgrade the projection and sound system and the addition of new energy-efficient lighting. The new projector is more powerful than previously, and able to throw a higher resolution, more intense image to the screen which substantially improved the presentation experience in the auditorium.



# Donors and volunteers

Stockholm International School would like to acknowledge and thank the donors and volunteers who gave so generously to support the School during the 2022/23 school year. Your donations to the SIS Spirit Fund allow us to support academic excellence, provide extraordinary experiences, and enhance our campus facilities for the benefit of our students. The time, energy, and expertise volunteered helps build and strengthen our community. We thank each and every one of you.

## DONORS

### PLATINUM CIRCLE

#### 70 000+ SEK

Claes and Merike Dahlbäck  
Ranesh and Erik Ramanathan  
Hitz Foundation  
Jan Ståhlberg and Jennie Gustafsson  
Viveka and Johan Nordström

### DIRECTOR'S CIRCLE

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Venugopal and Susana Wendel  
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Reema Sharma  
Sara Roller Mateljic  
Sylwia Szymanska-Smolkin

*Three additional donors gave anonymously*

*If you would like to make a donation to the SIS Spirit Fund you can easily do so online. Just [visit the website](#).*

## VOLUNTEERS

### SIS BOARD

Lage Jonason  
Jahn Henry Løvaas  
Arthur French  
Judith Gough  
Vidar Helgesen  
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Philip McCrea  
Fredrik Sand  
Hans Skeppner  
Annika Vikult

### SPC BOARD 2022/23

Marianne Røder Lauridsen  
David Salinas  
Avanti Bammanhalli  
Tamara Tomasetto  
Demetra Stellas  
Farrah Gillani  
Claude Kelly

We would also like to thank the numerous volunteers who have contributed to the community with their time and service over the year. From supporting new families on arrival in Stockholm, to staffing events, baking, making, and generally helping to make SIS the wonderful, supportive community that it is – we thank you.

# Setting our standards

At the outset of the 2022-'23 academic year, SIS was already deeply engaged in the process of gaining reaccreditation from the Council of International Schools (CIS). The process had actually started in November 2021, and would ultimately involve the whole staff, our parents, and our students, all providing input to the accreditation process. Without it, SIS would lose much credibility, so it's easy to see why it was an overriding priority.



The CIS are at pains to point out that their accreditation culture is not one of 'inspection'. Rather, they see themselves as 'friendly advisors' commenting on strengths and weaknesses, supporting schools' ambitions, and offering guidance and assistance to help them meet the criteria set out. Indeed much of the process is characterised as 'self-study' – an opportunity to reflect on what we do well, what we could do better, whether there is something we should be doing but aren't, or something we aren't doing but should.

The structure for this analysis is provided by a defined number of areas of activity or 'domains'.

- Purpose and Direction
- Governance, Ownership and Leadership
- Curriculum - Primary (CIS)
- Curriculum - Secondary (IB)
- Teaching and Assessing for Learning
- Wellbeing
- Staffing
- Community and Home Partnerships
- Premises, Facilities, Technology Systems and Auxiliary Services

However, although these areas define specific areas, the whole school was represented on each: teachers would comment on facilities, administrative staff could offer perceptions and ask questions about what goes on in the classroom, parents could comment on governance and leadership. Each stakeholder group had a voice in every aspect of the School as part of our approach to understand what we do, taking nothing for granted.



This self-study process went on over a period of months, citing how SIS met or surpassed the criteria set out in the CIS guidelines, and gathering evidence to prove the point. This took many forms; School policies, lesson examples, pictures of the School environment, examples of student work,

examples of student documentation, and a wealth of other material that demonstrated our commitment to the CIS standards.

**"I don't know exactly what it is you are doing here at SIS, but you must do it extremely well. Otherwise, you would not have such positive and engaged students."**

**– a member of the CIS team**

The final part of the process was in March, when delegates from CIS visited to School to talk to all our stakeholders face to face. Do we all share the same understanding of the submission we had made? Was it reflected in the life of the School? Were we taking actions to address any shortcomings we might have identified during the process?

To conclude the visit, the CIS team delivered initial feedback to an expectant group who had been part of the SIS steering committee and the long accreditation process.



“This face-to-face visit provided great insight into the operation of the school and indicated the student-centred nature that permeates all interactions between and amongst all members of the school community.”

– The CIS Team at the conclusion of their visit



It was extremely good news.

The School’s reporting on the various domains was ‘exemplary’. Our then Head of Learning, Bradley Lister, was commended for his ‘outstanding marshalling of the project’, and the syllabus transition in Primary School from the International Primary Curriculum to the International Baccalaureate Primary Year Program had left the evaluation team ‘deeply impressed’.

The visiting team recognised the complexity of undertaking the review while that transition was going on and simultaneously



planning the integration of a new site at Norra Latin. Nevertheless, they said the sense of community and depth of care came through at all levels during their visit, where they met with representatives of all stakeholders in our community, observed classes, and spoke directly with students.

They commended the commitment of SIS staff to child safeguarding and recognised that child welfare was at the heart of what SIS does.

“I wouldn’t change the level of support we receive, it truly makes us feel cared about at school.”

– an SIS student speaking during the process



“The school has established an atmosphere of collaboration, excitement and respect, that has led to positive interactions amongst all its members.”

– The CIS Team at the conclusion of their visit

# SIS goes networking



SIS staff featured conspicuously at the Nordic Network of International Schools Annual Conference in 2022. Learning Support Teachers, Evi Markou together with Kim Avery, Learning Support Teacher Tess Guyo, and Teacher, Anna Söderström led mini workshops as part of the conference proceedings.

## The Inclusive Classroom



Evi and Kim explored 'The Inclusive Classroom', examining how adjustments can be made to classroom practice to maximise inclusion of students without drawing unwanted or unfavourable attention to them. They focused on learner variability and their self-esteem while asking how educators can empower students to value their own, and others', diversity. Participants were invited to leave the conference thinking about inclusion and its tensions in international settings, the learning barriers in classrooms, and teaching strategies that embrace learner variability.

## Graphic Language

Anna Söderström's workshop was inspired by one of the aims of the Language and Literature guide for the IB Diploma Programme: 'to foster a lifelong interest in and enjoyment of language and literature'. Over the years Anna has been coming back to this aim and asking over and over again, 'How can I make my students more interested in texts, and what would be the best way to reach this cohort of students that are so familiar with computer games, and other visual materials?'



Anna presented that almost all nonliterary text types available for the teaching and assessment of the IB Language and Literature course in DP, include visual elements in them in one way or the other, and for the literary part of the course, the graphical novels have become increasingly popular. She also shared how cartoons, comics, graphic texts, advertisements, and cinematography can be used to successfully raise engagement and spark interest in various text types among students, and how these can be included in the final assessments in the Language and Literature course.

## A New Platform

Maria Teresa Tan 'Tess' Guyo introduced a new platform for students coming from Nordic and Baltic schools entitled 'Nordic Network STEAM Titans'. This is a collaborative platform for young STEAM (Science, Technology, Engineering, Arts, Math) enthusiasts including a competition series and opportunities for students and educators to showcase a variety of STEAM-themed exhibits. It will be a forum to advocate fun STEAM learning activities silver lined with building a resilient 21st-century generation of creative thinkers.







## Committing to the IB

This year saw a fundamental change in the Primary School as we transitioned from the International Primary Curriculum (IPC) to the IB Primary Years Program (IB PYP). The IB PYP offers an inquiry-based framework and its philosophy is grounded on the same attributes of the learner profile in the IB MYP and IB DP.

This framework allows teachers to develop units of inquiry that are based on six transdisciplinary themes. The approach is based on self- and group-initiated inquiries, giving students agency in their learning.

In May, SIS received confirmation that

it had been accepted as an IB Candidate School – meaning that we could complete the transition to using that curriculum framework and continue to pursue our ultimate goal of becoming an IB continuum school. (In parallel with the CIS and MSA accreditation in 2022–’23 SIS was also reaccredited by the IB in the Middle and Upper Schools.)

“... the CIS accreditation team remarked that they were ‘deeply impressed’ by how the transition was effected”

Despite the similarities, the switch from one programme to the other has required an enormous amount of commitment from teaching staff. Units needed to be rethought, documentation revised to record and report on student performance, and the students introduced to new expectations and a new framework.

When the CIS accreditation team remarked that they were ‘deeply impressed’ by how the transition was effected, they were testifying to the dedication of our staff who work so hard to achieve the best for our students.

## When it’s good to Google

As the academic year ended, SIS was admitted to the Google for Education Reference School Program. The approval certifies that Google recognises SIS as a school doing exemplary things with Google tools – one of only three such schools in Sweden. It also recognises that the school is outstanding in its use of technology to provide positive learning outcomes.

Google  
for Education





## Detailing our future

From August to December of 2022, not a door was hinged, a light bulb replaced, a dripping tap repaired, or a window reglazed at Norra Latin at the direct behest of SIS. But the project was far from being dormant!



SIS secured Norra Latin on a 25-year lease in an agreement signed in April 2022, but access would only be granted from 1 January 2023 when the current tenant vacated. Nevertheless, as the new academic year started meticulous planning was underway both at SIS and at the building landlords who were to be responsible for agreed levels of refurbishment prior to SIS actually occupying the building.

It was a substantial project with an ambitious timeline. To conform with current regulations, and those specific to schools in particular, acoustics, air quality, access, and countless other parameters had to be addressed. All the while, the contractors making the changes needed to be mindful of the protected status of many features of the building.

**every aspect of the proposed changes would be subject to intense scrutiny**

This status meant that every aspect of the proposed changes would be subject to intense scrutiny. For example, there was clearly a need to establish barriers around stairwells and gallery spaces that at once meet our needs for child safety yet do not intrude upon the visual amenity and architectural heritage of the building. Initial proposals for acrylic panels were deemed unacceptable. However, our expert advisors worked with the contractor to come up with a solution that introduces ironworks into the design that echo the building's period origins while providing the safety and security required. Details like this were to place great demands on everyone managing the project, but the need to make the right decisions for the next 25 years of Norra Latin always came first.

A month into the project and more of the challenges and unexpected setbacks were revealed. This had twofold consequences – firstly, the timeline could be made more definite, secondly, because they were challenges and unexpected setbacks, the timescale could not be as originally hoped for. It became clear that not all of Norra Latin could be open for the start of the 2023–'24 academic year, but we were determined that would not mean it would not open its doors to students.

**the need to make the right decisions for the next 25 years of Norra Latin always came first**

As issues with the building structure were resolved the immense detail involved moved further up the agenda of the SIS Project Manager, Sandra Loureiro. If you are installing a new kitchen someone at some point has to put a mark on a plan that says 'put the tap here' or 'position the power outlet here'. The same in Norra Latin – but multiply it several hundred times. That was the level of detailed specification to be worked through. From the position of – yes – taps, in wet labs, to the location and mounting of projectors on acoustic-pannelled ceilings, all of the services and their associated access points had to be identified and noted in the plans. This then had to be reconciled with the trunking, plumbing, and other requirements of the preferred

locations to ensure compatibility with the fabric of the building.

**AN UNGLAMOROUS TIME**

March was an unglamorous time in the project, where the day-to-day work was more of the same – redoing ceilings, making adjustments, installing power points, plumbing, and stripping back. This work in the building was complemented by the administrative effort involved – soliciting quotations, selecting suppliers, agreeing timelines, and placing orders.

**As late spring arrived, the picture was beginning to get clearer**

As late spring arrived, the picture was beginning to get clearer. Doors were being rehung, walls were being finished and painted, low energy lighting shone on a space that was beginning to have a unified

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## MORE THAN A BUILDING PROJECT

Norra Latin is a statement about the future of SIS as well as an immensely challenging and satisfying building project.

SIS is here to serve the Stockholm region and the international community attracted here by the ambition, investment, and vision of the Swedish economy. It has been clear for some years that the demand for high-quality international education would continue to increase, and evident that SIS would need larger premises to continue to satisfy that demand and give our students the best possible experience.

Norra Latin provides that opportunity. As a beacon of architectural excellence, located at the heart of Stockholm, commanding its locality, and attracting the admiration of the community, it epitomises everything that SIS is, and aspires to be.



## Norra Latin in pictures: transforming an eighteenth century school into a school fit for the 21st century



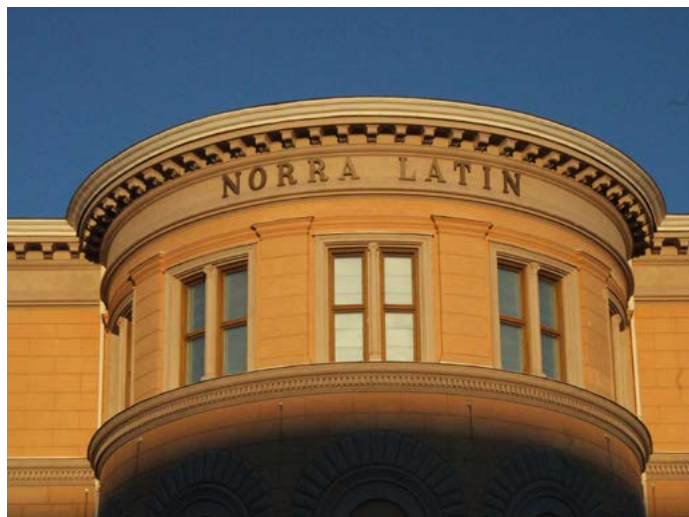


*from page 19*

character – and was beginning to feel like a school. At last, we were able to share a glimpse of the interior to important

stakeholders including members of the SIS Parent Community Board and members of our Board of Trustees getting a first sight of what months of planning, creative thinking, and hard work had achieved.

As the academic year drew to a close, the packing began for Middle and Upper School. This was real! August would see the start of a new term unlike any other since SIS moved to Johannesgatan in 1967.







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