

# The COLLEGE

Winter 2024 Beijing



.....  
Dulwich College Beijing Presents...  
A Glimpse of the Holistic Education  
.....

- + DUCKS Unit of Investigation Programme
- + Planet Hack
- + Working together for a Sustainable Campus





## From the Friends of Dulwich

### Welcome to Friends of Dulwich (FoD)!

From the moment your child/children join Dulwich College Beijing, your family becomes a cherished part of the FoD community—a bridge connecting parents and the school.

The **2024-2025 FoD Committee**, composed of 26 dedicated parents, organises events and activities to unite and support our community while fostering communication between parents and the College. This year, FoD welcomed over 300 new families at the New Family Orientation and New Family Social events, celebrating the diversity that enriches our global citizenship. All activities are planned and approved during monthly committee meetings, with support from relevant school departments.



*FoD volunteers hosting the new parent social at the beginning of the school year*

To strengthen community ties, our **Coffee & Books** space, lovingly maintained by volunteers, serves as a hub for connection, creativity, and relaxation. Adorned with a new merchandise display board, it supports FoD initiatives—every cup of coffee sold contributes to student enrichment programs. We invite you to visit, share moments with friends, and leave a note in our guestbook.

We are thrilled to report the success of our **2024-2025 school merchandise programme**, selling 462 items, generating revenue of 26,295RMB, and earning 8,063RMB in profit to support student enrichment programmes. This achievement reflects the selfless efforts of parent volunteers who ensure every detail is managed with care.

**The Enrichment Fund** is central to FoD's mission, providing vital financial support for innovative programmes, workshops, and co-curricular opportunities that inspire critical thinking, creativity and holistic growth. It enables students to excel academically, engage with thought leaders, explore their passions beyond the classroom and prepare them for future challenges.



*FoD Choir*



*DUCKS parents' annual Spider & Pumpkin show*

FoD's **Cultural Club** celebrates our community's diversity, and creativity through workshops, discussions, performances, and shared artistic interests, creating a welcoming and inclusive environment for parents to connect. The **Parent Choir** is one such initiative, where our parents share their talents while building meaningful and harmonious relationships.

Welcome to the FoD community—we look forward to an amazing year together!

Co-Chairs Barbara & Gigi  
Friends of Dulwich Committee

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Dear DCB Community,

As we look back on another vibrant term at Dulwich College Beijing, it is remarkable to see how our shared values of **academic excellence**, **global citizenship**, and **holistic learning** continue to shape our community. These dimensions define our collective journey, inspiring our students to grow as learners, citizens, and leaders. This journey is enriched further by the active contributions of our supportive parent community, and our partner EIM schools, whose shared vision for nurturing global-minded learners adds depth and breadth to our own community's experiences.



Recently, the College has been recognised by Forbes China as the top international school in China. Additionally, the prestigious Carfax Index also included DCB in the list of top 150 private schools globally, and top ten private schools in Mainland China and Hong Kong. We are grateful for these recognitions as a testament to our talented students, our inspiring educators and staff, and our supportive parent community.

### **Cultivating a Passion for Lifelong Learning**

At DCB, **academic excellence** is more than achieving top grades; it is about instilling a passion for learning that extends beyond school walls and for life. Our educators guide students to develop a genuine curiosity about the world, equipping them with the critical thinking and inquiry skills they need to excel in complex global contexts. This approach has led our students to not only consistently achieve impressive academic results but to do so in a way that reflects deep understanding and intellectual curiosity. Throughout the term, we have celebrated numerous individual and collective academic achievements across the IGCSE and IB programmes. Our Class of 2024 has now ventured to prestigious courses and universities around the world. They are on their way to making their personal contribution to people, society and the planet.

We recently announced the introduction of an additional pathway to university for students in Years 12 and 13. From August 2025, DCB students will select either the IB Diploma Programme pathway or the Dulwich International Diploma based around an A-Levels pathway. During this past term our students have also excelled in global competitions, academic conferences, and collaborative projects, earning accolades and recognition.

### **Embracing Responsibility and Respect**

**Global citizenship** remains central to our mission, and

we encourage our students to see themselves as active participants in the global community. Students engage in activities within and beyond the DCB community that foster a greater understanding of cultural diversity, environmental stewardship, and social responsibility. They learn that global citizenship is about embracing differences, showing compassion, and taking meaningful actions.

As part of our College priorities this year, we've partnered with local NGOs, establishing connections and platforms for our students to engage in advocacy campaigns, direct actions, and service projects, including fundraising and volunteering in partnership with local organisations such as Our Learning House, HOPE (Horses Offering People Enrichment), PAWS LOVE, Dew Drops, and Fun Farm Fam, all while developing leadership skills and continuing to grow into empowered global citizens. These projects demonstrate the power of collective actions and the shared commitment of our DCB community to making a positive impact.

### **Building Real-World Skills**

At DCB, we believe that some of the most valuable learning experiences occur **outside the classroom setting**. Our extensive array of field trips, active citizenship (service) projects, and outdoor residential provide students with opportunities to develop resilience, adaptability, and problem-solving skills. One highlight this term was our Senior School residential programme, where students explored new environments, connected with nature, and developed essential leadership skills. These experiences allow our students to challenge themselves, build new relationships, and reflect on their personal growth. Learning beyond classroom fosters independence and a sense of responsibility that complement their academic and social development.



*Year 11 Geology trip*

### **Fostering Creativity and Self-Expression**

The **arts** play an essential role in our holistic education approach, allowing students to explore their creativity and express themselves in unique ways. At DCB, we encourage



students to pursue the arts in various forms, whether through visual arts, music, drama, or dance. Our students' dedication is evident in the annual art exhibitions, musical performances, and dramatic productions that showcase their talents and hard work. We welcomed renowned author Karen Golden, whose interaction with students enriched their understanding of storytelling and creative expression. Such engagements emphasise the role of arts in nurturing empathy, creativity, and diverse perspectives.

This term, Junior School and Senior School students have been preparing for musicals, with the major production *Moana Jr.* to be presented by Junior School students in Term 2. Over twenty students traveled to Shanghai for the Worldwise Shakespeare Festival in October and their performance was brilliant. In November, we were delighted to host the Worldwise Music Festival for about 240 students from across the EiM family of schools. The Young Musician of the Year finals for Senior School students took place and congratulations to the winner of Key Stage 3 Freda L and the winner of Key Stage 4/5 Leia X. Individual students were also involved in recitals which showcased their amazing musical talents. Additionally, our art students' work has been recognised in local and international exhibitions, reflecting the high standards of artistic excellence that define our community.

### Building Team Spirit and Personal Resilience

**Sport** is another area where our students learn invaluable life lessons about teamwork, resilience, and determination. Our sports programme is extensive and diverse, catering to various interests and skill levels. This year, our teams have excelled in regional and international competitions, embodying the spirit of camaraderie and commitment that DCB upholds. We are proud of our athletes who have represented our school with distinction, showcasing both skills and sportsmanship. Special mention to our Varsity Boys' Volleyball Team for winning the Beijing International Schools Championship (ISSAC) and placing first in the ACAMIS regional top tier competition for the second year in a row. Additionally, congratulations to our Varsity Girls'

team who made the ACAMIS regional final and placed second. Strong performances were also witnessed in our Years 7-9 Football tournaments. Beyond competition, our sports programme emphasises the importance of health, fitness, and well-being, encouraging students to lead active lifestyles. The annual DCB Sports Days in three Schools brought together the entire community, with students, parents, and teachers coming together to celebrate physical fitness and team spirit in a fun, supportive environment.

### Strengthening Bonds and Celebrating Diversity

Our College's vibrant **community** events such as Moonlight Madness bring together students, parents, and staff in celebration of our shared values and diverse backgrounds. These events are more than just celebrations; they are a testament to our commitment to fostering a welcoming, inclusive community where everyone feels a sense of belonging. Our connections with EiM schools have enriched our event calendar, as we share cultural insights and activities that deepen our understanding of each other. A major focus this term has been our "inclusion" audit where we are looking at how our community members view diversity and equity with the goal of strengthening everyone's sense of belonging within our community. This audit will culminate in a two-year action plan which we will have created by April 2025.

### A Shared Journey with Our EiM Family

As part of EiM, DCB benefits from a network of schools committed to academic excellence, global citizenship, and holistic education. This partnership enables us to collaborate, share resources, and learn from each other, strengthening our own programs and offering our students additional opportunities to grow. From cross-campus events to shared initiatives in areas like sustainability and student wellbeing, our partnership with EiM schools reinforces our mission and enriches the experiences of every student at DCB. This collaboration is essential as we prepare our students to thrive in a connected, interdependent world.

As we continue to grow and evolve, we remain deeply committed to our mission of providing an education that inspires academic excellence, personal growth, and global citizenship. At Dulwich College Beijing, we are dedicated to nurturing well-rounded individuals who are equipped to make a difference in the world. We look forward to the rest of the academic year ahead with excitement, knowing that our community, strengthened by our shared values, will continue to flourish.

Anthony Coles  
Head of College





## A Glimpse of the Holistic Education at DCB

### Sport

Engagement in physical education not only aids in students' physical development; it also helps to enhance social, emotional as well as time and stress management skills. With our strong physical education programme, we want to instil in all our students, from DUCKS to Junior School to Senior School, a love for regular physical activities so that they will take the habit with them to university and beyond. Some highlights include:

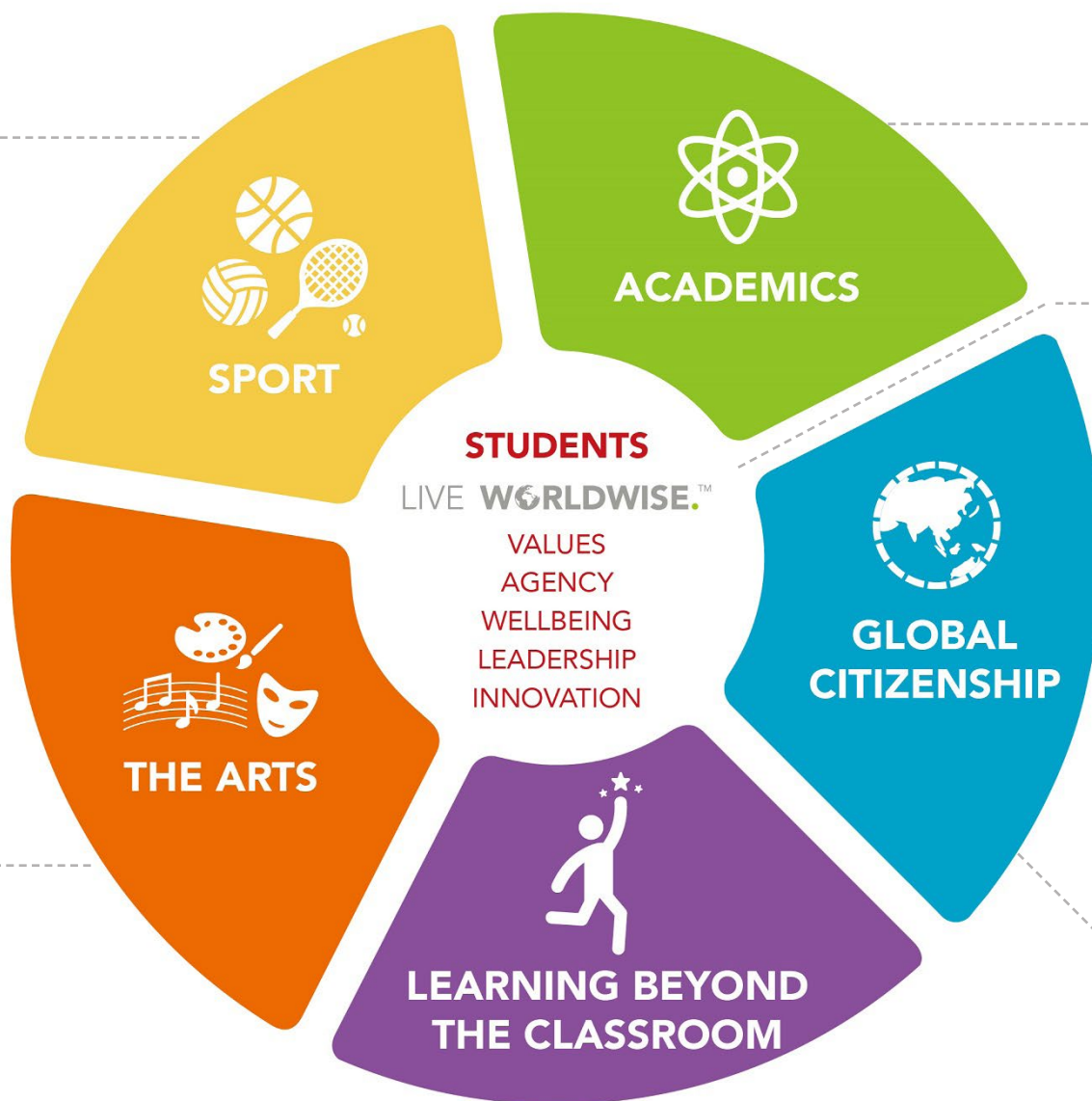
- Sports Day
- DUCKS Teddy Bear Gymnastics
- Dulwich Primary Games
- Dulwich Olympiad
- ACAMIS Sports Tournaments
- FOBISIA Games
- ISAC Sports Tournaments
- Phuket Football
- Golf Tournament
- DUCKS Water Party
- International Schools Swim Meet
- The Lions Cup tennis tournament



### Arts

At DCB, the extensive resources available allow students to exercise their creativity with a wide range of materials and media, working both individually and collaboratively. Some examples include:

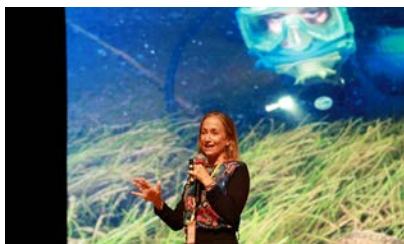
- Musician of the Year
- Christmas Concert
- Moonlight Madness
- DUCKS Big Sing
- Soloist Concert
- MADD
- Drama Production
- Worldwide Festival of Music
- Pop Idol
- Sound of Music
- Royal Shakespeare Festival
- Music & Drama Award
- Diversity Art Series
- IB & IGCSE Art Exhibition
- Diversity Art Series



### Learning Beyond the Classroom

Students at DCB enjoy a range of after-school and extracurricular activities, competitions, and enrichment opportunities where they can follow their passions. Across a variety of programmes, we are supported by our resourceful and committed community to create opportunities for students to explore the continued and real-world learning experience outside of the classroom. Some of the programmes include:

- Ignite Switzerland
- Worldwide Academy
- Girls in STEMM
- Field trips and residential trips
- School assemblies and House events
- Shackleton Lectures
- Student Leadership Conference
- Shark Tank Entrepreneur Programme
- Annual author visit
- MOU with University of Notre Dame



## Academics

Leading evidence based educational research has enabled us to present our principles of learning that underpin the best educational practices worldwide. Across ten Dulwich College International schools these guiding statements are driving effective and innovative pedagogy at each age and stage of a student's learning journey.

In the same way learning is a life-long endeavour that can occur in a classroom, mountainside, playing field or theatre, equally these learning principles are interconnected and multifaceted in their broader application.



### Students at the Centre

**DCB Values:** Our community lives our seven DCB values of; resilience, confidence, respect, integrity, responsibility, open-mindedness, and kindness. These values form the foundation of student character and behaviour.

**Student agency:** We empower students to gain independence, voice and choice within the learning process.



**Student wellbeing:** We support and mentor the social, emotional development of students. Our wellbeing approaches are informed by experts in the field to ensure everyone feels safe, supported and confident.

**Student leadership:** Students are able to take on a range of leadership positions across the College, and all students are taught leadership capabilities.



**Innovation:** Drawing strength from our founding school's history of philanthropy, pioneering spirit and innovation, our Dulwich Digital Difference (D<sup>3</sup>) will bring together various digital tools and technical changes in the service of excellent learning and teaching.

## Global Citizenship

Our Global Citizenship definition introduces our ambition to help students grow their personal global citizenship. We define global citizenship as:

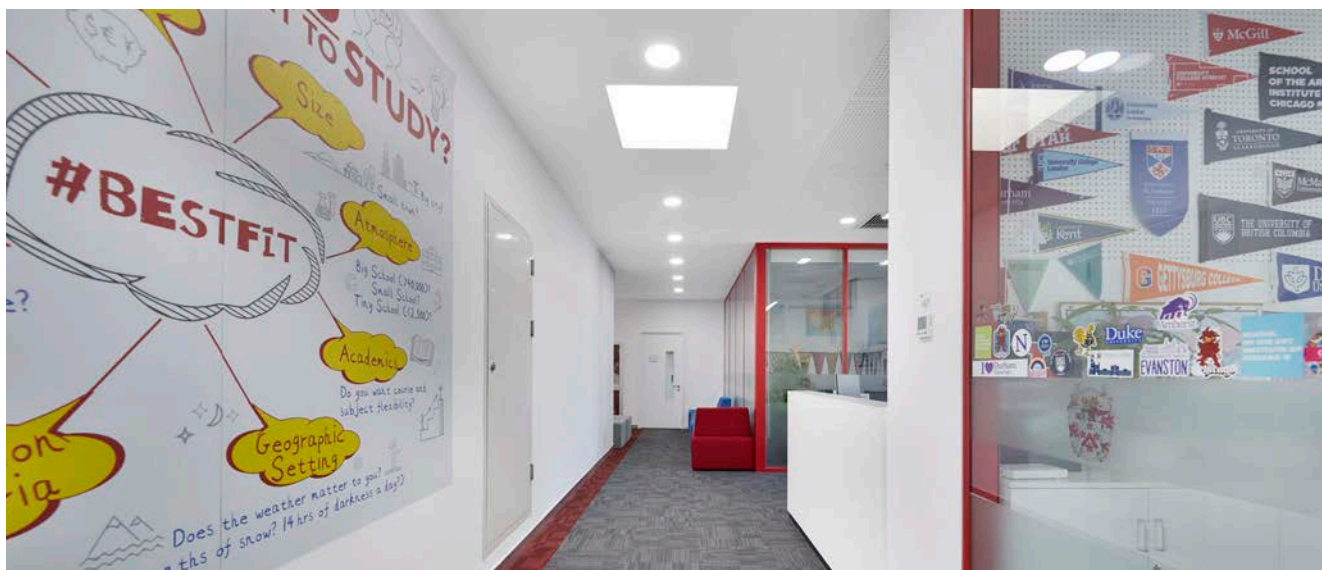
**Connect, Care, Act:** *We are on a journey to connect with, care about and act for people and our world.*

Here are some of the Global Citizenship actions at our School:

- CAS Service Fair
- Interact Student Club
- Service Trips
- The College Garden
- Pink Week Activities
- No Carbon November
- Earth Day Activities
- International Women's Day Activities
- Sustainability Committee
- Global Citizenship Champ
- DUCKS Happy Life Goals
- Model UN
- Sustainable Campus Facilities







## DCB Launches Dulwich International Diploma An Additional A-Level Based Pathway to University

**D**ulwich College Beijing (DCB) is excited to announce the introduction of the Cambridge International Advanced Levels (A Levels) pathway, starting in August 2025, alongside its highly-regarded IB Diploma Programme.

A Levels, formally known as Cambridge International Advanced Levels, are a globally recognised pre-university programme renowned for their academic rigor and in-depth exploration. More than 2,350 universities in 90 countries, including over 1,000 institutions in the United States, formally recognise Cambridge A Levels qualifications.

DCB is already well-known for its academically rigorous IB Diploma Programme, which provides students with a broad, well-rounded education that prepares them for success in higher education and beyond. With the introduction of A-Level Based Dulwich International Diploma, DCB continues its tradition of academic excellence by adding a pathway designed for students with specialised talents and a deep passion for specific subjects, allowing them to pursue their interests in greater depth.

The subjects offered in the A Levels pathway at DCB

will include Mathematics, Further Mathematics, Chemistry, Physics, Biology, Economics, Psychology, English, Business, History, Art, and Drama.

The DCB A Levels programme will deliver the depth of subject study characteristic of A Levels while preserving the academic rigour and holistic approach for which DCB is renowned.





Students opting for the A Levels pathway at DCB will typically choose to study 3-4 subjects, based on their intended university courses. Those who take fewer than four A Levels will also need to complete an Extended Project Qualification (EPQ), allowing them to engage deeply with a topic of their choice through a research-based essay, report, or project.

To ensure a well-rounded experience, DCB has also outlined six areas of development for A Levels students, requiring them to participate in at least one area per term.

This additional pathway at DCB is effectively empowered by the College's British heritage, its linkage to Dulwich College in London, and commitment to educational excellence. Many of DCB's teachers have extensive experience in A Levels teaching and learning, which will enable a seamless integration of this pathway while upholding the same high-quality standards associated with the College's IB Diploma Programme.

Dulwich College Beijing is dedicated to expanding opportunities for its students by offering multiple pathways that cater to their individual strengths, passions, and academic goals. The addition of the A Levels programme reflects the College's commitment to providing personalised education that prepares students to thrive at their chosen universities and in their future careers.

## A Levels Q&A with the Head of Senior School Ms Clare Anderson-Au



**Q:** Does DCB provide the A-level courses at school? And does DCB provide AP course as well?

**A:** *We will provide both A Level and IB courses starting from August 2025 to our Year 12 students at DCB; no AP course.*

**Q:** How does DCB prepare the staff and other related resources for the A Levels programme? Is it going to affect the offerings of IB subjects?

**A:** *DCB has staff that have experience in teaching both A Levels and IB. Subject choice will not be affected by the offering of both and courses will still run as long as they meet the requirements we currently have in place.*

**Q:** With both IB and A Levels offerings, will all students still study IGCSE in year 10 and 11?

**A:** *Yes, this is correct. Then students get to choose either IBDP or A Levels in Year 12 and 13.*

**Q:** DCB recommends A-Level students to take three A level courses. Is it possible for students to take more?

**A:** *Students can take four A Levels as long as their academic profile allows for this.*



In August, our new Year 12 students attended a three-day Ignition conference which launched their final journey here at DCB. They undertook a scavenger hunt in the beautiful 798 district, forming new friendships and enhancing their team building skills.

They also took part in a number of lectures for the core programme and were lucky enough to listen to Dr Grace Dodge about finding their own path to university. Dr Dodge encouraged the students to enjoy their learning, to enjoy the experience with their peers and teachers, and to make the most of the opportunities that DCB affords them. Many thanks to those parents who also attended the sessions to learn how we can strengthen our home-school partnership.



**Big Ideas, Big Adventures**  
*DUCKS Investigate Identity and Beyond*



*At DUCKS, each child is not just another face in the crowd—they are seen as individuals, encouraged to explore their potential in a space that celebrates curiosity and creativity. Our mission? To nurture happy, independent, and enthusiastic learners, ready to take on the world.*

**A**t DUCKS, learning is more than just lessons—it's an adventure of curiosity and discovery. Our curriculum invites students to dive into Big Ideas through a holistic **Unit of Investigation Programme** that sparks imagination and deepens understanding.

Students explore these Big Ideas through our Units of Investigation, where they explore thought-provoking concepts, ask bold questions, and uncover connections that shape their world.

This year, the DUCKS students embarked on a new year of learning, kicking it off with their first Unit of Investigation: Identity. Every step of the way, they were guided by a transdisciplinary programme that blends subjects into a seamless journey of discovery, uncovering the "Big Ideas" that help children understand themselves and the world around them.

*What does this look like for our DUCKS learners? Join us and see how our DUCKS learn.*

**The Journey Begins: Investigating "Identity"**



Each UOI (Unit of Investigations) starts off with, naturally, an introduction. Parents and students are given a separate introduction about the "Big Idea" that the students would be tackling, setting the stage for the exciting weeks ahead. Everyone knew what to expect, how this journey would connect to their lives, and the kinds of experiences that lay ahead.

But the true adventure began with something called Provocations – experiences designed to spark curiosity and ignite a sense of wonder in every child.



## Sparking Curiosity Through Provocations



After a clearer idea of the “Big Idea”, students start off their journey of learning through “Provocations.”

In the **Nursery** classrooms, tiny hands were at work. The children were introduced to the idea of identity by making collage faces in the style of Picasso. Little fingers carefully cut out eyes, noses, and mouths, creating colourful and unique faces that reflect each child’s personality. They giggled as they explored their physical features and wondered what made them, them.

Meanwhile, garden walks were filled with sensory discoveries—tasting fresh produce, feeling different textures underfoot, and soaking in the beauty of nature. Through stories like *Rosie’s Walk*, the children reflected on their surroundings and began thinking about their place in the world.

In **Reception**, the exploration of identity took a different route. In their Big Idea My Body and My Senses, the young learners embarked on a sensory carousel, where each class was an opportunity to dive into one of the five senses. They tasted sour, sweet, and salty snacks, smelled fresh mint leaves, felt bumpy plants and sticky slime, and listened to enchanting music. Everywhere you turned, children were exclaiming, laughing, and writing down lists of adjectives as they learned to describe what they saw, heard, felt, and tasted. The journey through the senses became their doorway to understanding more about their bodies and their place in the world.

Over in **Year 1**, students began investigating customs and beliefs as they “travelled” through countries like India, Alaska, Kenya, and Greece. They learned about traditional clothing, iconic landmarks, unique animals, and how culture shapes who we are. Each child marveled at the diversity of the world, comparing it to their own customs and beliefs at home.

**Year 2** took this exploration a step further, delving into China’s rich cultural history. Their journey included

studying famous landmarks such as Xi’an, the Silk Road, the Bund and The Great Wall. They even had the opportunity to ask one of the warriors a question!

## Lines of Investigation: The Detective Follows the Trail



Once the provocations have ignited the students’ curiosity, students then take their learning deeper and begin their Lines of Investigations, following a trail of discovery like little detectives. During this period, students are largely led by their own curiosity.

Reception classes, for example, explored their second line of investigation on how bodies change over time by putting human growth cycles in order and observing how, as we age, our bodies grow and are capable of more skillful tasks – such as being able to walk or run now, compared to crawling when they were younger. Students also naturally learned grammar by comparing using past tense to describe things we could do before with what we are able to do now.

Year 1’s Shark Class Line of Investigation explored the redevelopment of the Great Wall of China through an engaging, AI-generated interactive interview with Emperor Wanli of the Ming Dynasty. The children also learnt about the significant contributions the Ming Dynasty made to the Great Wall, deepening their understanding of this historical landmark.



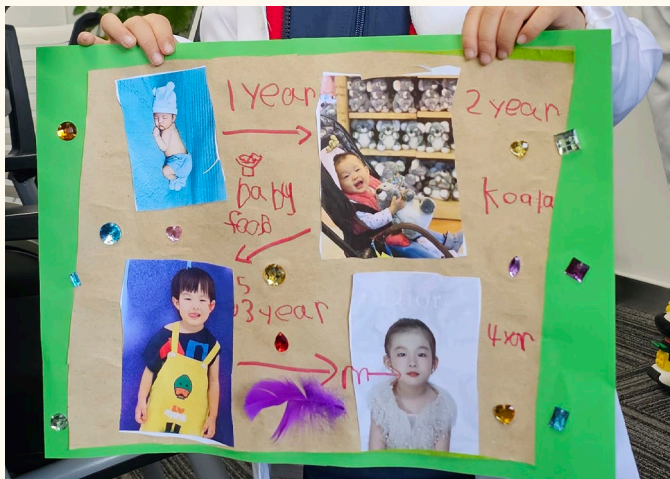
Another example is Year 2's Tree Frog class, where students began one of their lines of investigation by asking, What is China like today? They pored over maps, tracing continents and oceans, and locating countries. As they followed this trail of discovery, their knowledge grew, and they saw how the world around them connected back to their own identities.

## Big Finish



Each unit concludes with a Big Finish – an event where students proudly present what they've learned, showcasing their understanding in creative and meaningful ways.

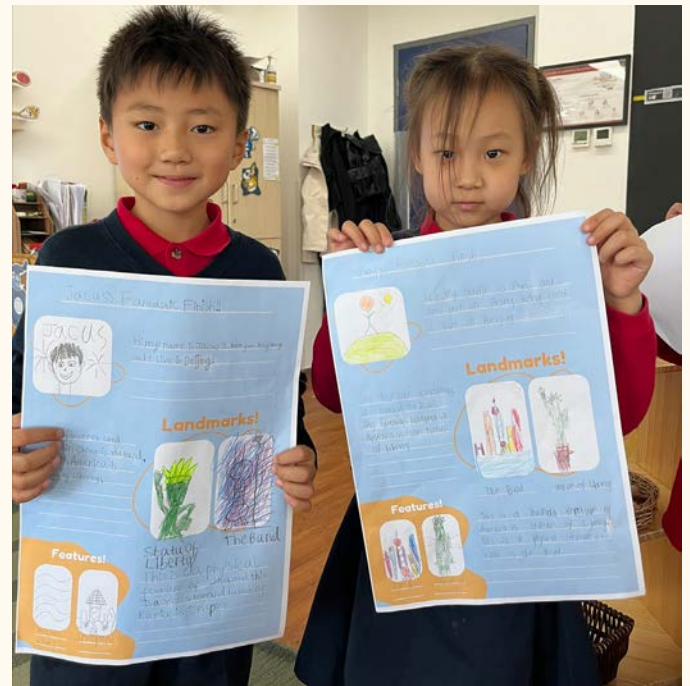
In Nursery, this meant sharing their newfound knowledge of themselves, their families, and their school communities. The children expressed their understanding through colourful artwork, models, and multimedia presentations. Whether through collages, drawings of their homes, or models of themselves, they shared their stories with pride, reflecting on what makes them unique.



For their Big Finish, Reception students made collages of themselves at different ages and reflected on how their bodies have developed since they were babies, and learned proper hygiene practices to help them stay

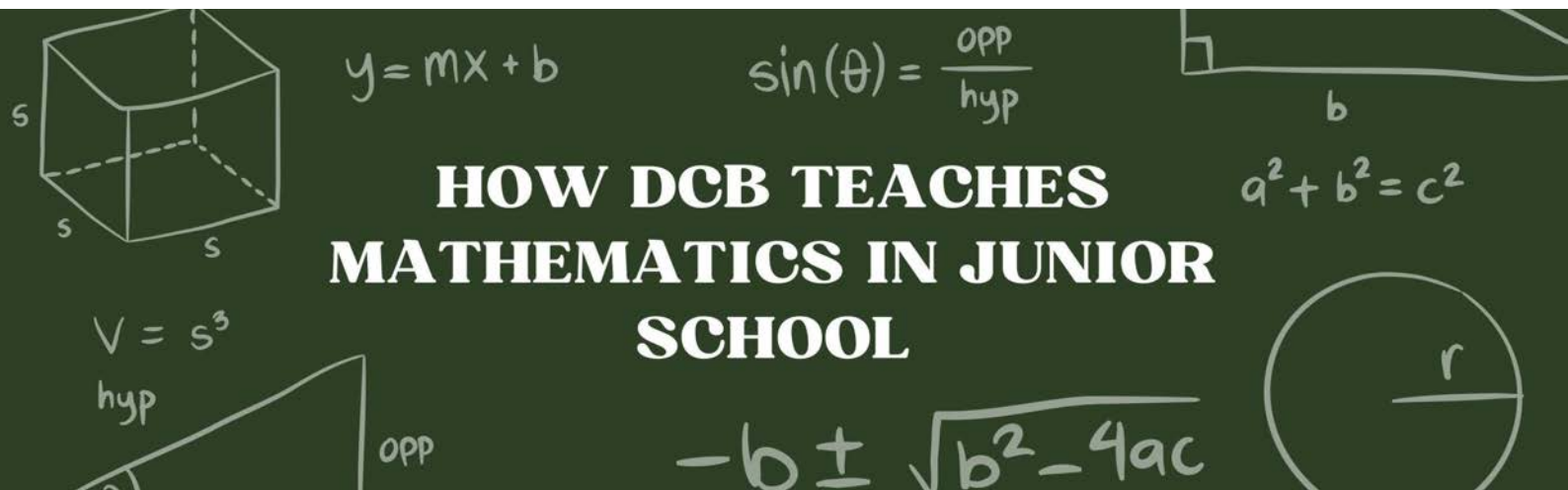
healthy. Students reviewed where they began, exploring their different body parts and how their bodies can do more as they aged. Confident Cong representatives from each class also showcased their works to other teachers, complete with interactive stations where students and guests alike could use their five senses to explore touch, taste, smell, and more.

Year 1 students actively shared aspects of Beijing's culture, including landmarks, clothes, food, and history, delving into the rich history of Beijing and China, comparing Beijing with other parts of the world. They enjoyed exploring landmarks from their home countries and places they have visited, sparking excitement and curiosity. The children were tasked to create an individualised piece, sharing three aspects of Beijing's culture, and explaining their consolidated learning journey.



Similar to our Year 1 students, our Year 2 students created informative posters comparing their newfound knowledge about China with that of another country.

The first Unit of Investigation was more than just a lesson on identity—it was an adventure that showed our DUCKS the many ways they could learn about themselves, their community, and the broader world.



# HOW DCB TEACHES MATHEMATICS IN JUNIOR SCHOOL



On 23 August, our Junior School students strutted into school dressed in their favourite rockstar outfits to launch a new year of learning maths with Times Tables Rock Stars. TT Rockstars is one of the innovative ways our Junior School Maths Department energises students about numbers and sets the stage for another year of deeper mastery beyond mere memorisation.

We all need Maths in our everyday lives, especially in today's AI-driven world. At DCB, the aim is to ensure that students don't merely race through maths concepts, but to ensure that they truly understand them. To achieve this, their learning must be taught in a way that inspires students to eagerly embrace it.

### DCB and the Mastery Approach

DCB follows the rigorous British National Curriculum and employs

a Mastery Approach to learning Maths, which focuses not only on solving mathematical problems but also on understanding how and when to apply these skills in real-world situations. As the Mathematics Lead in Junior School, Lowri Evans plays a crucial role in ensuring that the Junior School Maths curriculum is not only effective but also enjoyable and accessible for students.

"Maths should go beyond rote memorisation and simply passing exams," explained Ms Evans. She highlighted how traditional methods of teaching math have often disadvantaged certain groups of students, both skill-wise and psychologically. Those who found maths easy often feared failure, while those who struggled were hesitant to even try. By setting Low Entry, High Ceiling expectations, students begin with accessible tasks and receive support to reach

higher levels as they progress. "With the right tools and support, every student can succeed," she asserted.

**Introducing the Low Entry, High Ceiling approach**

- ✔ Work is pitched at a high level.
- ✔ All students are exposed to this and are taught how to achieve it.
- ✔ Children who take longer are supported to reach the high expectation.
- ✔ Children who grasp the material easily are quickly moved on to tasks that will broaden and deepen their understanding.
- ✔ Children move through Fluency, Variation, Reasoning and Problem Solving until they have mastered the material.

However, Ms Evans and the Classroom teachers aren't the only ones who ensure that maths is accessible and enjoyable for all. EAL (English as an Additional Language) and LS (Learning Support) teachers and members of our CETI (Center for Education and Technological Innovation) team also occasionally join the planning sessions. EAL teachers ensure that the terminology is accessible to EAL students, while the Learning Support team provides resources to enhance and supplement lessons. "They help us identify potential challenges, such as processing barriers, and suggest alternatives or ways to break down concepts into



manageable parts. During classes, there's always someone available to translate in the moment—a need that diminishes as the academic year progresses.”

### The CPA Method: Concrete, Pictorial, Abstract

This approach, known as the CPA method (Concrete, Pictorial, Abstract), is central to DCB's teaching philosophy in Junior School maths. This three-step method helps students grasp mathematical concepts by first engaging with them in a tangible way (Concrete), then visualising these experiences (Pictorial), and finally moving on to symbolic representation (Abstract).

This method is reinforced by challenges that focus on **Fluency**, **Reasoning**, and **Problem Solving**. Problem-solving tasks are often more language-based and require students to think systematically, choose efficient methods, and verify their answers. Teachers provide modeling solutions to guide students and help them understand what makes a strong response.

*But how do students know whether they're 'fluent' in Maths?*

“Fluency in math is a broad concept,” explained Ms Evans. “Basic mathematical fluency means knowing key facts and being able to recall them quickly and accurately.

However, true fluency, especially up to Key Stage 2, involves applying these skills across different contexts and choosing the most appropriate method for each task.” In other words, by understanding the underlying logic of a problem, students can adapt what they've learned to various situations.

Mathematical reasoning, on the other hand, is the process of applying logical thinking to identify the best problem-solving strategy and develop a solution. Simply put, reasoning acts as the bridge between fluency and problem-solving.

“It's essential that students learn the correct mathematical vocabulary so they can clearly explain their reasoning and thought process,” said Ms Evans. “It is important that students learn to question and ask why.”

### A Diverse Community Requires More Personalised Learning

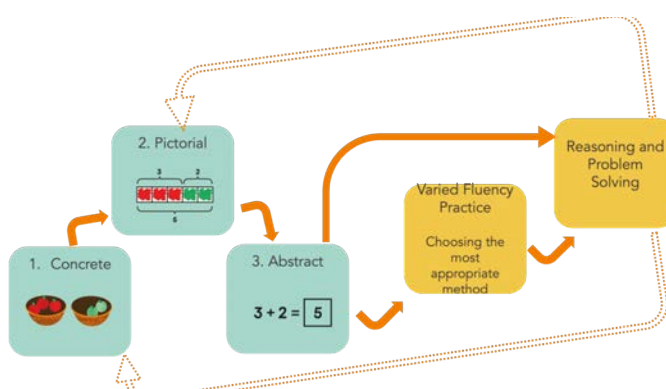
During one Mindful Morning class, Ms Evans gave her students a challenge. “I've left you a nugget on Century Tech. See if you can go and complete that task.” Students instantly raced to open their apps to try to solve the problem. As they were doing this, their work was collected as data that allows teachers to analyse exactly how that student is feeling about a certain topic, and in turn what teachers need to focus on and support with certain children.

a look and track at who's actually really grasped it, who needs a little bit more support.”

Century Tech is an advanced AI and neuroscience-powered platform that tailors content to each student's needs, offering immediate feedback and supporting their progress. It keeps students engaged and accelerates their learning, while its diagnostic assessment helps with lesson planning and tracking progress.

For students who find the material too easy, teachers offer more challenging tasks or invite them to assist peers. Class Teachers are always researching new ways to challenge those Gifted and Talented students. Our English and Learning Support teams help those with limited English or additional needs, ensuring all students can participate and excel.

Students also use various Maths apps that cater to their learning styles, such as TT Rockstars, which provide insights into students' maths needs while putting a fun, modern twist on learning multiplication and division tables. “We have TT Rock Stars battles where students and teachers play against each other in maths battles, and they enjoy dressing up for our kickoff events. It's still early in the term, but we already have data that let us see real progress with their multiplication understanding,” shared Ms Evans. “The kids are really hooked on it.”



And this isn't limited to in-class activities. “After students answer the homework on Century Tech, teachers can have

Maths in Junior School have several more apps to suit different needs and goals, such as Prodigy. “Prodigy is another fun maths game that students can also play at home. We believe in quality over quantity. These apps aren't just games; they



also give teachers access to data to help students better. Cross-curricular learning at DCB, such as maths in art lessons or measurements during Food Tech, also lets students see how their maths can be applied in different scenarios.”

Junior School students also get to learn coding during their Maths classes. “Coding is an extension of Mathematics. We’ve done block coding using Scratch in Year 3 and Year 4, then on to JavaScript in Year 5 and 6. Students code their own games, make little animations, using devices like iPads and computers to record the activities.”

### Encouraging Mathematical Exploration

Many of our students channel their passion for math into competitive events like the Junior Olympiad, the Australian Math Competition (AMC), and the Math Kangaroo International Competition, which had over 200 participants last year.



*Australian Math Competition at DCB*

Their achievements are celebrated in the newsletter and at school assemblies, where they are invited to share their successes.

But while medals and certificates are certainly commendable, DCB focuses on cultivating that love for mathematics through a mastery approach rather than direct preparation for competitions.

This encouragement starts in the

classroom, where students receive progressive feedback from both teachers and peers. Through methods like Even Better If (EBI) and What Went Well (WWW), students reflect on their work and explore different problem-solving strategies.

**What Went Well:** I understand the place value of each digit in a 4-digit number.

**Even Better If:** Next, I would like to understand the place value of each digit in a 5-digit number.

“So on occasion, students have the opportunity to reflect and give themselves a target,” explained Ms Evans. “Sometimes, they also swap books with their classmates and give them a target!”

### Parent Feedback

When asked what parents thought of the Maths programme, Ms Evans explained that the numbers say it all. “DCB parents really respect Maths, and they’re very attentive. They will come in hordes to our Maths Parent Academies because they want to know what we’re doing, and how we’re doing it.”

Mr Tony Z, father of Adam Z who has been with DCB since Nursery, said, “Adam enjoys learning Maths at DCB. He has also made good friends here with other kids who also have strong interests in Maths, and enjoys teamwork in the Maths lessons, which help him not just on Maths itself but also communication.”

DCB Junior School’s focus on a mastery-based maths curriculum, highlighted by engaging apps and a supportive teaching community, ensures a solid foundation for all students to be rockstars.

## A Day in the Life of an EAL Teacher



By Beverley Ford  
*Junior School Head of English Support*

In the heart of a vibrant Junior School, our team of eight dedicated English as an Additional Language (EAL) teachers plays a crucial role in supporting students’ language development. Comprised of three native English speakers and five bilingual educators, we each work primarily with specific year groups; however, you may find us in any classroom across the School, collaborating with colleagues to foster a rich, supportive and inclusive learning environment.

### A Typical Day

Our days begin early, as we deliver targeted interventions focused on enhancing English language skills. These morning sessions set the tone for the day, helping students build the foundational language abilities they need to thrive. Throughout the school day, our role shifts between supporting individual students in class, co-teaching alongside classroom teachers or working with small groups outside the classroom to reinforce key concepts. We also teach phonics, spelling, and Guided Reading, ensuring that language development is integrated into every aspect of the curriculum.

Collaboration with class teachers is a key part of our role. We assist in planning and adapting lesson materials to ensure they are accessible for EAL learners. We also engage in regular discussions with teaching staff about best practices for supporting language acquisition, with the goal of ensuring that every child has the tools they need to





succeed in every aspect of school life.

### Is an EAL Teacher's Role Limited to EAL?

Absolutely not! At DCB, we believe in a holistic approach to education, and as EAL teachers, we are fully immersed in the wider school community. We run a variety of Co-Curricular Activities (CCAs) that reflect this inclusive ethos, offering everything from Chinese language and culture classes to creative arts and sports activities. Our involvement extends beyond the classroom, as we contribute to the College's wider mission to nurture well-rounded, globally-minded individuals. In addition to supporting language learning, we also step in to cover classes when teachers are absent, ensuring continuity and stability for our students. This flexibility allows us to maintain a consistent, supportive environment, no matter of the circumstances.

### Professional Development and Staff Collaboration

As part of our commitment to ongoing growth, we also deliver professional development sessions for our colleagues. This year, we have focused on strategies for activating thinking, particularly for EAL learners. This year we introduced Content Language and Integrated Learning, and all teaching staff participate in a professional learning collaboration group to discuss how to embed these strategies into planning and teaching. Further training was undertaken on our recent professional development day and complemented the Concept-Based Inquiry approach.

### Fostering Confidence and Independence in English

At the heart of our work as EAL



teachers is the belief that language is not just about acquiring vocabulary and grammar, but about building confidence. We understand that for many students, learning English can feel like an overwhelming challenge, but our aim is to create an environment where they feel safe to experiment, make mistakes, and grow without fear of judgment.

Whether it's listening, speaking, reading, or writing, we focus on helping each student feel comfortable and capable in using English across all areas of their learning. For some, this might mean engaging in conversations with peers or teachers, building confidence in speaking up in class, or finding their voice through storytelling or presentations. For others, it might involve tackling a challenging text in a Guided Reading session, understanding new vocabulary, or refining their writing skills through structured practice.

### Celebrating Student Achievements

One of the most rewarding aspects of our role is seeing students make tangible progress. We celebrate each milestone, whether it's a student confidently reading aloud for the first time, successfully completing a written assignment with improved vocabulary and structure or expressing themselves more clearly in a class discussion. These achievements, no matter how small they might seem, are a testament to the hard work,

resilience, and dedication of our students. Every step forward is a victory, and we take great pride in being part of their journey toward fluency.

Our goal is not just to teach English, but to empower students to use it as a tool for self-expression, learning, and engagement with the world around them. As they gain proficiency, we work closely with them to ensure they are able to navigate both academic and social situations with confidence.

At the same time, we also emphasise the importance of developing independent learners. We want students to take ownership of their language development, setting their own goals, monitoring their progress, and becoming self-sufficient in their learning. The ultimate success is when students are not only comfortable using English but are able to use it as a gateway to exploring new ideas, engaging with different cultures, and pursuing their own passions.

In the world of EAL teaching, no two days are ever the same. Each student brings their own unique set of experiences, challenges, and strengths, and our approach is always tailored to meet their individual needs. The progress we see—from a hesitant learner who initially struggles to express themselves to a confident speaker who eagerly participates in class discussions—is deeply fulfilling. Every moment of growth, whether large or small, reminds us why we do what we do: to see our students thrive and succeed, not just in English, but as confident, independent learners ready to tackle whatever challenges lie ahead.



## Planet Hack 2024 *STEM Hackathon Tackles Global Issues*

**O**n 1-2 November, we brought back the highly anticipated Planet Hack for its third year!

Planet Hack is a bespoke collaborative STEM hackathon created between DCB and The Australian National University in 2022 with the hope to inspire students to address global issues.

Over the course of this two-day hackathon, over 200 Senior School students of all skill levels had the chance to participate in hands-on workshops that not only enhanced their STEM and critical thinking skills but also empowered them to develop solutions to problems our planet is facing.

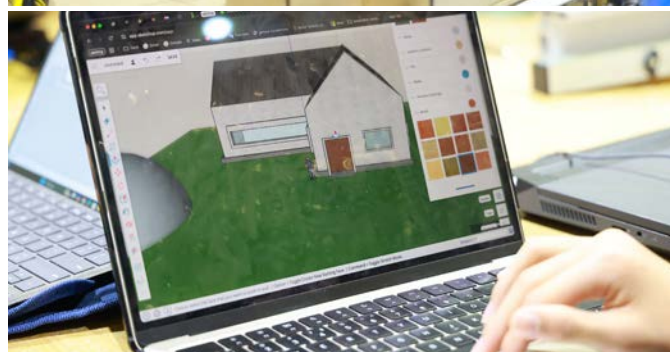


Students from 10 schools across the EIM family of schools worked in small groups and had the opportunity to engage with both ANU academics and other experts, building valuable teamwork, problem-solving and communication skills. "We started Planet Hack 3 years ago with collaboration between us here at DCB and ANU," shared Yosef Karasik, Director of Educational Technology and Innovation, "This year we have over 200 students from 10 schools across Asia taking part running the Hackathon in their schools with online Q&A and workshops. "

heritage. "The idea was that we would design buildings that were inspired by nature but also had a lot more natural elements. The idea of biophilia has expanded to include the whole neighbourhoods and through cities." Commented Professor Clement, "I'm absolutely amazed that the students are going to do this challenge within less than 48 hours."



This year, Professor Sarah Clement, a world-renowned expert on Biophilia from ANU, tasked students to apply biophilic design principles to solve sustainability issues in traditional neighbourhoods while preserving cultural





Events like Planet Hack provide our students with the opportunity to apply their STEM knowledge in real-world contexts, fostering critical thinking, creativity, and problem-solving skills. By collaborating with peers and engaging with industry experts, students not only develop deep empathy for pressing global issues but also gain a deeper understanding of how skills across the STEM areas can be used to address global challenges.



"Last year I came because I wanted to win, but then I feel like it is a really interesting experience, even if I don't aim to win," shared Year 11 Sunny W who participated in Planet Hack for two consecutive years. "Every year's topic is interesting, I really like this year's biophilic concept. I came to enjoy myself in technology and STEAM."



"I learned a lot," shared a younger participant Alex Q from Year 9. "I made new friends that were in my team. I learned how to use the 3D printers and the laser cutters. The whole experience has fulfilled my technology life."

We would like to extend our sincere appreciation to everyone who contributed to the success of Planet Hack 2024. A special 'thank you' to our mentors, partners, and the Australian National University (ANU), particularly Professor Sarah Clement, for their guidance and support. Their expertise played a crucial role in making this event possible. Thank you to all our participating students, teachers, and volunteers for their enthusiasm, collaboration, and hard work.



## Six Strategies to Help Children Enjoy Learning Mandarin

From connecting with over a billion speakers to exploring rich cultural traditions, learning Mandarin offers unparalleled rewards.

Yet despite being the second most spoken language globally, its complex characters and tonal nuances make it a significant challenge for learners, especially those from a completely different alphabetical system. Below are some tried-and-tested strategies from some of our teachers to overcome these hurdles.

### 1. Choose an environment where students can see value in their learning.

Simply attending a Mandarin class doesn't guarantee effective learning.

According to **Head of Senior School Chinese Lu Chen** and **Senior School Mandarin teacher Sarah Guo**, classes should be tailored to the student's level and age, taught by an experienced and passionate teacher, and designed to motivate students to discover their own reasons for learning the language, whether for social interactions, cultural exploration, or academic purposes.

The more frequently and positively a language is used, the easier it becomes for students to recall and absorb it. Shared interests between students from different cultures can also lead to more enriching and multifaceted discussions, bridging cultural gaps and encouraging self-driven learning.

In DUCKS, for example, **DUCKS Chinese Coordinator Laura Lu** noted that children view Chinese as a tool for expression and communication, which helps them connect with

others and understand Chinese culture. **Junior School Chinese Lead Amanda Cui** shared how older students take this further by using languages as a means of exploring different ways of thinking to grasp different concepts.



### 2. Emphasise effort over perfection.

As the adage goes, practice makes perfect. Remember to celebrate effort, small accomplishments, and milestones – and not just the results. Language learning is a journey, and not a race!

“Non-Mandarin speaking parents can also try to learn Mandarin and model this attitude to their children,” said Ms Guo. “There are many ways to practise together or support children, such as flashcards, games, online quizzes, or finding opportunities within our environment to help encourage continuous learning. Providing students with opportunities to use Chinese at home with their parents or guardians allows them to discuss topics they're interested in.” Junior School-aged students also learn to read and write a large number of Chinese characters during this period, making it essential for parents to actively support their language development. According to Ms Cui, this is the ideal time to build a strong foundation in Chinese, so Mandarin language learning students should focus on strengthening their skills.

### 3. Have a robust curriculum that fits the children.

Once students are placed in suitable classes, it's crucial to have a robust but flexible curriculum that teachers can manoeuvre around to adapt to students' interests, needs, and learning styles. In DUCKS' Dual Language Learning Programme, for example, the Chinese curriculum not only develops children's language capabilities but also deepens their understanding of daily life in China. DCB's Junior School Chinese curriculum is aligned with the Chinese National Curriculum and personalised based on the students' Chinese language proficiency. So, students not only learn about Chinese culture, but also encounter different literary genres, structure their language and communicate their ideas clearly using Chinese language conventions and thinking.



Ms Chen shared an example of how content is tailored to students at DCB. Recently, some Senior School students were surprised to find an article in their textbook about universities using facial recognition to track attendance. What amazed them was not just the article's content, but how recent news had been incorporated into their textbook. Ms Chen explained that DCB's Chinese textbooks often include up-to-date content to reflect students' interests and make the material more relevant and engaging.



Learning Mandarin involves mastering complex characters, a challenge for many non-native Mandarin students who have described the learning process as ‘drawing pictures’ rather than writing words, requiring students to spend more effort and time memorising every radical’s stroke. According to Ms Guo, this is why teachers need to be creative and use a variety of motivational techniques, such as creative incentives, challenges, competitions, and more.

DCB’s curriculum also stands out for its community aspect. With guest speakers, cultural events, and group collaborations, the curriculum fosters a collaborative learning environment that allows students to gain knowledge not just from their textbooks, but also from interacting with each other and their surroundings.

#### 4. Use language as a window to culture.

“Mandarin is hard,” admitted Ms Chen. With a friendly expat community in Beijing and more locals learning how to speak English, it can be tempting for English-speaking foreigners to choose comfort over challenge. But taking up Mandarin shows an individual’s determination to make the most of their life in China, because “...learning a language gives students access to culture beyond translated explanations.”

At the heart of the DCB Chinese Curriculum is an unwavering resolve to infuse cultural experiences into the frame of language learning, and students undertake a cultural journey with each lesson. Chinese lessons for little learners can be broadened through various traditional Chinese culture-related activities and themes.

Older students such as those in Junior School can take a deeper dive by learning Chinese historical sites and famous figures. Ms Cui explained, “Chinese class is more than learning language; it’s a conduit for students to understand Chinese history and culture.”

And curious kids learn better. “Last Spring Festival, students made intricate sugar paintings and learned the art of dumpling making,” Ms Chen recalled. “This led them to ask in-depth questions about local customs, such as Spring Festival couplets, that may not exist in their own countries.”

Ms Guo also shared how, for the Dragonboat Festival, teachers used a variety of ways to introduce the culture to students, such as introducing classical poems, breathtaking visuals of local sceneries, and even images of animals. Co-curricular activities, including student-led initiatives and service projects, residential trips, field trips, and service trips, help further promote cultural understanding.

#### 5. Apply language in real-world contexts.

Learning doesn’t end at the classroom door; it extends into the streets of Beijing, its aroma-rich restaurants, rejuvenating teahouses, charming labyrinthine hutongs, and even the picturesque outskirts and beyond. “We have many classroom activities that allow students to use Chinese to address real-life problems and find solutions in authentic contexts,” said Ms Cui. For older students, Ms Chen shared how immersions provide a closer look at Chinese culture and an opportunity to engage with locals while honing their language skills in authentic

settings. There are no grades to be earned, only new experiences to be discovered through the students’ own self-driven exploration.

#### 6. Build community support.



As mentioned earlier, parents’ support in language learning is vital to their children’s progress. But as the adage goes, it takes a village to raise a child, and a school environment with a strong community means more resources to help encourage students to learn.

Both Ms Guo and Ms Chen spoke of when parents volunteered to become guest speakers, sharing their talent in poetry, cultural arts, and more. Students benefit from our parent-guests’ professional advice, deepening their interest in the culture and simultaneously developing their language skills.

Language learning goes beyond rote memorisation. Empowering students with language and cultural competence to navigate an ever-changing global landscape not only helps our students with their language capabilities but also to become future-ready. It is a trip worth taking in a world where bridges are more needed than ever.

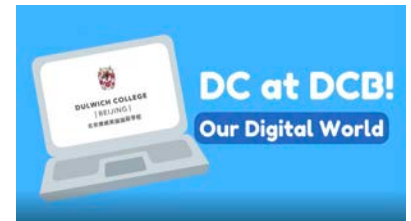
*This interview was originally conducted by DCB student Jason L, and originally published on JingKids.*



## Celebrating Digital Citizenship Week at DCB

By Tim Pyles

*Learning Technology Coach*



As we navigate an increasingly digital world, it's more important than ever to help students of all ages understand the value of responsible technology use. This year's Digital Citizenship Week at Dulwich College Beijing aims to guide students through key aspects of **being responsible, ethical, and kind online citizens**. Here's a glimpse into what each year group explored:

### **DUCKS: Device Safety with Responsible Ryan**

Our youngest learners at DUCKS are revisiting their first digital citizenship lesson with Responsible Ryan, one of our beloved DCB values with our brand new Digital Citizenship hero. This video, focusing on device safety, helps children understand the basics of using technology in a responsible way.

Through discussions and an engaging quiz, students identified situations where it's important to use technology safely. Their ability to recognise when and how to be safe with devices is crucial, and we're proud of how they are beginning to reflect on these lessons even at such an early age!

### **Year 3: What Makes an Online Hero?**

Our Year 3 students are re-engaging with a favourite from last year—The DCB Digital Citizenship Superhero! This lesson, based on Common Sense Media's engaging video, encourages students to think about what it means to be a hero in the digital world. Together, we explore questions like: What values do digital heroes embody? How can we help others make safe and responsible choices online? Students will then design their very own digital superheroes, showing their understanding of the qualities that make someone a positive influence in the digital space. The creativity and insight from these students are always impressive!

### **Year 4 & 5: Understanding the Digital World and Our Place in It**

In celebration of Digital Citizenship Week, Year 4 and Year 5 students will be launching into a brand-new video created for DCB specifically for this event. The video introduces the concept of the digital world—what

it looks like, how we interact with it, and how we can contribute positively. Afterward, students will work on a creative collage project that visually represents their understanding of the digital space and their personal online presence. By thinking critically about their role in the digital world, students will begin to see how their actions online can impact themselves and others.

### **Year 6: Reflecting on Our Digital Footprint**

Our Year 6 students have already had an insightful lesson led by one of our leading agents from DCB's ICT team, Jerry. This lesson introduced them to the concept of tracking digital data. Building on that, they are now focusing on defining their own digital footprint.

With the help of a Canva template, students will examine their browser history and activity logs to create a visual representation of their digital footprint. They will reflect on the games they play, the videos they watch, and the websites they visit, then ask themselves an important question: Would they be comfortable sharing this information with their parents and teachers? This exercise encourages self-awareness and helps them understand the importance of managing their online activity responsibly, and sets them up for the future as Colleges, Universities, and Jobs all start to look at how they define themselves online.

### **Senior School: What's Real and What is Fake?**

Our Senior School students had a whole School lesson over Deep Fakes and the power of AI, the lesson shared with them lighthearted videos that had been edited to be silly, a man over a child's face dancing, Mr. Kaye riding a unicorn, and then we moved into the more dire uses seen of Deep Fake and AI media used not just inappropriately but illegally.

Students had discussions and reflected on the responsible use of AI, what role it plays in changing our view of the world, and how to be mindful of altering content or making it in inappropriate ways. We at DCB want our students to feel empowered, cautious, and empathetic at all times and in all ways.



## Congratulations to our 2024 IGCSE Test Takers!

By Sophie Peers  
*Deputy Head of Senior School (Academic)*

Congratulations to our 2024 IGCSE cohort for their exceptional performance in the 2023-2024 IGCSE examinations! This year, we had a total of 843 entries into the examinations, and we are proud that our students successfully achieved an impressive average grade of A. Overall, an outstanding 67% of our grades were an A\*/A grade. We are particularly proud of our First Language Chinese students who achieved 100% A\* to C grades, alongside 99% A\* to C in First Language English.

In addition to these achievements, DCB is thrilled to share some more remarkable accomplishments:

- Ariel W was recognised with the Top in China award for the Cambridge IGCSE First Language English
- Yifei L received the Best in China award for IGCSE French in the Outstanding Pearson Learner Awards

“We are incredibly proud of our students for their outstanding achievements in this year’s IGCSE results,” said Anthony Coles, Head of College. “Their hard work and dedication have truly paid off, and these results reflect the strength of our community’s commitment to

excellence. I would like to extend my deepest thanks to our Senior School staff for their unwavering dedication to supporting our students. I also want to express my heartfelt appreciation to our parents for their partnership and trust, which have played a vital role in this success.”

Clare Anderson-Au, Head of Senior School, also congratulated students on their accomplishments. “Our students have demonstrated remarkable resilience and confidence in achieving such impressive IGCSE results. This success is not only a reflection of their hard work but also of the commitment of our teachers, who consistently go above and beyond to inspire and guide our students. We are excited to continue supporting our students on their upcoming journey through the IBDP and their university applications.”

Again, we would like to extend our congratulations to our IGCSE students, our dedicated teachers, and their supportive families!



11ALV  
2023/2024

DULWICH COLLEGE | BEIJING |  
北京德威英國國際學校



11TCE  
2023/2024

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2023/2024

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## DCB Class of 2024 Achieve Exceptional IBDP Results

**D**CB proudly celebrates the Class of 2024 for achieving their best in the International Baccalaureate Diploma Programme (IBDP) results.

This cohort has exemplified unparalleled resilience, navigating through unprecedented challenges, including disruptions from the pandemic and the inability to sit for IGCSE exams. Despite these obstacles, our students in Class of 2024 have surpassed expectations, demonstrating their utmost dedication and commitment to academic excellence.



“Our Class of 2024 has excelled in the IB Diploma Programme. Special congratulations to Aidan S and Eddy J for achieving the perfect score of 45, which is only achieved by 0.3% of IB students worldwide,” said Anthony Coles, DCB Head of College. “The results are impressive on their own but tell only a small part of the story.

Each student has embarked on a personal journey of growth, developing their character and skills, which will serve them well in their future lives.”

### Outstanding performance and results

This year's results highlight the exceptional performance of our students, with students achieving almost double the global percentage in the 40 points or more coveted range. In addition to the two students who attained the perfect score of 45, two students received 44 points with only one mark off 45, and five students received 43 points.



Eddy J, who achieved a perfect score of 45, reflected on his IB experience, saying, “Although the last two years in the IB DP were some of the most challenging periods of my life, in retrospect, they were also some of the most rewarding. As I explore my upcoming opportunities in university, there are some that I feel

IB prepared me exceptionally for, namely research through the Extended Essay, various styles of academic

writing through each subject's IA, and being proactive in reaching out to professors through making me comfortable in asking my DCB teachers for help about difficult content. This isn't even mentioning the soft skills IB taught me, like perseverance, time management, and organisation. Combined with the privileges IB students have at DCB – like Prefect opportunities, access to the IBCR, and entering the cafeteria early – I can confidently say that IB was a challenging but fun journey from which I emerged a much more confident, passionate, and prepared student.”



Aidan S, the second student who achieved 45 points, also found the IB journey challenging but rewarding. He said, “Juggling academics with extracurriculars helped me develop effective study and time management strategies. I learned not only knowledge in my subjects but also how to learn.”

Other highlights include:

- 43.4% DCB students achieved Bilingual Diploma, significantly higher than the global average of 27.2%
- The average subject point score of DCB students is 5.7, compared to the global average of 4.6.
- 24.6% of DCB students achieved TOK (theory of knowledge) A grade, impressively stronger than the global average of 7.2%
- The pass rate of DCB students is 97.1%, about 25% higher than the global rate of 80.1%
- With an average score of 36.2 points, our students significantly surpassed the global average of 30.3. And 56.5% scored 35 or higher.



Clare Anderson-Au, Head of Senior School, spoke highly of every student's endeavors, stating, "I am so proud of each and every one of our students. Behind these results sit individual stories of dedication, resilience and hard work. Each story is different and each destination is different but all

students and their families are to be celebrated on their success and achieving access to their dream schools.”





### Obtaining invaluable skills beyond the academic success

At DCB, we emphasise the importance of each student achieving their personal best. The Class of 2024 has not only achieved academic success but also shown remarkable growth in critical thinking, empathy, innovation, responsibility, international-mindedness, and wellbeing—essential life skills for thriving in an unpredictable and ever-changing world. These qualities are increasingly valued by top universities worldwide, ensuring our graduates are well-prepared for future challenges.



Angel W, a graduate of the Class of 2024, summarised the skills she mastered during her IB journey, remarking, “My two-year journey through the IB program was long and eventful, but also was an important milestone of my life. I am very happy with my final IB results, as it reflected my hardwork. DCB equipped me with invaluable

skills like time management, self-care, and resilience, as well as research skills from all those IAs, which will better prepare me for university!”

### Unwavering dedication and support of the entire community

The success of our students hinges on the unwavering dedication and support of our entire community.

Aidan described his teachers as amazing, supporting and encouraging him throughout his entire journey and

on managing stress and advising him on revisions. Eddy also shared how grateful he was to be at DCB, calling it ‘the perfect environment’ for him to work toward his academic goals, saying, “I just want to say a final massive THANK YOU to all the teachers, friends, and peers who have supported my academic journey until now and made my time here at DCB so enjoyable and memorable. In ten years, when I look back at my high school journey, I may not remember details of my achievements at school or with the IB, but I do not doubt that I will ever forget the incredible people and experiences that defined these years.”



Claire W, another graduate of the Class of 2024, echoed her classmates’ comments. She said, “Completing my IB diploma at DCB has been an incredible journey, made possible by the unwavering support of our dedicated teachers and the encouragement of my friends. DCB has fostered a competitive yet supportive learning

environment, inspiring me to continually strive for improvement and growth. I can comfortably reach out to my teachers whenever I need help with my coursework and be confident that they will give insightful answers. I especially loved my HL psychology class with Mr Rossall, who provided us with all the necessary tools and assets to excel in my final exam.”

The Class of 2024 will continue to shine in the years to come. We look forward to their positive contributions to people, society and the planet.





## Dulwich College Beijing Class of 2024 Matriculations

By Dr Gavin Hornbuckle  
 Head of University and Career Counselling

As the members of the Class of 2024 embark on their journey in higher education, we take this opportunity to celebrate their remarkable accomplishments. This exceptional group has now secured placements at universities across multiple countries, including the United States, the United Kingdom, Canada, Europe and Asia. The diversity of institutions chosen by our graduates reflects their varied interests and academic pursuits, encompassing some of the most prestigious universities in the world.

Some graduates are pursuing their studies at renowned research universities such as Columbia University and Duke University. Others are thriving at respected institutions like the University of Toronto and the University of British Columbia in Canada, both of which offer a broad spectrum of programs catering to diverse academic interests. In addition, some of our graduates have chosen to attend liberal arts colleges, such as Barnard College and Middlebury College, where they can explore a comprehensive education grounded in the liberal arts and sciences. Specialised paths have led students to the University of Southern California for the passion for Game Design, and to the University of the Arts London for those pursuing careers in visual arts.

Students have also found opportunities at esteemed universities in Asia, including the Korea Advanced Institute of Science and Technology and The University of Hong Kong, reflecting the global landscape of higher education.

We also acknowledge that some students are taking a gap year or engaging in national service in their home countries, reflecting the unique journeys each graduate is undertaking.

Here at DCB, our "best fit" model empowers students to find universities that suit their academic interests and career goals. This year, we celebrate the impressive

placements of our graduates at various prestigious institutions, reflecting our commitment to personalised guidance.

On this page, you will find the outstanding universities that members of the Class of 2024 have chosen to attend.

### Canada

The University of British Columbia	1
University of Toronto	8

### United States of America

Barnard College	1
Boston College	1
Boston University	1
Brandeis University	1
Brigham Young University	1
Brown University	1
Columbia University	1
Duke University	1
Emerson College	1
Emory University	1
Middlebury College	1
New York University	3
Northeastern University	2
Northwestern University	1
Rutgers University-New Brunswick	2
Stony Brook University	1
University of California-Irvine	1
University of California-Los Angeles	4
University of California-San Diego	1
University of California-Santa Cruz	1
University of Illinois Urbana-Champaign	1
University of Notre Dame	1
University of Southern California	3
Vanderbilt University	1





Europe

- IE University - Segovia Campus 1
- Ludwig Maximilian University of Munich 1

United Kingdom

- Birmingham City University 1
- King's College London, University of London 1
- Queen Mary University of London 1
- The University of Edinburgh 1
- University College London 1
- University of Birmingham 1
- University of the Arts London 1
- University of Warwick 1

Asia

- Korea Advanced Institute of Science and Technology 1
- The Chinese University of Hong Kong 1
- The University of Hong Kong 2
- Yonsei University 1





## 7 Highlights of Our Newly Renovated Junior School Cafeteria



**A**t Dulwich College Beijing, our students are at the heart of everything we do, and the transformation of various community spaces across the College was part of a two-year plan to help enhance our students' experience. The renovation of the Junior School cafeteria marks the final phase of this two-year initiative, which also included upgrades to the Senior School cafeteria, the revamped the Legends Café, an updated Senior School café, and the enhancement of our parent volunteer-run café, Coffee & Books.

### Choice, Quality and Health

According to the Director of Business and Administration Rob Matheson, there are three main priorities when it came to the food: Choice, Quality, and Health.

**Choice:** "Students now have double the menu choices from previous years, including a vegetarian station. Students can refill their plate for free should they choose to do so," explained Mr Matheson.

**Quality:** When it comes to quality, Mr Matheson explained that extensive research had gone into providing a new menu by our new chef. Students will also get to savour dishes made from high-quality ingredients, ensuring that not only do our students get great-tasting food, but also more nutritious food.

**Health:** But that's not all. He added that in addition to the already healthy options, an extensive salad bar has been added that is free with every meal chosen. "This means every meal can be a healthy option for students," he explained.

### Sustainability

Sustainability was also a factor in the preparation of this

space. In line with the College's efforts in minimising food waste, Mr Matheson revealed that our educators and canteen staff will actively encourage students to take only what they need. To make this initiative engaging, each House now has its own intelligent food bin, an initiative that began in the Senior School. These bins measure discarded leftovers as part of a House competition, making food waste awareness exciting, interactive and educational.

### Design

Skylights and even brighter colours now light up the room, with House banners lined up on one wall and diverse types of furniture such as cosy booths to communal tables around the dining space. The space is more than just a place to eat; it's also where students can relax, socialise, and recharge.

### Choosing Meals Just Got Easier



Greeting students at the entrance of the cafeteria are food selection stations displaying the day's meal options. Colour-coded tokens match the kitchen serving stations, making it easy

for even the youngest students to navigate their various food options seamlessly.

### Increased Serving Capacity and Shorter Queue Lengths

The cafeteria has expanded from two serving stations to seven, reducing congestion around food stations and significantly improving the flow of students. Among these new stations is an expanded salad bar, featuring a much larger selection of fresh ingredients to cater to diverse dietary preferences and encourage healthy eating habits.

At Dulwich College Beijing, we believe that well-planned community spaces, such as our new Junior School cafeteria, are integral to the student experience. These spaces do more than just meet nutritional needs—they provide opportunities for social interaction, offer a mental break, and contribute to an environment where students can flourish both academically and personally.



## Dulwich College Beijing Turns Pink for Breast Cancer Awareness

October is International Breast Cancer Awareness Month – an annual campaign dedicated to raising awareness and educating the public about breast and ovarian cancer, as well as highlighting the importance of early detection.

In support of the global movement, DCB students embraced their ninth year of Pink Week events, held from 7 to 11 October.

The week was filled with a variety of fundraising events organised by Interact, Senior School’s largest charity group, to support this vital cause while fostering

community spirit through fun and engaging activities. These included wearing pink, the popular “sponge-the-teacher” event, selling pink-themed items, and more.

All proceeds from the events went to the Wheels for Life Charity, an organisation established by the United Family Foundation that provides health screening for women and children in need.

A huge thank you to everyone who supported these efforts and helped inspire our students to make a real difference in the lives of others.



LIVE WORLDWIDE.™

# 2024 NO CARBON NOVEMBER DAILY ACTIONS



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Choose a better way to travel</b> Bike or walk instead of car, train instead of plane!	<b>Have a zero-food waste day</b> Food waste is big in emissions, eat up!	<b>Shorter Showers</b> Cut your shower time to under 4 minutes!	<b>Reusable Masks</b> Get a reusable mask & wash each day!	<b>AC settings</b> Remember 19-26°C Max 19°C winter, Min 25°C summer!	<b>Drinks!</b> Only buy a drink if you can use your reusable cup!	<b>Deliveries</b> No unnecessary food or other deliveries!
<b>AC-free day</b> Use a fan, jumper or other ways to turn the heat or AC off!	<b>Reuse utensils</b> Carry & use your own utensils instead of single-use items!	<b>Package free</b> Buy foods/items with less or no packaging!	<b>No single-use water bottles</b> Have your reusable water bottle!	<b>Walk or bike</b> Replace some trips with a walk, bike ride or public transport!	<b>Buy Nothing New</b> Buy nothing new today (except food)!	<b>Write!</b> If you want to see change, write to someone about it!
<b>Rethink &amp; Refuse</b> Ask yourself... Do you really need your next purchase?	<b>Buy locally, impact globally</b> Support local vendors keeping money in the community!	<b>Clothing swap</b> Set up a clothing swap at your school, or swap with your best friends!	<b>Less Hot Water</b> Use cold water where possible	<b>Nude Food</b> Have a day with no plastic coverage or packaging for foods	<b>Plant-based foods</b> Eat more veggies, each plant-based meal makes a big impact	<b>Give Experiences</b> Next birthday or gift give an experience
<b>Sort your waste</b> Know where every bit of waste goes & make landfill the smallest waste of all	<b>Who do you buy?</b> Make sustainable & ethical purchases for a phone, shoes, etc...	<b>Local &amp; Seasonal Food</b> Buy food that is local and suits that time of year = big impacts!	<b>Support Girls Education</b> This is a major way to mitigate climate change & support equality!	<b>Research!</b> Look up more ideas for action from Anatomy of Action, Teaspoons of Change & more!	<b>Advocate!</b> Share something you’ve done this month with others so they will also take action	<b>No Carbon Year!</b> Go back and start all over again so it isn’t just once a year but all year, every year!

Any or all of these ideas are designed to be entry points into actions that reduce our carbon footprint. Take the challenge to try for a day this month and then two days next month and then everyday, forever, knowing your actions will have a positive impact on people and the planet.

LIVE WORLDWIDE.™

To do our part in making a difference for our planet, DCB students participated in "No Carbon November," a month-long campaign to raise sustainability awareness,

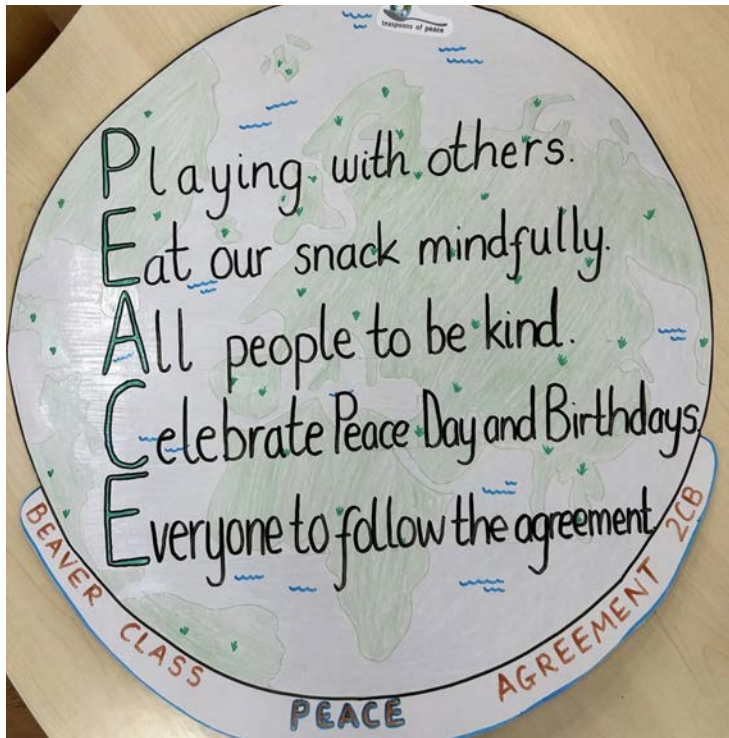
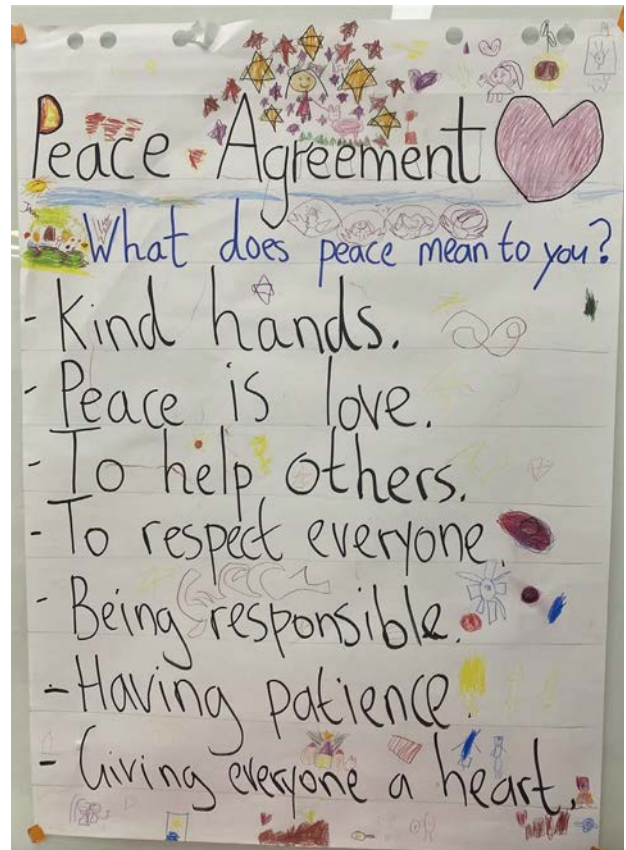
embracing the idea of *Teaspoons of Change* —small actions leading to big impact. Check our "No Carbon November Daily Actions" calendar and join us in making a difference!



## Reflection on Peace

In late September, as we marked **International Day of Peace**, a time to reflect on the importance of global harmony, students across the College took the opportunity to reflect on how they can contribute to the relationships around them, demonstrating respect for others, especially when faced with differing opinions.

In DUCKS, each class began with Todd Parr's inspiring book, *The Peace Book*, sparking discussions about the meaning of peace and its relevance to our daily lives. As a class, children collaborated to create a "peace agreement" emphasising connection and belonging within our school community and how to promote peace in the class environment. Please find some wonderful examples of this in the pictures.



In November, Year 6 gathered for **Remembrance Day** service, an annual tradition where we recognised the ultimate sacrifice of many, including over 800 Old Alleynians (alumni of Dulwich College) through war and conflict. Our students conducted a respectful and heartfelt ceremony to honour people worldwide who have served in the Armed Forces. We were very proud of the care and thoughtfulness they brought to this occasion.





## Embrace Service Opportunities Through the CAS Fair

By Jacob C, Eric K, Lauren Y, Yeonwoo K

At the beginning of the school year, Year 12 students attended the IB Creativity, Activity, Service (CAS) fair to be introduced to the service organisations affiliated with **The Giving Circle Community Foundation** for potential student service opportunities. It was a rewarding experience for Year 12 students to begin early in engaging with CAS – one of the IB Diploma Program’s core components that develop students into well-rounded, thoughtful individuals. More than simply an IB requirement, the fair provided integral opportunities for students to understand the local communities’ genuine needs for service while also enhancing students’ personal skills and global mindsets.

The following service organisations were presented:

**The Facilitator Tong Yuan**, which is dedicated to promoting the welfare and social integration of migrant workers and their families;

**Our Learning House**, which provides learning environments for orphans with physical disabilities;

**The Giving Circle Sustainability Group**, which is concerned with the environmental sustainability and conservation of the Wenyu River Park;

**Paws Love**, which works to secure the safety and welfare of stray animals;

**Roundabout**, which fundraises for children in need;

**Hong Dan Dan**, which improves the welfare of the visually impaired;

**Journey to Light**, which provides musical learning for visually impaired children;

**Elderly Care in Tianyi Community**, which offers care for the elderly by organising social activities.

Students learned the purposes, values, and detailed descriptions of these organisations, allowing them to select the options they are interested in.

After the assembly, we were able to interview some of our fellow Year 12 students to find out which activities

piqued their interests and gain more insights into their perspectives.

### What did you learn from the CAS fair?



*“There are many different charities working throughout Beijing - more than I originally thought.”*

- Eleanor D



*“I’ve learned about 8 new volunteering projects, and I found each of them very interesting.”*

- Alex B



*“It was very insightful. I feel more connected to my community.”*

- David Z

Ultimately, the fair introduced many different service organisations for students to gain service opportunities. After this presentation, students in Year 12 were motivated to join new service ventures throughout Beijing to help improve different communities and gain new personal experiences.



## Working together for a Sustainable Campus



**A**s the world grapples with the challenges of the climate crisis, major economies are ramping up efforts to reduce carbon emissions. At DCB, sustainability embedded in our mission for students to *Live Worldwide*. The College strives to reflect, act, and continuously improve its collective impact on the environment, aiming to inspire meaningful changes through education and community engagement.

### Sustainability Achievements and Innovations

DCB has made significant strides toward reducing its environmental impact through various initiatives and innovations. The College's transportation system now includes 12 energy-saving green buses, which are used during school days by over 70 staff and over 460 students. Additionally, the campus accommodates an increasing number of community members who commute sustainably, with 90 bicycles and 88 electric bicycles parked on-site daily.

Sustainable energy has also been a key focus. The installation of 139 solar lights across the campus not only provides essential illumination but also saves approximately 3,900kWh of energy each month. The introduction of auto-censoring lights in classrooms ensures efficient energy use, automatically turning off

lights when spaces are unoccupied. Plans are underway to replace all remaining lighting with energy-saving alternatives, marking another step forward in the College's commitment to resource efficiency.



Water conservation efforts are equally commendable. Outdoor landscapes at DCB are irrigated entirely with recycled water, reducing the consumption of freshwater.

Complementing existing practice of no disposable packaging, the campus features 24 sustainable water fountains, which further encourage the use of reusable bottles, further reducing plastic waste.

### Renovated Dining Experience

Sustainable practices extend to the dining at the two renovated Cafeterias, where an additional set of veggie meals have been incorporated into the daily menu so that everyone has more options to enjoy a greener meal.





## 30+

different nationalities in the DCB community



## ALL

three Schools have GC embedded curriculum for everyday teaching and learning



## 12

green buses running on daily basis

## 70+

staff take the school buses to work on daily basis



## 460+

students take the school buses to school on daily basis



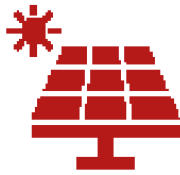
## 180+

staff and students commute by bicycles



## 24

water fountains on campus to reduce usage of disposable water bottles



## 139

solar lights illuminate the campus with green energy, saving approx. 3,900kWh of energy per month



## 31

hand dryers, significantly reducing the consumption of paper towels

Our innovation does not stop at the plate. In partnership with a local tech supplier, both Junior School and Senior School cafeterias are equipped with smart food waste management systems that are tailored to our students' needs. We have seen compelling statistics that the recorded food waste has significantly decreased as our community becomes increasingly more aware of the food they choose to put on their plates.



### Our Environmental Footprint

DCB continues to lead by example in reducing its environmental footprint. As part of the EIM family of

schools, we are the first few schools worldwide, if not the only ones, that have a comprehensive understanding of the energy we consume and the carbon we emit. Carbon footprint reports for school years 2021-2022 and 2022-2023 have been released, underscoring the College's commitment to transparency and measurable progress. Moreover, 31 hand dryers have been installed across campus, significantly reducing the consumption of paper towels. Looking ahead, the College plans to phase out all traditional lighting and replace it with energy-saving alternatives, ensuring a more sustainable future.

Sustainability at DCB is a collective effort embraced by the entire community. Across the College, initiatives are designed to inspire informed choices and encourage impactful actions. By educating students, setting examples, and inspiring the broader community, the College reinforces its belief that we all have the power to make a difference. Through these efforts, or *Teaspoon of Change*, we demonstrate how responsibility and respect for daily actions including reducing food waste, saving energy, and promoting sustainable commuting, can collectively create meaningful changes that pave the way for a brighter, more sustainable future.



## LEARNING BEYOND THE CLASSROOM

HOUSE - SYSTEM:



JOHNSON



SOONG



WODEHOUSE



ALLEYN



OWENS

Leadership

Agency

Wellbeing

Innovation

### DUCKS

#### Education

- Educational Trips
- Tech Champions Club
- The World Book Day
- UOI Guest Speakers
- Author's Visits

#### Arts

- DUCKS Choir
- Big Sing
- The Soloist Concert
- Collaborative Sustainability Art Project
- Musician of the Year
- EiM Enrichment

#### Sports

- Teddy Bear Gymnastic
- Water Party
- DUCKS Sports Day

#### Global Citizenship

- Outdoor Learning
- Active Service
- Giving Circle
- Dulwich Garden Project
- Assemblies

**CCA/DCP:** Offering a progressive path for students who to enjoy from young age. DUCKS provides over 50 engaging after-school activity sessions, such as Chess, Monster Science, Junior PhD Biology, Tennis, Football, World Civilization, and more. These activities provide students with diverse opportunities to explore the young learners' passions and develop new and independent skills.

### Whole College

**Worldwise Academy and Events:** Worldwise Academy is dedicated to enriching our students' career explorations by fostering meaningful connections between DCB and the world of work and facilitating connections and engagement with professionals across various sectors. EiM provides group-wide opportunities for all Dulwich Schools through programmes like the Diversity Arts Series, Shackleton Lectures, etc.

**House System:** The House System builds a sense of community within the student body and helps to develop students' leadership skills. Upon joining DCB, our students are assigned a House and continue in these teams throughout their time here. House Captains and students are responsible for helping to organise House activities, which normally take the form of friendly competitions. Our Houses are named after inspirational and accomplished people, Alleyn, Wodehouse, Owens, Soong and Johnson.

**Student Leadership:** With over 460 leadership roles available, our roadmap offers students a rich journey from age 3 to 18. Starting as a Playground Pal at age 3 and progressing to roles like Global Citizenship Lead in Junior School and Head Student in Year 13, students will experience a dynamic leadership path designed to cultivate global citizenship and prepare them to live Worldwise.

**Cultural and Community Activities:** International festivals and special days play a vital role in uniting the DCB community. Events such as Chinese New Year Galas, Christmas Bazaars, Founder's Day and Moonlight Madness, foster a sense of belonging, cultural appreciation, and shared vision for inclusion across the College.

**Special Events:** Students gain valuable perspectives and knowledge during special events such as International Women's Day, Earth Day, No Carbon November, Pink Week and Digital Citizenship Week, etc. These occasions provide unique opportunities for learning and engagement, fostering awareness and understanding of important global issues.

**Partnership:** DCB has built comprehensive partnership network with local and global partners, aiming to create an enriching environment.



## Junior School

### Education

- Hackathon
- Worldwise Game Jam
- World Book Day
- TT Rockstar Math
- The Makers' Space

### Arts

- MADD
- Soloist Concert
- Broadway Production
- JS Ensemble
- JS Choir
- Sound of Music
- Pop Idol

### Sports

- JS Sports Day
- FOBISIA Games
- Phuket Football
- Worldwide Games
- ISAC

### Global Citizenship

- Dulwich Dudes Magazine
- Podcast
- MUN
- Junior School Leadership Conference
- Community Partners
- Dulwich Garden Project
- Assemblies

**CCA/DCP:** JS provides nearly 80 after-school co-curricular activities through the year, including Horse Riding, Cooking, Dance, Fashion Design, Robotics, Creative Writing, and Chinese Painting, etc., offering students a wide range of opportunities to discover new interests, develop skills, and enjoy enriching experiences beyond the classroom.

**Learning Beyond Classroom Week:** An entire week dedicated to experiential learning outside the traditional academic setting, focused on building resilience, teamwork, and essential life skills. Experience is designed to foster a deeper connection to the world and nurture a well-rounded skill set.

## Worldwise

## Senior School

### Education

- Y12 Academic Retreat
- Y10 World of Work Experience Week
- Shark Tank Internship Programme
- Y9 Ignite Programme in Switzerland
- Pathway Days
- World Book Day
- Enterprise Fair
- SE21 and STEM Expo

### Arts

- Soloist Concert
- Broadway Production
- Music Performing Groups
- Dulwich Shakespeare Festival
- Worldwide Festival of Music
- Music and Drama Award Gala
- Artists in Residency
- Diversity Art Series
- IB & IGCSE Art Exhibition

### Sports

- Dulwich Olympiad
- School Sports Teams and Clubs
- ACAMIS
- ISAC
- FOBISIA Games
- Golf Tournament

### Global Citizenship

- Community Trips
- Residential and Camps
- Model UN
- Planet Hack
- World Scholars Cup
- Community Partners
- Movember
- Y12 & 13 CAS Programme
- Assemblies

**CCA & Student Clubs:** Led by both teachers and students, Senior School students actively engage in a diverse array of after-school activities. Whether focused on community service, cultural appreciation, public speaking, art, sports or international affairs, students immerse themselves in real-world experiences with passion and dedication, fostering a deeper connection to the world around them.

**University Links:** The College has strong links with world leading universities and host their representatives and organize fairs, workshops on campus regularly. Notable institutions include University of Notre Dame, Australia National University, University Centres in Beijing, etc.



## Guizhou Service Trip

By Interact Club



The Guizhou Service Trip, now in its second year, is one of the largest and most impactful service events by the Interact Club. This initiative involves a team of dedicated student leaders, volunteers and teachers who come together to support a village in Zhaoxing (肇兴), Guizhou. The service trip aims to bring joy to children while fostering connections and engaging in meaningful community service.

### Fundraising Success

Prior to the trip, DCB students, including Guizhou trip volunteers and Interact Club volunteers, organised fundraising events from DUCKS to Senior School for the Guizhou service trip.

Funds raised were used to purchase essential items such as a refrigerator, flour, oil, toys (rubber band, Jenga, wheel car, and mini star origami), and remaining funds were donated to the rest to the families and the school in Guizhou. The student-led fundraising events were a huge success!

### Trip Preparations

Before setting off, the students attended regular planning meetings to design various activities to engage the children of Guizhou. They brainstormed ideas like coloring, playing Jenga, and making rubber bracelets—activities that brought joy and new experiences to the local children, who rarely have access to such recreational materials. These thoughtfully planned activities offered both fun and learning, creating

moments of connection and mutual discovery between the two groups.

Beyond these interactions, students were also given the rare opportunity to meet and speak with local families. Through these visits, they gained insight into lives and cultures vastly different from their own, fostering adaptability, open-mindedness, and a deeper appreciation for cultural diversity.

A highlight of the trip was a day dedicated to cultural immersion, during which students learned traditional songs, wore local costumes, and tried regional dishes. These activities allowed students to connect with local customs on a personal level, breaking down cultural barriers and nurturing empathy and respect for diversity.

### Visiting Zhaoxing, Guizhou: Cultural Immersion and Dulwich Values in Action

The journey aimed not only to offer help but also to deepen students' understanding of different lifestyles and foster a sense of shared humanity. Our DCB students also embraced the unique local culture and traditions. For many, this was a transformative experience, providing a glimpse into a world they had never seen before.

Throughout the trip, students had the opportunity to embody the warmth of the DCB community. Values such as resilience, kindness, and responsibility, were brought to life as students actively engaged in various projects and interacted with the children.



Despite being in an entirely new setting, DCB students rose to the occasion, exemplifying leadership, strong organisational skills, and flexibility. The experience not only helped them grow personally but also left a positive impact on the local community. The Guizhou Service Trip is more than just a trip; it is a journey of growth, understanding, and connection that strengthens the bond between DCB students and the world around them.

The time spent in Guizhou was valuable not only for the local children but also for DCB students, who returned with strengthened leadership skills and a newfound understanding of community service.

This experience was more than just a school activity; it was an opportunity for personal growth that allowed



them to develop resilience, flexibility, and a greater sense of global citizenship.

### Long-Term Goals

Currently, the team is working on a long-term project of creating a running water system, so that all villagers can have access to clean drinking water, and not suffer the risk of diseases and the unnecessary labor of fetching dirty water, drastically improving their lives and wellbeing through our actions – one community to another.

Overall, the Guizhou service trip enabled DCB students to build connections that transcended cultural boundaries, gaining a broader world perspective. Through this journey, they became more empathetic and adaptable individuals, equipped to make positive contributions as future leaders in a global society.



### About Interact

Interact is the largest service organisation in DCB with over 15 years of history. We operate numerous annual events at school such as Pink Week, Movember, Trivia Night, Christmas Bazaar, CNY Bazaar and many many more. Service organisations at DCB all fall under the Interact Service Umbrella, and we collaborate extensively with them to cultivate an altruistic student body. Interact's vision is promoting and demonstrating the value of community service, and we strive to start from a young age to experience the impact and joy of direct service and indirect service.



## Shackleton Lectures: Celine Cousteau on Environmental Stewardship



**O**n 14 October, we had the privilege of welcoming renowned documentary filmmaker Celine Cousteau to Dulwich College Beijing as part of our Shackleton Lecture series. Ms Cousteau is an environmental activist, international speaker, documentary filmmaker, facilitator, and author committed to sharing the vital message of interconnectivity between humans and the natural world.

During her visit, Ms Cousteau hosted intimate classroom sessions with Year 4 students, sharing her personal encounters with nature and indigenous tribes that encouraged empathy and invited the students to reflect. She also delivered a captivating lecture to our Key Stage 3 students, detailing her remarkable work with the Vale do Javari Indigenous Peoples of the Brazilian Amazon, which inspired the creation of her feature documentary film, *Tribes on the Edge*, a seven-year endeavour that was made at their request.

Her work has brought to light their unique approaches to land stewardship, emphasising the symbiotic relationship indigenous tribes like the Vale de Javari have cultivated with the land for generations. This narrative reminded us of the importance of listening to and learning from the guardians of the Earth's most vital ecosystems.

Anthony Coles, our Head of College, added, "Celine's message resonates strongly with our DCB's focus on sustainability and global citizenship. She encouraged us to reflect on how we too can become more conscious stewards of our environment, drawing inspiration from the sustainable practices of these Indigenous communities. Her powerful words highlighted that the protection of our planet is not only a scientific or political issue but a deeply human one. As we continue to explore the connections between education, environment, and global responsibility, this lecture has provided our students with a compelling reminder of the role they can play in shaping a sustainable future."

*The Shackleton Lectures honour Dulwich College alumnus Sir Ernest Shackleton, a renowned Antarctic explorer, and is a highlight of our school calendar. As part of our vision to help our students Live Worldwise, we invite inspiring speakers to share their stories, offering insights that encourage critical thinking and engagement with global issues. These interactions foster curiosity and empathy, cultivating a culture of exploration that empowers our students to make a positive impact on the world.*



## World-Renowned Pipa Player on Bridging Cultures Through Music



Dulwich College Beijing had the honour of welcoming world-renowned pipa virtuoso and cultural ambassador, Ms Wu Man, to our campus for a series of inspiring events as part of our Worldwise Academy programme. Ms Wu Man, celebrated for her cross-cultural and cross-genre musical exchanges, brought her vast expertise and passion to engage with our students and our community. Recently awarded the 2023 National Heritage Fellowship from the National Endowment of the Arts (NEA), Ms Wu Man continues to make an indelible mark in the global music scene.

Throughout her illustrious career as a music ambassador, educator, and composer, Ms. Wu Man has been celebrated for her contributions to music. She was also prominently featured in the 2015 Emmy Award-winning documentary *The Music of Strangers: Yo-Yo Ma and the Silk Road Ensemble* and was also on the film's companion recording, *Sing Me Home*, which won the 2017 Grammy Award for Best World Music Album.

Ms Wu Man's visit began with an intimate session with over 30 Senior School music students from Years 10 to 13 entitled *Bridging Cultures: The Inclusive Sound of Pipa: A Fireside Chat with Ms. Wu Man on Her Artistic Journey to Bring People Together*. Our student host, Evan Y, opened the floor by introducing Ms Wu Man and setting the stage for a rich and engaging dialogue. Ms Wu Man shared her personal journey, recounting how she began practicing the pipa from a young age and

the perseverance required to overcome the challenges she faced in mastering her craft. Through her story, she highlighted the importance of resilience, passion, and maintaining a strong sense of purpose in one's artistic journey. The session concluded with a lively Q&A segment, where students asked thoughtful questions about her musical career and inspiration for the art form.

Following the Senior School students' session, Ms Wu Man met with the entire Year 6 cohort for another engaging conversation. After a captivating welcome courtesy of Evan Y's Guqin performance, Ms Wu Man was introduced by Anthony Coles, our Head of College, who highlighted Ms Wu Man's contributions and impact that extend beyond melodic craftsmanship. "Music is a universal language that brings people and cultures together, and ... Ms Wu Man's musical language is an inspiration to all." Passionate conversations flowed as Ms Wu Man shared her insights and responded to the eager questions from Year 6 students, creating a dynamic atmosphere filled with curiosity and excitement.

Ms Wu Man's dedication to fostering human connection through music exemplifies how individuals can use musical diversity to promote global inclusion—an essential value of being Worldwise at DCB. Her presentation and live performances were a powerful reminder of the impact of artistic expression on building understanding, harmony, and a shared sense of humanity.



## Year 11 Geography Fieldwork

Roger Hawke  
*Head of Geography*

The Year 11 Geography class undertook fieldwork at beautiful Shentangyu Scenic Area, about 70 kilometres north of DCB. The students tested hypotheses about river characteristics, including depth, width, velocity, gradient and bedload. They displayed great collaboration,

working in the refreshingly cold water to carry out and record various measurements. Well done Year 11s! Ms Ragusa, Mr Bridges and myself enjoyed spending the day with such a hard-working and cooperative class.



## Reception Field Trip

On Tuesday 15 October, all Reception classes embarked on the first field trip of the year. Accompanied by parent volunteers, students traveled by bus to Wenyu River Park, where they participated in a nature-themed scavenger hunt and an interactive story-time. This trip was a wonderful chance for our children to come together as a year group, extending their learning beyond the classroom and into the great outdoors. It was a perfect way to embody our DUCKS values of responsibility, respect, and open-mindedness.







## Harvesting Connections in the College Garden

By Samson Swanick  
*Director of Global Citizenship*



The College Garden Project is a unique and collaborative initiative that brings together students from across the three Schools—DUCKS, Junior School, and Senior School—making it one of the few, if not the only, whole-College weekly programs. This hands-on learning experience fosters a connection with nature, sustainability, and leadership among our students while also teaching them the vital skill of growing their own food.

At DUCKS, ten students are selected to participate in the project on a rotational basis, giving our youngest community members the chance to engage in gardening and explore the wonders of nature. These early learners are introduced to concepts such as planting, tending to crops, and learning where food comes from in a fun and age-appropriate environment.

In the Junior School, 10 Garden Ambassadors were chosen after applying for leadership roles. These Ambassadors are responsible for sharing updates on the garden's progress with their classmates and encouraging their peers to visit the garden regularly. This leadership opportunity allows students to take ownership of the garden and act as stewards of sustainability within their school community. Ander Arenaza, our Global Citizenship Lead for Junior School, noted, "This program is distinctive because it operates year-round, emphasising the importance of building lasting relationships through mentorship."

Senior School students take on more significant responsibilities as Garden Leaders. After receiving leadership training at our partner farm, Fun Farm Fam, they are tasked with managing the garden. This involves not only growing sustainable food but also designing the garden layout, selecting crops, delegating

responsibilities, organising watering schedules, and preparing educational materials for younger students. Their leadership is tested in real-world conditions, where every mistake or forgotten task has tangible consequences—plants can wilt or fail to thrive without consistent care and attention.

The challenges of managing a College-wide garden program are immense, as students work with living organisms that require constant maintenance. Recently, an unexpected frost, coupled with scheduling changes due to air quality concerns and house events, resulted in damage to some plants and a smaller harvest than expected. These setbacks serve as valuable lessons in resilience and adaptability, offering students real-world leadership experiences in a setting where their actions directly impact the outcome.

Within this term, we celebrated the garden's autumn harvest, focusing primarily on gathering various herbs. These were used to flavour eggs, which we cooked and enjoyed together in the garden as part of an outdoor harvest festival. Our farm partners facilitated the event, and students were delighted to pet chickens and ducks and compare different types of eggs. The egg shells, along with food scraps, were composted in our small composting system, bringing the experience full circle and reinforcing the concept of sustainability.

This outdoor celebration was a perfect way to close out the growing season, bringing together students from all three Schools to reflect on their efforts and enjoy the fruits of their labour. The College Garden Project continues to be a dynamic, hands-on learning experience that fosters leadership, sustainability, and a deep connection with the natural world.



## DCB Students Explore Nuclear Science at CERN

By Michelle Crowie

Senior School Teacher of Biology



At the end of the last academic year, twelve Year 12 students had the incredible opportunity to visit Switzerland as part of their science collaboration project. This trip allowed them to explore CERN, a leading institution in the field of physics, and offered our science students a remarkable opportunity to witness firsthand the practical applications of the knowledge they've learned at DCB. While understanding theories is undoubtedly important, seeing how people put that into action through groundbreaking ways, such as the deeper application of physics, surpassed our imaginations and left a lasting impact on all of us- teachers included!

CERN in French stands for Conseil Européen pour la Recherche Nucléaire, or the European Council for Nuclear Research. It is one of Europe's pioneering scientific ventures and consists of 23 states. Often referred to as the European Laboratory for Particle Physics, CERN is where some of the world's top physicists and engineers study the basic components of matter using the world's largest and most complex scientific instruments. They aim to advance the boundaries of human knowledge by delving into the tiniest building blocks of the universe.

The journey was packed with amazing experiences, leaving the students with unforgettable memories. It was heartening to see students demonstrate independence and form bonds with peers they might not usually interact with.

Here are a few highlights shared by the students:



### Robin P:

"The journey began with a walking tour around the city of Geneva, learning the history Geneva and important sites. Next, we explored the marvels of science at CERN. The guided tour around CERN included visit to antimatter factory, the first particle accelerator, models of the current particle accelerator and exhibitions. This tour was both educational and thrilling, sparking our curiosity about the universe's mysteries.

For the trip to Mont Blanc, we took the cable car up to the pinnacle, where the panoramic views of the French Alps left us breathless. Even though some of the students had difficulties due to the lack of oxygen, most of the students managed to climb up to the top of the mountain. The Patek Philippe Museum was a delightful journey through the history of watchmaking. We marvelled at the intricate designs and craftsmanship of the exquisite timepieces, appreciating the art and precision involved in each creation.

Every moment in this trip was filled with fun, learning, and breath-taking sights, making it a truly memorable trip. Personally, this trip felt like a reward for the first year of IB and serves as a motivation for the remaining year of IB."



**Lana N:**

“Our tour began with a guided city walk, where we learned about the rich history of Geneva. We discovered how the city's trading and religious past influenced its contemporary role as an international hub, home to the UN headquarters and the Red Cross. We visited the Patek Philippe Museum on our last evening in Geneva. Not only was I amazed by the brilliance of the Swiss watches on display and their history, but I also learned how the development of a watch is an intersection between creative art, handcrafting skills and engineering. This trip truly illustrated the connection between the past and present, blending history, science, and art in an inspiring way.

In my opinion, the highlight of the trip was the visit to CERN. We saw the synchrotron collider (no longer in operation) and entered the antiproton decelerator hall where many current experiments are run. Physicists working at CERN explained to us in detail the purpose and technology behind these running experiments. I was particularly intrigued by the number of things a designer of the collider must consider-- not only physics but also geographical location, costs, maintenance, and safety, etc.”



**Daniel L:**

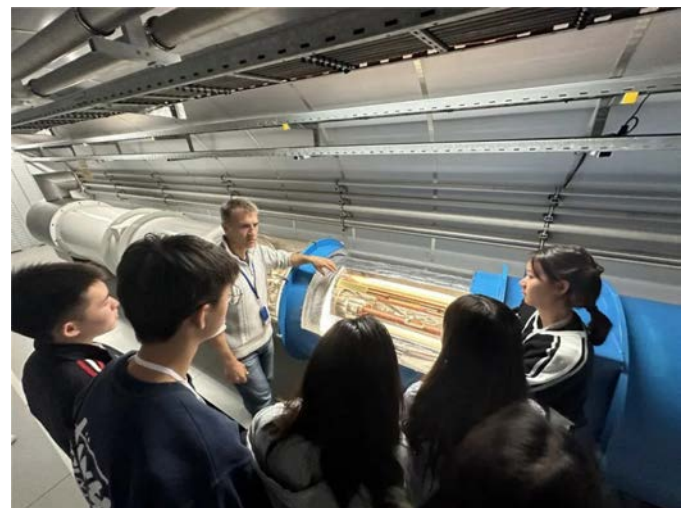
“Each day we explored the different edges of the city learning about its history such as when we visited the Cathedrale St. Pierre and understood the story that resulted in Geneva being the international city it is today; or

in the Patek Philip Museum where I learnt about the journey of watch-making artistry tied so strongly to the country of Switzerland. Through this week of adventure, I felt a deeper connection to the city (so much so that I didn't want to leave but alas) and more knowledgeable as a global citizen.

Of course, it would be a crime not to talk about the highlight of the trip: CERN. The facility is exactly what you'd expect: the pinnacle of scientific exploration as well as a goldmine of history. In our tour, we explored the different stages of development the faculty went through as well as a quick snippet into nuclear research. The trip was packed tight with so many great activities, and it was just a blast. Of course, the trip couldn't have happened without Ms Crowie, Mr Were, and Ms Li who meticulously planned such an amazing trip”



Throughout the trip, the students not only engaged with new cultures and experiences but also bonded with each other, making lifelong memories. They tackled new challenges, whether trying unfamiliar foods or working with new friends to complete their science projects. We are deeply grateful to the parents for entrusting us with their children. It was a joy to witness their growth and enthusiasm. We eagerly anticipate the prospect of establishing this as an annual tradition at DCB, fostering greater collaboration among students across the sciences and encouraging their exploration within various scientific disciplines.



Once again, heartfelt thanks to our exceptional students for their outstanding conduct, ensuring a safe and enjoyable trip for all. Each of you played an important role, making this journey possible. May the memories forged in Switzerland accompany you for a lifetime, serving as inspiration for your future endeavours.



## DCB Hosts the Launch of Girls in STEMM Initiative

By Michelle Crowie  
*Senior School Teacher of Biology*

The future of innovation begins with bold ideas—and the courage to pursue them. On Thursday, 24 October, Dulwich College Beijing had the privilege of hosting the launch of this year's **Girls in STEMM** initiative by the **Women Empowerment Council (WEC)**. The WEC is a network of leaders and decision-makers dedicated to advancing gender equality in businesses and communities across China.



Girls in STEMM is designed to empower and encourage young women to take up space and make meaningful contributions in traditionally male-dominated STEMM fields. DCB has proudly supported this program since its inception, and this year we are excited to have 10 talented young women from Years 9 to 13 on this exciting journey of learning and growth. At the launch event, we welcomed 30 girls from various international schools across Beijing, who participated in a day filled with learning, collaboration, and inspiration.



The event kicked off with an introduction to the importance of the Girls in STEMM program, followed by fun ice-breaker activities that allowed the students to get to know each other. One of the highlights of the day was a series of insightful discussions centered around the United Nations' Sustainable Development Goals (SDGs), prompting the girls to think critically about how they can use STEMM to make a difference. Of course, the afternoon wouldn't have been complete without some delicious treats and Girls in STEMM goodie bags!

The initiative continues throughout the academic year with five company visits, where participants will engage with industry leaders, explore workplaces, and participate in workshops, presentations, and lab tours, and conclude with the students' reflections.

Kicking off the series of trips was an inspiring visit to global tech leader, Microsoft.

### Girls in STEMM Visit Microsoft: Exploring the Future of Technology

On Thursday, 31 October, the Girls in STEMM group from Dulwich College Beijing had the privilege of visiting Microsoft's offices and immersed themselves in the cutting-edge world of technology and innovation. This experience provided a unique look into the latest advancements shaping the future of STEMM fields.

The day began with a showcase of exciting projects, including OpenAI's ChatGPT, CPU updates, and mixed-reality applications that bridge the real and virtual worlds. The girls also explored the metaverse and Microsoft's innovative use of CoPilot tools, which demonstrate the potential of AI in making everyday tasks easier.





## Learning Beyond Classroom

During their tour, the students interacted with Azure OpenAI, where they generated text responses, created images, and explored the fascinating potential of AI-driven animations. While powerful, the system highlighted challenges around video creation, as the AI is still evolving to understand complex video codes. Yeijeong even put the technology to the test, generating an image based on DCB's address!

The students also explored machine voice translation, a voice-generative AI that can replicate someone's voice and even translate it into other languages. This technology underscores the rapid evolution of communication tools and the possibilities for language inclusivity.

A highlight of the visit was the Panoramic Room, where the girls saw Microsoft's sustainability initiatives brought to life, as well as the Interactive AI sessions in molecular science, chemistry, and biology. They also delved into the world of quantum mechanics and its potential for driving future technological breakthroughs.

One of the most inspiring segments was SHERos, where they saw the impactful work of women thriving in technology and science fields. This initiative encourages women worldwide to break barriers in STEMM, reinforcing that a strong community of women can indeed reshape these industries.



To wrap up the visit, the girls engaged with recent graduates and Microsoft interns, asking questions and gaining insights into their journeys into the tech world.

We are incredibly proud of these girls for stepping into a field traditionally dominated by males. Their ambition, courage, and enthusiasm are exactly what we need to change the future. We are excited to watch their journeys unfold as they make their mark on the world of STEMM.

A heartfelt thank you to Ms Sharon Shi, our Head of Math, for continuing this initiative which allowed for this visit, and for empowering our students with this invaluable experience at DCB.





# JUNIOR SCHOOL HOUSE FASHION





# HOUSE ART

By Jayden N, Lloyd K, Eamon L

In September, Senior School students have been enthusiastically participating in House Art. This event, part of the annual House competition, represents the collective artistic prowess of the different DCB Houses.

This year, the title of House Art was “One Hundred Squares.” This was inspired by the format of this year’s competition, which was for students to depict their House character in mosaic format, utilizing large-scale squares to create a finished product.

Throughout the weeks of the competitions, students worked with their Housemates every break, lunch, and even during after-school hours, demonstrating their commitment to great teamwork and the competition.

To gain further insight into the competition and how Houses were doing, we examined the artworks during lunch. We interviewed various students on the processes and challenges they had gone through during the competition.

Despite the creativity and unique approach required to succeed in this year’s House Art event, participants noted how they were very intrigued by the theme this year, which motivated them to collaborate effectively and efficiently to create a perfect product.

We were very impressed with how far students had come in their artworks. Below are a few pictures of the different Houses at work.





# DUCKS HOUSE SUSTAINABILITY DAY



By William Zhang  
*DUCKS Head of Houses*



The DUCKS House Sustainability Day took place on Friday, 25 October, in alignment with the College's commitment to global citizenship. It provided an opportunity for students to come together in their Houses to celebrate and learn more about the sustainable development goals.



Throughout the day, the children engaged in a variety of fun and interactive sustainability-themed activities, culminating in an exciting and competitive Trashion Show in the Theatre.



For the Trashion Show, students worked in their House teams to design and create fashion costumes. The costumes featured three components: shoes, headgear, and bodywear. Students used recycled materials and items in their House colors to decorate their creations.









## Prioritising Student Wellbeing at DCB: A Shared Responsibility



**A**t Dulwich College Beijing, we recognise that true student success extends far beyond academic achievement. It involves nurturing every aspect of a student's wellbeing—academic, emotional, social, physical, and mental.

Research consistently shows that students who experience holistic wellbeing are more likely to excel academically and socially and develop the resilience needed for lifelong success.

Of course, students are at the centre of our wellbeing approach, and we need them to be a part of the conversation, here at school and at home.

### Our Student Wellbeing Framework

**Academic Wellbeing:** Research by Carol Dweck on Growth Mindset has shown that fostering a love of learning and encouraging intellectual curiosity significantly boosts academic achievement. Dweck's work emphasises the importance of creating an environment where students are encouraged to see

challenges as opportunities for growth, leading to better outcomes in both academic and personal pursuits.

**Emotional Wellbeing:** According to the research by Daniel Goleman on Emotional Intelligence, students who develop emotional intelligence are better equipped to manage stress, navigate social complexities, and make informed decisions. Goleman's work underscores the critical role of emotional wellbeing in overall student success.

**Social Wellbeing:** The work of psychologist Urie Bronfenbrenner on the Ecological Systems Theory highlights the importance of supportive relationships and community in a child's development. Bronfenbrenner's research shows that strong social connections contribute to a sense of belonging and are linked to positive mental health outcomes.

**Physical Health:** Numerous studies, including those by the American Academy of Pediatrics, emphasise that regular physical activity, balanced nutrition, and adequate sleep (8-11 hours depending on age) are



essential for cognitive function and academic performance. Research by Dr Charles Basch also highlights how these health behaviours directly impact academic success.

**Mental Health:** The importance of mental health is supported by research from the World Health Organization, which indicates that mental health problems in childhood and adolescence can lead to lifelong challenges if not addressed early. Studies by Dr Stephen Hinshaw emphasise the need for early intervention and continuous support to foster mental resilience.

### How Parents Can Support Student Wellbeing



Parents play a crucial role in reinforcing these pillars at home. Here's how you can contribute, backed by research:

**Encourage Open Communication:** Studies by Dr John Gottman show that children who regularly communicate with their parents about their feelings and experiences tend to have better emotional regulation and stronger relationships. Creating a safe space for open dialogue is key.

**Model Healthy Habits:** Research by Albert Bandura on Social Learning Theory suggests that children learn behaviours by observing their parents. By prioritising your own wellbeing—including exercise, nutrition, and sleep—you set a powerful example for your child.

**Support Academic Balance:** The work of Dr Denise Pope, co-founder of Challenge Success, highlights the importance of balance in students' lives. Her research shows that overemphasis on academics can lead to

burnout, while a balanced approach that includes time for hobbies and relaxation promotes overall wellbeing and academic success.

**Foster Social Connections:** According to research by Dr Robert Waldinger, director of the Harvard Study of Adult Development, strong social relationships are one of the key predictors of long-term happiness and health. Encouraging your child to build and maintain friendships can contribute significantly to their wellbeing.



**Promote Resilience:** Dr Angela Duckworth's research on "Grit" emphasises the value of perseverance and resilience. Celebrating your child's efforts, not just their achievements, helps them develop the grit necessary to overcome challenges and succeed in life.

By working together, we can ensure our students not only excel academically but also grow into happy, healthy, and well-rounded individuals. At Dulwich College Beijing, we are committed to providing the support they need, and we are here to partner with students and parents every step of the way.





## The Vital Role of Sleep in Academic Success

By Kevin Rossall

*Deputy Head of Senior School (Wellbeing) & Whole College Designated Safeguarding Lead*

As the school year progresses, we want to highlight an essential component of academic success that is often overlooked: sleep. Research consistently shows that adequate sleep is crucial for students, particularly those in their senior years. Understanding the science behind sleep and its impact on your child's academic performance can help you support their wellbeing and success.

For students in Years 7 to 13, recommended sleep durations can vary based on age:

Years 7-9 (ages 11-14): About 9-11 hours of sleep per night.

Years 10-11 (ages 15-16): About 8-10 hours of sleep per night.

Years 12-13 (ages 17-18): About 8-9 hours of sleep per night.

### The Science Behind Sleep

Recent studies underscore the significant role sleep plays in cognitive function, emotional regulation, and overall health. During sleep, the brain undergoes vital processes that consolidate memories, process information, and prepare for the challenges of the next day. Here's a closer look at why sleep is so crucial for senior students:

**Cognitive Function and Memory:** Sleep is essential for memory consolidation. Research from the National Sleep Foundation reveals that students who get adequate sleep perform better academically. Sleep helps the brain process and store information learned during the day, making it easier to recall and apply knowledge during exams and class discussions.

**Emotional Regulation:** Adolescents are particularly sensitive to stress and emotional upheaval. Lack of sleep can exacerbate anxiety and depression, affecting a student's mood and ability to concentrate. According to a study published in the *Journal of Adolescent Health*, insufficient sleep is linked to increased levels of stress and emotional instability, which can detract from academic performance.

**Physical Health:** Sleep supports physical health by boosting the immune system and promoting growth. For teenagers, adequate sleep is crucial as their bodies are still developing. Chronic sleep deprivation can lead to weakened immunity, increased susceptibility to illness, and lower overall energy levels.

### The Parent's Role

Given the profound impact of sleep on academic success, parents play a critical role in ensuring their child gets enough rest. Here are some practical steps you can take:

**Establish a Consistent Sleep Schedule:** Encourage your child to go to bed and wake up at the same time every day, even on weekends. Consistency helps regulate their internal clock, making it easier for them to fall asleep and wake up refreshed.

**Create a Sleep-Friendly Environment:** Ensure that your child's bedroom is conducive to sleep. This means a comfortable mattress, a cool and dark room, and minimal noise. Limiting screen time before bed is also essential, as the blue light from devices can interfere with melatonin production, the hormone responsible for sleep.



**Promote Healthy Sleep Habits:** Encourage relaxation techniques such as reading a book or practicing mindfulness before bed. Avoiding caffeine and heavy meals in the evening can also help improve sleep quality.

**Model Good Sleep Practices:** Children often mimic their parents' behaviour. By prioritizing your own sleep and demonstrating healthy sleep habits, you set a positive example for your child.

### Conclusion

The benefits of adequate sleep extend beyond just feeling rested. For senior students, sleep is a cornerstone of academic success, influencing cognitive performance, emotional stability, and overall health. As parents, it is your responsibility to foster an environment that supports healthy sleep habits. By doing so, you are not only enhancing your child's academic potential but also contributing to their overall wellbeing.



### How Did It Go?

We emphasised the crucial role sleep plays in your child's academic success and overall wellbeing. Now, we urge you to take the next step: check in with your son or daughter about how things went. How much sleep did they get? Did they feel more rested? Did they notice any changes in their focus or mood?

### Why This Check-In Matters

Creating and maintaining healthy sleep habits requires not only setting up the right environment but also consistent monitoring and reflection. Your involvement in this process can make a world of difference. When parents engage in open discussions about sleep, it helps teenagers recognise its importance and encourages them to take responsibility for their own wellbeing.

### Questions to Ask Your Child

Here are a few helpful questions you can ask to start the conversation:

1) How well did you sleep last week? This helps your child reflect on whether their sleep schedule is working and if they felt well-rested or struggled.

2) Did you notice any difference in your energy, focus, or mood? Linking sleep to how they felt or performed in class can highlight its impact on their daily life.

3) Do you feel you're getting enough sleep, or is something getting in the way? Understanding any obstacles they face can help you work together to adjust, whether it's screen time, stress, or a busy schedule.

### Make Adjustments Together

If your child finds it difficult to stick to a good sleep routine, this is an opportunity to adjust and refine their habits. Maybe they need to disconnect from screens earlier, create a more relaxing pre-bedtime routine, or reevaluate their workload. The key is to approach this as a supportive conversation where you can help them find solutions.

### Continuing the Conversation

One check-in is a great start, but maintaining this dialogue will help embed healthy habits. Sleep, like any other part of well-being, is not a one-time fix—it requires ongoing attention. Encouraging your child to track their sleep, reflect on their feelings, and make adjustments when necessary will teach them the importance of prioritising self-care, even as academic demands increase.

### The Parent's Influence

We understand that as parents, life can get hectic. However, your role in promoting healthy sleep cannot be overstated. When you make time for these check-ins and remain engaged, you send a clear message: sleep matters. It isn't just about today or tomorrow, but about building lifelong habits that will support your child's academic success and emotional resilience.

Please take a few moments to have this conversation with your child. Let's work together to ensure they are set up for success, both in the classroom and in their personal wellbeing. Thank you for your continued partnership in supporting your child's health and growth.





## PERFORMING ARTS ROADMAP

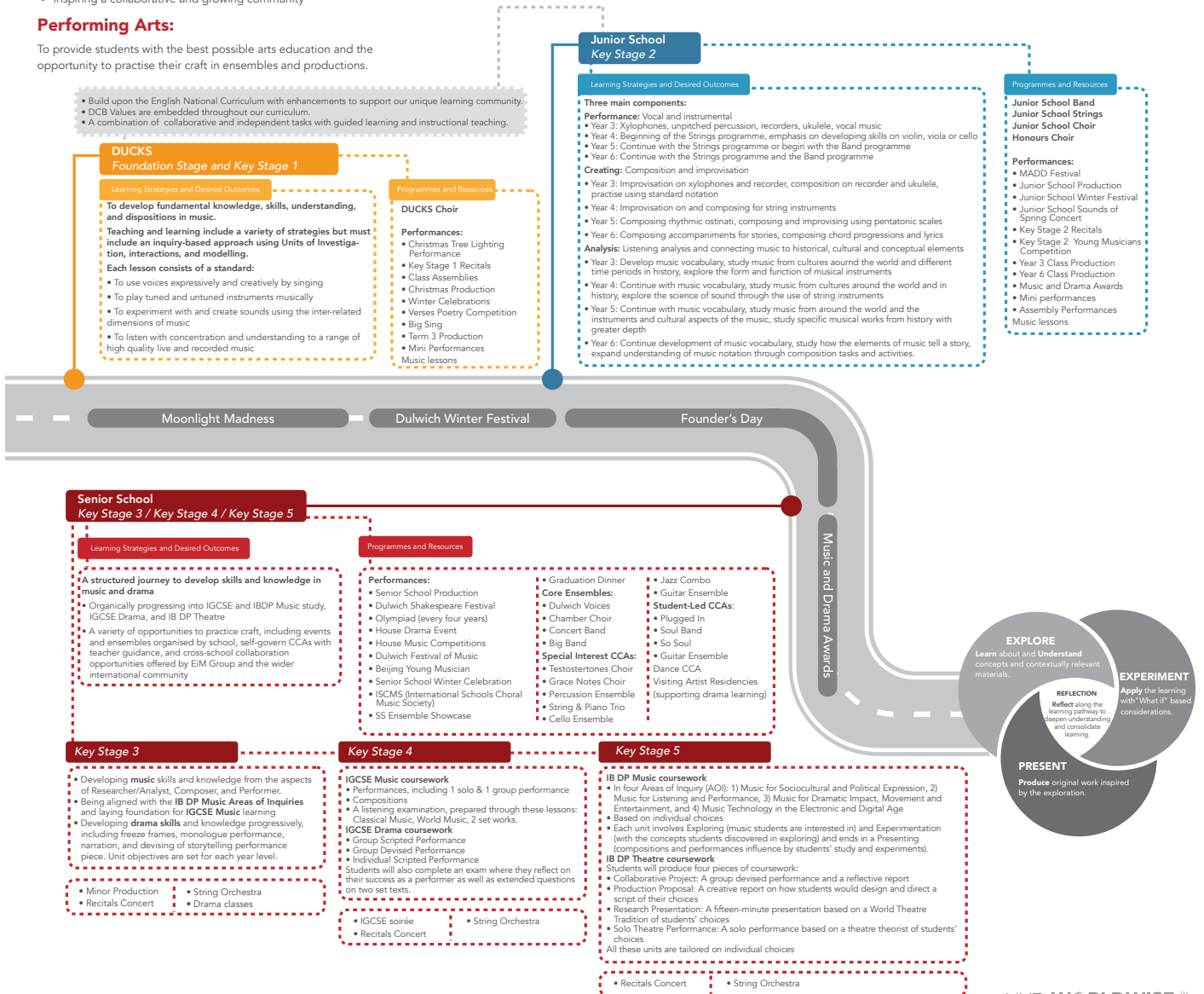
### The Desirable Outcomes of Art Learning at DCB:

- Making, performing, celebrating and exhibiting art/music/drama
- Building a bank of age-appropriate skills in relation to performing and visual arts
- Fostering thinking skills (critical thinking, creative reflection, evaluation)
- Inspiring a collaborative and growing community

### Performing Arts:

To provide students with the best possible arts education and the opportunity to practise their craft in ensembles and productions.

- Build upon the English National Curriculum with enhancements to support our unique learning community.
- DCB Values are embedded throughout our curriculum.
- A combination of 'collaborative and independent tasks with guided learning and instructional teaching.'



At DCB, the performing arts experience goes beyond mere basking in the spotlight. It's a series of mini journeys that nurture a love for the arts, deepen students' understanding of what makes a performance genuinely successful, develop skills applicable beyond school, foster collaboration with passionate peers and the broader community, and along the way, inspire future generations of young artists.

### History and Legacy

Our passion for the performing arts dates back over 400 years to Dulwich College in London, founded by

actor and impresario Edward Alleyn, a contemporary of William Shakespeare. Alleyn valued performing arts not just for entertainment but also for enlightenment and self-discovery. At DCB, our commitment to the arts integrates seamlessly with our other \*educational pillars, ensuring a well-rounded education that centres on students' growth and passions.

### Facilities and Events

As in any performance, the setting is vital to the story, and our drama and music rooms are equipped with state-of-the-art sound systems and lighting technology to



support our students' creativity. Our purpose-built theatres – the Wodehouse Theatre and the Edward Alleyn Theatre – see over 30 productions annually. This number doesn't even include the performances at assemblies, smaller productions throughout the year and culminating shows run by guest educators.



### Inspirational Learning

DCB regularly welcomes guest educators from leading educational and artistic institutions worldwide, providing students with direct access to world-class performers who mentor our aspiring artists. Last year's guests included members of the Auckland Dance Troupe, the Royal Shakespeare Company, and more. Additionally, our professional artist-parents generously share their time and professional expertise with our students. Our own specialist teachers bring decades of experience and have taught students not just in Beijing but from all over. These professional insights allow our students to see the arts through the eyes of seasoned performers, broadening their understanding of the industry and deepening their appreciation for the craft, both on and off the stage.

### Journey through the Performing Arts at DCB

Starting from their earliest years in DUCKS all the way to their senior year, opportunities abound – including some student-led ones – for our students to explore their artistic passions. Our DUCKS students learn through play, and the performing arts – be it in music, dance, or theatre – allow them to take their communication skills to the next level by also incorporating body language, voice, and facial expressions. Through various teaching strategies like inquiry-based learning, singing expressively, playing instruments musically, and experimenting with sound, children embark on a musical adventure that includes performances like the DUCKS Christmas Production and the Key Stage 1 Recitals.

In the Junior School, children participate in bands, choirs, and various performances such as the MADD (Music, Art, Drama and Dance) Festival and the Junior School Winter Festival. Music is part of the curriculum until Year 6, followed by more structured Drama and Music courses from Year 7, naturally progressing toward Music, Drama and Theatre in both IGCSE and the IB programmes.

In Key Stage 4, students delve into IGCSE Music coursework, which involves performances, compositions, and a listening examination covering Classical Music, World Music, and set works. In addition, there's a focus on drama, with group and individual performances, leading to reflection on their progress as performers.

Our learning extends beyond the campus and at times beyond Beijing. Last year alone we hosted the Asia-wide ISCMS (International Schools Choral Music Society), travelled to Dulwich College Singapore for the Dulwich Olympiad, took part in the MADD Festival at Dulwich College Shanghai and headed to Dulwich College Suzhou for the annual Dulwich Festival of Music. We also have numerous opportunities on campus, often student-led and sometimes even impromptu, that include dance battles, band performances at various Senior School events, House challenges, CCAs (Co-Curricular Activities), and more.



Through a combination of exploration, reflection, and experimentation, students are encouraged to create original work and deepen their understanding of music and drama.

At DCB, the stage and the expectant audience are not the starting point—they are the grand finale of a carefully crafted process that brings all our students' efforts and passions into focus. Once the performance is over and we've reflected on areas of improvement, the next phase of the journey begins anew, continuing the ongoing cycle of learning and growth.



# Moonlight Madness 2024

Dulwich College Beijing proudly hosted our annual Moonlight Madness celebration. The evening came alive with captivating performances with over 50 performances from students in DUCKS, Junior School, and Senior School, all set against the backdrop of a cool, beautiful evening. See how our community started the year on a high note here!









## DCB Joins Worldwide Shakespeare Festival on a Magical Journey

Over 130 students were welcomed to Dulwich College Shanghai Pudong for this year's Worldwide Shakespeare Festival, including 20 students from Dulwich College Beijing, in partnership with Royal Shakespeare Company (RSC) Creative Learning and Engagement.

During the three-day festival from 24-26 October, which was based around the theme 'Journeys', the students from nine Dulwich College International and Dehong schools explored their connection to Shakespeare and how his works speak to them and their world today. This included a special focus on issues such as climate change and the emergence of advanced technology such as AI.

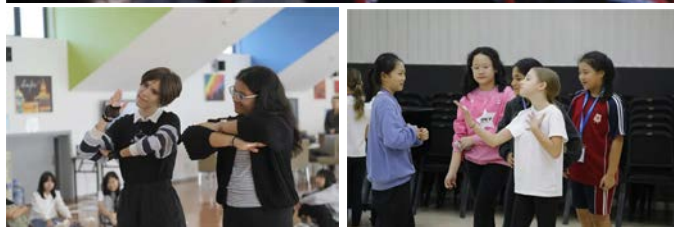
Students joined nine immersive workshops led by five RSC Associate Learning Practitioners, a mixture of actors and directors, and each night three schools brought their final performances to the stage. The festival was launched with a special performance from the Beijing Opera Club and an appearance by an AI-generated Shakespeare.



Other passionate drama students from other EIM (Education in Motion) schools, has left our students inspired, and they returned to campus full of energy and intrigue. We are very grateful for everyone involved in making this happen."

During the RSC-led workshops, students explored Shakespeare's language through different lenses, focused on the various forms of 'Journeys' in Shakespeare's plays and delved into a wide range of theatre and drama skills from improvisation to the use of space or the introduction to 'Verbatim Theatre'. Each RSC Associate Learning Practitioner brought a new perspective and approach, enabling the students to explore a broad spectrum of topics and helping them to not only develop their understanding and passion for Shakespeare and theatre but also further improve their communication, leadership and teamwork skills.

Victoria Cholmondeley, Senior Partnerships Development Manager, at the RSC, said, "The RSC practitioners and I could not have been more impressed by the students' energy, commitment and creativity. Seeing their fabulous teamwork and skills being developed in workshops, and watching their interpretations of the festival theme, *Journeys*, in the evenings, their joy of performing Shakespeare shone through. They so perfectly depicted why still today his plays have such relevance to young people worldwide. We can't wait to come back next year and continue our journey with all the EIM schools!"



Alexander Tew, Head of Drama at DCB, shared how this unique collaboration with world class theatre practitioners like the RSC enables our students to gain invaluable insights into professional theatre practices, boosts their creative skills, and experience the transformative power of performance in a global context. "This special experience, along with the opportunity to collaborate with



# Music and Drama Awards 2024-2025





# Worldwise Festival of Music

## Viva La Fiesta



On 13 – 16 November, DCB was proud to host this year’s Worldwise Festival of Music, where over 250 Senior School students across nine EiM networks of schools gathered to create unforgettable memories through music. These students, connected by their shared passion for music, converged on the DCB campus to blend talents in an inspiring collaboration that culminated in a spectacular gala concert at the Shunyi Grand Theatre.

Formerly known as the Dulwich Festival of Music, this annual event brings together passionate young musicians to share their love of performance, guided by our talented educators.

This year’s vibrant theme, *Viva La Fiesta*, kicked off with three days of intense rehearsals, culminating in impressive performances from the percussion ensemble, choir, rock bands, jazz band, and a symphony orchestra.

Clare Anderson-Au, Head of DCB Senior School, remarked on how impressive the students were, considering they only had 20 hours to work and practice together. “To the students and families who travelled all the way from Singapore, Shanghai, Suzhou, Zhuhai, Xi’an and Seoul, thank you for joining

us here in Beijing – it’s certainly been worth it. Thank you to our talented students and teachers who have made this all possible.”

Anthony Coles, our Head of College, highlighted how the event put on display each individual’s artistry and their collective achievement. “The festival’s theme, *Viva La Fiesta*, emphasised cultural connections and diverse musical traditions. Thank you to all of the amazing participants, staff, especially our music department, and parents for making the event a success. This festival continues to inspire and enrich our community!”

Edgar Zillmann, Head of Events and Educational Partnerships at EiM, expressed how the event truly exemplified the power of collaboration within the EiM network, showcasing the incredible talent, dedication, and passion of over 250 young musicians across nine schools in Asia. “It was heartening to witness students from diverse campuses harmonise so beautifully, creating an unforgettable celebration of music and community. Congratulations to the performers, teachers, and organisers for setting a high bar of excellence and demonstrating the unity and strength of our EiM family!”





# ARTWORKS AT DUCKS

By Jacob Dong  
DUCKS Teacher of Art

Linking to our first UOI topic *Identity*, KS1 children have been learning and practicing realistic drawing skills. Children in Year 1 experimented with creating their self-portraits using auxiliary lines that helped locate a proper portion and places of different parts of a face.



Annie L, 1JO



Chason J, 1LE



Coro C, 1LE



Eddie G, 1NS



Freddie, 1CH



Harry H, 1LE



Jake Z, 1CH



Jason Z, 1NS



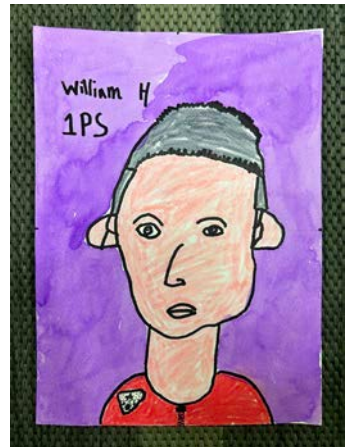
Nolan J, 1CH



Ryan W, 1PS



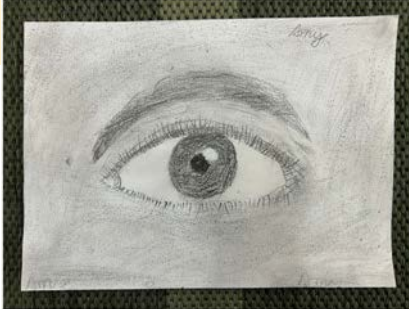
Viola J, 1JO



William H, 1PS



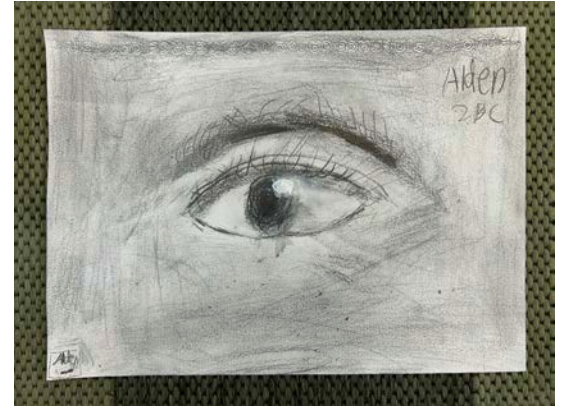
Year 2 children, however, focused on an eye-observational drawing using a mirror. They explored some new materials including graphic crayons, 9B pencils, kneadable eraser and highlight ink, to shade different tones of dark, gray and light.



Amy J, 2MA



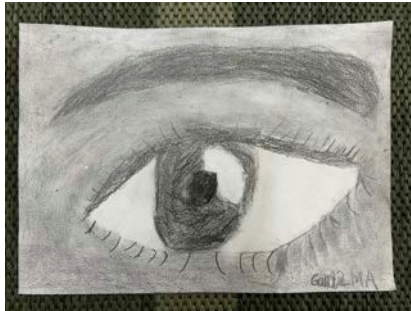
Elizabeth L, 2MW



Alden W, 2BC



Eunice H, 2CB



Garry W, 2MA



Otoka S, 2CB



Sean J, 2BC



You Ran P, 2ES



# JUNIOR SCHOOL CREATIVITY

By Sally Corben  
Junior School Head of Art and Design

## Year 3 Complementary Colour Monsters

Year 3 students learned about how different colours are mixed and how colours can work together. They have used their knowledge of complementary colours to create these monsters paintings.



Bella S, 3Bamboo



Bryan W, 3Bamboo



Cynthia T, 3Bamboo



Adeline T, 3Blossom



Chen C, 3Bamboo



Elaine Y, 3Bonsai



Cynthia L, 3Bamboo



Arielle L, 3Blossom



Estella, 3Blossom



Flora L, 3Bamboo



Immie D, 3Bamboo



Jackie L, 3Bamboo





Yimian C, 3Bamboo



Yitang C, 3Blossom



Lily L, 3Bonsai



Lanxi Z, 3Bamboo



Kendall X, 3Bonsai



Perry P, 3Bamboo



Moon X, 3Blossom



Michael G, 3Bamboo



## Year 4 Treasure Maps

Linking with their class topic, Year 4 have created Treasure Maps. Inspired by old maps, they designed their own compass Rose, sea monster, cartouche, neat lines and legend.

After investigating how to mix different types of blues and greens, they combined all the details to make their maps.

The finishing touch was adding some antique looking wax seals.



Austin, 4Kingsely



Bonnie, 4Zheng He



Connor, 4Shackleton



Daniel, 4Cook



Evan, 4Shackleton



Grace, 4Cook



Irene, 4Zheng He



Joy, 4Cook



Kiki, 4Cook



Kimberly, 4Shackleton



Kristin, 4Cook



Matt, 4Kingsely



Max, 4Kingsely



Nie, 4Kingsely



Norah, 4Hillary



Samantha, 4Cook



Tim, 4Kingsely



Vica, 4Shackleton



Yinuo, 4Kingsely



Yui, 4Kingsely



# Senior School Christmas Cards



By Amy Hodgins  
Senior School Head of Art

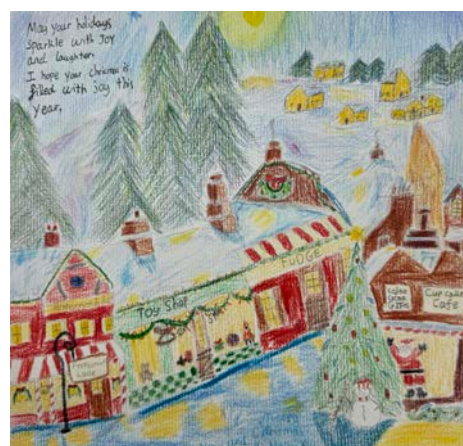
The BritCham (the British Chambers of Commerce) approached DCB for some student artwork to feature on their 2024 Christmas Card. The Art Department put a call-out to our students as a competition to create a unique and festive design. We have been overwhelmed with the quality, creativity and talent on display with the artwork we received in response. Here is a selection of just some of the wonderful entries which have now been sent to BritCham who will select the overall winner.



Adam Z, 7MHA



Aiden M, 8TCA



Aurora K, 7MHA





Bertina C, 7JMT



Bryan F, 8TCA



Carlos C, 8DWI



Catherine W, 7LWN



Charlize, 7JMT



Edelweiss Z, 8PCO



Elise, 8TCA



Ema C, 8TCA



Emma C, 8TCA





Erica Z, 8TCA



Erin H, 8CLI



Fiona H, 8CLI



Flora S, 7EAC



Hazel Z, 8CLI



Jaqueline L, 7LWN



Joshua Z, 8CLI



Laurence Y, 7JMT



Mathea H, 7EAC





Paddy P, 7LWN



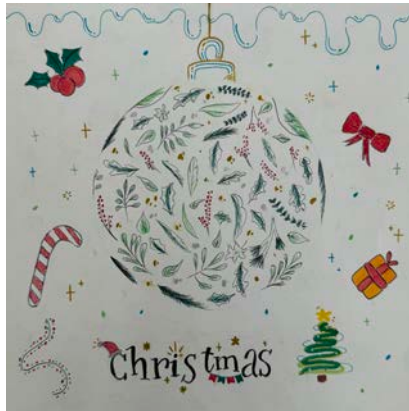
Raissa S, 7MHA



Rosie T, 8PCO



Shradha B, 8PBU



Sophie C, 8PBU



Tiffany Z, 8AHG



Yena K, 7BAH



Yuju L, 7BAH



Yura H, 7EAC





# DUCKS Sports Day







# Junior School Sports Day





# Senior School Sports Day





# DCB LIONS ROAR TO SUCCESS AT ACAMIS

By Hannah Marshall  
*Director of Sports*

Our DCB Varsity volleyball teams had a spectacular showing at the recent ACAMIS Volleyball Tournament, hosted by the British School of Shanghai, Puxi. Competing against top schools from across the region, our DCB Lions showcased both their skills and determination on the court, with the boys' team emerging as champions and the girls' team securing a strong second-place finish.

This ACAMIS tournament was a showcase of the DCB Lions' dedication and teamwork, and the entire school community is incredibly proud of their achievements. Congratulations to our athletes and coaches for their fantastic performances, representing DCB with pride and sportsmanship. Go Lions!

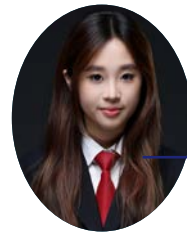


**Max Z**  
**Boys Varsity Volleyball Captain**

As part of the top ACAMIS division (red division), Dulwich College Beijing had the privilege of playing against schools like CISHK (Chinese international school of Hong Kong), RCHK (Renaissance College Hong Kong), DCSPD (Dulwich College Shanghai Pudong), SSIS (Suzhou Singapore International School), and BISS (British International School of Shanghai).

On the final day of ACAMIS and the boys' ACAMIS final. The boys matched up against DCSPD (Dulwich College Shanghai Pudong). The first set was tight all the way through, with our boys trailing most of the set. Despite being down 24-23 to DCSPD, the boys saved the set point and squeezed out a 26-24 win. The second set was again tight, but the boys played a great set and cruised to the win. They won the final 2-0, crowning themselves as ACAMIS Champions, and only 1 set lost out of 15 throughout the tournament for the second straight year.

It's been an amazing journey, and I'm incredibly proud of the team's dedication and hard work. This win is a result of everyone's effort, and we couldn't have done it without the support of our coaches, school, and families. A big thank you to all the teams for making this tournament so memorable.



**Portia L**  
**Girls Varsity Volleyball Captain**

I'm excited to share that our ACAMIS Girls U19 Volleyball Team has achieved 1st Runner-Up in the recent ACAMIS tournament! Our dedication, teamwork, and relentless spirit really shone through every match, and it was amazing to see the hard work of our athletes pay off. I want to extend a huge thank you to my teammates, our coaches, and all the supporters who cheered us on every step of the way. Your passion and commitment made this achievement possible! I'm so proud of what we accomplished together, I can't wait to see what we'll achieve next season.





## Behind the Scenes of our Annual Spider and Pumpkins

By FoD

The annual Spider and Pumpkin Festival DUCKS parent performance play is a cherished tradition of the DCB DUCKS community. This year's production was once again a resounding success, with nearly 60 DCB parents participating, making it the most grand and exciting performance to date.

The preparation brought together outstanding parent volunteers from various professional backgrounds such as acting, choreography, costume design, and prop creation. Over several months, these talented individuals worked tirelessly to write the script, choreograph the performance, design the set, and create costumes. Sustainability shaped their approach, as parents pooled resources from their industries and donated from their respective fields, setting a meaningful example for their children.

### Bringing the Story to Life

Spider and Pumpkins' scriptwriter and producer Ms Chelsea Zou, a Year 1 parent, crafted an engaging storyline centred around the theme of pursuing dreams, underscoring the values of resilience and sustainability. Her creative narrative and vivid stage design helped bring the school values to life for the children. "As parents, it was very meaningful to not just talk about these values with our children but to embody them in a way they could see and experience," said Ms Zou.

The production also benefitted from the professional direction of Ms Jiayi Hao, another Year 1 parent. Equipped with her experience as assistant to the chief director of the 29th Olympic Games for the opening and closing ceremonies, she offered invaluable professional guidance to the parent volunteers. "Art comes from life," remarked Ms Hao. "I hope that through the medium of performance, we can enrich the lives of children and enhance their understanding and appreciation of art."



### Behind the Scenes

Costume design was overseen by Ms Zhou Jin, another Year 1 parent, who used materials from her costume design studio to create bespoke stage outfits for each participating parent, aiming to share the joy and artistry of costume design with the children. "I wanted to convey the joy and beauty of fashion design as a form of self-expression," she shared. "Clothing is not just about warmth and beautifying the appearance, but also about conveying identity and culture. Participating in this event, I really felt the power of the community. I am very happy that my child can grow up surrounded by such warmth and support."

Prop design was spearheaded by Ms Radella Zhang, another Year 1 parent, who specialises in jewellery



making and design. She generously contributed materials from her workshop and combined various recyclable materials collected by the team members across different year levels, creating vibrant and imaginative sets and props. Other parent volunteers from DUCKS, including Ms Athena Liu, Ms Eva Lin, Ms Yoyo Li, Ms Juan Sun, Ms Mona Wang, Ms Yingshu Zhang, Ms Maggie Hu, Ms Wang Ying, Ms Charlene Chen, Ms Jessie Feng, and Ms Heidi Chun, also contributed valuable resources and time to prop production. Together, they reinforced the value of sustainability by demonstrating how waste can be transformed into treasure in their everyday lives.

“I hope my children can discover the beauty and joy

of life everywhere and bring creativity into their lives through their own hands,” shared Ms Zhang. “I am very happy to have the opportunity to connect with the community, share my life philosophy with more children, and contribute to promoting sustainable development.”

### Choreography and Performance

The professional choreography was led by Mr Fan Lei, a Year 2 parent, returning for his second year with the production. He not only offered valuable insights to enhance the stage performance but also delivered a captivating performance in one of the key roles. “Witnessing and accompanying the children on their growth journey brings me joy and is my greatest motivation to participate in school activities. It is also my honour to contribute to the community.” Dance enthusiast Year 1 parent Ms Ashley Yu also contributed her brilliant choreography to this performance, lending fresh and vibrant choreography to the production.



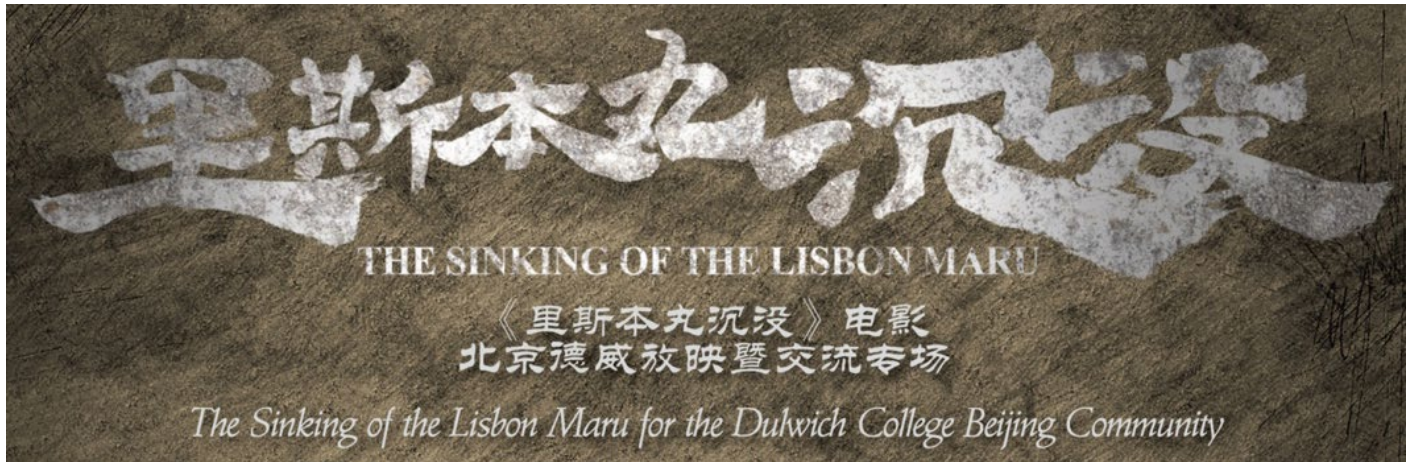
### A Testament to Community Spirit

The Spider and Pumpkins performance exemplifies the strength and creativity of the DCB community. Parents from various professions collaborated to connect and create an entertaining and educational performance for the children within a limited timeframe. Through this collaborative effort, they modelled values of cooperation, inclusivity, and environmental awareness, effectively embodying the spirit of co-creation and inclusivity in the DCB community, all while creating an unforgettable event for the children to cherish.



# Welcome to Academic Year 2024-2025!





By Cecilia Liang  
Director of Communications

On Saturday, 2 November, the DCB community gathered at ACE Cinema for a special, free screening of the impactful documentary *The Sinking of the Lisbon Maru*, in collaboration with the Paradise Cinema public welfare programme and supported by dedicated parent volunteers. This event provided students, parents, and staff with a unique opportunity to reflect on a significant historical moment and participate in a post-screening discussion with the film's director and producer, Mr Li Fang.

The afternoon began with a touching video introducing the Paradise Cinema public welfare programme, which is committed to bringing the beauty and enjoyment of film art to children in underdeveloped areas of China.

Following this, attendees watched *The Sinking of the Lisbon Maru*, which vividly recounts the harrowing journey of Hong Kong-based British prisoners of war aboard the Lisbon Maru in 1941 and their eventual rescue by courageous Chinese fishermen from the village of Dongji in the Zhoushan Archipelago, located off the coast of eastern China. Director Li Fang dedicated over eight years to researching the incident, conducting interviews, and producing the film, ensuring both historical accuracy and emotional depth in this rarely told story.

After the screening, Mr Li Fang joined the audience for an in-person conversation, sharing his experiences and insights. DCB students enthusiastically asked numerous questions, which Mr Fang answered with detail and passion.

In his remarks, Mr Fang emphasised that his motivation for producing this film stems from his commitment

to honouring the 843 young lives lost in this tragic incident, as well as their families, descendants, and the courageous fishermen from Dongji. He expressed his hope that their stories will be told and remembered by the world.

Mr Fang also shared the email address of Lieutenant Colonel Brian Finch, who served as a military consultant for the documentary and helped Director Li connect with survivors and gather historical insights for the film. Mr Fang encouraged DCB students and community members to send messages to the families of those soldiers via Mr Finch, as such gestures would provide great comfort to many of those families. The email address is bfinch1941@gmail.com.

In times of conflict, the resilience of humanity shines brightest. The story of *The Sinking of the Lisbon Maru* reminds us that even amid unimaginable suffering, acts of courage and compassion can bridge divides and heal wounds. May we continue to strive for a world where such stories of humanity are celebrated and never forgotten.

We extend our heartfelt gratitude to Director Li Fang for his dedication, as well as to our community supporters: DCB parent Mr Cheng Cheng and his organisation, the Paradise Cinema public welfare programme; DCB parent Wu Lan and the other parent volunteers; Junior School teacher Mr Ronan Hunter who played a crucial role within the film; Director of Government Relations and Public Affairs Ms Xiaoxiao Qin and her team member Ms Julia Zhu. We also thank all the parents, students, and staff who attended, making this event both meaningful and memorable.



## Dulwich College's Modern and Inclusive House System

By Dr Toby Griffiths  
Head of Junior School, Dulwich College



Dulwich College has eight Houses for pupils from Year 3 to Year 13. They are named after contemporaries and colleagues of the Founder, Edward Alleyn. Each of the schools from Year 3 – Junior, Lower, Middle and Upper Schools, have separate House competitions appropriate to their age group, with several competitions running across all schools. All of the College staff are allocated to a House, and there are designated Housemasters for each House in each school.



*House teambuilding @ Howard House*

In the Junior School, we have developed competitions (24 at last count) which aim to maximise participation in the events, provide fun, challenge in a full diversity of skills and promote effort and a growth mindset rather than establishing hierarchies and singular 'winners'. We encourage parental input to an extent but ensure that this is limited. The

competitions can be divided into three categories; creative, cognitive/academic and sporting.



*House team building, older and younger boys working together*

The creative competitions allow the boys to show their art, design & technology skills, photography, dance, music (choir and individual), and public speaking. Most of these are where the children are given time over the holidays (or an extended period of time) to produce their work. Dance and individual music are submitted through posting a video of their work. Crucial to these events is that the participation percentage of the House is the most important metric of the competition. The higher the percentage of the House that enters, the better their score. On top of this, there is an objective standard for all the pupils to aim for – 'Highly Commended'. This is attainable to all, and the numbers vary. From this, some winners can be selected. There could be one or several. Different additional points are awarded for these to supplement the percentage to determine which House wins the competition.





The academic/cognitive competitions are organised with all the subject leads to complement the curriculum. We have short story writing and House history/geography/science, which, like the creative competitions, are judged and participation/highly commended, is celebrated. In addition, there is a House Spelling Bee, General Knowledge, Mind Games and House points for effort, too.



*House Spelling Bee 2024*

House chess and Times tables both take place live and online, leading to some very exciting events. We have a House Patball Competition (our playground game) and all pupils can enter this. All pupils feel involved and contribute to the success and the result of their House.



*House Cross Country*

Sporting competitions also follow these values and we ensure that all of the team sports get their chances. All races in swimming or athletics are worth the same value, and each child competes in the same number of events. We have House Pancake Races with the whole school running and flipping pancakes (as part of the Lent festival) and House Cross Country where the whole school runs and tries to

improve their place year on year. Finally, we have creatively devised a House Tennis Competition to enable all to play if they wish to, but with limited time and courts. Pupils get to demonstrate their tennis skills and earn their House points without needing many individual games and court time.

Our House Board, at the centre of the Junior School Hall, shows the results, but no longer shows all the results for the year or the running totals. Only the competitions for the current term are shown. This has ensured each of the Houses tries hard for each event. Over the years, we consistently see each House winning at least one competition each year.

The House system is a great way to integrate the Junior School and the whole College. Each new pupil is given a buddy who is a Year 6 pupil from their House. They show them around and help them in their first week of school. We have a big Junior School teambuilding event in the first full week and the buddies help the new pupils. The older pupils become the role models, and they continue their connections throughout the College.



One of the highlights of the year is the Whole College 'Supersized House Singing' event in the summer term. Each of the Houses rehearse a specially arranged song over the course of a morning. Then, with a professional backing band, they perform their song on a central sound stage in front of the College. It is a wonderful event that brings everyone and all the Houses together.

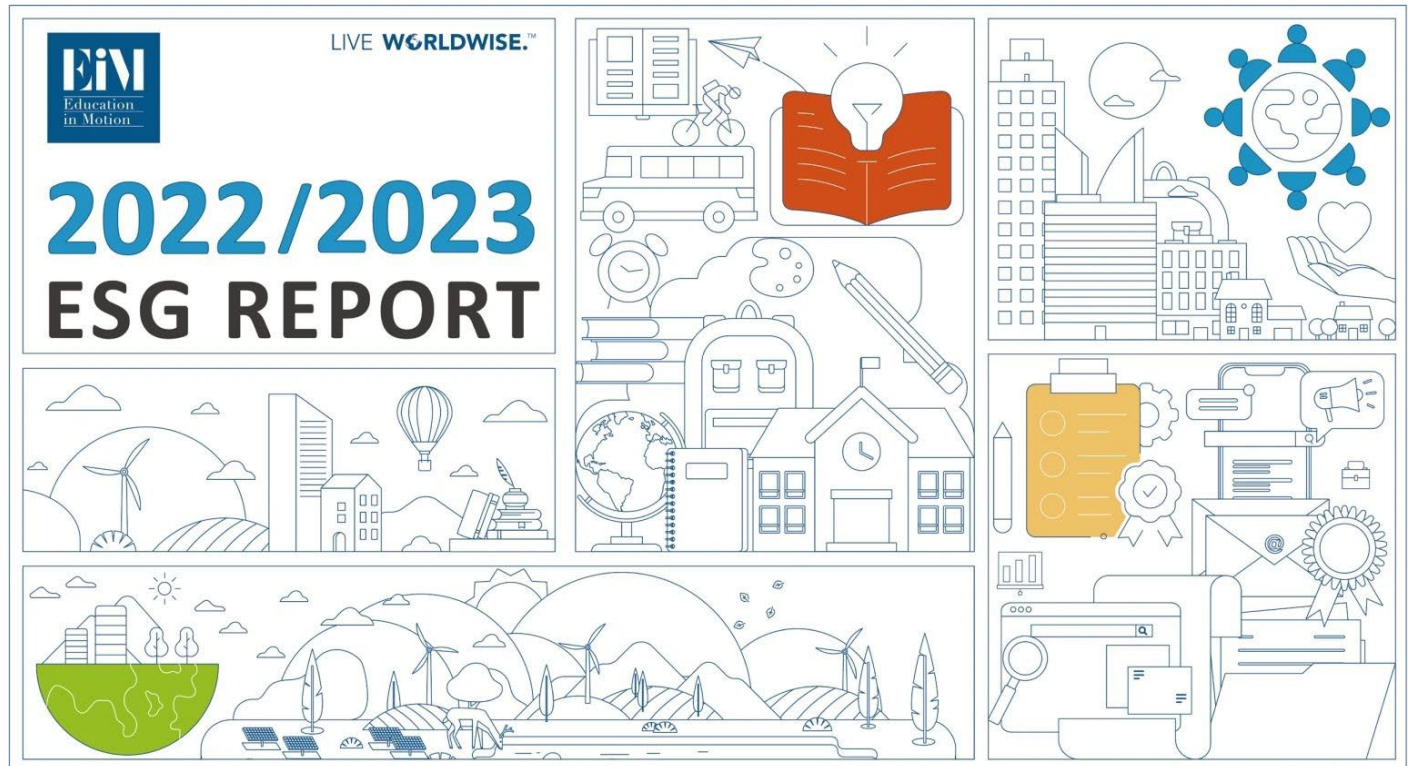


*Supersized House Singing, Spenser House*



## Dulwich College International celebrates EiM's third ESG report

By Dulwich International



At Dulwich College International, we aim for our schools, staff and students to "Live Worldwide" and are committed to providing purpose-driven learning experiences that are guided by a deep sense of connection to people and the planet. As part of the Education in Motion (EiM) family of schools, we are also committed to embedding sustainable and global citizenship practices in everything we do. Thus, we are pleased to announce EiM's third Environmental, Social, and Governance (ESG) Report, covering the academic year 2022-2023. This annual ESG report represents our group-wide commitment to developing, measuring, maintaining, and reporting on sustainable and global citizenship practices across the group.

### What is ESG?

ESG stands for Environmental, Social, and Governance Reporting and is an approach that evaluates the extent to which an organisation works on behalf of goals within environmental, social, and governance areas. The ESG report follows the Global Reporting Initiative Standards (GRI) issued by the Global Sustainability Standards Board. We have created four focus areas under our sustainability ESG approach: **Learning, Planet (E), People (S)** and **Policy (G)**,

setting out initiatives and progress indicators at a group and school level.

Across all EiM schools, we are guided by the "students come first" philosophy – where each student's unique strengths and interests are recognised and celebrated. Today, it is more apparent than ever that this approach is crucial to nurturing intrinsic motivation both in and out of the classroom, inspiring students to make the world a better place for all.

As part of our commitment to sustainability and robust governance, our ESG report is not just an exercise to highlight our achievements as a group, but also a chance to provide ourselves with an honest assessment of where we are and where we need to be going.

### Key Highlights from EiM's ESG Report

Our third ESG report lays out in detail our priorities in the 2022/2023 academic year, organised under Learning, Planet, People, and Policy, the four ESG pillars that provide the lens through which we focus our sustainable goals, progress indicators, and outcomes.



Students Come First



Pioneering Spirit



Safeguarding

Under **Learning**, our initiatives are aligned with the United Nations Sustainable Development Goals (SDGs) and the more personal Good Life Goals (GLGs), emphasising global citizenship and sustainability in education. Each of our schools have implemented their own Global Citizenship Framework using the UN SDGs, promoting competencies within the framework such as service, sustainability, intercultural understanding, diversity, and social justice.

In **Planet**, we continue to uphold our environmental stewardship through initiatives like the Carbon Roadmap project, aimed at reducing campus emissions and enhancing sustainability practices across our campuses. This commitment extends to innovations in campus infrastructure and sustainable resource management, including advancing food waste management and exploring sustainability in uniform procurement. Through the exploration of new sustainability practices, significant efficiency gains are expected, as well as financial savings – encouraging stakeholders to think about holistic solutions that are also environmentally and socially responsible.

**People** focuses on empowering our staff and creating a diverse and inclusive group committed to lifelong learning and professional development. Initiatives like the Employee Value Proposition (EVP) campaign and the Staff and Student Wellbeing Frameworks emphasise the importance of physical, mental and emotional wellbeing in our communities. Looking to the future, we can expect even more changes to be implemented through our Diversity, Equity, Inclusion, and Justice (DEIJ) Framework, underscoring our dedication to creating a supportive and inclusive workplace.

In **Policy**, new governance frameworks that promote transparency and ethical practices across our organisation were implemented after the COVID pandemic – to ensure that our schools emerge stronger than ever in terms of safety and security. At the forefront of everything we do as educators is utmost priority on safeguarding, and with the return to campus, a comprehensive refresh of post-

COVID safeguarding protocols was executed. All of this was overseen by EiM's highest governance body, the Group Executive Board (GEB), also responsible for overseeing every aspect of the group's ESG strategy and goals. Additionally, this past academic year saw new measures employed for cybersecurity and data protection; digitalisation is key to EiM's development in a more connected world.

Finally, we would like to acknowledge the students, educators, staff and other stakeholders who contributed to embedding sustainability and global citizenship into our mission on a daily basis. This report reflects their dedication and achievements in advancing sustainability education across our global network of schools, and we are pleased to feature some of their contributions in their own words in this report. By holistically engaging our stakeholders, the ESG report plays a key role in identifying material issues that matter most – incorporating perspectives and feedback from across and outside the group will help us to set a strategic direction, while revising and enhancing areas that require further strengthening such as governance.

Our aim is to inspire future leaders who are not only equipped to navigate global challenges but also prepared to innovate towards a sustainable future for everyone – and we extend an invitation to all of our stakeholders to join us in this endeavour and exciting journey.

# 2024 IB RESULTS



AVERAGE POINTS OUT OF 45

# 36.2



PASS RATE

# 97.1%

80.1% (Globally)



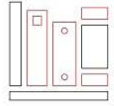
CANDIDATES

# 69



BILINGUAL DIPLOMAS

# 43.4%



MEAN CORE POINTS

# 2

1.5 (Globally)



PERFECT SCORES  
45

# 2



44

# 2



43

# 5



AVERAGE GRADE  
OBTAINED

# 5.7

4.9 (Globally)



RESULTS ABOVE 30

# 94%

55.6% (Globally)



RESULTS ABOVE 35

# 56.5%

28.5% (Globally)



RESULTS ABOVE 40

# 26%

8.9% (Globally)

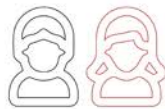


# 2024 IGCSE RESULTS



GRADES A\*  
OR EQUIVALENT

# 39%



CANDIDATES

# 78



GRADES A\*-A  
OR EQUIVALENT

# 67%



GRADES A\*-B  
OR EQUIVALENT

# 87%



GRADES A\*-C  
OR EQUIVALENT

# 98%