



DOVER COURT  
INTERNATIONAL SCHOOL  
A NORD ANGLIA EDUCATION SCHOOL

# SIXTH FORM PROSPECTUS

YEARS 12 AND 13 INFORMATION GUIDE  
ACADEMIC YEAR 2022-2023



# OUR MISSION



## WHO WE ARE

Dover Court International School is a community with inclusion at its heart.

## WHAT WE DO

We prepare students to flourish in our dynamic world, to be active participants in a globally connected community, now and throughout life.

## HOW WE DO THIS



We aspire to **excellence**

We embrace **diversity**

We act with **integrity**

We foster **resilience**

We promote **kindness**

We cultivate **creativity**





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# INTRODUCTION



Dover Court International School aims to prepare students to flourish in our dynamic world, to be active participants in a globally connected community, now and throughout life. To do this, we offer students a rich and inclusive learning environment where every child is known, and every learner supported to go further than they thought possible.

Examples of success are as unique as our students, and we pride ourselves on creating opportunities for all our students to experience their own successes, whether that's achieving top marks on their exam, taking the lead in the school performance, or going on to their preferred university or career.

DCIS has a range of Sixth Form (Years 12 and 13) programmes which enable all our students to reach their chosen destinations, including the International Baccalaureate Diploma Programme (IBDP), IB Courses, and BTEC Business Programme.

The International Baccalaureate (IB) was founded in 1968 and has since become the gold standard in international education, developing the intellectual, personal, emotional and social skills needed to live, learn and work in our rapidly changing, intercultural world.

The BTEC (Vocational) programme helps students to prepare for higher education, an internship, apprenticeship or a position in a designated field of interest in Business. It provides the opportunity for students to learn about concepts and theories through application and practice, while developing broad skills in an authentic and meaningful context.

At DCIS, we provide our students with a breadth of subjects to suit their interests and future aspirations. We also provide excellent support for all students, through all stages of the programme. Our highly qualified and dedicated teachers are well-prepared and committed to help students achieve at the highest levels during their time in Years 12 and 13. We expect our students to commit themselves whole-heartedly to all aspects of school life to ensure that our DCIS Sixth Form will be an enriching and rewarding experience.



## WHAT OUR 2022 GRADUATES SAY

*"The main way Dover Court helped me achieve my goals and learn to the best of my ability was by providing a mix of constant support and personal independence in my studies and for the completion of coursework. Throughout my time in the school, I never felt alone or helpless in the face of anything - there was always a teacher or fellow student that I could go to for help and guidance on any matters whatsoever. This strength of community is a core aspect of the school, fostering close bonds with teachers and students alike as the year progresses. Nonetheless my independence was still valued, with flexible assignment deadlines allowing to plan and complete work in my own time. I will value my two years spent in Dover Court, particularly for the lifelong friendships I formed there."*

**Paul,**  
**Nanyang Technological University**  
**(NTU), Singapore**

*"Joining Dover Court in Year 8 was a decision that gave me the opportunity to meet new friends, cherish memories and interact with teachers who have shaped me into the person I am today. I still remember how the fear of joining a new school vanished as soon as I met supportive peers with whom I still had the chance to strengthen my friendship. It is said that childhood friendships and relationships tend to be the strongest. With this belief in mind, I move on to the next course in my life, knowing I have been rightly guided."*

*Dover Court is a treasure of knowledge for me and I have cherished every moment spent here. Though I am going to be physically away, I will always carry in my heart, the love and teachings I received here. This community taught us to be persistent and chase the dream and it is our privilege to receive our teachers' guidance for our future."*

**Fathima,**  
**University of Manchester, UK**

# CURRICULUM

Our students have diverse ambitions and aspirations for their futures. To provide a high-quality academic experience that prepares all our students for their future careers, we provide multiple curriculum and subject options.

Dover Court is unique in offering two differentiated routes to life after school, supporting the needs and aspirations of all students in our diverse international community.

Despite their different curricular selections, students across all programmes of study have a shared DCIS experience. All our students will have dedicated Tutor Time, participate in the Creativity, Activity and Services (CAS) experiences, go on trips together, attend career and university visits, participate in Personal, Social, Health, and Economic lessons, and get active through school sports.

The  
International  
Baccalaureate  
*Diploma / Courses*

The BTEC  
Business  
Programme

Tutor Time  
Creativity, Activity,  
Service (CAS)  
Trips and Visits  
Career Guidance  
PSHE  
Sport

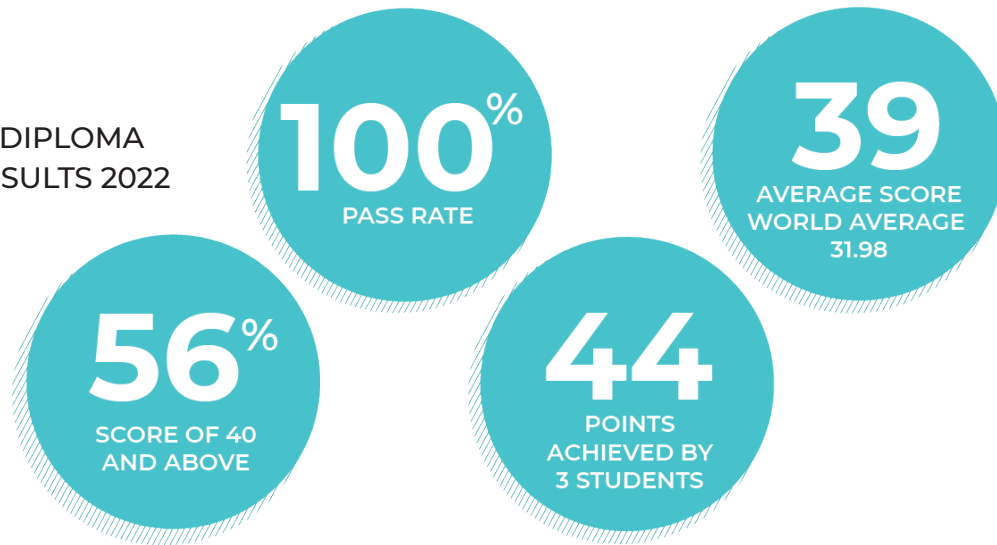


# STUDENT SUCCESS

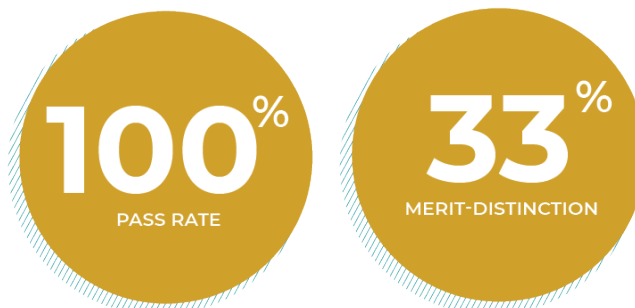
*We aspire to excellence and success for all.*

As an inclusive school, we are especially proud of how our bespoke programme enables all our students to go further than they thought possible.

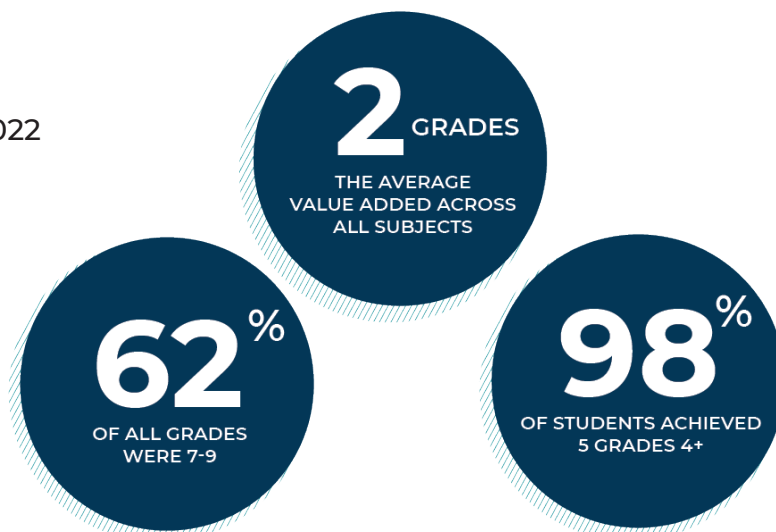
## IB DIPLOMA RESULTS 2022



## BTEC RESULTS 2022

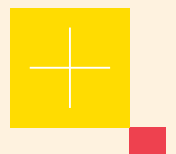
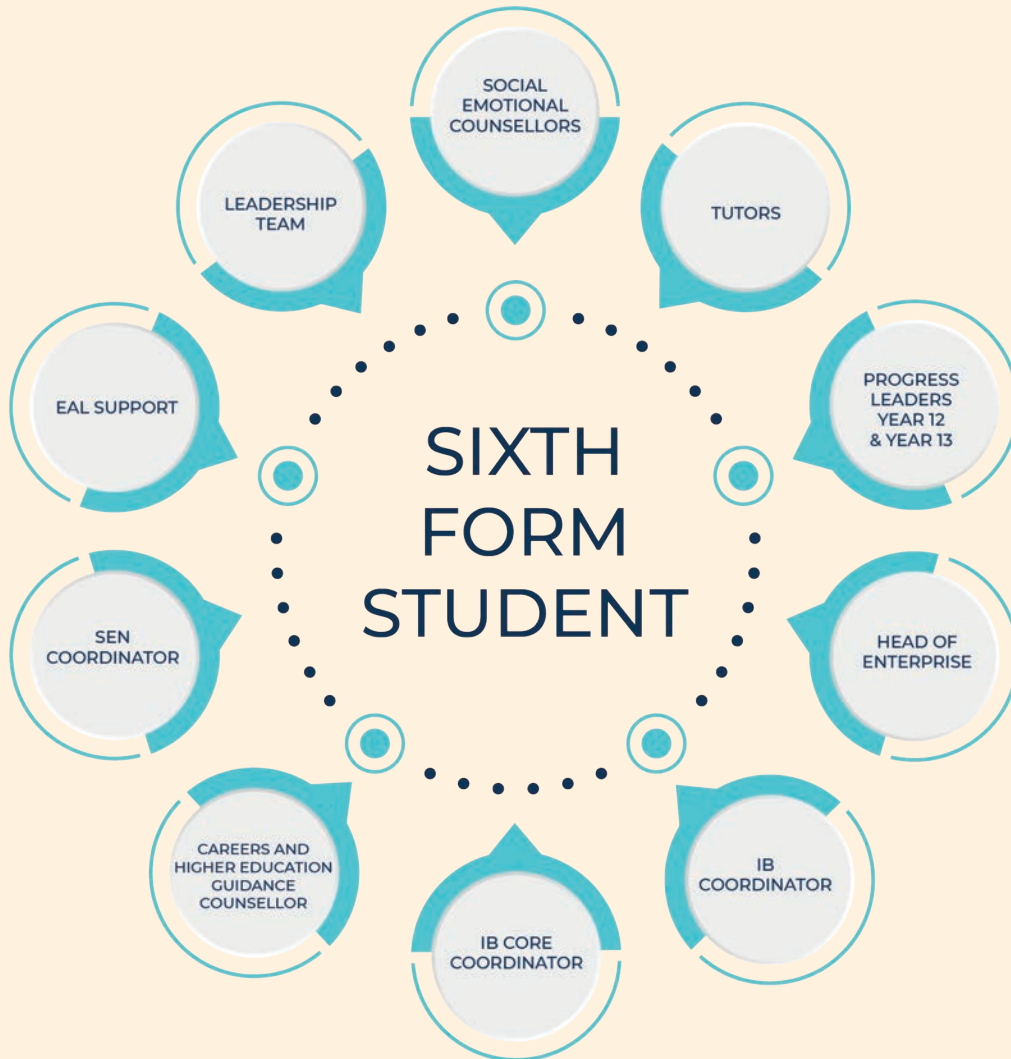


## I/GCSE RESULTS 2022



# STUDENT SUPPORT

At Dover Court, there are many specialised staff on hand to assist students in their development through our Sixth Form programme. We create a strong sense of belonging so that students are able to flourish.



# STUDENT TESTIMONIALS



*"When I first joined Dover Court in Year 9, I was new to Singapore. From the moment I stepped foot into the school, I felt nothing but welcome. In no time my understanding with my teachers grew and my peers helped me fit in and feel accepted. Dover Court had become a second home to me. I still remember Mr Jones greeting us in his History class with the coolest rock music, and Ms Harris, my first form tutor, who helped me realize my strengths and weaknesses. I will always hold onto the memories that we created in school, and I am forever thankful for having met everyone. They definitely taught me one thing or another along the way.*

*All of my teachers in the past two years, throughout my IB journey, have constantly encouraged and supported me to do my best and achieve my full potential. Whilst my academic journey is far from over, I will always look back at my high school days at Dover Court, pleased with the type of person I've become, for which I'll forever be thankful to the Dover Court community!"*

**Aryan,**  
**Hong Kong University of Science and  
 Technology (HKUST), Hong Kong**



*"I still remember when in Year 8, Mr Jury showed us a Philosophy video during form time. At that time I had just come from a non-English speaking country and that was the first time I watched a Crash Course video, since then, a new world had opened in front of me. Through the 6 years in Dover Court, I have met amazing teachers and friends, who have supported me mentally and set examples for what kind of person I want to be. They never hesitated to give me compliments and that really built up my confidence, supported me to reach my dream.*

*Without the care and support of the community, I would never be who I am today. I don't dare to say it is the best version of me, but I am really happy and appreciate what I have in the present."*

**Catherine,**  
**Imperial College London, UK**



# THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME



The IBDP is a broad but challenging programme which provides excellent preparation for university education and life in the real world.

Over the course of the two-year programme, students study six subjects chosen from six subject groups:

- Three subjects are studied at Higher Level (HL)
- Three subjects are studied at Standard Level (SL)
- Plus, three core requirements: Extended Essay (EE) Theory of Knowledge (TOK) Creativity, Activity, Service (CAS).

The IBDP admission requirements are at least six GCSEs (or their equivalent) at grades 9 – 5 (including English and Maths). For Higher Level Maths, students should achieve a GCSE grade 8 or 9. For science, these grades apply to double and triple award science qualifications. Students on single award science or maths will likely find IB sciences and maths challenging to access.

In addition to this, students will also be expected to have demonstrated a large degree of organisation skills and self-motivation as these are key skills required to succeed on the IBDP. Students should obtain the following grades where they have studied the subject previously:

- For HL options, grade 6 or above at GCSE
- For SL options, grade 5 or above at GCSE

## THE INTERNATIONAL BACCALAUREATE (IB) COURSES

The students in the IB courses programme will follow the same IB content as those in the diploma programme, and will be examined in the same way as IBDP students, sitting their final examinations in May of the second year. Students are expected to also meet the requirements of Creativity, Activity and Service (CAS). They can also choose to complete the Extended Essay and Theory Of Knowledge and would receive additional credit for doing so successfully.

The primary differences between the diploma and the courses are in the number of subjects and the admissions requirements. Students studying the IB Courses must choose a minimum of four subjects, as opposed to six in the diploma programme.

The IB Courses admission guidelines are that students must have achieved at least 4 GCSEs (or their equivalent) at grades 9 – 5. For Higher Level Maths, students should achieve a Grade 9/8, and for Standard Level they should attain a minimum of grade 5 at GCSE. For science, these grades apply to double and triple award science qualifications. Students on single award science or maths will likely find IB sciences and maths challenging to access.

Students should obtain:

- For HL options, grade 6 or above at GCSE
- For SL options, grade 5 or above at GCSE



# THE LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we 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.

## 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.

## 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.

# THE IB CORE

The 'core' component of the diploma programme is a significant departure from the more linear and subject-centred format that they will have been used to at key stages 3 and 4.

The aim of the core is to "broaden students' educational experience and challenge them to apply their knowledge and skills" (IBO, 2022). The philosophy at the heart of the core is to cultivate the learners' skill set within the domains of academic research, critical and higher-level thought, and community engagement.

The core comprises three elements, and two of these elements contribute up to three points to students' overall diploma mark. The core, therefore, is a vital component within the IB diploma programme as both an assessment-based component, and one that aids the student to unlock further elements within the subjects they elect to study.





## THEORY OF KNOWLEDGE

It all starts in our local communities. What this means is that ToK is designed to unite the subjects and the disciplines within those subjects, by aiding students to understand how knowledge is arrived at and acquired.



The students examine the commonalities and differences between subjects, methodologies, assumptions, and histories. They also learn how to formulate knowledge questions that can be investigated, and to assess the credibility, appropriateness, accuracy and veracity of claims and evidence. Theory of Knowledge further enhances the critical thinking skills of students enabling them to make sense of a complex world and their role within it.

Students follow a structured curriculum and set of topics, which cohere around what is known as the 'knowledge framework' - a set of questions which create an investigative structure that students can employ to investigate, compare, and contrast knowledge in different subjects. There are also 12 key concepts that the students learn, which help to deepen their understanding of the relationship between knowledge and the world. Every subject has strong links to T.O.K.

Theory of Knowledge is formally assessed through the 'ToK exhibition' and the 'ToK essay'. The former is worth 33% of the final mark, and the latter 67%. The Exhibition is marked internally, and students are invited to exhibit and explore three objects through one of 35 prompt questions, which focuses on how ToK "manifests itself in the world around us." The ToK essay is marked externally, and students respond to a set of six prescribed titles in which they produce a formal, sustained piece of writing that is fully researched and referenced.

*The theory of knowledge (ToK) element provides an opportunity for students to "reflect upon the nature, scope, and limitations of knowledge in the process of knowing." (IBO, 2020).*

## EXTENDED ESSAY

The extended essay (EE) element of the 'core' invites students to



undertake an in-depth study of a focused topic chosen from within one of the subject areas they study in the diploma programme. The EE is intended to promote the kind of academic research and writing skills that students will require undergraduates, and hence the IB core serves as a preparatory 'bridge' between secondary and higher education. Moreover, it develops the kind of key communication, self-management, and reflective skills that are hallmarks of life-long learners. As the IBO notes, "While research skills are fundamental to successful completion [...] it requires students to self-manage by developing organisation and effective skills, including mindfulness, perseverance, resilience, and self-motivation." (IBO, 2017)

Students are assigned an academic supervisor for the duration of the extended essay, which is undertaken over one full calendar year. Students have ongoing progress meetings in which they develop the direction of their research and formally reflect upon the challenges of rigorous academic research.

Students are also given formal teaching in the art of essay and report writing, academic referencing, media literacy, and developing research design. The final submitted essay is no more than 4,000 words, and students are invited to submit a working draft that their supervisor provides feedback. The EE has 5 distinct marking criteria and is worth a potential 34 marks. Taken together, ToK and the extended essay are collectively worth up to a maximum of 3 diploma points.

*The Extended Essay develops the kind of key communication, self-management, and reflective skills that are hallmarks of life-long learning.*



*Nurturing Ambition  
Celebrating Diversity*



## CREATIVITY, ACTIVITY, SERVICE (CAS)

The Creativity, Activity, Service (CAS) invites students to engage in a set of experiences and a project which aid them in building and developing their personal and interpersonal qualities.

*The students become the architects of their own CAS program, and focus upon setting challenges for themselves, which require commitment, planning, community engagement and stimulating their own creative spirit.*



For example, students can engage in 'creativity' projects like organising a community musical performance for charity, or 'activity' projects like organising sports events, and 'service' projects like coordinating mentoring programs for younger students. Throughout the diploma programme students can collaborate on projects and share experiences, which promote growth, community, and collegiality. Students formally reflect upon their experiences and undertake a process of evidence building, which is collated into a CAS portfolio.



# IB SUBJECTS OFFERED

## CORE

- Theory of Knowledge (TOK)
- Creativity, Activity, Service (CAS)
- Extended Essay (EE)

## 1 GROUP 1: LANGUAGE AND LITERATURE

- English Language and Literature

## GROUP 2: LANGUAGE ACQUISITION

- Spanish (ab initio and B)
- French (ab initio only)
- Mandarin (ab initio and B)

*Ab initio* – learning the language from little to no prior experience of it.

*B* – have studied the language formally for 2 years or more.

## 3 GROUP 3: INDIVIDUALS AND SOCIETIES

- Geography
- History
- Psychology
- Digital Society
- Business Management
- Economics
- Environmental Systems & Societies

## GROUP 4: EXPERIMENTAL SCIENCES

- Physics
- Chemistry
- Biology
- Environmental Systems & Societies
- Sports, Exercise & Health Science
- Computer Science



## 5

**GROUP 5:  
MATHEMATICS**

- Mathematics: Analysis and Approach
- Mathematics: Application and Interpretation

## 6

**GROUP 6:  
THE ARTS**

- Visual Arts
- Theatre
- Music

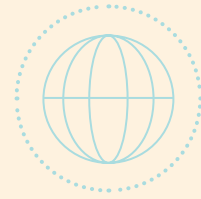
*"When I look back at my time at Dover Court, the main thing that will stand out (other than good friends and memories) is the teachers. They are the true MVPs behind our cohort's good grades. It was visible to us, as students, the uncountable extra hours that all our teachers put into marking our tests and coursework. However, whilst it was their extra work that got us the grades, it was their kindness as more than just teachers that got us through the course. Allowing us to use their classrooms as a fun/safe space at lunch, constantly looking out for us and providing guidance for the future are a few examples of what got us through the challenges of the last 2 years.*

*I'm so thankful for all the opportunities I received at Dover Court because they shaped me as a person and helped prepare me for the next steps in my education. I cannot wait for the next chapter and will carry with me all the good memories made here."*

**Oceane,  
University of Exeter, UK**



# LANGUAGE PLACEMENT



As a school, we have a responsibility to ensure that students are placed in appropriate courses for their language acquisition and proficiency.

The IB Languages Guide states:

“Students enter language acquisition courses with varying degrees of exposure to the target language. It is, therefore, important that students are placed into a course that is most suited to their language development needs and that will provide them with an appropriate academic challenge.

Language ab initio is designed for students with no prior experience in the target language, or for those students with very limited previous exposure. Any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.”

DCIS uses the table below to guide placement of students into the appropriate course. In any instance of doubt over the appropriate course for a student, our languages team provide assessments to help determine the most suitable placement.

## LANGUAGE ACQUISITION COURSE PLACEMENT

<b>Language ab initio</b>	Little to no experience in the language Beginner in the language	Did not study the language in Key Stage 4 (Years 9, 10 and 11)
<b>Language B SL</b>	2-5 years' experience learning the language in a formal (classroom) setting Intermediate language student (understands straightforward texts on common topics; can communicate in a coherent manner and with some detail; can use register and style appropriate to audience and purpose)	Studied for IGCSE at grade 5 or above.
<b>Language B HL</b>	2-5 years learning the language in a formal (classroom) setting Intermediate language user with strong communication skills (understands complex texts related to topics studied; can communicate accurately, clearly and with appropriate detail; can use rhetorical devices and structural elements appropriate to audience and purpose)	Studied for IGCSE at grade 6 or above.



# WHAT IS ACADEMIC INTEGRITY

Academic integrity in the International Baccalaureate (IB) is a principle informed by the attributes of the IB learner profile.

In teaching, learning and assessment, academic integrity serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they have acquired during their studies.

The centrality of academic integrity in the IB programmes enhances the organisation's credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities". At DCIS, our students are held to the highest standards of academic integrity.



# BTEC INTERNATIONAL DIPLOMAS IN BUSINESS

The BTEC International Diplomas offer students a vocational learning opportunity to develop work related skills, as well as broadening their academic understanding of business and contextual application. The courses prepare students for the world of work and/or further education. They provide a challenging option for students who have a keen interest in Business, as well as offering a unique style of learning and assessment, which is coursework based. The BTEC courses are academically rigorous, requiring equivalent level of effort and integrity from students. These courses allow students to develop key skills for further education such as detailed referencing and high-quality research.





## BTEC INTERNATIONAL LEVEL 2 DIPLOMA IN BUSINESS

The Level 2 Diploma qualification is equivalent to four International GCSEs.

The Level 2 course is perfect for students who want to boost their suite of academic qualifications before going into the world of work or continuing education at Level 3. Students complete mandatory and optional units of study including Business Purposes, Business Organisation, Financial Forecasting, Marketing Planning, Starting a Small Business, Communication Skills and Working in Teams, among others. In addition, students follow Information and Communications Technology (ICT), Presentation Skills and Physical Education. Students also have both guided and independent study time where they can complete assignments and homework.

## BTEC INTERNATIONAL DIPLOMA LEVEL 3 IN BUSINESS

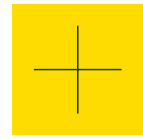
The Level 3 Diploma qualification is equivalent to two A Levels and can either lead to the first step in a career or to University or Polytechnic study.

This programme is best suited to students with a keen interest in Business and for those who enjoy working independently. This course is academically rigorous and requires students to conduct detailed research into key areas of Business, thinking critically about how businesses operate, and making reasoned judgements and recommendations. Students complete core and optional units of study with topics ranging from Planning a Marketing Campaign, Business Decision Making, Event Planning, Human Resources, Financial Statements, Business Purposes, Business Sustainability and the Environment and Branding. In addition, students will access other curriculum areas to develop key employability skills, as well as having independent and guided study periods.





# DECISION MAKING AND GUIDANCE



Personalised guidance to prepare for and support the transition to life after Dover Court.

DCIS students receive regular time with the Careers and Higher Education Guidance Counsellor in group presentations, lunchtime workshops, as well as during one-on-one meetings. The goal of Careers Guidance at Dover Court is to ensure that students not only have all the information they need, based on the options they are exploring, but also that they feel confident in being taught how to research. We work with students and families to explore and investigate diverse opportunities, beyond those they are already familiar with. Our team assist in the creation of transcripts, have dialogue with universities and further education, and connect to our DCIS alumni.

## Year 12

- Regular sessions on differences in international options
- Visits from universities and foundations programmes, locally and internationally
- Invitations to in-person and virtual fairs, based on region, subject choice or level of study
- Meeting with the Guidance Counsellor one-on-one at least once per term
- Guidance Counsellor attends class time once a month for updates and check-ins for the whole class
- Support on summer break planning
- Students work on a dedicated careers and university platform, with customised information to allow them to research programmes based on country and credentials they will have and receive invitations to exclusive virtual visits

## Year 13

- Lunchtime workshops to prepare for university applications together
- Visits from universities and foundations programmes, locally and internationally
- Invitations to in-person and virtual fairs, based on region, subject choice or level of study
- Meeting with the Guidance Counsellor at least once a month and up to once a week
- Guidance Counsellor attends class time twice a month for updates and check ins for the whole class
- Students work on a dedicated careers and university platform, with customised information to allow them to research programmes based on country and credentials they will have and receive invitations to exclusive virtual visits
- Students receive in-depth application help, which includes:
  - University suggestions and list building
  - CV writing and editing support
  - Personal Statement brainstorming and editing
  - Support to collect reference letters
  - Preparation for job and university interviews

Students taking a gap year and/or students attending National Service will still get access to the Guidance Counsellor, having in person or online Teams meetings as necessary





# UNIVERSITY OFFERS

## AUSTRALIA

University of Melbourne  
University of Sydney  
Monash University  
University of New South Wales

## CANADA

Quest University  
University of Alberta  
University of British Columbia

## HONG KONG

Hong Kong University of  
Science and Technology

## IRELAND

University College Cork

## NETHERLANDS

Maastricht University  
The Hague University of Applied Sciences  
Leiden University  
Erasmus University Rotterdam

## NEW ZEALAND

University of Auckland

## UNITED ARAB EMIRATES

Sorbonne University in Abu Dhabi

## SINGAPORE

LASALLE College of the Arts  
Nanyang Technological University  
University of Essex (via Kaplan)  
SIM Global Education

## UNITED KINGDOM

University of Birmingham  
University of Manchester  
Lancaster University  
Durham University  
University of Edinburgh  
University of Exeter  
Imperial College London  
University of Leeds  
University of Warwick

## UNITED STATES OF AMERICA

University of Redlands  
Berklee College of Music  
Boston University  
Hofstra University  
San Francisco University  
Brigham Young University



# THE DOVER DIFFERENCE

## NORD ANGLIA EDUCATION

As part of the NAE group, our students have access to exclusive collaborations with some of the world's leading organisations including the Juilliard School, MIT, and UNICEF. These unique partnerships bring cutting-edge instruction techniques and academic challenges into the learning experience. They also provide DCIS students with an incredible network of more than 70,000 students around the world.



## Juilliard



## MANY PATHS TO SUCCESS

Every student has different learning styles, aspirations, and talents. We aim to craft tailored learning programmes around each student as an individual by providing multiple programmes of study, diverse subject options, and a myriad of personal development opportunities, allowing students to build their own academic journeys.



# COMMUNITY FOR CONFIDENCE

Dover's inclusive community and personalised approach to learning helps students feel safe in their learning environment. This feeling of security not only supports their well-being, but it builds confidence, encourages creativity, and fosters kindness in all our students.



# TRIED AND TESTED

Over its 50-year history, DCIS has built a reputation for providing outstanding teaching, a comprehensive learning experience, and a nurturing environment that celebrates diversity and champions inclusivity to enable every child to go further than they thought possible. Our alumni are spread throughout the world, continuing to share heartfelt stories of their time at DCIS, and how it equipped them for the next stages in their lives.



# CHANGE MAKERS

Student voice, agency and leadership are essential features of our Sixth Form and are fundamental to ensuring DCIS continues to enhance the student experience.

To become the leaders of the future warrants opportunities for students to develop key skills, grow in confidence and make an impact in our communities and beyond.

Working collaboratively with peers to create solutions to real challenges creates thinkers, problem solvers and compassionate active global citizens.

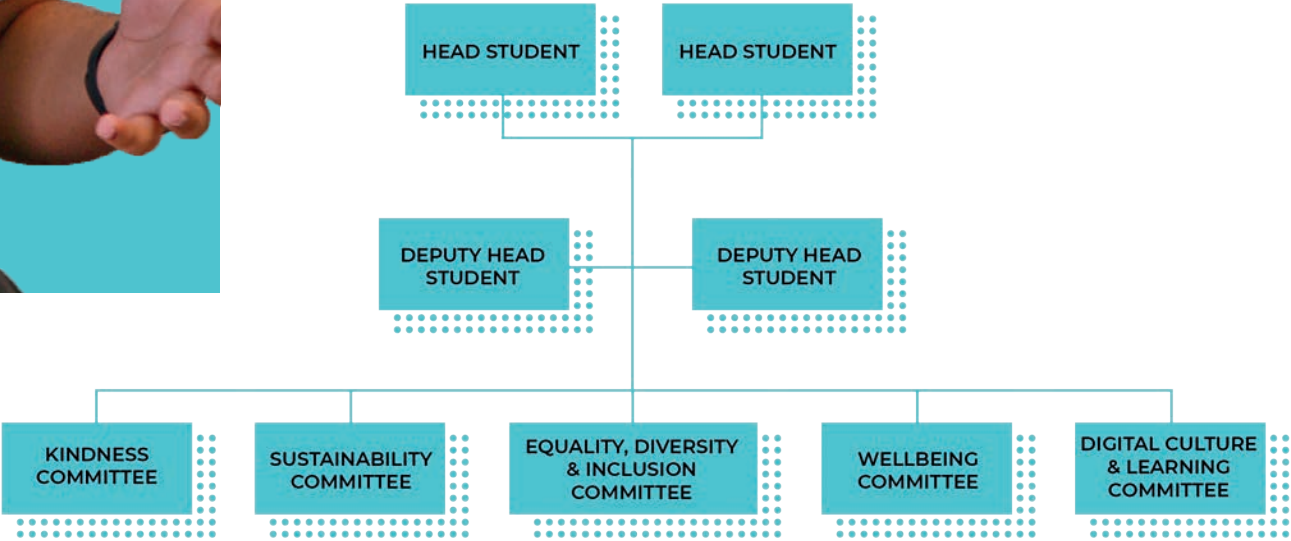
Through Nord Anglia Global Campus, our 'Change Makers' develop their understanding of activism. They can also connect with other young leaders all over the world, focus in on global goals and have the opportunity to apply for social impact grants to really make a difference to both DCIS and the wider community.





We offer a variety of 'Change Maker' opportunities in the Sixth Form, from Head Students to Transition Mentors, from EDI (Equality, Diversity & Inclusion) Committees to Sustainability Committees and from House Leaders to Sports Captains. We want our young people to shape student involvement and leadership here at DCIS and be fantastic role models for others.

If we want young people to change the world, then 'Change Makers' is a great place to start!





### Contact us at:

Dover Court International School  
301 Dover Road, Singapore 139644

[admissions@dovercourt.edu.sg](mailto:admissions@dovercourt.edu.sg)  
[www.dovercourt.edu.sg](http://www.dovercourt.edu.sg)  
**+65 6775 7664**

School Hours: 8.30am-3.00pm  
Office Hours: 7.45am-5.00pm

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Committee for Private Education  
CPE Registration No: 197100313E | Registration Period: 05/07/2019 to 04/07/2023  
The Committee for Private Education (CPE) is part of SkillsFuture Singapore (SSG)

