



SCHOOL NEWSLETTER

MAY, 2026 | VOL 5

IMPORTANT DATES TO REMEMBER:

1ST MAY
LABOUR DAY
(NO SCHOOL OR ECA)

5TH MAY - 6TH MAY
PHOTO DAYS

18TH MAY
CHILDREN ORAL HEALTH PROJECT

22ND MAY
PROFESSIONAL DEVELOPMENT DAY
(NO SCHOOL OR ECA)

26TH MAY - 29TH MAY
SECOND MID-TERM BREAK
(NO SCHOOL OR ECA)

6TH JUNE
LKUK GRADUATION DAY

12TH JUNE
PARENT-TEACHER CONFERENCE

19TH JUNE
TUEN NG FESTIVAL
(NO SCHOOL OR ECA)

1ST JULY
HKSAR ESTABLISHMENT DAY
(NO SCHOOL OR ECA)

17TH JULY
LAST DAY OF SCHOOL

A MESSAGE FROM MS KITTY HO OUR SCHOOL SUPERVISOR

Dear Parents,

As we approach the end of the school year, there is a palpable sense of camaraderie and belonging within each class, nurtured through over ten months of shared learning and experiences. The Spring/Summer term not only brings exciting opportunities such as water play and picnics, but also marks a significant milestone, our much-anticipated graduation day. It has been a true privilege to witness our students grow from strength to strength throughout the years. The 6th June will be a meaningful opportunity for them to celebrate their learning journeys and accomplishments alongside their peers, and to share these special moments with their most important audience: You. Through each transdisciplinary theme and unit, your children have developed in unique and inspiring ways, demonstrating confidence, curiosity, and a genuine love of learning. In addition, I am delighted to share that, through our close partnership, PIPS Upper Kindergarten (K3) graduates are guaranteed a place in the Primary programme at Shrewsbury International School Hong Kong, with no entrance assessment required. This reflects the strength of our programme and the readiness of our students for the next stage of their educational journey. Thank you for your continued support and trust in our school community.

Warm regards,
Ms Kitty Ho



Play, Purpose, and Social Growth: IB Learner Profile Attributes in Action by Rachel Fong (PYP Coordinator - LOHAS Campus)

At PIPS we aim to nurture children as lifelong learners. The IB Learner Profile Attributes describe the qualities we want children to grow into; qualities like curiosity, confidence, empathy, and reflection. In early years, one of the most natural ways that children develop these qualities is through play. Play is not only enjoyable but it is a key setting where children practise social and interpersonal skills, learn how to get along with others, and gradually build the confidence to express their ideas and feelings.

What are the IB Learner Profile Attributes?

The IB Learner Profile Attributes guide how we teach and how we understand learning and character in the classroom. They help children grow into inquirers, knowledgeable learners, thinkers, communicators, principled people, open-minded learners, caring individuals, risk-takers, balanced learners, and reflective thinkers.

Because young children learn through experience, play becomes the “everyday classroom” where these attributes show up naturally.

When children play together, they are constantly communicating, negotiating, problem-solving, and collaborating. They also practise emotional regulation, helping them cope when plans change and manage disagreements in a calm and respectful way.

How Play Supports Social Skills

Play creates real-life moments where children need to interact. Whether they are pretending, building, making art, or playing in the playground, children learn how to wait, take turns, share resources, and listen to others. They practise respectful language, learn to consider other peoples’ perspectives, and develop empathy by caring for another person’s role, idea, or feelings. Importantly, children also learn that social relationships involve change and that plans may need adjusting, roles can be swapped, and solutions may require compromise. Just as importantly, teachers help children turn these experiences into growth. Through careful observation and supportive questions, teachers encourage children to explain what they did, how they felt, and what they could try next time. This helps to strengthen both social confidence and further develops their soft skills, aligning with their learner profile attributes.

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What It Looks Like in The Classroom

Pre-Nursery: Building Social Confidence

In Pre-Nursery, children are learning how to be part of a classroom community. Play supports them as they practise early social skills in a warm, secure environment. Children may explore sensory experiences or materials while adults model simple interaction language, such as “my turn” and “your turn,” and encourage them to share observations with peers or teachers. At this stage, children often demonstrate the earliest signs of being communicators and caring friends by responding to others, showing interest, and taking part in shared routines.

What this looks like

Through this firefighting role-play activity, the children are developing social awareness regarding the vital roles community helpers play in our lives. Additionally, it encourages cooperation as students take turns dressing up and acting out emergency scenarios.



Through this pedestrian crossing role-play activity, the children are developing social awareness regarding road safety and the importance of traffic rules. Additionally, it encourages cooperation as students take turns acting as traffic light operators and pedestrians, practising open communication and the patience required to wait for the green light.

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Nursery: Collaborative Play and Shared roles

In Nursery, children build their interpersonal skills through cooperative routines and play that includes shared materials and clear, consistent expectations. Teachers guide children in learning what it means to be part of the group such as listening when someone else is speaking, waiting for their turn, and using kind words with their peers. As children try new activities together, they also practise helpful ways to respond when something doesn't go their way, for example by asking for help, taking a moment to calm down, or trying again with support. Over time, these everyday moments help children feel safe, understood, and confident in their social interactions.



What this looks like

Our Nursery learners took on shared roles during a high-energy "Fly Swat" game! By working together to identify and "catch" specific Chinese characters, the children practised turn-taking and collective problem-solving, turning a literacy challenge into a collaborative triumph.

What this looks like

Collaborative play took center stage in Nursery as the children shared materials and ideas during their latest art project. By passing tools and communicating their needs to their peers, they demonstrated that the process of working together is just as beautiful as the finished artwork!



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Lower & Upper Kindergarten: Teamwork, Problem-Solving, and Reflection

In Lower and Upper Kindergarten, children begin to work more closely with their peers, and their play often becomes more structured and longer-lasting. Role-play begins to support their social development because children need to communicate to make the play work, they negotiate roles, practise turn-taking, and learn how to include others in the group. As they plan, discuss, and solve everyday social challenges (such as keeping everyone included or working through disagreements), children strengthen how they listen, respond, and adjust their ideas. Teachers guide this process by encouraging kind, respectful language and helping children think through solutions so the group can continue working together smoothly.



What this looks like

By role-playing as the Caterpillar and the Butterfly from the story “The Very Hungry Caterpillar” By Eric Carle, the LKUK children practise negotiating roles and communicating ideas. This collaborative play helped them navigate social challenges and strengthen their listening skills as they worked together to bring the story to life for their peers.

What this looks like

Using picture cards to visualise the environmental food chain, the LKUK children collaborated to sequence roles and discuss how each living thing relies on the next. This hands-on role-play activity encouraged them to negotiate ideas and solve problems together as they explored the balance of the natural world.





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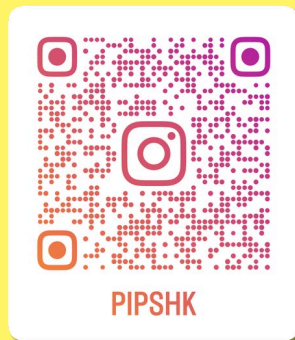
Supporting Play and Social Skills at Home

Parents can strengthen children's interpersonal growth by creating opportunities for playful interaction. Shared activities such as cooking, arts and crafts, building together, or a walk where children observe and talk about what they notice can spark meaningful conversations. Games with simple rules (including taking turns) help children practise fairness in a natural way. When children lead the play, they gain confidence in their ideas and become more comfortable interacting with others. Gentle prompts like "What would you like to do next?" or "How can we make sure everyone gets a turn?" guide children toward problem-solving without taking over.

At PIPS, we believe play is essential for learning and relationships. Through play, children practise the IB Learner Profile Attributes in real situations: they communicate, care for others, cooperate in groups, take thoughtful risks, and reflect on how they can do better next time. When children develop social skills through play, they become not only stronger learners, but also kinder and more capable people.

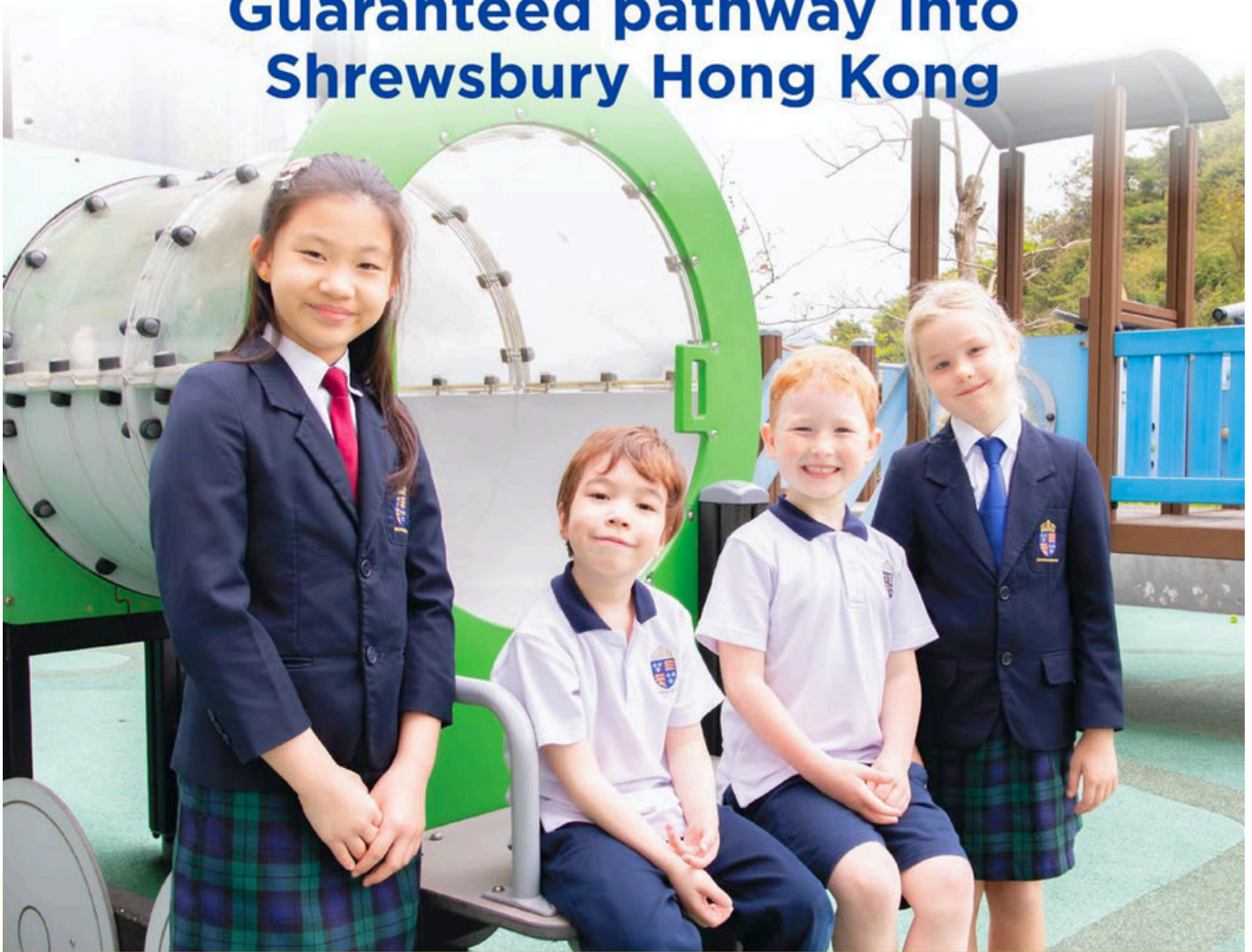
PIPS Easter Celebrations 2026

Over the Easter period, our wonderful teachers prepared an amazing array of Spring activities. The best part is, we've kept all of the photos and we can't stop smiling as we look back at all of the wonderful moments our children have experienced.



BREAKING NEWS

Guaranteed pathway into Shrewsbury Hong Kong



Guaranteed Pathway into Shrewsbury Hong Kong

We are thrilled to announce that all Parkview International Pre-School Hong Kong Upper Kindergarten (K3) graduates are now guaranteed a place in Primary at Shrewsbury International School Hong Kong, with no entrance assessments required.

Our strengthened partnership provides more than just a local transition; it creates a guaranteed pathway from PIPS, through Shrewsbury International School's Hong Kong campus, all the way to Shrewsbury School in the UK.



Important Events & Reminders

School Photo Days

Our school photo days will take place between **Tuesday, 5th May** and **Wednesday, 6th May**. Photo sessions will be scheduled based on class availability, and any class may have their photos taken on any of these dates. Please contact the school office if you would like to reserve a family photo session. Please be reminded that children should come to school wearing their summer school uniforms.

Children Oral Health Project

Our annual dental health check will take place on **Monday, 18th May**. Please note that if treatment is required, a solution called Silver Diamine Fluoride (SDF) will be painted on the teeth to stop decay and kill bacteria. It will, however, permanently stain the decayed part of the tooth black. Accepting this treatment is optional. Please contact the school office if you would like more information.

Professional Development Day

Friday, 22nd May is a day reserved for our teachers' professional development. There will be no school or ECAs on this day.

Graduation Day

We are pleased to announce that the PIPS Graduation Ceremony will be held on **Saturday, 6th June** from 10am-12pm at Shrewsbury International School. This is an exciting event for our graduates and their families, and we are looking forward to celebrating this milestone with parents and families of our LKUK graduates.

Parent-Teacher Conference

Our last Parent-Teacher Conference of the year will be held on **Friday, 12th June**. A notice will be sent home over the coming weeks.