



Welcome to International School Suva

Parents, guardians and teachers have one important trait in common, that being that we all want the best for our children and students. These young people spend much of their life in school and at International School Suva we strive to make this a happy place where they want to come every day.



Whilst academic achievement is important, and we are proud of the achievement of our students, this is not the only measure of success. We want students at International School Suva not to go through life watching from the sidelines but instead to take on new challenges head-on with courage and commitment. They are taught to question their actions and to reflect on what they want to achieve, and to then take action to achieve these goals.



We believe that all students from our youngest to our eldest have the potential to bring about positive change at home, in their communities and further afield. We work to make International School Suva a safe place where students can test out their ideas with the support of their teachers and friends.



Whether it is in the classroom, on the sporting field, as part of service, on camp or on the stage we believe in providing opportunities for students to stretch themselves and for them to realize their potential. We expect a lot from our students and through this they start to expect a lot from themselves. Everyone can do more than they think and we aim to show our students what is possible.

Thank you for your interest in International School Suva and I hope you want to find out more.



Mr Steve Cathers
Principal / Head of Schools



Our Story

The International School Suva (ISS) strives to provide excellent international education, providing all students with the skills necessary to be positive members of their communities and responsible global citizens.

ISS was founded in 1973 and has an enrolment of nearly 600 students in early years, primary and secondary education in a caring and nurturing environment. It is the largest international school in Fiji, located just outside Suva city, the capital city of Fiji. ISS is an independent co-educational day school. Students represent over 50 different nationalities allowing for a distinctively international setting for teaching the skills and content of the major academic disciplines while developing each student's capacity for independent, analytical thinking.



Mission Statement

ISS is committed to rigorous and high academic standards and instillation of ideals of lifelong learning and responsible global citizens. We strive to ensure that every student leaves ISS with an international understanding, an ability to think critically, act with compassion, care about themselves and others and display the attributes of School-Wide Learner Outcomes.

Our Vision

That every ISS student should have the confidence to be themselves, be independent in thought and action, be enterprising and prepared for life as a global citizen. International School Suva will strive to become the premier provider of primary and secondary education in the South Pacific where students will be exposed to a variety of learning experiences of the highest international standards that can assist them to achieve their maximum potential.

School Wide Learner Profile Attributes

Inquirers	Acquiring the skills necessary to conduct research and construct meaning, stimulating a love of learning that will be sustained throughout their lives. Demonstrate curiosity and value learning questioning the truth and principle behind concepts.
Thinkers	Exercising initiative in applying higher level thinking skills critically and creatively to make sound decisions, to solve complex problems and to reflect on findings.
Communicators	Receiving and expressing ideas and information confidently in more than one language or mode of communication, including the language of mathematical symbols, use of computer technology, and non-verbal modes of communication. Demonstrate effective listening skills.
Courageous	Approaching and analysing unfamiliar situations with the confidence required to explore new roles, ideas and strategies. Showing the courage and commitment to articulate and defend their beliefs.
Knowledgeable	Exploring themes which have global and local relevance and importance, in order to acquire a critical mass of knowledge and skills in a range of significant subject areas.
Principled	Having a sound grasp of the principles of moral reasoning. Displaying integrity, honesty and a sense of fairness and justice. Advocacy for those unable to speak for themselves and for just causes.
Caring	Showing sensitivity towards the needs and the feelings of others. Displaying self-respect, self-esteem and being enthusiastically involved in the community. Developing the skills, knowledge and compassion to empower others and serve the community.
Open-minded	Respecting the views, values and traditions of others. Seeking and considering a range of perspectives with sensitivity and tolerance.
Balanced	Understanding the importance of physical, spiritual and mental balance and personal well-being. Taking action through participating in a wide range of cross-cultural activities including the arts and sport.
Reflective	Giving thoughtful consideration to learning and analysing personal strengths and weaknesses in a constructive manner.



International Baccalaureate

Students can start at ISS at 3 years old (turning 4) with the *IB Early Years Programme*.

In the year a student turns 6, the *IB Primary Years Programme* begins, taking the child from Reception to Year 5.

From Year 6 to Year 10, the curriculum is the *IB Middle Years Programme*.

In Year 11 and Year 12, students can choose to complete their IB journey with the *IB Diploma*, or they can opt for the *Australian Capital Territory Senior School Certificate and ATAR* (Australian Tertiary Admissions Ranking). Both options are internationally recognised and prepare students for University entry or moving into the workplace.

IB Early Years Programme (ECH1 and ECH2)

When our youngest students arrive in the Early Childhood classrooms, they are in an environment focused on the Early Years part of the Primary Years Programme (PYP). We recognize three features that make an effective early years education: relationships, environment and play. We consider these particular features to design powerful learning experiences for our youngest students.



Relationship

Children learn through shared relationships, and their learning shapes the way they perceive the world. The participation of children, teachers, classmates and all significant adults in a child's life is therefore an essential part of learning and has a direct impact on the taught curriculum.

Central ideas are explored collaboratively with students in an atmosphere of inclusion, highlighting and acknowledging the shared thinking that takes place within groups. Through our relationships, we use various perspectives to develop and build on inquiries. As adults are not neutral and passive facilitators; they ensure opportunities for children to participate in collaborative learning activities.

Environment

Intelligent, resourceful and creative, young learners are individuals who grow, develop and learn at different rates. They explore their environment and learn about their world through play-based learning and through a variety of relationships with peers, teachers, family and community members.

Interaction with the learning environment causes young learners to think, make choices and establish connections between what they already know about the world and what they learn when manipulating materials. Through these interactions, they develop their transdisciplinary skills. When they learn to share, control their emotions, take turns, control their actions and negotiate with others, students develop the PYP attitudes.

Play

Play is a fundamental medium for young children's learning. Teachers provide the context in which the children's knowledge and understandings can be extended and strengthened. While playing, children are engaged and self motivated. They are developing vital processes including creating, making choices, organizing, taking and sharing responsibility, interpreting, predicting, recalling and reflecting, talking and communicating. Their activities may be extended over context and time, and they have a sense of accomplishing tasks.



ECH1

Children who are 4 or turning 4 during the academic year join Early Childhood 1 (ECH1). The ECH1 children are in one classroom, with one teacher and one teaching assistant. Their day runs from 8 am to 1pm. Up to 17 children are taken in ECH1.

ECH2

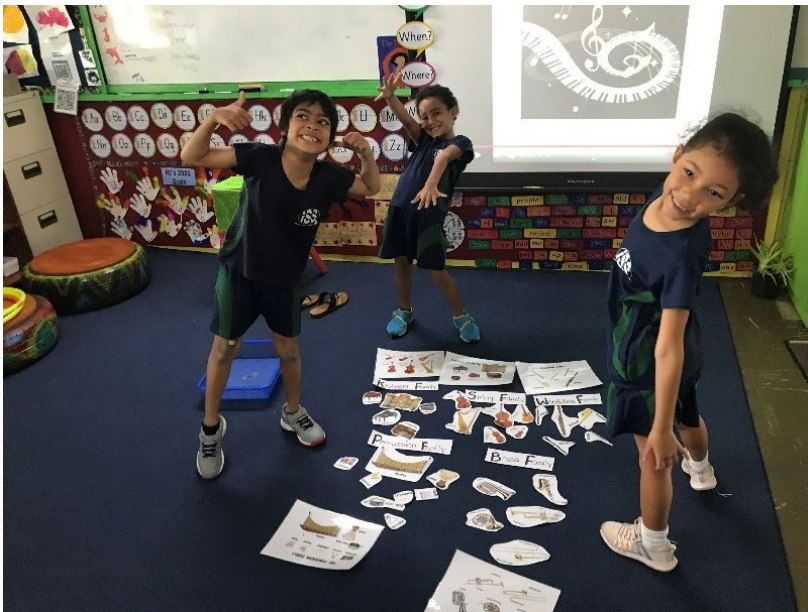
Children who are 5 or turning 5 during the academic year join Early Childhood 2 (ECH2). ECH2 has two classes, each with up to 17 children with one teacher and one teaching assistant per class. The school hours are extended to the full school day and finish at 2.30pm.

IB Primary Years Programme (PYP)

Reception to Year 5

International Baccalaureate Primary Years Programme (IBPYP), an international curriculum framework that aims to provide a holistic education continues from Reception to Year 5 (6 years to 11 years old). As a result, we hope to develop students who are caring and actively participate in their learning journey.

Classes are small, around 20 students as a maximum, with one teacher and a teaching assistant over two classes.



The PYP offers:

- an international transdisciplinary, inquiry based and student centred programme
- opportunities and learning experiences that encourage student agency and develop internationally minded students.
- a transdisciplinary approach to learning through active inquiry which aims to develop the whole child to meet the competencies and attributes outlined in the School Wide Learner Profile.
- a curriculum framework that builds conceptual understanding with the belief that students can take ownership of their learning and be partners in learning.

Subjects offered in PYP

The knowledge component of the PYP includes the following subjects; language; mathematics; science; social studies; arts; physical, social and personal education. Subjects can be taught as a stand-alone or integrated through the units of inquiry (UOI) in the following transdisciplinary themes.



Who we are: Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time: Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.



How we express ourselves: Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works: Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves: Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet: Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Assessment in PYP

Assessment plays a vital role in learning and teaching at ISS. It informs teachers planning and student learning. Assessments are authentic, clear and specific, varied, developmental, collaborative and interactive. It is used to feedback and feed forward to students allowing them to develop goals to work towards.



Middle Years Programme (MYP)

Year 6 to Year 10

In Year 6 to Year 10 (11-16 year olds), International School Suva offers the IB Middle Years Programme (MYP). The MYP aims to develop active learners and internationally minded young people. ISS has been delivering the MYP curriculum since January 2019 and gained full authorisation in late 2020.



What is special about MYP at International School Suva?

We believe our students:

- Deserve the best possible preparation for the IB Diploma Programme in Year 11 and 12;
- Have different learning styles which should be taken into consideration during assessment;
- Should explore their passions by completing a Personal Project in Year 10;
- Are communications, in both their mother tongue and in multiple foreign languages;
- Need to explore Fiji as a classroom;
- Learn through service to others;
- Benefit immensely from the Personal and Social Education programme.



The MYP structure

The MYP builds on the knowledge, skills and attitudes developed in the PYP and prepares students for the rigour and requirements of the Diploma Programme. As a broad curriculum framework, the MYP requires all students to study eight distinct subject areas:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Mathematics
- Design
- Arts
- Sciences
- Physical and Health Education



The MYP framework emphasises learning in authentic contexts, building and deepening conceptual understandings, and developing skills that enable students to learn and thrive in our world. Students who participate in the MYP build confidence, learn by doing and connecting with the larger world. They also develop an understanding of global challenges, and act as responsible citizens.

Service learning plays a significant role, requiring students to take part in service activities in the surrounding community. Students are expected to objectively analyse their work and progression on a regular basis. The MYP culminates in the Personal Project which is an opportunity for students to apply all of the understanding and skills that they have developed throughout the programme, in a personal task of their choosing.



IB Diploma Programme (DP)

Year 11 and Year 12

The IB Diploma Programme is an excellent curriculum for students of a wide range of abilities and backgrounds. The aims of the IB DP are to provide:

- Students the ability to develop knowledge, skills and attitudes
- A curriculum based on the IB Learner Profile
- An academically challenging and balanced programme of education



The IB DP structure

All Diploma Programme students undertake three core subjects which aim to 'broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.' They include the studies of:



- Theory of Knowledge, a course about critical thinking and inquiry;
- Creativity, Activity and Service (CAS) involves students in a range of activities alongside their academic studies enabling them to think creatively, physical activities, leading to a healthier lifestyle and service activities, which in voluntary work, helping those in a wider community in need;
- The Extended Essay, an opportunity to conduct independent investigation in an area of interest, encompassing research and writing skills of a 4000 word academic essay.



Outside of the Core, there are six grouped areas of academic study. Students must select one subject from each of the groups, or alternatively, instead of taking a Group 6 subject, students can take an extra subject from either Group 3 or Group 4.

Group 1 – Language A Language and Literature: with *English Language and Literature* or *Language A Literature* (School Support, Self Taught) being offered at ISS

Group 2 – Language B Language Acquisition: with *Chinese*, *English* and *French* being offered at ISS at B or Ab Initio level

Group 3 – Individuals and Societies: with *Business management*, *Economics*, and *History* being offered at ISS

Group 4 – Sciences: with *Biology*, *Chemistry* and *Physics* being offered at ISS

Group 5 – Mathematics: with *Analysis* and *Approaches* being offered at ISS

Group 6 – The Arts: with *Music*, *Theatre* and *Visual Arts* being offered at ISS

At ISS, some students also choose to do Self Taught Language A instead of a second language. Whilst this is possible, students have to be fully fluent in their language of study.

Students must choose to do three subjects at Higher Level (HL) and three at Standard Level (SL). HL subjects have 240 contact hours, while SL subjects have 150 contact hours.

Assessment and Awarding of the IB DP

Assessment is internal (marked by ISS) and moderation of results by IB external examiners as well as externally set and marked examinations and tasks.



Australian Capital Territory (ACT) Curriculum

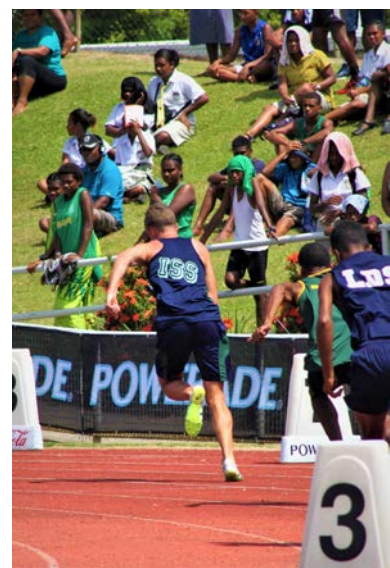
Year 11 and Year 12

The Australian Capital Territory (ACT) program is a two year course for students in Year 11 and Year 12. The program is administered by the ACT Board of Senior Secondary Studies (BSSS) based in Canberra, Australia. Students at International School Suva who undertake the ACT program chose to study a tertiary package, which makes them eligible to receive an Australian Tertiary Admissions Rank (ATAR). The ATAR is used by universities throughout Australia for entry selection and it may also be used for entrance to universities throughout the world.



Courses and Assessments

The ACT curriculum provides a range of excellent courses in a wide range of subjects and, since there is no prescribed combination of subjects, students are able to choose courses that play to their strengths. All subject courses delivered at ISS are approved and accredited by the BSSS in Canberra. Subjects are taught as units per semester, enabling students to either complete a major consisting of 3.5 or 4 units or a minor made up of 2 units. Students must complete either 4 majors and 1 minor or 3 majors and 3 minors to finish the program accumulating a minimum of 20 units, 18 of which must be tertiary units.



All assessments are school based, that is, they are internally designed by teachers in line with the framework set by the BSSS. Portfolios of students' work are then moderated in Canberra to ensure grades and assessments are consistent across subjects and schools in the system. Students studying the tertiary package will sit the ACT Scaling Test (AST) in September of Year 12. This is a higher order thinking examination, used to compare tertiary scores within a school and across schools for calculating the ATAR.



At ISS students typically study five to six subjects with a compulsory course in English and Mathematics for at least the first year. Additional subjects offered are Business, Economics, Chinese, French, Physics, Chemistry, Biology, Oceanography, Modern History, Outdoor Education, Sports Studies, Visual Arts, Music and Drama.

Creativity, Arts and Service (CAS) programs provide outside learning situations that are appropriate for students in Year 11 and Year 12. And give recognition for activities which lead to personal development, recreational or community service activities.





Key Contacts



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General Information

Timetable

Early Childhood 1 (ECH1) classes run from 8am – 1pm. While Early Childhood 2 (ECH2) to Year 5 classes run from 8am – 2.30pm. Secondary classes run from 7:50am – 2.30pm beginning with a 10 minute Pastoral class. Tuesday After School Activities (TASA) run to 4pm each Tuesday.

Stationery and school materials



All stationery and school materials are supplied through the classroom teacher in the Primary School. There is no need for parents to make separate purchases for exercise books, text books or writing materials to start the year.

Secondary students will receive textbooks through the Library. Students are expected to return their textbooks at the end of the school year and will be charged for missing or damaged books. Secondary students are expected to provide their own stationery. A list will be supplied on enrolment.

A locker is provided for all Secondary students. Each student is responsible for the security of his/her locker and contents and must ensure it is locked at all times.

Mobile phones can be brought to school but must not be used during the school day unless permission is given. The phone must then be used for the express purpose of aiding student learning. Data use should comply with the conditions set out within the Acceptable Use Policy (AUP) for electronic devices at school. From Year 9, students are required to bring an appropriate device for their learning. Use of the school WiFi is restricted to the conditions set out within the AUP.

School Uniform

It is an expectation that all students wear the correct uniform. School sandals can be black, blue or brown and should have a back strap and provide support over the top of the foot. Black shoes and white socks may also be worn but sandals must be worn with *sulus*. Shorts may be worn as an alternative to the *sulu* and skirt except for formal school functions.

School Cafeteria

There is a school cafeteria where students can order and purchase hot and cold snacks and meals. The opening hours are from 7.30am to 3.30pm. Primary students fill in lunch orders in the morning and their order is brought to their classroom. Secondary students are advised to order lunch before recess.

School Fees

An Enrolment Fee is payable to confirm a place at ISS. This is a once off fee. Tuition Fee and Building Levy are payable each term (over four terms) according to a published Fee Schedule. A 50% sibling discount on the Building Levy will be given to the 3rd and subsequent child in each family under both fee payer categories.

Other costs involved may include bus fares, personal stationery (for Secondary), some school activities and school uniforms. All examination fees and registration fees for PYP, MYP, IB Diploma and ACT are paid by the school.

Fees are charged on a two tier scale - Expatriate or Local Fee payers.

The requirement to be considered *Expatriate Fee Payer* is:

- Non Fiji citizen
- Less than five full years of student enrolment at ISS
- Less than ten full years of residency in Fiji

The requirement to be considered *Local Fee Payer* is (one or more to apply):

- Fiji citizen (student or parent passport, or citizenship paper)
- Five full years of student enrolment at ISS
- Ten full years of residency in Fiji

The full year's fees can be paid in advance or are due by Term. Term 1 fees are due by the first day of school. Term 2 to Term 4 are due by the last day of the previous term. School fees can be deposited directly into the school bank account, as per details below on each invoice, or can be paid at the Business Office, on the ground floor of the Administrative Building.

Concession on Fees

Both Expatriate and Local fee payers qualify to apply for concessionary fees provided their parent's joint net income is as follows:

Details	NET Joint Income	Discount on school fees
Parent with one Child	< \$100,000	35%
Parent with one child	< \$120,000	30%
Parent with one child	< \$130,000	25%
Parent with two children	< \$130,000	35%
Parent with two children	< \$140,000	30%
Parent with two children	< \$150,000	25%

To be considered for a concession on school fees, please ask for, or download the concession application form from www.iss.school.fj and return the completed application form to the Admissions Office.

Application for the concessional fee will only be considered on the production of the necessary financial information and documentation as supplied by the applicant and all fee concessions are reviewed annually. There are no concessions available on fees for ECH1 and ECH2. Please note that full fees are payable whilst the concession application is being processed.

Applications are processed by the Business Manager and final approval given in conjunction with the Principal/Head of School.



Contact us

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