

PSI

pechersk school international

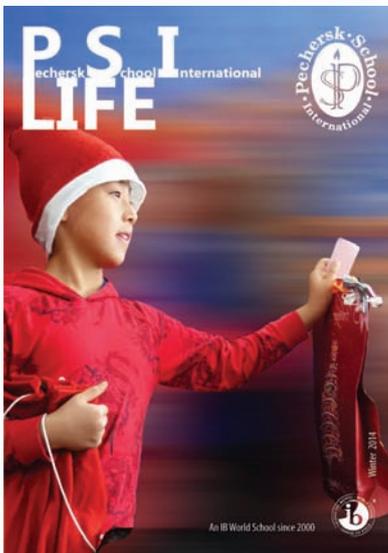
LIFE



Winter 2014

An IB World School since 2000





The cover photo features the PSI Grade 4 student giving Christmas presents to the children of the Vychevychi Orphanage.

PSI Life Quarterly Magazine

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Dear Readers:

This is the second issues of our PSI Life quarterly magazine and the first thing that I want to do is to say thank you to all the staff, teachers, students and friends involved in contributing to our first issue. You are all the main source of inspiration, ideas and hope - many thanks!

Even though we are not quite at the halfway point of the year, we can already point to so many activities and events - Fall Trips, MAP testing, CEESA victories, Halloween and International Night. We're heading into the long winter with a warm glow from all of our efforts toward creating an environment where positive action can take place.

And that's our theme for this winter edition: Positive Action at PSI. It's a very important part of the IB programmes we offer, and is a deeply valued part of the PSI ethos.

Every day at PSI we can see lots examples of positive actions: Students helping to organise school events and raise funds to help other children, PTA working hard to make PSI life better, the PSI Scholarship Foundation, and much more. With this issue we hope to showcase just some of that spirit, in the hopes that it will encourage you to act positively, and always to be a very good example to each other.

We hope you enjoy this winter issue. We would love to hear your feedback on our look, along with any suggestions you have for stories or topics you'd like us to cover on the pages of PSI Life (magazine@psi.kiev.ua).

Happy Holidays and a Happy New Year!

By Emma Zelenina, Marketing Manager



Measure of Academic Progress (MAP) Standardised Test in English and Mathematics

Twice each year, students in Grades 3 to 8 participate in the US based Measure of Academic Progress (MAP) standardised test in English and Mathematics. Over 5 million students from more than 50 countries participate in this highly regarded test.

Students who take the test are compared to other students around the world at their grade level and are identified as at, above, or below grade level. In the spring, the test will also compare their rate of growth to international averages to see if they have made as much progress as we should expect.

PSI uses the data to check on students' achievement at a grade level and also to measure their learning growth rate. We also use it to look at teaching and learning programmes and to modify the curriculum to meet the needs of individual students, a class or a grade level.

We are pleased to say that our students are making steady progress on the MAP standards. We

encourage you to read the chart below in two ways. First, look across the chart, so that you can see the difference between a grade level's performance over the past two years. Then look on a diagonal. That way you can see that this year's 4th graders have improved since they were last year's 3rd graders.

We always encourage you to speak to your child's teachers if you have any questions. The MAP test is only one measurement we use to gauge student progress. To get a full picture of your child as a learner, you need to look at all of his/her assessments: MAP, the International Schools Assessment (in February) and - of course - classroom performance. Teachers can tell you how all of those pieces fit together and what we're doing to ensure that your child continues to make good progress.

This table shows the percentage of PSI students in each grade level that have achieved or surpassed the expected academic growth rate in the period from October 2013 to October 2014.

PSI Grade Level	Mathematics - 2013	Mathematics - 2014	Reading - 2013	Reading - 2014
3	60%	77%	50%	54%
4	73%	76%	57%	63%
5	81%	71%	68%	60%
6	59%	85%	66%	82%
7	54%	87%	60%	70%
8	75%	68%	67%	66%
School Growth Rate	67%	77% (12% Increase)	63%	67% (8% Increase)

FAIR DATA - It's important to note two things when you look at this data. The first is that we test all students, including those receiving Special Educational Needs (SEN) services and those who are beginning speakers of English. The second is that although we report in percentages, our numbers are actually quite small. This means that the difference between 85% and 100% of students might be only one or two students.

Kind regards,

John Burns
Patricia Puia

School Director
Secondary School Principal

PSI Board Project

Risk Assessment and Risk Management

At PSI's most recent Board Retreat, the subject of Risk Management was discussed in some depth. Though the discussion centred on the current crisis in Ukraine, the Board decided to set an additional goal to evaluate all major risks and review the school's preparedness.

The related Board Goals are:

D.2: To undertake a campus wide risk assessment matrix activity and distribute the results to all Board Committees, business departments and school leaders. The process steps and review cycle will be developed by the Facilities & Building Committee and will be presented to the Board.

D.1: Development of a comprehensive, 'crisis risk to contingency matrix' will be used in expanding, organising and communicating the current Crisis Management Plan. Policies and procedures will then be clearly documented.

This semester, the Director, together with members of the administrative team and the Board, began this important project. The first step was a 'Greenfield' Workshop to develop a comprehensive list of risks faced by the school. Looking for 'things that could go wrong' is an uncomfortable business, especially for a school. However, as most of the workshop attendees have children at PSI, there was a strong sense of purpose and commitment to ensuring that all the potential risks were discussed.

Some of the risks identified are common to all schools (e.g. violent behaviour or accidents involving educational equipment), whilst some are specific to PSI and the current time (e.g. energy shortage or unrest in Kyiv). Grouping these potential risks led to the definition of twenty areas of work. Each of the risk areas was then prioritised and assigned a project leader. The good news is that a lot of work has already been done and no previously unidentified risk areas were found.

For each risk area, the project will assess both PSI's preparedness and look for ways to make both the likelihood and the potential impact as low as reasonably possible. In most cases, this

means reviewing, updating and (where necessary) expanding on the policies and procedures already in place.

With twenty separate areas to assess, the Board aims to complete the 'Top Ten' in this school year and the other ten in 2015 / 2016. Over the coming months, you can expect to see some updated information on how PSI approaches different risks. This does not mean that there is any more risk than before, just that the school is better prepared.

Robert Farrell, PSI Board Member





Message From the Primary Principal

'How wonderful it is that nobody need wait a single moment before starting to improve the world.'
-- Anne Frank, Dutch diarist and Holocaust victim



As I was writing this article, some fifth grade students came to my office asking where they can hang their advertisements for the fundraising activity they are having on Tuesday. They learned about a boy in an orphanage whose wish for Christmas was a hearing aid. The class organised a multitude of ways to raise money – from playing video games to selling café food.

This is one of many examples of students who take the initiative to help. Action is one of the key elements of the Primary Years Programme (PYP) and is always linked to some learning the students are doing. In this fifth grade example, the ideas were linked to a unit from the Transdisciplinary Theme 'How We Organize Ourselves' and connected to our annual holiday toy drive.



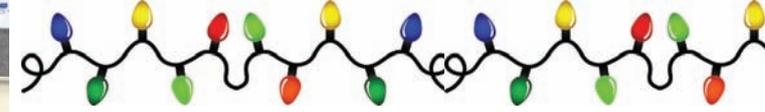
What is most important for young children in developing action is gaining a sense of control over the greater environment. We start by developing the sense of self in personal and classroom choices: What classroom centres to I want to explore? What do I want to learn more about in my unit of inquiry? If students feel empowered in this way, they will feel comfortable asking the adults around them to raise money, build something or help.

Another critical element of instruction at PSI that develops a sense of action is the way we approach content knowledge. Rather than teachers simply presenting information to students, units of inquiry are centred around key questions and concepts that often present issues and problems within them. The hope is that they develop an understanding that 'I can change a problem I see in the world.'

Action is such an important element of the PYP that the school recently brought in two trainers to lead us in a workshop on Action. During the November professional development day, as well as the following Saturday, teachers learnt more about what action really means and how to encourage action in primary children. Our next step is to create an action plan on how to be even better with this crucial element of the PYP.

By Tatiana Lopukhin, Primary Principal





One student puts a marker back in its place, but not before his friend has tapped him on the shoulder and whispered, 'You forgot to put the lid on!' One little girl sees someone who is alone during group-choosing time; she moves toward her and asks if she would like to work together. Another day, one girl skips back from lunch saying, 'Whoops! I forgot to wash my hands!'



These students are all demonstrating that they are learning to be caring - for materials, for others, and for themselves.



The other element of the Learner Profile we have been discussing this month is principled, just as important as caring but a bit trickier to explain. However, the students have shown that they are able to make informed and principled decisions. They are already beginning to use simple conflict management techniques and to identify positive choices for their learning.

These basics are the building blocks for students to feel comfortable and independent in their learning and after that foundation is laid - who knows where they'll go. We know we can't wait to find out!

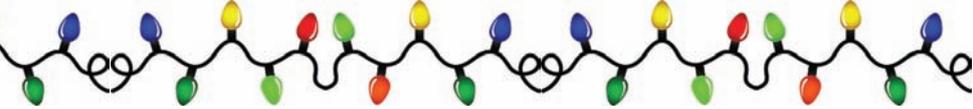
By Nicole Dissinger, Kailyn Fullerton and Kendall Jackson, K/Grade 1 Teachers

Back to Basics for some Fun in K/1

Back to school...That beautiful time of year where you find yourself slightly light-headed with nervous excitement - ready to see your friends, to meet new friends and to overcome new and enticing academic challenges. In K/1 we are there; we've met our classmates and are working tirelessly to become the one thing that will help us reach all of our goals this year - independent! For our youngest learners, who teeter on that fine line between needing assistance and being determined to do things 'all by myself,' independence is a key goal that we strive for throughout the year. Those tiny feats of packing your own backpack, putting on your shoes, or picking out your own lunch may seem small to some, but they are gigantic first steps on the road to self-sufficiency. As teachers of these youngest learners, we are constantly inspired by the endless outpouring of creative ideas that come from developing minds. Already our classrooms have changed and grown because of new ideas brought forth by the students in the classroom community.

The students are developing into independent learners by focusing on their behaviours and how they can be accountable for themselves and for others in their classroom community. Students have been learning about being caring, which they do so well naturally, anyway.





Positive Action in Grade 2: Building a Community

Action is one of the essential elements of the Primary Years Programme. Students should be inspired to act to make a difference in their world and community. The positive actions we have observed this year have come from the students' learning and the units of inquiry.

Grade 2 students demonstrate the PYP Learner Profile traits of being Caring, Principled, and Open Minded. And they do so in a myriad of ways.

At the start of the school year, the classes established their expectations and routines. This was to create a safe and supportive environment that would allow everyone to learn. The

students generated their own 'Classroom Agreements' and signed them. Building on this, the students decided that communication was a vital part of what makes a community work. They explored the different types of communication (verbal and non-verbal) and discussed why it was important to use English as the common language at school.



While Mother Tongue Language is an important part of who we are, they realised that speaking English at school would make everyone feel they were part of the school community. By speaking in their native tongues, they would leave some people out of the conversation. The kids even came up with a system to reward the whole class when teachers heard conversations taking place in English.

Another challenge in Grade 2 is the many students who are newly enrolled in PSI. Since all students were new to a school at some point in their lives, the students took the initiative to help new students feel welcome in Grade 2. Many students volunteered to show students around, play with them at recess, sit next to them at lunch, and explain the school rules. Now our new students are interested in coming up with ways to help students that enroll later this year to settle in more quickly. This has been wonderful to see!

The Grade 2 classes have had the

opportunity to host several assemblies for Kindergarten and Grade 1 this fall. The students have done an amazing job and were praised by staff and students alike. Hosting the assemblies required extra work and organisation on the part of everyone. They presented in a clear and compelling way the understandings they had from their units of inquiry and in a way that the younger children could understand.



Finally, our students have extended their positive actions by including their families in their learning, their finding out, and by contributing to the wider community. Parents have been an essential component in helping children explore the central ideas of our units. They discuss the issues with their parents, who help

them do additional research at home. Parents are also a fundamental part of our classroom by attending Open Houses, events like International Night, contributing to charities, and helping out during class parties and field trips.

We expect our students to grow as individuals and community members as the year goes on. Their actions will grow as a result.

By Carolyn Acorn and Andy Peeples, Grade 2 Teachers



The Primary Years Programme: Action in the PYP

'In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action.' (IBO)

Action is one of the five essential elements of the Primary Years Programme (PYP), connecting it to the Middle Years Programme (Community and Service) and the Diploma Programme (Creativity, Action, and Service). It is also one area of the programme that our Primary School has planned to further develop during the current school year.

On 28th and 29th November, all Primary teachers, assistants, the librarian, the Primary administration and the Director participated in an IB PYP workshop titled Action in the PYP. The goal of the workshop was to further develop our collective understanding of action. By the end of day two, we had achieved this goal and are now ready to move forward so that we can

Action is a process of following your passion to be committed to thoughtful change; Student-led initiatives are more successful when modeled and guided by careful reflection.

better support our Primary School students.

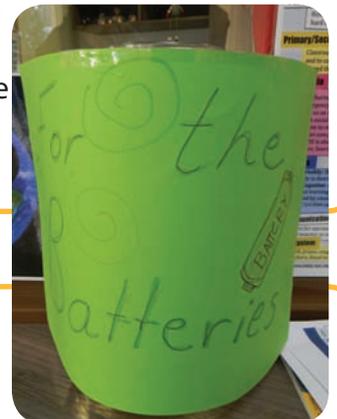
Big vs small action

PSI students take on a variety of actions throughout the school year. Our students are confident risk takers who courageously attach themselves to an issue they feel passionate about. Action, however, does not have to be grandiose; it can be very subtle. We know action can take many forms. For example, saving the rainforest from destruction, providing safe shelter for all stray animals, or supporting people in other parts of the world so they have access to safe drinking water are noble pursuits. However, it is much more likely that young people will initiate many small actions in their daily lives. Picking up a friend's jacket that has fallen from the hook, caring for a friend who was hurt, standing up to a bully, or being a friend to someone sitting on the 'buddy bench' are the kinds of actions young people are able to do voluntarily and independently. Often, these small but significant actions go unnoticed by adults but can have a very powerful impact on another person's life.



What is action?

According to the IB, action can be a service to other students 'and to the larger community, both in and outside the school.' Action is viewed as a logical conclusion of learning that takes place in an inquiry-based program. Our students inquire into a very wide range of concepts, many of which are authentically connected to a local or global issue. It is our responsibility as educators to help students make sense of an issue and provide the opportunity for them to consider taking informed and responsible action on the issue.



Why action?

At PSI we want our students to respond to their learning in these ways. We want them to become 'global citizens committed to taking positive action on behalf of their school, their community and their world' as the PSI mission states. We believe successful learning leads to action, and action can lead to change. Action is then an extension of learning that 'may have a wider social impact.' (IBO)

By Michael Palmer,
PYP Coordinator/Deputy Primary Principal



Art Students Inspired to Take Action

It's always nice to watch students exploring and creating their artwork. But it's even better when they grasp the concepts, demonstrate their knowledge, apply their skills and take action.

The action might take different forms. Grade 4 students set a good example of this when they used recycled paper to create 3-D paper forms during their Sculpture unit. The students demonstrated they were caring when they decided to use recycled resources. It was students' initiative to use resources wisely, being thoughtful of saving the planet. In spite of the fact that students used recycled materials, they managed to produce fantastic artwork. This attitude and action prove that PSI students are truly globally minded thinkers, who recognise that even a small thing can change or affect the world. Have a look at their artwork!



**By Anna Belokon,
Primary Art Teacher**



Trade and the Market Place



The second Unit of Inquiry for Grade 4 focused on the function of market places and the connection between them, as well as the connection to their lives. We began with a visit to Demiiivska market, where the students asked questions of the traders and bought items to trade when back in the classroom. They then learnt about bartering, using unwanted items from home. This led to trading salt dough creations, as groups of students made items to try to sell to other students within the grade. They did this twice with a reflection between – How could they improve their trade? Many considered the options of advertising or price flexibility.

We then had a visit to the Roshen chocolate factory in order to see a production line in operation.

Grade 4 also had their own mini 'stock market' where students could buy, sell and trade shares. Each day an 'event' took place which affected the share prices, causing some stocks to gain value and some to lose. The objective for the students was to make money! This was all conducted with play money.

As the unit progressed, the students' view of trading developed and they began to understand the function and connections.



The final event of the unit involved groups of students setting up businesses, with other classes from PSI, parents, teachers and friends visiting the market and purchasing their goods and services. Here they used real money and were charged for supplies - as near as possible to a real market situation. Was a profit made? Which goods and/or services were the most successful?

Most groups made a profit, but also learnt that costs have to be taken into account and that it is not as easy as it looks!

**By Jane Harrison and Rodger Armistead,
Grade 4 Teachers**



Primary PE

This year in PE, Primary students have been experiencing a range of activities that require various skills to be demonstrated.

We started off with fitness testing. During each test, students had to demonstrate a maximum of their ability on a certain fitness component. These included:

- * A Beep Test: An endurance test, where participants have to run 20 meters with an increasing pace.
- * An Illinois Agility Test: Students run as fast as they can through the set course between cones.
- * Sit and Reach Test: A flexibility test, where while sitting on their bottoms, students have to lean forward without bending their legs and reach as far as possible.
- * 30 Meters Speed Test.
- * Stand and Jump Test: A lower body strength test.
- * Basketball Throw Test: An upper body strength test, where students, while sitting on their bottoms against the wall, are required to throw the basketball through the hula-hoop as far as they can.
- * A Flamingo Balance Test.

Most of our students demonstrated an increased level on each of the fitness components. We asked them to set the goal to improve results in at least one of the components. In addition, this year we created a Regular Exercise Chart to encourage them to work towards their goals by exercising daily. We ask the parents to support their children in this endeavour. If we work together, the result will definitely be evident!

By Anatoloy Zubritsky, PE Teacher





Positive Action During Russian for Native Speakers

Positive Action promotes healthy student behaviour. The feeling that students get about themselves from their action is a powerful motivator. Students act positively to get positive feelings, which are important to them.

Students are challenged to think about the concept being taught. Positive Action works for increasing academic achievement, as it prepares students to learn and be engaged in the classroom. Using age-appropriate curriculum materials, students acquire the necessary skills for achievement in various areas through six units of inquiry that are common across all components and grade levels.

Grade 1 and Kindergarten students explored nouns. They were prompted to think about what questions nouns answer and how we use them in our speech. Students focused on the concepts of form and function as well as cooperating, acquisition of knowledge, application and reading skills. Students took action by matching the question to the corresponding images and words.

Grade 2 students focused on the concepts of perspective and change while reading a famous Russian fairy-tale 'Цветик-Семицветик.' Students discussed the issues that the main character faced, and shared their ideas on key questions: What makes a good wish? What good can one do using the magical power that the character had?

Students also took action by creating their own flowers of sensible wishes.

Grade 5 students focused on the concepts of connection and reflection as well as communication, thinking and research skills. One of the learning experiences offered to them was exploring narrative texts by creating and presenting a project about countries of their choice. Students faced the challenge of researching and selecting information on what makes that country famous. After presenting their projects about their chosen countries, students created several puzzles related to the new information they had found and shared those with their groupmates. In the photographs, the students are seen solving the 'secret code,' finding out the names of the cities in a certain country, and figuring out the names of traditional French meals.



By Natalia Sosunova, Primary Teacher of Russian



From the Secondary Principal

It seems fitting that the theme for this edition of PSI Life is Action. As we zoom toward the holidays, it's important to remember that this is a season of giving. Secondary students at PSI have a remarkable record for taking action to support those who need our help. In the last two months alone, here are only some of the ways in which our students have been taking action:



PSI delegates recognised at Model United Nations

- A Grade 8 project to work with Primary School students, making greeting and get well cards for injured soldiers
- A Grade 11 CAS project called Children of the World to Children of Ukraine, a massive fund-raising effort to bring relief to lost, displaced and abandoned children from the east of the country
- An 11th grade CAS project to participate in Movember – an annual international event to

support research and awareness for men's health issues

- An 11th grade CAS project to heighten awareness for AIDS, HIV and other diseases, by educating both persons in refugee camps and our own PSI students
- An annual Student Council initiative, Miracle Minute and Miracle Week, which raised 11,000 UAH as well as clothing, food and children's toys for refugee centres

Students also take action in other ways – by using what they have learnt in classrooms in 'real world' situations. This term, we've seen our Secondary School students:

- Presenting what they've learnt to various audiences from the PTA to the kindergarten students
- Connecting with students around the world as they work on solving real-world issues in the DP Group 4 Science Project
- Attending CEESA competitions in football, coming home with first, second and third place trophies, as well as a sportsmanship award

- Acting, designing, stage managing and learning from their work on the fall play, *The Importance of Being Earnest*
- Interacting with technology as they read, write, design, and perform in various classes throughout the school
- Taking leadership for their countries in the annual Parade of Nations at our International Night festivities
- Working with students around the world in a Model United Nations conference, as they try to solve real-world problems in peaceful ways



Children learn local crafts at Children of the World for Children of Ukraine Festival

These activities and many more happen throughout our school every day. PSI students have learnt that being part of this community means more than just doing homework and taking tests. The best way to really understand the world is to act on what we know.

By Patricia Puia, Secondary Principal

**AMNESTY
INTERNATIONAL**



Amnesty International 'Write for Rights' Event

Amnesty International is an organisation that defends people who have had their Human Rights taken away. In 1948, The Universal Declaration of Human Rights was adopted by the United Nations. The Declaration describes the rights that all humans should be able to enjoy. Unfortunately in many countries, those rights are still abused today.

Every 10th of December is International Human Rights Day. On the same date every year, Amnesty International holds an event called 'Write for Rights'. This event is about asking people all around the world to write a letter to either a government or an organisation in support of a person or a group that has had their human rights abused. Every year Amnesty International identifies a number of cases that require support.

This year, the cases include seven Guatemalan men who were shot during a peaceful protest at a mine run by a Canadian company. The men were injured by rubber bullets fired by the Canadian security guards. Amnesty International is campaigning to

ensure that the men responsible for this are brought to justice for their actions.

This year in English Acquisition Language, we are hosting the first annual 'Write for Rights' event in PSI on Wednesday 10th December. We have invited other Grade 8 students and all PSI staff to come and learn about these cases and decide if they would like to get involved by writing a letter.

In previous years, Grade 8 students have participated in the Write for Rights event, and have written letters in support of people all over the world who have had their human rights violated. Many of these cases, as a direct result of Amnesty International involvement, have now seen justice served.

We are very excited to be supporting such an important cause. If you would like to get involved or want more information, you can visit the Amnesty International website at www.amnesty.org.



Written by Emilia , Diana, Javad, Alejandro (Grade 8 Students) and Grade 8 Language Acquisition teacher, Katy Hourston.

All images courtesy of amnesty.org

"Your letters kept hope alive at the darkest hours of need."

- Birtukan Mideksa, released by the Ethiopian government after serving 21 months of a life sentence.



Write for Rights



Learning languages at PSI ... is challenging is fun



language contribute to your personal culture? What does it mean for you, learning a foreign language? How do the language classes help you to know another culture better? What do you enjoy in language learning?

We asked these questions to the High School students and we want to share some of their ideas with you.

Thomas, Grade 12 Student:

'Personally I think learning a foreign language is a very exciting experience that is also highly beneficial, opening up many opportunities and allowing you to explore different perspectives, cultures and develop an international mindset. I'm taking high level French and I love my experience, reading literature, immersing myself into the culture and just having fun. I found a job online, and spent my summer working in France in the tourism sector, and fully immersed myself into the culture for two months. I loved it and it really showed how what we learn in class can be applied in practice, with many friends made, interactions and professional development.

'I enjoyed benefiting from my French skills with communication and making friends, discovering the culture and traditions of beautiful France. I definitely would recommend taking French as a language

choice here at PSI. Although it may seem challenging for some people, it is definitely worth the effort, and with your motivation and engagement you will see the benefits. In class, instead of copying grammatical rules and exercises (although also important), we spend more time exploring ourselves, French culture and traditions, society and its interactions, it really feels like a humanities class at many moments and that's what I personally enjoy the most.'



Liza, Grade 9 Student

'Knowing multiple foreign languages gives you a wide range of opportunities and opens many doors. Being able to communicate with citizens from other countries is a gift, it allows you to inquire on a deeper level.

I enjoy language classes in PSI, because it removes a barrier between me and other students from school and outside of it. It makes me want to explore other cultures, and it widens my scope of different nationalities. I know that I will use all the knowledge I obtain from language classes at school while traveling and it will give me a chance to meet new individuals around the world.

Being opened to multiple foreign languages makes me feel like a global citizen.'



Richa, Grade 9 Student:

'We might learn a foreign language for many reasons but for me personally, it was important to learn Russian because I have been living here for the past 14 years. For me to talk to people and understand them and their culture, it was important to know Russian. I can also help my friends who don't speak Russian or even strangers who don't speak Russian when I go out somewhere in the city.

Overall you feel more comfortable when you know a language that everyone speaks.

'I enjoy the fact that we do many different things: we read, write and play games and sometimes even watch movies which helps us learn things in new and different ways every time. I also like the fact that our group is small and that we know each other and our abilities pretty well.'

Karolina, Grade 11 Student:

'Humans are lucky to have the ability to be able to communicate with one another using verbal language. We are not only gifted with one language; we actually have the ability to learn more than one. The world is big, with so many different countries and cultures.

These differences make the Earth a much more interesting place to explore. Learning new languages helps humans communicate with each other, but it also helps one understand a culture better. It helps us be well-rounded human beings. I mean, how many times have you been frustrated and lost in a country because you did not understand the language? It



didn't feel very good, did it? Now try and remember a time you understood a foreign language. A much better feeling! Personally I always get excited and thrilled when I understand a foreign language in another country, or even just watching TV or listening to music in a different language. I think it is a very good thing PSI offers a variety of languages. I enjoy how in language classes there is a large variety of ways to learn a language as well as many ways to test how well you can understand a language. It is very important to expand our knowledge by learning languages and understanding languages.'

By Olga Berezhna, Head of Secondary Language Acquisition Department





Counselor's Corner

Half the school year is almost done and we all seem busier than ever. Now is a good time to sit with your children and take action to help them deal with their academic pressures, and balance their daily lives.

Academic pressure can start at a young age and can come from lack of time management, need for perfection, worries over expectations either personal or from others, a lot of extra activities, or even just having some really tough courses. Academic pressures that are not managed properly can lead to stress, which in turn can lead to 'melt downs', depression, panic attacks and more. It is important to remember that everyone handles academic pressures in different ways and the same situation will affect each person differently with different responses. Communicating with and monitoring your student to find out what pressures they face and how it affects them can help to give insight into actions that can be taken. To deal with the academic pressures, it is best that your child finds balance in his/her everyday life.

The Palo Alto Medical Foundation suggests the following six strategies to help find balance in our lives.

- Set Priorities
- Do not be an Over-Achiever
- Set realistic goals
- Acknowledge your feelings
- Take care of yourself
- Schedule time for you

Setting priorities is a key to balance. Everything does not have to be done at the same time and immediately. Prioritize what needs to be done first and what can be done later, based on what is most important to you and what is least important. Also, look at what helps you to reach your end goal and therefore is important to accomplish.

Exploring different options and being a well-rounded individual is important. However, you do not need to do it all and be involved in everything. Find a couple of activities that you are passionate about and that you can enjoy whilst also having time for academics, family commitments and relaxation.

Set goals that are realistic and beneficial. What can you accomplish today, this week, this month? If our goals are too high and too unrealistic, then you will not always see progress in reaching those goals. This lack of progress can lead us to feel defeated and can make us feel more stressed.

Your feelings are important and are a guide to when too much is too much. If your child is feeling overwhelmed, depressed, frustrated, or other feelings, those feelings need to be acknowledged and a conversation should occur.

Is your child involved in too many things? Do they no longer find joy in what they are doing, or have certain activities become a chore and they no longer find inspiration in that activity? Then it may be time to adjust your child's schedule of events, and change or even drop certain activities.

Finally, we need to guide our children in taking care of themselves and scheduling time for themselves. It is important that your children eat healthy, get exercise, and have at least nine hours of sleep a night. By doing these things, your children's stress levels can be reduced, which will help with their academic pressures and focus. Also, allow your child time for him/herself. As adults, we like to do things like read a book, take a warm bath, or take a walk to help us stay calm and relieve the pressures of our day. It is important our children have the opportunity to do the same for at least half an hour a day. It is also suggested that you do something as a family, like playing a board game, reading together, doing yoga or engaging in other activities everyone enjoys. This allows you to build a bond, find balance and reduce stress together.

Little actions in everyday life help us to be better adjusted and more successful. Together, you and your children can help to reduce their academic pressures and find balance in their everyday lives.

Felina Heart, K-8 Counselor

Katie King, High School Counselor





The Secondary Arts Department Takes Action

Drama

Grade 9 MYP Drama students are taking action through their study of Verbatim Theatre, and the potential for theatre to influence social consciousness. This style is particularly important in the contemporary world of theatre because it moves away from more traditional forms of playwriting and storytelling. Students have learnt the Verbatim process of writing through interviews on a given topic, and have experimented with how to bring other people's words to life in a dramatic but respectful way.

The students have collectively decided to focus their work on the theme of 'mental health'. They will be taking action by interviewing members of the PSI community, analysing and compiling the stories they've collected, researching statistics, and then carefully choosing the material for their pieces. After working individually, they will begin the collaborative part of the process... collectively creating the final piece for performance at the end of January.



'A Place Where We Belong'



Drama

Enjoy some photos from our production of Oscar Wilde's *The Importance of Being Earnest*. We decided to set our production in the Roaring Twenties to take advantage of the period's atmosphere of breaking traditions, especially within artistic and cultural boundaries. It was the period that made jazz music popular, and was a time when the role of women in society was evolving. It was the age of modernism, and Wilde's themes of decadence and beauty in this play fit perfectly in the era, despite being first produced in 1895. Many students and teachers were involved with this production, and we even borrowed furniture and props from many PSI community members! The students were outstanding - both onstage and backstage, and they should be congratulated for their hardwork and dedication. Once again, I am very proud of the quality of work being produced from PSI Arts students, and very thankful for the amazing community at PSI that continues to come out and support us!

By Malina Patel

Head of Secondary Arts / MYP Drama & DP Theatre Teacher



'A Place Where We Belong'

The Second Department Act



Visual Arts

In **Grade 8 MYP Visual Arts**, students are using art as a way to take positive action regarding social issues they find important. Unit 2: Artistic Partnership asks students to engage in the long tradition of using art to communicate their ideas and beliefs.

Students began the unit researching and analysing artists from different times and cultures who use their art as a form of protest, such as Diego Rivera and Barbara Kruger. Students enjoy seeing the rebellious side of art. After making connections to

art history and context, students began to think about their own work. The most important part of this unit is for students to decide what they care about and what they want to see change.

As I write this, students are working with partners developing their imagery and slogans for their final pieces. Students will be using Photoshop to create these. Keep your eyes peeled for their work on Facebook at the end of January, and see how Grade 8 wants to change the world.

By Sara Jacobs, MYP & DP Visual Art Teacher



Secondary Arts Student Takes Action



Music

Grade 10 MYP Music students are in the middle of their Music & Culture unit, which explores the broad theme of popularity within a culture. Currently, they are examining pop songs and attempting to analyse what makes something relevant to a target audience. Their summative project is student-driven, meaning the six students are responsible for designing their own end product based on their perception of what would be well-received by an elementary audience.

As I write this, the students are in their second week of the project, for which they have decided to create a flash mob! Together, the students created a flow chart of everything that is involved in taking an idea from concept to smash hit, and are now responsible for following those steps. Most recently, they surveyed five elementary school classes to find out

what kids are interested in and what is popular today in movies, games, and sports. After analysing the results, the students decided to focus on the theme of heroes.

From here on out, the students will be writing their own lyrics, composing their own melody-lines and chord structures, 'hiring' talent (singers and dancers to perform the mob), recording the music, and creating accompanying choreography. They will also be responsible for the logistical side of the production, which will include all the communication and plans to pull off the event on the day.

Please stay tuned on Facebook after December 15 for a video of the end result!

By Mica Gaard, MYP Music Teacher

In the Arts Spotlight...

ISTA FESTIVAL TRIPS

MS Students - 5-8 February in Bucharest, Romania
HS Students - 19-22 February in Munich, Germany

DP VISUAL ART GALLERY

Grade 12 students will showcase their artwork at the end of March. Location and dates to be confirmed.

High School Boys Football

The PSI senior boys football team had a successful season this year. A young squad of players competed manfully in the Kyiv league against older and bigger opponents and experienced some success against the other international schools.

In early November, the team travelled to Skopje to compete in the CEESA tournament. We beat the schools from Latvia and Helsinki and ended up securing fourth place. The boys improved over the season, particularly Vlad, our goalie, who impressed everyone at CEESA by saving two penalties and numerous other shots on goal. The team also managed to win the tournament Sportsmanship Award, which is voted on by all the other teams and demonstrates what a positive impact the PSI team had on the tournament.

We hope the team can use this experience as a springboard to future success.

Barnaby Morgan and **Luke Ramsdale**,
Team Coaches



High School Girls Football

The high school girls had a great football season this year. In the Kyiv League, we won games against KCA three times and one game against KIS girls. We made it to the finals in KSL and tried our very best to beat KIS again, like we did last year, and it was a very close game, but unfortunately we ended up losing. However, we knew that this was good practice for the upcoming CEESA tournament.

This year, the High School Girls' football team travelled to the city of Helsinki, Finland for the annual CEESA football tournament, with our two coaches, Ms. Vogel and Mr. Ortwein. We were super excited to compete in the event, as we felt we had a very strong team and really enjoyed working together this season. For Anna Shipovich and me, this was going to be our very last CEESA and the last three days of playing football as a PSI Panther, so we



were determined to give it our best and make the trip memorable.

We started the tournament off very well, winning both of our games the first day. However, it was no easy task, as the temperature dropped significantly, resulting in the very first snow of the season. The

first game we played against Belgrade, we were somewhat blinded by the snowflakes flying into our faces, but the real struggle began during our second game, against Skopje. By the time we started playing, the entire field was covered in a thick layer of snow, which was not only slippery, but also stuck on our shoes and the ball, slowing it down as it rolled. Our coaches found the sight hysterical, as they watched our disoriented faces when the ball would suddenly stop. We still managed to win the game 5-1, showing everyone that we are capable of playing in even the most extreme weather conditions.

The second day lifted our hopes up even higher, as we continued to remain unbeaten, winning two more games that day – against Sofia (2-0) and Latvia (13-0). After the successful yet tiring day, we were taken on a short cultural trip and were also able to spend some time with girls from the other teams at a bowling alley.

We had one more round-robin game the next day, against the host school ISH, but we knew that no matter what the score would be, we were automatically going to play ISH in the finals, as both our teams had so far been unbeaten. Our first game against them didn't go as well as we hoped, and we ended up losing 0-1. We were a little bummed, but knew that the next game, the final, was the only game that really mattered. We had a few hours before the finals, so we decided to relax and enjoy our time together. We had a little feast

in our locker room, sat in the sauna discussing various life issues and were entertained by Ms. Vogel and her 'amaazzzzing' magic tricks.

When the time came for the finals, we went in with the intention of giving 120%. We had great communication, accurate passes and played aggressively the entire game. In the first half, Eleonora very skillfully placed the



score, and they did come very close to scoring several times. But at last, the final whistle blew. We were the 2014 CEESA football champions! Second year in a row!

As we went to get our medals and trophy, I couldn't help but feel bittersweet about the moment, because I knew that this was the end. But at the same time I was so proud of every single person on the team and of what we accomplished. I am so happy to have been able to be part of the PSI football team for the past seven years and I wish it the best of luck in the coming years. Go Panthers!

Gabriela, Grade 12 Student



ball from a corner kick, right near me. I closed my eyes, jumped and when I opened them again I saw the ball in the left bottom corner of the net. We were so happy, but knew that we still had another 30 minutes to go and that anything could happen. We kept attacking, running, shooting, passing and defending, knowing that at any moment, the very skilled Huskies could



Middle School Girls Football

Dear PSI Sports Fans, this year, the Middle School girls soccer team came into the season with just four returning players. With tempered expectations, the team played surprisingly well, beating KCA three times and KIS two times with one tie.

A team of 11 girls heading to Belgrade for the annual CEESA tournament with other teams coming from Latvia, Bulgaria, Finland, Macedonia, the British School in Belgrade and 2 teams from the host school, the International School of Belgrade. The team went through the round robin part of the tournament with



an undefeated record of 4-0, scoring 24 goals and allowing just 1. In the semi-finals, the team played team Nova from Skopje and prevailed 3-1 in a tough game. The Panthers faced the host Belgrade team, which was made up of mostly Grade 8s. Our girls played



their toughest game of the year and managed to end the game 0-0 after regulation. In the end, the Belgrade team beat the Panthers on the last shot of the penalty round.

All the girls played with heart and determination. Special recognition goes to Emily Cairns for leading the team in scoring and to Tahee Strein for her leadership in goals. Congratulations to the entire team for an excellent and rewarding season. Thank you to coaches Iryna Sydoruk and Scott Depooter and to the fans. Go Panthers Go!

Scott Depooter and Iryna Sydoruk,
MSG Football Coaches



Middle School Boys Football

This year in the Middle School Football season, the PSI Team made tremendous progress. As a young team with most of the players in Grade 6, it was a challenge to compete in the Kyiv League as well as at the CEESA tournament in Sofia, Bulgaria. But our boys demonstrated a constant diligence and as a result came third in both tournaments. In Sofia, in the match for the 3rd place, boys played against the

Serbian team, but we lost during the qualifying games. However, by keeping a solid defensive line and showing outstanding teamwork, we managed to score 3 goals during the first half and did not concede any goals. The team from the International School of Belgrade pushed very hard to come back, but they succeeded only twice, which in total gave us 3:2 to our advantage.

It was amazing to come back to PSI and receive such a warm

welcome and congratulations from the parents - a strong support that we felt very vividly.

We say a big thanks to everyone for contributing to our team's success!

Anatoliy Zubritskiy and Dima Verbenskiy,
MSB Football Coaches





Cross Country 2014

Congratulations to the PSI Cross Country team! Our high school and middle school runners ran hard during our challenging season. Cross Country is a sport that challenges athletes both physically and mentally. Our runners trained through beautiful fall and chilly winter. Training sessions often included training runs of 5+ kilometers. Athletes were given instruction in pre and post run care, proper diet and hydration. Coaches provided a supportive environment, but it was the runner's words of encouragement to each other during the tough spot of the courses that unified the team and kept us all running. Cross-country is a sport that is done in all countries and by athletes of all ages. We hope all our runners continue in future. See you out on the trail!

2014 PSI Cross Country Team

Thibault (Grade 7 Student)
Nik (Grade 9 Student)
Damian (Grade 10 Student)
Luka (Grade 10 Student)
Anna (Grade 9 Student)
Kuba (Grade 10 Student)
Aldiyar (Grade 9 Student)

By **Heath Fontes**, *Cross Country Coach*



Middle School Tennis

We had a very successful Middle School Tennis season. The programme started at the beginning of the school year and ended with two invitational Tennis tournaments against KIS in October.

The spirit and enthusiasm were high throughout the whole season. The focus of the sessions was mainly on ground strokes and single games.

During the tournament, our players showed not only exceptional individual skills but great sportsmanship-like behavior as well. We can be proud of the participation and hope to see even more Panthers on the tennis courts.

Here is a reflection from Grade 8 student, Nikita, about tennis:

I know that tennis is a really old sport. It was played at the times of Egyptians, Romans, Greeks, Henry the VII and Henry the VIII, but tennis as we know it today came to us in the 18th century. It was played on the lawn, using old, expensive and fragile equipment. Nowadays, tennis is a modern and personalised sport. The tennis lessons that we take in PSI are a chance to get the unique experience of playing tennis as the representatives of different countries and the ambassadors to the different cultures. In these lessons, we have a chance to modernise and advance our technique as well as play with other



By **Peter Hausz**, *Tennis Team Coach*

schools like KIS. Our coaches are well trained with good and long experience of teaching. Our school gets awards during the tournaments. Students enjoy these sport lessons, too! They have fun upgrading their technique and playing a sport that increases cooperation, teamwork, coordination, and respect as well as fitness. Tennis is fun! Tennis is PSI!





Animal Shelter CAS Project - No Christmas Puppies, Please!



It is the holiday season and as our spirits are being lifted by the thought of cozy evenings by the fire and exchanging gifts with our loved ones, we may be driven to make hasty decisions about the gifts we would like to give and receive. However, I wanted to take this opportunity to remind our readers not to get too impulsive when planning what Santa should leave under the Christmas tree this year. If you are thinking of buying a puppy as a gift for your family, please think again. According to the RSPCA, three pets are being abandoned every hour during the Christmas period, largely because of unwanted Christmas presents. Many puppies and kittens are also given away or abandoned around spring, when they have grown up a bit.

However, if you have carefully considered the cost of having a pet and understand the huge responsibility you would take upon yourself and you still wish to add a four-legged friend to your family, please consider adopting rather than buying one. There are thousands of dogs and cats waiting for a new, loving home.

Since the beginning of last year, I have been part of a CAS group that focuses on helping a local animal shelter called S.O.S. The shelter is located a 20-minute drive away from the school and is home to over 1,000 dogs and cats, including many puppies and kittens that are often left at the gates of the shelter by anonymous people.

The dogs and cats are always so eager to see us and be held, petted and played with, and we love giving them our attention whenever we visit the shelter. It is truly heartbreaking to see these wonderful animals abandoned, when all they want is a loving home. I love animals and

used to have a dog and a cat myself and I could not imagine ever leaving them on the street, or throwing them over the wall of a shelter (which is how some of the animals have ended up in S.O.S.). I have never been able to fathom such lack of responsibility that these people show, when they abandon the pets that had grown to love and trust them.

Thankfully, places like the S.O.S. shelter try their best to give the animals a home of some sort, rather than leaving them to face the world on their own on the streets. However, the shelter stopped receiving funding from the government and is solely relying on donations at the moment, which is a struggle, considering the amount of animals it needs to support.



Every member of the group wants to take all dogs and cats home every time we visit the shelter, but unfortunately, this is not possible. So in our CAS group, we fundraise money for food, surgeries, and new doghouses, as well as collecting old blankets, pillows, etc. for insulation of the doghouses, as the vast

majority of them are located outside. We are hoping to improve the animals' lives in even a small way and help make sure that they survive the cold days of the winter ahead.

If you would like to support our cause, you are very welcome to make donations at the Winter Bazaar this December, where we will be collecting money for the shelter. Also, please note that we will be collecting dog and cat food and blankets until the last week of school before Christmas break.

If you have any questions or would like to get involved in this project, please contact me at 2015gabrielam@psi.kiev.ua. Happy Holidays!

Gabriela, Group Leader (Grade 12 Student)



MOVEMBER



November just finished at PSI and quite a few male high school students, teachers and parents decided to participate by growing a moustache. You can see for yourselves the many fine moustaches grown by the Men of Movember.

The point of Movember is to show that the reasons for men's poor health can be a lack of awareness and understanding of health issues, men not openly discussing how they are feeling, an unwillingness to take action when men don't feel well (physically or mentally), men taking part in risky activities that threaten their health, etc. The aim of Movember is to bring change and give men the opportunity and confidence to learn and talk about their health more openly so that they can take action. The moustache is a fun twist to this process.

One of the most serious health issues that affect men today is cancer, which begins when cells in a part of the body begin to grow at an abnormal rate. As these cancer cells grow and divide, they invade normal tissue and form a swelling (Movember-United Kingdom 2013). As the swelling grows, it is possible that some cells will get into the bloodstream, travel to other parts of the body and begin to grow and form new swellings, which can be fatal.

Testicular cancer is a type of cancer, when cancer cells develop in one or both testicles. The testicles are part of the male reproductive system and are responsible for the production of male hormones

Movember at PSI

(mostly testosterone) and sperm (Movember-United Kingdom 2013). Young men between the ages of 15 and 45 years are at the highest risk of developing testicular cancer. The causes of testicular cancer are unknown, but possible factors may include family history, previous incidents of testicular cancer, etc. Although it has an amazing cure rate (96%), it is something that men are not so eager to talk about, yet let themselves be diagnosed with it. (Movember-United Kingdom 2013).

Candidiasis or men's thrush is another serious health issue that can affect men's genitals. Candidiasis is a mycotic infection - an infection caused by a fungus, *Candida* in this case. In men, genital candidiasis

affects the head of the penis and, if present, the foreskin. Men with genital candidiasis may experience an itchy rash on the penis. Risk factors that make candidiasis more likely include antibiotics,

immunosuppression, diabetes, poor hygiene, and using too many cleansing products.

Another health problem that often occurs in men is prostate cancer, which is the most common cancer that men have. 'Over 40,000 men are diagnosed with it every year.' (Movember-United Kingdom 2013).

We would like to say thank you to all men of the PSI community, who are helping us to raise awareness of these important issues, by growing a moustache.

The Grade 11 CAS Movember Crew





Medical Awareness for IPDs Project

The Medical Awareness for IDPs project idea started when I was visiting an Internally Displaced Persons (IDPs) centre in August. It shocked me how these people lost everything they knew and had to move to live in centres like this. During my visit, I was able to talk to one of the doctors at the centre, who turned out to be a volunteer working only limited hours. After talking to him, I quickly realised that even if the centre was supplied with first aid kits by different national and international organisations, there was a huge problem with IDPs who were treated for one of the existing contagious diseases back where they lived before having to move, but weren't able to continue that treatment in the centre because of the impossibility of contacting an expert for that specific illness.

Even after I left the centre, I still thought about the situation of these people. I wanted to help, but there was no way for me to do so until I met a UNAIDS representative for the IDP centres. Because my will to help was very strong, I proposed that I would create an awareness campaign for the specific diseases that they have trouble with. When I came to school with this idea, people from older grades directly told me I should make this effort into a CAS project. Then everything went very smoothly: I created a motivated and responsible team that was going to help me in my project, completed all the forms necessary to start the project, and contacted the IDP centre and the UNAIDS. They created a support team for our project, which included members of the international organisations UNHCR (United Nations High Commissioner for Refugees), WHO (World Health Organisation), UNAIDS (Joint United Nations Programme on HIV/AIDS), and national organisations such as the Ukrainian Centre for Disease Control (CDC) office created by the Ukrainian Ministry of

Health, as well as non-governmental organisations such as the Network of People Living with HIV (NPLH).

We decided that our project should be in the form of posters and leaflets, and that the diseases we would focus on first would be HIV/AIDS and tuberculosis, respectively the third and sixth most lethal illnesses in Ukraine. It was the beginning of a great cooperative effort between our project support team and my CAS project team. In three months, we gathered information for the posters and leaflets for all six Ukrainian regions that have a large number of IDP centres, created a few designs for both the poster and the leaflet, and translated everything into three languages. For each of these steps, we closely and efficiently collaborated with all of the different organisations.

Besides a few official meetings we had with them, we also - with the help of our school principal - invited the whole project team, both CAS and support, for the launch of our posters and leaflets campaign at PSI. We held this event on the 2nd of December, the day after World AIDS Day. At the event, two UNAIDS experts gave a presentation about these illnesses to 11th and 12th Graders at PSI.

I am very happy that so many people took part in this project which was only an idea three months ago. I predict it will be one of the most important CAS projects in the next few months.

Radoslaw, Project Leader (Grade 11 Student)

Діти світу дітям України

Різдвяне свято

Children of The World
ORGANIZATORI:
Дитяча благодійна організація
"Діти майбутнього"
Pechersk School International
Міжнародний благодійний фонд
"Україна 2000"
Міжнародний Альянс
Братської Доліжності



To The Children of Ukraine

НАШІ ДРУЗІ:



МІСЦЕВО: «Мистецький Арсенал» (Київ, вул. Лаврська, 12)
територія освітнього проєкту АРСЕНАЛ ІСБІ

Children of the World to the Children of Ukraine

Ghandi once said, 'You must be the change you want to see in the world.'

With the tension of the on-going crisis in the east rising every day, many innocent lives get caught in the crossfire. The biggest victims of the crisis

families, with a total of about one-hundred-and-fifty people. They were all forced to leave their homes due to the crisis, and now are left with nothing. With winter approaching, it was crucial to provide these people some warm clothing and medication.

With little time for hesitation, the group quickly got to brainstorming ideas for fundraisers. Our first fundraiser was a simple attempt to raise some funds in a short amount of time. We took a jar, filled it with coffee beans and got people to guess the amount of beans in a jar for 5 grivna. A little amount of money was gathered, yet nowhere near the costs needed to make any effective change in the lives of the children in the Kotsubinske IDP centre.

'Children are the future of the world we live in today, and it's key that we help secure their future, so that they can secure the future of the world.'

are children. Children are the future of the world we live in today, and it's key that we help secure their future, so that they can secure the future of the world. This is the thought that led to creating the PSI Community Action and Service (CAS) group 'Children of the World to the Children of Ukraine.' All of the students who participate in the CAS Group are devoted to helping others in need, and in a very small amount of time have been able to accomplish many goals to help internationally displaced persons (IDP) Ukrainian children.

The year began with just three students involved in the group, yet over a very short period of time, new members joined and the CAS group soon began to accept even MYP members fulfilling their Community and Service goals. At first, the project was something children had to do to fulfill the requirements of their education, but very quickly everyone developed a passion for our actions and our goals. All the students of the 'Children of the World to the Children of Ukraine' group are devoted and hard-working individuals, insuring that each other, as well as the PSI

Community, get involved and came a change.

There are many children and families who need help today. The group decided to get involved with one of the biggest IDP centres just outside of Kyiv, in the village of Kotsubinske. The centre provides a home for thirty-five

Teaming up with Student Council, a big Miracle Week fundraiser was organised next. The fundraiser lasted a week, each day of the week themed with a different donation item. During that week, a Miracle Minute was also carried out to gather money to purchase medication and basic food needs of the centre. In total, the Miracle Minute gathered 11,380 grivna, including a very generous donation made by the PTA after their bake sale. During Miracle Week, PSI really came together to gather essential items such as winter clothing from people of various ages, canned food, school supplies, home essentials, and many other items that were all later transported to the centre. It would be impossible to even begin to explain the emotions that the group felt when the children and members of the IDP centre thanked us for our help. It was one of those precious moments in life that one never forgets. In a few day's time, the 'Children of the World to the Children of Ukraine' CAS Group, with the help of Student Store and fundraising by PSI teachers, also helped to pay for a course of cancer treatment for one of the mom's in the IDP centre, as well as bringing crucial medication to the centre.

The biggest and most successful fundraiser and awareness campaign that the group had so far was a



Christmas Festival on 21st November in the Mystetskiy Arsenal Museum. The event was organised through association with other external charitable organisations such as Ukraine 3000 and the International Alliance for Fraternal Assistance. The festival featured a large silent auction, a concert by children of all ages and a raffle, as well as a many traditional Ukrainian craft activities. A number of well established artists, photographers and sportsmen came together and donated large amounts of their work to the auction, which brought a lot of attention to the festival. The event was centred around children, to show a direct parallel to the concept of children helping children. The festival was a huge success, with over 500 attendees, and many funds raised. Throughout the whole day, laughter could be heard from various ends of the hall, with children running around smiling and showing off their craftsmanship. Various languages could be heard throughout every room. The whole event was a great effort and a unification of the international community to help children that have been caught in the crossfire. The success of this event was fully dependent on the volunteers. Student from various schools came together and put their full effort throughout the day to host the event, talk to people, and explain the



importance of what is being done. Thanks to these wonderful individuals, the festival went smoothly, and allowed everyone to enjoy their time.

Though it is just the beginning, 'Children of the World to the Children of Ukraine' has had a tremendously successful start to the year. Our effort has just begun, and many great things are to come. We have fallen in love with the children from the Kotsubinske IDP centre, and are willing to work day and night to do everything in our power to help the innocent children. We want to be the change that we want to see in the world.

By Ivanna, CAS Leader (Grade 11 Student)

Primary School Christmas Initiative



This year, the PSI Primary School came together with both gifts and monetary donations to support underprivileged children living in an orphanage and also some children from underprivileged families in the small village of Vyshvishi about two hours away from Kyiv. Thank you all so much for your gracious outpouring of generosity! On Saturday, 6th December, staff, students and parent volunteers from PSI went to this orphanage/boarding school to deliver the presents to these children, many of whom had never received a personal present before in their lives! Their faces lit up with complete joy and gratitude as they

were each handed one or more holiday gifts. And they are gifts that keep on giving, especially for one little boy with a hearing problem whose Christmas wish was to be able to hear better. He is coming to Kyiv next week for a specialist appointment and hopefully your monetary donations are going to help him be fitted with a custom-fitted hearing aid. Thank you, PSI, for your kindness and holiday cheer. You have truly made a difference in the lives of these 100+ children this holiday season!

By Kailyn Fullerton and Kendall Jackson, Charity Initiative Coordinators

Book Digest

People often choose to read in their free time and most of our students develop a love for reading throughout their time at PSI. Reading is a great way not only to learn about the world

and broaden your horizons, but also to expand your imagination and to evoke curiosity. This quarter, students, teachers and parents reviewed recently-read books... because reading is fundamental.



Pippi Longstocking by Astrid Lindgren

I like *Pippi Longstocking* because she is really funny and caring. She does not care what people think of her. She does what she wants to do and does not care if people say, 'Don't do this, it is too dangerous.' She says, 'No, I will do this,' and she does it. Pippi also likes to play with a boy and girl, called Tommy and Annika. Pippi plays with them every day and they have a lot of fun. There is also a cliffhanger, because at the end, Pippi asks Tommy and Annika a question and then the book ends. Mina, Grade 3 Student

Pippi Longstocking is a girl that lives alone and thinks that her father is a cannibal king. Pippi always has something fun to do, even though she isn't very smart (she calls multiplication 'pluttifikation'). This book made me laugh a lot because Pippi is very funny and adventurous. Olympe, Grade 3 student

Horrible Science: Chemical Chaos by Nick Arnold

I chose this book because I like chemistry the most out of all science subjects, so I thought this book might interest me. This book is nonfiction and describes all kinds of stuff. My favourite part of the book is all the experiments that you can do at home, like the toothpaste. People used to make toothpaste out of water, sugar and salt! But they stopped making it because as you know, sugar and teeth don't go well together. This book was fun to read. I learnt quite a bit from it. My favourite part was the do it at home type of experiments. Out of 10, I'd give it around a 7. Emil, Grade 6K Student

Hyperbole and a Half by Allie Brosh

This book is a bundle of hilarity, where a person faces the challenges of life and other things. It is a very nice read. Although it has no plot, it is in chapters of life moments of the writer, and overall is very funny and exciting. Andrew, Grade 8C Student

Diary of a Wimpy Kid: Hard Luck by Jeff Kinney

This book is about a boy called Greg who lost his friend and then he tried to get another friend but he did not manage. At the end, he got his friend back. Marius, Grade 3 Student

This is a cool book about a boy named Greg who keeps a diary. It's by Jeff Kinney; he wrote more of these books (*Diary of a Wimpy Kid*). I would recommend this book because it's funny and cool. Katya, Grade 3 Student

The Alchemist by Paulo Coelho

I would recommend this incredible book to anyone, as it is very simple in the style of writing, giving it the ability to be understood by an ageless group of readers, and has an incredible, mind-blowing plot and a magnificent atmosphere of Coelho's world which creates an incredible journey into the world of reading. Maximilian, Grade 8D Student

Miss Peregrine's Home for Peculiar Children by Ransom Riggs

I loved this book. It was a great mixture of Sherlock Holmes type of adventures and Steven King type of horror. A great, easy read that will leave you with a lot of questions and a lot of theories, including theories regarding our world. The sequel looks quite promising! Recommended age: 13-19 Kvitoslava, Grade 8D Student

Wicked World Cup 2006 by Michael Coleman

I chose this book because I love football and want to learn more about the World Cup. This book fulfilled its promise to teach me more about the World Cup. I really loved this book; I would give it a 9 out of 10. I would recommend this book to a friend because I know that all my friends like football. Recommended age: 9 - 12 Leo, Grade 6K Student

The Maze Runner by James Dashner

The Maze Runner is the first book in the Maze Runner series written by James Dashner. I personally really enjoyed this story. I would recommend this book because it is very easy to read and also very enjoyable for our age. I would also give this book an 8 out of 10. A great easy and flowing book, for any occasion. Recommended age: 12 and up Agata, Grade 8C Student

The Ask and the Answer by Patrick Ness

This book is one of my favourite books of all time because it shows how even people our age can face events meant for adults. It really explores human nature at the height of extreme pressure, and everything is made even more tense because Patrick Ness is the king of suspense. If I were to rate this book out of 10 I would give it a 9 because sometimes the tension is too much. I recommend this book to older children or teens because even though it's about children, it has violence, swearing and some vaguely inappropriate ideas. Ilinca, Grade 8C Student

The Twits by Roald Dahl

The genre of this books is classic comedy and humour. The story made me feel like laughing because of some of the funny scenes. The plot was like all the other kiddy plots: the bad guys lose in the end, so it was not that exciting. The story made me think about Roald Dahl's writing, because it started a new genre of writing throughout the world. This book had many parts that were creative and funny that no other book writer would do. My book rating is 8/10. Recommended age: 7-11 Razvan, Grade 6K Student

Where She Went by Gayle Forman

Gayle Forman has written the first book that had recently become a movie called *'If I Stay'*. This book really brought out a lot of emotions, from crying to laughter to excitement to horror. I loved it! This is one of the books I would recommend for adults as well as teenagers to read. Chrystyna, Grade 8C Student

The Origin of the Species by Charles Darwin

This classic scientific book by the father of evolution, Charles Darwin, is a phenomenally good read. It is very descriptive, and states the scientific theory of evolution, which says that creatures evolve over time to fit into their surroundings and survive in their environment. It is a masterpiece of scientific literature, and Darwin's most successful publication. Due to this, the theory of evolution is widely accepted across the globe. I would recommend it to my friends, although this book is for an older audience. Out of 10, I would give it an 8.

Daniel, Grade 8C Student

Insurgent by Veronica Roth

Insurgent is the second installment in the Divergent series. I chose to read this book because the film came out recently and I decided to give the books a go. I liked the book because it was an action-packed book that also had interesting dialogue in it. The book was interesting and really made me see a different future. I rate it 9/10.

Recommended age: 11-15
Andrew, Grade 7L Student

The Dragon Whisperer by Lucinda Hare

The Dragon Whisperer, a fantasy book written by Lucinda Hare, is the first book in a series, where the next book is called *The Flight to Dragon Isle*. I really enjoyed this book, it was fascinating to read and life-like. I recommend this book to anyone aged between 12 and 15 who likes fantasy and action. It was very well connected and I give it a 10 / 10.

Sonja, Grade 8C Student

Fangirl by Rainbow Rowell

This story made me feel very interested and wanting to know more and keep reading, as to how Cath's feelings were going to develop and whether she was going to open up to new experiences or keep locking herself up. This is very interesting to me as this is the genre of books I enjoy.

Recommended age: 10 - 18
Lyubov, Grade 8D

The Perks of Being a Wallflower by Stephen Chbosky

I chose this book as I wanted to read something fun and a little different. The story really made me think of how much your friends and family mean to you. Try to enjoy and cherish them while you still have them because once they're gone, you can't have them back. I really loved the book and recommend it to anyone who doesn't like reading romantic novels and likes something fun, but not happy.

Recommended age: 12-14.
Nika, Grade 7L Student

The Seven Habits of Highly Effective Teens by Sean Covey

The book is about habits and how you can improve yourself to be a better person. It is stuffed with cartoons, clever ideas, great quotes and stories about real teens from all over the world. I changed throughout this book. It helped me build friendships, resist peer pressure and achieve some of my goals. This book made me feel better about myself. I liked the book very much, my rating is 10 out of 10!

Recommended age: 11-15
Nadia, Grade 7G Student

Never Ever by Helena Pielichaty

The cover looks girly but trust me, it's not girly at all. It includes aspects of real life and how life works when you're 14 years old dealing with love and uninvited stuff. This story somehow made my heart beat faster in some moments. There are many exciting moments as well as sad and happy ones. The characters seem pretty believable. The author gives good detail on what is happening in a 14-year-old teenage mind. I would recommend this book to all of my friends because it's amazing and I know that my friends would like these kinds of books. I would give this book a 10 out of 10.

Recommended age: 13-16
Sena, Grade 7G Student

I am Zlatan Ibrahimović by Zlatan Ibrahimović

I wanted to read this book because I love football and got it as a present from my Swedish friends. This book is about Zlatan, how he started out as a poor child from rough streets in Sweden to become one of the best football players of his generation and what he does at some of the biggest clubs he's played at. I like how it made me feel like I now know a bit more about the inside world of football. I would recommend this book to anyone who likes football and would give it 9/10 because there's a lot of swearing and has a few parts in the start that are a bit boring so it doesn't get a full 10.

Christian, Grade 6L Student

The Curious Incident of the Dog in the Night-Time by Mark Haddon

This is a fiction book about an autistic boy, so he sees things differently than us. I liked this story because it had lots of puzzles you had to solve but a bad thing is it has a lot of bad words. The plot was very realistic and believable. This is not a funny book; it is purely a realistic mystery. This book makes you think what it is like to be somebody totally different than you. I really liked this book and recommend it to mystery lovers.

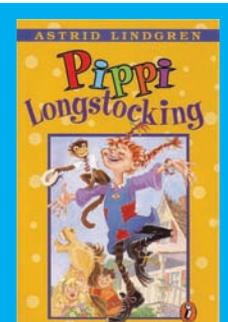
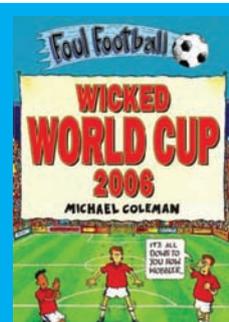
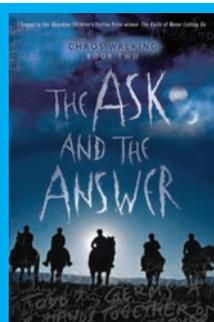
I rate this book a 9 out of 10.
Recommended age: 10-11+
Janis, Grade 6L Student

Lord of the Rings: The Fellowship of the Ring by J.R.R Tolkien

This is the first book in a series of fantasy adventure books called *The Lord Of The Rings*. Overall, this is one great book in an amazing book series. I would recommend it to anyone of a high reading level since the book is filled with a couple of complicated parts. But this is a great story either way. I would give this book an amazing 10 out of 10.

Alexander, Grade 6L Student

By Pam York and Polina Spencer, School Librarians



An Exclusive Interview with Jan PSI Student, a Current Student



12, graduating in 2012.

Emma Zelenina:
How long were you a PSI student and when did you graduate?

Jan Mikolajczak: I was at PSI from Grade 6 until Grade

Emma: *What did you like the most about PSI?*

Jan: One of the best things about PSI was the supportive atmosphere which always promoted development and well-rounded personal growth.

Emma: *What were your favourite subjects or activities?*

Jan: My favourite subject has always been Maths. I was also part of the Maths Club for practically my entire time there. The team sports I was part of at PSI are also some of the best experiences of my life, especially basketball. Experiences from both of these areas, even more so than all others found at PSI, are actively feeding into my current activities and life.

Emma: *What was your biggest success at PSI?*

Jan: Learning the time management required to stay active and engaged in several areas of life, while still finding the time to enjoy myself. Being able to strike the right balance, to me, is one of the most useful skills I have and one which to an extent defines me as a person. I believe my experiences at PSI have been a very large part of the development of this skill.

Emma: *Where are you studying now, what is your major and why did you choose this major and this particular university?*

Jan: I am studying Maths and Computer Science at Oxford University. I have chosen this particular combination of courses and university because they offered a very well-rounded course at the highest level. I am now at a stage in my course where I can actively

choose the balance between the two subjects and this is something that I value tremendously.

Emma: *What is the key feature that makes this university different from others?*

Jan: The college system found at Oxford is quite unlike most other places, with a few exceptions. It creates very tightly-knit sub-communities, which accommodates the creation and running of clubs and societies of all different sizes within the University. People at Oxford are generally full of ideas and initiative and it makes the entire place vibrate with energy, with amazing opportunities at every corner. At the same time, the academic standards and expectations are very high, which makes the work and time spent here feel worthwhile and rewarding!

"I am studying Maths and Computer Science at Oxford University. I have chosen this particular combination of courses and university, because it offered a very well-rounded course at the highest level."

Emma: *What is your life today? Any special projects and initiatives?*

Jan: My life outside of the academic pursuits, revolves around quidditch - a young, co-ed, full-contact

sport with roots in the Harry Potter books. I am currently the President of the Oxford University Quidditch Club, which houses two teams, including the European and British champions - the Radcliffe Chimeras, which I am proud to be a part of! The sport itself is an incredibly accurate mixture of tactical awareness, physical intensity and skill, but it



Mikolajczak, a Former of Oxford University

is the vibrant community which really makes it great. It is absolutely full of the loveliest and most positive people!

Emma: *Do you keep contact with some PSI friends? What do you miss the most about PSI?*

Jan: Definitely, despite the fact that the business of university life makes meetings sparse. What I do miss most about PSI is the feeling of knowing everyone around me, of there being no strangers in the community.

Emma: *How did PSI help you in your path to where you are now?*

Jan: As I have mentioned throughout this interview, it is the collection and combination of values taught at PSI that helped me create a well-balanced personality. This is something I believe I am carrying over now, channelling my experiences from Panthers' basketball and C&S/CAS into quidditch, while the ethics and standards of work taught at PSI feed into my academic pursuits.

Emma: *What advice would you give to the students in Grades 11 and 12?*

Jan: Learn to strike the balance. No grades are high enough to justify giving everything else up; no party is ever good enough to justify not doing your best work. Find your place between these seemingly



contradicting rules and you will be happy and you will excel!

Emma: *Your plans for the future?*

Jan: Quite uncertain, for now. I am planning to stay at Oxford for the 4th year - completing a Masters' rather than Bachelor's degree. Afterwards, I am very likely to go into the tech industry, but beyond that I will do what I always done - see what life brings and pick whatever seems to be the best option then!

By Emma Zelenia, Marketing Manager



JAN MIKOLAJCZACK
UNRELENTING. SOLID. AGILITY.

#ISUPPORTTHE4

Our Staff

The main asset any organisation possesses is the personnel that it has on board.

In our case, every person employed by the school, makes a valuable contribution, ensuring PSI's high level of performance.

Seeing teachers accomplish their teaching duties with love and passion is probably the most fascinating thing to watch firsthand.

However, in this article, it's time to tell about the staff members who stay behind the scenes, support teachers by coping with any technical problems, and ensuring that teachers' working environment enhances their productivity.

By Olga Rusnak, Communications & Marketing Specialist



Leo Agamian
Maintenance Manager

Leo has been working for PSI since 2006. His main tasks include but are not limited to managing the maintenance team and

arranging minor repair and construction works. In other words, Leo makes sure that the PSI compound is well-groomed and at the same time is safe for children.

Having been at PSI for this long, he has managed the following projects: construction of the big and small football pitches, children's EC and main playgrounds, portable cabins, replacement of the coating on the playground, etc.

What he loves about his job is that it

never bores him, as having long list of tasks demand from him creative and smart solutions.

Leo loves mathematics. Thus, when he was in his last school years, he dreamt of becoming a maths teacher.

However, in 1997 he graduated from the Kyiv Polytechnic Institute, a faculty of Instrument Design and Engineering.

Besides performing his main duties, Leo volunteered to coordinate the CAS project called ***Children of the World to the Children of Ukraine.*** The main goal of this activity is to help children who were forced to leave their homes in the East of Ukraine because of the war. As part of this activity, the group has already made several trips to the family of 9

people living next to Boryspil City and to a refugees' center located in Kotsiubynske village, delivering some food, clothes, medicines and other supplies.

Asked why he decided to take part in coordination of the CAS project, Leo simply answered: 'All my previous attempts to help did not have any accurate addressee, so I was never sure that the people who needed my help actually received it. By overseeing this initiative, I clearly see that the assistance we provide reaches the very people in need.'

What he really loves about the school are the children's smiles and a lack of grey and monotonous days.

Having met his wife at PSI, he would like to wish everyone to find one's happiness in having a family!



Valeriy Zagrebelny
Gardener

Valeriy has been here for a little bit more than a year.

Valeriy's daily tasks are making sure that the school yard is

clean, with no leaves and snow, taking care of the trees and many other duties.

Having graduated from Kyiv Taras

Shevchenko University in the philosophical faculty, he philosophically answered questions regarding the advantages of his work. He said that it was a great opportunity for him to perform physical labor which positively influenced his health, as well as enjoy the friendly atmosphere he finds here at PSI.

In the evenings after work is over, Valeriy writes essays and novels. He has been an active contributor to

one of the Russian online literary websites. Currently Valeriy has been working on a story that he is planning to publish one day.

For some time, he has also been doing some painting.

He would like to wish all of us to be wise, because only a wise person is able to achieve any goal set in life.



Volodymyr Antoniuk
Electrician

Volodymyr is the engineer/ electrician responsible for electricity, heating and water supply. He has been

working for PSI for more than 10 years now.

Having received a teaching degree, he comes to work every day happy

to be here and enjoys being amongst lots of children. In the past, Volodymyr worked for three years as a teacher of physics.

Asked why he always seems to be smiling when at work, he said that his job brings him a lot of joy; moreover, he has built friendly relationships with his colleagues and is always happy to see them.

In his free time, Volodymyr likes to play chess and to go fishing. He is also a big fan of cultivation and

spends his spring and summer time looking after his own garden.

Sometimes, Volodymyr reads books about Ukrainian history written by such authors as Roman Ivanychuk and Vasyl Shklyar. Finally, he enjoys being a new grandfather and spending time with his two-month-old grandson.

His New Year wish for all of the PSI Community is to finally start living in peace.



Valentin Ermolov
Gardener

Valentin, known by everyone at school as simply Konstantinovich, joined PSI in 2002. Having received a degree in mining

engineering, he worked as a mine foreman for 15 years in the east of Ukraine.

Despite his mature age (he is 77), some of the PSI employees may sometimes envy his cheerfulness, enthusiasm and positive attitude to life.

Living not far from the school compound, he is always ready to help with snow removal or to assist cleaners with their work after such grand events as International Night.

Chess and ping pong belong to the list of his hobbies. On those rare occasions when he has a five minute break, he is happy to play chess with the Secondary students or simply watch them play.

Several years ago, he even tutored a PSI student, Egor, who, as a result, received the first rates in chess. One of the PSI employees once told me that after another chess game with

Konstantinovich, the latter said: 'Don't you perform an analysis of games of the grand chess masters?'

Valentin also enjoys reading. His favourite poet is Sergei Yesenin, and a preferred poem written by the author is 'Letter to a Woman'.

Valentin Konstantinovich also named his favourite Ukrainian author, Ivan Kotlyarevsky, and then, suddenly, started to declaim the poems from that author's book, *Eneida*.



Evgen Pugach
Carpenter

Zhenya performs the job of general workman, responsible for minor repair work, bottled water supply, and covering the technical side of all events'

arrangements, cleaning the campus and purchasing. This is his fifth year here at PSI.

He arrives to work early each day (well before 8 am) and often leaves after 5:00pm. It was very difficult to catch him for a quick chat, as he is usually running around the PSI campus with chairs, tables, water battles or urgent tasks he needs to

complete.

His energy helps him to cope with the multifunctional job successfully. However, there is no doubt he is always happy to lend a willing hand to anyone who really needs it. In his free time, he likes to go fishing. As his New Year wish, he would like to wish everyone to be able of finding a job they would really enjoy!



Sergey Vecherya
Carpenter

Sergey, having been at PSI for 19 years now, is primarily responsible for minor repairs, carpentry work and other maintenance

requests.

What he likes about PSI is that people treat each other with respect here. There are no cases of separation of the employees belonging to lower or higher classes.

In his spare time, he likes fishing and hunting.

He also has a small house outside of

Kyiv where he is busy breeding bees. He would like to wish us all to always stay in good health, be happy and live in a stable and prosperous Ukraine.

PTA News



Last week, over 20 vendors gathered in the cafeteria for the Winter Bazaar. It was a great mixture of arts: paintings, ceramics, jewellery, icons and more, all from local artists. We know some serious business has been done and many beautiful Christmas gifts have been purchased.



Time flies! We are already half way through the school year. We have had some great events in the past few months. The annual International Night was a big success. Almost all nationalities at school were represented, either with a food table and/or during the parade. The children all looked wonderful in their costumes and represented their countries well during the parade. The tables were filled with tasty food and refreshing drinks. Everyone who attended enjoyed themselves immensely. THANK YOU to each and every one of you - students, parents and staff - for coming to the event, bringing all this food and drinks and celebrating our differences!

The bake sale hosted at the same time was sold out in no time. Yummy looking and great tasting cakes and cookies were donated and bought. Thank you all for supporting the PTA!

Wanted: YOU for PTA!!

As the year is coming to an end, it is time to look for new PTA members.

PTA needs YOUR help to organise all these great events. All parents and staff are automatically members of the PTA. You can have a say in what and how events will be organised in 2015. Please come forward and be the new President, Vice President, Secretary or Committee Member!

By Tamara Jaspers, PTA Secretary



Travelling to another country or staying in Ukraine for the holidays? Curious how other parents and staff will spend their holidays or looking for ideas for next holiday? We asked around:

- I will go skiing in Bukovel, Ukraine, for the New Year. Easily reachable by train or plane and taxi/hotel pick up.
- Our family will do some Christmas shopping in Vienna, Austria.



- We will be soaking in some sun in Dubai.
- Tel Aviv is only a 3 hour flight, some sight seeing, the Dead Sea and some great food
- Oman has a pleasant temperature during winter and offers some hidden gems.
- We will be going home for the holidays to meet up with friends and family.

PTA wishes you happy holidays and safe travels!



Events Calendar

JANUARY 2015						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12	13 PTA Steering Committee	14	15	16 Primary Assembly	17	18
19	20 PTA Meeting Coffee with the Primary Principal	21	22	23	24	25
26 Primary Report Cards Go Home	27	28 Primary Parent-Teacher Conferences	29 Primary School Production 'Schrek'	30 Primary Assembly	31 MS/HS Cross Country CEESA (Sofia)	1 MS/HS Cross Country CEESA (Sofia)
FEBRUARY 2015						
2 Grade 12 Mock Exams Acer Testing Grades 3-8 ASA Season 3 Starts	3 Grade 12 Mock Exams Acer Testing Grades 3-8 Secondary Semester Reports Sent Home PTA Steering Committee	4 Grade 12 Mock Exams Acer Testing Grades 3-8	5 Grade 12 Mock Exams Acer Testing Grades 3-8 CEESA HS Knowledge Bowl (Slovenia) MS ISTA Theatre Festival (Romania) CEESA MS Maths Counts (Croatia)	6 Grade 12 Mock Exams Acer Testing Grades 3-8 CEESA HS Knowledge Bowl (Slovenia) MS ISTA Theatre Festival (Romania) CEESA MS Maths Counts (Croatia) Primary Assembly	7	8
9 Grade 12 Mock Exams Acer Testing Grades 3-8	10 Grade 12 Mock Exams Acer Testing Grades 3-8 PTA Meeting Coffee with the Secondary Principal	11 Grade 12 Mock Exams Acer Testing Grades 3-8	12 Grade 12 Mock Exams Acer Testing Grades 3-8	13 Grade 12 Mock Exams Acer Testing Grades 3-8 Primary Assembly PTA Bake Sale	14 Grade 10 Information Workshop	15
16	17 Primary Open House	18	19 HS ISTA Theatre Festival (Munich)	20 HS ISTA Theatre Festival (Munich)	21 HS ISTA Theatre Festival (Munich)	22 HS ISTA Theatre Festival (Munich)
23 February Break	24 February Break	25 February Break	26 February Break	27 February Break	28 February Break	

Please do not forget to check our [Online School Events Calendar](http://bit.ly/1vmOAcP) for regular updates (<http://bit.ly/1vmOAcP>)

PECHERSK SCHOOL INTERNATIONAL

Strategic Development 2013 – 2017



Motto
A Place Where We Belong



Mission Statement

Pechersk School International is a diverse and welcoming learning community, a place where we belong. Teachers and parents work together in their shared commitment to enable students to apply their learning in real world contexts and contribute to the wider community.

PSI is an IB World School offering a challenging and integrated set of programmes that encourage achievement and a set of values based on the IB Learner Profile. Our teachers inspire students to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective learners.

PSI also prepares students for global citizenship by emphasising intercultural understanding, participation in global issues and lifelong learning.

Strategic Development Areas

As a result of our successful 2013 authorisation visits with the International Baccalaureate (IB), the Council of International Schools (CIS) in Europe and the New England Association of Schools and Colleges (NEASC) in the United States, seven areas of strategic development were set. We are focussed on the development of policy and procedures, initiatives and programmes, staffing and resources across these key areas.

1. Successful Learners

We encourage and support all members of the school to actively participate in learning that leads to empowerment, engagement and personal excellence.

2. Education

We will cultivate inquiry-based learning in meaningful contexts through dynamic and reflective practices

3. Community

We will cultivate a positive school ethos and active partnership through long-term engagement in the life of the school.

7. Information Technology

We will implement 'Cutting edge' educational technology tools and programmes to enhance student learning outcomes.

4. Environment

We will further develop and sustain a safe, stimulating and nurturing learning environment.

5. Finance

We will sustain and strengthen the School's financial position to ensure that educational plans are matched with financial goals and plans.

6. Marketing and Development

We will further develop PSI's reputation and market position both locally and globally as a progressive and dynamic international school.



An IB World School since 2000