



**WHO
WE ARE**
#proudtobeISHCMC





International School Ho Chi Minh City (ISHCMC) utilizes the flexibility of the International Baccalaureate programmes to encourage an inclusive, broad and balanced approach to learning through inquiry, exploration of concepts, principled and caring citizenship, creative problem solving, collaboration, communication and connectivity.

This ultimately produces a level of academic rigor and achievement required for entrance to top-ranked universities worldwide.



INQUIRERS INVITED

WE ARE ALL ON THE ISHCMC JOURNEY

The International School Ho Chi Minh City (ISHCMC) represents a culturally diverse group of families and teachers brought together by a common purpose to build a Culture of Achievement in which our community is **Energized, Engaged** and **Empowered**. All parents have similar objectives for their children's education; to achieve the best of their abilities and to be safe and happy. These are the underlying foundations of our mission at ISHCMC. We believe that if students enjoy coming to school and the school provides appropriate guidance and support they will be energized and engaged by their learning and achievements and empowered to succeed in their lives.

At ISHCMC, we have a dedicated and professional faculty of teachers and administrators who are passionate about their profession and who enjoy working in multinational classroom environments.

In today's world, one cannot underestimate the importance of schools that are prepared to listen to research and adjust their pedagogy to reflect new ideas and concepts. It is no longer acceptable for schools to solely focus on the acquisition of knowledge and content. Great schools focus on the skills of how to learn; how to think; how to take control of one's life; how to care and understand about the social and emotional well-being of others as well as themselves; how to build a sustainable future and how to flourish in the 21st century.

We look forward to you joining the ISHCMC community.



“ ISHCMC produces students who have been equipped with the skills and citizenship required to achieve in the globalized environment they will inherit. ”

Adrian Watts, ISHCMC Head of School

WHO WE ARE

CREATING A CULTURE OF ACHIEVEMENT

Our Mission

As an IB World School, ISHCMC constructs a Culture of Achievement in an environment where students are **Energized, Engaged** and **Empowered** to become active participants in their communities.

Our Educational Goal

To educate students to construct an understanding of knowledge and of their world through carefully developed learning and social skills.

Our Vision

To be widely recognized as a school that nurtures a creative and collaborative learning environment where students and teachers seek to achieve beyond their goals, flourish as individuals, display compassion, embrace challenge, take principled action on local and global issues and enjoy being part of their community.

Our Values

- Individual learners
- Creative and inquiring thinkers
- Learning beyond the classroom
- International mindedness
- Reflection and goal-setting
- Collaboration and connectivity
- Environmental sustainability
- Healthy and mindful choices
- Honest and principled actions



ENERGIZED

Energy emerges from students who are flourishing, physically and mentally healthy, and who are aligned with their inner selves.

ENGAGED

Students are encouraged to uncover their learning in a collaborative, constructive environment in which they deepen their understanding and create new perspectives.

EMPOWERED

ISHCMC's Culture of Achievement encourages students to learn the skills and attitudes necessary to take control of their learning and their lives.

THE FIRST IN HO CHI MINH CITY THE HISTORY OF ISHCMC

At ISHCMC, we are extremely proud to have been the first international school in HCMC with the longest history of graduating students to high profile universities around the world.



The Australian Foreign Minister (far left) and Pham Chanh Truc (far right), Vice Chairman of the People's Committee cutting the ribbon at the opening ceremony of the Nam Ky Khoi Nghia Street campus.

1993

- ISHCMC, previously known as International Grammar School, opens in District 3.

1994

- International Grammar School's second campus opens in District 3.

1997

- International Grammar School is renamed "International School Ho Chi Minh City" and moves to its current location in District 2.

1998

- ISHCMC is granted approval to offer the International Baccalaureate Diploma Program.

1999

- ISHCMC receives accreditation from ECIS, now known as CIS.

2000

- ISHCMC graduates its first class of IBDP students.

2001

- ISHCMC's District 3 campus expands to include Early Explorers and Kindergarten students.

2003

- Junior School students move to the An Phu campus.

2008

- ISHCMC receives accreditation from NEASC and is now accredited by two of the most renowned international accreditation organizations worldwide.

2009

- A new Administration building and a Multi-Purpose Room/ Gymnasium is completed.

2011

- ISHCMC joins the Cognita Schools Group, a family of over 60 schools worldwide.

2012

- New facilities are added that include: science laboratories, music rooms, a gymnasium, a 25-meter swimming pool and new play areas.

2014

- The Early Explorer and Kindergarten areas are expanded and refurbished.

2016

- Refurbished Grade 4 and Studio 5 wing opened.

2017

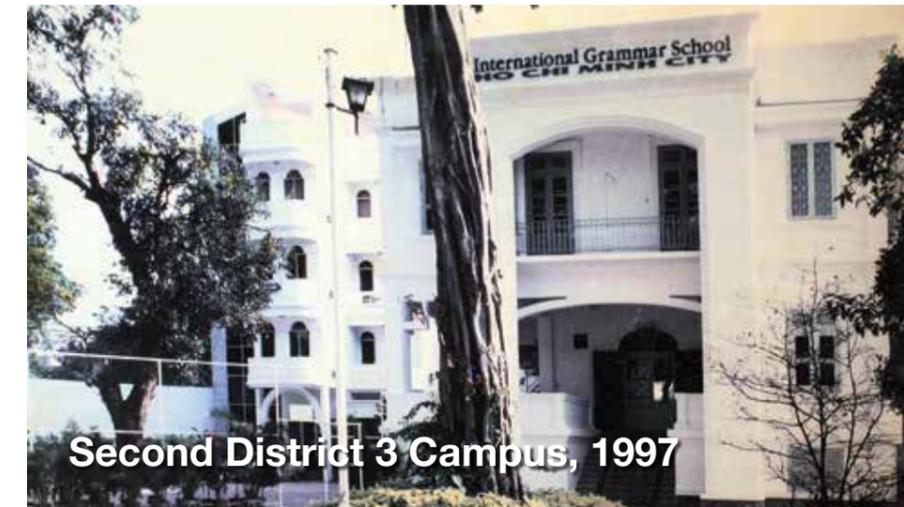
- The award-winning Primary Library and Grade 1 areas are unveiled.

2018

- ISHCMC's innovative new Secondary Campus opens in January. The Primary Campus is refurbished to include new areas -art spaces, music practice rooms, indoor play area, indoor canteen, food technology, Fab Lab, Grade 2 and KG areas.
- ISHCMC celebrates its 25th anniversary and its status as the first international school in Vietnam.



District 3 Campus, 1993



Second District 3 Campus, 1997



An Phu Campus, 1997



Secondary Campus, 2018

ONE COMMUNITY

TWO CAMPUSES

In January 2018 ISHCMC opened a new state-of-the-art Secondary School campus in District 2, less than 10 minutes from the Primary campus. This new facility and refurbished Primary campus provide a safe and secure 21st century learning environment for 2-18 year olds, complete with the latest security and clean air systems. Our two campuses allow students of both Primary and Secondary to flourish in spaces designed to meet their respective educational, social and emotional needs.

The Secondary campus offers great opportunity for student learning through technologically advanced classrooms, collaborative learning spaces and senior student study areas. Unique facilities will help to prepare our students for the realities of the 21st century commercial world. These include an Information and Media Center, a professional theater, recording studios, design suites, music practice rooms, NBA-sized basketball court, rooftop sports field, 25m 8-lane pool, food tech and science labs.

The Primary campus features an award-winning Primary Library, Fab Lab, Makerspace, food tech rooms, film studio and dedicated art rooms designed to encourage creativity through inquiry-based learning. Collaborative learning areas with wide corridors and break-out spaces for facilitating group study as well as individualized learning. The gym, adventure playground, 25m 6-lane pool and outdoor courts give our younger students room to play and grow.

Our two campuses are united by the shared ISHCMC mission which is committed to creating a supportive, challenging learning environment that enables our students to be energized, engaged and empowered every day.



CONSTRUCTIVIST

ISHCMC'S PEDAGOGY

At ISHCMC learning is seen as an active, constructive process arising from observation and scientific study about how people learn best. The student as the learner is encouraged to be an information constructor, actively creating their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. This means that there is a shift in the focus of teaching from knowledge as a product to knowing as a process. Teachers are trained to recognize the importance of the prior knowledge in students' learning, understanding that students are not blank slates or empty vessels waiting to be filled with knowledge. Instead, students are seen as bringing with them a rich array of prior experiences, knowledge and beliefs that they use in constructing new understandings. This approach engages and empowers the learner by valuing the part they play in creating meaning and participating actively in their learning rather than being a passive recipient of information.



INTERNATIONAL BACCALAUREATE WORLD SCHOOL

SHCMC is a fully authorized International Baccalaureate (IB) World School. Our approach to education is student-centered, following an inquiry-based interdisciplinary curriculum. Our curriculum is broad based and academically rigorous. We incorporate the best practices in education and constantly improve and update our programs to develop our students into independent thinking global citizens.

What is an IB World School?

The IB offers a comprehensive, inquiry-based approach to teaching and learning and provides an internationally-designed model for concurrency in learning for mobile and transient students. The program develops the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. There are more than 1,000,000 IB students at 4,954 schools in 153 countries.

An IB program is unique because of its academic and personal rigor, challenging students to excel in their studies and in their personal growth. Each program includes a curriculum and pedagogy plus student assessment appropriate to the age range. Authorization to become an IB World School is an intensive process that typically takes two or more years and includes site visits by an IB team from other schools who have been authorized to undertake regular evaluations.

SHCMC utilizes the flexibility of the International Baccalaureate programme to encourage an inclusive, broad and balanced approach to learning through inquiry and exploration.



EDUCATION SPECIALISTS

ISHCMC FACULTY

Education is probably the most important gift that a parent can provide for their children. ISHCMC is dedicated to providing the highest quality teaching staff from around the world to meet the needs of its students. We believe that everyone in the ISHCMC community should be lifelong learners. ISHCMC educators are encouraged to see themselves on the pathway to mastery and are supported through regular meetings and professional growth opportunities to reflect upon, develop and share their teaching practices. Through these activities we expect the teaching and learning at ISHCMC to be progressive and encompassing the latest in pedagogical research.

To be successful, ISHCMC students are encouraged from Early Explorers upwards to ask questions about their learning; to explore and assess what they know; to reflect and discuss their understandings and subsequently to create deeper understandings and more knowledge. Hence, the role of the educator changes from provider of information, to facilitator of learning through detailed planning and targeted activities. This transforms the classroom from being passive and quiet to a busy, active, problem-solving environment where students are taught to use strategies and techniques that allow them to take control of their own learning.

We recruit educators who have proven track records at their previous schools and know how to energize, engage and empower students in their classroom. ISHCMC teachers are well qualified, experienced, care about their students and build positive relationships to ensure students reach their full potential. Many of our educators have advanced degrees and all of our educators are committed to ongoing professional growth and development.





USA
 Vietnam
 Australia
 New Zealand
 Thailand
 Japan
 Taiwan
 France
 UK
 Spain
 Switzerland
 Korea
 Malaysia
 Sweden
 Italy
 Canada
 Israel
 Germany
 China
 India
 Singapore
 Ireland
 Philippines
 Russia
 Denmark

DIVERSITY

CELEBRATION
 OF CULTURES

Gone are the days where most people grew up in their hometowns, got a job, raised their family and stayed there forever. In this changing world, we must all understand and respect cultural differences so that we have the ability to relate to people from all over the world. At ISHCMC, we have a rich and culturally diverse school community. Our students, faculty and staff come from over 50 nations around the world. Our students have a unique opportunity, from a young age, to learn to be comfortable with individuals of all different backgrounds and cultures.

Cultural diversity in a school environment helps to promote creative, flexible and “out of the box” thinking. When students who see things from different perspectives come together, they are able to learn from each other, expand their views and consider different approaches and options.

An international education, from a truly international school, offers more to your child than academics. It gives them the social skills and understanding of how to maneuver and be successful in our global society.

EARLY EXPLORERS

EE2-EE4

Early Explorers at ISHCMC participate in the IB Primary Years Programme (PYP) which provides a holistic education and promotes social, physical, cognitive, creative and emotional development for all of our young learners. Students experience a balance of play, teacher-initiated and child-directed inquiries, set in a stimulating and nurturing environment.

We understand that learning is a lifelong process and that students develop at different rates. Readiness and receptiveness to learning varies within individuals. Our highly experienced teachers aim to instill a love of learning in each child so that it is seen as a desirable, enjoyable activity that will continue naturally long after formal education is finished.

Our environment is built on a Culture of Care. We value each child's self-esteem and self-worth; we focus on the positives and encourage the development of independence, responsibility and confidence. We believe a positive learning environment is supported through respect between students, teachers and families.

All activities are designed to enable students to become inquisitive, communicative and confident young learners. We develop our students' confidence in communicating ideas to others through developmentally appropriate activities in speaking, listening, reading and writing.

Through years of experience, we know that play is a powerful tool for learning. Types of play in Early Explorers include exploratory, manipulative, constructive, physical, creative, games and imagery. Play activities encourage exploration and experimentation, spark curiosity and imagination, and build children's abilities to solve problems.

Our educators facilitate opportunities for hands-on learning and exploration. This exploration helps children to develop their fine and gross motor skills and improve social interaction.



“Our environment is one of safety and security. We value each child's self-esteem and self-worth; we focus on the positives and encourage the development of independence, responsibility and confidence. We believe a positive learning environment is supported through respect between students, teachers and families.”

Kurtis Peterson, Primary Principal

PRIMARY YEARS GRADES KG-5

How we end up feeling about school and learning is often framed by our experiences in Grades KG – 5. ISHCMC recognizes the importance of these years in forming the foundations for intellectual growth and the development of the whole child. Through the IB Primary Years Programme (PYP), we make learning relevant and meaningful to students. We build upon previous educational experience, continuing an inquiry-based, integrated curriculum which focuses on the child as a learner. In our classrooms our students learn how to learn. It is the students who ask the questions, explore, assess what they know, and what they want to find out. We use engaging provocations across all disciplines to trigger the students' curiosities about the world and how it functions. Walking around our school, you'll notice that the learning at ISHCMC is dynamic, exciting, relevant and conceptually driven.

The PYP classrooms are designed to be student centered and lends itself naturally to promoting self-reflection, understanding diverse perspectives and pushing learners to make their own connections between our ISHCMC curriculum and the world around them. It is designed to produce students who are more internationally minded and participate fully in the world they will enter as adults. Students are encouraged and taught to be independent learners and critical thinkers. Through their inquiries students learn how to make choices, to take socially responsible action, to flourish as lifelong inquirers, researchers, supporters, advocates, artists and presenters both individually and as part of our collaborative community.

Each child's achievements and progress are tracked at ISHCMC. Teachers use a variety of assessment techniques ranging from standardized testing to student portfolios and classroom observation. We also focus on attitudes, learning skills, social relationships and effort when looking at the overall development of the child and communicating with parents.



“

ISHCMC is a brilliant learning environment because it teaches the children how to be independent and how to think outside the box.

”

Elisangela, Parent

MIDDLE YEARS

GRADES 6-10

As students start Secondary School at ISHCMC they move into the IB Middle Years Programme (MYP). The MYP in Grades 6-10 builds upon the inquiry-based approach to learning developed in the Primary Years Programme and prepares students for the academic rigour of the Diploma Programme in Grades 11 and 12. As a broad curriculum framework, all MYP students take courses in eight subject areas: Individuals and Societies, Language and Literature (in English, Korean or Vietnamese), Language Acquisition (in French, Spanish or Mandarin), Mathematics, Design (Product, Food, Digital), Arts (Visual Art, Music, Drama or Film), Sciences, and Physical & Health Education. Different options for the Language, Design and Arts courses enable students to shape their own learning pathways through the program. The school also supports students that wish to learn Language and Literature in their own mother tongue language if it is different to the course options offered at ISHCMC.

A conceptual framework

Each subject area is framed by 'key concepts', big ideas that add depth to a student's learning and as a way to make connections between subject areas. More subject-specific 'related concepts' are used to add breadth to their learning. Each unit uses inquiry approaches to teaching and learning to develop this conceptual understanding.

Interdisciplinary and service learning

Using six interdisciplinary 'Global Contexts' the MYP emphasizes the importance of learning in and about real life experiences and situations. The Global Contexts act as lenses to foster connections between subject areas to create a holistic approach to learning. Interdisciplinary learning is also developed via interdisciplinary units, integrating two or more subject areas together. Service learning plays a significant role in the MYP through class inquiries and the CAS program. Students learn by doing and connecting to the wider world, developing an understanding of global challenges and learning to act as responsible global citizens.

Building a skill set for lifelong learning

Integral to all learning in the MYP are the ten clusters of 'approaches to learning' (ATL) skills – communication, collaboration, organization, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer and affective skills. Students are encouraged to learn, practise and develop these ATL skills through the five years of the program in order to thrive as independent learners in the IB Diploma and beyond.

The Personal Project

The MYP culminates in the Personal Project, starting in Grade 9 and completed in Grade 10. Choosing a topic that they are passionate about and by setting a highly challenging goal, the Personal Project is an excellent opportunity for students to apply all the skills they have developed, particularly the skill of project management over an extended period of time. The Personal Project is externally moderated by the IB, for which MYP students receive a certificate at the end of the five years.

“As parents, we feel that the standard of teaching and the way of learning sets ISHCMC apart; the IB at ISHCMC is a fascinating way of learning.”

Brigitte, Parent



PREPARATION FOR UNIVERSITY

IB DIPLOMA

By the time students reach Grade 11 they are starting to look beyond school to university and there is no better preparation for this transition than the IB Diploma Programme (DP). The DP is recognized by 2,500 universities in 75 countries worldwide because of the quality of students it produces and the academic breadth and rigor of its curriculum. Through the DP we continue to focus on the all-round growth of our individual students through a complex system of goal setting, assessment data and teacher feedback. We encourage our Diploma students to have balance in their lives and all of them must participate in activities that enable them to demonstrate creativity, activity and service.

From years of experience we have found that our Diploma students are extremely well prepared for university because they are independent learners who are able to cope with heavy workloads and the pressure of deadlines. Research shows that DP students are more likely to persist through college, have better time management skills and a more positive outlook about their future success than their peers. Through extended pieces of writing, DP students have an understanding and appreciation of research, communication and presentation skills that are not present in many other high school students.

The IB Diploma focuses students on higher order thinking skills that enable them to be critical and creative problem solvers. ISHCMC Diploma students are ready and equipped to debate real world issues from an international perspective and to provide leadership and support in their local and global communities. DP students are encouraged to think deeply, synthesize information and then draw their own conclusions. These skills are not only important for their lives at school and university but as adults in the global workplace.



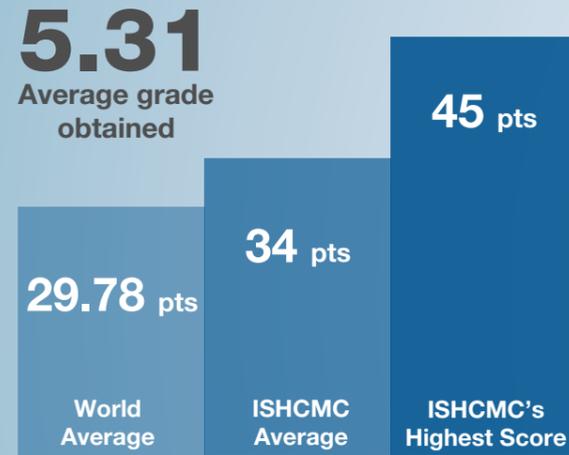
“ *At ISHCMC, I achieved more than I ever thought was even possible. I have always felt empowered and supported by my teachers to explore my passion. ISHCMC is where I developed as a person and my experiences and lessons learned have shaped who I am today.* **”**

Kyle O'Dore, ISHCMC Alumni, Graduation Class of 2017

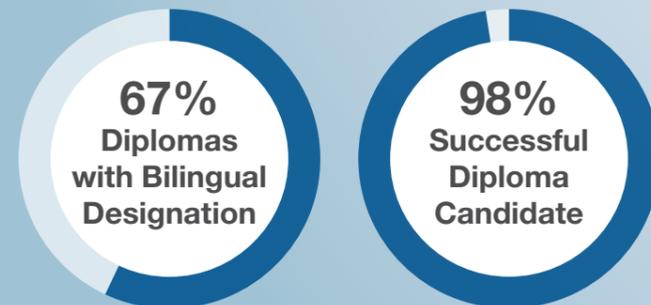
IB DP RESULTS

“IB is well known to us for excellent preparation. Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Program on the transcript ”.

Marilyn McGrath Lewis Director of Admissions
Harvard University



ISHCMC has been successfully graduating students with an IB Diploma since 1999. ISHCMC is an IB World School that holds to the philosophy of being a fully inclusive school that is not academically selective as to which students will sit for the IB Diploma. All students entering and completing Grade 11 and Grade 12 at ISHCMC have the opportunity to achieve the full IB Diploma and all student results are published. Our graduates have annually achieved above world average scores since 1999.



IB MYP RESULTS

GRADE 10 PERSONAL PROJECT 2017



“Students who completed the MYP scored higher than non-MYP participants within specific DP subjects... as well as in total diploma points.”

Australian Council for Educational Research (ACER)



Personal Project Candidates
ISHCMC Class of 2017

MAP TESTS

The Measures of Academic Progress (MAP) test is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth. MAP testing takes place twice a year at ISHCMC for all students from Grade 3-10 and measures student growth in reading and mathematics. MAP test results allow us to individualize our student learning plans and to track their academic progress within the school year.

ISHCMC's average scores are consistently higher at every grade level than the average scores at U.S. schools and other international schools worldwide.

EXCELLENCE IN EDUCATION ACADEMIC RESULTS

The IB program at ISHCMC develops the whole child with an underlying strong academic program. Through parent-teacher conferences, online academic reporting and regular testing, teachers are able to support students on a one-to-one basis with individualized learning plans and goals. Personalized feedback that is available online is a great resource for our parents to understand the IB curriculum but to also understand how they can support their child outside of the classroom. These approaches consist of different methods to understand where each student is at and how they can be supported to achieve their potential.

UNIVERSITY BOUND

ISHCMC UNIVERSITIES AT A GLANCE

The following is a list of some of the top universities ISHCMC graduates accepted to in the last five years.

UNITED STATES

American University
Arizona State University
Bay Path University
Baylor University
Bentley University
Boston University*
Bradley University
Butler University
California College of the Arts
California Institute of the Arts
California Lutheran University
California State University, Sacramento
Carnegie Mellon University
Case Western Reserve University
Chapman University
Clark University
Clarkson University
Cleveland University of Art
College for Creative Studies
College of Charleston
Colorado School of Mines
Cornell College*
Cornell University*
DePaul University
Dickinson College
Drexel University*
Elon University
Emory University
Florida Institute of Technology
Fordham University*
Franklin & Marshall College Georgetown
Georgetown University*
Georgia Institute of Technology
Gettysburg College
Gordon College
Hampshire College

Hult International Business School*

Indiana University at Bloomington
Ithaca College
Kalamazoo College
Kenyon College
Kettering University
Knox College
Loyola Marymount University*
Loyola University Maryland
Lynchburg College
Maryland Institute of Art
Merrimack College
Miami University, Oxford
New York University
Northeastern University*
Northern Arizona University*
Northwestern University
Notre Dame
Oberlin College of Arts and Sciences
Ohio Wesleyan University
Pace University, New York City
Parsons School of Design*
Pennsylvania State University
Pepperdine University
Pratt Institute
Purdue University
Reed College
Rensselaer Polytechnic Institute
Rose Hulman Institute of Technology*
Saint Mary's College of California
Santa Clara University
Santa Monica College*
Savannah College of Art and Design
School of the Art Institute of Chicago
School of Visual Arts
Seattle University
Southern California Institute of Architecture

Southern Methodist University
St. John's University - Queens Campus
St. Mary's College of Maryland
State University of New York at Plattsburgh
Suffolk University
Syracuse University
Texas A&M University
Texas Christian University
Texas Tech University
The College of Wooster*
The George Washington University
The New School
The University of Texas, Austin
The University of Texas, Dallas
Trinity College
Tufts University
Tulane University
United States Air Force Academy
United States Military Academy West Point*
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles*
University of California, Riverside*
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Chicago
University of Cincinnati*
University of Colorado at Boulder
University of Denver
University of Houston
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of La Verne
University of Massachusetts, Amherst
University of Massachusetts, Boston

University of Miami
University of Michigan
University of Oregon
University of Pittsburgh
University of Richmond
University of Rochester
University of San Francisco
University of South Carolina
University of Southern California
University of Tulsa
University of Virginia
University of Washington
University of Wisconsin, Madison
Utica College
Virginia Tech
Washington University in St. Louis*
Wheaton College MA
Wofford College

UNITED KINGDOM

Aberystwyth University
Arts University Bournemouth
Aston University
Bournemouth University
Brunel University London
Cardiff University
City, University of London*
Coventry University
Durham University
Falmouth University
Goldsmiths University*
Greenwich School of Management
King's College London*
Lancaster University
London Metropolitan University
Middlesex University
Newcastle College
Nottingham Trent University
Oxford Brookes University
Pomona College
Queen Mary University of London
Regent's University London
Royal Holloway, University of London
Sheffield Hallam University
St Mary's University, Twickenham
The University of Edinburgh
The University of Manchester
The University of Nottingham
The University of Warwick

University College Birmingham
University College London
University of Aberdeen
University of Bath
University of Bristol
University of East Anglia
University of Essex
University of Exeter
University of Glasgow
University of Greenwich
University of Hertfordshire
University of Kent
University of Leeds
University of Portsmouth
University of Reading
University of Roehampton
University of Southampton
University of St Andrews
University of Surrey
University of the West of England
University of York

CANADA

Dalhousie University
Emily Carr University of Art + Design
MacEwan University
McGill University
McMaster University
Ryerson University
Simon Fraser University
University of Alberta
University of British Columbia*
University of Calgary
University of Saskatchewan
University of Toronto*
University of Waterloo*
Western University
Wilfrid Laurier University
York University

AUSTRALIA

Blue Mountains International Hotel Management School*
Bond University
Curtain University
Deakin University
La Trobe University
Macquarie University*
Murdoch University

RMIT University
Swinburne University of Technology
The University of Melbourne
University of Newcastle
University of Southern Queensland
University of Tasmania
University of Technology Sydney*
University of Wollongong
UNSW Australia

EUROPE (NON-UK)

Bocconi University
Cattolica del Sacro Cuore University*
Cesar Ritz Colleges Switzerland
Ecole Hôtelière de Lausanne
EDHEC Business School
Erasmus University Rotterdam*
ESSEC Business School
EU Business School Barcelona
European University of Madrid*
Glion Institute of Higher Education
Hotelschool The Hague
IED Milano
IHTTI School of Hotel Management
Istituto Europeo di Design
Les Roches International School
of Hotel Management
Tilburg University
Universiteit Utrecht
University College Groningen
University of Amsterdam*

KOREA

Hanyang University*
Kacheon University
KAIST - Korea Advanced Institute
of Science & Technology
Kookmin University
Korea University
Kyonggi University
Seoul National University
Sogang University
Sookmyung Women's University
Sungkyunkwan University
Sungshin Women's University
The State University of New York, Korea
Yonsei University*

ASIA

Ateneo de Manila University
Chulalongkorn University
Chung-Ang University
City University of Hong Kong*
Inha University
Keio University
LASALLE College of the Arts
National Chiao Tung University
National Chung Cheng University
National Institute of Technology – India
National Tsing Hua University
Nayang Technological University
RMIT University Vietnam
Savannah College of Art and
Design – SCAD, Hong Kong
Sophia University
The Hong Kong Polytechnic University*
**The Hong Kong University of
Science and Technology***
The University of Hong Kong*
University of the Philippines
Waseda University School of
International Liberal Studies

In 2018 Students matriculated to the () Universities.*

A SPORTING LIFE

HOME OF THE RHINOS

At International School Ho Chi Minh City (ISHCMC) we believe that students should be balanced. Participating in sports gives children the outlet they need to develop physically and teaches them important life lessons about teamwork, perseverance, risk-taking, ethics and sportsmanship. Our sports teams are recognized within Vietnam and abroad for their integrity, ability and sense of fair play. We have built programs that allow many children to complete whether they are experienced or beginners.

ISHCMC is proud to be a founding member of the **Asean Sports and Activities Conference (ASAC)**, a core member of the 15-school **Saigon International School Athletic Conference (SISAC)** and participant in the **South East Asia Student Activities Conference (SEASAC)**. All sporting conferences provide our students with the opportunity to make lasting friendships and great memories which are equally as valuable as the chance to test themselves on the playing field across a number of sporting disciplines.

PTO Saturday Sports is led by the school's Parent Teacher Organization (PTO) with a group of dedicated volunteers coaching sports and providing our students with the opportunity to play different sports and learn new skills on a Saturday morning. This is a non-competitive, fun environment for all skills and abilities. Sports offered include: Field Hockey, Netball, Volleyball, Basketball, Football for younger players.

ISHCMC Stingrays - Swimming is an exciting and fun sport at ISHCMC. ISHCMC Aquatics offers children the opportunity to learn to swim, be part of a swim team or compete locally and internationally. This year the ISHCMC Aquatics program offers four diverse swimming programs: Stingrays swim team, Learn to swim, Aquatots and Masters swimming.

The ISHCMC Stingrays is a competitive swim team for students in Grades 1 - 12 with over 120 students who regularly compete locally and internationally. They are known for both their ability and team spirit.



EDUCATION OUTSIDE OF THE CLASSROOM

GLOBAL LEARNING

Not all lessons can, or should, be taught in a classroom. Research shows that in order for children's brains to fully develop, it is essential that they have multisensory interactions with the real world outside of the classroom. Students need opportunities to step away from their computers and experience nature first-hand. These experiences allow them to be placed safely in situations where they need to think through the consequences of difficult tasks. To climb, walk and connect with the natural environment in a setting which is foreign, and outside their comfort zone, will create the best possible opportunity to develop their mind and body.

Education must be linked with young people developing self-confidence and self-reliance. Time spent learning in nature significantly helps to develop both of these skills. This new found independence leads to better decision making, whether that be outdoors, on the sporting field or in business.

ISHCMC is committed to providing our students with the knowledge, skills and understandings to live in and contribute effectively to a global society. This vision is embedded in our mission statement and our curriculum. Our programs play a significant role in these aspects of student learning too. They give students some of their most enduring school memories. In short, ISHCMC want students to learn and grow from their experiences outside of the classroom, develop awareness for global issues, and deepen their understanding of the country and region in which they live.

As part of our CAS program and our commitment to providing opportunities to our students, there are opportunities to join overseas trips within the Asia region.



Adventure
Explore
Challenge
Inquire



THE ARTS

CULTIVATING CREATIVITY

Involvement with the Arts is associated with academic gain across many areas including cognitive ability and critical thinking. Arts programs also work to develop skills of creativity and expression. To understand information and then to have the ability to creatively think of new ideas and solutions helps individuals to succeed in business as well as in life.

The Arts program at ISHCMC plays an important part in both our curriculum and student life. Our Arts program allows students to develop their creativity and follow their passions while also building their confidence and maturity in preparation for higher learning and a richer, fuller life. Primary and Secondary students have access to our dedicated facilities, which include a 350-seat theater, Black Box theaters, recording studio, music practice rooms and art studios.



INNOVATING AT ISHCMC

TECHNOLOGY INTEGRATION

Today's students love technology and are, frankly, usually much more adept at using the tools of technology than most adults! They are experts at finding information and actively seek out opportunities to use technology whenever they can.

At ISHCMC, we understand that technology is important but only when it adds value in the classroom. We use our students' natural enthusiasm for technology to keep them engaged in the classroom and to drive them to take control of their learning. By developing pedagogically-driven uses of technology, our students not only benefit academically, but are much more tech-savvy and are better prepared for the future.

All students in our early years programs have access to tablets in the classroom. We have a 1:1 iPad program in Grades 3 and 4 and a 1:1 laptop program from Grade 5 to Grade 12.

We also help our students prepare for technology use in the real world through a school wide e-safety program using the Common Sense Media curriculum. Subjects covered include: general internet safety, good digital citizenship, dealing with distractions and the best uses for technology as an educational tool. New Facilities also include a state-of-the-art Makerspace, a Film Studio and a Mac Lab.

COMMUNITY SERVICE SERVICE TO OTHERS

At ISHCMC, we see ourselves as globally-minded citizens in an evolving community. Our students have opportunities in all grade levels to give back to Vietnam and their communities. Our programs are student-led and empower our young people to witness first-hand the difference they can make in someone's life.

CAS

Creativity, Activity and Service (CAS) is at the heart of our school and is an essential element in every student's IB experience. Students become involved in a range of activities alongside their academic studies throughout the Primary Years, Middle Years and Diploma Programs. There are over 150 CAS groups and clubs at ISHCMC.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity - exploring and extending ideas leading to an original or interpretive product or performance

Activity - physical exertion contributing to a healthy lifestyle

Service - collaborative and reciprocal engagement with the community in response to an authentic need





AFTER SCHOOL ACTIVITIES THE PURSUIT OF PASSION

The goal of the ASA program in Primary School is to offer students the opportunity to participate in educational, cultural, recreational, and community service extra-curricular activities that will inspire them and give them opportunities to explore their talents while developing new skills. These activities are run by faculty or external specialists and include sports, clubs and performing arts and are an essential part of our students' educational experience at ISHCMC.

- Gymnastics
- Zumba**
- Swimming
- Chess
- Graffiti
- Judo**
- Magic**
- Cross Country**
- International Orchestra**
- Golf**
- Archery
- Yoga**
- Football
- Cooking**

POSITIVE EDUCATION

STUDENT HAPPINESS AND WELLBEING

Positive education is a model of education that emphasizes the value of traditional skills, but also places a huge importance on student happiness and health. Mindfulness is at the heart of the positive education mission. Here at ISHCMC we regard the wellbeing of our students to be equal in standing with academic teaching: we aim to nurture our students to become well-rounded individuals equipped for life beyond primary and secondary education. Mindfulness has been linked to the improvement of academic standards in students, with research demonstrating that mindfulness actively enhances IQ levels. ISHCMC is currently developing ideas with the Institute for Positive Education to find the most effective tools for measuring the positive benefits that mindfulness has had on the ISHCMC community. ISHCMC hopes to set a positive example to other schools in the local community with its emphasis on the mindfulness program, which supports our students to be empowered, engaged and energized every day.

Clean Air Filtration Systems

Cognita are committed to providing clean filtered air to all students at the ISHCMC Primary and Secondary Campus.

The Primary Campus has air filtration systems fitted in all classrooms, the gym, library and the Multi-Purpose Room where students participate in physical activities. The Secondary Campus is equipped with state-of-art air purification systems. ISHCMC boasts a Clean Air Policy that makes certain the air is measured daily, the Air Quality Index (AQI) is then communicated to students and teachers so that any restrictions on physical sports or outdoor play can be applied. The ISHCMC AQI policy is followed at both campuses to ensure all students experience safe outdoor activities and purified air during school hours.



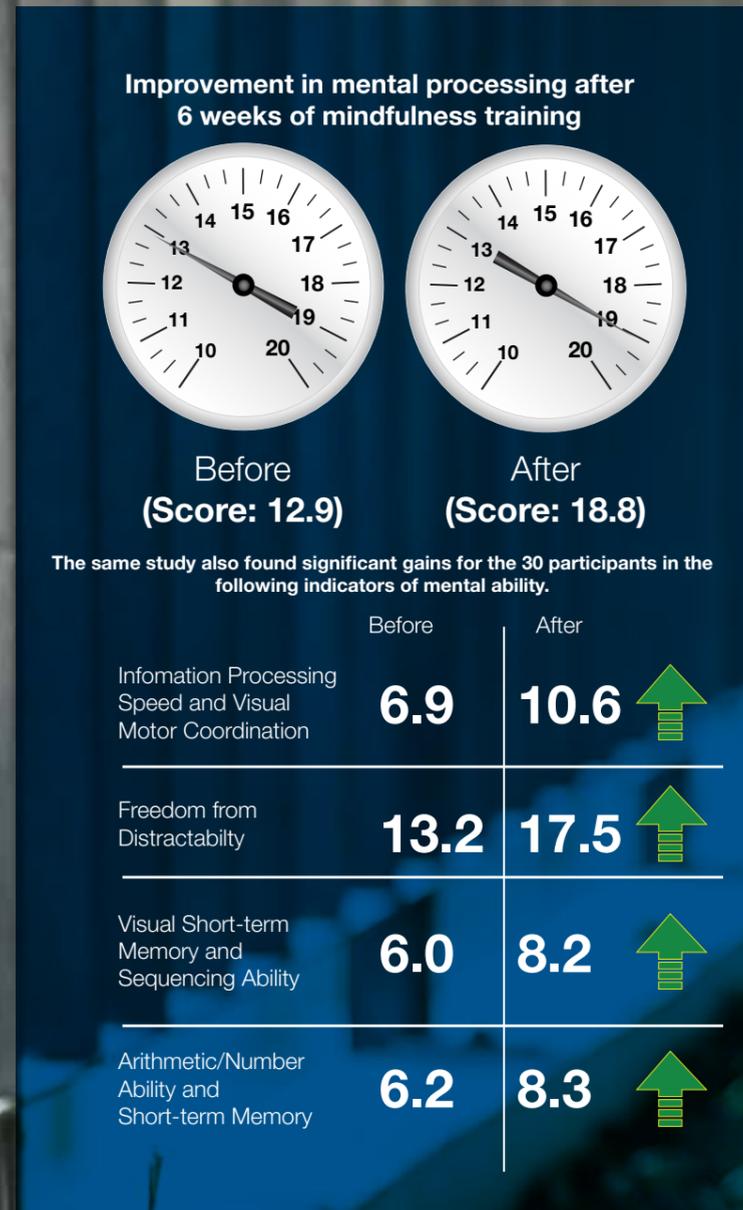
THE POSITIVE EDUCATION MODEL



MINDFULNESS PRACTICE INCREASE IN IQ SCORE

The ability to quiet your mind and to focus all of your energy on the task at hand is an incredibly powerful tool in life. At ISHCMC, we recognize that today's students are busier than ever and life doesn't slow down after school is finished. The latest research shows that daily participation in mindfulness exercises can raise a student's IQ scores by as much as 10 points. This is why, at ISHCMC, we incorporate mindfulness into our curriculum and every ISHCMC student participates in mindfulness exercises every day.

The benefits of this daily mindfulness training are that our students learn more effectively and think more clearly. They feel more balanced and are able to recognize and handle their emotions better, while skillfully responding to positive and negative situations. It has been proven through studies on the brain that mindfulness practice reliably improves the quality of thought, feeling and concern for others. This not only helps our students to get better academic results now, but also helps to give them the skills they need to better manage their busy futures and lead happier lives.



PARENT LIFE

A WARM & WELCOMING COMMUNITY

SHCMC attracts an international student body which truly appreciates the uniqueness of other cultures. This enables us to learn from one another and form strong ties and friendships, as we work together to make the school year productive and memorable for all.

PTO

The Parent Teacher Organization (PTO) actively participates in school life and aims to foster a closer relationship between parents and teachers. The PTO is committed to supporting the teachers, parents and students through social and educational activities and to providing a forum for the exchange of ideas of its members within the ISHCMC community.

Cultural Representatives

Within the PTO structure, parents also volunteer their time to act as Cultural Representatives, liaising between the school and members of their particular national or cultural group represented at ISHCMC. These parents are a valuable resource offering advice regarding the school as well as raising awareness of national and cultural diversity within our school community. Each country's Cultural Representative informally participates in the orientation of new parents and provides information on daily school life, the local community and general advice on settling into Ho Chi Minh City.

Rhino Booster Club

The Rhino Booster Club manages the Rhino Hut which sells ISHCMC themed products and organizes activities to support our students during sports events.

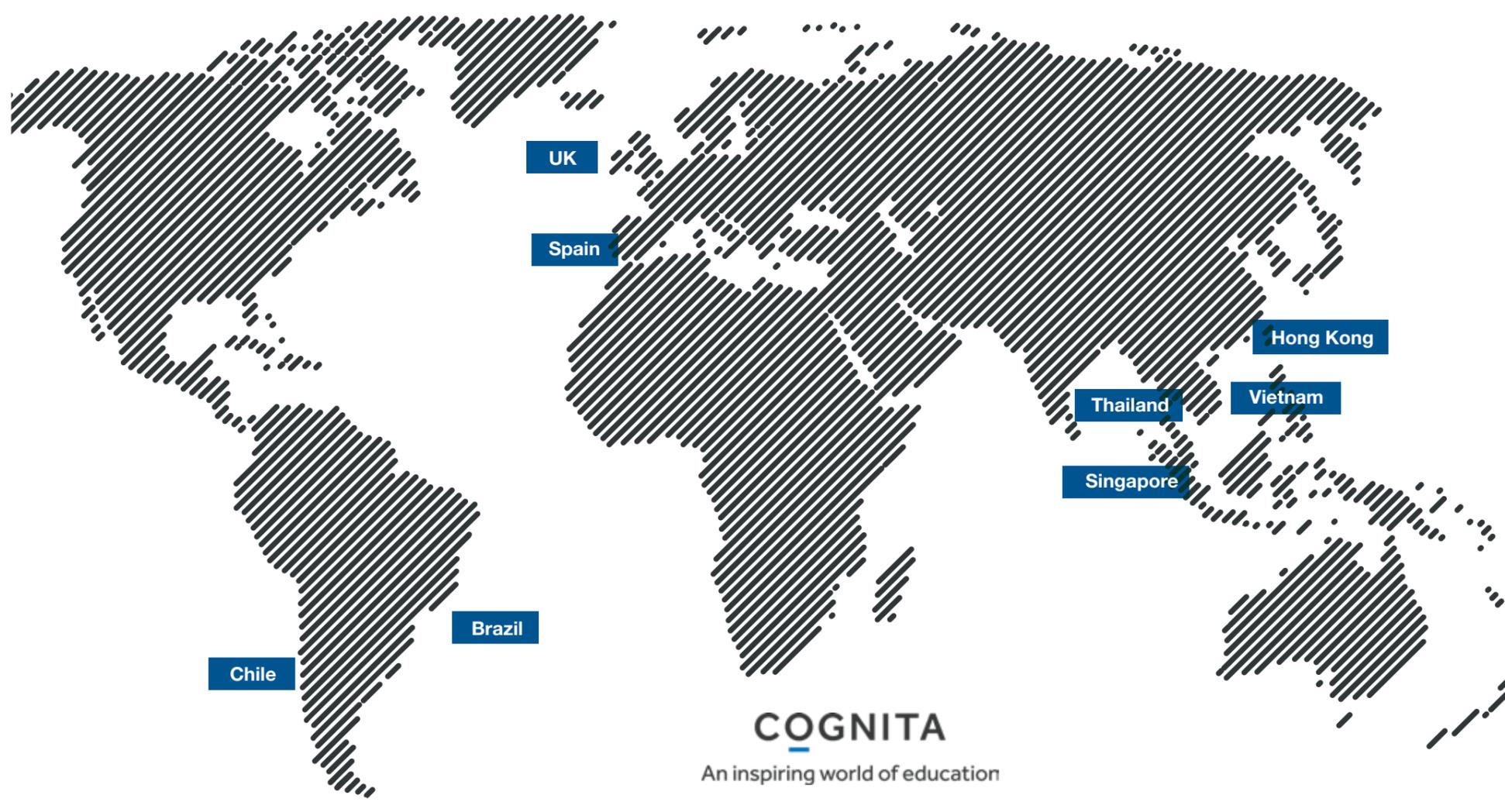


OUR NEIGHBORHOOD AN PHU

The An Phu area in District 2, where the two ISHCMC campuses are located, is HCMC's most popular area for expatriate families to live. It is a peaceful, warm and family-friendly area that is just a short drive from the hustle and bustle of the city center.

The tree-lined streets of Thao Dien offer a variety of boutique stores and spas, gourmet grocery shops, bakeries, butchers, fishmongers as well as wonderful restaurants and cafes. Daily, residents can be seen walking and cycling the streets and enjoying the the village environment and strong community spirit of the An Phu neighborhood.





OUR GLOBAL FAMILY

What kind of education genuinely prepares young people for the future? How can schools ensure their students are well-equipped to navigate the unknown paths ahead?

International School Ho Chi Minh City (ISHCMC) is part of Cognita, an extraordinary network of diverse yet connected schools, spanning eight different countries. We share one common purpose: to create an inspiring world of education that builds self-belief and empowers individuals to succeed.

Together, we provide a uniquely global education that goes beyond grades to develop the skills young people need in order to embrace the opportunities – and challenges – they will face beyond school. Qualities like resilience and a global mindset, cultural awareness and collaboration – these, alongside strong academic programs, are at the heart of a Cognita education. As a global family, we connect with each other to share expertise, insights and best practice across the world to help us develop rich learning environments in every school.

When your classroom is the world, thinking big comes naturally. Our 70+ schools in Europe, Latin America and Asia equip young people with the confidence and resourcefulness that prepares them to grow, thrive and find their success in a fast-changing world.

ADMISSIONS

JOIN US

The ISHCMC Admissions office is open throughout the year and is looking forward to hearing from you. We offer rolling admissions, allowing entry throughout the school year as long as space is available. We aim to make the admissions process a pleasant, informative and straightforward experience.

1 Apply: Prospective students who wish to apply can begin the process by submitting a completed Application Form online on our website at www.ishcmc.com. If a place exists for the student at that time, the Admissions office will ask for the admission fee to be paid, while the parent completes the rest of the required admission documentation.

2 Review: Once all required documents have been submitted and the application fee has been received, the Admissions office will review the application file and submit it to the relevant Principal (Primary or Secondary) for academic acceptance. More information may be requested from the applicant, the previous school or an appointment for an interview may be required by the Principal. Upon receipt of all required documentation, we will be able to advise acceptance within a few days.

3 Acceptance: An official acceptance letter will be sent confirming the grade the student will enter, and advising parents of the orientation date and start date. Information about uniforms, stationery and other matters will also be provided. The ISHCMC Medical Report with the immunization history record will need to be submitted prior to attendance.

Required documentation:

- Application form
- Admissions fee
- Scan of child's passport or birth certificate
- Recent digital passport photo
- Two years' previous school records, transcripts and test reports. Notarized English translation of these documents is required (where applicable).
- Letter of recommendation from current teacher.
- Completed ISHCMC medical report with immunization history record.





Primary Campus

28 Vo Trung Toan St., An Phu Ward,
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Secondary Campus

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Fax: +84 (28) 3898 9382

Email: admissions@ishcmc.edu.vn

COGNITA



CIS WE ARE AN ACCREDITED SCHOOL