



At THS we are driven by our mission and our core values.

Mission Statement

We are thoughtful about the individuals we serve and the future they bring. We aim to create authentic, collaborative, and human learning environments that reveal and empower the best in every person. The Harbour School's mission is illustrated in each unique member of our community.

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Accreditations/memberships

Accredited by



Proud Member



Awards

2022 International School Awards:
Best - Teaching & Learning

2022 UNSDG Achievement Awards:
Silver Project Award
Best Approach
High Replicability

Hong Kong Living Awards:

HK International School of the Year
Best in Humanities & Social Sciences
Best Technology Program

Students Nationalities



Five Core Values

Experience First:

We promote learning as an experiential process through which the insights of a moment inform the insights of a lifetime. THS is a leader in experiential education and a Leadership Circle school in the Independent Schools Experiential Education Network (ISEEN).

Lifeworthy Learning:

We value learning that will be used throughout a lifetime. We place a focus on skills that are needed in the 21st century, including creativity, flexibility, collaboration, presentation, self-direction, social responsibility, critical thinking and problem solving.

Redefining Rigor:

Learning is multi-directional, authentic, and tied to an individual's greater understanding. A new set of rigorous classroom expectations is evaluated in terms of the intellectual, personal, academic and creative challenge of the experience, rather than the passive absorption of information.

Invested in the Individual:

Rather than trying to fit all people into one mold with the same result in mind, we endeavor instead to find and reveal each individual's best self.

Community Oriented:

We recognize the interdependence of people across grade levels, roles, relationships and skill levels. We also see ourselves as part of the larger symphony that is the world around us. As part of that world community, we are responsible for our own contributions and for creating the harmonies of the future.

65

Current
Enrollment

58

Alumni

30

Number of
Teaching Staff

1:8

Average School
Wide Ratio

18

Nationalities of
students

9

Average
Class Size

Academic Program Overview

Our high school is a progressive learning community which redefines the secondary schooling experience by providing different graduation pathways within a respectful and individualized community setting. Our students acquire the necessary attributes to be empowered agents in young adulthood and to cultivate their independence. Having matured within a socially conscious, progressive, and inclusive learning community, they are thinkers, speakers and doers with a conscience. They work well with people from different backgrounds and learning styles because they have been taught to value the advantages of growing up within an international and neurodiverse community.

Our high school curriculum is uniquely student-centered, offering individuals the opportunity to curate their academic program to meet their future goals. THS believes in a personalized approach to learning, where students develop skills by exploring questions that are meaningful to them as learners and citizens. This approach allows students to be invested in the projects on which they work, individually and in groups. The school is an intentionally inclusive environment, with a demographic that encompasses a range of learners. In addition to typically-formulated high school classes, noteworthy features of the THS academic model include: co-taught transdisciplinary courses, Project Development, Independent Study Modules (ISMs), and a robust internship program. THS courses are structured to be thematic, integrated across content areas, and focused on the real-world application of academic content. This variety of offerings invites students to become self-directed critical thinkers who are engaged in their education.

Redefining Rigor

Independent Study Module (ISM)

Every year, students at the high school complete their own year-long, independent project as part of the Independent Study Module (ISM) program. The topics explored are student driven and faculty supported. Throughout the year, students will revise and refine their plan through expert and peer feedback to iteratively make improvements while gaining the necessary skills to successfully execute a long term project. The program unfolds in three phases: 1. research and writing 2. making connections to the real world 3. a final presentation during our ISM symposium. Student projects result in a wide range of outcomes including novels, art, engineering projects, documentaries and the creation of charitable NGOs to name a few.

Advisory Program

A school is much more than a place of traditional academic learning. Our advisory program is a truly holistic approach that has been developed to empower students with the necessary life skills to become expert navigators of the 21st century. Each grade level advisory cohort meets daily to learn about subjects such as mindfulness, social-emotional intelligence, physical and emotional well-being, research skills, university planning, internships, eportfolio building, and 21st century careers.

Experience First

Centers of Excellence

These are unique avenues for STEAM experiential learning. The Black Dolphin is a classic 50-foot wooden ketch that serves as The Harbour School's "outdoor classroom" which can be used for a variety of topics ranging from Shakespeare to coral mapping. Data and samples often collected in the field come into our Marine Science Center. It is complete with multiple aquaria, student research tanks and a touch tank, with faculty experts in marine animals and ecosystems in Hong Kong. The Foundry is the school's purpose-built makerspace - a learning environment designed to encourage students to build, experiment and prototype inventions as they engage deeply in science, technology, engineering, arts and mathematics.

Global Classrooms

3 - 12 week international trips form the basis of the Global Classroom program, offering students the opportunity to see the world as their classroom. Whether they hike the Camino de Santiago to uncover the rich history of the pilgrimage route, or work with our NGO partner to develop and implement solutions for the marine environment and people of Cambodia, students are engaged in interdisciplinary, real-life learning to deepen their understanding of the world.



Invested in the Individual

Internships

Internships can be a vital bridge that helps students connect their interests to the real world. THS offers internships facilitated through the school (for example in our Marine Science Center, on The Black Dolphin, in classrooms or administrative offices) or from external vendors, driven by student interest. The internship opportunity provides students a chance to explore and engage with hands-on experience of their potential future pathways.

Interims

Students take part in two interim weeks across a school year, STEAM Week and Arts Interim, choosing from a variety of deep-dive, intensive, hands-on learning experiences related to specific focus areas. For example, during STEAM Week, some students may explore the construction of an artificial reef to collect marine samples. During Arts Interim, some may choose to research, write and produce their own play. Courses during this week run from Monday - Friday, 9 AM - 5 PM and are facilitated by a field expert.

Graduation Requirements

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

As a matter of school policy, students are not ranked nor do we weight classes or calculate GPAs.

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

22
Total

Grading Scale

A+	100-97	Beyond exemplary effort / ability
A	96 - 93	Exemplary effort / ability
A-	92 - 90	Approaching exemplary effort / ability
B+	89 - 87	Strong effort / ability
B	86 - 83	Solid effort / ability
B-	82 - 80	Somewhat solid effort / ability
C+	79 - 77	Some effort / ability
C	76 - 73	Passing effort / ability

Lifeworthy Learning

Advanced Coursework and Advanced Placement Program

Honor streams at THS are available through highly rigorous extension material and projects in all courses. They are the default for highly advanced courses.

THS does not offer traditional Advanced Placement courses, but prepares students to take Advanced Placement exams through close consideration of course design and high standards utilised within courses. Our focus is on learning, not testing.

Meraki Giving

Meraki Giving is a student-created organization that develops significant social action projects worldwide. In the past, it has funded, designed and overseen the building of a school in a pediatric hospital in Kenya, and has worked with a farming cooperative in Peru to import, grind, package and market fair trade coffee. Through Meraki Giving, students learn to authentically develop a project from beginning to end in an authentic and meaningful manner.



Community Oriented

Social Impact and Sustainability Program (SISP)

The Harbour School's Social Impact and Sustainability Program (SISP) continues Project Hope's mission of serving ethnic minority groups, the aged community, and those in need overseas while introducing and guiding students through school-wide green initiatives. SISP first launched in August 2021, with the mandate of supporting sustainable practices within the school community and to promote learning objectives designed to support the United Nations Sustainability Goals. All are given a forum through which they are able to directly take part in supporting sustainability within the school community and are made aware of the social implications of human activity.

SISP works with High Schoolers in a scope beyond classroom teaching and learning by channeling the Social Entrepreneurship course into an interdisciplinary project, ensuring the implementation of sustainability in both curricula and school operations, while partnering with other organisations to promote sustainability to the community.



Social Impact & Sustainability Program

Single-Subject Courses

Many courses are offered as single-subject courses. These include courses such as Calculus, Forensic Chemistry, Dystopian Literature, Documentary Photography or Adolescent Psychology.

Mathematics Sequence

Algebra I
Geometry
Algebra II
Pre-Calculus (Honors)
Calculus (Honors)

Science Sequence

Biology, Chemistry, Physics: Level 1
Biology, Chemistry, Physics: Level 2
Biology, Chemistry, Physics: Level 3 (Honors)



Multidisciplinary Courses

Many courses are offered as multi-disciplinary courses, exploring a topic from various sides and subjects, taught by two or more teachers from different academic disciplines. Some examples include:

Seas That Shaped History

Credit Category: Science | Social Studies

Course Description: Most of the world's population lives on the coast and this is a pattern that has persisted through time. In this course we will study how physical oceanography has shaped the fate of civilizations throughout history. Oceanographic currents, wind patterns, and marine food resources are determined by the uneven heating of the Earth's surface. Students will learn how human civilizations rose and fell due to their interactions with these physical processes, their accessibility to the sea, and their trajectories towards other civilizations.

Who's more Foolish, the Fool, or the Fool who Follows him?

Credit Category: Science | English

Course Description: The world sometimes can be a crazy place, and it can be difficult to navigate what is true from what is fictitious. People with passionate beliefs can sometimes convince you of the validity of their argument based on no evidence. In this course we will provide students skills that will allow them to analyse information and make up their own minds and give them skills that will allow them to develop informed opinions. We will look at how scientific concepts are portrayed in popular literature, mainstream film and media in addition to how we use sources of information to back an informed opinion.

Introduction to Game Theory

Credit Category: Math | Social Studies

Course Description: Game of Thrones may be over but games remain all around you. And they are not mere child's play: from global politics to international business, professional athletics to professional networking, understanding games can help you navigate the world around you. In formal terms, this class will cover concepts in game theory (e.g. static and sequential games, games of perfect and imperfect information, one-off and repeated games, etc). Students will play and watch games in class, analyzing players' competitive behavior and decision making, connecting it back to formal theory. Whether you're getting that Victory Royale, acquiring thousands of Instagram followers, applying to college, or preparing for a career in aerospace, every challenge is more exciting when you are a student of the game. This class will also ask students to use or achieve a moderate understanding of basic mathematical probability.

Dangerous Women

Credit Category: English | Social Studies

Course Description: From Marilyn to Britney, female identities in media and popular culture have been purposefully shaped to entertain and entice us. However, these representations, whilst pivotal in shaping our expectations of gender dynamics and roles, have not necessarily reflected the authentic experience of being a woman. This course will examine the male gaze and critique representations of women in pop culture in order to understand stereotypes and oppressive norms and how to progress beyond this. Students will explore these key themes and concepts through film and media, and in the process, enhance their media literacy and critical thinking skills.

University Acceptances

In the past five years, THS has graduated 58 students who have been offered spots at 150 different universities and colleges across the United States, United Kingdom, Ireland, Canada, Hong Kong, Australia, and Japan.

United States

Arizona State University, Phoenix
Bard College
Barnard College
Beacon College
Beloit College
Bennington College
Berklee College of Music
California College of the Arts
California Lutheran University
California Polytechnic State University -
San Luis Obispo, Pomona
Canisius College
Clark University
Colorado College
Concordia College
Cornell College
DePaul University
Eckerd College
Elon University
Emerson College
Fashion Institute of Design &
Merchandising-Los Angeles
Florida State University
George Mason University
Georgetown University
Gettysburg University
Goucher College
Hampshire College
Harvard University (G)
Kent State University
Knox College
Kutztown University of Pennsylvania
Lake Forest College
Landmark College
Loyola Marymount University
Lynn University
McDaniel College
Merrimack College
Middlebury College
Oberlin College
Occidental College
Ohio State University-Main Campus
Orange Coast College
Otis College of Art and Design
Parsons School of Design
Pennsylvania State University
Purdue University
Reed College
Roger Williams University
Rollins College
San Francisco State University
Sarah Lawrence College
Scripps College
Seattle University
Shippensburg University of
Pennsylvania

Smith College
St. Lawrence University
St. Louis University
Stevens Institute of Technology
Syracuse University
Temple University
Truman State
University of Arizona
University of California- Berkeley (G), Davis,
Irvine, Riverside, San Diego, Santa Cruz,
Los Angeles
University of Colorado - Boulder, Denver
University of Dayton
University of Denver
University of Indianapolis
University of Kansas
University of Lynchburg
University of Massachusetts-Amherst
University of Minnesota, Twin Cities
University of Missouri-Columbia
University of Pittsburgh-Pittsburgh Campus
University of Oregon
University of Rochester
University of San Francisco
University of Texas at Arlington
University of Washington-Seattle Campus
West Chester University of Pennsylvania
Wittenberg University
Worcester Polytechnic Institute
Xavier University
Yale University (G)

United Kingdom

Bangor University
Bath Spa University
Bristol, University of the West of England
Canterbury Christ Church University
Cardiff University
Goldsmiths, University of London
Liverpool Hope University
Liverpool Institute For Performing Arts
Loughborough University
Oxford Brookes University
Saint Mary's University Wittenberg
SOAS University, London
Solent University (Southampton)
St Mary's University, Twickenham
Swansea University
University For the Creative Arts
University of Aberdeen
University of Birmingham
University of East London
University of Edinburgh

University of Manchester
University of Northampton
University of Nottingham
University of Plymouth
University of Saint Andrews
University of Strathclyde
University of Sussex
University of the Arts London
University of the West of England Bristol
University of Winchester
University of Worcester
University of York
York St John University

Ireland

Trinity College Dublin, The University of Dublin
University College Dublin

Canada

Capilano University
McGill University
Ontario Tech University
Queen's University
Ryerson University
Simon Fraser University
The University of British Columbia
University of Calgary
University of Guelph
University of Ottawa
University of Toronto
University of Waterloo
Western University
York St John University
York University

Hong Kong

Hong Kong University
The Chinese University of Hong Kong
City University of Hong Kong
Hong Kong University of Science & Technology

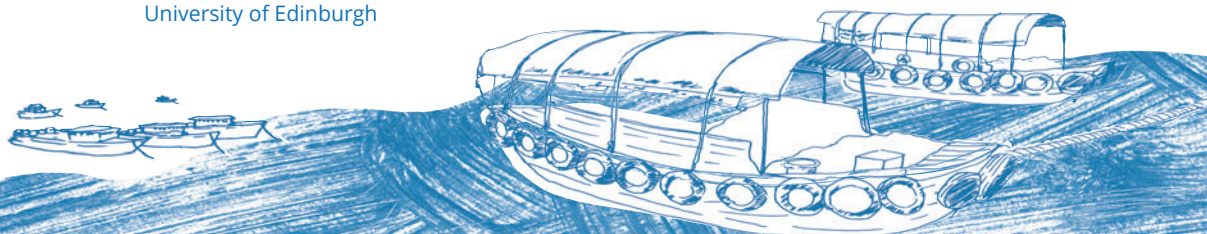
Australia

Macquarie University
Queensland University of Technology
Royal Melbourne Institute of Technology
University of New South Wales
University of Sydney

Japan

Temple University, Japan Campus

*G = Graduate School





Unlocking the best

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