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From the Head Teacher

Welcome to St Andrew's International High School. I am immensely proud of what our school has to offer, and I hope that this prospectus gives you a flavour of what makes St Andrew's truly unique. Please contact us or plan a visit to find out more.

Our students hail from over 30 countries and the experience they gain working together enables them to become complete, global citizens. Our outcomes place us as the number one school in Malawi and in the top 60 schools in the whole of Africa. The curriculum we offer is aligned with the UK system; our students sit IGCSE, BTEC Levels 2/3 and A Levels, unique to this region. Last year our students achieved the best scores in Africa across 10 different Edexcel IGCSE and GCE qualifications.

We pride ourselves on the extra-curricular opportunities we offer. In addition to sports, students are encouraged to take part in community projects, the Duke of Edinburgh Award (Bronze, Silver and Gold) and a variety of trips within Malawi and internationally.

St Andrew's teaching staff are predominantly from the UK and Malawi with a wide range of experience working in the international setting. The school's facilities are outstanding: we have a recording studio, dedicated teaching blocks, an IT block, a library and sporting facilities including a large pool, tennis, netball, basketball and squash courts. Approximately 20% of our students are boarders, looked after by a dedicated team of staff, most of whom are permanently resident on the school site.

We hope you enjoy browsing our prospectus and eventually see for yourself how St Andrew's is delivering an outstanding educational experience in this "Warm Heart of Africa".

Kieron Smith, Head Teacher



"Our outcomes place us as the number one school in Malawi and in the top 60 schools in the whole of Africa."



A History of St Andrew's

The early history of the school is open to differing interpretations of exactly how old we are. As the name suggests St Andrew's has Scottish missionary roots, but has evolved to become the truly international, multi-cultural school that it is today.

In the early 1930s the colonial government, in conjunction with The Church of Scotland Mission, built the first St Andrew's school. Located in the mission grounds and originally opened as a primary school for European children, the new educational establishment enrolled its first pupils in May 1938. With many parents living 'up country', a hostel was opened in 1939 in Sunnyside. The school was taken over by the Nyasaland government in 1947, growing to cater for 512 junior children by 1958. By this time Nyasaland had been incorporated into the Central African Federation. Despite rumblings of discontent, 1955 saw the decision by the Federal government to draw up plans to open this country's first ever high school on a site in Nyambadwe.

Even with building work still going on and classes interrupted with the noise of tractors and concrete mixers, the first senior classes started in January 1957. As befits the rather sketchy history of St Andrew's there are no records

to show exactly how many children were among the first batch of Andreans. However, the school certainly flourished at this time with many expatriate parents taking advantage of this new school for older children, rather than sending them off to boarding schools elsewhere in Africa and the wider world. In the first year alone 300 joined St Andrew's with bulldozers flattening the playing field and a science block rapidly going up. The first Headmaster, Mr Doug Eccles, established both the academic quality and the broad range of extra-curricular activities which characterise life for a St Andrew's student. However, in 1957 he noted: "...we cannot afford to relax our efforts if the school tradition we expect, and indeed demand, is to be firmly established."

In 1958 the Federal government divided the various elements of St Andrew's into separate schools, creating St Andrews High School (S.A.H.S.) at Nyambadwe, where the school still stands today.

Despite this historic event (few realise when history is in the making), no official opening ceremony took place. Notwithstanding this, as the original Form 1 pupils progressed through the school, a plethora of others would follow, creating the traditions that Mr. Doug Eccles was so hopeful of. The first Headmaster of the High School was Mr. Bill Owen, working in conjunction with Mr. Hillary Parsons in his first term, taking the reins full-time in 1959.

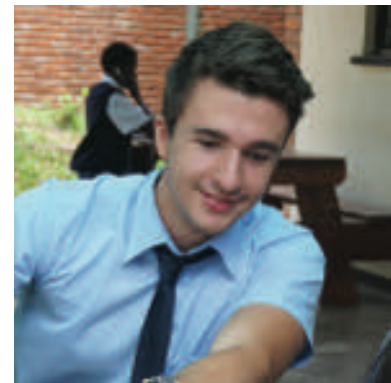
"The first Headmaster, Mr Doug Eccles, established both the academic quality and the broad range of extra curricular activities which characterise life for a St Andrew's student."



Buildings which once housed St Andrew's International High School are now part of Mwaiwathu Hospital (top) and St Andrew's International Primary School (middle).



The entrance to St Andrew's International High School as it looks today.



A St Andrew's Education

We believe that school should be a safe, secure and supportive community where all students are challenged and enabled to reach their full potential. Students are able to discover their talents and passions, allowing them to build a life of success and happiness.

Our active learners participate fully in their education and show initiative, and are supported in developing thoughtful and enquiring minds. Outstanding academic rigour is balanced with an exciting programme of sports and other activities, competitions and clubs that encourage students to diversity their interests and practise their skills. We nurture a sense of responsibility through our Prefects and community charity work, and create cooperative team players through our strong House system. Students leave St Andrew's as accomplished, self-confident individuals who are capable of rising to the challenges of life in the 21st century.



A Typical St Andrew's Day

The school day is much more than what happens in the classroom. The following timetable outlines a range of activities a student could undertake during a typical day to give you a sense of what it's like to be a student at the school.

Morning

6.00 Breakfast is served to boarding students in the dining hall. Day students start to arrive at school.

7.05 The school day starts with registration in House tutor groups. This is an important time for the students to celebrate each other's achievements and take ownership of their progress through school. Once a week there will be a House, Year or school assembly where senior staff talk on important life lessons or current affairs.

7.25 Lessons begin, apart from on Fridays when there is no registration and so lessons start earlier at 7.05.

9.45 After two 70 minute lessons the morning is divided by a half hour break. Many students take this opportunity to socialise or visit the tuck shop.

12.35 The next two 70 minute lessons are concluded with a lunch break. Boarding students are provided with lunch in the dining hall, whilst day students enjoy their packed lunch or purchase

food from the tuck shop. If the student has not selected afternoon activities on this afternoon, this will be the end of their school day. The early academic day has been designed so that the students don't have to work in classrooms when the temperature is at its highest.

Afternoon

13.35 On Mondays and Thursdays there is a wide range of extra curricular clubs for students to enjoy. We have high expectations of our

students and require them to select two hours of extra curricular activities per week, which will help them become well-rounded and accomplished individuals.

These are also the days where our elite sports teams will train for inter-school competitions.

On either a Tuesday or Wednesday the students will stay for their House activities. These sessions are led by House teaching staff and Sixth Formers.

15.35 Afternoon activities

finish for students who have selected activities on this day. **16.00** Drinks and snacks are available for boarding students.

Evening

Frequently, students stay at school and are joined by their parents for an event, production or concert.

5.00 Boarders are supervised during 'first prep' in specially provided IT rooms by staff who are on hand to assist them with homework and revision for exams.

6.00 Dinner in the dining hall is served for boarders.

Thereafter, students may meet and talk, play board games or continue with their academic work.

7.00 For boarders, study time re-commences in 'second prep' for a final hour or until the teacher is satisfied that the student has completed their homework to a good standard. Bed times vary depending on the age of the students.



Student Profiles

Students are the heartbeat of the school and make St Andrew's a warm, welcoming and enriching place of which we are very proud. From the classroom to the sports field, from the stage to the art studio, our students are truly remarkable in so many ways.

Andy Zhu 11C



"St Andrew's has a great learning environment with the teachers always available for extra support. As a boarding student I am easily able to attend additional Mathematics classes on Saturdays with the Head of Department, who also lives on the school campus. Apart from learning in classes, there are also many great opportunities to build on my knowledge in clubs and extra-curricular activities, such as Computer Aided Design where I learn to apply theory to real life contexts. Recently, I gained a Gold award in the

'Senior Mathematics Challenge' and progressed to the elite 'Pink Kangaroo' section of the competition where I gained a merit; this certifies me as one of the best mathematicians in the world for my age. I am currently studying Economics, Mathematics, Further Mathematics, Chemistry and Biology at AS Level, and plan to read Economics at a top university in the UK."

Léoni Paul 12M



"The Art department at St Andrew's has supported and encouraged me throughout

my time here. The curriculum from the start of Year 7 has allowed me to try many different techniques and styles; I have grown both in my ability and appreciation for all forms of beauty, from the delicacy of a butterfly's wing to the power of a clenched fist. Thanks to the wide variety of resources and equipment on offer, I can express myself through a variety of prints, colours and media to a very high standard. I can interpret art work and understand the meaning of pieces in the context of art history and ideological motivators, drawing inspiration for my own pieces. St Andrew's has given me the opportunity to capture beauty, and I am now applying to university to develop my art further."

"St Andrew's has a great learning environment with the teachers always available for extra support."

Chioma Okafor 8M



"St Andrew's is an amazing school for sports due to the extensive facilities and specialist P.E. teachers. As a middle-distance runner, St Andrew's has supported my fitness and training not only in P.E. lessons, but also through afternoon activities and House competitions. External coaches and scouts often come into St Andrew's - this has enabled me to access a wide variety of opportunities and has developed my skills further. The P.E. department organise lots of fixtures and competitions within Malawi and beyond, which has built

up my reputation on an international level. Recently, I was victorious in the 800m at an Under 20 Athletics competition in Zimbabwe, even though I am only 13. My goal is to compete for Malawi in the Olympic Games, a dream I am very close to achieving as this year I am competing in the Under 20 'African Olympics'."

Michael Chigona 9S



"My parents chose St Andrew's because of the multi-cultural environment and strong atmosphere for education. I love being a student here for the same

reasons, and I have a lot of respect for my teachers who always find new and exciting ways to help us learn. Whilst I have a strong passion for Art, my favorite subject is Biology and I am currently top in my year group. We actually use and understand the information we are taught about the amazing natural world around us; recently we made strands of DNA from sweets! When I left primary school I was shy and didn't like to challenge myself, but being a student at St Andrew's has developed my confidence and now I have more friends and interests than I could have ever imagined. I have learnt to get along with people from all over the world, especially being a boarder; I myself was born in Canada and my parents live in Zambia. Our focus on community and charity has made me dedicated to helping the world become a more equal and peaceful place to live. I would like to study Medicine in the future and my education here at St Andrew's, as well as the other experiences I have been given, will allow me to do so."

Pastoral Care

Students are members of a safe, secure and nurturing community where every child is valued and cherished for who they are. The school is a place where students of all abilities and backgrounds can feel a sense of belonging and purpose in their lives.



Students belong to their Form Group and see their Tutor every morning for discussions on culture and current affairs, as well as updates on their progress and celebrations of their achievements. They belong to their Year Group and are well advised by their Head of Year on anything that is important to their development. Once a week they come together in Life Skills tutorials where they learn about options for the future, as well as being educated on important personal and social issues such as drugs awareness, internet safety and politics. Students also belong to their House and compete for the 'House Championship' by raising money for charity and excelling in all areas of academic and extracurricular life. Most importantly, they belong to St Andrew's and enjoy the social education and respect that result from our truly multicultural community.

We recognise that students cannot perform to the best of their abilities if they do not feel secure emotionally, physically, spiritually and



socially. Our aim is to help students overcome any personal challenges which may impede their learning.

Overall responsibility for pastoral care is taken by the Deputy Head Welfare who consults with Heads of Year, Tutors, House Managers and other colleagues to promote the welfare of all students. The pastoral care of our students is facilitated by the Heads of Year who provide support to students and communicate directly with parents. As well as a school nurse, the students have access to a counsellor who can support them with their social and psychological needs. The school also has a Child Protection Officer, responsible for the safeguarding and protection of all students. We adopt a multi-layered approach to pastoral care so that issues can be dealt with quickly and effectively, as and when they arise. No issue from either students or parents is too big or too small for our qualified and experienced team to deal with.



Academic Life

As one of the top 60 international schools in Africa, St Andrew's offers students of all abilities a full and rounded education based on the British curriculum. A proven combination of outstanding staff and excellent facilities ensures students leave the school as strong, confident global citizens.

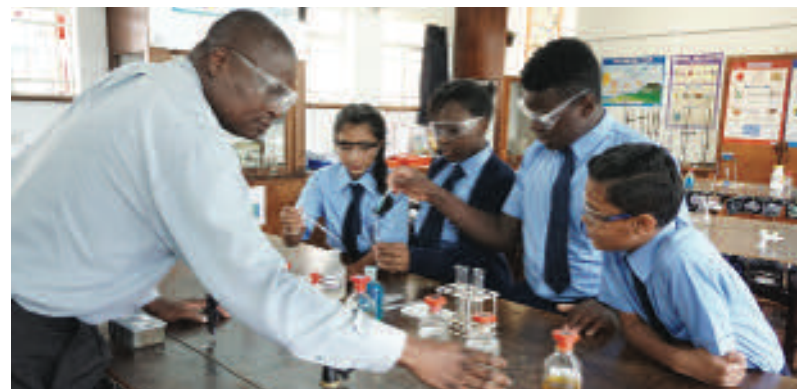
We provide students with a challenging yet supportive environment, enabling them to achieve the academic success of which they might not otherwise have dreamt.

Our focus from Year 7 is to support progression right through to IGCSE and A Level in terms of both skills and knowledge. We prioritise the core areas of Mathematics,

Science and English, whilst also giving students a choice of exciting options including Economics, Psychology, Design Technology and Mandarin.



Students are encouraged to become independent, life-long learners who have a love of academic enquiry. Our students are encouraged to think for themselves, to question and to argue things out via the use of effective and up-to-date teaching methods. We pride ourselves on our experienced, well qualified staff who are subject specialists within their fields. The majority of our teachers have many years of international experience and bring with them outstanding teaching and learning skills. Members of the teaching staff include those who are



educated to doctorate level and others who have written the textbook for their subject.

Small class sizes, well equipped classrooms and personalised guidance allow students to build towards our internationally recognised qualifications. Our excellent facilities, which are continually being developed and upgraded, include fully equipped science labs, a swimming pool and a recently renovated library. We provide extensive IT equipment in all subjects, including interactive whiteboards and tablets. We have five large computer rooms and Apple Mac computers for more specialist design work in music technology and art.

"Students are encouraged to become independent, life-long learners who have a love of academic enquiry."



Sixth Form

Students in the Sixth Form at St Andrew's are proud members of a diverse, vibrant and distinctly cosmopolitan community. Individually-tailored learning programmes prepare students for further study at leading universities around the world and develop the skills required for 21st century employment.

St Andrew's Sixth Form follows an internationally-accredited British curriculum. 25 academic subjects are available, governed by a range of awarding bodies such as CIE, Edexcel, AQA, and BTEC.

Our Extended Learning Programme offers additional qualifications, such as the Extended Project Qualification. Our academic programme also nurtures Gifted & Talented students, as

well as those with additional learning needs. We provide comprehensive pastoral support through the Sixth Form Directors, Tutors and the Life Skills programme.

Study periods, supported by our Study Supervisor, allow for valuable independent consolidation. St Andrew's Sixth Form develops the whole individual; we aim to nurture citizens of the world.

Away from the classroom, we offer a wide variety of enrichment opportunities through House activities, Sixth Form trips and other events. The St Andrew's Sixth Form Diploma provides

learners with an opportunity to develop wider skills, through participation in community service projects and other leadership opportunities. St Andrew's Sixth Formers are leaders within the school, with opportunities to enhance their experience through becoming Prefects, Heads of House and Heads of School.

Our excellent Higher Education programme provides opportunities to access University application systems worldwide, including scholarship guidance and support. St Andrew's students progress to Higher Education institutions in many different countries, including prestigious universities such as Oxford and Cambridge in the UK as well as Harvard and MIT in the US. As a result of our supportive programme, success rates are consistently above the UK average, ensuring that our students remain competitive in the global marketplace.



The House System

belonging to a House community is at the heart of life at St Andrew's. Through a wide range of sporting and cultural events, students contribute with energy, enthusiasm and pride to the earning of points that count towards the annual 'House Championship' competition.

Upon arrival, St Andrew's students are allocated to one of the four Houses - Chiradzulu, Michiru, Ndirande and Soche - which are named after prominent mountain peaks close to Blantyre.

The House system provides a structure for healthy, rewarding and enjoyable sporting and cultural competition amongst students in the school. Houses are internally geared to provide a

secure yet challenging environment in which students are able to develop leadership, teamworking and social skills.

The House system plays an integral role in the provision of pastoral care for our students, increasing student-teacher contact time and fostering co-operation, mentoring and coaching across a wide age range within the student body.



Extra-Curricular Activities

Central to our commitment to a broad-based, holistic education is the St Andrew's extra-curricular programme. Encompassing sporting, cultural and community service components, the programme has long been a pillar of St Andrew's life.



The extensive extra-curricular programme at St Andrew's plays a vital role in the overall development of our students. Furthermore, it prepares them for life beyond school, empowering them to become confident, enthusiastic and positive members of society. The programme provides a huge range of activities catering for the diverse needs of all of our students.



During the course of each year students choose at least one physical, one cultural and one community service activity. Within these categories the variety of options available to students changes regularly. Within the programme students are encouraged to discover and fulfil their

potential; individual and team skills, leadership, creativity and community spirit are all nurtured in a structured but relaxed atmosphere of positive encouragement and constructive modelling. Qualified staff provide top quality coaching and instruction, often with the assistance of carefully-selected Sixth Form mentors.

The programme aims to enhance confidence and self-esteem in our students, encouraging positive engagement and fostering an ethos of enjoyable, meaningful and fulfilling activity. Students are encouraged to challenge themselves and set targets to attain their full potential, individually or as part of a team.

“Within the programme students are encouraged to discover and fulfil their potential.”



The Duke of Edinburgh Award Scheme

The well-established international Duke of Edinburgh Award has a long and rich history at St Andrew's. The scheme echoes the ethos of the school: to nurture the development of young people as individuals, and give them memories that will last a lifetime.

The Duke of Edinburgh (D of E) award is divided into three categories. The Gold Award is aimed at Sixth Form students, whilst the Silver and Bronze Awards are aimed at Year 11 and Year 10 students respectively. Each award requires participants to develop skills in three areas, distinct from their usual lesson subjects. Physical skills are generally demonstrated in sports-related activities;

service skills are developed alongside St Andrew's charitable pursuits; and non-sporting abilities – covering language learning, artistic and musical pursuits – ensure that award winners can demonstrate broad-based development as individuals.

For each award students complete a physically challenging expedition, during which they will camp

as a group and be self sufficient. We are fortunate here in Malawi to have world-class mountains and wilderness areas in which to complete our training and assessment expeditions. For the Bronze Award students are required to complete a two day hiking expedition and camp in a tent for one night. In recent years the Bronze expeditions have visited the Michiru Conservation Area

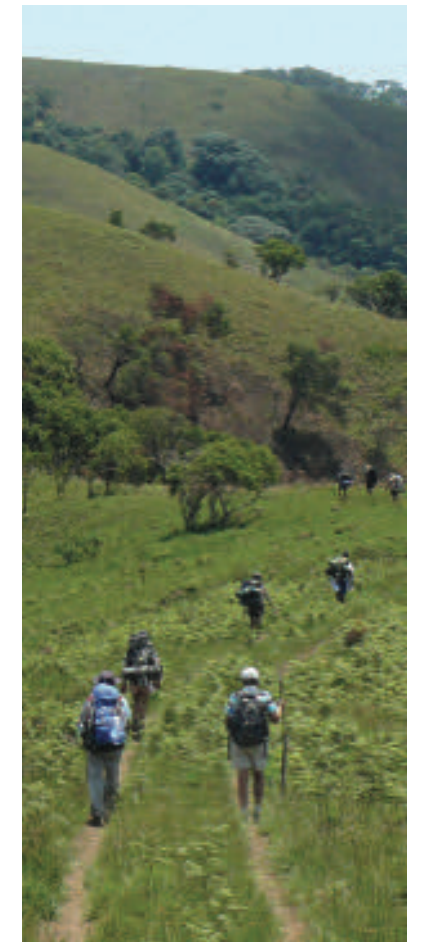


and the Zomba plateau. Silver Award students must complete a three day expedition, camping for two nights. Previous expeditions have included climbing Mt. Mulanje and visiting Lake Malawi to complete a three day kayak trip, whilst the remote Mangochi Forest Reserve also offers considerable potential for expedition groups.

The Gold Award is the most prestigious award. Students are challenged to be self sufficient in a wilderness area for four days and three nights. This has traditionally been undertaken on Mt. Mulanje, but has also been completed in the north of Malawi where students successfully tackled

the Luwawa Wilderness Trail from the Viphya Forest down to the shores of Lake Malawi. A well motivated and responsible group of Gold Award students could plan, prepare for and undertake their own expedition, using one of a number of different possible modes of travel, to any suitable region of their choosing; the opportunities for adventure are boundless!

St Andrew's students have enjoyed great success over the years, earning hundreds of awards across the three award categories. Most recently, Gold D of E Award winners from our school received their awards from a member of the Royal Family at Buckingham Palace in London.



Charity and Community

Recognising the privileged position that St Andrew's holds within Blantyre and the surrounding area, charity and community work is an integral part of the school. Each House contributes to a charity of its choice, reaching out to those less fortunate and in need.

Chiradzulu House has selected the neighbouring *Nyambadwe Primary School* as its chosen charity. The school is in urgent need, particularly with regards to its infrastructure and resources. Students have done a fantastic job raising funds to address these issues.

Michiru House supports *Malawi Against Physical Disabilities (MAP)* as its chosen charity. Fundraising events have included 'The World Smile Day' and 'Junior Movie Night', raising money to

purchase paint to make the environment at *MAP* more colourful and welcoming to their patients.

Ndirande House's chosen charity is *Step Kids Awareness (STEKA)*, a home for orphaned kids in Blantyre. Ndirande hosted a fundraising Valentines Ball. Students also visit *STEKA* once a week and spend time with the kids there, tutoring them in Mathematics and English.

Soche House supports *The Samaritan Trust*, which was set

up to promote the protection and welfare of street children in Blantyre. Soche conduct a variety of publicity and fundraising activities around the school, including a popular funfair.

In addition, from 2015, St Andrew's has supported a single 'whole-school' charity. Recently, staff and students nominated *Alex's Medical and Educational Clinic in Africa (AMECA)*. This charity is committed to healthcare delivery, training and education in sub-Saharan



African countries, through sustainable initiatives. Being located in a remote area in the outskirts of Blantyre, one of the biggest challenges that they face is the lack of transportation for its patients. St Andrew's aimed to raise enough funds to purchase an ambulance for the clinic. All four Houses worked together to raise funds, including organizing and participating in a sponsored walk.



Our school mission is to help students become ethically and morally responsible global citizens, able to make a positive change in the world and respond to the needs of others. Many of our students are passionate members of global charities and activist groups. As part of *Amnesty International* students regularly raise awareness of important human rights issues. Recently students have been campaigning for gender equality and women's rights, highlighting the things we can do to make a real difference.



Boarding

Given all that St Andrew's has to offer it is not surprising that students join our community from all over the world. A home away from home, our vibrant community of boarders provides a friendly and nurturing environment for students to focus on their studies and thrive.

We encourage supportive and familial relationships between staff and students and aim to develop autonomy, sound decision making and productive peer relationships between all age groups. Students are encouraged to return home to spend time with their families during school breaks.

In St Andrew's boarding we currently house almost 100 students in separate male and female boarding hostels.

Accommodation comprises of study bedrooms for all students in Year 9 and upwards, and subdivided dormitory space for students in Year 7 and 8.

For a boarder, the school day has the added structure of regular meal times, supervised prep times, and time dedicated to relaxation. Senior boarders take an active role in supporting juniors and ensuring the smooth running of activities within the hostel;

we actively encourage the 'hands-on' involvement of students.

Outstanding facilities within the boarding hostels include table tennis, gym equipment, satellite TV, a Playstation and two fully equipped ICT rooms with wifi access. Boarders also have use of tennis and squash courts, the school gym, swimming pool and sports fields.

We are constantly improving boarding facilities and we hope parents and boarders will note positive changes occurring. Recently we have refurbished the junior boys' accomodation and have been renewing furniture, lighting and flooring in other boarding areas.

We are proud of the boarding community and in particular of the contribution that boarders make to the life of the school. You will find

boarders at the heart of every school sports team, music and drama production. We have some phenomenally gifted young men and women in our

care and we endeavour to support and encourage them in all areas of their education.



Life After St Andrew's

By offering British qualifications our students can apply to any university in the world or aim to be accepted by sector-leading companies for apprenticeships. As well-rounded, independent life-long learners, they will confidently take with them personal skills, experiences and memories to last a lifetime.

Tom van Oosterhout, Year 12



"I achieved six A* and four A grades at IGCSE, including the highest mark in Africa for Physical Education. I am now studying Economics, Mathematics, History and Biology at A Level. I would like to read for a Bachelor's degree in Economics at Erasmus University College in Rotterdam, one of the most prestigious universities in the Netherlands, followed by a Master's degree in Economics in London or Prague. I have been very well supported by my teachers at St Andrew's, and the school has certainly provided me with an excellent platform to go on and make a difference in the world."

Yashodhara Dikshit, Year 13



"I am currently studying A Level Economics, Mathematics and Biology at St Andrew's. Supported by some amazing teachers, I have dedicated myself to my academic studies during my time at school and am hoping to get strong A* and A grades in my final exams. For next year I have secured a place to read for a BSc Management degree at the London School of Economics, one of the most prestigious universities of its kind in the world. Along with lots of hard work, I have completed plenty of work experience, including a long internship with a regional bank in Malawi."

Lurein Perera, Year 12



"I am currently studying A Level Economics, Mathematics, History, Biology and Chemistry; I have my sights set on reading Economics & Political Science at a leading international university. I want to better understand the complexities of the world economy, and aspire to hold a prominent position within the United Nations. St Andrew's has nurtured and developed me into the person that I am today. The resources that the school provides, along with the dedication of my teachers, have been pivotal to my academic achievements."

Sanjana Katoch, Year 13



"I am studying BTEC Travel & Tourism, A Level Business Studies and A Level Information Technology. Next year I am moving to New York, USA, to study for a five-year Bachelor of Business Administration degree in Hospitality & Tourism Management at Pace University. It was always my dream to be accepted into a good university in a vibrant, multi-cultural city like New York. I was guided through the university application process by my Form Tutor and secured a competitive scholarship package that means I can afford to make my dream come true."

Chris Hammond, Year 12



"In my IGCSEs I achieved the highest mark in Music in Africa, and also achieved a Gold award in the UK Mathematics Challenge. I am now predicted A grades in A Level Mathematics, Physics, Chemistry, Music Technology and Art. My hard work across a range of different subjects has allowed me to keep my university and career options open; however, I see myself studying for a degree in Engineering at a top university in Australia. The teachers at St Andrew's have inspired me in so many ways, and the school has given me numerous opportunities, such as the Gold D of E award."

Alden Bobby, Year 12



"My aspiration is to study Mechanical Engineering at a top university in South Africa or the USA. At IGCSE I achieved the highest grade in Africa for two subjects: Resistant Materials Technology and ICT. I have continued these two subjects at A Level, along with Physics and Mathematics, and am predicted mostly A grades. During my time here my teachers have helped me to develop the essential skills relevant for my future, both in academic study and other areas of school life. Roles such as School Prefect have developed my organisation and leadership skills."



Admissions

An application pack can be collected from the school containing parent information and an application form; alternatively, you can apply by downloading our forms from the school website.

Prospective parents meet with the Deputy Head Welfare who will discuss the application and identify the necessary documentation from previous schools. Parents pay a non-refundable deposit at this stage to the School Admissions Officer.

Once the new student has been formally accepted, he or she will meet the Head Teacher on the first day and then be introduced to his or her tutor. During the first few weeks, another student will be assigned to support him or her to settle into life at St Andrew's.

Join The Boarding Family

Complete a boarding application at the same time as the standard application is submitted; this is also available from the school website. An additional meeting with the Head of Boarding will take place to arrange suitable accommodation and to outline the boarding routines, procedures and rules. A student will normally move into boarding prior to starting school. On the first day, he or she will be met by the Head of Boarding, provided with a room and welcome information and assigned a boarding parent who will be responsible for their pastoral care.

Year 7 Admissions

Most of our students come from four main feeder schools but every year we welcome students into boarding who are based elsewhere. If your son or daughter is already in primary school in Blantyre, Malawi, please complete the application form that is sent to the schools in February. This form should be returned to Saint Andrews International High School with the registration fee. You will also receive a Parents' Handbook and information on the current fees with the application form. If you are applying from outside Blantyre, or internationally, then please complete the online application form. Applications are accepted into any year group at any time of the year.

The Head of Year 7 will establish a link to find out more about your child. If you are unfamiliar with Saint Andrews International High School or wish to discuss individual matters concerning your child's transition to secondary education, please do not hesitate to make an appointment to see us or arrange a Skype discussion.

Sixth Form Admissions

At St. Andrew's we recognise that students have a broad range of skills, this is the reason why we try to have as wide a range of subject options as possible for our Sixth Form students to choose from.

In Year 12, students are required to have four subject choices.
Entry routes for Year 12:

1. For a pure AS Level course, entrants will need to pass 6 IGCSEs/GCSEs (inc English Language and Maths) at C grade or higher.
2. For a BTEC / AS Level combination, entrants will need to pass 5 IGCSEs/GCSEs (inc English Language and Maths) at C grade or higher.

For external students, the best starting point for Sixth Form entry is to attend our annual Sixth Form induction evening towards the end of Term 2 where the entry process will be explained in more detail and a copy of the Sixth Form handbook will be made available. Prospective students can then make their AS Level/BTEC choices and be put into our entry system, with a place confirmed after the publication of IGCSE/GCSE results in August.

Should an external student be unable to attend this induction evening, then they should contact the school to ensure their subject choices are possible and that a provisional place can be confirmed. External students will also need to complete the standard registration process to enter the school, as well as producing a copy of their last school report or a reference from their last school and a copy of their statement of IGCSE/GCSE results or equivalent.

For both external and internal students, the Director of Sixth Form will be available on school site from mid-August to confirm places and hold meetings to resolve any options difficulties. Applications for scholarships will also take place after the publication of IGCSE/GCSE results. Details of how to apply for a Sixth Form scholarship can be obtained from the Head Teacher.

Entry into Year 13 is based on AS Level and/or BTEC results. The minimum requirement for entry into Year 13 is for a student to pass the subjects they wish to proceed with at a D grade or higher at AS Level or a Pass grade in BTEC.

External candidates for Year 13 is uncommon, but if a prospective student is able to show they have made these entry requirements and that their subject combinations can be accommodated in our Year 13 option blocks, then entry will be considered through the usual admission process.

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Malawi is known as 'The Warm Heart of Africa' for good reason. Since gaining independence in 1964 Malawi has enjoyed relative peace and stability, both politically and socially. A majority Christian population live harmoniously alongside a significant number of Muslims and other religious groups, a diversity reflected in the multi-cultural nature of our school. English is widely spoken as a second, if not first, language. Blantyre enjoys a pleasant climate, noticeably more temperate than its tropical continental location might suggest, as the altitude of around 1,000m ensures that temperatures generally range 19°C to 26°C. The physical geography of Malawi is diverse, offering a variety of lakes, mountains, forests and open grasslands for our students to explore. A number of premier tourist at-

tractions are all easily accessible from Blantyre and include beautiful Lake Malawi, the Zomba plateau and the imposing Mulanje Massif.

Blantyre is located in southern Malawi, a 360km drive south of the capital Lilongwe. Blantyre is connected by well-surfaced roads to neighbouring Zambia (500km), Mozambique (100km), and Zimbabwe



(370km via the Tete Corridor), with a number of coach operators providing regular services between the main cities in these countries and onwards to South Africa. Blantyre is well serviced by regular international flights into and out of Chileka International Airport which is only 16km away from the school. Major international airlines allow for connections across the globe, including South African Airways and Ethiopian Airlines. There is also an international airport in Lilongwe.

The St Andrew's campus lies 3km north east of the centre of Blantyre in the leafy suburb of Nyambadwe; the main entrance is at the end of Brereton Drive, off the main Chileka Road. If you would like detailed travel instructions or advice, please contact us.

Notes

