WORLD CLASS CAMPUS
‘Educating today’s children for tomorrow’s world’
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OUR MISSION

“To educate today’s children for tomorrow’s world”. We aim to help our students to fulfill their potential in all aspects of their development.

OUR VISION

At Kampala International School Uganda, our desire is to:

Provide a broad, balanced curriculum based upon the National Curriculum for England (NCE), adapted to reflect the international nature of our school community and its location in Uganda, IGCSEs (Cambridge) and the International Baccalaureate Diploma Programme.

Recognise, respect and celebrate the multicultural and international diversity of our school community.

Promote high standards across the curriculum in an environment where high quality teaching and learning supports each child in achieving their full potential. Encourage active, creative and independent learners who take pride in all that they do.

Provide a safe, welcoming and stimulating environment in which positive self-esteem, acceptance and understanding are promoted. Provide positive role models and encourage children to care for and respect themselves, others and property.

Equip children with knowledge, skills and strategies to promote a healthy and fulfilling lifestyle now and in the future.

Develop positive relationships throughout the school and in the wider community.

Equip children for their life in society by developing the skills of teamwork, mutual support and conflict resolution.

Provide an aesthetically stimulating environment that informs and inspires the whole school community and fosters happy and motivated children.

Develop an awareness of our environmental responsibilities.

Ensure all members of the community feel included and have a sense of belonging.
OUR BOARD MEMBERS

Dr. Sudhir Ruparelia
Chairman of Kampala
International school Uganda

- He is also the Chairman of the Ruparelia Group and holds several Board positions.
- He was awarded an Honorary Doctorate of Laws by Uganda Pentecostal University on 25th October 2007.
- On the 9th of Oct 2013, he was presented with the Golden Jubilee Presidential Award by His Excellency President Yoweri Museveni, President of Uganda for his contribution towards the economy of the country.
- He is the Founder / Chairman of the Ruparelia Foundation which does Philantrophic Work in Uganda.

Captain Abhay Agarwal (Ret)
Managing Director at Service & Computer Industries Limited

Captain Abhay Agarwal (Ret) was born on 12th March 1961 in India

Career Span:
- Joined the prestigious Indian Army, attaining the rank of Captain.
- Joined Hero Motors group as the Head of Admin
- Joined Service and Computer Industries (NCR) in Uganda as Country Manager
- Today he is the owner of the Company which employs 300 people in 4 countries

Kenan Pollack

- A father of two daughters who attend KISU, is from the United States where his career has covered online/print media, IT and strategy consulting.
- Since 2012, Kenan and his family have been in Kampala where he's worked with a specialty coffee company and launched a 3D printing startup. In addition to his active involvement with KISU, Kenan is also a board member with the Kampala Amateur Dramatics Society (KADS) where's he's acted in, and directed, a number of productions since 2013.
Archana Somaiya

HR Specialist / Life Coach / Reiki Master

- Has been a parent at KISU for the last 11 years and a resident in Uganda for the last 20 years. She has been a PTA representative to the board since 2012.
- Archana is an HR specialist and a life coach and runs a consultancy firm providing business development services.

Savio Martins

- Has been associated with KISU since 1998 with three children having studied at the school; this represents 42 academic years at KISU. He has consistently served on the advisory board since 2010.
- In the professional world he has been running business full of new ideas and new solutions for water, alternative energy and Information Technology, for almost 20 years. He has brought a slew of good business ideas and suggestions and plays a lead role with some of the school’s ICT acquisitions like EdAdmin, Smartboard and with accreditation teams from IBO and NEASC.
- Savio has a Bachelor’s Degree with a major in Life Sciences from St. Xavier’s College Mumbai, is a member of The Cost & Works Accountants, India and has an MBA from Mumbai University.

Ben Lewis

- Over 15 years in the Ugandan banking sector, originally with Barclays Bank and then Orient Bank Uganda Ltd. Currently working with Morka group Ltd and Uganda Duty Free Sales Ltd as a consultant. Joined the KISU Board as a PTA representative in 2003.
Founded in 1993, Kampala International School Uganda (KISU) began life as a small primary school with a curriculum based on the National Curriculum for England. Today it offers an inspiring and holistic international education to 550 students from all over the world ranging in age between 2 and 18 years.

KISU has evolved considerably over the years, undertaking an ambitious programme of expansion and development. It is now based at a purpose-built campus near to the city centre boasting world class facilities including an 8-lane swimming pool, indoor sports centre, auditorium, outdoor theatre, amphitheatre, 3 IT labs, 2 libraries and 5 acres of wonderful, green playing fields. There are specialist teaching areas for Science, Art, Design Technology, Music and Food Technology and all classrooms are fitted with interactive whiteboards.

Visitors always acknowledge the warm and vibrant atmosphere at KISU; it is a safe haven for students and provides an aesthetically stimulating environment that inspires the whole school community and fosters happy and motivated children.

Students at KISU develop a keen sense of self-identity and positive self-esteem. Internationalism is highly valued and students develop a good understanding of their multicultural world.

Academic excellence is achieved through high expectations, strong motivation, a challenging curriculum, constant encouragement and excellent teaching. The school encourages students to discover and develop their individual talents, whether they be intellectual, creative or sporting and to reflect on and refine their personal qualities and values so that they are prepared to go out into tomorrow’s world ready to shape it, change it and lead it.
Message from the Director

Thomas Jefferson once said, “I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue and advancing the happiness of man” and Nelson Mandela echoed these sentiments when he famously asserted that, “Education is the most powerful weapon which you can use to change the world”.

Of course, academic success is important. We are preparing our young people to enter a truly global marketplace where competition is fierce and we must do all that we can to ensure they have the best chance of succeeding in this context. I am delighted to be joining KISU at a time when our academic performance is on such a strong upward trend. This year’s results show that we have increased the margin by which we surpass the world average at IB, whilst at IGCSE level we have seen a significant rise in the number of top grades to the point where one in three grades is either an A or A*.

However, education is about far more than mere examination success: it is about embedding values, developing skills and shaping character. What is more, the best universities and employers know this. As adults we know that in many of our careers our intellectual capacity is rarely tested. However, we also know that those who are resilient, resourceful and reflective, who are confident, committed and conscientious, those who have strong interpersonal skills and can relate well to others and work well in a team, are those who tend to succeed.

These are the kinds of qualities and attributes that we seek to develop in our young people. We take our mission to “educate today’s children for tomorrow’s world” seriously. But we aspire for our graduates to not only be ready to enter tomorrow’s world, but for them to be prepared to shape it, change it and lead it.

STEVE LANG (M.A.NPQH)
Director, Kampala International School Uganda
Experienced Leadership

KISU's current leadership team comprising of Mr. Lang (Director) middle, Mr. Garbett (Head of Secondary) left, and Ms. Payne (Head of Primary) right boasting almost 40 years of senior leadership experience between them at schools both in the UK and the world over.
10 REASONS TO JOIN THE KISU FAMILY

1. Diversity
   KISU is a truly international school with children from over 50 nationalities.

2. Atmosphere
   KISU has an undeniably warm and welcoming atmosphere for children and parents alike.

3. Recognition
   At KISU we recognise that every child is different and special, each with his or her own unique talents and qualities.

4. Development
   As an IB school, we believe strongly in developing young people who are principled, caring, open-minded and reflective, students who can think creatively and who are willing to be both resilient and adventurous in their approach to their learning.

5. Accredited
   KISU is inspected by and accredited by respected world educational bodies like the International Baccalaureate Organisation (IBO), The Council of International Schools (CIS), the University of Cambridge International Examinations board (CIE) and the New England Association of Schools and Colleges (NEASC) to assure the quality of what we offer to our families.

6. Vibrant Extra-Curricular Clubs
   KISU offer an incredibly wide and vibrant extra-curricular programme, including competitive sports and over 50 clubs.

7. Learning Environment
   KISU is blessed with undoubtedly one of the best learning environments in the East Africa region.

8. International Placement
   KISU students achieve some of the highest grades at both IGCSE and in the IB Diploma and go on to attend some of the most prestigious universities around the world including in the US and the UK.

9. Global Teaching Staff
   At KISU we recruit, and invest in the further professional development of, the finest teachers from around the world: at last count our IB teachers could boast of more than 100 years of IB teaching between them.

10. Rounded Education
    At KISU, we believe in a rounded education and our students throw themselves enthusiastically into all kinds of learning experiences from the performing arts to community service and from sports to amazing outdoor education activities and the result is happy students and a happy school!

         ..........so why not join us!
UGANDA
The Pearl of Africa

Since its independence from Britain in 1962, the East African nation has endured a military coup, followed by a brutal military dictatorship which ended in 1979, disputed elections in 1980 and a five-year war which brought current President Yoweri Museveni to power in 1986.

Emerging from the shadows of its dark history, a new dawn of tourism has risen in Uganda, polishing a glint back into the ‘pearl of Africa’. Travellers are streaming in to explore what is basically the best of everything the continent has to offer.

For a relatively small country, there’s a lot that’s big about the place. It’s home to the tallest mountain range in Africa, the source that feeds the world’s longest river and the continent’s largest lake. And with half the remaining mountain gorillas residing here, as well as the Big Five to be ticked off, wildlife watching is huge.

Population: 35.6 million
Area: 241,038 sq km (93,072 sq miles)
KAMPALA
The Capital City

Kampala, the Capital City of Uganda, is spread over seven hills and takes its fabled name from Kasozi K’impala, interpreted as "the hills of the antelopes". The origin of Kampala goes back to 1891 when the Kabaka of Buganda held his court on Rubaga and Mengo Hills. Today, as you stand on the hills within Kampala, you are blessed with magnificent evergreen views intermingled with red tiled villas, green iron roofed bungalows and tall modern buildings surrounded by a lush green countryside and the nearby Lake Victoria.
Our teaching staff is made up of 58 full-time teaching professionals recruited from around the world. International recruitment takes place at the annual Search Associates and CIS fairs in London. There are ongoing opportunities for staff development through INSET days, online training and visiting professionals to ensure that our teachers remain up to date with the very latest developments in learning and pedagogy. Initial contracts are for two years with many international staff extending on an annual basis thereafter. We are fortunate to have a very experienced teaching team: at last count our secondary teachers had amassed over 100 years of IB teaching between them.
OUR STUDENTS

The school's greatest asset is its student body which is made up of young people from some 60 or more different nations. On their recent visit, the IBO inspection team found “a learning environment based on understanding and respect” which is testament to way in which students interact with each other and their teachers.

The student body is comprised of 16% Ugandans, 14% Indians, 11% USA/Canada, 9% UK, 8% Lebanese with small numbers from many other nations. The school welcomes all kinds of learners.

All students from Year 3 (7 years old) upwards spend time on outdoor education trips, staying overnight for varying lengths of time at wonderful destinations around the region. These help to broaden their horizons and develop key skills like teamwork and leadership.

We believe in the importance of physical well-being and helping young people to develop a healthy lifestyle. All students swim once a week and take part in PE twice a week. They are also expected to take part in our vast array of extra-curricular clubs and activities.

We believe passionately in the equal and intrinsic value of every student. We take our mission to nurture and develop each of them to be thoroughly prepared to meet the challenges of “tomorrow's world” very seriously.
OUR CURRICULUM

The school adapts the National Curriculum for England throughout the Primary School and through to Year 9 in the Secondary School. After that, our students study for the internationally recognized Cambridge IGCSE's (examined in Y11) and the IB Diploma (examined in Y13). The curriculum ensures that rigorous educational standards are maintained and that there is good progression built into students’ educational experience. The IB Diploma is generally regarded as the university entrance programme of choice, often being preferred above national requirements. The curriculum is adapted by teachers to reflect the international diversity of our school community and its location in Uganda.

The school is not academically selective. However, each student is assessed upon entry, to ensure that our curriculum can meet his or her needs effectively and to help with placing students in appropriate groups where relevant. Students should have a reasonable degree of fluency in English to enter Year 9 and beyond. Lower down the school EAL (English as an Additional Language) provision can be provided to support students, as necessary. The school is able to provide for students with mild learning difficulties.

Because of its academic rigour, we require students applying to study the IB Diploma with us to be able to demonstrate their suitability for the course through suitable IGCSE examination results or equivalent.
THE PRIMARY CURRICULUM

Early Years

Our team of experienced and caring Early Years teachers plan learning experiences of the highest quality that appeal to young children's natural spontaneity and inquisitiveness. At KISU we know that if children are happy and secure they will achieve and gain in confidence. The Early Years curriculum is taught through exciting and child friendly topics. We recognize that young children deepen their understanding by playing, talking, observing, questioning, experimenting, reflecting and responding to adults. Well-planned play is a key way in which children learn while enjoying themselves and feeling challenged.

Teachers carefully monitor each child's progress throughout the foundation stage to ensure tasks are well matched to each individual's ability and needs, and to inform teachers and parents of the next step towards achieving the Early Learning Goals.

In the Early Years Department, we recognize and encourage the important role that parents play in their child's education. We endeavour to make parents feel welcome, valued, listened to and fully informed. We firmly believe that the Foundation Stage provides the best possible start to education.

Key Stage 1

Ages (5-7) curriculum is based on the National Curriculum for England. Children are taught in small, mixed ability classes, up to a maximum of 25 students, with a teacher and an assistant teacher. In addition, during each week, children benefit from lessons with specialist teachers in PE, French, Music and IT.

The core subjects are Maths, Literacy and Science. We recognise the importance of the development of key reading and writing key skills in a good education. To ensure that we provide a firm foundation in this area, the children attend small group phonics lessons daily. Every six weeks the children are assessed and placed in ability groups depending on their progress. Mathematics is taught in ability and mixed ability groups and covers mental maths, calculation and word-based problems.

Students also experience subjects like Geography, History, Science, Information Technology, Design Technology and Art, with these often being incorporated under a broader topic so that learning is supported by a strong sense of cohesion. There are also discrete subjects of French, Music and Physical Education. There is a good balance between academic, creative and physical activities which ensures that our curriculum develops the whole child.

Key Stage 2

This stage encompasses Years 3-6 with children aged from 7-11 years. We follow the National Curriculum for England with some modification for our Ugandan setting. We aim to create a learning environment that is full of energy, enthusiasm and creativity where children are encouraged to ask questions, explore and apply their ever increasing levels of skills and knowledge to new situations.

Children are taught in mixed ability classes with both a teacher and assistant teacher. They receive specialist classes in French, Art, ICT, Music and P.E each week. Literacy, Numeracy, Science, Geography, History and PHSE are taught through topic work in the classroom.

The curriculum is organised within a framework of topics where essential skills, knowledge and concepts are connected through a common theme.

Guided reading groups regularly take place where children receive small group attention to specific skills and are encouraged to develop their love of reading, which is one of the most important skills and attitudes they can acquire. Parents receive regular reports on the progress of their children and are welcome to meet with teachers through the open door policy of the school.
THE SECONDARY CURRICULUM

The KISU secondary school develops young men and women who are ready to tackle the challenges of life beyond school. Our academic programme sequentially develops young minds to think creatively and analytically and therefore places concepts and skills ahead of content, through critical thinking and reflection. Our Year 10 and 11 students study their International General Certificate of Secondary Education (IGCSE) courses via the Cambridge International Examination board (CIE).

Most students complete 9 IGCSEs which equip them with skills and knowledge to tackle the challenging International Baccalaureate Diploma Programme (IBDP) in their final two years of schooling.

KISU also provides an extensive sporting programme based around participation and the development of teamwork and dedication. The education offered is complemented by a whole school approach to community service and the opportunity to be involved in a variety of clubs and performances.

All students participate in a week-long outdoor education programme in the first term of the school year, where they undertake new and exciting challenges such as sailing, teaching in a community school and visiting rural Ugandan communities, helping them to develop strong

Key Stage 3

From Year 7 to Year 9 students follow the National Curriculum for England that develops personal, learning and thinking skills (PLTS) via a core set of subjects that provide a diverse range of learning experiences.

At Key Stage 3 all students study the following subjects: Art, Cross-curricular topics, Drama, English, Geography, History, Information and Communication Technology (ICT), Learning to Learn, Mathematics, Modern Foreign Language (French), Music, PSHE, Physical Education and Science.

At the end of Key Stage 3 (Year 9) students choose their options for study at IGCSE. At this point students reduce the number of subjects they study based upon their talents, interests and aspirations.

Mr. Terry Garbett (Head of Secondary)
Key Stage 4

The curriculum at Key Stage 4 is a two-year course of study leading to the external International General Certificate of Secondary Education (IGCSE) examinations. These courses are assessed and graded through both coursework and external examinations set by the Cambridge International Examinations (CIE) Board.

All students study the following compulsory courses: English language, English literature, Mathematics, Modern Foreign Languages (French), PE, and Theory of Knowledge (TOK), Research Skills, Community and Service, Learning to learn and PSHE. It should be noted that Theory of Knowledge (TOK), Research Skills, Community and Service, Learning to learn and PSHE do not lead to formal qualifications, but are an important part of the way we prepare students for the next phase of their education.

In addition to the above, students choose 4 options from the following subjects: Art, Biology, Business Studies, Chemistry, Drama, Geography, History, Information and Communication Technology (ICT), Music, Physics. The combination of subjects studied as compulsory and those elected to be studied from the optional list means that students study 9 subjects that lead to formal qualifications.

Key Stage 5

The IB Diploma Programme (IBDP) is designed as a challenging and balanced programme of education for students in Years 12 & 13. The programme is designed to prepare students for success at university and in life beyond.

Universities value the management, independence and critical thinking skills which the IB Diploma and IB Certificate Courses develops in students. Our University Guidance Counsellor works with students during their last two years at KISU to help them identify and apply to their chosen universities.

The IB Diploma, which is taught over two years, has gained recognition and respect from the world's leading universities. It is offered by some 2,200 IB World Schools in approximately 130 different countries and is generally regarded as the strongest end-of-school qualification by the best universities around the world.

Students have the option to choose between the IB Diploma and IB Certificate Courses. Both are recognised by universities around the world.

The IB Diploma requires students to study six courses – three at higher level (to provide depth of study) and three at standard level (to provide breadth of study). The six subjects include:

- a) A first language
- b) A second language
- c) A humanities subject
- d) A science subject
- e) A mathematics subject

In addition, students are required to complete the three elements of the core – CAS (Creativity, Action and Service), TOK (Theory of Knowledge) and EE (Extended Essay). A student must gain a minimum of 24 out of 45 points to pass the IB Diploma.

IB Certificate Courses allow students a bit more flexibility within their programme. Students are required to study a minimum of four subjects and a maximum of six subjects. These can be at either Higher Level or Standard Level depending on the requirements of the student. They are still expected to complete the CAS requirements, but can choose whether they complete TOK and the EE.
EXTRA-CURRICULAR CLUBS

A vast array of clubs are run by teachers, senior students and outside specialists each week providing an opportunity for students to undertake new experiences and learn new skills. There are 3 club time-slots offered at KISU 6:30am, 3:15pm and 4:15pm.

Each term will have a variety of creative, cultural, service, academic and sporting clubs.

Commonly run sporting clubs include: football, swimming, athletics, basketball, cross-country, volleyball, and tag rugby to name a few.

There are a range of creative and cultural clubs from photography and fine drawing to dance and dramatic performances, plus the development of language.

Clubs are organised via an email system. To ensure that a child is able to access extracurricular clubs it is vital that the school's office staff have a correct email address.
SPORTING TEAMS

KISU runs a competitive sports programme in addition to its extra-curricular club activities. The school is a member of the International Schools Sports Association of Kampala (I.S.S.A.K) which is comprised of six associated schools across the city. The league offers Primary and Secondary competitive fixtures during Term 1 and Term 2 and there is a friendly competition between schools during Term 3.

KISU has created a committed and competitive sporting environment where all students are encouraged to participate and improve their skills through inter-school sports. KISU participates in all sports and age groups offered within the I.S.S.A.K. league.

Season 1 Sports include the following:
- Primary Basketball
- Secondary Football / Soccer
- Swimming

Season 2 Sports include the following:
- Secondary Football / Soccer
- Primary Basketball

Season 3 Sports include the following:
- Athletics / Cross Country
- Secondary Volleyball
MUSIC AT KISU

KISU has a diverse musical programme comprising Western and African music. We offer IGCSE, IB and ABRSM music courses, in addition to the National Curriculum of England. We encourage active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music helps influence pupils’ development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing pupils’ ability to work with others in a group context. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment. All students at KISU are presented with the opportunity to play at least two instruments; one western and one African. Students are also presented with numerous opportunities to celebrate their achievements through performing both in groups as well as individually in assemblies, music recitals, and end of term productions.

Individual Instruction

Students seeking to improve their playing or singing ability have the option of taking individual private lessons for an additional fee. Approximately eight professional musicians from around Kampala offer intensive weekly instruction in voice, keyboard, wind, string, and percussion instruments. Students may study piano, classical guitar, electric guitar, bass guitar, modern drums, African drums, cornet, recorder, violin, clarinet, saxophone, trumpet and African Xylophone.

Facilities and resources

The main facility is the Music and Drama Building, the department’s main venue for group music, individual tuition, band room and practice rooms. The School Auditorium provides additional teaching and rehearsal space as well as performance space. The Amphitheatres and outdoor stage are also available for rehearsal and performances.
COMMUNITY SERVICE

The curricular and extracurricular programmes at Kampala International School stress the development of the whole person. The school’s concern extends beyond the assumed focus on academic and intellectual achievement and encourages responsible citizenship in the world outside the classroom. Through service to organizations in and around Kampala, students are encouraged to develop a sense of care for each other, and to accept responsibility for serving their local, national and international communities.

Children of all ages at KISU have built up meaningful relationships with a variety of organizations in and around Kampala. For example Early Years and Key Stage 1 students serve the local community by collecting books and toys and raising money for a local school through our annual ‘Slip and Slide’ event.
OUTDOOR EDUCATION TRIPS

At KISU we are committed to educating the whole child and developing in our young people the personal qualities, values and skills that will allow them to flourish in an increasingly complex and global adult world.

Our Outdoor Education programme runs right through the school. Younger children experience a range of learning outside of the classroom throughout the year. Children from Key Stage 2 (aged 8) upwards experience a residential educational experience somewhere in the region during Outdoor Education Week. These might include activities like: hiking in the Rwenzori mountains; kayaking on the Nile River; or learning to sail on Lake Victoria. Our aim is to broaden students’ horizons and help to develop teamwork and leadership skills and qualities like empathy and resilience.

In addition, there is a rich array of overseas trips that are offered to students such as skiing or language/culture trips to Europe, visits to sites of historical importance like Zanzibar or to take on the physical challenge of conquering Mount Kilimanjaro!
**DEVELOPING LEADERS**

**MODEL UNITED NATIONS**
MUN draws a diverse group of informed college / university students and teachers from around the world to address current global issues. Conferences are experiential learning programmes that provide students with better understanding of the inner workings of the UN and with a forum in which to hone skills in diplomacy, negotiation, critical thinking, compromise, public speaking, writing and research. Each year a group KISU students prepare for and participate in the Dubai Model UN Conference, gaining invaluable insights and experience that stand them in great stead both as students and as future members of our global village.

**Student Council**
KISU aims to develop students' leadership skills and one of the ways to nurture these skills is through the student council. Each form group elects a class representative to the Student Council. From those representatives, a President, Vice President, Treasurer and Secretary are voted in by the whole school.

The Student Council meets regularly to plan various fund raising activities and school social events such as pool parties, bake sales and dances. The Student Council gives students opportunities to serve others as well as make an impact on life at school as a whole.
PTA morning coffee
One of the real strengths of KISU is the way in which it welcomes new parents and their children into the school community and nowhere is this more evident than in the work of our vibrant PTA. The PTA organises countless events throughout the year from Welcome Coffee Mornings, where new parents can meet members up with members of the PTA and other parents who are old KISU hands, to Teacher Appreciation Lunches, Film Nights and Discos for students and Picnics for families.

There are quizzes and dances and fairs and a plethora of other events and our gallant PTA team are stalwart supporters of our young sportsmen and women at fixtures throughout the year. Through their work the PTA also raises invaluable funds for deserving local charities and to ensure some the poorest children in our community can afford to go to school. So, if you do decide to join the KISU family, why not take the plunge and get involved!
At KISU, we regard the Library / Media Centre as the focal point of the learning experience, providing children and staff with information and reading materials, as well as teaching and learning resources. There are two libraries with approximately 30,000 books in total: one library for Early Years and the Key Stage 1; and the other for Key Stage 2 and Secondary (which is called the Main Library).

There is always a librarian on duty to assist with finding information from the different resources in the libraries. The main library is open from 8.00am–5.00pm on weekdays and 9.00am-2.00pm on Saturdays. There are also a number of computers installed in the main library. The Reference Section has a wide range of resource materials for teachers, children and parents alike.
OUR CAFETERIA

School lunches are made from high quality fresh ingredients and prepared daily by our on-site chefs. Lunches are compulsory for all students up to and including Year-9. Students in Year-10 and above may opt to eat school lunches or may provide their own. The School lunch menu has been designed to offer a balanced diet catering for many dietary requirements and is rotated throughout each term. There are meat and vegetarian options each day except Wednesday, when all students are offered a vegetarian meal, to encourage healthy eating habits. We also provide fruit daily, with 2 additional dessert each week.

Our canteen team are highly experienced and operate under conditions similar to those found in quality hotels. The kitchen is on view to all and forms a part of the serving area in the main dining area used by Year 3 and above. Amendments to menus are sometimes necessary when the required fresh ingredients are not available from the market on a particular day. Suitable alternatives are provided in these circumstances to ensure that we serve fresh, well-balanced meals to all our students. Meals are accompanied by fresh vegetables, rice, pasta or potatoes and bread.

Every morning complementary coffee and cakes are served for parents in the main canteen. This offers an opportunity for parents to meet each other on a social level. This is something that we believe helps to build a school community and, where time allows, teachers may also attend.
ADMISSIONS AND ENROLMENT

KISU does not discriminate on the basis of religion, race, colour, national or ethnic origin in the administration of its educational policies, scholarship programmes or other school administered programmes. Enrolment normally takes place before the beginning of the academic year (August) or during the year in the case of students transferring from other schools.

Admissions are recommended at the start of the academic year to encourage a quick introduction into the school and so the child does not fall behind with the academic program. In the IGCSE and IB Diploma years it is especially important that students are present at the start of the year. In the Early Years, these guidelines are more relaxed and depend on the readiness of the individual child to begin school. The student's age should tally appropriately with the age of the students in the year group they wish to join.

ADMISSIONS POLICY

Kampala International School Uganda is a non-selective school which aims to educate students from the local and international communities, providing, where possible, for the special needs of all its students. In particular circumstances, admission will be at the discretion of the school's Director, following assessment. Students are placed in classes according to their age with the cut-off being the 31st August.

EARLY YEARS

Kampala International School accepts students on or after their 2nd birthday.

PRIMARY SCHOOL

Entry into Year-1 is at 5 years old (the academic year in which the student turns 6 years old) as of September 1st.

SECONDARY SCHOOL

Entry to the Secondary School is at 11 years old (the academic year in which the student turns 12 years old). On payment of full year’s fees for the Secondary section, club membership is offered at the Kabira Country Club.

ENROLMENT PROCEDURE

The Admissions Office can offer a student a place at KISU only when the following steps have been completed to the satisfaction of the school, taking into account the ‘placement policy’ as stated above:

- Enrollment, Registration, Medical and Permission Forms completed and returned to Admissions along with the enrollment fees.
- Copy of passport and 1 passport size photograph to be provided
- Copy of recent school reports (for students entering year 1 upwards) provided for student file.
- Confidential Report Form (secondary students only) completed and returned to KISU.
- If required, placement Assessment (including English as a secondary language assessment) finalized and feedback agreed by parents/guardians.
- The Agreement of financial terms and conditions of Admission at KISU signed and returned.
- Payment of the enrollment fee, term/annual tuition fees completed at the bursar’s office.
- Students may enter school no less than 2 days after the above procedure has been finalized and the appropriate staff have been advised.
- We hope that this information has helped to answer some of the questions you may have about KISU. It cannot answer everything however, so please feel free to contact the school’s admissions office should you have any further questions and to arrange a visit to come and see us in person.
COME
VISIT US TODAY
Further information

Admissions Service
P.O.Box 34249, Bukoto
Kampala, Uganda
Mobile: 0752 711 882, 0752 711 909
Email: admissions@kisu.com, office@kisu.com