



HIGHLIGHTS OF THE TERM

- Teachers' continuous professional development.
- Parent-Teacher conferencing
- Periodic Student assessments
- Study and Fun trip for secondary and upper primary
- Movie and Casual days
- class meetings / counselling and guidance sessions.
- Africa spelling Bee Competition
- Spiritual formation for Christian and Muslim students

- Science Quiz

TERM II PRIORITIES

- Checkpoint and A level Cambridge examinations.
- Student smartness and adherence to the school uniform.
- External debates with neighbouring schools.



Message from the school principal



Nabanoba Eva
School Principal

Psalms 27 “the Lord is my light and Salvation”

Dear Parents and Guardians, Warm greetings to you all. As we conclude Term 2, we take pride in sharing highlights of our collective journey, achievements, and memorable experiences. We extend our heartfelt gratitude to each of you for walking hand in hand with the school management. From the very first day to the last, your commitment in dropping and picking up the children has been invaluable. We deeply appreciate the trust you have placed in our staff, finding them faithful in teaching, training, guiding, and caring for your children. Your presence at the Parent–Teacher Conference on 2nd April 2026 was a great encouragement.

For those who were unable to collect your child’s report, kindly check with the Head of Academics at your convenience. Looking ahead, Term 3 will resume on Tuesday, 14th April 2026. On behalf of LIS, we wish you and your families a joyful and blessed Easter Holiday.

Warm regards, LIS School Management



Parent – Teacher conferencing

During this term, we successfully held two parent–teacher conferences—one midway through the term following the periodic assessments, and another at the end of the term on April 2, 2026. These sessions provided meaningful opportunities for parents and teachers to engage in constructive dialogue focused on each child’s academic progress and any learning challenges that may need attention.

This collaborative approach plays a vital role in supporting our learners, and we are committed to sustaining and strengthening this initiative in the years ahead. Our goal is to ensure that every child is closely supported and guided, leaving no learner behind.

Learn, Serve, Lead

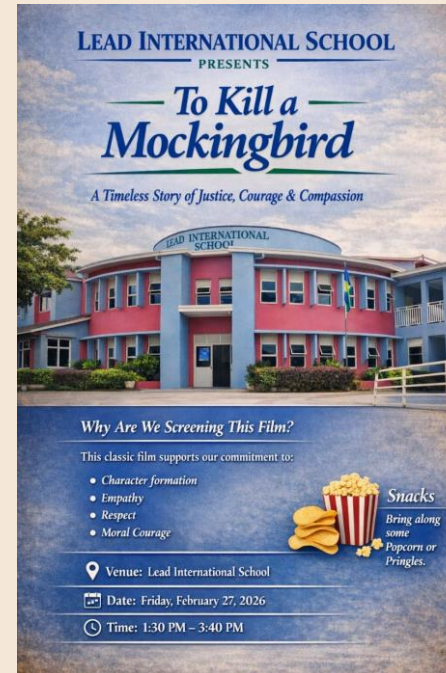
Staff – CPD (Continuous – Professional development)

During the half-term break, while our students enjoyed a well-deserved period of rest, our dedicated teaching staff remained on campus to participate in an intensive three-day professional development programme held from 9th to 11th February. This initiative reflects the school's ongoing commitment to excellence in teaching and learning, ensuring that our educators continue to grow professionally and stay aligned with best practices in education.

.A highlight of the training was the emphasis on collaboration and teamwork. Staff members worked together to develop lesson plans, explore new teaching tools, and design strategies aimed at improving student engagement and outcomes. These collaborative efforts not only strengthened professional relationships but also fostered a shared vision for continuous improvement across the school.



Movie and Casual Days.



The school recently organized movie and casual days, creating a refreshing and enjoyable environment for students while providing a break from the usual routine. During the movie day, learners gathered to watch an engaging and educational film that encouraged both entertainment and reflection, while the casual days allowed students to dress comfortably, promoting self-expression and a sense of belonging. Teachers observed a noticeable improvement in students' moods, with many appearing more relaxed, engaged, and motivated in class afterward.

The New Times



NEWS

Student from Rwanda wins African Spelling Bee, eyes engineering career



A brief extract of the article carried by the New Times publication about the spelling Bee Competition where Lead International school emerged victorious.

Rwandan student Daniel Adesiyan emerged as the winner of the African Spelling Bee competition, securing the continental title after a tense three-round contest held on March 20 in Harare, Zimbabwe.

He was awarded a trophy shaped like the map of Africa. The 14-year-old, a student at Lead International School, represented Rwanda and stood out among more than 15 participating countries, including South Africa, Zambia, Zimbabwe, Lesotho, Ghana, Nigeria, Uganda, Kenya, Ethiopia, and others. The African Spelling Bee is a continental academic competition that brings together top spellers from across Africa, each qualifying through their respective national spelling competitions.

The contest is designed to promote literacy, expand vocabulary, encourage academic excellence, and foster cultural exchange among African nations. It is divided into two categories; a junior category for participants aged 9 to 13 and a senior category for those aged 14 to 18. Adesiyan, who won in the senior category, described the moment he realized he had won as unbelievable, especially after such a demanding contest. The competition featured about 25 contestants, but the first round changed the contest when participants were given African-language words instead of the expected English ones.

The competition included speed and elimination rounds, requiring accuracy and quick thinking. Adesiyan stood out by correctly spelling challenging words such as “loquacious” and “caracal.”

Madam Eva Nabanoba the school Principal at Lead International School urges educators and policymakers to give greater attention to spelling and reading at the early stages of education. She added that a strong foundation in these areas helps learners develop confidence, discipline, and the ability to compete successfully at both regional and international levels.

School Study Tours: Inspire Learning Beyond the Classroom

Students experienced hands-on learning through two educational study tours held on March 26 and March 27, offering valuable insights into Rwanda's energy production and cultural heritage. On March 26, secondary school students visited the Ntaruka Hydropower Plant, one of Rwanda's oldest hydroelectric power stations. The tour provided students with a deeper understanding of how electricity is generated using water resources. During the visit, students observed the process of converting water energy into electrical power. They learned how turbines are driven by flowing water and how generators produce electricity that is distributed across the country. The experience helped bridge the gap between theoretical classroom lessons and real-world application. Many students expressed excitement about seeing large-scale machinery in operation and understanding its importance in national development.

The following day, March 27, upper primary students embarked on a cultural study tour to the Ethnographic Museum and the King's Palace Museum. At the Ethnographic Museum, students explored Rwanda's rich cultural history through exhibits showcasing traditional tools, clothing, art, and social practices. The visit offered them a glimpse into how Rwandans lived in the past and how cultural values have been preserved over time. At the King's Palace Museum, students learned about Rwanda's pre-colonial monarchy and the lifestyle of traditional kings. They observed the reconstructed royal residence and were introduced to the famous long-horned Inyambo cows, which hold significant cultural importance. The tours were both educational and engaging, allowing students to connect classroom knowledge with real-life experiences. They also promoted appreciation for Rwanda's technological progress and cultural heritage. School administrators emphasized the importance of such study tours in enhancing learning, building curiosity, and encouraging students to explore different career paths. Overall, the two-day study tours were a success, leaving students inspired, informed, and eager to learn more about their country and the world around them.





Science Quiz. In the course of term II, the science department organized a science quiz for both primary and secondary students, aimed at promoting interest in scientific knowledge and critical thinking. The competition brought together enthusiastic learners who showcased their understanding of various science topics. Students participated actively, demonstrating teamwork, confidence, and problem-solving skills throughout the quiz. Teachers noted that the activity helped reinforce classroom learning in an engaging and interactive way. Overall, the science quiz was a success, inspiring students to further explore and appreciate the world of science.



Spiritual formation. During the second term, the school experienced two significant religious seasons, Ramadan and Lent, which are important times of reflection and devotion for many students. The school took deliberate steps to guide learners through this period, offering support and understanding to those observing these traditions. Adjustments were made to schedules and activities to ensure students could fully participate while honouring their faith. Teachers also provided encouragement and awareness to promote respect and inclusivity among all learners. Overall, the school's efforts created a supportive environment that balanced academic responsibilities with religious commitments.

Periodic Assessments. The school has revised its assessment criteria to make evaluations more comprehensive and effective. Report cards will no longer rely solely on mid-term tests and end-of-term exams. Instead, students' performance will be assessed throughout the term, with the first half evaluating progress from the start of the term to the mid-term, taking into account homework, quizzes, tests, and exercises. The second half of the term will be assessed similarly, from mid-term to the end of term. Students are encouraged to complete all their homework and attend school regularly to ensure they do not miss out on these continuous assessments. This approach provides a more accurate reflection of students' overall learning and consistent effort.

Class meetings for primary pupils / counselling and guidance sessions for secondary students.

The school recently held Friday class meetings for primary students alongside counselling and guidance sessions for secondary students, creating opportunities for mentorship, personal growth, and open discussion. These sessions focused on developing life skills, addressing challenges, and fostering a positive learning environment. The program was honoured by the presence of Rtd Gen: Emmanuel Karenzi Karake, who provided valuable guidance and shared his experiences to inspire students. Both primary and secondary learners actively participated, asking questions and engaging in meaningful conversations. The initiative was highly successful in promoting discipline, personal development, and a sense of responsibility among students.



PRIORITIES FOR TERM III

For Term III, the school’s main priority will be preparing students for the upcoming Checkpoint and A’ Level Cambridge examinations. Teachers and students will work closely to ensure focused revision, and effective exam strategies, enabling learners to perform at their highest potential.

Another key focus will be on promoting student smartness and enforcing strict adherence to the school uniform. These measures aim to instill discipline, a sense of responsibility, and pride in personal appearance, which contribute to a positive and professional school environment.

Finally, the school will encourage students to participate in external debates with neighboring schools. This initiative will help develop critical thinking, confidence, and effective communication skills, while providing a platform for students to engage with peers and showcase their knowledge and abilities beyond the classroom.

TERM III SCHOOL FEES

Nursery	580,000
G1 – G6	610,000
G7 – G8	680,000
G9 – G10	700,000
G11 – G12	950,000

WISHING YOU A BLESSED EASTER HOLIDAY