



SECONDARY PROSPECTUS



2021-2022



Sir Harry Johnston International School

Kalimbuka Road
P.O. Box 52
Zomba
Malawi
Tel: 01525280/
0886350699/0999940877
greatlearning@sirharryszomba.com
www.sirharryszomba.com

Dear Parents and Students,

A very warm welcome to Sir Harry Johnston International School. We are a small, friendly 'family school' in the heart of our local community.

Our secondary school opened in September 2015 and offers places for students in years 7 to 11.

Our talented staff ensure that learning is relevant, interesting and accessible for all. We provide a broad and balanced curriculum both in school hours and through our wide range of extra-curricular activities. We are committed to helping students reach their full potential, so they are well prepared for their future careers.

Our students enjoy learning in a safe, happy and supportive environment, where parental involvement is actively encouraged.

Should you require any further information, or would like a tour of the school, please come and talk to us.

Yours sincerely

James Elford (Principal)

Our Vision and Mission



Vision

To be an international school that instils a life-long love of learning and equips learners with the knowledge and skills to achieve their full potential and become successful future leaders.

Mission

As a school community of children, staff and parents, we are committed to creating a safe, caring and inclusive environment, which respects and values each and every learner as an individual.

Together we are working to develop learners who are:

High achievers by becoming engaged learners, who are prepared to take risks and give every element of learning the best of their efforts; finding enjoyment in what they do, with high aspirations and expectations, for and of themselves.

Engaged thinkers, who can think creatively and critically, seeing 'the other perspective' and are able to help find solutions to problems they encounter; maturing into active participants rather than passive recipients.

Community builders, who listen to those around them, work collaboratively for the common good and consistently see the best in others; recognising, accepting and celebrating cultural differences.

Clear communicators, who are literate, numerate and able to utilise modern technologies; able to generate, organise and evaluate their ideas, in order to make themselves understood, whilst allowing the space and time to consider the views of others.

Outward looking, valuing others, contributing as global citizens to the environmental and social issues of the day; developing and sharing their unique, creative talents with others, freely and compassionately.

Our core values include the following:

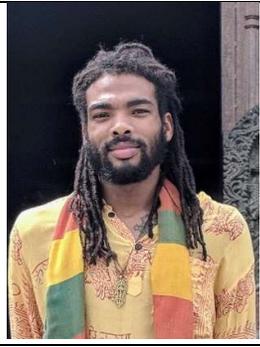
- 1) Excellence: we strive to be outstanding in all our endeavours.
- 2) Integrity: we do the right thing at the right time, always.
- 3) Inclusiveness: we provide equal access and opportunities to everyone regardless of academic ability, gender, race and socio-economic status.
- 4) Teamwork: we believe in collaborative effort to achieve a common goal.
- 5) Respect: we care about people and treating everyone well.
- 6) Responsiveness: we provide positive timely responses.
- 7) Openness: we welcome new ideas and opinions.
- 8) Resilience: we don't give up in the face of challenge.



Staffing

Each class has a form tutor who is responsible for the students personal and academic wellbeing. We also have subject specialists who deliver outstanding teaching and learning.

| | | | |
|---|--|--|---|
|  | <p>Mr James Elford Principal Secondary Lead Boys Boarding Lead</p> <p>Life Skills and Business Studies</p> |  | <p>Miss Simone Tulloch-Foley Girls Boarding Lead</p> <p>Year 7 Form Tutor</p> <p>English and Humanities</p> |
|  | <p>Mr Justice Mkumbwa</p> <p>Year 8 Form Tutor</p> <p>French</p> |  | <p>Mr Emmanuel Mtema</p> <p>Year 9 Form Tutor</p> <p>Maths and Science</p> |
|  | <p>Ms. Shema Bloomfield-Johnson</p> <p>Year 10 Form Tutor</p> <p>English and Humanities</p> |  | <p>Mr Macbeth Kalino</p> <p>Year 11 Form Tutor</p> <p>Maths, Economics and Science</p> |
|  | <p>Mr Gift Chikopa</p> <p>ICT and Learning Support</p> |  | <p>Mr Emmanuel Milanzi</p> <p>Art and Music</p> |

| | | | |
|---|---|--|--|
|  A portrait of Mr Marlon Miller, a man with long dreadlocks and a beard, wearing a yellow and green patterned shirt. | <p>Mr Marlon Miller</p> <p>Swimming</p> |  A portrait of Mr Daniel Zuwangeti, a man with short hair, wearing a red short-sleeved shirt, standing outdoors in front of trees. | <p>Mr Daniel Zuwangeti</p> <p>Physical Education</p> |
|---|---|--|--|

School Day

Students are given a copy of their timetable at the start of each school year. The Secondary day is organised as follows:

| Monday | Tuesday to Thursday | Friday |
|------------------------------|----------------------------|------------------------------------|
| 07:30 – 08.30 Period 1 | 07:30 – 08.30 Period 1 | 07:30 – 08:00 Celebration Assembly |
| 08.30 – 09.30 Period 2 | 08.30 – 09.30 Period 2 | 8:00 – 8:30 Period 1 |
| 09.30 – 09.45 Break | 09.30 – 09:45 Break | 08.30 – 09.30 Period 2 |
| 09.45 – 10.45 Period 3 | 09.45 – 10.45 Period 3 | 09.30 – 09:45 Break |
| 10.45 – 11.45 Period 4 | 10.45 – 11.45 Period 4 | 09.45 – 10.45 Period 3 |
| 11:45 – 12:45 Lunch/Break | 11:45 – 12:45 Lunch/Break | 10.45 – 11.45 Period 4 |
| 12:45 – 13:30 Period 5 | 12:45 – 13:30 Period 5 | |
| 13:30 – 14:15 Period 6 | 13:30 – 14:30 Period 6 | |
| 14:15 – 14:30 Learning Forum | 14:30 – 15:30 Clubs/Sports | |
| 14:30 – 15:30 Clubs/Sports | | |

As an international school we place a strong emphasis on the importance of punctuality and students are expected to come to school on time.

School Facilities

The Secondary School has six rooms, which includes a science laboratory and an arts studio.

The Secondary School also shares the following facilities with the Primary School:

- Multi-purpose hall
- Swimming Pool
- Two 7-a-side football pitches
- Netball Field
- Basketball Court
- Cross Country Track

Boarding Facilities

Our Secondary School students can reside in our modern, purpose-built boarding hostels. For further details please see our Boarding School Prospectus.



Curriculum

The Secondary School is a Cambridge International School. As a result, our teachers are able to deliver the prestigious Cambridge Curriculum.



CAMBRIDGE

International Examinations

Cambridge International School

Key Stage Three (Years 7, 8 and 9)

In years 7, 8 and 9, the Cambridge Curriculum covers English, Mathematics and Science. Other curricular areas are based on the British National Curriculum, but are adapted to meet the needs and interests of our students, living in Malawi and as global citizens.

Subjects taught in Years 7, 8 and 9:

| | | |
|---------|---------------------|--------------------|
| English | Geography | Design Technology |
| Maths | Religious Education | Physical Education |
| Science | French | Life Skills |
| ICT | Art and Design | |
| History | Music | |

Key Stage Four (Years 10 and 11)

In Years 10 and 11 our students undertake the IGCSE programme. They study for nine IGCSEs, accredited by the University of Cambridge. The IGCSEs include compulsory subjects and options selected by the students/parents.

Compulsory Subjects in Years 10 and 11:

| | | |
|------------------------|------------------|-----------|
| First Language English | Mathematics | Biology |
| ICT | Business Studies | Geography |

Options in Years 10 and 11:

| | | |
|------------------------------------|--------------------------------------|--------------------|
| Literature in English or Economics | Chemistry or French Foreign Language | Physics or History |
|------------------------------------|--------------------------------------|--------------------|

All students will have compulsory weekly PE and Life Skills classes, which are not examinable, but a core element of the curriculum.

Key Stage 3 English

English at Key Stage 3 follows the Cambridge Checkpoint programme. In this, students study a range of genres while building on reading, writing and speaking & listening skills.

Fiction covers styles of writing including short stories, folk tales, mystery and horror and stories from around the world. Students read from a variety of well-known English language writers from around the world. They learn to read and understand meanings more deeply and to explain what they have discovered.

Non-Fiction includes writing to persuade, explain, describe and travel writing. The students will learn the features of the text forms and how to write in each. They will read from a variety of non-book based sources including computers, leaflets, posters and advertisements.

Students will use increasingly complex grammar forms including additional punctuation, extending sentences for clarity or effect and increase their vocabulary.

We expect all students to be able to listen carefully and explain what they have found out with confidence, clarity and detail.

Skills learnt during English lessons are referred to and used right across the curriculum, so essay writing skills are taught. Students are given access to an extensive and growing fiction and non-fiction library.



Key Stage 3 Mathematics

Mathematics at Key Stage Three is also based on the Cambridge Checkpoint programme. The curriculum explores six content areas: number, algebra, geometry, measure, handling data and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also an important part of the number content. The curriculum focuses on principles, patterns, systems, functions and relationships, so that students apply their mathematical knowledge and develop a holistic understanding of the subject.

| | |
|---|---|
| Number: <ul style="list-style-type: none">• Integers, powers and roots;• Place value, ordering and rounding;• Fractions, decimals, percentages, ratio and proportion;• Calculation. | Measure: <ul style="list-style-type: none">• Length, mass and capacity;• Times and rates of change;• Area, perimeter and volume. |
| Algebra: <ul style="list-style-type: none">• Expressions, equations and formulae;• Sequences, functions and graphs. | Handling data: <ul style="list-style-type: none">• Planning and collecting data;• Processing and presenting data;• Interpreting and discussing results;• Probability. |
| Geometry: <ul style="list-style-type: none">• Shapes and geometric reasoning;• Position and movement. | Problem solving: <ul style="list-style-type: none">• Using techniques and skills in solving mathematical problems;• Using understanding and strategies in solving problems. |



Key Stage 3 Science

Science at Key Stage Three is also based on the Cambridge Checkpoint programme. Students study four areas: scientific enquiry, biology, chemistry and physics.

Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also part of the curriculum.

Scientific enquiry:

- Ideas and evidence;
- Plan investigative work;
- Obtain and present evidence;
- Consider evidence and approach.

Chemistry:

- States of matter;
- Material properties;
- Material changes;
- The Earth.

Biology:

- Plants;
- Humans as organisms;
- Cells and organisms;
- Living things in their environment;
- Variation and classification.

Physics:

- Forces and motion;
- Energy;
- The Earth and beyond.



Key Stage 3 Information and Communication Technology

As an International School we are keen to prepare our students for an ever-changing technological world.

Our Information and Communication Technology Curriculum includes:

- Word processing, spreadsheets, presentations and databases;
- Image manipulation and website authoring;
- Programming.

Students use laptops during their ICT lessons and across the curriculum. They are given access to the school's Wi-Fi for research.

Key Stage 3 French

Students will learn French in Key Stage 3. They will also have the opportunity to research the life and culture of France. They will develop skills in speaking and listening, reading and writing.

Lessons use a wide range of teaching styles including spoken, written and reading from texts.

Learning resources include text-books, flash-cards, sound and video clips and music.

Key Stage 3 Humanities

At Key Stage 3 we teach three Humanities subjects: History, Geography and Religious Education. Topics taught are as follows:

| | History | Geography | Religious Education |
|--------|---|---|--|
| Year 7 | <ul style="list-style-type: none"> • The Roman Empire • Medieval Europe • African Empires | <ul style="list-style-type: none"> • Maps and Mapping • Earthquakes and volcanoes • Plate tectonics/Natural disasters, Weather and climate | <ul style="list-style-type: none"> • What is religion? • Where do people worship? • How do religions mark rites of passage – birth and adulthood • How do different religions explain creation? • Where do beliefs about God come from? • What and how do religions celebrate? |
| Year 8 | <ul style="list-style-type: none"> • The Age of Exploration • International Slave Trade • The History of Zomba | <ul style="list-style-type: none"> • Tourism, • Rivers and Coasts • Population and change | <ul style="list-style-type: none"> • How do religions use holy texts? • What is a pilgrimage? • How do religions mark rites of passage – marriage • Who are the great religious leaders and role models? • How do religions help to develop a sense |

| | | | |
|--------|---|---|--|
| | | | <p>of right and wrong?</p> <ul style="list-style-type: none"> • How do religions mark rites of passage - death |
| Year 9 | <ul style="list-style-type: none"> • Industrial Revolution • Civil Wars • World War II | <ul style="list-style-type: none"> • Earthquakes and volcanoes • International Development • Energy/ settlements | <ul style="list-style-type: none"> • What are the main similarities and differences in the beliefs of the major world religions? • Are religion and science in conflict? • What role does religion play in global conflict? • What are the origins of world religions? • What are your rights and responsibilities? • How are art and music used as forms of religious expression? |

Students are taught to use research and reporting skills, applying learning from English and Maths where appropriate. This engenders a “holistic learning” approach where themes are shown to have links.

Teaching resources come from across the world and include text books, web-based sources and news broadcasts and reports.

Key Stage 3 Arts

The Secondary Arts Department teaches students to express themselves non-verbally.

Art skills taught include: drawing; painting in watercolours and acrylics; sculpture and ceramics; textiles; and photography. Students look at pieces made by famous artists and craftspeople, as well as artefacts created from around the world now.

Music will build on composition and performance skills, with students taught formal notation methods. They are given access to electronic keyboards for performing. The study also includes research into musical styles from history.

Each term students undertake a Design and Technology Project, linked to either food technology, textiles or resistant materials.



Key Stage 3 Physical Education

Students will cover a wide range of sports at Key Stage 3. These include football, netball, tennis and badminton and hockey. They will also look at fitness and circuit training whilst continuing to build athletics and swimming skills.

Our school is part of the Association of International Malawi Schools (AIMS). As a result, some of our talented students will have the opportunity to compete against other international schools.

We also offer a wide range of extra-curricular sporting activities.



Key Stage 3 Life Skills

Our Life Skills programme helps to prepare our students to play a full and active part in society. It fosters students' awareness and understanding of democracy, government and how laws are made and upheld. Teaching equips students with the skills and knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It also prepares students to take their place in society as responsible citizens, manage their money well and to make sound financial decisions.

| Year 7 | Year 8 | Year 9 |
|--|---|---|
| <ul style="list-style-type: none"> • Friends and family • Bullying • Life changes • Managing money • Peer pressure and drugs • Rights and responsibilities • Different lifestyles • Democracy • Local and international communities | <ul style="list-style-type: none"> • Understanding yourself • Looking to the future • Sex education • Risk taking • Keeping healthy • Death • Drugs • Relationships • Gambling and money | <ul style="list-style-type: none"> • Mental health • Family issues • Groups in society • Volunteering • Future choices • HIV and AIDS • Marriage and divorce • Suicide • Crime • Politics • A global community |

Key Stage 4 Curriculum

If you would like further information about our KS4 Curriculum (for students in Years 10 and 11), please request a copy of our IGCSE Information Booklet.

Homework

At Sir Harry Johnston International Secondary School we feel that homework is important for extending school learning. In Key Stage Three students should expect to receive five hours homework each week. In Key Stage Four this will increase to around nine hours per week.

Resources

The Secondary School has a library with a good range of fiction and non-fiction texts. This is used readily and independently by all Secondary students. There is also a wide variety of resource and text books used by teachers to support teaching and learning.

Maths equipment includes scientific calculators. Science lab resources include test tubes, glass beakers, burners etc. There are also chemicals that can be used in investigative work.

The School has a wide range of sporting equipment. History, Geography and RE resources has been purchased from UK, and there is a wide range of art resources and media available, including water colours and acrylic paints, a range of brushes, plaster of Paris and sculpting tools.

Examinations

All students complete termly internal examinations and the results are sent home to parents.

As Sir Harry Johnston International Secondary School is a Cambridge International School, our students sit the Cambridge Checkpoint Examinations in Year 9. These are externally marked exams based on the Cambridge International Syllabus. The exams provide students, parents and teachers with a baseline before they start their IGCSEs.

At the end of year 11, students take the International General Certificate of Secondary Education (IGCSE) Examinations. Six subjects are compulsory study with a further three options available.

Extra-Curricular Activities

The Secondary School offers a wide variety of extra-curricular activities for students of all ages. This includes sporting, musical, creative and artistic opportunities.

Visitors

The School regularly has visitors from various professions, as part of the school's Careers Education Programme.

Residential

The Secondary School offers yearly residential visits to contrasting localities, such as farms, national parks and lakes.

The aims of these visits are:

- To undertake a variety of environmental and outdoor activities.
- To develop important life skills, including team building and taking responsibility for themselves and others.
- To build self-confidence, self-esteem and to independently achieve.

School Meals

Students remain in school during lunch times. Day students should bring a packed lunch and a bottle of water each day.

We request that this food is healthy and nutritious. The School Food Trust recommends that packed lunches should include:

- At least one portion of fruit and one portion of vegetables every day.
- Dairy food such as milk, cheese or yoghurt.
- Only water, milk or yoghurt drinks.

School Fees

For information on tuition and examination fees, please speak to the school administrator.

Uniform

We encourage our students to wear their uniform with pride. It creates a sense of identity and equality.

All students wear a white shirt, school tie, blazer and black school shoes. Girls wear a grey skirt or trousers and white socks and boys wear grey trousers and grey socks. Students may also wear a white vest under their uniform and/or a school jumper, to help them keep warm.

For PE, students change into a pale blue polo shirt, black shorts and black trainers.

Students also need to bring a swimming costume and towel during terms 1 and 2.

The majority of our uniform is available to purchase from the school office.

Admissions

Students are placed in year groups following a discussion with parents or carers regarding prior academic attainment. Once students start teachers will assess them informally to ensure that they are given the provision that they need. Admission can take place only after a completed application form has been submitted to the school and the registration fee has been paid.

General Information

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| Address: | Kalimbuka Road PO Box 52 Zomba Malawi |
| Telephone: | +265(0)1 525 280 +265 (0)886 350 699 +265 (0)999 940 877 |
| Email: | greatlearning@sirharryszomba.com |
| Website: | www.sirharryszomba.com |
| Facebook Page: | www.facebook.com/SirHarryJohnstonInternationalSchool/ |
| Type of school: | International School Non-profit making Co-educational day and boarding English medium |
| Principal: | Mr James Elford |
| Chair of Board: | Dr Liveness Mwale |