בס"ד

CARMEL SCHOOL ASSOCIATION
CARMEL SCHOOL
HONG KONG
EXCELLENCE • COMMUNITY • TRADITION

CARMEL SCHOOL
PROSPECTUS

30 YEARS OF EXCELLENCE

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Fully Accredited by
WASC
ACCREDITING COMMISSION FOR SCHOOLS

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"The seeds of knowledge are in learning; and in all your learning, strive for understanding"

רֵאשִׁית חָכְמָה, קְנֵה חָכְמָה; וּבְכָל-קִנְיָנְךָ, קְנֵה בִינָה משלי ד',ז'

PRINCIPAL'S MESSAGE

At Carmel, everything revolves around 'Excellence, Community, Tradition'. Family involvement is key and begins from the moment you visit our campuses. We believe the parent-school partnership underpins a child's ability to blossom and develop to his or her full potential. Carmel functions as one large family, providing support, care, help and direction—and we are delighted to invite you to learn more about our unique School here in Hong Kong.

As a high-performing international Jewish school, we develop the whole person within our strong moral and ethical framework. We are an accredited WASC and International Baccalaureate (IB) Continuum School offering the Primary Years (PYP), Middle Years (MYP) and Diploma (DP) Programmes, hand in hand with our equally high level philosophy and language programmes. Mandarin is also taught from age three and to a high level, with many students choosing it as an IB Diploma subject. We are proud of the way our students grow into a responsible and caring community of young people, ready for both the academic as well as the personal challenges of tertiary education at top universities worldwide.

I encourage you to visit one of our campuses to learn more about what we offer and I look forward to meeting you and your children.

Mrs. Rachel Friedmann
Principal



It is the unwavering commitment to our common ideals that enables Carmel School to be held in high regard both in the Jewish and the wider Hong Kong community.

OUR MISSION

Carmel School is a Jewish International School committed to academic excellence through fostering intellectual curiosity, self-directed learning and the individual development of each child.

Our personalised approach, with emphasis on growing caring, compassionate, global citizens, produces students who are independent thinkers and communicators and who will become leaders and contribute to the Jewish and wider world.

Carmel School is an inclusive institution which places emphasis on traditional Jewish philosophy, principles and ethics. Carmel School strives to embrace all students and cultivate an atmosphere of mutual respect and cooperation.

With a high teacher to student ratio environment, our high level faculty empower each student to realise his or her own potential and each student is respected for his or her individuality. Carmel School achieves the highest international educational standards as measured against other leading international schools in Hong Kong, with entry to top Universities around the world.





OUR HISTORY

Carmel School was established in 1991 by a handful of passionate parents, who believed that every Jewish child has the right to a Jewish education.

A unifying feature of Hong Kong's thriving Jewish community, the school has grown from an inaugural class of twelve pre-school pupils to a multi-campus institution with a current roll of over 350 students. The Hong Kong Jewish community has roots dating back to the early 1900s, and it has played an important role in the development of Hong Kong as an international city of commerce and business.

Since its establishment, Carmel School has earned recognition as a superb educational institution — rigorous, traditional and innovative — an institution dedicated to intellectual achievement, represented by a tight-knit, welcoming community who are supportive of students and profoundly committed to their growth and wellbeing.



1991 *Carmel School is founded, opening its first campus in Sai Wan Ho*



1994 *With more than 70 students, Carmel School moves to a campus in Stanley Fort*



1999 *Carmel Elementary campus opens on Borrett Road, Mid Levels*



2009 *Elsa High School campus is opened in Shau Kei Wan, shared with Kellett School. Subsequently, the HK Education Bureau would grant Carmel School sole usage of the site*



2011 *School becomes IB DP & MYP accredited*
2012

2014 *First graduate to be accepted to Oxford University*
2015 *First graduate to be accepted to Technion Israel Institute of Technology*
Graduate scores Carmel School's first perfect IB DP score (45/45)



2017 *Elsa High School campus opens multi-disciplinary MakerSpace*



2018 *Carmel School becomes IB PYP accredited, and is now an IB Continuum School*

2018 *Elsa High School campus opens dedicated Robotics Lab*



2019 *Carmel School is the first Hong Kong school to participate in FIRST Robotics Competition (FRC),travelling to Shanghai to compete*



2021 *Anneke Patria Dance Studio and Black Box Theatre opened at Elsa High School campus*



2023 *UPCYCLED Plastics Lab officially launches, the first of its kind in a HK school. The facility enables the creation of recycled plastic products manufactured by students.*



2023 *Senior Robotics Team makes it to FRC World Championship finals in Houston, Texas*

HOLLY ROFÉ EARLY LEARNING CAMPUS

STEPPING-STONE TO THE IB

Our play-based learning environment encourages children to inquire and explore independently the learning materials, complementing the IB framework and forming a solid basis for future learning. Our small class settings and high teacher-student ratio ensure that the cognitive, personal and social needs of all children are catered to.

Our bespoke programme blends together key learning areas, focusing on the development of literacy and language through play and inquiry. The curriculum within the Early Learning programme is informed by the key educational approaches to early childhood education, where the learner is always at the centre. The underlying pedagogy is play and movement-driven and active engagement and shared learning experiences are at the forefront. Our Nursery programme is the first step in the IB PYP learning journey, after which the MYP and DP curriculum will be natural next steps.

The Carmel approach focuses on providing a numeracy and literacy-rich environment that is both challenging and fun. We encourage autonomous agency by allowing for a child's voice and choices to be reflected within the classroom and through experiential learning.

Morning Programme Unaccompanied **Ages 1-3:** 8:45-11:45am **Ages 3-5:** 8:45-1:00pm	Through play and inquiry, children have daily opportunities to develop the critically important fine and gross motor skills, to be exposed to the building blocks for early language development (English, Hebrew and Chinese) and learn how to create positive social interactions through group interaction. Children gain a knowledge and understanding of the traditions, celebrations and milestones in the Hebrew and Chinese calendars. Jewish holidays are celebrated and children enjoy the warmth and spirituality so important to the community.
Afternoon Programme Unaccompanied **Ages 1-3:** 1:15-4:15pm	Play and learning - the two elements of our curriculum are inseparable: we believe that inquiry-driven, structured and inventive play allows our learners to develop their individual identity, awareness of others and understanding of the world around them. Our immersion-based Mandarin programme offers even our youngest children the opportunity to develop their mandarin language skills daily, resulting in language acquisition through fun, songs, stories, games and dance.





THE IB PROGRAMME

At Carmel we provide a seamless programme from Early Years to High School Graduation. Through our Pre School, Primary Years, Middle Years and Diploma Programmes, children experience a boutique learning environment tailor-designed to meet their needs.

Carmel School is an IB Continuum World School accredited to offer the **Primary Years Programme (PYP)** for Kindergarten to Grade 5, **Middle Years Programme (MYP)** for Grade 6 to 10 and the **IB Diploma Programme (DP)** for Grades 11 and 12.

Recognised worldwide, the International Baccalaureate (IB) promotes student-centred, inquiry driven and collaborative learning. The framework is driven by Approaches to Learning (ATL) skills including communication, social, self-management, thinking and research skills and uses criterion-referenced assessment.

The curriculum framework is based upon the fundamental concepts and objectives of the IB programme, which is a highly regarded, internationally recognised educational standard, providing access to the best in tertiary opportunities around the world and creating lifelong learners who aim to make a difference. The School has embraced these programmes because the learning attributes it espouses closely resemble the School's Jewish ethos and philosophy.





Our robotics programme forms part of our STEAM programme, which aims to develop student interest in Science, Technology, Engineering, Arts and Mathematics.

THE PRIMARY YEARS PROGRAMME

Kindergarten - Grade 5

Carmel Elementary Campus, Borrett Road, Mid Levels

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner Profile to make a difference in their own lives, their communities, and beyond.

Experiential Learning

At Carmel, learning extends beyond the classroom walls. Our field trips and educational visits challenge students to develop their IB Learner Profile attributes while fostering stronger connections with their classmates and engaging in a variety of activities.

Our educational visits aim to stimulate personal growth and provide experiences that inspire responsibility, self-reliance, teamwork, and confidence. Through exciting outdoor activities like canyoning, raft-building, stand-up paddleboarding, and team survival challenges, students will develop interpersonal skills and participate in team-building exercises.



THE IB LEARNER PROFILE

IB programmes aim to develop internationally minded people who help to create a better world. IB learners strive to be:

Inquirers
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Risk-Takers
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

THE MIDDLE YEARS PROGRAMME

Grade 6 - Grade 10

Elsa High School Campus, Shau Kei Wan

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally.

The Middle Years Programme is a comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages 11-16.

Elements of the MYP:

- Develops the attributes of the learner profile
- Applies approaches to teaching and approaches to learning
- Offers age appropriate culminating experiences
- Has organized and aligned structure of subject groups or disciplines
- Develops international-mindedness as a primary aim and context for learning

The curriculum used has been developed to provide each student with the prerequisite skills and knowledge to allow them a seamless entry into the Diploma Programme.

Jewish Stream

The learning atmosphere is distinguished by mutual respect, lively interaction, and the encouragement of intellectual curiosity and independent thinking. Catering to all families within the community regardless of religious background or experience, programmes are delivered with sensitivity and creativity by carefully selected educators following a traditional Modern Orthodox approach.

Students learn to integrate Jewish values with the contemporary challenges of growing into adulthood. The curriculum includes Tefillah (prayer), Torah text studies from the Chumash through the Tanach, Mishnah and Talmud, Halacha, Minhagim (laws and customs), Jewish ethics, and the Hebrew language.

International Stream

A rigorous World Views course is provided for our international stream in order to extend knowledge and understanding of political and economic systems with a strong emphasis on historical and geographical perspectives. The programme emphasises real-world contexts, and aims to develop the compassionate, critical, and globally minded leaders of the 21st century.



KEY ELEMENTS OF THE MYP

Course Selection

Students have lessons across all of the eight subject groups in the MYP:

1. Language acquisition (Mandarin, with options in Hebrew, French and Spanish)
2. English Language and Literature
3. Individuals and Societies (including International Studies and Jewish Studies)
4. Integrated Sciences
5. Mathematics
6. Arts: Music, Art, Drama
7. Physical and Health Education
8. Design and STEAM

Personal Project

The Personal Project is a significant body of work produced over an extended period during MYP 5 (Grade 10). It is a product of students' own initiative and should reflect their experience of the MYP. The Personal Project holds a very important place in the programme, and serves as an excellent bridge to the self-directed learning attitude required for success at Diploma level.

Experiential Learning

Students from Grades 6-10 take part in Co-Curricular Activities (CCA) and Service and Action (SaA) throughout the year. Our CCA options include a range of sports, artistic pursuits, STEAM (design, robotics, and coding). Service and Action at Carmel School encourages students to be engaged in Local, International and Jewish Service opportunities through the curriculum.

Furthermore, all students take part in our Educational Visits to exciting destinations around the world. These visits serve as formative experiences for our students, and are often the most memorable events of the year. Students engage in service projects, physical activity, and cultural experiences on our annual visits - our destinations include Israel, Vietnam, China, Thailand, Nepal and Europe.

THE DIPLOMA PROGRAMME

Grade 11 - Grade 12

Elsa High School Campus, Shau Kei Wan

Our Grade 11 and 12 curriculum follows the International Baccalaureate Diploma Programme (IB DP). The IB Diploma encourages intellectual growth, academic rigour, and personal development through a holistic and balanced approach.

The DP opens doors to the best universities worldwide. Moreover, it helps develop lifelong learners who are prepared to make the difference to the communities they inhabit. Thus Old Testament Bible study, Jewish philosophy, and Advanced Modern Hebrew fit in perfectly with the IB philosophy.

Students will be able to select from a wide range of subjects on offer for the full Diploma, or individual courses in subjects of their choice. It is intended that all students will graduate with the Elsa High School Diploma, which is accredited by the Western Association of Schools and Colleges (WASC).



COMPLETING THE DIPLOMA PROGRAMME

To earn an IB Diploma, students are required to study six subjects (three at Higher Level, and three at Standard Level). In addition, students must successfully complete Creativity, Activity, Service (CAS), an Extended Essay, and the Theory of Knowledge (TOK) course. Diploma students must complete the following courses:

1. An English Literature or Language and Literature Course
2. An Additional Language
3. Either a Humanities or Social Science Course
4. An Experimental Science
5. Mathematics
6. An Arts subject, or another subject from the Sciences, Languages or Humanities

Grades and assessment

Standards of IB assessment are the same worldwide. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB diploma requires a minimum total score of 24, based on the principle that a grade 4 represents a passing level in each of the six subjects. Excellent performance in the six subjects results in a grade 7 for each, or a total score of 42 points. It is possible to earn additional points – a maximum of 3 – for superior work on the Extended Essay and Theory Of Knowledge.

Creativity, Activity, Service (CAS)

The International Baccalaureate, Diploma Programme - Creativity, Action, and Service (CAS) is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic students throughout the Diploma Programme.

Extended Essay (EE)

Students must select, research, and write an in-depth, independent research work or Extended Essay (EE) of 4,000 words in one of the six subjects areas.

Theory of Knowledge (TOK)

Theory of Knowledge is a course in epistemology - The philosophical study of the nature, origin and limits of human knowledge. The subject explores the interdisciplinary nature of subject disciplines and encourages critical reflection and analysis.

EXPERIENTIAL LEARNING

Students can expect a broad range of extra curricular activity offerings to choose from. Carmel School offers sports, music, theatre productions, debate clubs, community service organizations, and much more.

The Co Curricular Activities offered cater to the diverse backgrounds and cultures of our student body, providing unique opportunities and cross-cultural learning and collaboration.

Our Student Development Programme is a comprehensive programme of initiatives, extra curricular activities, guidance, and Creativity, Activity and Service designed to support and encourage the individual student's communal, social and personal growth. Complementing our academic programme, the Student Development Programme targets opportunities for students to step up and thereby become a well rounded individual.





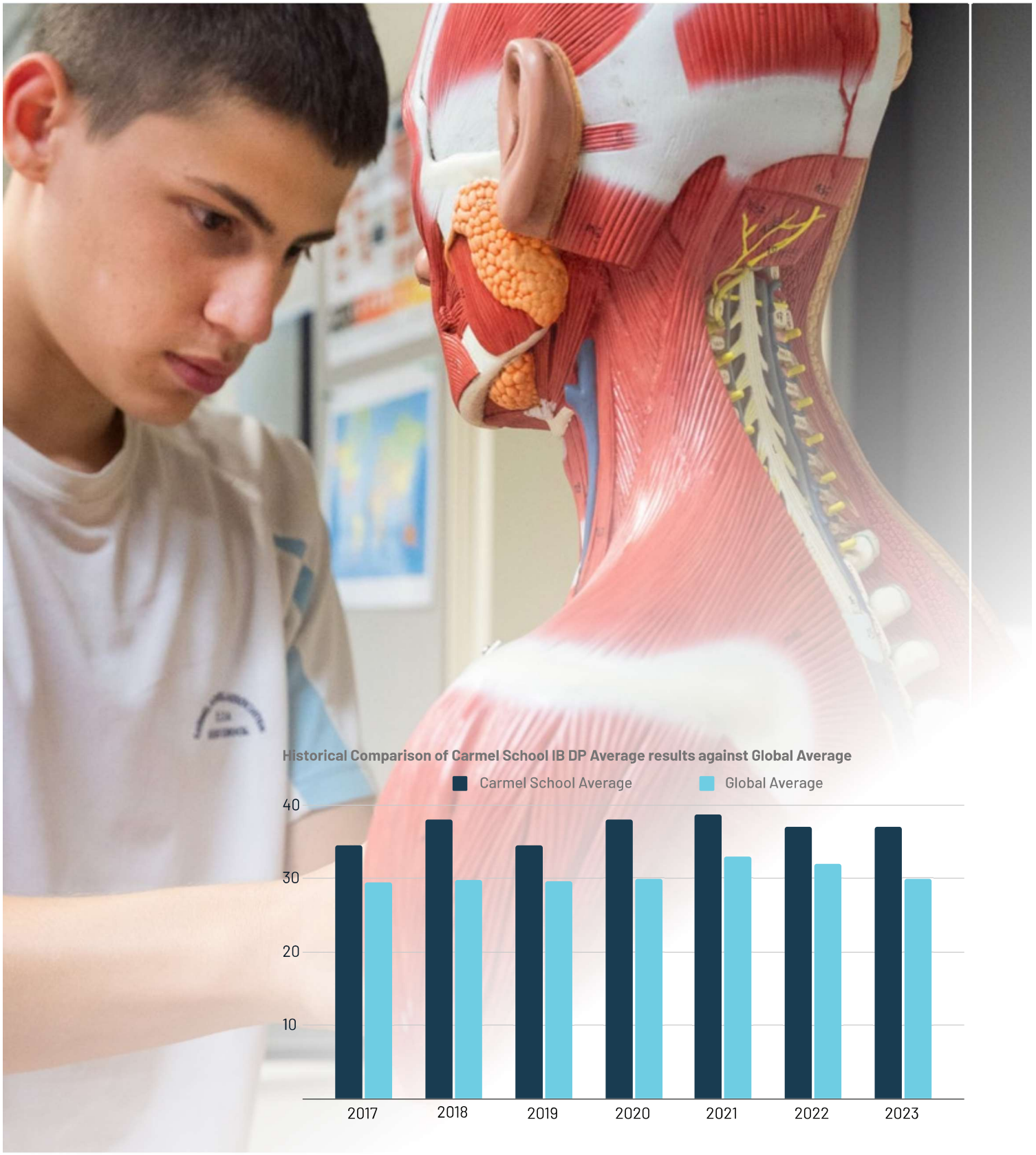
Co Curricular Activities provide opportunities for students to explore their interests outside of the classroom and develop new skills.

GRADUATE PATHWAYS

Our focus on academic excellence is reflected in our outstanding IB Diploma results. Our students consistently excel academically, achieving top marks in a range of subjects. Carmel School is proud to offer an education that prepares students not only for their future academic endeavours but also for success in life beyond the classroom.

Our Academic Mentoring Programme is designed to support our students through the demands of the IB DP, to maintain our individualised approach to teaching and learning, and to maximise the potential of each and every student. Students enrolled in the programme are assigned to a teacher mentor, who provides guidance on assignments and classwork, as well as study habits and organisational skills.





By promoting innovative learning through exploration, questioning, research, and design, we encourage active participation and engagement through relevant and hands-on learning experiences.

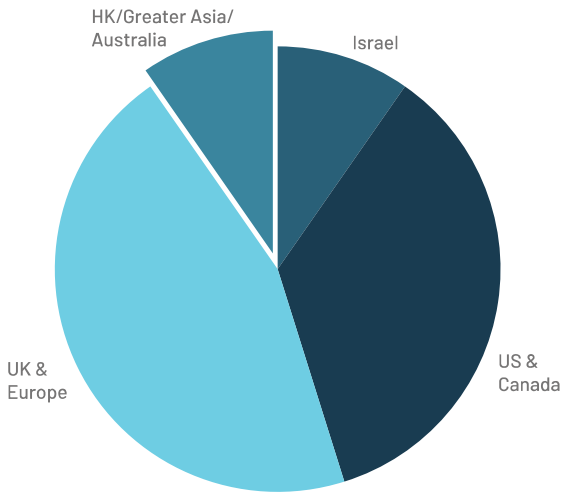
DESTINATIONS AND MATRICULATION

Our students attend and receive offers from top Universities and Tertiary Education Institutions from around the world.

Accepted Offer
Received Offer

Brandeis University
Bournemouth University
Boston University
Cardiff University
Chapman University
Columbia University
Columbia College Chicago
Colorado College
Colorado State University
CUNY Baruch College
CUNY Hunter College
CUHK
Duke University
Durham University
Drexel University
Emory University
Emerson College
ESCP London/Paris/Italy
Fordham University
George Washington University
HKCU
HKU Space
HKU
HKUST
Imperial College London
King's College London
Keele University
La Salle College of Arts, SG
Loughborough University
McGill University, CA
McMaster University, CA
Michigan State University
The New School, New York
Nanyang Technological University, SG
National University of Singapore
Monash University
Millikin University
Northeastern University
NYU - Tisch School of the Arts
NYU - Steinhardt
NYU - College of Arts and Sciences
NYU - Stern Business School
Northeastern University
OCAD University, CA
PACE University
Pratt University - The Museum School
Polytechnic University, HK
Quest University, CA
Queen Mary, University of London
Queen's University, CA
Reichman University (IDC), Israel
Royal Holloway, University of London
Siena College
Skidmore College
St. Lawrence University
St. Mary's College of California
Stockholm University
Technion Israel Institute of Technology
Trinity University
UAL, Central Saint Martins
UCLA
UCL, University College London
UMASS Amherst
University of Brighton
University of California Irvine
University of Bath
University of British Columbia, CA
University of Birmingham
University of Bristol
University of Cambridge
University of Colorado, Boulder
University of Edinburgh
University of Exeter
University of Glasgow
University of Hawaii
University of Helsinki
University of Hull
University of Liverpool
University of Leeds
University of Nebraska
University of Nottingham
University of Manchester
University of Melbourne
University of Miami
University of Oregon
University of Oxford
University of Rochester
University of St. Andrews
University of Southern California
University of Sheffield
University of Sydney
University of Toronto, CA
University of Vermont
University of Victoria, CA
University of Warwick
University of York
Western University, CA
Wesleyan University
Whittier College
Yeshiva University

University Destinations







Board Chair Mr. Russell Davidson and Principal Mrs. Rachel Friedmann celebrate the graduating Class of 2023

OUR CAMPUSES

Our school has three campuses that offer a unique educational experience for students in preschool through high school.

Our Pre School campus is located in Mid Levels, within proximity of the Ohel Leah Synagogue. Our heritage listed Elementary campus, for Kindergarten to Grade 5 is on Borrett Road, Mid Levels, and our Elsa High School campus for students in Grades 6-12 is in Shau Kei Wan, on the east of Hong Kong Island.

Our campuses are equipped with modern facilities, including libraries, science labs, art studios, Makerspace, Robotics Lab, Black Box theatre, sports field, and more.

Holly Rofé Early Learning Campus
70 Robinson Road, Mid-Levels
Tel: +852 2249 7600
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Carmel Elementary Campus
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Elsa High School Campus
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Tel: +852 3665 5388
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Holly Rofé Early Learning Campus
Carmel Elementary Campus
Elsa High School Campus

HOLLY ROFÉ EARLY LEARNING CAMPUS



Situated on Robinson Road in Mid Levels, the facilities at the Holly Rofé Early Learning campus include:

- Indoor multi-sport facility
- Indoor climbing wall
- Indoor heated pool
- Indoor jungle gym and climbing frames
- Outdoor jungle gym and playground
- Multiplay area

Our open-plan spaces allow the children to explore and experiment while feeling secure. Through "play corners" and "learning centres", children are encouraged to collaborate and to try activities.

Our outdoor play areas allow the children to adventure and develop their gross motor skills while connecting with the outside. Children have the opportunity to run, ride and climb using the outdoor equipment, and on rainy days, they enjoy use of the indoor play area and indoor gymnasium.











CARMEL ELEMENTARY CAMPUS

Housed in a Hong Kong heritage building located on Borrett Road in Mid Levels, the facilities at Carmel Elementary School include:

- Outdoor playground and jungle gym
- Community garden
- Indoor play area
- Library
- Dedicated music facilities
- The Patricia Creative Centre - a specialist art and engineering facility
- Multi-purpose sport hall
- ICT, Coding and Programming zone
- Dedicated Learning Enhancement room















ELSA HIGH SCHOOL CAMPUS

Located in Shau Kei Wan, the facilities at the Elsa High School campus include:

- Specialist Classrooms
- Makerspace Design Lab
- Upcycled Plastics Recycling Lab
- Anneke Patria Dance Studio and Black Box Theatre
- Robotics Lab
- Science Laboratories
- SMART Multipurpose Room
- Hebrew Library and conference room
- 500-seat multi-purpose auditorium
- All-weather astro-turf pitch
- Fitness room















www.carmel.edu.hk

Tradition
Community
Excellence

Holly Rofé Early Learning Centre
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