



Stamford American
INTERNATIONAL SCHOOL



SECONDARY SCHOOL

With choice comes great opportunities

GRADE 6 TO GRADE 12

INTRODUCTION

LIFE IS ABOUT MAKING CHOICES

At Stamford American International School, students take charge of their education, shaping their academic journey around their ambitions and aspirations. With a strong foundation and the freedom to explore, every student is empowered to succeed on the path they choose.

From Grades 6 to 10, students engage in the IB Middle Years Programme (MYP), developing critical thinking, adaptability, and independent learning. As they transition to Grades 11 and 12, they can personalize their learning experience through two distinct graduation pathways: the academically rigorous IB Diploma Programme (IB DP) or an individualized route that blends IB DP courses, Advanced Placement (AP), BTEC, and Stamford American Courses – all leading to a U.S. accredited High School Diploma.

This flexibility ensures that Stamford American students graduate as well-rounded, confident individuals – ready to excel at top universities, pursue meaningful careers, and make a lasting impact on the world.

This is the Stamford American advantage!

Why choose Stamford American?

More course choices, for a completely tailored curriculum



Strong, positive relationships between students, parents and the school



Extensive college counseling from Grade 9, providing a personalized four-year plan to guide students to their best-fit university



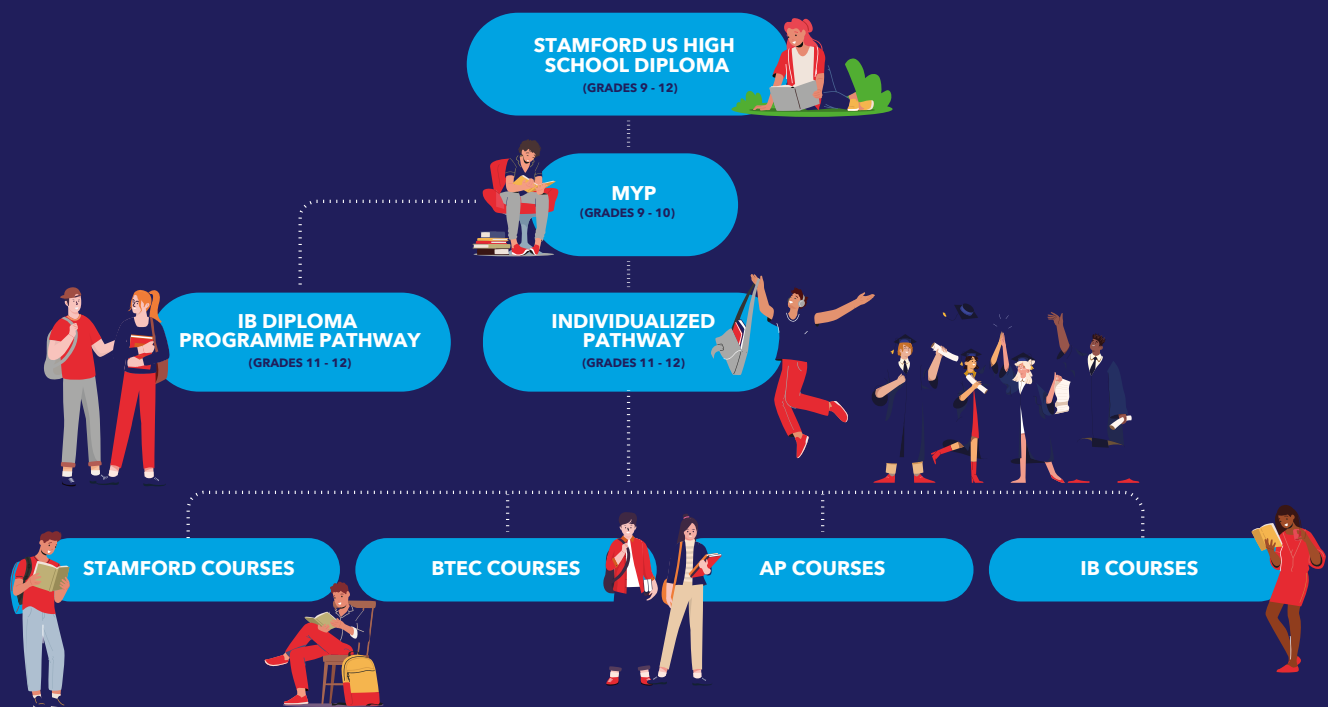
MULTIPLE PATHWAYS TO SUCCESS

Education at Stamford American International School is tailored to each student's unique strengths, interests, and goals. We recognize that no two learners are the same, which is why we offer a flexible and personalized approach that supports both academic and personal growth.

In Middle School (Grades 6 to 10), students build a strong foundation through the IB Middle Years Programme, (MYP), complemented by American standards, which emphasizes inquiry-based learning, creativity, and problem-solving.

For High School (Grades 11 and 12), students select a pathway that aligns with their ambitions, interests, and abilities. The IB Diploma Programme (IB DP) provides a comprehensive and globally recognized curriculum designed for university-bound students. Alternatively, the Individualized Pathway offers a blend of IB, AP, BTEC, and Stamford American Courses, allowing students a more tailored or focused program to support their journey to university, career, or another direction.

Regardless of their chosen path, all students graduate with a U.S.-accredited High School Diploma, ensuring they are prepared for university, careers, and the evolving global landscape.





WELCOME FROM OUR MIDDLE SCHOOL PRINCIPAL

We are thrilled that you are interested in the Middle School at Stamford American International School.

Our core focus is the whole child. We know that intentionally caring for a student's social-emotional well-being while simultaneously pushing for academic growth leads to profound success in both areas. We are a diverse, vibrant learning community with students from all over the world. This rich tapestry helps our students foster a deep sense of belonging, develop a genuine appreciation for other cultures, and strengthen their own cultural identity in the process.

Middle school is a unique time of transition and discovery. We aim to help our students find their passions, understand their identity, and cultivate their individual strengths. To support this, we offer a wide array of programs and co-curricular activities, ensuring every student finds a pathway that resonates with them.

This care is anchored by our robust Advisory Program, which focuses specifically on social-emotional learning. While we are a large and dynamic school, we intentionally place each student into a dedicated advisory group with a consistent teacher. This ensures that every child feels safe, seen, and connected from day one. These vital connections are further cemented during our annual, week-long Field Studies trips, where students and their advisors learn and grow together outside the classroom walls.

As an international school, global engagement and international-mindedness are woven into the fabric of our academic and extracurricular programs. Our curriculum is built upon rigorous U.S. content standards delivered through the IB Middle Years Programme (MYP) framework. This ensures that essential knowledge and skills are framed within deeper, universal concepts, inspiring our students to take meaningful action as a result of their learning.

We constantly strive to ensure our Middle School is an energized, joyful place where learning is celebrated and every student receives the care they deserve. Backed by a phenomenal team of teachers, specialists, support faculty and a rich program, we are ready to foster the interests of every child.

We look forward to welcoming you and your family into our warm, happy, and energetic community.

Kustave Heino
Middle School Principal



WELCOME FROM OUR HIGH SCHOOL PRINCIPAL

It's our pleasure to welcome you to the High School at Stamford American International School: A community where students are known, challenged, and supported as they grow into who they want to become.

High School is a time of extraordinary growth. It's when young people begin to truly find their voice, their identity, and their purpose. At Stamford American, we embrace that journey with care, curiosity, and ambition. Our program is designed to meet each student where they are, and help them build a future that's uniquely theirs.

Through our diverse pathways, we'll help them find their own journey, and thrive. Academic rigor matters here, and so does joy. So does choice. So does character.

You'll see that learning at Stamford American happens everywhere: in classrooms and labs, on stage, on the field, in Singapore and around the world. Our students lead, perform, serve, and create. They ask big questions and tackle real-world challenges. And they do it all with the support of passionate educators who care deeply, not just about results, but about relationships.

More than anything, we want our students to leave High School with the courage to lead, the compassion to connect, and the confidence to take their next step. That might be a place at one of the world's top universities. It might be setting up a bold entrepreneurial idea. It might be a gap year, a global cause, or a dream they've only just discovered.

Whatever their path, we're here to help launch it. And we can't wait to get started.

Courtney Malone
High School Principal

GRADE 6 TO GRADE 10

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

The International Baccalaureate Middle Years Programme (IB MYP) is a holistic course of study designed to meet the educational needs of students in Grades 6 - 10 (ages 11 to 16). It provides a framework for learning that emphasizes intellectual challenges and encourages connections between traditional subjects and the real world.

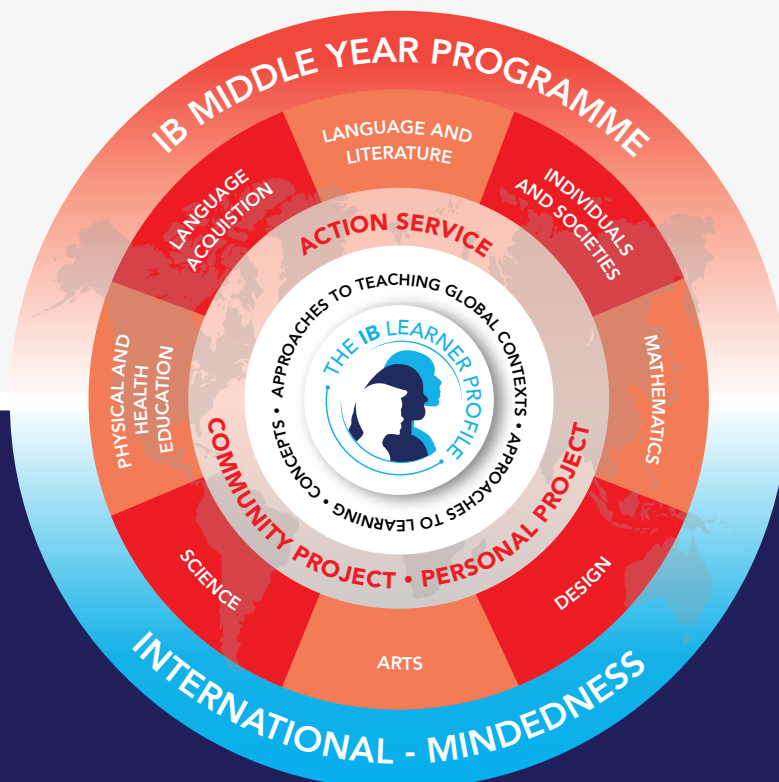
The MYP focuses on “learning how to learn” through the systematic development of Approaches to Learning (ATL) skills for improved communication, collaboration, organization, self-management, reflection, research, information literacy, media literacy, creative and critical thinking and transfer of learning.

The required subjects of study include:

- Language and Literature (English, Mandarin, Spanish, Korean, Japanese)
- Mathematics
- Science
- Individuals and Societies
- Language Acquisition (English, Mandarin, Spanish, Korean, Japanese)
- Arts
- Design
- Physical and Health Education

Learning framework

At Stamford American, MYP students study eight subject groups integrated through six Global Contexts that provide a framework for learning within and across the subjects. Emphasis is on the fluidity of the curricular framework and the interrelatedness of subjects, ensuring it is aligned with and builds on American curriculum standards.



Approaches To Learning

The focus of Approaches to Learning (ATL) in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups, and prepare them for further success in the IB Diploma Programme or Individualized Pathway.

THE 5 ATL SKILLS CATEGORIES ARE:

THINKING SKILLS	COMMUNICATION SKILLS	SOCIAL SKILLS
▶ Critical thinking ▶ Creativity ▶ Innovation transfer	▶ Effective communication	▶ Collaboration
SELF-MANAGEMENT SKILLS	RESEARCH SKILLS	
▶ Organization ▶ Affective skills ▶ Reflection	▶ Information literacy ▶ Media literacy	

Service Learning

To complement course work and support student holistic development, students must also complete service learning requirements each year of secondary school.

Assessment

At Stamford American, we believe that assessment is a vital part of the teaching and learning process. When planning assessments, teachers understand that students think and behave differently. Therefore, a variety of students are involved in the assessment process and are empowered to view assessment as a vehicle for describing and improving their learning.

“Throughout my time at Stamford American, I actively pursued opportunities to engage with others through sports, musicals, and clubs. I participated in multiple sports teams, acquiring valuable lessons in cooperation, discipline, and perseverance. These qualities have effectively prepared me for my upcoming graduation and my future endeavors. I believe that Stamford American has become an important part of my academic life and that the memories I have with friends and teachers will stay with me in college.”

Charlotte Aninditta, Class of 2023 graduate



GRADE 11 & GRADE 12

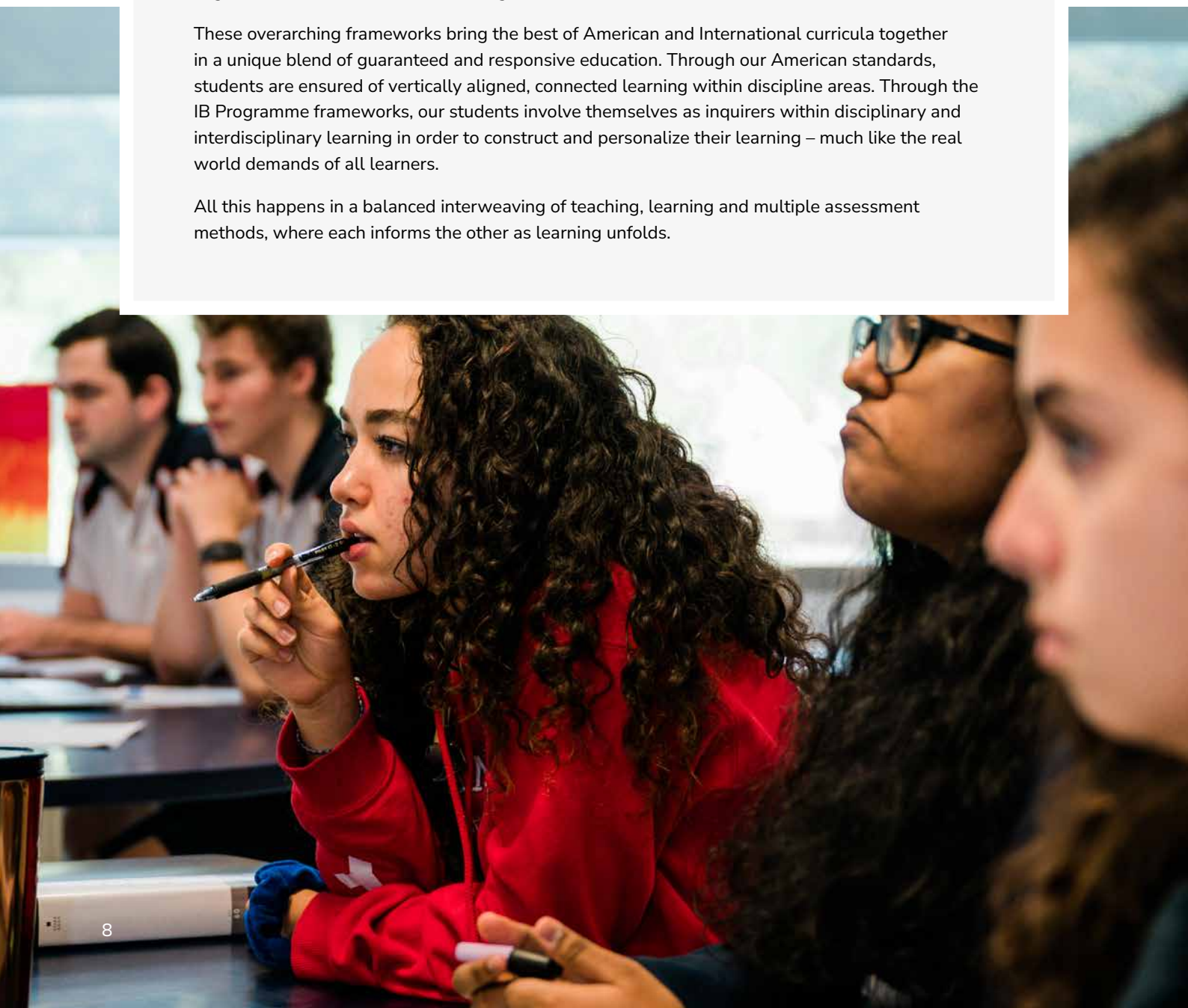
FREEDOM TO CHOOSE: INTERNATIONAL BACCALAUREATE, ADVANCED PLACEMENT, BTEC AND STAMFORD COURSES

At Stamford American, we encourage students to be open-minded and reflective inquirers and thinkers, whether it be in terms of their academics, interests, or the world around them. We challenge students to intellectually engage, equipping them for excellence within and beyond Stamford American.

To support this, Stamford American offers qualified students the unique opportunity to choose from Advanced Placement (AP) courses starting in Grade 10 (age 15). From Grade 11, students can further tailor their education by choosing from the International Baccalaureate Diploma Programme (IBDP), AP courses, BTEC, and Stamford American Courses, ensuring a pathway that aligns with their academic and career goals.

These overarching frameworks bring the best of American and International curricula together in a unique blend of guaranteed and responsive education. Through our American standards, students are ensured of vertically aligned, connected learning within discipline areas. Through the IB Programme frameworks, our students involve themselves as inquirers within disciplinary and interdisciplinary learning in order to construct and personalize their learning – much like the real world demands of all learners.

All this happens in a balanced interweaving of teaching, learning and multiple assessment methods, where each informs the other as learning unfolds.





How It Works

Our Curriculum Team, which consists of Program Coordinators in the MYP, DP, AP and BTEC and the Director of Teaching and Learning, works alongside our experienced and professional faculty to develop curriculum throughout all sub-schools.

Students and their parents learn during Grade 9 & 10 about the pathway choices and the courses available, allowing them to consider their options and make selections that will prepare them for life after High School.

In addition to a rigorous academic syllabus with a choice from more than 20 AP courses and over 40 IB courses, we advocate cultural understanding, positive social interactions and a thirst for lifelong learning.

Both pathways include externally administered and/or in-house end-of-course examinations. Students graduate in Grade 12 with the US High School Diploma derived from a choice of two graduating pathways – the full IB Diploma, or an individualized pathway combining IB, AP, BTEC and Stamford American courses.

To complement course work and support student holistic development, students must also complete service learning requirements each year of secondary school.





THE PATHWAYS TO YOUR CHILDS UNIQUE FUTURE

International Baccalaureate Diploma Programme (Grade 11 to Grade 12)

The IB Diploma Programme (IBDP) is an academically rigorous and balanced program of education for students in Grades 11 and 12. It prepares students for success at university and life beyond through a program that develops the intellectual, social, emotional and physical well-being of students. The program is acknowledged and respected by thousands of universities worldwide.

Students taking the full IBDP must complete a two-year course of study, and select three IB Standard Level (SL) and Higher Level (HL) courses each from the designated IBDP subject groups. In addition, IBDP students must complete the IB Core Component, which consists of three key components:

- **Extended Essay (EE)** – An independent research project.
- **Theory of Knowledge (TOK)** – A course exploring critical thinking and the nature of knowledge.
- **Creativity, Activity and Service (CAS)** – Experiential learning through artistic, physical, and community service activities.



Individualized Pathway (Grade 11 to 12)

Stamford American students in Grades 11 and 12 have the opportunity to take a combination of courses from our available IB, Advanced Placement (AP), BTEC and Stamford American Courses to fulfill the credit requirement for graduation.

IB Courses: Students not taking the full IB Diploma Programme (IBDP) may take individual IB courses for either two years or one year as part of the individualized pathway.

AP Courses: AP courses are one-year college-level courses where students can get a feel for the rigors of college-level studies while they still have the support of a high school environment. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

AP courses are available for students in Grades 11 and 12 and with select courses for Grade 10 students who qualify. Students will take the AP exams at the end of the course in early May, measuring their mastery of college-level work. Rated 1-5, a score of 3 or higher on an AP exam can earn students college credit and/or placement into advanced courses in college in the USA – universities have different interpretation policies.





A combined maximum of 4 advanced courses (IBDP HL/AP) can be studied in one academic year.

BTEC Courses: The Business & Technical Education Council (BTEC) International Level 3 is a vocational program of education for students in Grades 11 and 12. It prepares students for success post-secondary whether at university, work, or life beyond through a career related program that develops practical skills as well as theoretical knowledge of the chosen field.

The program is acknowledged and respected by thousands of universities worldwide. Students taking the full BTEC Diploma must take the classes for two years.

Stamford American Courses: These are "College Prep" one-year courses, internally evaluated against assessments that ensure students have met the American standards for that subject. Students earn a Stamford American grade from 1-7 that will appear on their report card & transcript.



LIST OF COURSES



International Baccalaureate Diploma Programme

Group 1: Language and Literature

- DP English/Chinese/Spanish A: Language and Literature SL/HL
- DP Japanese/Korean A: Language and Literature SL/HL
- DP Language A: Self-taught Literature SL

Group 2: Language Acquisition

- DP English B HL
- DP Chinese/Spanish/Japanese/Korean B SL/HL
- DP Chinese/Spanish/Japanese Ab Initio SL

Group 3: Individuals and Societies

- DP Business Management SL/HL
- DP Economics SL/HL
- DP History SL/HL
- DP Psychology SL/HL

Group 4: Experimental Sciences

- DP Biology SL/HL
- DP Chemistry SL/HL
- DP Physics SL/HL
- DP Design & Technology SL/HL
- DP Sports, Exercise, and Health Science SL/HL

Group 5: Mathematics

- DP Mathematics: Analysis and Approaches SL/HL
- DP Mathematics: Applications and Interpretations SL/HL

Group 6: The Arts

- DP Theatre SL/HL
- DP Visual Arts SL/HL
- DP Music SL/HL

Advanced Placement (AP) Courses

Studies in Language and Literature

- AP English Language and Composition (AY 2027-2028)
- AP English Literature and Composition (AY 2026-2027)

World Languages and Cultures

- AP Spanish Language and Culture
- AP Chinese Language and Culture

Sciences

- AP Biology
- AP Environmental Science
- AP Physics 1
- AP Physics C: Mechanics
- AP Computer Science Principles
- AP Computer Science Advanced

Individuals and Societies

- AP Comparative Government and Politics (next in 2027-2028)
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP United States History (AY 2026-2027, next in 2028-2029)
- AP World History: Modern

Mathematics

- AP Precalculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics

BTEC International Level 3 Diploma Courses

- Art and Design
- Performing Arts

- Music Performance

Stamford American Courses

Studies in Language and Literature

- Stamford Contemporary English 11
- Stamford Contemporary English 12
- Stamford Chinese Studies 11
- Stamford Chinese Studies 12

World Languages and Cultures

- Stamford Spanish (1, 2, and 3)

Individuals and Societies

- Stamford Business Entrepreneurship
- Stamford Economics
- Stamford Global Perspectives
- Stamford World History

Mathematics

- Stamford Consumer Math
- Stamford Advanced Algebra with Integrated Geometry

Sciences

- Stamford Chemistry
- Introduction to Computer Science
- Stamford Real-World Science
- Stamford Urban Environmental Science

The Arts

- Stamford Art Foundation 1
- Stamford Art Foundation 2
- Stamford Public Speaking
- Stamford Video Production

Physical and Health Education

- Stamford Outdoor Education
- Stamford Gym Instructor and Personal Training

ASSESSMENTS & GRADING

The purpose of grading is to communicate student progress within a set of clearly defined criteria, objectives, and/or standards. For Stamford American students to achieve more than they believe they can, we promote the following as it pertains to grading:

- ▶ Grades demonstrate progress on a continuum, and are based on several data points, not an average. These data points are shared with students and explained in advance.
- ▶ MYP grading is based on the most sustained level of achievement ("best fit" professional judgement) cumulative from the beginning of the year. Averages are not used to calculate final grades.
- ▶ Progress reports for AP courses use the "highest sustained level" principle and include elements of course-specific question-type frameworks. AP teachers do not average grades, but instead incorporate a holistic approach to arrive at a professional judgement of current performance level.
- ▶ Progress reports and learning conferences inform students, parents and guardians of current achievement levels.
- ▶ Reporting for MYP & BTEC use criteria, DP & Stamford American Courses use grade descriptors, and AP uses course objectives.

Please note: MYP EAssessment/ePortfolio, DP final exams, BTEC portfolios, and AP final exams have specific sections within the frameworks that are weighted, moderated and graded using specific percentages and use grade boundaries that fluctuate each year, to maintain statistical integrity. The external assessments are different from the Stamford American grading policy outlined above.



SUPPORT FOR A FUTURE BEYOND STAMFORD AMERICAN

Academic and College Counseling

TAKING THE NEXT STEPS WITH CONFIDENCE

There can be a great deal of uncertainty and confusion surrounding college admissions, particularly to the most selective institutions. Our College Counseling program offers support for both students and parents as they make the transition, providing the information and guidance they need for a successful and positive college application.

This process should be an exciting time of self-discovery and exploration, and we encourage students to focus on finding the 'right college match'. That means identifying and applying to colleges and universities where they will be intellectually challenged and socially engaged; schools which will encourage and inspire them as global learners, thinkers, and citizens.

BY THE NUMBERS



“As a blended pathway student, I was given the opportunity to choose academically challenging classes that will help me in college. The academic and college counseling team at Stamford American supported me in preparing for my future after graduation. The relationships formed with teachers and students at Stamford American will always be close to my heart. ”

Zara Khan, Class of 2023 graduate



CONGRATULATIONS STAMFORD AMERICAN INTERNATIONAL SCHOOL'S CLASS OF 2026

At Stamford American, students are empowered to choose the academic pathway that best suits their aspirations, whether through the International Baccalaureate (IB) Diploma Programme, or an individualized pathway combining IB, Advanced Placement (AP), BTEC and Stamford American courses. This flexibility, combined with a commitment to holistic education, ensures that every student achieves academic excellence while developing the skills to shape their future with confidence.

This year, the Class of 2026 has set new records in internationally recognized examinations.

International Baccalaureate (IB) Excellence

Stamford American's IB Diploma students achieved an impressive 100% pass rate, far surpassing the global average of 82.6%. The cohort's average score of 34.86 also exceeded the global mean of 30.88 and 89% of students earned 2 or more bonus points for their Extended Essay and Theory of Knowledge, and 32% of the cohort graduated with a Bilingual Diploma.

Beyond exam scores, Stamford American continues to strengthen its focus on the IB Core. This year, 30% of our students earned an 'A' in Theory of Knowledge.

Advanced Placement (AP) Distinctions

Over 200 students in Grades 10 to 12 sat for over 600 AP examinations, with results that consistently outperformed global benchmarks. 68% of Stamford American's AP students were recognized as AP Scholars, a distinction typically awarded to only 10% to 15% of students worldwide. Notably, 87% of our AP candidates achieved above 3.0 score, with several students earning perfect scores of 5 in every exam.

BTEC Success

In the BTEC program, 100% of students earned their qualifications, with three students attaining the highest possible D*D*D* distinction in Art & Design and Music.





“The Class of 2026 has left a strong legacy for our community. Their dedication, individuality, and growth over the years have culminated in achievements inside and beyond the classroom. At Stamford American International School, we celebrate every student’s unique journey, and we are proud to have walked alongside them as they shaped their futures with purpose and heart.”

Courtney Malone,
High School Principal

More on Website





A HOLISTIC EDUCATION

STAMFORD AMERICAN HAS ROBUST ATHLETICS, THEATER AND MUSIC PROGRAMS THAT STUDENTS CAN PARTICIPATE IN OUTSIDE OF THEIR REGULAR SCHOOL HOURS.

Athletics

Stamford American's Athletic program commits to sport for all while developing student athletes to reach their full potential. The competitive and recreational sports program supports Stamford American's core values of growth, community, integrity and caring. This is achieved through fostering the development of character, lifetime wellness skills, teamwork, sportsmanship, integrity, and a sense of fairness and respect.

Stamford American offers appropriate pathways for sporting development all the way through to Grade 12 in a wide range of individual and team sports. Team sports offered include soccer, basketball, swimming, tennis, rugby, touch rugby, volleyball, cross country, track, badminton, gymnastics, softball and golf.

Theater

Stamford American International School's theater program offers a dynamic learning environment and a state-of-the-art 500-seat Reagan Theater with an LED screen. Secondary School students from Grades 6 to 10 can choose drama as an arts class, gaining hands-on experience in performance and production. Those passionate about theater can further their studies through the IB Diploma Theatre Arts course or the BTEC Diploma in Performing Arts: Acting.

With opportunities to rehearse, produce, and perform, students develop creativity, confidence, and technical expertise in a world-class setting.





Visual Art

For students in Grades 11 and 12, we have a variety of opportunities for students to continue studying visual art. For those who choose to undertake the IB DP, the visual art course encourages students to challenge their own creative and cultural expectations and boundaries. This is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. Towards the end of the course, students exhibit their artwork demonstrating the coherency of and theme, skill, and technique.

The BTEC Art & Design program covers a wide range of specialisms, including drawing, painting, sculpture, printmaking, textiles, fashion, photography, film, animation, architecture, interior design, and installation.

Before entering the industry, aspiring creatives must explore and refine interrelated art and design practices to develop technical and communication skills while building confidence in their craft. The Extended Diploma is designed for students seeking careers in the creative industries through higher education, leading to graduate entry employment within the field.

Students also have the opportunity to study the Stamford Art Foundation, which helps students to continue to develop their artistic skills and techniques in a range of media. Other Stamford American courses that help students develop their artistic talents include Public Speaking and Video Production.





STUDIES BEYOND THE CLASSROOM

Academic Field Studies

Stamford American's Academic Field Studies (AFS) Program provides a model of holistic, field-based learning to develop global citizens who are ecologically literate, compassionate, and engaged.

Through immersive and often challenging field study experiences, students develop self-efficacy, leadership traits, and communication skills which are salient to success in today's 21st century society.

This program is integrated into the curriculum such that it extends the classroom into real world contexts. Students participate in AFS as grade levels, with different locations and timings each year.

A SELECTION OF FIELD STUDIES



Grade 6

Adventure and Biodiversity: Sam Roi Yot, Thailand



Grade 7

Adventure, Arts and Community: Ayutthaya and Bangkok, Thailand and Yogyakarta, Indonesia



Grade 8

Adventure and Eco-Tourism: Khao Yai, Thailand and Desaru, Malaysia



Grade 9

Restoration and Conservation: Chiang Mai, Thailand



Grade 10

Social Inclusion and Sustainable Development: Kampot, Cambodia



Grade 11 and 12 students can choose one out of seven options:

- Arts in the Environment in Singapore
- Tradition and Legacy in Yogyakarta, Indonesia
- Adventure and Eco-Tourism in Mai Chau, Vietnam
- The Hero's Journey in Mardi Himal, Nepal
- Wildlife Conservation in Petchaburi, Thailand
- Social Innovation and Action in Singapore
- Spanish Language in Barcelona, Spain
- Journeys Through Yunnan : Activity/Creative in China
- Marine Conservation in Bali, Indonesia

Co-Curricular Activities (CCA)

With over 500 co-curricular activities, Stamford American offers endless opportunities for children to explore and excel. From Music and Drama to Visual Arts, PE, and Technology, students dive into their passions, sharpen their skills, and unlock their full potential.

After School Activities (ASA)

Furthering our holistic approach to learning, Stamford American students are encouraged to try, explore and learn new skills after-hours, through the arts, sports, clubs and other ASAs.

Creativity, Activity & Service (CAS)

With the aim of helping students to understand and become responsible Global Citizens, students are encouraged to participate in Creativity, Activity & Service (CAS) and academic opportunities. Service opportunities are taken in both the local and global communities.

Service in Action

Some of the past opportunities for service have included the Student Buddy System, Student Council, Peer Mediation, the Positivity Club, Interact Club, Global Issues Network, Water for Sudan, Cambodia, Hope School and Habitat for Humanity.

Clubs

We offer a huge range of exciting choices of Secondary Clubs which are both fun and rewarding. Activities include sports, crafts, language and performing arts among others, and vary by semester. Examples of Secondary Clubs include Model United Nations (MUN), Interact, EcoSchools, Yearbook, Habitat for Humanity and Stamford News.





SOCIAL AND EMOTIONAL LEARNING (SEL) ADVISORY & LEADERSHIP

Social and Emotional Learning

At Stamford American, we take pride in being an authentic and caring community that uses a positive and purposeful approach to honor diversity, nurture independence, and foster compassion.

We continue to shape our supportive environment through our promotion of our Community of Care, where each student has an Advisory teacher who cares about their holistic development and who they are as a person. Students have the privilege of learning in a richly diverse environment, where they are encouraged to build meaningful connections and deepen their understanding of one another.

Central to this mission is our thoughtfully designed Advisory program. It provides students with regular opportunities to explore their social and emotional learning and engage in one-on-one conversations with their Advisor—their first point of contact for pastoral care. This structure ensures that every student is known, supported, and empowered throughout their Stamford American journey.

Our vertically aligned Advisory framework is grounded in the social and emotional learning standards, linked to the approaches of learning within the International Baccalaureate. These emphasize five core skill-based standards: Thinking skills, Communication skills, Social skills, Self-Management skills and Research skills. Through this approach, we aim to equip students to become successful learners, compassionate individuals, and active contributors to the Stamford American community.



Our Advisory Program

The goal of our Advisory Program is to support students' social, emotional and academic well-being, while nurturing the qualities needed to be successful. We aim to develop internationally minded, skilled, and lifelong learners who are prepared to thrive in an ever-changing world.

The Advisory Program focuses on two key priorities: fostering strong relationships—within the Advisory group and across the grade level—and equipping students with the skills and strategies they need to succeed both during their school years and beyond.





Advisors play a vital role in the student experience by building strong, positive relationships with a consistent group of students. As the primary point of contact for students, parents, and teachers, Advisors provide a trusted and familiar presence in students' daily lives. They are uniquely positioned to celebrate students' achievements and provide support through the challenges that school may bring.

Leadership

At Stamford American International School, High School students are empowered to take an active role in shaping their school community through a rich and diverse range of leadership opportunities.

From Student Council and House Representatives to the Athletics and Arts Council, Advisory Ambassadors, Model United Nations, and the Service Council, students can find a platform that aligns with their passions and strengths. These roles go beyond titles — they provide meaningful, practical experience that builds essential life skills including communication, collaboration, and decision-making.

Through student leadership, our students develop the confidence and agency to become engaged, responsible, and empowered members of both their school and the wider global community.





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Stamford American International School PEI Registration Number: 200823594D
Period of registration: August 9, 2026 to August 8, 2032

