



THE HARBOUR SCHOOL

Unlocking the best

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Accreditation and Affiliations

Western Association of Schools and Colleges (WASC)

CEEB Code: 670001

EARCOS Member School



Number of High School Students	64
Countries Represented	16
Teaching Faculty	25
Faculty with MA or above	68%
Average Class Size	7.4

OVERVIEW

The Harbour School (THS) is an international, independent, co-educational pre-K-12 day school located in Hong Kong. Founded in 2007, THS has gained a worldwide reputation as a center of educational excellence for its integrative academic model which emphasizes problem-solving, teamwork, creativity, innovation and resilience. While K-8 is celebrating its twelfth year, the high school will be introducing its third graduating class in 2020.

Our high school curriculum is uniquely student-centered, offering individuals the opportunity to curate their academic program to meet their future college and career goals within a respectful and individualized community setting. THS believes in a personalized approach to learning, where students develop skills by exploring questions that are meaningful to them as learners and citizens. This approach allows students to be invested in the projects on which they work, individually and in groups. The school is an intentionally inclusive environment, with a demographic that encompasses a range of learners.

In addition to typically-formulated high school classes, noteworthy features of the THS academic model include: co-taught transdisciplinary courses, Project Development, Independent Study Modules (ISMs), and a robust internship program. The Harbour School is committed to maintaining small student to teacher ratios, a supportive community feel, and a programmatic framework that empowers students to engage authentically with their communities and commit to independent life-long learning.

ACADEMIC PROGRAM

THS courses are structured to be thematic, integrated across content areas, and focused on the real-world application of academic content. The curriculum offers a wide range of challenging opportunities as is academically appropriate for each student - from honors courses and concurrent enrollment university courses to Independent Study Modules and courses adapted to be taken at the foundational level. This variety of offerings invites students to become self-directed critical thinkers who are engaged in their education.

As a matter of school policy, students are not ranked nor do we weight classes or calculate GPAs. THS offers block courses in all disciplines except Foreign Languages and Project Development. These courses run for one trimester and typically consist of approximately 90 class hours, for which students receive 0.5 credits. They are measured by means of "Carnegie Units," which refer to one high school credit to be awarded for 120 hours of class or contact time with a teacher. Block courses are transdisciplinary in nature - team planned, and co-taught by faculty from different academic areas. Yearlong classes meet daily for one hour and are awarded 1.0 credit. Certain electives may meet for shorter periods and yield 0.15-0.25 credits.

ADVANCED COURSEWORK

Honors Coursework - Most block courses offer students the opportunity to complete an honors project in addition to their standard coursework. The parameters for these projects are outlined in the syllabi released for each course at the start of term. Students who wish to receive an honors distinction on their transcript must complete the project to the standard specified in the description. The honors project must be done outside of regular class time.

Johns Hopkins University - Students across grade levels at THS are encouraged to take online classes through Johns Hopkins University's Center for Talented Youth (CTY). At the high school level, this often means enrolling in Advanced Placement courses. To date, THS students have taken the following AP classes through CTY: AP Biology, AP Chemistry, AP Physics, AP Calculus BC, AP English Language and Composition, AP Chinese Language and Culture, and AP Macroeconomics.

Syracuse University - THS offers concurrent enrollment courses through Syracuse University Project Advance (SUPA), providing students with the opportunity to take actual SU classes while at THS. Thus, students experience university level course rigor within the context of the THS academic program.

External Learning - Students at THS are encouraged to take classes locally, internationally or online to enhance their skills and knowledge and further explore their interests. Students have taken classes at Berklee College of Music, Stanford University, Hong Kong University SPACE, Harvard Online, Arizona State University Online, the Hong Kong Youth Arts Foundation, and The Hong Kong Academy for Gifted Education (HKAGE).

GRADUATION REQUIREMENTS

Students are expected to exceed the minimum graduation requirements and to take additional classes as electives in literature, science, social studies, and the arts, depending on their academic and personal interests.

Subject	Credits
English	4.0
Math	3.0
Science	3.0
Social Studies	2.0
Language	2.0
Art	1.0
Electives	5.0
ISM	2.0
Total	22

CENTRES OF EXCELLENCE

The Foundry

High school students enjoy curricular and extracurricular use of the Foundry, the school's state-of-the-art Makerspace. Students have used the Foundry as part of their studies in core subjects, the development of ISMs, or for initiatives related to clubs and organizations. These include: constructing furniture for government-allocated housing units, making contact microphones for a film project to creating, coding robots, and building a prosthetic leg for a three-legged dog.

The Marine Science Center

High school students attend class and conduct labs, internships, and research projects in the school's Marine Science Center. Operated by field professionals, the center boasts a wet laboratory that serves as home to various local species of fish and marine plant life. In addition to using the lab for course-related projects and receiving training on how to care for the animals in the center, high school students may also apply to conduct a research project under the supervision of an experienced marine biologist. They are assigned research tanks and supported in conducting graduate-style research projects on topics ranging from coral reef preservation to the study of bacteria in local water.

The Black Dolphin

High school students also make use of the school's nautical classroom --- a 50-foot sailboat called the Black Dolphin --- to pursue both core subject material and topics of individual or group interest. Aboard the Black Dolphin, students have mapped coastlines, studied coral reefs, explored the seawater quality around an incinerator, held poetry slams and filmed theatrical productions, investigated marine technologies, studied geomorphology, and measured tides and currents.

INDEPENDENT STUDY MODULE

Students are required to complete an independent project every academic year, for which they receive 0.5 credit. ISMs are designed to cultivate lifelong learning habits as well as build an academic and professional portfolio. Students follow their own interest and curiosity within a structure of accountability to help them improve and excel. Academic advisors play a key role in helping students to identify, manage, and reflect upon their ISMs, but it is the student who crafts and drives the learning. The ISM curriculum is designed according to the following three-term arc: Research, Application, and Presentation culminating in a final public presentation or exhibition. ISMs facilitate the cultivation of patience with one's ambitions, encouraging the development of persistence, focus, planning, time management, and independence in learning.

Internships - High school students at THS have the opportunity to engage in internships both internally in the Centers of Excellence, marketing, and admissions departments and at local businesses. To date, students have been connected with external internships at organizations including local businesses, professional theaters, museums, and restaurants.

PROJECT DEVELOPMENT

Project Development classes provide a unique experience for students to engage with real-world challenges to create positive social change. Meraki Giving is a registered student-run society that cultivates partnerships with communities, business, and people around the world that would benefit from our collaboration and align with our vision; to create a world with equality and fair trade.

The real driving force of this program is the opportunity for students to take the lead. Learning from a variety of experts and business professionals has allowed students to gain skills in networking, collaboration, communication, time management, and organization. Each student enrolled in this course is an entrepreneur in their own right and are able to use this experience as a catalyst for plotting a meaningful post-graduation path.

Meraki Giving - this is a student created, registered, non-profit society that operates as a business and provides the foundation for all of our initiatives. Meraki Giving was created in order to understand the functions, responsibilities, choices, and opportunities that businesses have. Before embarking on a new initiative the board and members of Meraki Giving assess the possibility for social impact, practicality and logistics. The name Meraki Giving reflects the essence of our society --- putting everything you are and what you stand for into what you do.

Caféruna - Meraki Giving's newest initiative partners with coffee farmers in Marancocha, Peru. The goal is to work together to create sustainable business opportunities to sell Caféruna coffee and reinvest 100% of the proceeds back into an identified need in the Marancocha community.

Kuunga Mkono - Kuunga Mkono is Swahili for putting your hands together for something good. This reflects the essence of Meraki Giving. There are no limits to what we can do when we come together. Families from Kenya and surrounding countries would travel the distance to seek affordable medical care for their children at the only public children's hospital in East and Central Africa. Many of the children at S4A were long term care children with no set release date. Understanding the cycle of poverty and the importance of education, THS students designed with the help of engineers, funded, and hired a local construction company to build a school within the hospital grounds. The students worked with the staff and board members of the hospital to ensure that the design met the needs of the students and community. This initiative encompassed all aspects of business development including budgeting, fundraising, building design, logistics, legal considerations, and curriculum development for the school's academic program.

Shoe4Africa - A non-profit organization that THS partnered with to build the first public children's hospital in East and Central Africa. The project included all aspects of business development including fundraising, building design, and curriculum development for the school's academic program.

Marancocha Coffee Cooperative - a collective of coffee growers located in Marancocha, Peru from which Caféruna imports their beans. We are working to create sustainable systems, growing protocols, and long term business relationships.

UNIVERSITY AND COLLEGE ADMISSIONS

In the past two years THS has graduated 12 students total who were admitted to the following institutions:

Bard • Bath Spa University • Beloit • Bennington • Berklee College of Music • Chinese University of Hong Kong • City University of Hong Kong • Clark University • Concordia University • Concordia Moorhead • Cornell College • Gettysburg University • Goucher College • Hong Kong University • Hong Kong University of Science and Technology • Knox College • Lake Forest College • Macquarie University • Merrimack College • Occidental College • Oxford Brookes University • Roger Williams University • Rollins College • Saint Lawrence University • Saint Louis University • Saint Mary's University • Syracuse University • Truman State University • University of Arts London • University of California, Berkeley • University of California, Los Angeles • University of Minnesota • University of San Francisco • University of Plymouth • University of Winchester • University of Worcester • Wittenberg University • Xavier University •