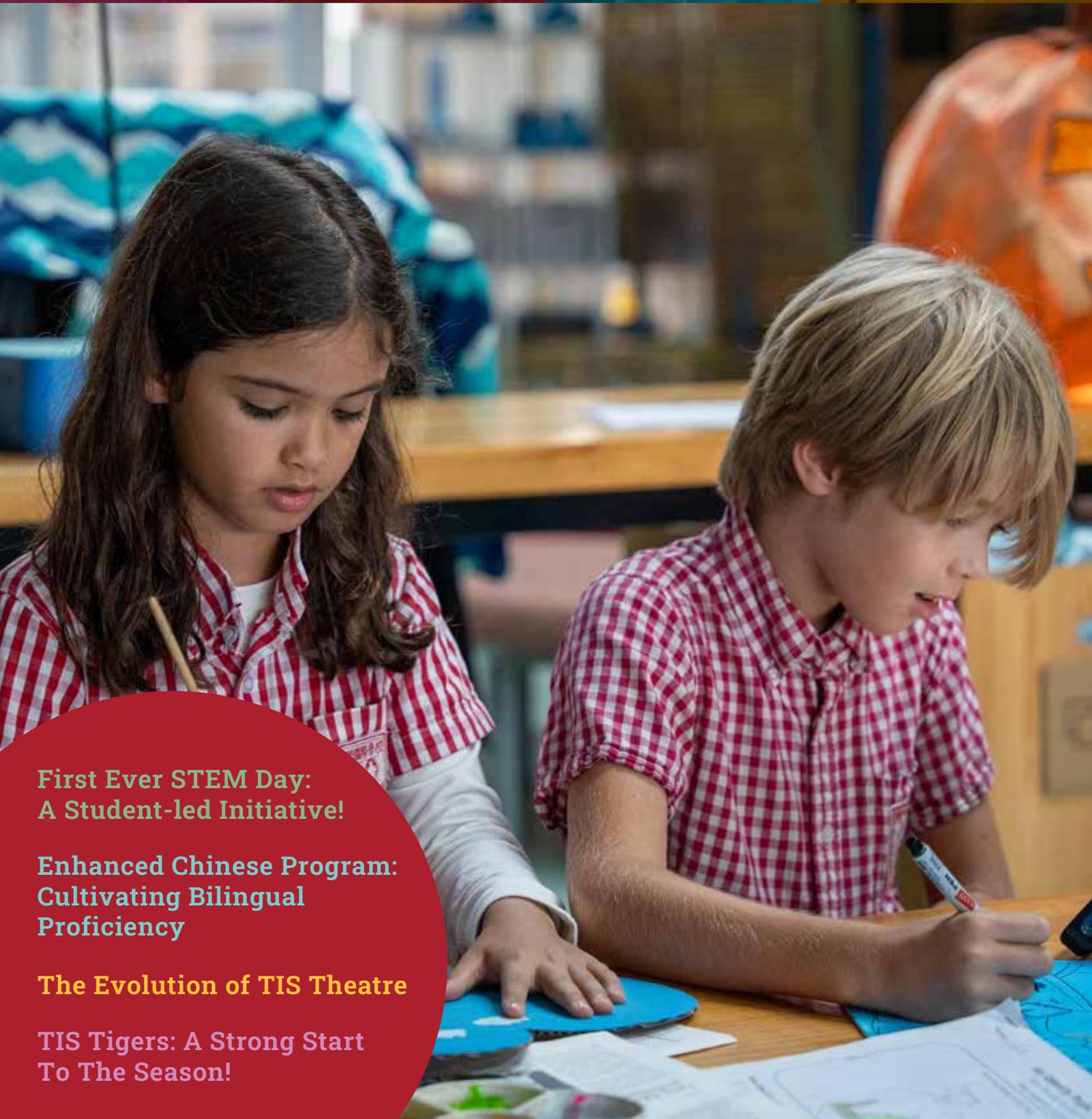


insight

A Magazine for The International School of Macao

WINTER 2026



**First Ever STEM Day:
A Student-led Initiative!**

**Enhanced Chinese Program:
Cultivating Bilingual
Proficiency**

The Evolution of TIS Theatre

**TIS Tigers: A Strong Start
To The Season!**

THE INTERNATIONAL SCHOOL OF MACAO PRIVILEGES

island fun

KIDS BIRTHDAY PACKAGE



#海島印記 #makingmemories

15% Discount
Exclusive for Teachers and Students



Terms and Conditions Apply

+853 8793 3886

鸞環海天度假酒店
GRAND COLOANE
RESORT



DISCOVER MORE

Insight • Winter 2026

- 2 Head of School Message
- 3 Kindergarten
- 6 Elementary
- 12 Elementary PE
- 13 Elementary Musical
- 14 STEAM
- 15 TIS Community Action
- 16 House Teams
- 18 Middle School
- 19 Chinese Studies
- 22 High School
- 24 Secondary Drama
- 27 Secondary Music
- 31 Innovation Lab
- 35 Volunteer Team
- 36 Class of 2025
- 38 TIS Alumni

Editors' Note

Welcome to another edition of our Insight magazine! As we turn the pages of this issue, we reflect on the incredible work of our students and teachers, within just a few months of the start of the academic year. This year, our school is placing a strong emphasis on UN Sustainable Development Goal #3: Good Health and Well-Being. Our students are engaging in dynamic games and physical activity that goes beyond physical strength. It requires physical literacy, tactical thinking, teamwork and collaboration, as is reflected in their everyday intramural games or during a game of tchoukball!

Alongside our focus on health and well-being, our STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiatives are thriving. Through various robotics events, our students are not just participants, they are active collaborators who support one another in acquiring new knowledge. A prime example is our high school robotics team hosting STEM Day to share their expertise with the entire Macao community, thereby exemplifying how they passionately take charge of their interests.

In our IDEA Lab, primary students are diving into programming and coding in our makerspace, sparking creativity and innovation. Meanwhile, middle school students are exploring the arts by reconstructing their favorite childhood toys from cardboard, delving into the mechanics of L-brackets and slip joints.

All these experiences reflect our commitment to engaged learning with a purpose, equipping our students with the skills and knowledge necessary for life beyond the classroom walls. We invite you to explore these pages, where learning and creativity thrive!



Ana Carvalho, Edite Ribeiro & Josephine Lam
Editors, TIS Communications Team

Ana, Edite & Jo

Contact us at
Macau University of Science
& Technology, Block K
Avenida Wai Long
Taipa, Macau, China
Phone: (853) 2853 3700
Website: www.tis.edu.mo

Head of School
Lorne Schmidt
Principal Secondary School
Dominic Masters
Principal Primary School
Nick Chignall
Chief Operations Officer
Crystal Kuan

Vice Principal High School
Ryan Connolly
Vice Principal Middle School
Adam Price
Vice Principal Elementary School
Yoonhee Jahng, Brian Rooney
ECE Coordinator
Hiede Schmidt

Message From the Head of School



Welcome to our first Insight issue for the 2025/26 school year. This publication offers a snapshot of the dynamic learning experiences our students are engaging in this semester. Inside, you will find photos and articles that showcase commitment to educational innovation and meaningful learning.

Many of these stories highlight our learning approach in action - developing essential learning skills such as critical thinking, collaboration, and creative thinking. **From building functional systems in the IDEA Lab to organizing student-led workshops like our STEM Day, to tackling real-world challenges through service learning with the Volunteer Team and exploring identity through hands-on inquiry in Kindergarten, their work reflects how our students clearly have the courage to innovate and the passion to pursue excellence.**

You will also find updates from teachers and students about learning activities that spark student engagement and nurture social responsibility. Through these activities, students gain awareness of world issues and learn to take action, with empathy and integrity. These moments show how young people can make a meaningful difference, and how our students have the character to embrace challenges.

I hope you enjoy the articles and photos in this edition of Insight. **Each story reflects the learning community we're shaping together, one where students have the courage to be themselves, the confidence to take action, and the curiosity to keep growing and begin to shape the future they imagine.** Thank you to all the staff who contributed to the production of this issue, and the students whose curiosity, and courage continue to light the way.

Lorne Schmidt
Head of School



Cultivating Bilingual Proficiency: The Enhanced Chinese Program at TIS



The Enhanced Chinese Program (ECP)

at The International School of Macao is a bilingual initiative designed to cultivate proficiency in both English and Chinese through a 50/50 dual-language approach. With a focus on language immersion, students thrive in a supportive environment that also deepens their understanding of Chinese culture and traditions. Aligned with the PYP Framework and Alberta Education standards, the program promotes inquiry-based and transdisciplinary learning, fostering critical thinking and international mindedness.

In our current unit, “How We Organize Ourselves,” students explore how systems and routines shape their daily experiences. Provocation centres, such as a pretend Supermarket, Café, Beauty Salon, and Chinese Tea House, provide dynamic spaces for this exploration. These centres allow students to engage with routines while practicing vocabulary related to food and social interactions in both languages.

As children role-play in these settings, they reinforce their conversational skills and build their own rules and systems, enhancing their play. This process not only promotes their understanding of organization but also deepens their appreciation for Chinese culture and language, creating a holistic learning experience that connects play with meaningful learning outcomes.



From Curiosity to Confidence: Supporting Learning in JK



In our Early Years classrooms, learning unfolds through hands-on experiences, creative expression and meaningful interactions. Our Junior Kindergarten students show what they know naturally by exploring materials and ideas, talking, moving, and creating.

These moments aren't just delightful, they are full of insight. Educators observe closely as children engage, express themselves and solve problems, gathering meaningful evidence of learning on each child's development. Through photos, work samples (such as their drawings), and notes, we keep track of each child's knowledge, interests, skills and readiness for new challenges.

Aligned with the IB PYP Assessment Framework, which emphasizes that we check learning often, in different ways, and with the whole child in mind, we use playful conversations, informal check-ins, and hands-on tasks to track their growth in literacy, numeracy, motor skills, and social-emotional development. Rather than isolated moments, we look for learning patterns over time. This helps offer intentional invitations: introducing new materials, posing thoughtful questions, or offering fun challenges that deepen inquiry.

We also set goals together with children and families. These goals are simple, yet clear, and accessible like "talk about my artwork," "count objects carefully," or "try using new tools." We revisit these goals during play, celebrate progress, and adapt them as children grow.

This approach keeps assessment supportive and purposeful. Most importantly, it honours each child's pace, builds strong connections between home and school partnerships, and helps children feel proud and ready for what comes next. It encourages curiosity, confidence, and love of learning.

Community Connections: Places Have Purposes



At The International School of Macao (TIS), our kindergarten students are embarking on an exciting inquiry into how various places serve the people in our community. As part of this exploration, we recently visited our local fire station. This hands-on experience allowed students to see firsthand how firefighters contribute to the safety and well-being of our community.

During the visit, students had the opportunity to meet firefighters, learn about their essential equipment, and understand the important role they play in emergency situations. The firefighters shared stories about their daily responsibilities and emphasized the importance of fire safety. Students were particularly fascinated by the fire trucks and the various tools used to protect the community.

This field trip not only enhanced their understanding of community helpers but also sparked discussions about other places in their neighborhood, such as hospitals, schools, and parks. Through this inquiry-based learning approach, our kindergarteners are developing critical thinking skills and a deeper appreciation for the services that keep our community safe and thriving. We look forward to further explorations as they continue to learn about the world around them!



Learning to Lead Ourselves

Self-Management and Social Growth



Self-management and social skills are essential components of our students' development, fostering independence and emotional resilience. In Grade 1, students are learning to manage themselves and working with their classmates. They are practicing working independently, managing time and prioritizing tasks. Through guided activities, they are also discovering strategies for emotional regulation, learning how to navigate challenges with confidence, and care.

Just as important is learning how to respect others. Students are encouraged to understand and adhere to classroom and school rules, creating a positive environment for everyone. Group tasks allow them to share resources and support one another, reinforcing the value of teamwork.

These everyday habits, such as managing emotions, making kind choices and working together, form a strong foundation for lifelong wellbeing. Our Unit of Inquiry central idea, "Our choices and relationships help us stay healthy and grow", connects directly to the United Nations Sustainable Development Goal 3: Good Health and Wellbeing. This focus, aligned with this year's TIS Community Action (TISCA) goal, helps students apply global goals in meaningful, age-appropriate ways. In Grade 1, that means exploring how daily choices—including proper diet, exercise, hygiene and socio-emotional skills—shape our overall wellness. Students begin to understand that wellness isn't just physical. It's also about how we treat ourselves and others.

As they build these habits, our students are growing into empathetic, self-aware young citizens, developing skills that will serve them well throughout their lives.



Finding Who We Are Growing Up in a Multicultural Community

In their first Unit of Inquiry, Who We Are, Grade 2 students embarked on a thoughtful exploration of how culture and experiences shape relationships and our understanding of others. As the school year began, this unit provided students with a valuable opportunity to get to know one another better, helping them develop essential social skills such as respect, empathy, and teamwork.

Multiculturalism is a key part of the PYP framework, and this unit invited students to reflect on how people maintain their cultural identity while building a sense of belonging in new environments. This is especially relevant for students at international schools, where children from diverse backgrounds come together to play, learn and grow.

Throughout the unit, students shared items from their culture, interviewed family members, created posters that highlighted important traditions, celebrations and personal stories. These activities help them better understand themselves and appreciate the richness of their classmates' backgrounds.

The learning was further enriched by parent participation! Thank you to the parents who joined us as guest speakers. Your stories and family histories offered students authentic insights into the diverse fabric of our school community and deepened our classroom conversations.

By the end of this unit, students not only learned more about each other, but also about the value of diversity in our TIS community, and beyond. As they move forward in the school year, Grade 2 students will keep nurturing these values and build on their own identities and those of others.



Thinking Hats

Learning How to Think

In Grade 3, students are learning that thinking isn't just about what we think, but how we think. Through a powerful thinking tool called De Bono's Six Thinking Hats, they are developing the ability to approach problems, decisions, and our roles in the classroom from multiple perspectives.

Each "hat" represents a unique mode of thinking, and students have been practicing how to switch between them, with intention and purpose:

- Blue Hat helps us manage our thinking by organizing thoughts, and understanding our responsibilities as learners.
- White Hat focuses on facts and information, which we used while researching for our biography projects.
- Yellow Hat highlights optimism and benefits, often paired with the Black Hat which encourages caution and critical thinking, both essential when planning group activities or art projects.
- Green Hat sparks creativity, especially during our lantern-making and art classes, sparking innovative ideas and designs.
- Red Hat honours our emotions and intuitions, giving students space to express how they feel about a topic or experience.

This framework has been instrumental in helping students understand their roles and responsibilities. By consciously "wearing" different hats, they learn to move beyond their initial reactions, consider others' viewpoints, and make more thoughtful, well-rounded decisions both in their academic work and their social interactions. It's a skill that empowers them to be more effective and empathetic learners and community members.



Our Journey of Self-Expression!



What does it mean to express who you are? For our Grade 4 students, these questions sparked a creative and personal journey of self-discovery through our “How We Express Ourselves” unit of inquiry. This creative exploration allowed them to showcase their unique identities and perspectives, starting with their personality assessments that helped showcase the different facets of who they are!

As they learned about color theory, students discovered how colors can convey emotions and moods, transforming their feelings into visual masterpieces. Using the TIS design cycle, they planned, imagined, reflected, and ultimately created art that represents their personal identities. Each piece reflects their individual interests and experiences, highlighting their unique voices within our international community.

The culmination of their work was celebrated during a showcase where students proudly presented their artwork. They practiced their presentation skills and celebrated their uniqueness, reinforcing the importance of self-expression in building confidence and connection!



Exploring Global Issues

In our IB PYP Unit of Inquiry “How We Express Ourselves,” students delved into the central idea that people use research and design to understand the world and create responsible solutions. This unit encouraged young learners to explore significant global issues through key lines of inquiry and the development of important learning skills.

Students investigated various ways to learn about global challenges and take responsible action. They engaged in discussions about environmental sustainability, social justice, and health crises, while acknowledging the importance of having a sense of responsibility toward the world around them. Through the development of research skills, students practiced recording and organising information using digital tools, detailed notes, posters and diagrams.



Learning activities also focused on how scientists collect evidence and apply ethical practices in research. Through hands-on experiments and case studies, students learned to appreciate the importance of scientific inquiry, understanding how solutions to problems can be developed for real world situations.

Students also explored design processes used to solve problems faced by people in various places and circumstances. They collaborated with their classmates on creative projects, utilizing design thinking to develop innovative solutions that address real-world challenges, from improving community resources to enhancing technological devices.

By the end of the unit, students not only gained valuable knowledge but also developed skills to become responsible global citizens, equipping them to make informed decisions and contribute positively to society!



Uncovering the Secrets of Matter and Forces

Our Grade 6 students have concluded their journey into physical science with their 'How The World Works' unit. Guided by the central idea that "understanding the behaviour of matter and the scientific method allows us to explain natural phenomena and innovate solutions," our classroom became a dynamic laboratory!

As inquirers and thinkers, students exercised their critical thinking by asking questions, analyzing systems, and meticulously recording evidence-based data. The unit featured hands-on investigations like the "Object Olympics," a summative activity where students designed experiments to classify the effects of internal and external forces on objects. They further explored the microscopic world using PhET simulations, witnessing how heating and cooling change states of matter at the particle level. This knowledge extended into art class, where students used heat to mold polymorph plastic into dynamic sculptures, applying their learning in a tangible way.



To reinforce their literacy skills, students connected their scientific inquiries to nonfiction informational writing. They learned to organize their research, present factual information clearly, and use text features to enhance their explanations, effectively communicating their scientific processes and discoveries.

We are incredibly proud of the growth our students have demonstrated. They have established a strong foundation in scientific concepts while honing vital skills in analysis, decision-making, and effective communication. As they continue their educational journey, we can't wait to see the incredible innovations and insights they will bring to our world!

Lunchtime Fun Promotes Lifelong Health

The MPR3 transforms into a hub of energy and excitement during lunch recess as students from Grades 2-6 participate in our dynamic intramurals program. This initiative doesn't just fill the space with laughter – it actively supports our school's focus for this year: the UN Sustainable Development Goal #3, promoting good health and wellbeing for all ages.

From the strategic teamwork of Mat Ball to the heart-pumping action of Circle Dodgeball, students are building more than just physical skills. Warrior Dodgeball and Three Ball foster quick thinking and reflexes, while Circus Games develop coordination and creativity. The intense matches of Four Square and Spikeball create opportunities for friendly competition, and Jump Rope challenges build endurance and rhythm.

The success of our program is evident in the students who leave these sessions energized and wearing enormous smiles – clear signs that they're discovering the joy in staying active. By making physical activity fun and accessible, we are helping students establish healthy habits that will benefit them throughout their lives. These lunchtime adventures are more than just games – they're stepping stones to lifelong wellbeing.



Robotics & Coding in the IDEA Lab

The IDEA Lab, designed for our youngest learners, has quickly become a place of joy and discovery. One thing our students love most is the range of robots and coding activities that are integrated within their learning. Beginning with sequencing and progressing to block-based coding, primary students design, test, and refine their ideas.

Starting with our youngest learners in kindergarten, they learn basic coding with our Bee-Bots, Talebots, and Sphero Indi robots. Both Bee-Bots and Talebots teach students about basic programming and sequencing, with the Talebots providing the added benefit of learning how to debug. When learning about communities, our SK students even created their own play mats for the Talebots and taught their parents how to navigate around their neighborhood. Sphero Indi robots offer a great screen-free resource for computational thinking and problem-solving. Often, students work in small groups, further developing their collaboration and communication skills.

The Dash & Dot robots are popular with our younger grades. Grade 2 students used Dot to learn about noise and sound, and scaffolded coding lessons using Dash teach students basic coding. As we move up into the upper grades, students use block-based coding to create projects such as using Scratch to develop interactive posters, Micro:bits to collect environmental data from around the school, or to create a reading buddy. OctoStudio offers a fun code-based game creator, while our Sphero Minis help students learn about angles and direction in math. DelightEx provides an amazing platform for our Grade 6 students to take all their prior learning to build immersive experiences using drag-and-drop tools and integrate coding with block-based or script-based programming, making it a versatile tool for fostering creativity, collaboration, and STEAM skills in the classroom.



It's Not Just Hogwarts Cosplay, It's About Building Culture and Connection

While our house system might draw playful comparisons to a certain magical school, the Dragons, Pandas, Phoenix, and Lions represent something far more meaningful than fantasy-inspired teams. These house teams serve as the foundation of our school's unique culture, creating bonds that transcend grade levels and academic streams.

When a new student joins the Dragon's den, becomes part of the Panda family, rises with the Phoenix, or enters the Lion's pride, they inherit more than just house colors and mascots. They become part of a legacy of shared victories, collaborative achievements, and collective growth.

Our house teams transform ordinary school days into opportunities for connection. Kindergarten students' faces light up when their high school buddies arrive, creating magical moments of mentorship and friendship. Monthly Thursday house team challenges see students from Grades 1-9 working with their teams, breaking down age barriers through friendly competition. The excitement is palpable when students earn Tiger Tickets for demonstrating the IB PYP learner profiles – whether it's showing principled behavior, being a risk-taker, or displaying exceptional communication skills – knowing their individual growth contributes to their house's success.

The house team system isn't about division—it's about belonging. It's about creating smaller communities within our larger school family, where every student can find their place and their people.



Need Help Deciding Which ECAs? Don't Miss the Showcase!



We take great pride in our Extracurricular Activities (ECA) program and the incredible opportunities it offers for student enrichment. But with so much available, it can be challenging to choose, which is why we host ECA showcases before each term!

In our latest showcase, we welcomed a fantastic turnout of parents and students eager to explore what our ECA partners have in store this year. Attendees were treated to a sneak peek, with chefs from Atelier 853 introducing their cooking classes, the Uplanet Art Studio teachers captivating everyone with creative new art & craft options, including stop motion animation & clay sculpting key chains. It was the perfect opportunity for families to meet our partners, get an introduction to the activities and start planning for what students might want to sign up for!

New activities and partners that were creating a buzz included the MyGym team's Pre-School Gymnastics for senior kindergarten students, Coach Kent's Tennis for Beginners for Grades 4-6 students, and the IPO coaches rolling out a new Football & Volleyball ECA. Plus, Champ Golf introduced a new Golf for beginners for Grade 4-6, adding to even more excitement.

Looking ahead, we are already planning for the next term and look forward to seeing everyone at our next showcase! There is sure to be more exciting ECA to come, including offerings for our little ones in junior kindergarten! Stay tuned!



Our Journey Into The PYP: Learning with Purpose and Possibility

Through the PYP, TIS empowers students to think critically, act with agency, and learn with courage and curiosity.



Two years ago, we began our journey into the International Baccalaureate (IB) Primary Years Programme (PYP), and we have come a long way since. What started as a shared vision has grown into a vibrant culture of inquiry — one that celebrates curiosity, reflection, and growth in every classroom. We have worked hard to design learning that takes a truly holistic approach — developing not only students’ critical thinking, problem-solving, and transferability skills, but also their confidence, wellbeing, and sense of agency.

At TIS, we lean into the strength and comprehensiveness of the Alberta curriculum to guide our content, framing it through the PYP’s inquiry-based, conceptual approach. This creates meaningful learning experiences that build skill competency and deep understanding. Students develop the Approaches to Learning skills — thinking, research, self-management, social, and communication — helping them become adaptable, reflective, and independent learners.

In Grade 4, for example, students apply the TIS design cycle to create artifacts that represent their identity. Through asking, designing, reflecting, and improving, they learn that growth comes from courage, not perfection. This year, as we prepare for our first-ever PYP Exhibition, we celebrate how far our learners have come — every question, risk, and reflection shaping them into the change-makers of tomorrow.



中華文化融入校園，傳承從幼開始

Integrating Chinese Culture into Campus

為弘揚中華優秀傳統文化，我校將豐富的中華文化元素融入校園生活，讓小幼學生親身感受其獨特魅力。日前，澳門教育局攜手澳門戲劇社舉辦“中國文化入校活動”，特別為小幼學生舉辦了一場生動有趣的中式傳統禮儀話劇表演，通過角色扮演與情境互動，在歡樂氛圍中傳遞尊師、孝親等傳統價值。

在課堂教學中，老師將中華文化內容自然融入課程，例如透過節日故事講解、古詩詞吟唱等活動，引導學生在生動的情境中深入理解文化內涵。中學部更特別設置了醒獅及傳統功夫體驗活動，讓學生親身體驗傳統技藝所蘊含的力與美，並在實踐中感受團隊協作與文化傳承的精神價值。

我校將持續推動中華文化教育，通過多元互動的方式，讓學生在體驗中學習，在實踐中傳承，讓中華文化之根深植於心。



To celebrate the richness of traditional Chinese culture, our school has integrated a variety of cultural elements into campus life, allowing students to experience its unique charm firsthand. Recently, the DSEDJ collaborated with the Macau Drama Society, organising a “Chinese Culture in Schools” activity. The event featured a lively and engaging traditional Chinese etiquette drama performance specifically for young students. Through role-playing and interactive scenarios, the performance conveyed traditional values such as respect for teachers and filial piety in a joyful atmosphere.

In the classroom, teachers seamlessly incorporate Chinese cultural content into lessons through activities like storytelling about festivals and reciting ancient poems. These interactive experiences guide students to gain a deeper understanding of the cultural significance. For secondary students, the school offers lion dance and traditional kung fu experiences, allowing them to personally feel the strength and beauty embedded in these traditional arts. Through practice, students also learn the spirit of teamwork and cultural inheritance.

Our school remains committed to promoting Chinese cultural education through diverse and interactive methods. By enabling students to learn through experience and carry forward traditions through practice, we are firmly planting the roots of Chinese culture in their hearts.

Transforming Art From 2D to 3D

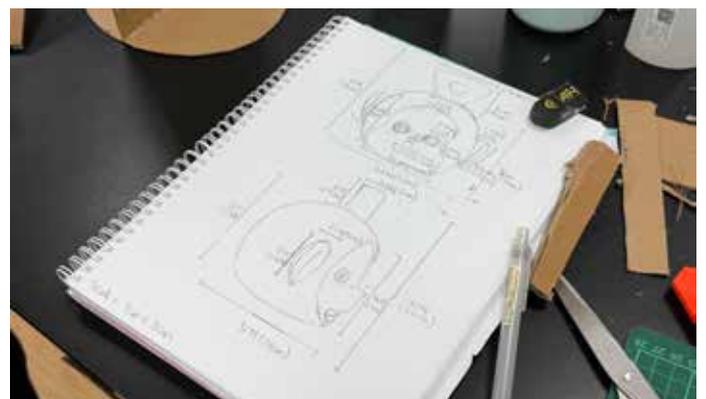
Grade 8 students are embarking on an exciting journey of transforming their favorite toys from 2D drawings into impressive 3D sculptures!

The process begins with learning the fundamental concepts of transitioning from 2D to 3D, managing flat surfaces, and deconstructing everyday objects to understand how to build them effectively. Working primarily with cardboard, students embrace the use of recyclable materials, promoting sustainability while crafting their designs. Through collaboration, they create their own slip joints and L brackets, discovering how to support interior structures while working as a team.



As they progress, students focus on their individual projects, starting from the inside out. They gain insights into the importance of thicker structures for stability and calculate the dimensions necessary to bring their designs to life.

Finally, after applying the finishing touches and a quick coat of paint, these creations spring to life, showcasing the students' ability to magnify a simple idea into complex artwork. This project not only enhances their artistic abilities but also cultivates a deeper understanding of design principles, engineering, and the joy of seeing their imaginative concepts realized.



Empowering Middle School Leaders To Make a Difference



Middle school leadership plays an essential role in amplifying student voices and fostering a positive impact within the school community. This initiative empowers students to express their opinions and take ownership of their environment by raising awareness of both local and global issues that may affect them and their peers. This allows for collaboration with various charities and foundations to support diverse causes, empowering students to make significant contributions while enhancing their leadership skills.

The programme is led by middle school leaders, with the support of a dedicated group of high school mentors that help guide the younger students. Together, they strive to create impactful change, inspiring the next generation of leaders to recognise their potential and drive positive transformation within their communities.

The Power of Music (and the Arts) Education

By Iris Chu, Secondary Music Teacher

Being in education means being surrounded by young people every day. Each face is like a flower, just beginning to bloom - and I'm lucky to witness their growth up close. But not every child blooms the same way, nor at the same rhythm. Some open with joy and curiosity, others, quietly, almost reluctantly. But they'll all eventually bloom, at their own pace.

Not long ago, I had a conversation with a teenager I've known for years, someone I've watched grow up outside the classroom. She's bright, kind and preparing to graduate. But when I asked about her future - what she hoped to study, what she loved, she couldn't name a single interest. She had no hobbies, no spark. She was just going through the motions.

It stayed with me. Not because she lacked potential, but because she'd never been given the space to explore it.



I often get asked "Why learn music if my child won't pursue it professionally?" My answer is simple: because music teaches you how to live. The daily practice, the repetition, the frustration—it's not just about mastering an instrument. It's about mastering yourself.

At our school, when a child chooses an instrument, they're not just picking a sound. They are picking a path. One that requires discipline, patience, practice, and resilience. They'll face moments of doubt... But they'll also experience joy, pride and the thrill of progress. Through music, they learn to persevere. They learn to express and to feel.

And most importantly, they learn who they are.

This is true across our school. Whether it's athletics, drama and other LPA (Leadership and Performative Arts) or Model United Nations, and many other activities we provide our students, we are offering more than subjects - we offer them mirrors: opportunities to see themselves clearly, to stretch, to stumble, and to grow.

I've seen students return after graduation, eyes sparkling as they talk about what they love. That sparkle - that passion - is what makes education meaningful.

When students find something they love, they find themselves. And that's the real goal - not performance, but purpose.

So to every parent wondering if the arts are worth it, I say: YES! Not because your child will become a concert pianist or a professional dancer. But because they'll become someone who knows how to strive and how to live with heart.

That's the kind of education that lasts a lifetime.



The Evolution of TIS Theatre

By Thom Ferlisi, Drama Teacher, Head of the Arts Department



Over the past six years, I have had the privilege of witnessing the remarkable evolution of Drama and Theatre Arts at TIS. What began as a modest group of actors supported by a handful of backstage technicians has transformed into a vibrant program that stands as a model for others to aspire to. Today, we proudly present a diverse ensemble of actors eager to explore a multitude of acting styles, a talented band that enhances our performances with captivating scores, and a dynamic array of singers and dancers. Our technical team has also expanded significantly, working tirelessly to elevate each production. Additionally, we introduced a high school Drama class that caters to all three developmental levels, making the experience accessible to different students.



Theatre arts offer invaluable opportunities for creativity and student leadership. Each technical department—lights, sound, band, costumes, front of house, and more—has student leaders who oversee operations, showcasing their passion and leadership skills beyond the classroom. It's been inspiring to see students explore various roles, whether performing on stage, managing lights, playing in the band, or designing programs. Theatre Arts provides a unique platform for trying something new while fostering a strong sense of community among peers.

Reflecting on our journey, my first show featured just 20 students. This year, we are thrilled to have 47 students collaborating to bring *Airport Encounters* by Scott Mullen to life.

The Story Behind Tchoukball

Promoting Physical Literacy at TIS

Tchoukball is a unique and dynamic sport that combines elements of handball, volleyball, and basketball, providing an engaging experience for players of all skill levels. Invented in the early 1970s by Swiss biologist Hermann Brandt, tchoukball was designed as an alternative to traditional competitive sports, emphasizing cooperation over aggression. It has gained global popularity, especially in schools and recreational leagues, due to its inclusive nature and strategic focus, making it an ideal choice for diverse groups of players.



The game involves scoring points by throwing a ball against a rebound surface, known as the tchouk, which sends the ball back into play. This design promotes continuous action and encourages players to emphasize strategy over sheer physical ability. Tchoukball exemplifies how we foster physical literacy in our secondary physical education classes by promoting teamwork and mutual respect, while minimizing the risk of injury.

Moreover, it aligns with our United Nations Sustainable Development Goal #3: Good Health and Well-Being, offering a hands-on approach that helps students develop essential skills such as communication and strategic thinking in a supportive environment. Its inclusive nature ensures that players of all abilities can not only participate, but thrive.



IB Retreat: Shaping the Path Forward

The journey began at school with an interactive workshop centred on the IB Learner Profile. Students explored the ten attributes (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective) through real-life scenarios, discovering how they extend beyond academics to develop well-rounded, globally minded citizens.

The group then traveled to Hong Kong for their first university visit at the University of Hong Kong (HKU). Following an informative campus tour, students tackled an escape room challenge that put their collaboration and critical thinking skills to the test - a perfect opportunity to apply the IB learner profile in action!



The second day featured workshops on the CORE components of the IB DP: Creativity, Activity, Service (CAS), Extended Essay (EE), Theory of Knowledge (TOK). These sessions provided essential knowledge about the requirements students will navigate throughout the programme. The day concluded with a visit to the Hong Kong University of Science and Technology (HKUST), another top-ranked university worldwide.

The combination of workshops, university visits, and team-building activities has truly shaped the path forward for our IB DP Class of 2027, as they prepare to embark on their IB journey, exploring new ideas, challenging themselves academically, and developing into inquisitive global citizens.



High School Art

Grade 12 are making great progress on their independent artworks for the IB Art Exhibition. We keep most of it under wraps



Grade 11 are currently developing skills for the new IB Visual arts programme. This new course can present challenges, but it also encourages deeper exploration and creativity. Having just completed a project on developing Lines of inquiry through digital video methods, they are now transitioning to working with ceramic methods on a figurative representation.

REFERENCE TO MY PREVIOUS STOPPHON ASSIGNMENT

I also wanted to reference my previous stop motion film "A Street of Place" where I used photography to capture each frame of university students walking in sequence. I walked about by observing the way people walked & their clothes and also tried to walk in the shoes of a person's private - I would do something that I would not expect to do in public with the "city people" film.

JULIAN OPIE'S CONSTRUCTION
The day that I wanted to incorporate also had me to discover Julian Opie's work. This one is a lot of his work that give me inspiration in his "walking figures" and part of nature of work that he is well known for. His walking figures are to depict human individuality and to capture "moments of everyday life".

Opie's work captures walking movement and captures the way we move. It is a way to capture the way we move.

His figures are inspired by observing public streets and of his captures the movement by drawing the individuals from their walking. Their movement. This movement. I observe walking and create with individual forms within Opie captures walking by drawing people, with walking creating a part of the world's depth and movement, where the video "city people" film. His work inspired and gave me ideas for my own work. (Opie's work)

Studying Julian Opie's work and his relevance to my line of inquiry

22 Lessons

Grade 10 are starting off on the Dynamic Still Life, which involves exploring historical and theoretical backgrounds. This study focuses on the narratives between objects and how we interact with them.



Fostering Community and Leadership

The TIS Student Council plays a vital role in enhancing students' school experience by organizing initiatives and supporting various events. Acting as a bridge between the student body, teachers, and school administration, the council creates a platform for students to voice their ideas, interests, and concerns. This year, they have already successfully launched several initiatives and helped support events, including the Welcome Back Barbecue, Anything But A Backpack Day, Every Child Matters Day, a Halloween haunted house, the Movember campaign to raise awareness for men's health, and festive Christmas candy grams, all aimed at promoting inclusivity and engagement within our school community.

Looking ahead, the Student Council is excited to unveil a series of new events designed to further enrich the student experience, including the much-anticipated annual Benefit Concert! This event has become a cherished TIS tradition, making a big impact by raising funds for charities and relief efforts each year.

Through these activities, the council fosters school spirit while emphasizing community engagement and leadership development, equipping students for future challenges and positively impacting our school community.



ROBOTICS

Setting a Standard of Excellence

The robotics season at TIS is off to an exciting and fast-paced start!

Kicking Things Off in Guangzhou

On September 7th, our youngest robotics members traveled to Guangzhou to compete in a HeroBot tournament. Their energy, enthusiasm, and commitment were on full display as they took their first steps into the world of competitive robotics.

16-Hour Build in Shanghai

Just a few weeks later, on September 20th, our Secondary students headed to Shanghai for the annual 16-Hour Build—a full day of workshops, collaboration, and intense competition. This event is a joint initiative hosted by the International Robotics Honor Societies (IRHS) of Shanghai American School, Nanjing International School, and The International School of Macao. TIS was proudly represented not only in competition but also as leaders! Our own Rocky Leong and Jacqueline Chan, last year's VR Coding world champions, led a workshop on coding, sharing their expertise with peers from other schools. In the tournament portion, the teams of Harry U, Alex Coto, Kuai Sang L., and Nico Lao emerged victorious, winning a tight best-of-3 series to be crowned the winners!

Macao Mecha Monster Mash

TIS hosted an international robotics competition that brought together thirteen schools from across Asia, including Bangkok, Taipei, Xiamen, Hong Kong, and Guangzhou. This event showcased the talents of over 400 students in an impressive large-scale VEX competition!

TIS Robotics is not just building robots—it's building leaders, innovators, and a passionate community of future engineers. One team, one dream.



TIS IRHS Robotics Council Inspires Future STEM Leaders

STEM Day at TIS

On September 27th, the Robotics Council of our school's IRHS branch launched an exciting initiative: STEM Day. Our students independently orchestrated a full day of hands-on workshops, drawing over 150 participants from within our school and the wider Macao community.

What set this event apart was not just its focus on robotics and STEM, but the fact that every aspect was carefully crafted and led by our dedicated students. They took on roles in recruiting volunteers, securing resources, and raising funds to ensure the event's success, showcasing a spirit of entrepreneurship and collaboration.

During workshops, council members led 3D modeling sessions using Blender, encouraging students to create unique robotics mascots. They also taught the intersection of mathematics and art through Hexadecimal, helping students transform numbers into creative designs.

Exploring artificial intelligence, the council members introduced students to machine learning concepts by analyzing the classic game of rock-paper-scissors. This hands-on approach fostered critical thinking and curiosity.

The day culminated in an exciting VEX Go tournament, meticulously organized by the council.

The TIS IRHS Robotics Council demonstrated exceptional innovation and mentorship during STEM Day, guiding younger students through engaging activities that ignited their interest in science and technology. Their efforts left a lasting impact, sparking a passion for technology that promises to grow within the school community for years to come. It's truly inspiring to see high school students orchestrate such a significant event, embodying the true spirit of learning and community building.



Stepping Into Secondary With Confidence

As part of our ongoing commitment to students well-being, our Counseling Team is thrilled to introduce “Connections,” a program designed specifically to support all Grade 7 students.

In small groups of 4-6, these students will meet with a counselor three times throughout the 2025-2026 school year. The aim of Connections is to help students connect with themselves, their peers, and their school counselors. As they transition into secondary school, this program provides an excellent opportunity for a well-being check-in where students can discuss their thoughts, feelings, challenges, and aspirations at TIS.

These meetings are designed to be relaxed and fun, as we want students to feel comfortable as they reflect on their experiences. They have the chance to share their insights and listen to their peers and the assigned counsellor, creating a supportive environment where students can become more self-assured and poised in facing new changes.

At TIS, we prioritize student well-being, and Connections is just one of the many ways we demonstrate our dedication to empowering students to thrive and confidently step into this new chapter of their lives.



Volunteer: Where Action Speaks Louder Than Words



TIS Volunteer Team, supervised by Ms. Eva, Ms. Mariana, and Ms. Lok, is run by seven passionate High School students who come together to form the executive team. Since the beginning of the academic year, we successfully organised and supported several events and initiatives, including the TIS Welcome Back and Meet the Teacher Celebration, the Richmond Fellowship & Fu Hong Flag Sale, the Ü CARE's Children's Health Development Day, and many others.

Volunteering goes beyond simply lending a helping hand. It is a meaningful way to contribute to society and connect with diverse groups of people in the community. By exploring new opportunities, we aim to cultivate personal growth and leadership qualities, improving our communication skills, responsibility, self-discovery, and gaining practical knowledge and experience in related fields.

Looking ahead to this upcoming year, we are excited to seize more opportunities to contribute to different fields in society and look forward to having more achievements by volunteering!

We extend a warm invitation to all passionate students who wish to join us. Stay updated with our upcoming events by following our Instagram at @tisvolunteer!

The TIS Tigers Take to the Fields of Play: The First Season Begins!

At TIS, our athletics program goes beyond physical fitness. It emphasizes physical literacy while simultaneously fostering teamwork, discipline, and resilience. We believe that participating in sports is essential for the holistic development of our students, as it also builds friendships and lasting connections. Join us in celebrating the achievements of our dedicated student-athletes (so far) this season:



Football

After both teams kicked off their competitive season with a 2nd place finish at the PRC Football Exchange, the Middle School Girls' team scored another 2nd victory at home, while the Middle School Boys' team won 1st place at AISG in China! Congratulations go out to the players and coaches!





Volleyball

The High School Girls' and Boys' volleyball teams competed in their first PRC exchange tournament at Shekou International School, fighting for their seeding for the final tournament. Additionally, the High School Girls Volleyball Team also went up against Dulwich International High School Zhuhai in a friendly game, winning 4 out of 5 sets! This was an excellent opportunity for the girls to gear up for their upcoming tournaments. Best of luck, team!



Basketball

The Group A Boys Basketball won 53-46! Way to go! Join us in supporting our Tigers as they give their all on the field and court!

Meet the faces behind the latest Tiger news, our dedicated TIS Athletic Council! This body promotes all athletic events, including robotics and eSports, while fostering sportsmanship, teamwork, and healthy competition among students. The council organizes inter-school competitions, local friendlies, and DSEDJ matches, providing leadership opportunities for students in event management. With 43 members actively involved throughout the academic year, the Athletic Council ensures that all students, regardless of skill level, have the chance to participate in sports, enhancing the overall sporting experience for everyone involved!



WHERE ARE THEY NOW?

After graduation, TIS alumni embark on exciting adventures around the globe, chasing their dream careers across various fields, and positively impacting their communities. We are thrilled to highlight two such of alumnas, Kaman leong, Class of 2015, and Yan Wa Li, Class of 2018. Both have made significant strides in their respective areas and have been honored this year with the prestigious Alumni Award, recognizing their dedication, hard work, and impactful contributions. Kaman's achievements in interior architecture and occupational therapy, alongside Yan's success in the medical field, exemplify what can be achieved with a passion for excellence.



Kaman leong

***Bachelor of Interior Architecture (University of New South Wales)
and Master's of Occupational Therapy (University of Sydney)***

Can you share your journey from studying Interior Architecture to becoming an Occupational Therapist? What motivated you to make that transition?

While studying Interior Architecture, I sustained a leg injury from dancing that temporarily left me using a wheelchair. Navigating the environment with limited mobility gave me a first-hand understanding of the challenges faced by people with disabilities. I quickly realised how many everyday spaces are not designed to be truly accessible — even small details, like whether a door slides or pulls, made a significant difference to my independence. I became deeply interested in the idea of creating environments that are not only visually appealing but also inclusive and functional for everyone.

What made you and your family choose TIS for your schooling?

My family chose TIS for my education because they were drawn to the school's strong values, supportive environment, and teaching methods. They felt that TIS would provide a solid academic foundation and help shape my character and creativity, which they knew were important for my future. The emphasis on holistic learning and a nurturing community really aligned with what my family believes in.

Congratulations on winning the Alumni Award this year! What does this recognition mean to you?

Winning the award really reminds me of where I'm from and the journey I've taken. It makes me appreciate my roots and how much TIS has shaped who I am today.



What's Your Alumni Story?

Everybody has a story to tell and we want to hear yours!
Whether you have a memory of your time at TIS or a story about your alumni experience, we'd love to hear your unique story and career journey, and how TIS helped get you there.

Scan the QR code to submit
your Alumni Story:



Yan Wa Li

Macau University of Science and Technology, Bachelor of Medicine and Bachelor of Surgery (MBBS)

How did your experiences at TIS help prepare you for university and life after high school?

There's a proverb that says school is a reflection of broader society. TIS prepared me academically, but also through clubs that built my critical thinking, practical skills, and resilience. Qualities I've needed at university and beyond.

Can you describe a pivotal moment during your medical studies that reaffirmed your commitment to becoming a doctor?

During a self-directed elective, I was lucky enough to have the opportunity to shadow the forensic pathology service in Hong Kong. In clinical medicine, we rely on history-taking and physical exams. In forensic pathology, the autopsy becomes the final exam, especially valuable when the person is voiceless and circumstances unclear.

Even when the cause of death isn't found, the process can offer closure and insights to prevent future deaths. That experience solidified my interest in the specialty.

Congratulations on winning the Alumni Award this year! What does this recognition mean to you?

Thank you once again to those who nominated and selected me for this honour. It's a recognition of the hard work of those who've been with me on my journey thus far - my friends and loved ones, the Faculty of Medicine at MUST, and, of course, TIS. Your success is my success.



What makes you proud to be a TIS alumni?

The school's unwavering commitment to "Knowledge Knows no Bounds" wasn't just a motto; it was lived daily. Seeing how that shaped me and continues to shape current students makes me proud.

您是否發現您的孩子有以下情況？

Does your child struggle with:

抗拒書寫
作業
Writing Task

自我調節
Self-regulation

注意力
不集中
Paying attention

避免髒亂的遊戲
或不喜歡某些衣物
Messy play (e.g.,
sand, glue) or
Dislikes certain
fabrics.

在車上或秋千上
容易暈車
Experience motion
sickness in cars or
on swings

不敢玩
玩遊樂設施
Fear of using
playground
equipment

如果您的孩子有以上情況，職業治療服務能為您提供協助，科大醫院兒童職業治療服務針對每位孩子的個別治療計劃，旨在提升他們的技能和信心。

If you answered "yes" to any of these challenges, our Pediatric Occupational Therapy services may be just what your child needs. We provide customized treatment plans to help children build essential skills and boost confidence.

Pediatric Occupational Therapy 兒童職業治療



✓ 初步評估
Initial Assessments

✓ 精細動作技能發展
Fine Motor Skills Development

✓ 眼球與視覺感知訓練
Ocular Motor & Visual perception

✓ 感覺統合/處理
Sensory Integration Services

✓ 加強書寫能力
Handwriting training

✓ 自我照顧技能
Self-Care Skills

✓ 布隆伯格韻律運動訓練
Bloomberg Rhythmic Movement Training (BRMT)

✓ 注意力和執行功能訓練
Attention and Executive Functioning

預約 Appointment : (853) 2882 1838

JOIN US IN CELEBRATING THE TIS EXPERIENCE!



In our dynamic community, we celebrate the diverse talents and achievements of our outstanding students. To inspire others, we invite you to share your story with TIS—whether it's for a Student Spotlight, Alumni Story, or a glimpse into our vibrant school community. Your narrative can be a source of motivation for others, so please let us know, and together, we can share these inspiring stories with the wider community.

Scan the QR code and share your story today!



ALUMNI STORY

We value the journeys and achievements of our alumni, as they serve as a source of inspiration for our current students. Submit your story and inspire the next generation of TIS students!



GROWING TOGETHER

The "Growing Together" initiative at TIS gives families the opportunity to share their experiences and become part of a supportive community that values diversity, learning, and growth. By submitting your story, you'll have the chance to reflect on your own journey, inspire others, and feel a connection to the TIS community.

TIS SPOTLIGHT

Submit your achievements to our TIS Spotlight for a chance to be featured and showcase your #TigerPride! Every month, we compile a list of student and staff accomplishments that are #ShapingTheFutureToday and unlocking their full potential to strive for excellence.

STAFF LOYALTY PARTNERS



Dali Clinic

1 Andar D, Golden Dragon
Centre, Edf. Jardim Chu Kuong,
No. 105 Av. Xian Xing Hai, Macao
+853 2822 8320
www.daliclinic.com



MOBOX Fitness

Ocean Plaza, 3rd Floor Taipa
6672 2914
www.moboxfitness.com



The Roadhouse Macau

Broadway Food Street,
E-G016-G019, Broadway Macau
2875 2945



Daisie & Rae

www.daisieandrae.com
daisieandrae@gmail.com
Wechat: daisieandrae



Nail Haven

22 Rua de Sao João, Taipa
Village, Taipa
Phone: 2882 5972
Facebook: NailHavenMacao



We Love Wax

19 Rua dos Negociantes,
Taipa Village, Macau,
Taipa, Macau



Loving Macau

Phone: 6337 8488
Online Shop
www.LovingMacao.com



Artyzen Grand Lapa Macao

56-1110 Avenida da
Amizade, Macao
artyzen.grandlapa.com



Physio One Centre

Rua de Ferreira Do Amaral
11E, 1-3/F Macau
Phone: 2835 3119 /28353156
www.physio1macau.com



University Hospital

Block H, Macau University of
Science and Technology, Avenida
Wai Long, Taipa, Macau
Phone: 2882 1838
www.uh.org.mo



Brew Lab

Block P, Macau University
of Science & Technology
Avenida Wai Long, Taipa



The Seasons Restaurant

Block N, Library Building,
MUST Campus, Taipa
Phone: 8897 1888
www.mustseasons.com



Élysée Bakery

Block R, Macau University
of Science & Technology
Avenida Wai Long, Taipa



Starbucks Coffee

Block C, Macau University
of Science & Technology
Avenida Wai Long, Taipa



Wax Me Up

Rua de Viseu No.403,
Edf. Man Fai, R/C Taipa
Phone: 2884 2731



Warrior Fitness Macau

Va Nam Bldg, Avenida
Olimpica, Taipa, Macau
6223 3207
www.warrior-macau.com

STAFF LOYALTY PARTNERS



Rawlicious

Phone: 6338 8328
www.berawlicious.com



Beauty Choices

Instagram:
beautychoicesmacau
Whatsapp: +853 6881 1433



Rooftop

Calcada do Quartel, n.o49,
1o Macao
www.rooftopmacau.com



Prep'd

13 Rua Da Mitra Edificio
Kin Fai G/F
Phone: +853 6264 0800



Goodees Online Market

enquiries@goodees.mark
et



East Meets West Wines

Karen.gaignon@emw-
wines.com
WhatsApp +85362352898



Cafe Hanoi

Block A, G/F, 67 Rua Direita
Carlos Eugenio, Vila de Taipa
Broadway Food Street
+853 63302166



GoAirborne Macau

Phone: +853 2888 0882
www.goairborne.com



Topix

www.topixproduction.com



Circle K (MUST)

Room P104, Dormitory
Building, Block P, MUST
Campus



Pop Shop

Room P103,
Dormitory Building,
Block P,
MUST Campus



Food Studio

Block O Academic
Building
Level 1, MUST Campus



7/11 (MUST)

Room C106, Academic
Building, Block C, MUST
Campus

THE INTERNATIONAL SCHOOL OF MACAO PRIVILEGES

Exclusive for Teachers and Students



NAAM
THAI RESTAURANT



15% Discount
in all Restaurants & Bar for up to 12 persons

Terms and Conditions Apply

T +853 2856 7888



DISCOVER MORE

