

# IBELONG

**Welcome to Southbank International  
Lower Seniors School**  
11–15 Years



**Southbank**  
International School

LONDON'S LEADING IB WORLD SCHOOL

# LONDON'S LEADING IB WORLD SCHOOL

Established in 1979, Southbank International School is a welcoming, vibrant school that's focused on academic excellence and developing students who make a positive difference to the world.

We do this by providing a dynamic and exciting International Baccalaureate education for a wide range of 2 to 18-year-olds, who currently come from over 70 countries.

We also place great importance on opening the eyes and minds of our students to the world and all it offers. This includes venturing outside the classroom as much as possible to enjoy and learn from London's unrivalled cultural and historic resources.

As a result, we produce unique young people who think independently, engage confidently with others, and want to give back to communities on a local, national and global level.

We believe this gives our students an excellent platform to go on to a world-leading university and succeed in all aspects of their adult life.

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# WELCOME TO SOUTHBANK

For more than 40 years, Southbank has stood at the forefront of providing a world-class education to children and young people from London’s international community and the UK itself.

At the heart of the school are the programmes of the International Baccalaureate. These are challenging curricula that have been carefully developed to encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

We are immensely proud to have been the first school in London to offer all three main International Baccalaureate programmes: the Primary Years Programme, the Middle Years Programme, and the Diploma Programme. From one small school campus originally situated on the Southbank of the Thames, we have grown significantly, and now have three campuses located around central London. This means at the beginning of our 2023/24 school year, we will welcome over 800 students and families, from over 70 countries, to our school.

This special mix of nationalities, cultures and languages really does create a magical atmosphere and a wonderful sense of community. Existing students are always very welcoming and empathetic to new students, because they often understand what it’s like to start at a new school, or to come to a new city from a different country.

Enter one of our classrooms and I am sure you’ll be impressed by the enthusiasm, confidence and creativity of our students. Thanks to our exceptional teaching staff and the International Baccalaureate curriculum, we help children and young people to become inquisitive learners who love to broaden their minds, always think critically, and do not shy away from challenging assumptions.

Another significant benefit of studying at Southbank is our location in London, one of the greatest cities in the world. It offers an abundance of historic and cultural riches, so as much as possible, our teachers seek opportunities for students to engage in educational experiences outside the classroom.

Certainly, our school prides itself on its academic performance; and we are proud to say that we stand in the top division of schools in the UK, with nearly all our students going on to a first-class university. We also provide a superb programme of extra-curricular activities and sports. These activities give our students a fantastic opportunity to develop existing skills, enjoy new hobbies and carry out work which complements studies in class.

Now in my ninth year at Southbank, I realise the more time I spend with our students, staff and parents, the more I see what a unique and remarkable place our school is. I truly hope this is something you discover for yourself. We offer an education like no other. A perfect foundation for the increasingly complex and demanding world we live in.

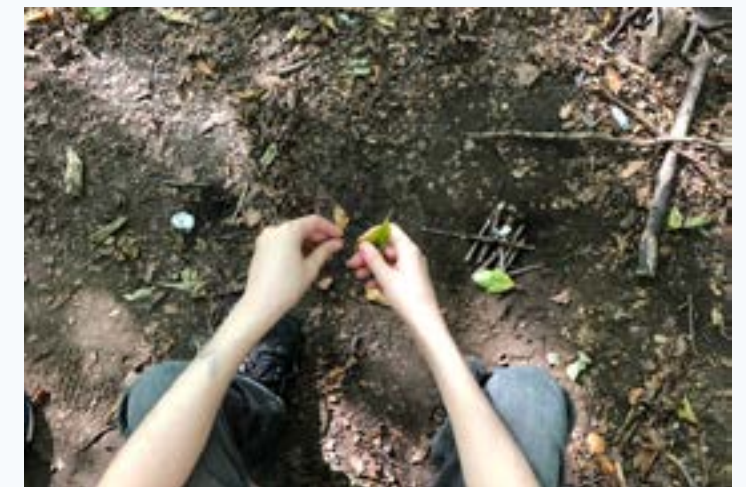
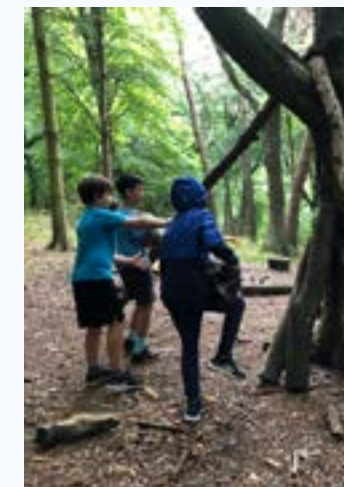
**Siobhan McGrath**  
**Executive Principal**

# DISCOVERY WEEK

One of the first things our MYP students do at the beginning of each school year is take part in Discovery Week. It is a four-day residential trip that helps students and staff to get to know each other and build up a strong sense of community.

Typically, each grade and its staff head off to a separate area of natural beauty in the UK to participate in challenging activities, under the supervision of specialist instructors. Throughout the week, the emphasis is on teamwork, cooperation, initiative, problem solving and decision making.

Recent Discovery Weeks have involved paddle boarding in Jersey, orienteering in Dartmoor, and mountain biking in the Lake District.





# SCHOOL LEADERSHIP

Our senior leadership team at Westminster has been structured to cater for what matters’ in the life of the school, in the context of our Mission and Values, which are largely mirrored in Cognita’s triplet of academic excellence, character development, and global perspective.

Our two Heads of School, Head of Lower Seniors (Grades 6-9) and Head of Upper Seniors (Grades 10-12) allow us to make appropriate distinctions between the campus life of our younger students and that of older students who are closer to graduation and the world of higher education and careers. Our two dedicated Programme Coordinators for the MYP and DP work with the Heads of Faculty to focus on curriculum and assessment development in keeping with IB goals and ensure timely communication for families at critical stages of each programme.



**ANGELA LIU**  
Principal of Southbank Westminster

“Southbank really is unique, in that we have an extremely strong sense of community here. Unlike other schools, where it’s very much us and them in terms of the teachers and students, we are all one here. We are one big international community. Importantly, we understand that students are coming from different countries, from different education systems, all around the world. So we create an environment for them that suits their individual learning style, helps them to excel and feels like a home in which they are safe and cared for.”



**GUILLERMO AFONSO**  
Deputy Principal of Southbank Westminster

“Southbank nourishes a liberal ethos that permeates relationships that are above all human, rather than institutional. We intellectually challenge ourselves and those around us, rather than accepting ideas without making them our own. Southbank imbues an insatiable appetite for embracing and shaping the changes to come, thanks in part to our location, just a short walk from places where paradigm shifts are being designed and activated every day. In the words of one of our students, Southbank provides “a diverse environment where everyone can be themselves”. This space to grow and pursue passions, empowers students to be courageous in setting the highest standards. This excellence is daily modelled by our highly experienced International Baccalaureate educators, who provide top quality awe-inspiring curriculum and learning journeys. Education at Southbank is therefore an all encompassing experience from wellbeing to academics, where student happiness and satisfaction is central.”



**CAROLE LEWTHWAITE**  
Head of School - Lower Seniors G6 to G9

“I have taught at Southbank for many years now and although it has grown and changed, I love the fact that, at its core, it remains the ‘second home’ for our students and staff alike. The mix of cultures and nationalities adds a real richness to the classroom and corridors. The different perspectives held by our community encourage us all to see the world in a myriad of ways and encourages us to question our own way of seeing how life can be. It is a wonderful environment for students to journey through the path of adolescence and all the challenges this brings.”



**ANGELA JOHNSON**  
Middle Years Programme Co-Ordinator

“One of the things that makes our curriculum unique is that it is rooted in real-world contexts. Teachers regularly reflect on how to connect units of inquiry to issues and events of local and global relevance, using London as a Classroom. Concepts, or big ideas, frame the knowledge that students acquire and the skills that they develop; this kind of conceptual learning supports higher order thinking and facilitates transfer to new situations. The MYP emphasises teaching students how to learn: equipping them with skills and habits that will help them develop into successful lifelong learners.”



# CULTURE AND COMMUNITY

We believe that if a student is happy they are much more likely to be successful in everything they do. As a result, we make sure all our students receive tailored care and guidance throughout their time at Southbank so they can flourish both academically and socially.

This exceptional pastoral care starts as soon as a student joins us. We get to know them personally and make sure they settle in well to life at Southbank. Teachers contact parents regularly in the first few weeks to check how their students are finding the transition to Southbank.

All our students also attend Personal, Social, Health and Economic Education (PSHEE) classes once a week throughout the school year. These lessons cover a wide range of topics that give students the opportunity to talk openly about issues affecting their lives and the lives of people around the world.

Our strong programme of assemblies is another way we develop social awareness and an interest in the world that surrounds us. These assemblies provide students and teachers, and sometimes parents, with the opportunity to gather as a community, talk about global issues, current affairs, different religious beliefs and cultures, and celebrate the diversity of our students and their families.

While maintaining a whole-school ethos and connections across grades through various programmes, we ensure that our pastoral care is age-appropriate, and that the sense of belonging to a community is enhanced, through our Lower Seniors (G6-9) and Upper Seniors (G10-12) structure. These smaller communities also make sure that each student's voice is more prominent within the school, by being a member of a particular student body.





# TEACHING AND LEARNING

At Southbank, we have recruited outstanding teachers from around the world who encourage a global perspective and educational adventure.

Our teachers also place great importance on assessing the individual needs of every single student they teach at our school. This helps them to adapt to the learning style of each student, provide tailored personal and academic support, and challenge students appropriately so they continually progress during their education.

Another important element at Southbank which helps our students excel are our small class sizes. Typically, 11–16 students feature in each Lower Seniors class, which is key to optimising the teaching and learning experience. Having a smaller class size also encourages students to speak more confidently and freely, and helps them collaborate more effectively with other students in their class.

On top of this, our students' learning experience at Southbank is enriched by our excellent libraries and IT facilities. Plus, our teachers also make sure that as many lessons as possible make use of the world-leading museums, galleries, theatres and historic buildings that London has to offer.



**BIDITA SADIQ**  
**MYP and DP English teacher, Theory of Knowledge teacher and G12 advisor**

"I teach English language and literature at MYP and IBDP. I am also a Theory of Knowledge (ToK) teacher in Grade 11 and 12. In my opinion, English and ToK are inextricably linked as they both ask, in varying degrees, the question: "How do we know"? This involves exploring context and issues that contribute to the complex and fascinating creation of texts. Teaching my subject at Southbank International School allows my students opportunities to interpret and apply their perspective to reading a variety of texts and, in the process, become engaging, empathetic learners with a genuine interest in language and literature."



**CHRIS PATON-BARNES**  
**Teacher of Design**

"Being an effective problem solver is central to good Design, as well as a key to success in life. I love helping students wrestle with a variety of constraints to creatively ideate solutions to the problems they are facing in an ever changing technological world. Students at Southbank have a strong desire to learn and develop new skills and utilise critical thinking to approach real world obstacles in novel and imaginative ways.

I really enjoy the way Design and Technology combines core principles from other subject areas and applies them to the designed world around them; for many students this provides context and the basis for them to discuss moral, ethical and economic needs of a modern society."



**SAHANA BALASINGHAM**  
**Head of Mathematics**

"At Southbank, collaboration plays a key role in our students' success. Our classrooms buzz with talk as students compare, contrast and critique their strategies. We teach them the skills they need to break down and work through complex problems independently. They learn to find patterns, to make generalisations, to justify their findings when they think they are right, and to find holes in their theories when they think they are wrong. They learn to persevere and tackle challenging problems from different angles and to value the process of learning as much as finding the answer.

Whatever their interests, students have lots of opportunities to tap into their mathematical creativity at Southbank. They learn to appreciate the applications of mathematics in the arts and technology, as well as in more traditional subjects like science and economics. We foster a creative team spirit through a host of competitive and non-competitive events including national and international solo and team competitions."



**JUDY INSKIP**  
**Visual Arts teacher**

"Despite the school having grown considerably over recent years, Southbank's strength is very much its ability to maintain a warm and friendly teaching and learning environment while still maintaining academic rigour.

Southbank is a school which fully endorses the arts. Creative thinking, which is essential for our 21st century learners, is at the heart of the Southbank curriculum school wide. The rich culture of London and all that it has to offer, is a wonderful opportunity to broaden the experience of art students outside the classroom.

Through a range of fine art media, we develop the art-making experience for students, whether it be painting, printmaking or puppet making. Together, we also question and debate art from a range of cultural backgrounds; past and present, thus developing the student's critical thinking skills and knowledge."



# LONDON IS OUR CLASSROOM

Without doubt, London is one of the most amazing cities on earth. At every turn, it offers captivating history, dynamic diversity, world-leading culture and art, glorious green spaces, and much, much more.

As a school, we do all we can to help our students enjoy and learn from all the rich resources available to them in London. This includes organising visits to museums, art galleries, historic buildings, theatres, concerts, student conferences and even nature centres to study wildlife.

Our aim is to nurture individuals who are open to the outside world, love to inquire, challenge and create, and want to make a difference in their adult lives.

## AWESOME PLACES OUR STUDENTS REGULARLY VISIT IN LONDON



### 1 Shakespeare's Globe

A reconstruction of the Elizabethan playhouse where William Shakespeare saw many of his plays performed.

### 2 Natural History Museum

The home to around 80 million life and earth specimens, including dinosaur skeletons and meteorites.

### 3 Kew Gardens

Botanical garden that houses the largest and most diverse collection of plants and fungi in the world.

### 4 British Museum

Dedicated to human history, art and culture, it is one of the largest and most comprehensive museums in the world.

### 5 Roundhouse Theatre

An incredible live performance space that consistently presents a fantastic programme of international artists.

### 6 Science Museum

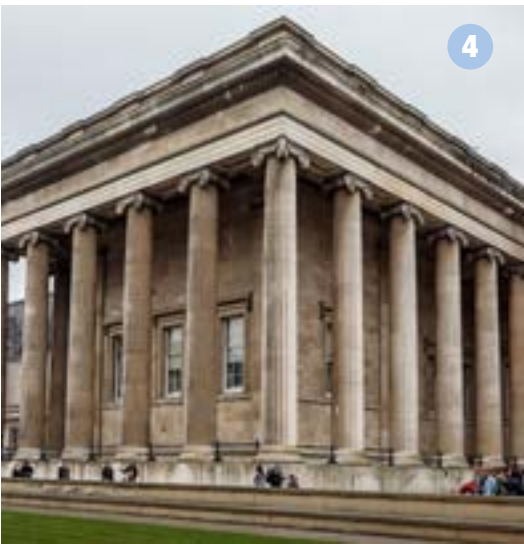
Absorbing museum full of interactive exhibitions, iconic objects and stories about incredible scientific achievement.

### 7 Tate Modern

Britain's national gallery of modern art which regularly presents exhibitions from world-renowned artists.

### 8 Places of worship

These include historic and culturally significant churches, mosques, synagogues, and Hindu and Sikh temples.





# THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) was founded as a progressive non-profit educational foundation in 1968. Initially, it developed a Diploma Programme to help children acquire the necessary skills and knowledge to live, learn and work in a rapidly globalising world.

By 1994, the IB had introduced its Middle Years Programme for students aged between 11 and 16. It then added the Primary Years Programme for children aged 3 to 11 in 1997; and in 2012, it launched its Career-related Programme for students between the ages of 16 to 19.

Today, the IB works with over 4,000 schools in 148 countries and offers its four programmes to over one million students. At Southbank, we're delighted to be one of these schools. Every year, we see how the IB programmes help to develop inquiring, knowledgeable and caring young people.

We also share the International Baccalaureate's overall aim to create a better and more peaceful world through the understanding and respect of different nationalities and cultures.

For further information about the International Baccalaureate, please visit [southbank.org](https://southbank.org) or [ibo.org](https://ibo.org), the official website of the International Baccalaureate.

## HOW IB PROGRAMMES DIFFER FROM OTHER CURRICULA



They encourage students of all ages to think critically and challenge assumptions.



They are developed independently of government and national systems, and incorporate quality practice from research and IB's global community of schools.



They encourage students of all ages to consider both local and global contexts.



They develop multilingual students.



## OUR IB LEARNER PROFILE

Underpinning the whole International Baccalaureate Middle Years Programme at Southbank is our IB learner profile. It describes a broad range of human capacities and responsibilities. Our aim is to develop learners who embody these 10 attributes:

- 1

**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.
- 2

**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.
- 3

**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.
- 4

**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.
- 5

**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.
- 6

**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.
- 7

**Risk taker** – 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.
- 8

**Balanced** – we understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
- 9

**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.
- 10

**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.



# OUR MIDDLE YEARS PROGRAMME

We strongly believe our International Baccalaureate Middle Years Programme (MYP) provides the education students aged between 11 and 16 need at this stage of their life. One that is holistic and engaging, and relevant to the personal, local and global issues that affect and concern them.

Our MYP curriculum also helps students to ask challenging questions, learn how to learn, establish a strong sense of their own identity and culture, and develop their ability to communicate with and understand people from other countries and cultures. Importantly, it also builds upon the knowledge, skills and attitudes acquired through our Primary Years Programme; and it prepares students for the academic challenges of our Diploma Programme.

Overall, our MYP Programme is organised around the rigorous and thorough study of eight traditional subject areas, as well as participation in extra-curricular activities and community work. These eight subject areas are:

- Language and Literature (English or another mother tongue)
- Language Acquisition (French or Spanish)
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design

You can find out more about these subject areas in our subject guides section, which starts on page 22.

## THE COMMUNITY PROJECT FOR GRADE 8 STUDENTS

The Community Project is an important piece of work for students aged 13 and 14 which takes place over a significant period of the school year.

The project gives students an opportunity to understand the needs of various communities and use what they've learnt in class to have a practical, positive impact on people's lives. Importantly, the Community Project develops skills such as decision making, problem solving and effective communication, and helps students to acquire in-depth knowledge of their chosen subject.

## SERVICE AS ACTION

We place a strong emphasis on community and supporting charities through the Service as Action (SA) programme, part of the MYP curriculum, as well as our extra-curricular activities. These help students to gain a better understanding of the needs of others and make a difference in the world.

## MYP GLOBAL CONTEXTS

Another important aspect of our Middle Years Programme is that our teachers deliver the curriculum through the MYP Global Contexts. These contexts help students approach subjects holistically and encourage them to see the links and cross over between different subjects.

### Identities and relationships

- Who am I? Who are we? Students explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

### Orientation in space and time

- What is the meaning of 'where' and 'when'? Students explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

### Personal and cultural expression

- What is the nature and purpose of creative expression? Students explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy

our creativity; our appreciation of the aesthetic.

### Scientific and technical innovation

- How do we understand the worlds in which we live? Students explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

### Globalisation and sustainability

- How is everything connected? Students explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

### Fairness and development

- What are the consequences of our common humanity? Students explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

## ASSESSMENT AND REPORTING

At the end of term one, every student's 'approach to learning' is reported on by each of their teachers, who assess the student's skills, behaviour and attitude in class. Students use this information to make targets for themselves to improve their own learning style and overall achievement in each subject area. Parents also have the opportunity to discuss a student's progress at two parent / student / teacher conferences held during the year.

At the end of each school year, we also provide our students with an IB MYP summative grade for attainment in each of the eight subject areas. These grades range from 7 for excellent / outstanding to 1 for very poor.

In Grade 10, students must submit a mandatory Personal Project (see left) which they work on throughout the final MYP year. This is moderated and assessed by the IB and awarded an attainment grade of 1 to 7.

## OUR SCHOOL DAY

Our school day starts with registration at 8.40 and finishes at 15.30, apart from Wednesdays when the school day finishes at 15.15. Students have a 50 minute lunch break (55 minutes on Wednesdays) at 11.50.

We operate on a two-week timetable. Over the course of two weeks, each lesson meets 5 times. Lessons run for 80 minutes except for Wednesdays when they run for 50 minutes. ECAs take place during lunch and after school.

Our MYP students do not have to wear a school uniform, and no school bells are sounded during the day. This aligns with our liberal ethos and belief that students should be encouraged to be independent and express their individuality.

“Since going to Southbank, I’ve learnt from so many different people. All my friends are from so many different countries. I’ve learnt about their cultures, their backgrounds, and everything about them.”

Cambron, Grade 9 student

# INSIDE AN MYP CLASSROOM

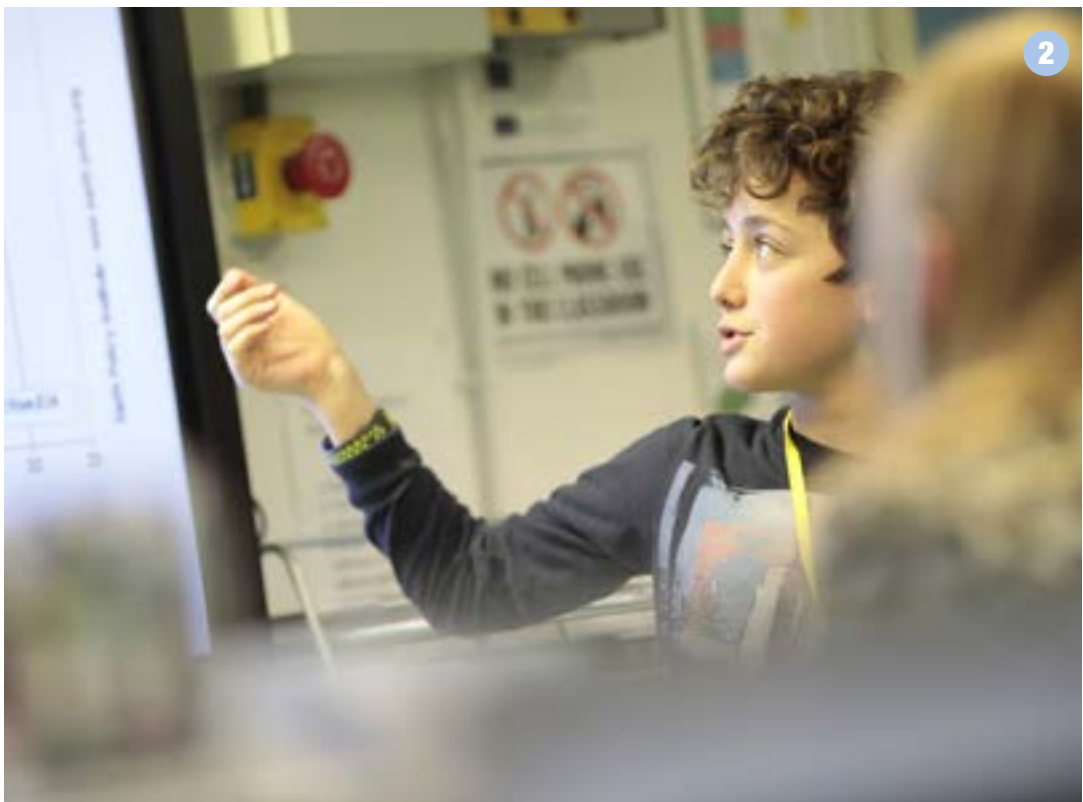
Every one of our classrooms is a genuine melting pot of cultures and languages, which truly helps our students to broaden their minds and see themselves as a global citizen. Our classrooms are also vibrant, stimulating environments that nurture exploration and discovery. Without doubt, this creates independent individuals who are confident and curious learners, ready to fulfil their potential throughout their lives.



“The small class size gives you an opportunity to learn more because the teachers can concentrate on you, and help you out in a personal way.”

Luka, Grade 8 student

- 1 Our one to one digital device programme helps to develop the information literacy and research skills of our MYP students.
- 2 Our MYP curriculum helps to increase the self-esteem of our students so they are confident about sharing their own views.
- 3 We place great importance on our students learning to collaborate effectively and listening carefully to the perspectives of other individuals and groups.



“The teamwork between the teachers and students makes for a fantastic experience for the student and their family.”

Jacqui, parent of an MYP student





# IBELIEVE

THERE'S A BETTER WAY

## MIDDLE YEARS PROGRAMME SUBJECT GUIDES

### LANGUAGE AND LITERATURE

Our Language and Literature course equips students with linguistic, analytical and communicative skills that help them to develop interdisciplinary understanding. Students develop skills in six domains – listening, speaking, reading, writing, viewing and presenting – both independently and with others.

The course also includes a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students also learn how to form opinions, make decisions and engage in ethical reasoning.

### LANGUAGE ACQUISITION (French or Spanish)

This course aims to meet the needs of students of mixed ability and varied backgrounds. Through the study of a new language, students develop the skills which are fundamental to the language learning process: speaking, listening, reading and writing.

The curriculum encourages students' curiosity, interest and enjoyment in a foreign language and provides them with sophisticated communication skills. For the native or near-native student who needs a greater challenge, the course aims to reinforce balanced bilingualism as a long-term goal.

Language and literature are studied and assessed through a variety of oral and written work. Creativity and critical skills are also encouraged. This involves the production of creative writing tasks and longer analytical essays of around 500–1,000 words.

*"I think I've become more mature, more independent, more worldly, and more engaged with learning"*

**Sofia, Grade 8 student**





### INDIVIDUALS AND SOCIETIES

Our Individuals and Societies course incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages students to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognise that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

### SCIENCES

With inquiry at its core, our MYP Sciences course aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. Importantly, its curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Students study an integrated science programme in the Lower Seniors, with more specialised options from Grade 10.



### ARTS

In Grades 6–8, our students separately study Drama, Visual Arts and Music for one term of each academic year. Then, in Grades 9 and 10, they may choose a specialised arts course.

#### Drama

Students gain an understanding of drama and theatre in contemporary society, throughout history and the world. They have the opportunity to extend their own dramatic and presentational skills, as well as develop skills in the sourcing or design and construction of sets, costumes, props, and in the technical areas of lighting and sound production.

As well as developing individual skills, the study of Drama gives students extensive practice at working cooperatively in an ensemble. Because of its interactive nature and its culmination in performance, Drama also helps students develop eloquence in communication and social and physical confidence.

#### Visual Arts

The study of Visual Arts allows students to explore, learn and express themselves visually, orally, kinaesthetically and through writing. Students have opportunities for both independent and cooperative activity. They are encouraged to research, discuss, solve problems and create. As well as developing subject specific skills in each area through the creative cycle of planning, creating and evaluating, students develop their awareness of the arts in contemporary society and in different times and places.

#### Music

Our music course provides students with lots of hands-on opportunities to compose, produce and perform their own work, either can individually or in small groups. This work can involve their use of their voice, instruments or music technology.

The course also helps to build up a strong understanding of musical theory and techniques. This includes students engaging in critical listening and developing a strong awareness of the different cultural, historical and social contexts from which music emerges.



## MATHEMATICS

Our MYP Mathematics course focuses on four branches of mathematical study: number, algebra, geometry and trigonometry, and statistics and probability.

We believe the study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. In line with this, our Mathematics course promotes both

inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside our school.

This course is also tailored to the needs of students and seeks to intrigue and motivate them to want to learn its principles. The curriculum also outlines authentic examples of how mathematics is useful and relevant to the lives of students and encourages them to apply the discipline to new situations.

## PHYSICAL AND HEALTH EDUCATION

Students studying our Physical and Health Education course explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through our Physical and Health Education programme, students

learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

Activities which have previously featured in Physical and Health Education classes include football (soccer), basketball, cross country running, handball, athletics, swimming, volleyball and dance.

## DESIGN

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. As a result, our MYP Design course challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

At the heart of the course are the disciplines of inquiry and problem solving. To support the development of these disciplines, students use the design cycle as a tool. It provides them with the methodology to structure their inquiry and analyse problems; develop feasible solutions; create solutions; and test and evaluate solutions. These solutions could be a model, prototype, product or system created and developed by students.





“The benefits of being located in London, and especially in central London, is that we can have many fantastic field trips.

Our extra-curricular activities also make use of lots of great facilities around London.”

Cansu, Grade 9 student



**IB**ELIEVE  
IN QUESTIONING EVERYTHING



# SPORT AT SOUTHBANK

Southbank offers its MYP students many opportunities to practise and compete in a wide range of sports. We believe this involvement can play a key role in helping them mature physically, emotionally and socially. Participation also gives our students access to a number of excellent sporting facilities in London and inspiring coaches who can improve their skills, leadership qualities and work ethic.

Because we are a member of the International Schools Sports Association (ISSA), we also provide students aged over 14 with the chance to compete in football (soccer), volleyball, basketball and golf tournaments which can take place all over the world. To complement this involvement, we arrange friendly matches against other schools to prepare for these tournaments.

In addition, our annual sports day is always a fun event that brings everyone together and allows students to put on their friendly competition hats for the day.

**Sports our MYP students can participate in**

- Athletics
- Badminton
- Basketball
- Climbing
- Football (soccer)
- Golf
- Softball
- Tennis
- Volleyball

**GO SHARKS!**

Since Southbank's foundation, our students have earned significant individual and team sporting honours as members of the Southbank Sharks.

Recently, this included our boys team winning every single division of the ISSA varsity tennis tournament, and our girls tennis team coming second overall in the same competition.

A number of our MYP students also did well at the Westminster Athletics Championships; and our under 16 boys basketball team won the Westminster Basketball Championship.



# OUR EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are an integral part of life at Southbank. During every school day an MYP student will take part in at least one of these activities.

Extra-curricular activities are an excellent way to extend what students learn in the classroom. They're also fantastic at stimulating intellectual curiosity and encouraging students to take care of their mind and body. All of which helps to develop independent, confident, curious and lifelong learners who go on to fulfil their potential and do great things in their adult life.

After every one of our three school terms, students have the opportunity to change their extra-curricular choices. This is so they can sample as many of our free clubs as possible and mix with a wider range of students. We also encourage students to play a role in leading activities, if they feel happy to do this.



## ACTIVITIES OUR MYP STUDENTS CAN GET INVOLVED IN

Extra-curricular activities are offered before and after school, and during lunch times.

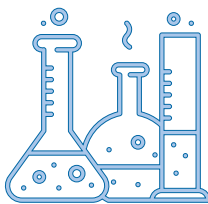


### Music clubs

- Choir
- String orchestra
- Chamber music
- Concert band
- Composition
- Junior strings
- Suzuki violin method
- Percussion
- Guitar ensemble



- ### Games and outdoor activities clubs
- Chess
  - Board games
  - London Exploration Society



- ### Science, technology, engineering and maths clubs
- Science
  - Maths support
  - Astrophysics
  - Robotics
  - First Lego League
  - Biomedical
  - Physics
  - Maths enrichment and competitions



- ### Society clubs
- Creativity, Activity and Service (CAS)
  - Charity fundraising
  - Debating

Please note: the availability of activities may change because demand determines whether it's feasible for the school to provide them.



- ### Arts and culture clubs
- Photography
  - Comedy
  - Writing
  - Spanish film club
  - Drama
  - Yearbook
  - Student newspaper
  - Literary appreciation society



- ### Language clubs
- English support
  - French support
  - Spanish support
  - Beginners Spanish



- ### International clubs
- Model United Nations
  - United States Academic Decathlon
  - World Scholar's Cup
  - Global Issues Network

“The school has the London Exploration Society, where you go out to more obscure places in London. It's very interesting to learn new things in such a well-known city.”  
**Lukas, Grade 9 student**



# COMMUNITY WORK

One of our core aims is to develop caring members of society who make a positive difference to the lives of others. As a result, our MYP students participate each year in our compulsory Service as Action programme. Each individual or group activity that makes up the programme may connect to our MYP curriculum or stand alone as a separate activity.



### WHY IS SERVICE AS ACTION IMPORTANT?

- Provides students with opportunities for helping the school, and local and international communities.
- Helps students apply academic, personal and social skills to improve communities.
- Develops an awareness of how to make a positive difference in the lives of others.
- Encourages responsible citizenship by increasing a student's understanding of the world.
- Allows each student to discover new skills, talents and interests.
- Helps students to develop as leaders who take initiative.

“My children have developed into really happy, inquisitive, hard-working kids, and I really do believe that’s a result of the education they’ve had at Southbank.”

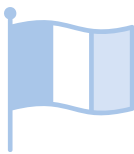
**Jacqui, parent of Southbank students**

# GLOBAL ADVENTURES

We pride ourselves on being a truly international school that exposes our students to the many incredible cultures, languages and societies the world has to offer.

One of the valuable ways we do this is by organising trips abroad which tie in with our students’ academic work and extra-curricular activities. They are exposed to people, places, cuisine, art and culture that they may have not encountered before.

### RECENT TRIPS ABROAD FOR OUR MYP STUDENTS:



#### France

Grade 6 and 7 students travelled to Lille to take a tour of the city and attend several workshops. This included a hands-on lesson at the L'atelier des Chefs cooking school.



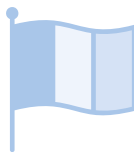
#### Spain

Our string orchestra performed concerts in Barcelona; Grade 7 students travelled to Valencia to learn about Spanish culture; and Grade 8 and 9 students stayed with Spanish families in the south-east city of Cartagena.



#### Poland

As part of their studies on Holocaust literature, Grade 10 students visited Auschwitz and Birkenau concentration camps. They also explored nearby Krakow and visited the Wieliczka salt mine, one of UNESCO's world heritage sites.



#### Belgium

Students in Grade 9 travel to the WW1 battlefields of Northern Europe as part of an interdisciplinary unit between English and Individuals and Societies. They inquire into the impact of conflicts on individuals and communities.

# AFTER THE LOWER SENIORS

Students move to the Upper Seniors for the final year of the MYP. The transition signals the importance of this final year looking ahead not only to the Diploma Programme (DP), but also to Higher Education and Careers.

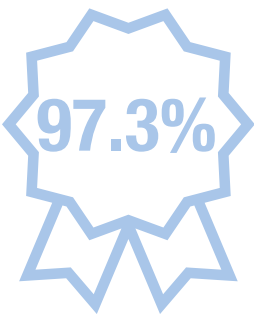
Students begin working with a dedicated Higher Education and Careers (HEC) Counsellor. This includes an extensive online psychometric test that helps Grade 10 students to learn about their natural abilities and personal learning style. Students and their families then receive a written report which students are encouraged to discuss with a school counsellor. This can help them identify subjects they may want to study as part of our IB Diploma Programme and at university.

In addition, we host an annual careers information day for Grade 10 students. This offers them an excellent opportunity to speak to professionals who work in a wide range of industries and sectors, and gather information about careers they may be interested in.



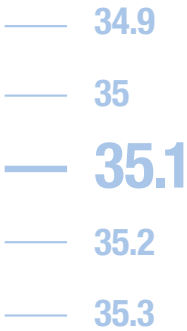
# OUR DIPLOMA PROGRAMME

Many of our MYP students go on to study the IB Diploma Programme at Southbank or another IB world school. It’s a challenging two-year course that helps students grow even further as individuals and offers an excellent gateway into some of the world’s top universities.

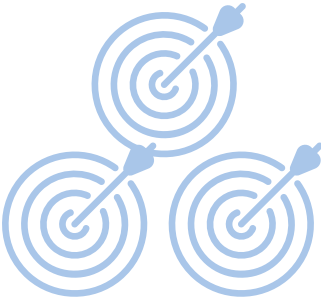


**97.3% PASS RATE**  
Most of Southbank’s Diploma students passed the programme in 2023.

**25.3% BILINGUAL DIPOLMA**  
Nineteen of our students obtained the bilingual Diploma



**35.1 POINTS**  
In 2023, our IB students achieved an overall average score of 35.1.  
  
79% of our cohort achieved above the World average (30.24)  
  
Top UK universities usually make offers to students who score between 32 and 40.



**EXCEPTIONAL SCORES**  
One of our students scored the maximum 45 points.  
  
21% of the cohort obtained 40 points or over.  
  
These exceptional scores were only achieved by very few worldwide students who studied the Diploma Programme.





# IBELIEVE

I'M DESTINED FOR GREAT THINGS

## OUR CAMPUSES

We have three campuses across five sites. These are all situated in some of the most desirable and inspiring areas of London. Visit any of them during the week and we're positive you'll witness outstanding levels of creativity, individuality, collaboration and personal expression.



### PORTLAND PLACE | G6–9 Westminster – Middle Years Programme

63-65 Portland Place, London W1B 1QR

Our Portland Place campus is a splendid Grade II listed building which is attended by students studying our Middle Years Programme.

It features a wealth of excellent facilities, including five science labs, a computer lab, art and music rooms, a small hall / theatre,

and a library containing over 5,000 books which students can access, as well as digital resources, newspapers and journals.

Because of Portland Place's close proximity to Regent's Park, we host a wide range of sports and outdoor activities in the royal park. Nearby, students also have the opportunity to visit famous London locations such as The Wallace Collection museum, The London Palladium theatre and Madame Tussauds.

### DID YOU KNOW?

Our Portland Place address was the home of Frances Hodgson Burnett. She wrote the children's novels *Little Lord Fauntleroy* in 1885 and *The Secret Garden* in 1911.





## CLEVELAND STREET | G10–12

### Westminster – Middle Years Programme and Diploma Programme

377 - 381 Euston Road, London NW1 3AU

Our Cleveland Street campus opened in September 2018 and allows an additional 200 students to benefit from the Southbank experience.

Spread over six floors, Cleveland Street is an inspiring, state-of-the-art learning environment which has been created with input from students and teachers. This process involved the holding of focus groups with students. In these, they provided clear ideas about what would help them learn and develop as individuals.

As a result, Cleveland Street features calming colour schemes and brings nature inside the building through living moss walls and artwork. The new campus also offers students the use of a wide range of different environments, including specialised classrooms, a large common space on the top floor, study and learning pods, and a design technology lab in the basement.



## CONWAY STREET | G10–12

### Westminster – Middle Years Programme and Diploma Programme

17 Conway Street, London W1T 6BN

Our Conway Street campus is a striking, modernised building located very close to Fitzroy Square where our students are able to relax and socialise in a beautiful park area. It is just a few minutes walk from Warren Street and Great Portland Street underground stations. It features a wide range of high-quality facilities including science labs, language suites, and a new gym for students and staff members that has the latest equipment. We're also particularly proud of our Library Resource Centre (LRC) at Conway street. It offers MYP and Diploma students access to over 3,800 books. Students can also access many leading online resources and databases.

Places of interest near to our Conway Street campus include the Grant Museum of Zoology and the Wellcome Collection, a fascinating museum and library that aims to challenge how we think and feel about health.

## KENSINGTON

### Primary Years Programme

36 - 38 Kensington Park Rd, London W11 3BU

Our Kensington campus consists of two adjoining Victorian villas located in the stunning Notting Hill area of London. Facilities include an IT lab, a music room and two sound-proofed practice rooms, a library / media centre, and a hall which is used for many purposes, including lunches, sport, school 'town meetings' and concerts.

Students attending our Kensington campus also have the opportunity to use a dedicated sports centre, which is a 15-minute bus ride away. It features a large sports hall, climbing wall and dance studio. These are perfect for our wide programme of sports and activities for PYP students.



## HAMPSTEAD

### Primary Years Programme

16 Netherhall Gardens, London NW3 5TH

Our Hampstead campus is a purpose-built building located in one of London's leafiest suburbs. Similar to our Kensington campus, it features excellent facilities for literacy, numeracy, music and art. This includes a vibrant library full of learning resources and an IT suite that gives students access to high-performance Mac computers.

We're also particularly proud of our edible courtyard. It offers a quiet space for vegetable and flower growing, as well as birdhouses and a bug hotel. Students also have easy access to the same sports centre that our Kensington students attend. Plus, Hampstead Heath, one of London's largest and most popular open spaces, is very close by.



# IBELIEVE

## IN DOING THINGS DIFFERENTLY

### FURTHER INFORMATION

We hope this prospectus has given you a good insight into what life is like as a Southbank student and why our school offers so much more than an education. However, if you would like to find out more about us, please make use of the following options:

#### Visit our website

You can find further information about our school, campuses and curriculum at [southbank.org](http://southbank.org)


On our website, you will also find details about how to apply for a place at Southbank, as well as an online application portal.


#### Contact us

If you have a question about any aspect of Southbank, please email us at [admissions@southbank.org](mailto:admissions@southbank.org), or call us on +44 (0)20 3890 1969. We're more than happy to help you with any query.

#### Get to know us more

A great way to find out more about life at Southbank is to take a look at our Facebook, Twitter and Instagram pages. Just click on the links below and start to follow us.

 [/southbankinternationalschool](https://www.facebook.com/southbankinternationalschool)

 [/southbankschool](https://twitter.com/southbankschool)

 [/southbankschool](https://www.instagram.com/southbankschool)

# LONDON'S LEADING IB WORLD SCHOOL