



**Arbor Secondary School**  
ENOUGH FOR ALL, FOREVER.





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# The Arbor Difference



Welcome to the Arbor School and thank you for considering Arbor as the destination for your child.

Arbor is a truly unique school here in the heart of the urgent, fast paced and sometimes feverish city of Dubai!

At Arbor, a transformational learning journey combines deep intellectual thought with engaging and meaningful experiences designed to ensure students connect their learning to authentic, real-life challenges. Students completing their journey at the Arbor School will be well prepared to go forth into the world, whether that be into further study at the highest calibre tertiary institute, to enter an apprenticeship, to become an activist, or stepping into the world of creativity and design.

Sustainability is at the centre of each student's journey, and all students have opportunities to engage in learning both formally and informally which helps to amplify their curiosity, encourages them to find their purpose and to become the co-authors of a more abundant future. Woven throughout Arbor's approach is a strong

emphasis on trans-disciplinary study in the pursuit of building a set of research informed competencies which promote ways to think, plan and act with empathy, responsibility, and care for our planet and in its inhabitants.

Arbor has made the deliberate choice to offer the British Curriculum as a framework for our learning programme, providing the security and rigour to families as they consider future options for their child, whilst simultaneously enriching and challenging students with Arbor's bespoke 'Global Impact Certificate'. Students have the opportunity to engage in an in-depth exploration of areas of interest with guidance and expertise from key mentors, culminating in an exhibition of their learning to an authentic audience.

This bespoke programme acknowledges the uncertainty of the future and prepares learners by focusing on global competencies that are universal in their application, and timeless in their design.

Our mission shapes our hopes and aspirations for our school

At Arbor we believe that a new narrative of education is being ushered in. An education that sees the connectivity between systems, that blurs the arbitrary distinction between natural and non-natural worlds, and that harnesses the best available resources (human, technical, economic and environmental) on a global scale to prepare our learners to make meaningful changes to the world around them.

community. This new narrative calls for bravery. Most schools prepare their students for exams, at Arbor we prepare them to flourish in the volatile, uncertain, complex, and ambiguous world which they will inhabit.

Yours sincerely,

*B. Girven*

**MR. GIRVEN**  
Principal, The Arbor School







# Welcome to Arbor School, Dubai

The Arbor School programme goes beyond conventional education, blending the rigour of a British Curriculum with our unique environmental ethos. At Arbor, we believe in a mission that sets us apart, guiding us toward a future where every individual may thrive.

Our mission statement encapsulates the very essence of our educational philosophy:

*"To provide an education that connects our community with the natural world and inspires us to imagine and build a future in which all may flourish."*

We are more than what might traditionally be considered a school; we are a community that fosters a profound connection with the natural world. Our commitment is to build a unique learning community with the passion to work together to imagine and build the future we want – a future of abundance. Students will leave Arbor not only with a portfolio of academic




accomplishments, but also achievements in their areas of **passion**, and an innate sense of **purpose** as they move on into an unknown and complex future. This not only develops people of character but also ensures our students have an incredibly competitive portfolio, featuring skills sought after by university admissions and recruiters alike.

We truly believe that providing students with **'boundless opportunities'** through our purpose driven programme, allows students to thrive and excel. We want our students understand the importance of their education in achieving their goals, and to be inspired to make a positive impact on the world. Our commitment to **personalised pathways** means that we recognise and embrace the uniqueness of each student. We believe that every individual has their own distinct strengths, interests, and aspirations. Therefore, we ensure each student has **individual care** and attention, and tailor our educational approach to meet the specific needs of each student, helping them discover their purpose and passion in life.

Our school is not just a place of learning; it is a family community that cares deeply for every student.

We pride ourselves on providing personalised care, ensuring that each student feels supported, valued, and empowered to succeed. We believe that this environment fosters a sense of belonging and encourages passionate curiosity, inspiring students to explore their interests and question the world around them. We believe that the world needs leaders who not only excel academically but also demonstrate integrity and empathy, becoming ethical thinkers.

This ensures Arborists are people who:

-  Think deeply
-  Embody kindness
-  Act Consciously

Welcome to Arbor School, where our student's future begins with a mission to make the world a better place for all: a world where there is **"enough for all, forever"**.

Yours sincerely,

*F. Powell*

**MS. FRANCES POWELL**  
Head of Secondary,  
The Arbor School



# At Arbor we ensure...



## Leading to Arborists who...

THINK DEEPLY

EMBODY KINDNESS





ACT CONSCIOUSLY





# An Ecological School

## Grounded in the National Curriculum for England

-  Blending the rigour of the British National Curriculum with inquiry driven learning, guiding students to view nature and humans as interconnected
-  Ensuring students sustain their curiosity; asking critical questions, problem solving and developing a sense of passion and purpose.
-  Providing students with space and time to think deeply about ethical considerations of justice, equity and responsibility and keep kindness at their heart of their decisions and actions
-  Inculcating a powerful sense of agency and bravery to challenge traditional assumptions and discover a world of opportunities and possibilities.

### PERSONALISED PATHWAYS

We are committed to providing students with an individualised education. This includes a wide range of curriculum pathways, with opportunities to engage in academic, technical and vocational subjects.

By providing a wide choice of options, in combination with a rigorous GCSE, A Level and BTEC programme, students at the Arbor School are well prepared for life and the world beyond.

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

CARL JUNG

### KEY STAGE 3 Years 7 – 9

An authentic curriculum combining academic, sporting and creative learning experience is essential to prepare our learners for successful entry into the next phase of their education. English National Curriculum subjects are taught alongside Arabic and Islamic Studies, UAE Social Studies and the bespoke Ecoliteracy courses.

In Year 9, students advance into a progressive programme which provides a concept based approach to their learning, structured through exploration of a transdisciplinary question. This allows them to experience inquiry driven, project based learning whilst covering the National Curriculum objectives and expectations

### KEY STAGE 4 Years 10 – 11

The Arbor School's Key Stage 4 programme provides a range of options catering to students interests, talents and future aspirations. These options are vast catering to academic, creative, vocational and sporting interests. In each subject, courses are structured to ensure increasing and progressive challenges in preparation for GCSE examinations at the end of Year 11 with learning frameworks within each unit of work providing sequential activities.

### KEY STAGE 5 Years 12 – 13

In Key Stage 5 students have three main pathway choices: A Level/ International A Levels, BTECs or a blended approach. All courses are delivered by experienced subject specialists and students have access to mentors based on their area of passion.

Students in the sixth form have continual guidance as they prepare for post-secondary school life – providing support with university applications, crafting their personal statements and guidance as to wherever their final destination may be.



### WHAT IS THE DIFFERENCE BETWEEN GCSE AND IGCSE?

The GCSE and the IGCSE are very similar and are accepted as 'equivalent' qualifications by the top universities, sixth-form colleges, and other independent schools around the world. The main difference between a GCSE and an IGCSE qualification is the inclusion of coursework as an assessed component within an iGCSE (e.g. science practical or English writing tasks), whereas GCSE subjects are largely assessed through final exams at the end of the two – year course. Subject teachers choose the course most suitable to their curriculum area.

### WHAT ARE GCSES OR IGCSES?

The GCSE, or 'General Certificate of Secondary Education' are taken at the end of a British National Curriculum Secondary education before students move into Sixth Form. It is one of the most highly regarded qualifications globally and are internationally recognised.

GCSE results are an important step in a student's academic journey, they will affect which qualifications and subjects' students take next, eligibility for their chosen university and course, and even future career prospects.

Most students will do at least eight I/GCSEs at the Arbor School, including the core subjects of English, Mathematics, Global Perspectives and dual or triple science. In addition to this, students will select from a wide range of options including humanities, languages, creative, practical, and expressive subjects.

### MOE/KHDA

We follow the MOE and KHDA requirements regarding the study of Arabic and Islamic Studies. Arab students will study Arabic through secondary and sixth form. Non-Arab students will stop studying Arabic after Year 10. Muslim students will continue with Islamic studies across the school.

### WHICH COURSE IS FOR ME?

When choosing subjects' students should think about the following:

- ② What do they enjoy?
- ② What are they good at?
- ② What do they require for future A- Level choices and beyond?
- ② Do they have a balance of subjects that demonstrate a wide skill set?

### A LEVELS

The International A Level is designed for students outside of the UK, while the standard A Level is primarily taken by students in the UK but some course are able to be taken globally. The International A Level is designed to be accessible to students all around the world, and it is recognised by universities and employers globally.

The International A Level is also different in terms of the content covered. While the content is broadly similar to the standard A Level, the International A Level is specifically designed to be more internationally focused. This means that the syllabus covers topics that are relevant to students from different countries, cultures, and backgrounds. In addition, the International A Level syllabus may include more options

for students to choose from, giving them more flexibility to tailor their studies to their individual interests.

### BTEC

BTEC stands for Business and Technology Education Council, which is the name of the governing body that oversees the qualification. BTECs are specialist work-based courses that primarily involve practical learning, but there are also some theoretical elements. The main differences are in the way students learn in the process of gaining them. BTECs are heavily practical, whereas A-levels are more theory-based. However, both are accepted by most Universities as the standard 18-unit extended BTEC level 3 diploma is equivalent to three A-levels.

Another key difference between the qualifications is the way that they are assessed. International A Level courses are often modular based allowing students to complete work before their examinations and potentially re-sit elements of the course, A Levels are more exam focused and BTECs are coursework. Students can choose with IA Levels, BTECs or a blended option of BTEC and IA Levels

### EXAM DATES

GCSE and A Level exams are completed annually in May – June, with coursework deadlines spread throughout the two years.

### HOW DO WE HELP YOU SELECT YOUR PATHWAY?

**At the Arbor School we have an experienced team, including our Future Counsellor, to support our students with their option choices and pathways. To support parents and students to make informed choices, we have a series of information evenings and events over the course of the academic year.**

This will include:

- 🗨️ Option Evenings for parents and students to meet with staff for further discussions.
- 📖 An options booklet will be shared, detailing all the different option choices with an overview of content and assessment criteria.
- 💡 Taster sessions will be held throughout the year giving students the opportunity to experience learning different subjects
- 🏠 Opportunities to speak to our futures counsellor, carry out work experience and to visit universities and attend careers fairs.





# A Journey of the Head, Hands and Heart

## Pastoral Care

Our pastoral care system is at the very core of who we are as a school. Our students are cared for with individual attention and support and guided to achieve their potential through close relationships with our teachers, allowing them to flourish.

Here at Arbor Secondary we provide a personalised pastoral programme which is strengths-based and restorative, facilitating our students to reflect, explore and thrive, becoming the best versions of themselves. Our core values and character

strengths are highly valued and modelled by all in the school.

Our tutor groups are purposefully small in number with carefully chosen Form Tutors assigned to each, allowing for individualised care and attention. Form Tutors are supported by our counselling team, Thrive Department, Medical Care Team and the Assistant Head (Pastoral Care). The support system in our school is multi-faceted, ensuring students always have someone whom they may talk to.

It is critical that every child in our care feels safe, valued, and supported.



### INCLUSION

Arbor are committed to providing students with additional needs a safe and caring environment which inspires learning and personal growth. An adapted and bespoke curriculum supports students with a variety of needs as they study alongside their peers, at their own level. Through innovative use of space and resources, students are supported to become lifelong learners.

### THE ROLE OF A FORM TUTOR

The Form Tutor plays a crucial role in setting expectations for all our students by creating a positive learning environment, establishing excellent relationships, and encouraging a collaborative approach aligned to Arbor values.

Students will be tutored in small groups, meaning Form Tutors will have a thorough insight into students' academic progress and social development. They will promote excellence in everything our students do, from behaviour, attendance, punctuality, and uniform.

Form Tutors will also be the first point of contact between home and school for any curriculum or pastoral queries.

Parents are invited into school at the start of term to meet their child's tutor in person and personal communication occurs across the year.

### PASTORAL PROGRAMME

Students see their form tutor twice a day – in the morning and afternoon, allowing for close relationships and regular check ins to occur. Tutors also deliver a full tutor lesson once a week. During these times they follow a thoughtful and enriching programme which includes Relationship, Social and Health sessions, Positive Education Curriculum as well as additional lessons in Moral and Social Education.

We combine our individual knowledge of students with research based, explicit pastoral curriculum to teach students the key concepts of wellbeing so they can live healthy, fulfilling lives. These sessions allow our students to gain the skills needed to help them flourish.

Assemblies are held weekly to deliver the theme of the week and create a sense of community and belonging.

### RHSE PROGRAMME

The Secondary Relationship Health and Social Education programme reflects the school's values and ethos and encourages respect for others. It is adapted to suit the changing needs of our students as they progress through school, and our tutors and pastoral team pay close attention to the individuals within their groups.

The focus of the programme is on open and supportive sessions where every student is encouraged to contribute, and feel safe and welcome. We encourage dialogue between tutor and tutees to speak, assert opinions, or ask questions.

Three core key themes are addressed: Health & Wellbeing, Relationships, and Living in the Wider World, which is taught over the three terms. Our aim is to equip students with the knowledge and skills that will help them outside of their academic studies to become valued members of the community.







“It seems to be that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living.”

DAVID ATTENBOROUGH



# Our Learning Ecology

Arbor School’s learning ecology is shaped by a number of factors. Among the most significant of these are the teaching strategies employed, the roles of the teacher and student in the learning process, and the extent to which essential questions are used to drive learning. We use this pedagogical approach to stretch and challenge all students.

### STUDENT SHAPED

Teachers carefully plan the extent to which the learner has a role in negotiating the curriculum, defining the essential and guiding questions, designing and mastering the learning process, and defining and assessing mastery.

This relationship exists along a continuum from strongly teacher-directed to strongly learner-directed, with distinctive blended relationships falling between these two extremes. As the

relationship becomes more student-directed, the teacher’s role changes from instructor to facilitator and co-learner.

### INQUIRY

Inquiry approaches are a form of active learning that begins with questions, developed by the teacher, by the learner, or collaboratively.

These approaches offer a range of processes for trying to understand and transform the world through:

- Asking questions
- Observing
- Reflecting
- Experimenting
- Developing ideas, products or solutions
- Taking action

With the overall goal of nurturing critical, reflective, empathetic and empowered learners.

# Individualised Support

Alongside our strong pastoral systems our team work closely with our Thrive department ensuring students have access to individualised support where needed.

### ACCOMPLISHED LEARNERS AND SCHOLARS

Students who are identified as accomplished learners or scholars are supported with a learning plan which allows them to access stretch and challenge activities in the classroom as well as participating in additional workshops, seminars and networking events. These opportunities can help students deepen their knowledge, broaden their perspectives, and connect

with like-minded peers and professionals.

Every scholarship recipient receives a mentor who is an experienced professional in the field or relevant area of passion. The mentor provides valuable guidance, career insights, and opportunities for personal growth. Accomplished learners and scholars will be encouraged to take on leadership roles in eco-focused student organisations, community service projects, or other initiatives.

For more details and to apply, please visit [www.thearborschool.ae/admissions/scholarships](http://www.thearborschool.ae/admissions/scholarships)

### ADDITIONAL NEEDS

Students with additional needs are supported through in

class interventions, additional teaching support and/ or the alternative curriculum programmes. Students are made to feel safe and supported by the Thrive team and all students in order to ensure they are able to access the curriculum, or an adapted version of the curriculum. This inclusive approach ensures our mission of ‘enough for all, forever’ is embedded into the classroom.

In-house counsellors, EAL/ELL teachers, speech and language therapist and an educational psychologist offer a high level of expertise. This team of specialists help determine any additional needs or diagnosis to ensure all students have a path to success.



“To develop a complete mind, study the science of Art, study the Art of Science. Learn how to see, Realise that everything connects to everything else.”

LEONARDO DA VINCI



# Ecoliteracy

Ecoliteracy, sustainability and environmental justice form the three pillars at the core of the Arbor School vision, “Enough for all, forever” while sustainability and environmental justice provide contexts for ethical thinking, learning and action; ecoliteracy provides an overarching way of thinking about the world in terms of its interdependent natural and human systems, and the impact of human actions.

Ecoliteracy is more than content or subject matter. It is the way we chart a meaningful and sustainable path that respects the environment as the common ground on which all human social and economic interests and activities play out. Without globally healthy and fully functioning ecological systems, human well-being and development are compromised, and our vision of a world where there is enough for all forever is not attainable.

Despite the enormity of this challenge, the Arbor School approaches Ecoliteracy with a profound sense of optimism. We have specifically chosen to frame our learning programme in the language of Ecoliteracy.

An Ecoliteracy approach is one that prepares learners to proactively and systematically consider ecological and human social well-being in personal actions and community decision-making.

## KEY STAGE 3 Discovering our Purpose

Through a sequence of courses offering experiential and student-led inquiry opportunities, grounded in the ecology, cultural heritage and contemporary social and economic challenges of the Arabian Peninsula, we build a sense of self-efficacy and an understanding of how to live well in a place. Themes addressed include: systems, change, and interdependence.

## KEY STAGE 4 Connecting to the Globe

In Key Stage 4, our curriculum focuses on exploring global issues through research and information gathering in Global Perspectives, examining sustainability

challenges, and social and environmental justice on a global scale. Students gain a deep understanding of these critical subjects, learning to analyse environmental challenges, propose solutions, and understand the importance of sustainable development. Students also delve into ecoliteracy themes, including equity, limits, and long-term effects, preparing them to become informed global citizens.

## KEY STAGE 5 Shaping Sustainable Futures

Key Stage 5 is dedicated to shaping sustainable futures. Students pursue pre-university courses that deepen their knowledge of global issues and sustainability. These

advanced courses prepare them for higher education and equip them with tools to become informed global citizens. Additionally, students explore green technology and innovation, engaging in hands-on service projects and research pieces to develop sustainable solutions. They learn to articulate their preferred futures, communicating ideas for a more sustainable and equitable world, and collaborating to bring about positive change. This stage empowers them to make a lasting impact in their communities and on the planet.




# Global Impact Certificate

Through curricular and co-curricular opportunities to study global issues, environmental science and sustainability, our young adult learners are preparing to articulate, design and create their preferred futures.

- ✓ All Arbor School students completing Key Stage 4 will earn a Level 1 Global Impact Certificate (L1GIC).
- ✓ All students completing Key Stage 5 will earn a Level 2 Global Impact Certificate (L2GIC).

## LEVEL 1


The Level 1 Global Impact Certificate has three main components.



COMPONENT 1

The first is successful completion of the two-year, **Global Perspective IGCSE course**.


This course emphasizes the development and application of collaboration, communication, research, critical thinking, perspective taking and project management skills that are essential to Key Stage 5 and post-secondary success. The course provides opportunities for students to choose from a range of authentic global topics, and to follow their interests and passions in their practical individual and teamwork.



COMPONENT 2

A public presentation of their individual and team projects to an authentic audience, including people who are knowledgeable in the topic areas presented.

These exhibitions will provide a forum for the exchange of ideas among students in the class and with members of the wider school community.



COMPONENT 3

Student-directed involvement in sustainability-related service, enterprise, recreation, learning and the arts.


These activities provide opportunities for students to explore new areas of interest and deepen their understanding of established interests through active involvement.

⌚ Time allocated for L1GIC will include more than 130 hours of guided course instruction and additional time for completion of the other components.



## LEVEL 2


The Level 2 Global Impact Certificate has three main components.



COMPONENT 1


The completion of three termly courses, co-designed by the student and their Global Impact Certificate Mentor.

Students will have the option of co-creating and completing three related courses, providing a focused, in-depth learning experience; or three courses that are thematically related but very different in their approach – for example, a Science-based topic, an Art and Design-based topic and a Social Science-based topic.



COMPONENT 2

The production of a research paper, based on a globally important topic chosen by the student, in conversation with their mentor. The content of the research paper will build on the three courses from component 1.



COMPONENT 3

The development of a product or the implementation of a project related to the topic of the research paper.

This product or project will be presented in an exhibition for an authentic audience, including people who are knowledgeable in the topic areas presented.

⌚ Time allocated for L2GIC will include more than 75 hours of guided instruction and additional time for completion of the global impact research paper, project and presentation. Students will have additional opportunities to study A-level course options related to sustainability and the environment.





# Beyond the Classroom

Arbor School is proud to offer a variety of opportunities for students to explore their interests beyond the classroom with the provision of a comprehensive Extra Curricular Activities (ECA) programme.

## ECAS

Students have access to a wide array of extra curricular activities before, during school, at lunch and after school. These range from falconry and eco council to history and archeology club, musical ensemble and Maths stretch and challenge.

Students also have access to one-to-one instrumental lessons run by the Centre for Musical Arts (CMA).

Our sporting teams train in the morning with fixtures after school. We participate in leagues such as DASSA and BSME. Students can take part in a range of competitive and inclusive sports, including football,

swimming, basketball, netball and athletics.

## RESIDENTIALS AND TRIPS

Excellence in education comes not just from within the classroom, but from what children experience outside the classroom. Our school residentials and trips help to achieve this.

At Arbor School, your child will have the opportunity to take part in residential and day trips across the UAE and globally. All students visit our Jebel Ali Mangrove beach regularly to delve deeper into their work outside the classroom.

Each year group is expected to attend one or two residential trip options during our week without walls. For some of our students, these overnight trips are their first real taste of independence. Experiencing this independence in a safe and positive environment boosts self-confidence and allows opportunities to be brave outside of the classroom. Residentials are essential for personal and social development, allowing new friendships to bloom and new challenges to be faced.

Current trips include Wadi Showka, Musandam (Oman), Sir Bani Yas Island, Skiing and a Kenya Safari.





# Strength of Will, Strength of Heart and Strength of Mind

Our children are growing into a VUCA world – volatile, uncertain, complex, and ambiguous. This provides an exciting opportunity to help ensure students are prepared for this as much as possible when they leave our school.

We have thus embedded the concepts of positive education into our curriculum through explicit lessons and the implicit teachings throughout the programme.

“A civilized society should exhibit the five qualities of truth, beauty, adventure, art and peace.”

ALFRED WHITEHEAD

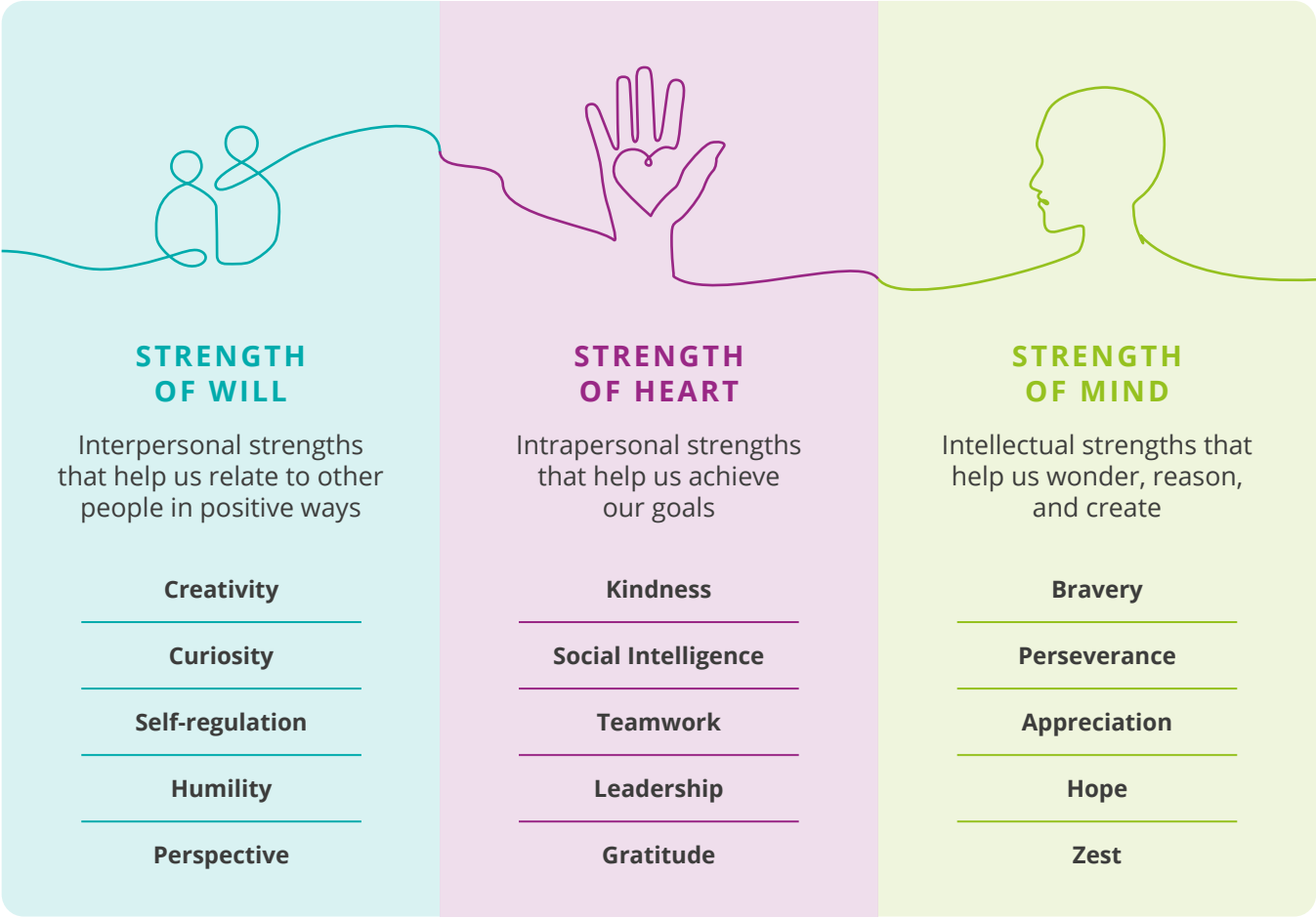
The Positive Education framework is based around the 24 character strengths of VIA with a focus on strengths of will, heart and mind.

What better way to help them prepare for that ambiguity and volatility, than an education that combines a search for truth, an appreciation of the beauty around us, the chance to inquire and explore the unknown and the opportunity to reflect on the contrast between what is, and the potential of what might be.

Beyond the explicit curriculum, Arbor has used a research informed approach to identify the character strengths which will help our learners to prepare for future which is fast approaching. Character strengths refer to dispositions to feel, think and act in ways that benefit an individual and society. Character strengths have long been considered an essential aspect of healthy human development.

At the Arbor School, we have introduced a three-part framework to reinforce our head, heart and hands approach to the development of the whole learner.

A framework that resonates with the mission and the intentions of the school's founders. A framework which is lived each day, which is taught explicitly through a Positive Education Enhanced Curriculum, and intrinsically modelled through our interactions and relationships.





# A Sense of Belonging

All students and staff belong to one of four school Houses. Houses are allocated on entry to the school based on existing numbers in each house, with siblings generally placed in the same house.


Our students are very proud of their House and have a strong sense of belonging to their House family. House Captains, Vice Captains and Sports Captains lead assemblies and organise their House teams for the various competitions.


During the year there are a variety of inter-house competitions; these can be academic, sporting,


creative, cultural or linked to community service. Competitions are organised both horizontally and vertically throughout the school, so that a strong house spirit across all age groups is developed.


Students also have the opportunity to earn house points through their daily work, by displaying exemplary behaviour, performing acts of kindness and for giving of their best. Students and staff wear their house shirts every Friday to further develop a sense of belonging. The names of the houses have been chosen to reflect the diverse leaders of environmental action and social change.

## OUR HOUSES ARE:

- 

(DR. JANE)  
**GOODALL**
- 

(SIR DAVID)  
**ATTENBOROUGH**
- 

(KEN)  
**YEANG**
- 












(ISATOU)  
**CEESAY**

# Houses and Leadership

Students at Arbor have a variety of councils which they may join, and potentially lead. Leadership is focused on 'everyday' leadership and the character strengths of fairness, perspective, teamwork, zest and kindness. We teach our students that leadership is about who you are, and how you lead, rather than a title.

All student leaders will undergo training based on the five exemplary principles of 'the student leadership challenge®'. At Arbor we aim to ensure that these practices provide a framework for students to understand leadership and facilitate successful leadership moments.

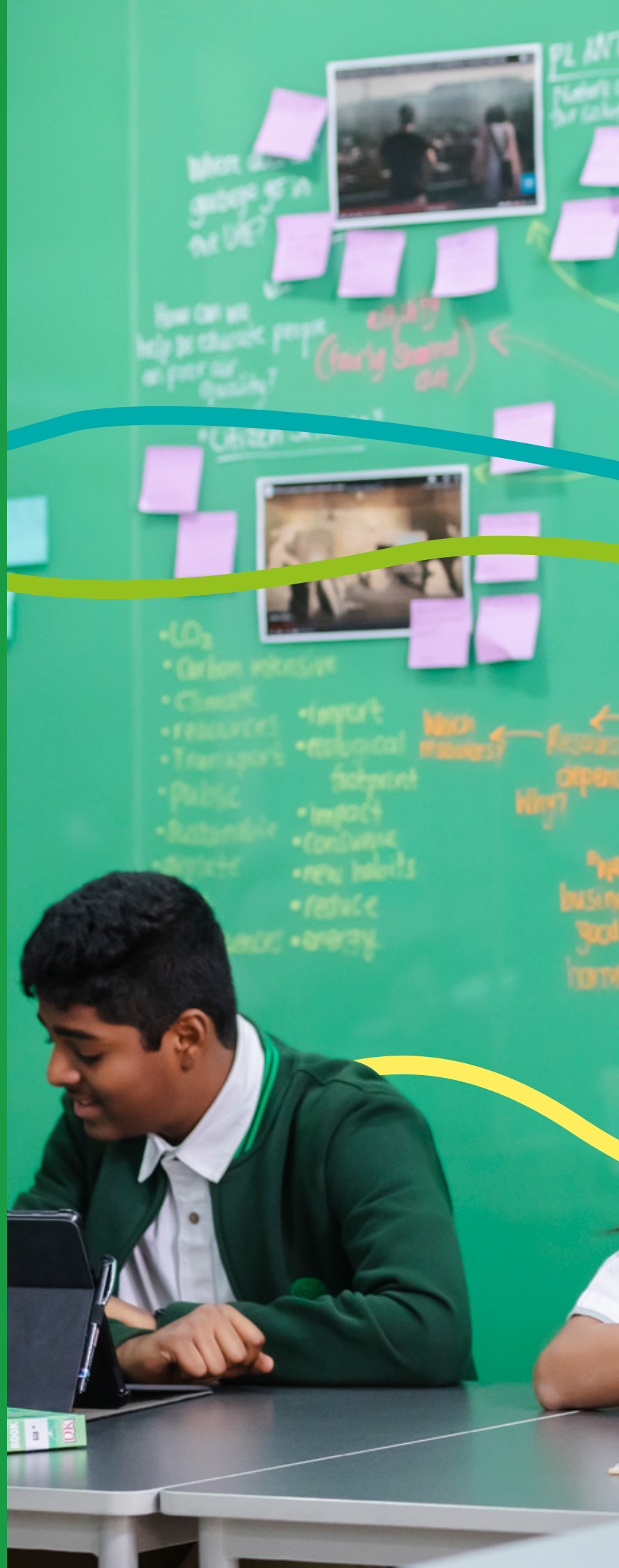
The following student groups support our vision and ethos:

-  Class Representatives
-  Year Group Representatives
-  Student Council
-  Eco Council
-  Wellbeing Council
-  Thrive Council
-  House Leaders
-  Global Awareness Council
-  Innovation Council
-  Sports Captains
-  MUN Leaders





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