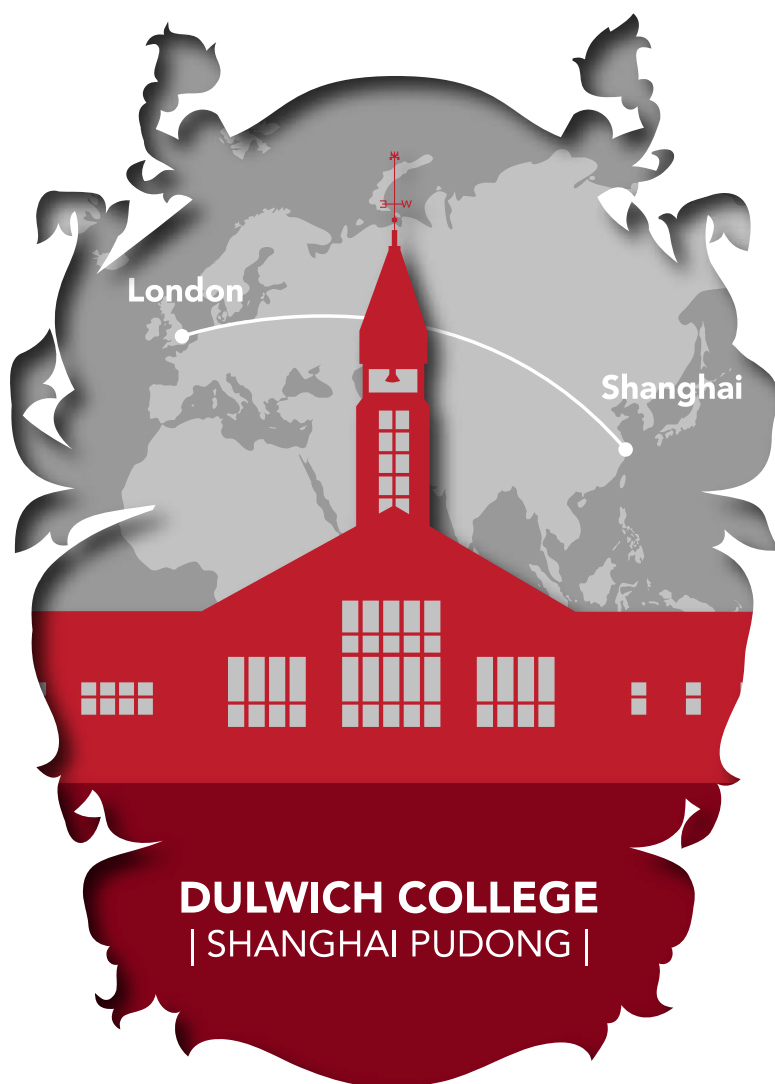


PROSPECTUS



GRADUATE **WORLDWISE.**TM





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Introduction

Greetings from the Head of College

As Head of College, it is important to me that we maintain our unique environment and culture where every child can achieve his or her personal best and even go beyond what they believe to be possible. We go to great lengths to ensure that the College offers breadth and depth across a wide range of academic subjects and co-curricular activities, including music, debate, sports, drama, service, and leadership. Every decision we make is guided by our passion to put students first, and to foster their overall wellbeing and healthy development as individuals.

Since 2003, Dulwich Pudong has been a leading international school in Shanghai with a strong academic reputation. With over 12 years of offering the highly respected IB Diploma, and with results which are consistently well above the global average, we have an unparalleled track record in academic excellence and high standards. Our strong emphasis on wellbeing supports our academic mission, while personalised attention encourages children to develop their talents and interests to foster a genuine and intrinsic love of learning. This holistic approach results in happy, resilient, optimistic, and confident people who form good relationships and make positive contributions to society. They 'Graduate Worldwide'.

Our students matriculate to leading universities all around the world, including UK, US, Europe, Asia, Canada and more, many going on to Oxbridge and Ivy League institutions. Their specialty subjects are equally wide ranging, from medicine to music, law to literature, fashion to film, English to engineering. We are extremely proud of our growing alumni network. Many choose to stay in touch, returning back to school to advise, support and inspire current students through the university application process or simply act as career mentors.

The foundational strength of Dulwich Pudong lies within our diverse community of 43 nationalities and our shared values of compassion, inclusivity, and kindness. We help each other and provide opportunities for each other to learn, grow and succeed. In the midst of challenging global situations, we see the resilience, innovation, and achievements of the Dulwich Pudong community manifest on a daily basis.



I invite you to visit us and experience for yourself the atmosphere that makes our College a unique place to grow and learn.

I look forward to meeting you,

A handwritten signature in black ink, which appears to read 'Caroline Taylor'.

Ms Caroline Taylor
Head of College

Our Heritage and Tradition

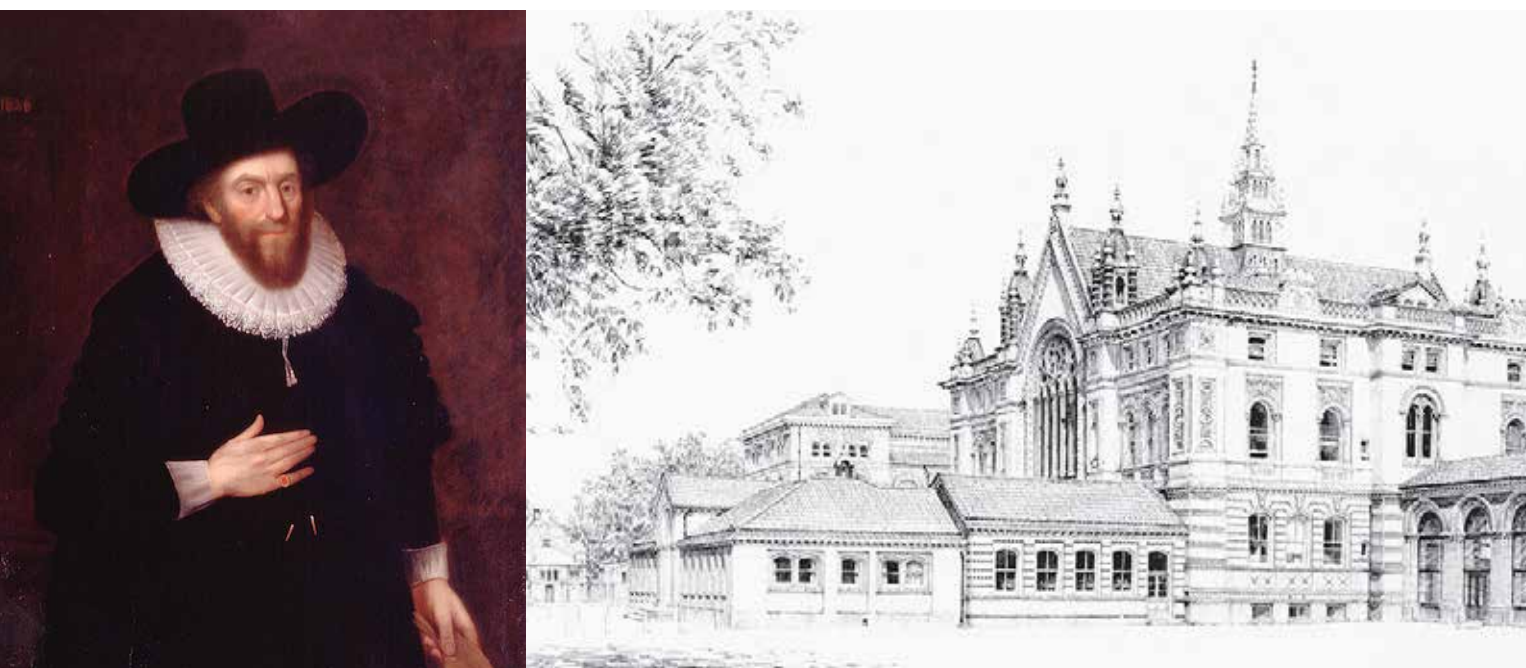
Our Founding Story

Nearly 400 years after Elizabethan actor Edward Alleyn founded Dulwich College, a boys' school in London, British lawyer Fraser White and his wife Karen Yung began looking for a school in Shanghai for their three young children. They wanted a challenging and ambitious education that would prepare their children for the future, moulding them into confident and well-rounded young people. As well as excellence in academics, they wanted a school community with the open-mindedness and doughtiness bred of international experience, a strong co-curricular programme and the grounding provided by venerable British educational traditions. Their search came up short.

A serendipitous meeting with Graham Able, then the Master of Dulwich College in London, resulted in the idea of opening an international Dulwich College in Shanghai. Dulwich College is one of the oldest independent schools in the UK, attracting students from the top 15% of the UK academic range. It has a long history of academic excellence, innovation and respect for tradition. Its academic strength is matched by its broad and challenging co-curricular programme in sports, music, visual arts, drama and debate - exactly what these two parents wanted for their children.

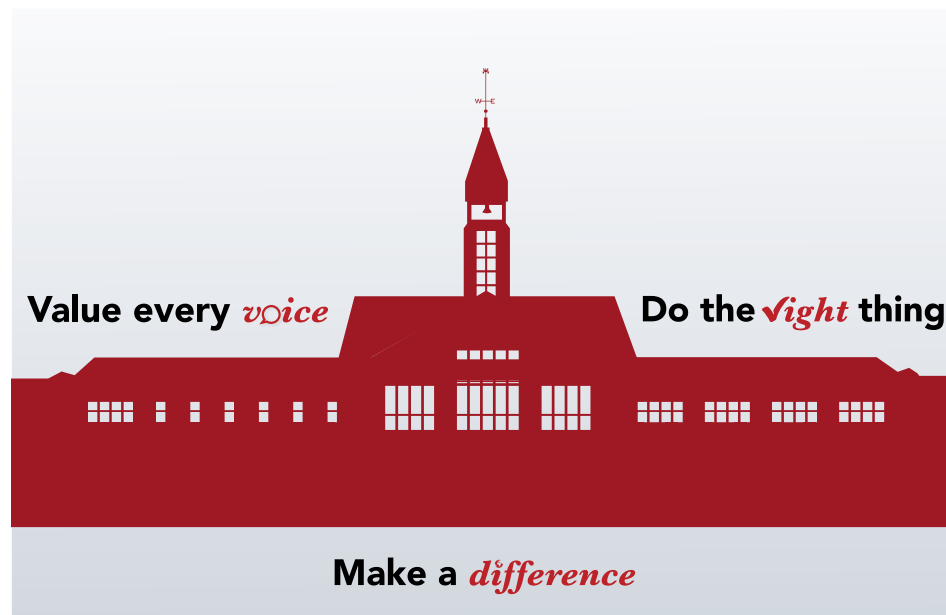
Supported by the Dulwich London Governors and under the leadership of Eddie George, the Governor of the Bank of England and Chairman of the Governors, Dulwich formed a 100-year global partnership with Fraser and Karen to open international colleges around the world. Dulwich College Shanghai opened in 2003 and became the first British Independent school to open in China.

The relationship between Dulwich College Shanghai and Dulwich College in London remains strong. Every year students from London visit Shanghai for the Student Leadership Conference and in 2019 for the 400-year anniversary, Dulwich Pudong alongside the other Dulwich International schools sent students to London to attend the Dulwich Olympiad hosted at the founding school. Furthermore, the current Master, Dr Spence, and Deputy Master (External) Cameron Pyke make annual inspections of the College to ensure the quality and standards the school has become known for are maintained.



Our College Values

Our community of parents, students and teachers is based on shared experience and, perhaps even more importantly, these eight shared values: Self-awareness, Integrity, Courage, Kindness, Inclusivity, Compassion, Respect, Generosity. In our daily actions we are guided by three statements, our Dulwich Pudong Values:



We educate our students to be global citizens who think, feel, speak and act with empathy and understanding. Valuing sustainability, intercultural understanding and commitment to service is built into our curriculum at all levels, led by a Director of Global Citizenship. Service learning opportunities are vital for character formation. Our 'Live Worldwide' vision is for our students to have the skills and motivation to make a positive difference in their communities by living these values wherever they are in the world.



Global Citizenship

LIVE WORLDWIDE

Our students have the skills and motivation to make a positive difference

At Dulwich College Shanghai Pudong we develop our students to think, feel, speak and act with empathy and understanding, building awareness and commitment to ensure we have a positive impact on people and our planet.

We use the UN Global Goals as a lens for action through which we connect our learning to the real world. If we all work together for the good of others, we believe 2030 is possible.

In considering ourselves as global citizens, we start by evaluating our sense of self, reflecting on the world around us and our role within it, before taking informed action.



The components of Global Citizenship

We break Global Citizenship down into 5 strands.



a. Service

We believe service learning should develop a student's passion for making a positive difference in the world, and inspire a culture of care and understanding for others. Service learning is integral to the formation of character and should be an intrinsic part of every child's education.

b. Sustainability

We strive to find the balance between providing for our human needs and preserving the planet for future generations; we aim to experience harmony with nature whilst advocating for animals and the environment; we believe in doing as much good as we can.

c. Intercultural Understanding

We embrace learning about a multitude of local and global cultures – their attitudes, beliefs, norms and values – in order to gain deeper cultural understanding, connection and empathy towards everyone.

d. Diversity

We live diversity through our inclusive culture that values every individual. We do this through respecting, celebrating and sharing every voice within our community.

e. Social Justice

We encourage our students to fight for social justice by doing what they can to be positive agents of change, promote fairness and create equitable opportunities for all regardless of who they are or where they are from. We act to ensure everyone, everywhere, is safe, valued and has a bright future.

Our Educational Philosophy

Our educational philosophy is grounded in decades of experience and evidence, accrued not only from our personal experience but from experience across the entire family of Dulwich College International schools as well as educational thought leaders from around the world.

We believe that these approaches better prepare our students for the 21st century which will require less information recall, and instead the ability to be agile, adaptable and transfer knowledge from one context to another. We employ a Director of Teaching and Learning to ensure that our pedagogical approach is consistent from classroom to classroom and of the highest standard.

Learning Happens Everywhere

In the community, at home, online and around the world, the best learning is not confined to the classroom. We regularly schedule off-campus activities and residential opportunities in China and around the world to expand our students' horizons and challenge them in novel ways. We use technology as a backbone to tie together these learning moments.

Student Agency

Children learn best when they have a voice in the educational process, whether that is through choosing out of the hundreds of CCAs we offer or founding their own. Students of all ages also benefit greatly from genuine leadership experience, which teaches valuable lessons about responsibility, accountability and resilience. The school provides numerous leadership opportunities as well as dedicated support and mentorship. In the end our expectation is that students take responsibility for their own learning.

Transferrable Skills

Learning is most effective when it is adapted and applied. At our College, students actively make connections between knowledge, concepts and skills, empowering them to apply what they learn in a variety of contexts and reach new understandings. Wherever possible we use an inquiry based learning methodology which aims to excite the student's curiosity and challenges them to develop critical thinking and problem solving skills.

Personalisation

Each student is different with different starting points and different learning styles. Personalisation of the learning experience starts with our teachers having a deep understanding of each student academically and emotionally. A strong positive personal bond between teacher and student is the foundation for optimal academic outcomes.

School-home Partnership

Research shows that students progress more rapidly with a strong home-school partnership to support them. At our school parents play an active role in the educational process. Our faculty invest time in creating an ongoing dialogue with parents, using technology when face to face is not possible.



Wellbeing



It is well understood that it is impossible to separate academic success from sound wellbeing. A strong wellbeing foundation leads to a purposeful, balanced and productive learning community where students thrive and flourish.

Our approach to wellbeing revolves around 5 key pillars:



Cognitive

Believing in the limitless possibilities that arise through learning.



Emotional

Learning about our own emotions and how to use them as resources to connect with others in productive, healthy, and satisfying ways.



Physical

Building our bodies to be strong and flexible through exercise, nutrition, and consistent mental health practice.



Spiritual

Practicing mindfulness through self-awareness and guided exercise to strengthen the mind for focus and concentration.



Social

Remembering that we live in a global community and acting in ways that are consistent with healing those who are economically marginalised, emotionally marginalised, and also healing the planet.

We have a robust infrastructure of wellbeing resources in place to support students no matter what situation may arise. Members of our School Leadership Teams have dual academic and wellbeing responsibilities, ensuring that information sharing is intrinsic to our daily processes. This allows us to personalise wellbeing support to each student's specific needs for optimal academic and personal outcomes.

We collect a large amount of data on each of our students and manage it in accordance with the strictest data privacy protocols. This data allows our teachers to go well beyond what a single person can perceive so we can spot issues before they become problems. It also helps us to see results in real time so we know that what we are doing is truly working for your child.



Academic Excellence

Proven Academic Track Record

Since 2003, students and teachers at Dulwich College Shanghai Pudong have been consistently delivering excellent academic results. Year after year, we celebrate performance that is not only top in Shanghai but among the best in Asia. Our students in Years 10 and 11 follow the IGCSE programme, and our Year 12 and Year 13 students take the IB Diploma Programme, with 100% of the students taking English as Language A (native level). Our alumni matriculate in leading global universities and go on to standout careers in their chosen fields.

IB results 2020



12

years of IB
Graduates

38

average out of 45 points



37.1% students received
40+ points



100%

matriculated
and accepted



The highest perfect score



23%

students with
bilingual diploma



Mandarin Programme

As expatriates living in Shanghai, Fraser and Karen knew it was critical for their children, and the students of Dulwich Pudong, to have not only an appreciation for Mandarin and the culture of the host country, but a deep cultural fluency. They therefore created a Mandarin Chinese language programme which would impart linguistic ability and cultural understanding, empowering Dulwich Pudong students to thrive internationally and in China.

To that end, we offer three distinct learning pathways to students of all ages and abilities — from native Mandarin speakers to second language learners to beginners who might be learning Mandarin as their third or fourth language. Many of our students will go on to earn bilingual IB diplomas and our Chinese A and Chinese B IB results are well above global averages.

Mandarin A (Chinese Native Language)

Students in this pathway acquired Mandarin as their first language at home or in schools where Mandarin was the instructional medium. Their home environment is typically Mandarin speaking with English as a second language. Within the pathway, the classroom language used by both teacher and students is Mandarin. The focus for students is to further develop their writing, critical thinking and creative expression skills using a variety of Chinese literary texts modern and ancient as well as experiential learning through unique cultural encounters. Students in this pathway regularly read Chinese books, magazines and newspapers to reinforce their literature comprehension skills. Students following this pathway will normally take IGCSE Chinese as a First Language and IB Chinese A Language and Literature for their exam courses.

Mandarin B (Mandarin as Second Language)

This pathway is for heritage students who have been living out of China (or other areas where Chinese is used as an official language) or non-heritage students who have been living in China and learning Mandarin for a long time. These students are able to carry out age-appropriate communication tasks, but may not be fully functional in their literacy skills in Mandarin. About 90% of the classroom instruction and language used by the teacher are Mandarin. The focus for students in this pathway is to develop their reading and writing skills, so that they are able to understand and analyze increasingly complex written and spoken materials and assess subtleties of the language in a wide range of forms and styles. Students following this pathway normally take IGCSE Chinese as a Second Language and IB Chinese B standard level or higher level exam courses.

Mandarin C (Mandarin as Foreign Language)

This pathway for non-native/non-heritage students places greater emphasis on functional skills in listening, speaking and reading, and uses the award-winning Wo Hui Mandarin curriculum and website resources to support their learning. It is recommended that students practise the skills learnt in the classroom within the wider community and in authentic language usage settings. Students following this pathway normally take IGCSE Chinese as a Foreign Language or GCSE Chinese, and IB Chinese B standard level or Chinese ab initio exam courses.

23%

Take bilingual diploma

6.64

 Chinese A language and
Literature Average

6.30

 Chinese B Mandarin HL
Average

6.43

 Chinese B Standard L
Average

* Average IB score out of 7, 2020.



Dual Language Learning in DUCKS

In DUCKS, Dual Language Learning is a fundamental part of our curriculum both for Early Years and Key Stage 1. Our approach is based on evidence about how children best learn language and has been developed through in-depth academic and action research by our own leaders and teachers. The programme exposes young learners to English and Mandarin in their natural learning contexts simultaneously throughout the day rather than just through formal language-learning opportunities. By providing an environment rich in learning opportunities, with one teacher focusing on English and a second on Mandarin, young children gain the confidence to use language with meaning rather than just through imitation. The result is children who can comfortably switch from one language to another while remaining secure in their first language.



Our Heads of School



Head of Senior School
Alison Derbyshire

Relevant Experience:

Alison completed her tertiary studies at the University of Auckland in New Zealand, graduating with a Masters Degree in History with First Class Honours and a Bachelor Degree in Education (Secondary Teaching). She spent the first ten years of her teaching career in Auckland, holding leadership positions at state and privately owned schools. In August 2014 she moved to Dulwich College Suzhou and became Assistant Head of the Senior School, with particular responsibility for Key Stage 5 and the IB Programme. Alison enjoys the challenges and the opportunities that teaching within the Dulwich network offers and she was thrilled to be appointed to Deputy Headship at Dulwich College Shanghai Pudong from August 2017 and then to Head of Senior School in August 2020. In her spare time she loves to travel within and beyond China with her family.

Qualifications:

Master of History with First Class Honours at the University of Auckland in New Zealand.

Bachelor of Education (Secondary Teaching) at the University of Auckland in New Zealand.

Head of Junior School
Victoria Foster

Relevant Experience:

Victoria completed a BA in Primary Education with Art and Design at the University of Southampton (King Alfred's College) in Hampshire. She has been an international educator for over 20 years and has worked in 6 different countries around the world. Her last teaching post before joining Dulwich College Shanghai Pudong was as the Elementary Principal at the Metropolitan School of Panama. She has been with Dulwich Pudong since 2014. As a global citizen, she enjoys learning about different cultures and spends her spare time visiting new countries.

Qualifications:

Bachelor of Arts in Primary Education with Art and Design at the University of Southampton (King Alfred's College) in Hampshire, UK.





Head of DUCKS

Katherine Weir-Davis

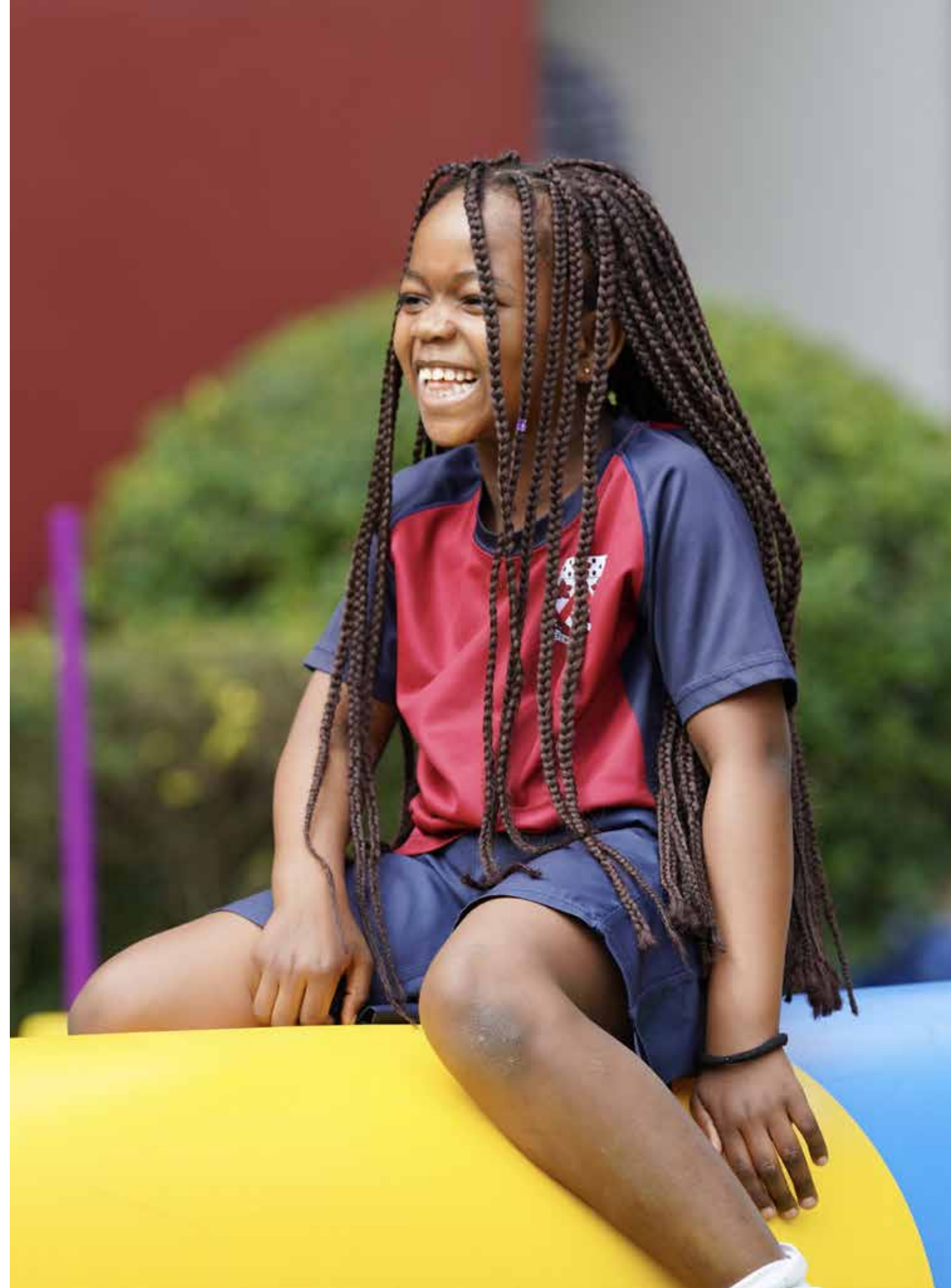
Relevant Experience:

Katherine specialised in child psychology before gaining her teaching degree. Katherine's love of young children led her to a career in early childhood education. After teaching in the UK for several years Katherine moved internationally and became Deputy Head of a private school in Spain where she lived with her husband for 11 years. Wanting to broaden her international experience, Katherine moved to China where she became the Head of Early Years at the British School of Guangzhou and lived and worked there for ten years. Wanting to remain in China, Katherine moved to Shanghai with her family in 2018 to become the Head of DUCKS. Katherine has two children who attend Dulwich College and has 3 cats that her family adopted when they were found in the gardens at DUCKS.

Qualifications:

BSc (Hons) in Psychology (specialising in Child Psychology) from Loughborough University.

Post Graduate Degree in Education from Leicester University.



Holistic Education

A Dulwich education is a holistic education. That is the enduring vision of Dulwich founder Edward Alleyn who aimed to create a school that emphasised sound learning, strong artistic pursuits and good manners. Dulwich Pudong has an extremely strong programme nurturing students' talents for and interest in art, music, drama, film, sports and co-curricular activities.



Art

Pursuit of the arts is a staple of school life and we devote considerable resources to creating opportunities for our students to experience all areas of the arts. Students study the arts as part of the academic curriculum throughout their school life, and students in the older year levels are highly encouraged to take IGCSE and IB in an arts subject. The vibrant arts culture of visiting professional arts practitioners, performances and events is carefully planned to develop and enhance not only the co-curricular life of the school, but also the academic curriculum.

Art is taught at all levels in our schools, including IGCSE and IB. Our facilities support a wide range of art, including ceramics and sculpture, digital imagery, drawing and painting, print-making, photography, film and video. Our students participate in a variety of both internal and external exhibitions and festivals, and many of our students are making an impact in the art scene. Each year students are offered places in prestigious arts programmes around the world.

Students take part in a range of arts projects in the local community, from exhibitions to vibrant social and arts service projects. They also have the opportunity to participate in DCI Group level art events include MADD, the Royal Shakespeare Company Drama Festival, and the Dulwich Science Art Photography Competition.



Music

Music plays a major role in a Dulwich Pudong education. The College provides all students from Years 3 to 7 with a musical instrument and group lessons each week, giving them an appreciation for music and the associated developmental skills from a young age. For older students, music is offered at IGCSE and IB level.



The study of music is known to benefit many areas, such as communication skills, teamwork, creativity and self-discipline. We are passionate about fostering a lifelong enjoyment of music. Performing with others is one of the most enjoyable aspects of music and Dulwich Pudong students from DUCKS to Year 13 have the opportunity to join in our extensive ensemble music programme, where all students have the opportunity to participate while they work their way up to auditioned orchestras. The College offers students the chance to engage with all musical genres, including pop, rock, classical, jazz, music theatre, film and world music styles.

Individual schools support music through formal concerts held at some of the most prestigious venues in Shanghai as well as ad hoc performance opportunities, such as the "Busking Corners" where anyone can perform and pass the hat for contributions to charity. Throughout the year there are many opportunities for students to participate in solo and ensemble concerts on campus and at various festivals throughout Asia, as part of the Dulwich College International network. Other DCI Group-level music events include Diversity, ISCMS, MADD, and the Dulwich Festival of Music.

Our Instrumental Tuition Programme provides expert one-to-one practical tuition on a wide variety of instruments and we also offer the opportunity for students to take individual lessons in music theory. Our music instructors cover a wide range of instruments and bring exemplary performing careers to our campus. Our students not only learn proper technique but strive for expressing their ideas musically through original composition.

Dulwich College Shanghai Pudong is an examination centre for ABRSM (Associated Board of the Royal Schools of Music) examinations. Each student's instrumental teacher will advise on their suitability for taking an examination and at which Grade level they should be examined. Students sitting ABRSM examinations will also have the opportunity to perform at an ABRSM concert prior to sitting their examination.

Drama

Immersion in the performing arts not only improves performance skills, but also improves levels of confidence, communication, self-awareness, self-discipline and leadership skills. The performing arts help give students an insight into other cultures, explore the world that they live in, take risks and express themselves.

Students have abundant opportunities to experiment and perform, with drama taught as part of the curriculum in Junior School and offered at IGCSE and IB level. We offer a large variety of CCA activities, from large-scale productions, to smaller, ensemble-based clubs. Our key aim is to allow our students to grow and develop their creativity and resilience by exposing them to a wide range of performance practices and skills. We believe that drama is for everyone and encourage our whole community to get involved. There are opportunities not only for actors and actresses, but also lighting, production, choreography and backstage. Students take leadership roles in putting on productions.

Throughout the year, students perform in a range of drama showcases, examination productions, and school productions. Our students benefit from group level partnership with the Royal Shakespeare Company through week long residencies and professional development, in addition to collaborating on the annual Shakespeare Festival. Each year students participate in a range of external drama festivals across Asia, working with professional actors, directors, writers and theatre companies.



Film

Film is taught as part of the curriculum at Dulwich Pudong and is offered as an IB option. Our Junior School boasts a green box film studio and Senior School has its own film production center. Various CCAs allow students the opportunity to explore their interest in all aspects of film and TV production. Each year our Junior School students take part in the annual D'Oscars film festival where their submissions receive feedback from globally renowned directors and actors. Our school, as part of the DCI network, also has the opportunity to work with visiting professional film directors, animators and artists connected with the film industry each year.



Sport and Physical Education



Sports are an essential part of the curriculum at Dulwich Pudong. Engagement in sports not only aids our students' physical development, improving their coordination and developing their skills in a variety of sports, but also helps them to learn how to be part of a team. Research also points to the important role that regular physical exercise plays in enhancing social, emotional and organisational skills.

Our mission is to ensure that all of our students create a positive lifelong bond with physical activity by delivering a high quality integrated Physical Education and Sports Programme. Our programme aims to be inclusive, varied and multi-levelled; prioritising engagement and positive health outcomes without sacrificing quality or provision of representational sporting opportunities.

Through sporting competition and participation we also encourage leadership and emphasise the importance of sportsmanship. We believe it is important for our students to experience and celebrate success and, equally, to learn how to lose with grace. Senior School students take part in our unique Sports Education Programme where they are expected to take the lead in organising and training their own teams, often in completely unfamiliar sports.

Each year students from our school compete against others across the DCI family of schools in the Dulwich Games. In April 2015, we founded the Dulwich Olympiad, a large-scale sports competition among our schools that takes place every four years. Our founding school in London, Dulwich College, hosted the Dulwich Olympiad in 2019, when students from all DCI schools had the opportunity to participate in the founding school's quadricentennial celebrations.

Our students also participate in a number of prestigious sporting events with other international schools from around Asia and have the opportunity to travel with their teams to compete. We host a number of sporting competitions each year through our membership in regional school associations.

Dulwich Pudong's partnership programmes provide excellent support to our school programme allowing students to extend their interests through year-round opportunities in specific areas of sport.

We are very proud of our partnerships with experts in fencing, football and swimming.

The school maintains external partnerships with Five Star sports youth basketball, ISD tennis and Suti synchronized swimming.



Dulwich Earthquakes
Soccer Academy



Dulwich Fencing



Dulwich Swimming



Co-Curricular Activities

The tradition of holistic education is codified and supported by our Co-curricular Activity (CCA) programme. CCAs range from the academic focused to sports teams to hobby clubs to STEAM focused to service oriented. There are over 200 different Co-curricular activities offered every term by the school, the list being renewed every term. The CCA program starts as early as DUCKS Reception and 95% of our students participate in it. Many students discover their true passion and purpose through the CCA programme.

At Dulwich Pudong exploration of leadership is an essential part of our educational DNA. Our Live Worldwide vision means that students have both the skills and motivation to make a difference. They have the ability to speak and act, the courage to pioneer and lead the way, the confidence to inspire and influence those around them to galvanize behind their vision.

Student Leadership

We believe leadership must be nurtured and developed. We give students of all ages leadership opportunities, whether it is through class team projects, running activities for their fellow students, or more official leadership roles like House Captain or College Prefects. These experiences are safe environments for students to learn what it's like to be in a leadership position, the type of leader they like to follow and the type of leader that they can be.

Leadership in the Senior School is guided by Pete Rogers, Director of Wellbeing and Leadership. Pete says, "We're all leading all of the time...it's simply a question of whether or not you're leading well or poorly. This statement usually confuses students at first until I drive home the point that all leadership begins with self-leadership. You can't lead other people well if you can't lead yourself well. These are essential life lessons that prepare these students exceptionally well for both university and professional life because both university studies and professional work require traits like self-awareness, resilience, focus, empathy, and the ability to collaborate with others."



College and University Counseling



Our students are highly attractive to college and university admission officers worldwide because of the level of academic preparation they receive here. However, it's their intellectual curiosity and the meaningful contributions they make, both in university and later in the wider world, that truly bring us satisfaction.

At Dulwich Pudong, we believe that the university search process is something that should be reflective, thoughtful, and individualised. Our full-time university counsellors work collaboratively with parents, teachers, and school leadership to ensure that students remain the focus of our process. While we recognise that this can be a process laden with anxiety and pressure, we also believe that it can be a wonderful experience of self-discovery. We strive to facilitate the university admissions process in a way that allows students to explore their college options and enroll at a school where they will thrive.

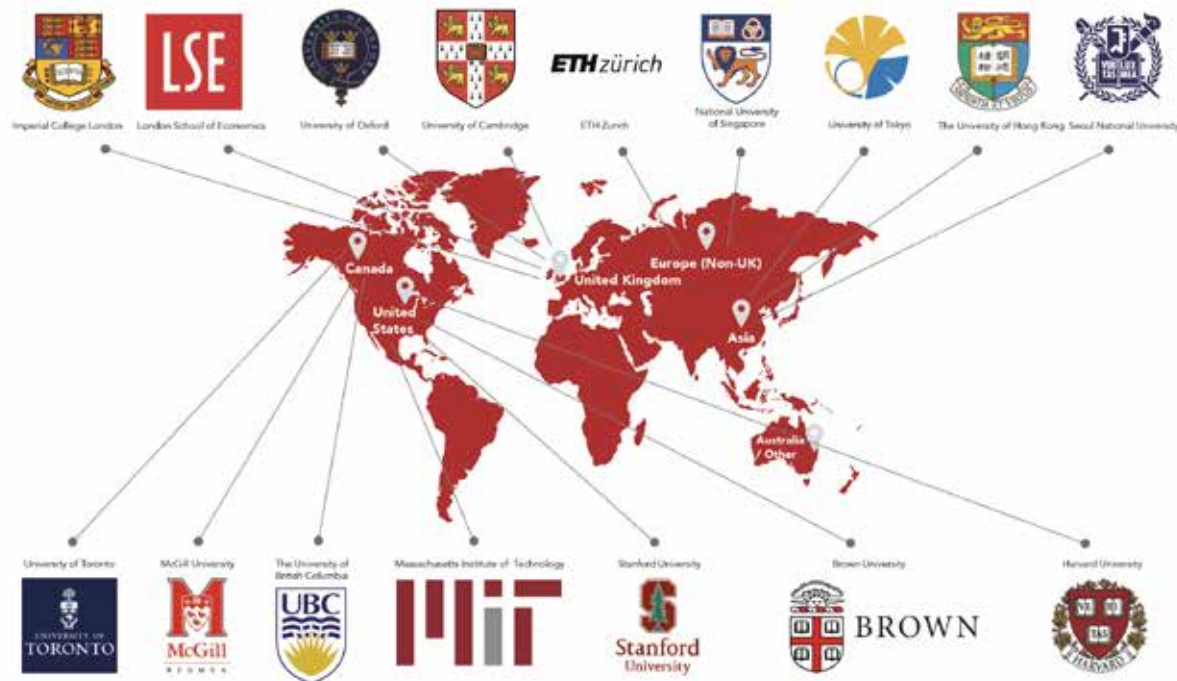
In Year 7, when students are introduced to our unique university and careers counselling programme, insights and unique information from their personal learner profiles are used to support them in continued self-understanding before shifting focus to university and career research in Year 10. Therein, students are guided in understanding popular university systems throughout the world, in the creation of personal essays and resumes and through the application process. Additionally, students are taught how to evaluate and research a university's ethos, values, curriculum and faculty to demonstrate informed interest and ensure best fit for our students and families. By building a philosophy of self-confidence and self-awareness that starts early, our programme ensures students are well placed to realise dreams and leave Dulwich Pudong university-ready and Worldwide. Counseling support continues for students even after they graduate, if students should need it.

Our students not only receive personalised guidance from university counsellors at school, but also benefit from support that comes from having experienced counsellors with diverse backgrounds and area-specialties sharing best practice throughout the Dulwich College International network of schools. Many of our counsellors serve on the International ACAC (Association for College Admission Counseling), working on committees alongside university representatives and admissions officers. Through this, our university counsellors can leverage the Dulwich name and network to lead global sessions for professional learning and development around the world.

Worldwise Alumni Network



Dulwich Pudong's first graduating class was in 2009. Since then we have graduated hundreds of alumni who are forging remarkable careers and making a difference around the world in a wide variety of fields from law to business to music to sport to the creative arts. The Worldwise Alumni Network brings together alumni from across our family of schools on one platform. Co-created by alumni, the Worldwise Alumni Network builds bridges for them to develop personally and professionally, connect and socialise with other alumni across our family of schools, and pioneer positive change in industry, society, and the global community. We regularly invite our alumni back to share their insights, experiences and inspiration with current students and parents.



Friends of Dulwich

Our volunteer parent association, Friends of Dulwich (FoD), connects parents to one another through various events and activities during the year. We encourage all parents to play an active role within the College community. FoD has a dedicated service team that supports the practical needs of College families while also generating funds for selected College community initiatives. All parents are members of FoD, and together we create a welcoming and inclusive community at Dulwich College Shanghai Pudong.

Campus Facilities

The College campus in idyllic Jinqiao is an expression of our educational philosophy. We offer an educational environment designed to nurture the intellectual, physical, social, and emotional development of our students. The campus is made up of three schools; DUCKS, Junior School and Senior School, in addition to shared facilities.

Shared facilities include a fully refurbished theatre with two drama black boxes, music classrooms, a recording studio and five individual music practice rooms. For sports, there are two gymnasiums, a dance studio, function room, 25-metre six lane FINA swimming pool and training pool as well as a 14,000 square meter grass lawn.

DUCKS students have their own dedicated building with a music classroom and library. There are extensive external play areas with shade, a running track, multiple tennis courts and a dedicated Toddler unit.

Junior School students have their own film studio, which includes an editing suite, Maker Space, The Lab (science laboratory), an art room and a fully stocked library. They also have access to outdoor classrooms and outdoor play areas with shade.

The Senior School opened its state of the art facility, SE21, in 2017 to encourage STEAM (Science, Technology, Engineering, Art, Technology) and entrepreneurship. There are also basketball courts, large sports fields and shaded external areas. The University Counselling service, led by our in-house university counselling team, is based in the extensive IB Common Room.





Admissions

A very warm welcome from the Admissions Team as you explore Dulwich College Shanghai Pudong with us! We are so excited that you have chosen to learn more about Dulwich Pudong as a destination for yourself (if you are a student) or for your child or children.

DCSPD is an academically selective school and admission is determined by a number of factors including the student's demonstrated ability to succeed socially, emotionally and academically. To be successful here students must demonstrate good work ethic, a history of school-appropriate behavior and a desire to attend the College. We also expect parents to be involved in their child's education.

DCSPD comprises a diverse community of 43 nationalities. We value families who appreciate and add to our diverse community.

Applications are reviewed by our Admissions Committee comprising the Head of the relevant School, Head of Admissions, and (if needed) Additional Educational Needs Faculty. Admission decisions are made based on academic evaluation and assessments, English proficiency, past school records, student interview, teacher recommendation and other diagnostic testing deemed necessary.

Year level placement is determined by the applicant's age as of 1 September in the year of academic entry. This year-level placement policy reflects what we believe to be the most appropriate alignment of social and academic readiness. Exceptions to this policy require approval from the Head of College and would only be made when the evidence suggests it is in the child's best interest.

Please find here a roadmap to guide you through the admissions process as well as key contact information:

DCS Pudong Application Process

Check eligibility requirements on identity made by the Shanghai Municipal Education Commission (SMEC) before starting applications



Submit an online application via OpenApply, upload all available supporting documents as outlined in the application checklist and pay the non-refundable RMB 3,500 application fee. The Admissions Team will confirm receipt.



Admissions Department will arrange assessments in the campus (but remotely during the COVID-19 period). Overseas candidates can be assessed at their current school or remotely.



Admissions Committee will review application and assessments (decisions to be communicated by email within five working days).



Candidate meets entry requirements



Application Rejected. Parent Informed.
Candidates may reapply after one academic year has passed.



Place Offered/ Accepted	Deferment Requested	Waiting List
A Learning Resource fee of RMB 15,000 is required on acceptance of offer	One deferment will be allowed, but application will be considered withdrawn/ closed thereafter	If there are more candidates than available places the applicant will be placed on a waiting list

Key Information

Address: 266 Lanan Road, Jinqiao, Pudong. Shanghai. 201206. China

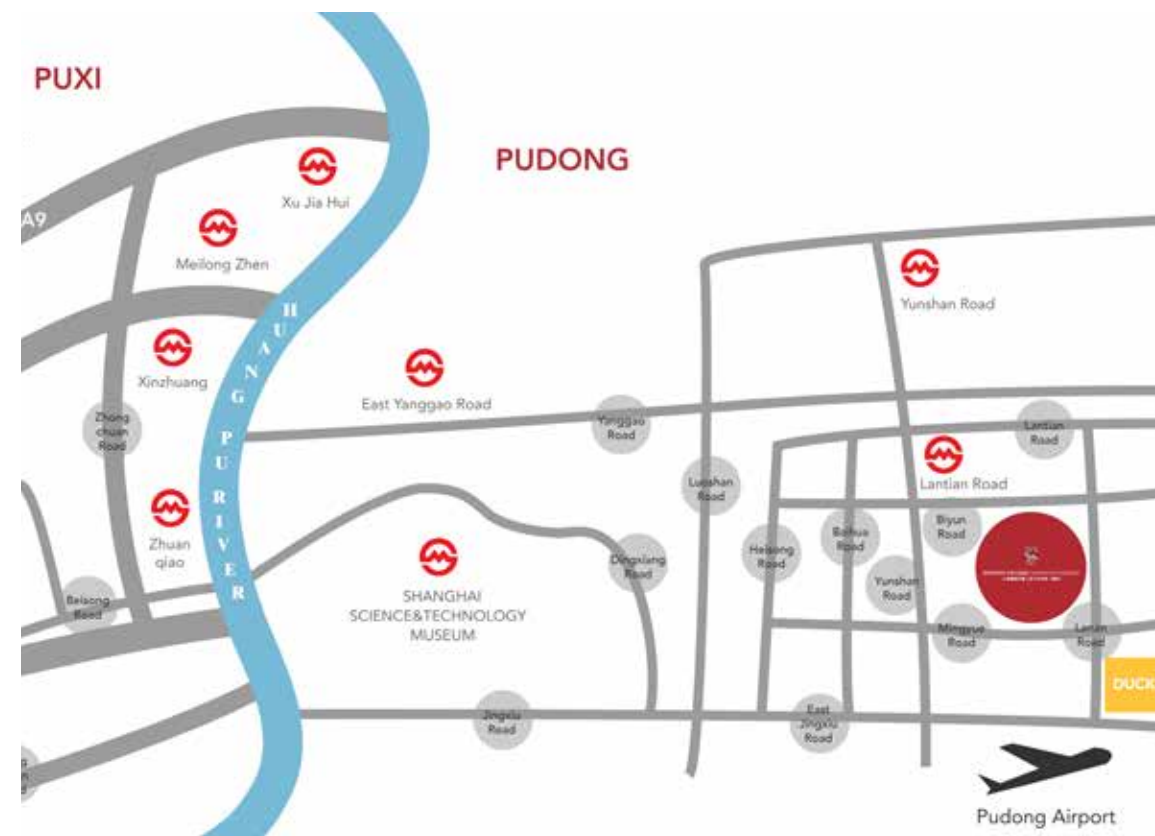
地址：上海市浦东金桥蓝校路266号，邮编：201206

T/电话：(8621) 3896-1200

website: <https://shanghai-pudong.dulwich.org>

email: admissions@dulwich-shanghai.cn

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