



OBEROI
INTERNATIONAL SCHOOL

FREEDOM TO THINK. EMPOWER TO BE...



THINK. BELIEVE. ACHIEVE.

PROSPECTUS 2022-23

“OIS has made significant progress and has adjusted to the changing world, especially the challenges of growth and the complexities of managing two campuses.”

As complimented by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC).





THE SCHOOL



Obero International School is now in its 14th year of operation and boasts an enrollment of over 2,600 students on our two campuses: The OGC Campus in Goregaon East and the JVLR Campus in Jogeshwari East. Our “One School, Two Campuses” model ensures that our students, no matter their campus placement, enjoy the same high-quality educational experience in premium, purpose-built facilities under the strategic direction of the Board of Trustees of the Oberoi Foundation and in line with the OIS Vision, Mission, and Core Values. There is a synergy between our campuses that results from our shared sense of purpose and direction, the close collaboration between our leadership teams, faculty and staff members, and the strong sense of community among our families.

Each of our campuses is an International Baccalaureate (IB) World School in its own right, authorized for the Primary Years Programme (Nursery - Grade 5), the Middle Years Programme (Grades 6 - 10), and the Diploma Programme (Grades 11 & 12).

In addition, both our campuses are accredited by the Council of International Schools (CIS) and the New England (U.S.A.) Association of Schools and Colleges (NEASC). During the 2020-21 academic year, our two campuses successfully completed re-accreditation with these agencies.

“EDUCATION IS NOT
PREPARATION FOR
LIFE; EDUCATION IS
LIFE ITSELF.”



BINDU OBEROI

Chair of Board

Our vision and mission extends across both our campuses and so does our commitment to provide a high-quality international education. The OIS core values of knowledge, social responsibility, respect, creativity, and celebration are strongly woven in all aspects of learning. I am always appreciative and grateful of the dedicated effort that is devoted by the OIS team to the International Baccalaureate Programmes at OIS, and the endeavors to transform students to become global and responsible citizens with the skills and attitude to be successful in the future.



PETER MURPHY

Head of School, **OGC Campus**

At OIS, we recognise that to prepare students for our increasingly complex and interconnected world, we must provide them with new ways of thinking and new ways of collaborating in solving our most pressing global issues. As such, our mission goes far beyond preparing students for good universities and prosperous careers; we want to create globally-minded and critical-thinking innovators ready to re-shape the world for the better. Through the curriculum of the International Baccalaureate (IB), we develop the whole human being. A confident young person courageous in their willingness to question what they observe around them. A student able to take complex and often disparate knowledge, concepts and skills and forge these into new and unique ways of solving problems and adding value to their world.

We make learning relevant and exciting for students, as we continually draw connections between what they learn in the classroom and the real world. Perhaps most importantly, we encourage our young people to reflect on their learning - and to act on it in the service of others. We believe that learning should inform action and create impact. We are proud of our inclusive entry policy, which means students of all abilities are welcomed here. Our academic results consistently place us among the top international schools in the world, while our sport, music, drama and other activities are all of the highest quality. We hope you will come visit us, spend some time at the school and experience first-hand the unique, vibrant and wonderfully inclusive community.



STEPHEN AUGERI

Head of School, **JVLR Campus**

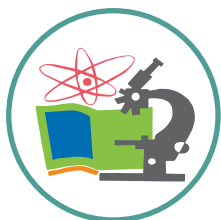
Choosing a new school can be a daunting task, and you want to be certain that you have enough information to help you make the right decision. You can read through this prospectus to learn more about us, but you must also know a good deal about yourself. After all, you are not trying to find the “best” school; rather, you are trying to find the best school for you. See if you can answer these questions:

- What kind of educational environment do I want to be a part of?
- Are the programmes on offer ones that I am interested in pursuing?
- What opportunities will be available to me when I graduate or transition to another school?

Why are these questions important? You will be studying the courses you want to study, spending time with those whom you have more in common, and looking forward to a future full of promise and opportunity. The end result, if you have not figured it out by now, is that you will be a happier person...and in my experience, happy people are much more likely to work hard, embrace the opportunity, feel a greater sense of empowerment, and find purpose in what they do.



LIVING OUR CORE VALUES



KNOWLEGDE

“We value fostering a passion for lifelong learning by acquiring skills and content required for successful and critical thinkers.”



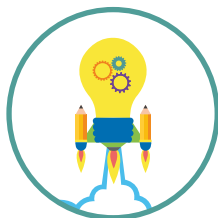
SOCIAL RESPONSIBILITY

“We value that the individual has the ability to change the world and the group has the power to make this a reality.”



RESPECT

“We value treating others the way we ourselves like to be treated.”



CREATIVITY

“We value igniting the spark of creativity and curiosity in our students.”



CELEBRATION

“We value celebrating an accomplishment, be it big or small.”



OUR VISION

At Oberoi International School,
we give our students the
FREEDOM TO THINK and we
EMPOWER them **TO BE...**

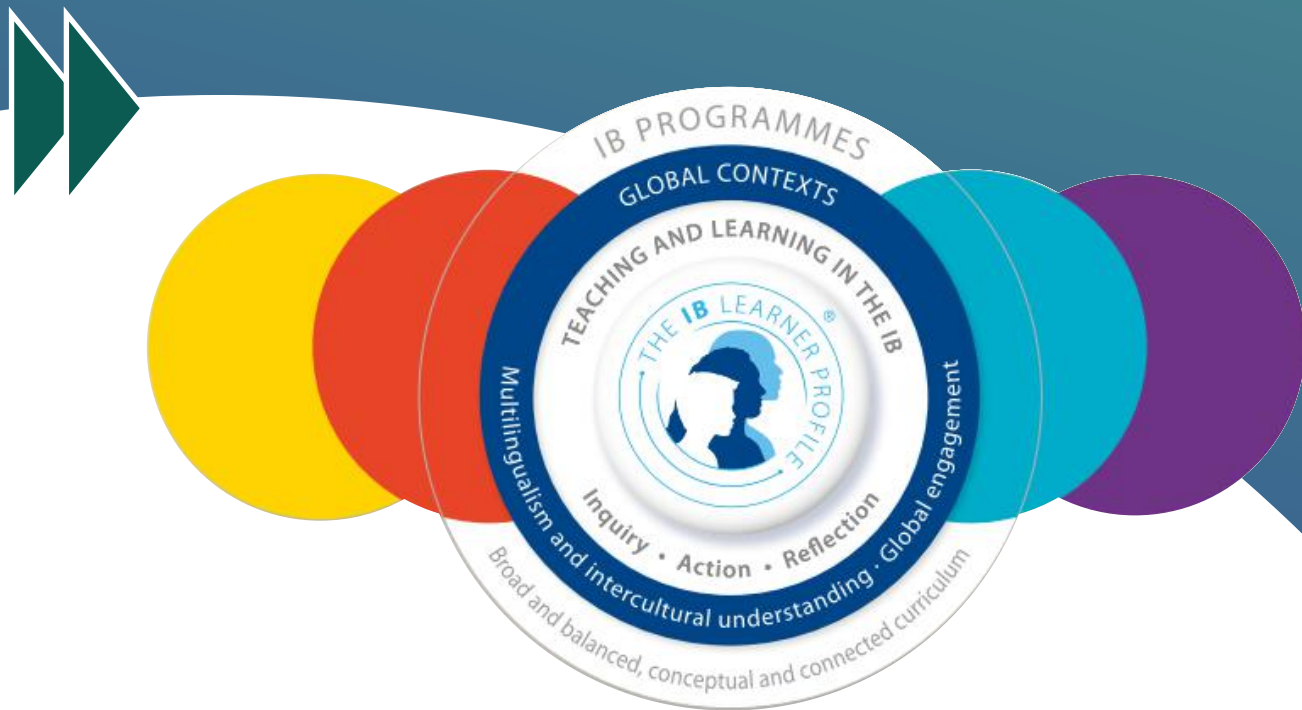
OUR MISSION

We are dedicated to fulfilling every child's educational and developmental needs in a safe and caring environment conducive to learning and teaching. We aim to create responsible, global citizens who show understanding, compassion and acceptance of the differences in the world. We strive to ensure that every child in our care is empowered to make choices and encouraged to contribute to our community.

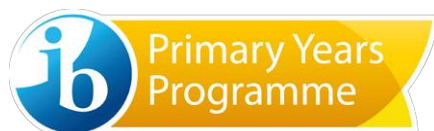
THE IB PROGRAMME CONTINUUM

At OIS, we are proud to offer three of the International Baccalaureate's high-quality programmes: the Primary Years Programme, the Middle Years Programme, and the Diploma Programme. An IB education challenges students to excel in their studies and in their personal growth. It aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

We focus on developing well-rounded students with character: students who can respond to challenges with optimism and an open-mind; students confident in their own identities; students who make ethical decisions; students who join others in celebrating our common humanity; students who are prepared to apply what they learn in the real world, complex and unpredictable situations.



As a Continuum IB World School, we are able to provide our students with a globally-relevant education that helps students develop the attitudes and skills they need for both academic and personal success.



Click on the respective icons for more info



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

AS IB LEARNERS, WE STRIVE FOR STUDENTS TO BE:

• INQUIRERS

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

• KNOWLEDGEABLE

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

• THINKERS

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

• COMMUNICATORS

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

• PRINCIPLED

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

• OPEN-MINDED

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

LIVING THE IB LEARNER PROFILES

• CARING

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

• RISK-TAKERS

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

• BALANCED

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

• REFLECTIVE

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

These attributes of internationally-minded people represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

PRIMARY SCHOOL

IB PYP AT OIS
(NURSERY - SKG)



The early years in a child's formal schooling at OIS include Nursery (N), Junior Kindergarten (JKG), and Senior Kindergarten (SKG). It is a time when attitudes are developed, and future learning depends on the experiences and learning opportunities students have during this important developmental time in their lives. With age-appropriate activities, conceptual learning, and relevant content, **we instill in our students the spirit of inquiry which is evident in all our classroom engagements.**

Our engaging, challenging, and transdisciplinary curriculum enables us to offer a wide vista of disciplines like Swimming, Art, Drama, and Music, which are incorporated within our mainstream learning. Music, Art, and Physical Development (both gross and fine motor) are happening in the classrooms all the time, as are literacy, mathematics, role play, and social-emotional learning engagements. The classrooms are set up every morning with different activities so that the students are actively engaged from the minute they step in through the door. Centres in the classroom ensure that a variety of activities are available. The teacher-student ratio ensures that teachers can work in small groups and give students the individual attention they deserve.



We believe that learning happens not only in the classroom but also outside of the classroom. Students are exposed to many appropriate and relevant excursions and trips to nearby surroundings to extend and deepen their understanding. Local, as well as international occasions, are celebrated as a part of this Programme.

The Primary Years Programme (PYP) is a world-renowned curricular framework designed to encourage students to be active learners, well-rounded individuals, and engaged world citizens. The PYP targets learners in Grades Nursery to 5, giving them a global perspective and aims to create a relevant, engaging, challenging, and significant educational environment for all children.

AT OIS,
we are a
thriving
learning
community.



PRIMARY SCHOOL

IB PYP AT OIS (GRADES 1 - 5)



Our Primary School follows the framework of the Primary Years Programme (PYP) of the International Baccalaureate (IB) for 3-12-year-olds. This framework, which our curriculum is based on, offers a comprehensive inquiry-based approach to teaching and learning. Across the Primary School, a culture of collaboration is fostered and modeled. There are six classes in each grade level, Grades 1 - 5, and the staff work together to ensure that learning engagements are authentic - relevant to the real world; and transdisciplinary; where the learning is not confined within the boundaries of traditional subject areas but is enriched by them.

At OIS we focus on the development of the whole child, addressing social, physical, mental, emotional, and cultural needs in addition to academic development. We offer a comprehensive, inquiry-based approach to teaching and learning and incorporate best practices in student learning styles, teaching methodologies, and assessment strategies. In the PYP, a balance is sought between the acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking responsible action.

One of the most significant and distinctive features of the IB Primary Years Programme is the six transdisciplinary themes. These themes provide teachers and students with the opportunity to incorporate local and global issues into their work and help to broaden their understanding beyond individual subject areas.

Our curriculum is a transdisciplinary, concept-based approach, drawing together individual disciplines into a coherent whole while preserving the essence of each subject. Technology is integrated across all learning areas.



IN ADDITION TO THE CORE UNITS, WE OFFER SINGLE SUBJECT CLASSES IN

• Hindi • French • Spanish • Marathi • Music • Art •
Personal, Social, and Physical Education

Following an inquiry-based approach, we aim to expose students to learning that is significant, relevant, challenging, and engaging. Students are supported to become active participants in their learning, and we believe that students learn best through a constructivist approach.

In our Primary School, we recognize and appreciate that students come into the school from various backgrounds and with a wealth of experiences; therefore we value each child's contribution. We strive to inculcate in our students the attitudes and attributes of the learner profile that will facilitate the development of values that foster international-mindedness.



AT OIS,
creativity and
sustainability are
a way of life.

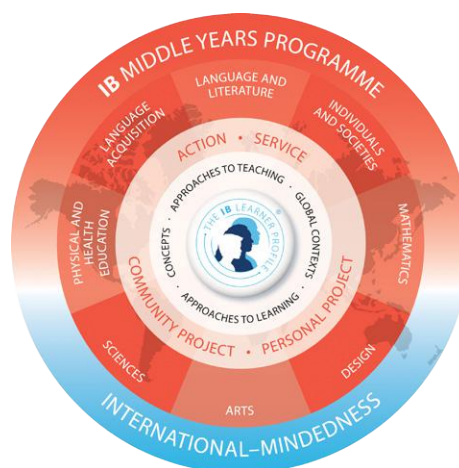


SECONDARY SCHOOL

IB MYP AT OIS (GRADES 6 - 10)

At OIS, students can opt to pursue the MYP Certificate, MYP Course Certificates, or a School-based MYP Certificate. The adjacent information outlines the subjects and pathways offered through the five years of the programme.

The Middle Years Programme is a rigorous and challenging five-year programme for students aged 11 to 16 (Grades 6 - 10). MYP encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life. **The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally.** The result is young people who are creative, critical, and reflective thinkers.



MYP SUBJECT OFFERINGS IN

GRADES 6, 7, 8
English Language & Literature
Mathematics
Language Acquisition ¹
Physical & Health Education
Individuals & Societies
Music/Drama (1 semester each)
Integrated Science
Art/Design (1 semester each)

GRADE 9
English Language & Literature
Mathematics or Mathematics Extended
Language Acquisition ¹
Physical & Health Education
Individuals & Societies
Visual Arts/Music/Drama ²
Sciences
Design (Digital & Product)

GRADE 10
English Language & Literature
Mathematics or Mathematics Extended
Language Acquisition ¹
Physical & Health Education
Individuals & Societies
Visual Arts/Music/Drama ³
Sciences
Design ⁴

* Subject offerings may differ at both campuses for AY 2022-23.

¹Students choose one language (Spanish, French, or Hindi) to study throughout the MYP.

²Students choose two of these subjects to study in Grade 9.

³Students choose one of these subjects to study in Grade 10

⁴Students select Integrated Design, Product Design, or Digital Design.



We are committed to academic excellence and overall growth and development.

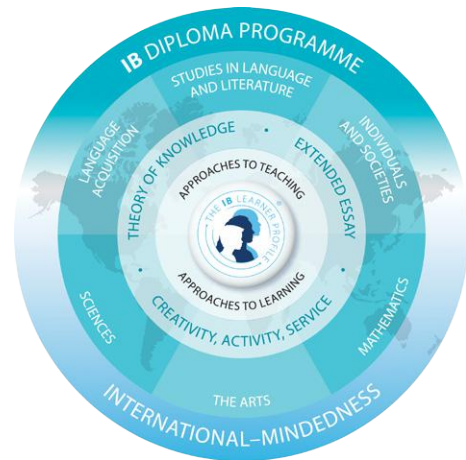


SECONDARY SCHOOL

IB DP AT OIS (GRADES 11 - 12)

All OIS students are eligible to receive the OIS High School Diploma (Grades 9 - 12), provided they meet the OIS graduation requirements (see bottom of page). Oberoi International School is accredited by both the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). Therefore, colleges and universities worldwide recognize the OIS High School Diploma.

Grade 11 students who opt to enroll as IB Diploma Candidates must meet the following requirements of the IB Diploma Programme: A student selects a total of 6 IB DP subjects: Studies in Language and Literature (Group 1), Language Acquisition (Group 2), Individuals and Societies (Group 3), Sciences (Group 4), Mathematics (Group 5), and the Arts (Group 6). Alternatively, students may choose to take an additional subject from Group 2, 3 or Group 4 in place of a subject from Group 6. Three of the above mentioned 6 subjects will be taken at the Higher Level (HL), and 3 will be taken at the Standard Level (SL). Students also work on the 3 core components: Theory of Knowledge (ToK), Extended Essay (EE), and Creativity, Activity, Service (CAS).



OIS GRADUATION REQUIREMENTS

Students must complete a minimum of 26 credits as follows in the Class of 2021.

IB DIPLOMA PROGRAMME COURSE OFFERINGS

GROUP	SUBJECT
GROUP 1	English A Language and Literature (HL & SL)
GROUP 2	French Ab Initio, Spanish Ab Initio (SL) French B, Spanish B and Hindi B (HL & SL)
GROUP 3	Business Management, Economics, History, Psychology and Global Politics (HL & SL) Environmental Systems and Societies (SL)
GROUP 4	Environmental Systems and Societies Biology, Chemistry, Physics, Design Technology and Computer Science (HL & SL)
GROUP 5	Mathematics Analysis and Approaches, Mathematics Applications and Interpretations (HL & SL)
GROUP 6	Visual Arts, Theatre and Music (HL & SL)

* Subject offerings may differ at both campuses for AY 2022-23.

4 CREDITS	English
+	
2 CREDITS	Language
+	
3 CREDITS	Humanities
+	
3 CREDITS	Science
+	
3 CREDITS	Mathematics
+	
2 CREDITS	PE/Health
+	
2 CREDITS	Art/Design
+	
7 CREDITS	Electives
=	
26	CREDITS TOTAL



We encourage
students to
pioneer new ways
of learning.

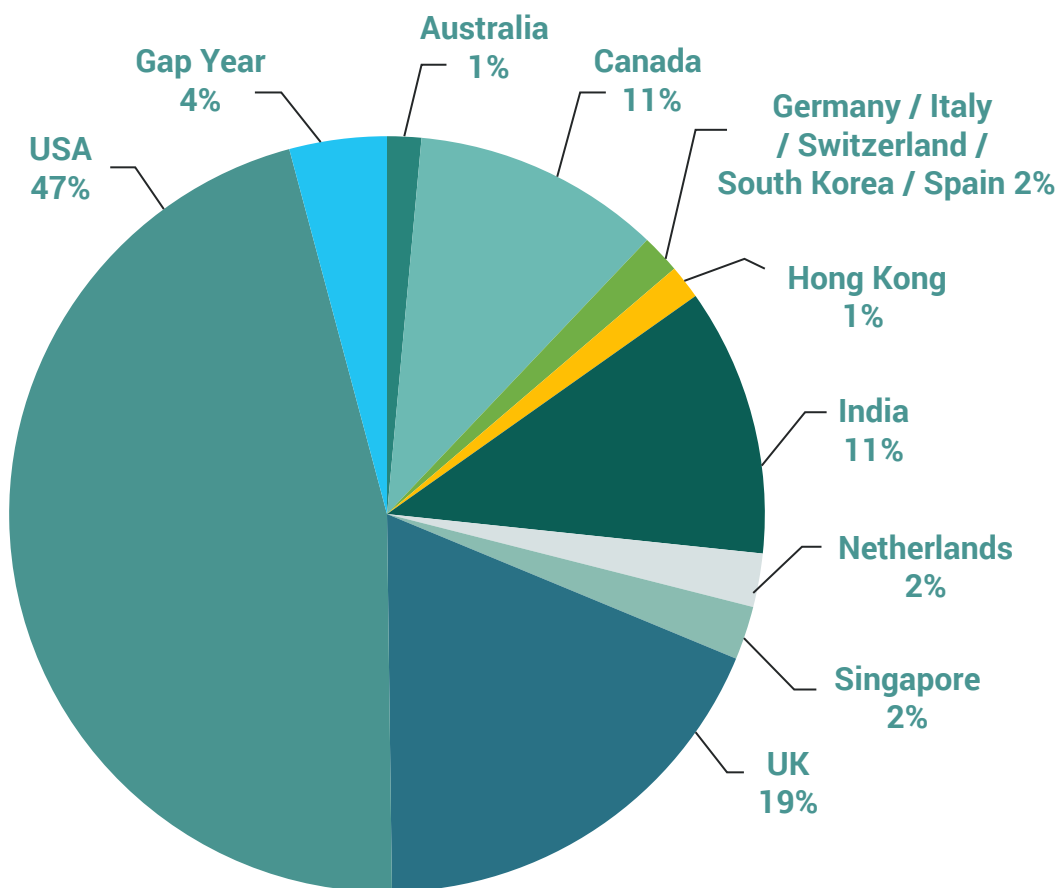
UNIVERSITY PLACEMENTS

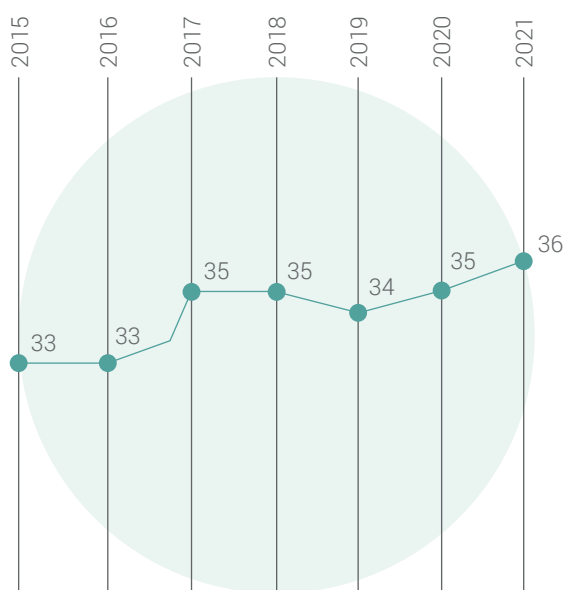
Eleven graduating classes have moved out from Oberoi International School since our very first group of 15 graduates in the Class of 2011.

Over this time period, OIS graduates have secured admission to excellent universities all over the world, including Oxford, Cambridge and Stanford.

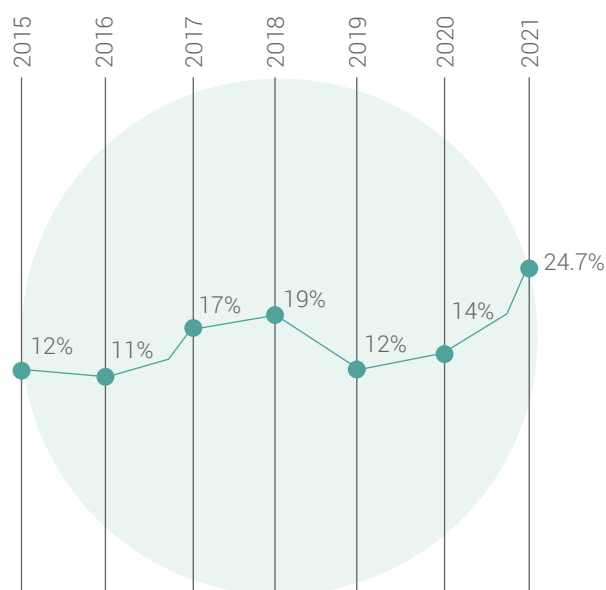
While the majority of our graduates choose to study abroad, a significant minority pursue higher studies at prominent universities within India, including Ashoka, OP Jindal, NMIMS, and FLAME. Every year, OIS graduates secure several million dollars worth of scholarships (nearly USD 6.8 million for the Class of 2021), typically from US universities.

ATTENDING COLLEGE DESTINATIONS 2016 - 21





Average points obtained by OIS candidates who passed the Diploma



Percentage of OIS Students who received above 40 points Diploma

OIS COLLEGE ACCEPTANCES (2011 - 2021)

AUSTRALIA

Australian National Univ.
Bond Univ.
Deakin Univ.
Monash Univ.
Royal Melbourne Instit. of Tech
S P Jain School of Global Mgmt
Univ. of Adelaide
Univ. of Melbourne
Univ. of New South Wales
Univ. of Queensland
Univ. of Sydney
Univ. of Western Australia

CANADA

Brock Univ.
Carleton Univ.
Concordia Univ.
Dalhousie Univ.
Emily Carr Univ. of Art & Design
Huron Univ. Coll.
Lakehead Univ.
Laurentian Univ.
McGill Univ.
McMaster Univ.
OCAD Univ.
Ontario Coll. of Art & Design
Queen's Univ.
Quest Univ.
Ryerson Univ.
Sheridan Coll. Instit. of Tech & Adv.
Learning
Simon Fraser Univ.
Trent Univ.
Univ. of Alberta
Univ. of British Columbia
Univ. of British Columbia - Okanagan
Univ. of Calgary
Univ. of Guelph
Univ. of Guelph-Humber
Univ. of Ontario Instit. of Tech
Univ. of Ottawa
Univ. of Saskatchewan
Univ. of Toronto
Univ. of Victoria
Univ. of Waterloo
Univ. of Western Ontario
Univ. of Windsor
Vancouver Film School
Western Univ.
Wilfrid Laurier Univ.
York Univ.

FRANCE

EICAR-Intl. Film School of Paris
ESSEC Business School (Cergy-Pontoise)

SciencesPo - Le Havre
The American Univ. of Paris

GERMANY

Jacobs Univ.
WHU - Otto Beisheim School of Mgmt

GREECE

The American Coll. of Greece

GRENADA

St. George's Univ.

HONGKONG

City Univ. of Hong Kong
Hong Kong Polytechnic Univ.
Hong Kong Univ. of Science & Tech
Savannah Coll. of Art & Design
The Univ. of Hong Kong

INDIA

Amity Univ., Gurgaon
Ashoka Univ.
Bennett Univ.
BML Munjal Univ.
FLAME Univ.
Instituto Marangoni
ISDI Parsons Mumbai
ISME
Jindal Global Law School
Kishinchand Chellaram Coll.
Krea Univ.
Maharashtra Instit. of Tech, Pune
Manipal Univ.
MET
Mukesh Patel School of Tech Mgmt & Engineering
Natl. Instit. of Fashion Tech, (NIFT) Delhi
Natl. Instit. of Design, (NID) Ahmedabad
NIIT Univ.
NMIMS Univ. (Deemed to be Univ.)
O.P. Jindal Global Univ.
Plaksha Univ.
Podar World Coll.
RA Podar Coll.
Russell Square Intl. Coll.
S. P. Jain School of Global Mgmt
S.P. Jain Instit. of Mgmt & Research
Sophia Coll. for Women
Srishti School of Art, Design & Tech
Swarnabhoomi Academy of Music
Symbiosis Centre for Mgmt Studies
Symbiosis Intl. Univ.
Whistling Woods Intl. Instit.

ITALY

Instituto Europeo di Design, Milan
Nuova Accademia di Belle Arti Milano

Polimoda Intl. Instit. of Design & Marketing

JAPAN

Doshisha Univ.

MALTA

Queen Mary Univ. of London

NETHERLANDS

Eindhoven Univ. of Tech
Erasmus Univ. Coll.
Erasmus Univ. Rotterdam
Hanze Univ. of Applied Sciences, Groningen
Koninklijke Academie van Beeldende Kunsten
Leiden Univ.
Maastricht Univ.
Radboud Univ.
Rotterdam Univ. of Applied Sciences
Technical Univ. (TU) Delft
Tilburg Univ.
Univ. of Amsterdam
Univ. of Groningen
Univ. of Twente
Utrecht Univ.
Vrije Universiteit, Amsterdam

NEW ZEALAND

Univ. of Auckland

SINGAPORE

Handong Global Univ.
Lasalle Coll. of the Arts
Nanyang Technological Univ.
National Univ. of Singapore
Singapore Mgmt Univ.

SOUTH KOREA

The Univ. of Utah Asia Campus
Yale-NUS

SPAIN

ESADE
EU Business School Barcelona
European Univ. of Madrid
IE Univ.

SWITZERLAND

Lausanne
Les Roches

UNITED ARAB EMIRATES

American Univ. of Sharjah, UAE
BITS Pilani Dubai, UAE
Canadian Univ. of Dubai, UAE
Ecole Polytechnique Federale de

UNITED KINGDOM

Aberystwyth Univ.
Anglia Ruskin Univ.
Arts Univ. Bournemouth
Aston Univ.
Birmingham City Univ.
Bournemouth Univ.
Brunel Univ. London
Cardiff Metropolitan Univ.
Cardiff Univ.
Cass Business School, City Univ., London
Central Saint Martins Coll. of Art & Design
City Univ. of London
Condé Nast Coll. of Fashion & Design
Coventry Univ.
Durham Univ.

Falmouth Univ.
Goldsmiths, Univ. of London
Heriot-Watt Univ.
Hult Intl. Business School
Imperial Coll. London
INTO City, Univ. of London
INTO Manchester
INTO Newcastle Univ.
INTO Univ. of Exeter
Istituto Marangoni, London
Keele Univ.
Kensington Coll. of Business
King's Coll. London
Kingston Univ.
Lancaster Univ.
Leeds Beckett Univ.
Leeds Coll. of Music
London Metropolitan Univ.
London School of Economics & Political Science
London South Bank Univ.
Loughborough Univ.
Manchester Metropolitan Univ.
Middlesex Univ.
Newcastle Univ.
Norwich Univ. of the Arts
Nottingham Trent Univ.
Oxford Brookes Univ.
Queen Mary Univ. of London
Ravensbourne
Regent's Univ. London
Richmond, The American Intl. Univ. in London
Royal Holloway, Univ. of London
Sheffield Hallam Univ.
SOAS
Southampton Solent Univ.
St George's, Univ. of London
St. Mary's Univ. Twickenham
Staffordshire Univ.
The Univ. of Northampton
The Univ. of Nottingham
The Univ. of South Wales
Ulster Univ.
Univ. Coll. Birmingham
Univ. Coll. London
Univ. for the Creative Arts
Univ. of Aberdeen
Univ. of Bath
Univ. of Bedfordshire
Univ. of Birmingham
Univ. of Bradford
Univ. of Brighton
Univ. of Bristol
Univ. of Cambridge
Univ. of Central Lancashire
Univ. of Chester
Univ. of Chichester
Univ. of Derby
Univ. of East Anglia
Univ. of East London
Univ. of Edinburgh
Univ. of Essex
Univ. of Exeter
Univ. of Glasgow
Univ. of Greenwich
Univ. of Hull
Univ. of Kent
Univ. of Leeds
Univ. of Leicester
Univ. of Lincoln
Univ. of Liverpool
Univ. of London
Univ. of London - Birkbeck
Univ. of Manchester

Univ. of Oxford
 Univ. of Reading
 Univ. of Roehampton
 Univ. of Sheffield
 Univ. of Southampton
 Univ. of St. Andrews
 Univ. of Stirling
 Univ. of Strathclyde
 Univ. of Surrey
 Univ. of Sussex
 Univ. of the Arts London
 Univ. of the West of England
 Univ. of Warwick
 Univ. of Westminster
 Univ. of Winchester
 Univ. of Worcester
 Univ. of York
 York St. John Univ.

UNITED STATES OF AMERICA

Allegheny Coll.
 American Univ.
 Arcadia Univ.
Arizona State Univ.
 Augsburg Univ.
Babson Coll.
 Bard Coll.
 Barnard Coll.
Baylor Univ.
 Belmont Univ.
 Beloit Coll.
Bentley Univ.
 Berklee Coll. of Music
Boston Coll.
Boston Univ.
 Brandeis Univ.
Bryant Univ.
 Bucknell Univ.
 California Coll. of the Arts
 California Instit. of the Arts
 California Lutheran Univ.
 California State Univ., Bakersfield
 California State Univ., Chico
 California State Univ., Fullerton
 California State Univ., Long Beach
 California Univ. of Penn
Carnegie Mellon Univ.
 Case Western Reserve Univ.
Chapman Univ.
Claremont McKenna Coll.
 Clark Univ.
 Colby Coll.
 Coll. of Wooster
Columbia Coll. Chicago
 Connecticut Coll.
 Davidson Coll.
 Denison Univ.
 DePaul Univ.
 DePauw Univ.
 Drake Univ.
Drexel Univ.
Duke Univ.
 Eckerd Coll.
 Embry-Riddle Aeronautical
 Univ.-Daytona Beach
 Embry-Riddle Aeronautical
 Univ.-Prescott
Emerson Coll.
Emory Univ.
 Endicott Coll.
Fashion Instit. of Design & Merchandising, LA
Fashion Instit. of Tech
Florida Instit. of Tech
 Fordham Univ.

Franklin & Marshall Coll.
George Mason Univ.
George Washington Univ.
Georgetown Univ.
Georgia Instit. of Tech
 Georgia State Univ.
 Gettysburg Coll.
Grinnell Coll.
 Hamilton Coll.
 Hamline Univ. (MN)
 Hobart & William Smith Coll.
 Hofstra Univ.
Hult Intl. Business School
 Hult Intl. Business School - San Francisco
Illinois Instit. of Tech
Indiana Univ. - Purdue Univ. IUPUI
Indiana Univ. Bloomington
 Iona Coll.
 Iowa State Univ.
Irvine Valley Coll.
 Ithaca Coll.
 Johnson & Wales Univ.-Charlotte
 Kenyon Coll.
 King's Coll.
 Knox Coll.
 Lafayette Coll.
Le Cordon Bleu Coll. of Culinary Arts-Cambridge
 Le Moyne Coll.
 Lehigh Univ.
 Lewis & Clark Coll.
 Louisiana State Univ.
Loyola Marymount Univ.
 Loyola Univ. Chicago
 Lynn Univ.
 Macalester Coll.
 Manchester Univ.
 Maryland Instit. Coll. of art
MCPHS
 MCPHS Univ.
 Merrimack Coll.
 Miami Univ., Oxford
 Michigan State Univ.
 Millsaps Coll.
 Minerva Schools at KGI
Mount Holyoke Coll.
 Muhlenberg Coll.
 New Jersey Instit. of Tech
 New York Film Academy
New York Univ.
 Newbury Coll.
North Carolina State Univ.
 North Central Coll.
Northeastern Univ.
Northwestern Univ.
 Nova Southeastern Univ.
 Oberlin Coll. of Arts & Sciences
 Occidental Coll.
 Ohio Wesleyan Univ.
 Otis Coll. of Art & Design
 Pace Univ.
 Peabody Instit. of The Johns Hopkins Univ.
 Penn State Univ. - Abington Campus
 Penn State Univ. - Altoona
 Penn State Univ. - Beaver
 Penn State Univ. - Behrend
 Penn State Univ. - Harrisburg
Penn. State Univ. - Univ. Park
 Pepperdine Univ.
Pratt Instit.
Purdue Univ.
 Purdue Univ. Fort Wayne
 Rensselaer Polytechnic Instit.

Ringling Coll. of Art & Design
Rochester Instit. of Tech
 Rollins Coll.
Rose-Hulman Instit. of Tech
 Rowan Univ.
 Rutgers Univ. - Camden
 Rutgers Univ. - New Brunswick
 Rutgers Univ. - Newark
 Salve Regina Univ.
 San Diego State Univ.
 San Francisco State Univ.
 San José State Univ.
 Santa Clara Univ.
 Sarah Lawrence Coll.
Savannah Coll. of Art & Design
 School of the Art Instit. of Chicago
 School of Visual Arts
 Seattle Univ.
 Seton Hall Univ.
 Skidmore Coll.
 Southern Methodist Univ.
 Southwestern Univ.
St. Catherine Univ. - Minneapolis
 St. John's Univ.
 St. Lawrence Univ.
St. Olaf Coll.
Stanford Univ.
 Stevens Instit. of Tech
Stony Brook Univ. (SUNY)
 Suffolk Univ.
 SUNY at Albany
 Susquehanna Univ.
Syracuse Univ.
Temple Univ.
 Texas A&M Univ.
 Texas State Univ.
 The Johns Hopkins Univ.
The New School
 The Ohio State Univ.
 Trinity Coll.
 Trinity Univ.
Tufts Univ.
Tulane Univ.
UC Berkeley
UC Davis
UC Los Angeles
UC San Diego
 UC Santa Cruz
Union Coll.
Univ. of Arizona
 Univ. of California, Irvine
 Univ. of California, Riverside
 Univ. of California, Santa Barbara
Univ. of Chicago
 Univ. of Cincinnati
 Univ. of Colorado Boulder
 Univ. of Connecticut
 Univ. of Delaware
Univ. of Evansville
 Univ. of Florida
 Univ. of Hartford
Univ. of Illinois at Chicago
Univ. of Illinois at Urbana-Champaign
 Univ. of Iowa
Univ. of Maryland, Coll. Park
 Univ. of Massachusetts, Boston
Univ. of Massachusetts, Amherst
Univ. of Miami
Univ. of Michigan
 Univ. of Michigan-Dearborn
Univ. of Minnesota, Twin Cities
 Univ. of New Haven
 Univ. of North Carolina at Charlotte
 Univ. of North Carolina at Greensboro
 Univ. of North Carolina, Chapel Hill

Univ. of Notre Dame
 Univ. of Oregon
 Univ. of Pittsburgh
 Univ. of Portland
 Univ. of Puget Sound
 Univ. of Richmond
Univ. of Rochester
Univ. of San Diego
Univ. of San Francisco
 Univ. of South Florida
Univ. of Southern California
 Univ. of Texas at San Antonio
 Univ. of Texas, Arlington
Univ. of Texas, Austin
 Univ. of Utah
 Univ. of Virginia
Univ. of Washington
Univ. of Wisconsin, Madison
 Vanderbilt Univ.
 Vassar Coll.
 Villanova Univ.
 Virginia Polytechnic Instit.
 Wabash Coll.
 Wake Forest Univ.
 Washington & Jefferson Coll.
 Washington Univ. in St. Louis
Wellesley Coll.
 Wentworth Instit. of Tech
Wesleyan Univ.
 Western New England Univ.
 Western Washington Univ.
 Wheaton Coll.
 Wheaton Coll., Massachusetts
 Wheelock Coll.
 Whitman Coll.
Worcester Polytechnic Instit.

Click here
 to view
 the School
 Profile AY
 2021-22

**OIS graduates have matriculated to the schools highlighted in bold.*

LEARNING AT OIS

WE ARE DIGITAL CITIZENS.

We endeavor to use technology as a means of empowering students to think and act responsibly and ethically in the ever-evolving digital landscape. Digital citizenship, therefore, is taught across the curriculum. **We integrate technology into classroom activities and the curriculum in order to provide rich and meaningful 21st-century learning experiences.** A variety of devices, software applications, and web-based resources are used in effective, age-appropriate ways for students throughout each level of their learning. PYP instruction includes the use of mobile devices, such as iPads and laptops. For students in grades 5 - 12, laptops are an essential tool for learning, and our Bring Your Own Device (BYOD) programme is designed to maximize educational outcomes across all subjects. Students have access to powerful, engaging, and interactive technologies, including 3D printers, vinyl cutters, drones and robots, and a variety of materials and media. We are constantly investing in the infrastructure and a galaxy of online resources like TCI online, Safari Montage and Apple iTunes University. We have upgraded our hardware resources, extended the design capabilities for our students to include both digital and product design and developed the research and professional journal databases available to our students to the standard of most prestigious universities libraries. We added Britannica online, JSTOR, and EBSCO which offer students and staff tens of thousands of scholarly research papers, academic journals, etc.

Oberoi International School has been recognised as an Apple Distinguished School for 2019–2022 for its unique implementation of technology. This prestigious classification is defined by Apple as a school where “School leaders, faculty, and the extended community have a clear vision for how their technology-rich environments support learning goals”.

WE ARE ALSO SOCIAL STEWARDS.

We encourage our students to be caring individuals who respect differences and are concerned for the well-being of others. We are dedicated to exemplifying values, responsibility, and effort. **Our students are repeatedly reminded to be introspective stewards of the Earth's resources.** The school has quite a committed community outreach programme aimed to support students to find their interests and encourage involvement in the school, local or global community to work towards making the world a better place. OIS Service in Action projects include:

- **Projects to promote and encourage environmental stewardship.**
- **Charity, clothes, food, stationery, and book drives and fundraising initiatives for the unprivileged groups.**
- **Supporting animal shelters, elderly homes, refugee camps, and schools for the educationally and physically challenged in our community.**

Over the years, our students have built lasting partnerships with NGOs (Goonj, Teach For India, Operation Smile, Akanksha Foundation, Indian Cancer Society, etc.).

AND WE ARE HOLISTIC LEARNERS.

At OIS, we believe in holistic development and our rigorous curriculum provides a rich mix of academics and co-curricular activities. We encourage students from Nursery to Grade 12, to experience and participate in various arts, drama, music, athletics, and other creative activities. Our students put together independent musicals, drama, theatrical plays, festivals, debates, art showcases, etc. These events run throughout the school year and across all divisions. Through these performances & productions, our students are engaged in imaginative and productive activities as they explore different cultures; use art as a form of communication; and learn about the elements of performance, production, and stage and event management.

Our facilities support these endeavors with fully equipped drama and dance studios, auditorium, music practice rooms, and an audio-visual suite supported with the latest equipment. Our teachers serve as mentors to our students and guide them in exploring and developing their talents, and there are always opportunities for students to showcase what they have learned.

We have staged large musical and dramatic performances over the last several years, including Annie, Fame, Suite Surrender, The Miracle Worker, Cinderella - the pantomime, Disney Elf Jr, and Peter Pan Jr, among others. **Supporting our curriculum, we run an engaging and interesting extracurricular and programme with a three-pronged approach to the arts: classroom-based learning, sports-based learning, and performance-based learning.**



CONTINUOUS LEARNING AT OIS



SAFETY, RESILIENCE AND ADAPTABILITY

Even when we are apart, we are one community, joined by a united passion for teaching and learning, knowledge and creativity, social responsibility and respect for one and other.

The COVID-19 pandemic caused significant disruption in the education systems across the globe, affecting educators and learners everywhere.

Enforced by the virus; along with most schools in India, we transitioned to virtual classrooms in March 2020 and have successfully conducted online learning since then. With the pre-existing conditions, we started the academic session 2021-22 in August 'Learning from Home' and adapting to the new normal seamlessly.

We are proud of the sustainable systems that we have implemented which enable students to remain connected as a learning community despite the challenges presented by the pandemic.



Unbound by
the boundaries
of the screen.



OIS STUDENTS RECOGNIZE THAT THEIR JOURNEY OF LEARNING IS JUST AS IMPORTANT AS THE ULTIMATE DESTINATION.

OIS students are given the FREEDOM TO THINK and are EMPOWERED TO BE and it is this vision that enables them to stand out from the pack. **Although academic high achievers in their own right, OIS students are not driven by test scores alone. Rather, they are intrinsically motivated by the enriching experiences in which they can engage both in and out of school.** OIS students contribute, explore, and push the boundaries of their imagination simply because they want to learn and give back to their school, their community, and the world at large.

OIS students are compassionate and caring, tolerant, and accepting as well as risk-takers and out-of-the-box thinkers who seek to get an education for “life” and not just an exam score for “now”. OIS students are encouraged to be responsible, global citizens whose flexibility and curiosity enables them to appreciate not only their many differences but also their common humanity. They strive to overcome barriers and use their gained understanding to care for each other and to cooperate for the common good, both at OIS and in their community.



AT OIS,
we inspire students
to discover and
embrace unique skills,
strengths and passions.



ADMISSIONS AT OIS



HOW TO APPLY

OIS follows a paperless application process.

STEP 1

Complete the Online Inquiry Form

- All parents are welcome to fill an inquiry form available on the school website.
- Due to a large number of inquiries, the admission process includes a computer-based random shortlisting.

STEP 2

Receive an Invitation to Apply

Only Shortlisted candidates receive an email invitation to purchase our online application form which costs INR 7500 (non-refundable).

STEP 3

Complete the Online Application Form

Parents will receive the application form via email after the application fee payment only, which needs to be duly filled and submitted with the following documents:

- School reports of the last three years (if applicable)
- Birth certificate of the child
- Passport sized photograph of the child and both the parents
- Aadhar Card (for all applicants residing in India)
- Passport of the child and both the parents
- Relevant certificates regarding any medical concerns; and documents related to special learning needs (if applicable)

STEP 4

Schedule an Interaction/Assessment

- An Interaction will be scheduled for primary grades with a member of the Primary School faculty.
- An assessment will be scheduled for secondary grades. Post assessment, *only shortlisted candidates* will be called for a pre-scheduled interaction with a member of the secondary school faculty.

STEP 5

Receive an Admission Offer

- The admissions process is designed to identify students and families who are in sync with the philosophy of OIS. The admission decision will be conveyed by email.
- Fee payment follows if admission is offered.

AGE CRITERIA

For Nursery, a child should be 3 years of age as on December 31 of the academic year in which the parents are applying.

Our admissions team is happy to help with any questions that you may have.

For any queries, please write to us on admissions@oberoi-is.org



Students are
encouraged to embrace
both the rational and
emotional thinking
at OIS



We educate
students
to be
independent
learners and
collaborative
leaders.





We also celebrate the individuality and value through which each student enriches the learning experience in school.



AT OIS,
we encourage students
to reflect, respect,
aspire and explore.



We also encourage critical thinking and leadership.



We give
students
the freedom
to **THINK,**
BELIEVE and
ACHIEVE.





AT OIS,
we offer education
that builds
perspectives
and instills a passion
for lifelong learning.





AN OBEROI FOUNDATION INITIATIVE

OGC CAMPUS

Oberoi Garden City, Next to Oberoi Woods, Off Western Express Highway,
Goregaon (E), Mumbai 400063, India | +91 22 4236 3131/199

CEEBS Code: 671665 **UCAS Centre Number:** 46207 **IB Code:** 003566

JVLR CAMPUS

Jogeshwari Vikhroli Link Road, Jogeshwari East, Mumbai - 400060,
India | +91 022 71453131/199

CEEBS Code: 671198 **UCAS Centre Number:** 46207 **IB Code:** 060691

